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Learning while playing? Games in foreign language teaching

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Motives of the Study

- Integration of game elements into my lessons

Research Questions:

How do students want to learn?

Which forms of exercises do they consider useful for their learning?

Structure

- Literature Review
- Definition of Language Game
- Presentation of the study

Literature Review

- Effectiveness of games: Yu (2005), Jentges (2007)
- Classification: Kilp (2010)
- The teachers' perspective: Matyàs (2010)
- The learners' perspective:
 - Marinova (2005), Yu (2005)
 - Shimamura (2002), Yoshimitsu (2006)

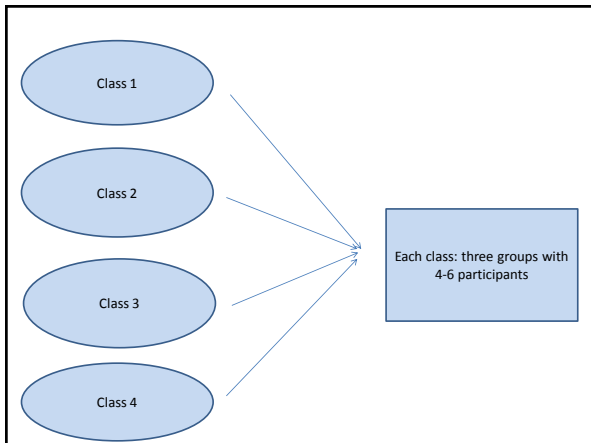
What is a language game?

Littlewood (1981)



Data collection

- Lesson (2 games included)
- Group discussion (four classes, first year, each class: four groups each 4-6 students)

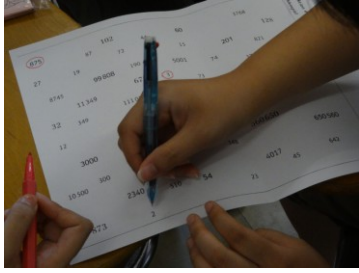


Memory

- Subject: family (to be able to present your own family)
- „Das ist mein/meine“



Memory



Searching for numbers (Menschen, 2012)

Results

Cognitive
Aspects

Emotional
Aspects

Motorical
Aspects

Social Aspects

Organisational
Aspects

Cognitive Aspects

- Helpful to remember vocabulary
- Many repetitions help to memorize structures and vocabulary
- Self-testing
- Get used to different kinds of pronunciation

Emotional/ affective aspects

- Relaxed learning
- Competitive situation (more attention)
- „refresh“

Motorical Aspects

- Moving is helpful
- Active part in the lesson
- Change the seat

Social Aspects

- You get to know a lot of people
- Support by fellow students
- Group and pair work leads to more motivation and learning effects
- Games as useful classroom activity because one can't play alone

Organisational Aspects

- Not enough time
- Pictures not clearly recognizable
- Did not hear or remember the explanation
- No one in the groups knows the correct answer
- Distraction happens easily

Are Games considered as useful or not?

- Yes, but ...
- „case by case“

Implications

- Games can be integrated into the lessons
- Different kinds of games which foster different abilities
- and different classroom formats
- Explanations are crucial to play successfully
- Composition of the groups
- Consider the time factor
- Offer a broad variation of activities

Further Research

- Are games used in German classes in Japanese universities? Why (not)?
- Survey among Japanese and German teachers

Thank you very much!

Questions and comments?

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