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More than Games: Utilizing Games in Second Language Classroom

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Research Question

- What games have been utilized in an L2 learning environment and how have they effected students' motivation?
- How have the different types of environments that the games have created influenced the students interest in the games?

Methodology

- The research process that was completed was three steps: 1)searching the use of games in the classroom 2)analyzed the articles for information and other articles applicable to the topic 3)created a list of articles to be analyze for the literature review.
- I examined many different articles by numerous authors, including Barendgret and Bekker (2011), Bekebrede, Watmelink, and Mayer (2011), Chik (2014), Connolly, Stansfield, and Hainey (2011), Dedeaux and Hartsell (2011), Doudra, Bratitsis, Griva, and Papadopoulou (2014), Papastergiou (2009), Paraskeva, Mysirlaki, and Papagianni (2010), Reinhardt (2014), Tuzun, Yilmaz, Karakus, Inal, Kizilkava (2009), Vandercruysse, Vandewaetere, Cornillie, and Clarebout (2013)which were reviewed for relevant information.

Literature Review

- When examining the goals of the games being used, the differing aspects of the games and their relationships with one another. (Paraskeva, Mysirlaki & Papagianni, 2009)
- Vandercruysse discusses that there are many promising claims that believe that the educational games are promising for L2 classrooms, but there is not a large amount of empirical research and evidence to back the claims. (Vandercruysse, Vandewaetere, Cornillie, & Clarebout, 2013)
- It is thought that games that contain educational objectives and other subject content may have the potential to make learning academic subjects more learner centered, easier, more enjoyable and unteresting, and, in turn, more effective. (Papastergiou, 2008)
- Barendgret and Bekker (2011) noted that it was hard to measure motivation in students because they volunteer to particpate in the studies.

Results and Data Analysis

- Games used in L2 learning has increased significantly, but there is no consensus on what type of games are most effective.
- Some games create their own environments and immerse students in a new world, which can cause greater learning and L2 knowledge increase.
- Student's intrinsic motivation to play games has been seen to contradict their lack of interest in school content. (Papastergiou, 2007)

Conclusion

- Students prefer games when learning new content compared to traditional methods, but there was ultimately no consensus as to which type of game provides the better learning experience.
- Using games as a teaching tool can be very useful if it naturally engages the students in the content.
- Further research could address measuring the change in students motivation towards content learning while using games.