

# Using Games to Motivate Students to Speak

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## Background

This research was conducted at the OSG Willem Blaeu which is a secondary TTO school located in Alkmaar. From conversations with educators, it was clear that it was difficult to promote students to speak in English during class. This research was aimed at determining why students are reluctant to speak the foreign language in the classroom setting and develop a way to ensure that students speak in the target language.

## Research Question

How can games be used to improve the intrinsic motivation of students to speak in the target language?

## Methods

### Foreign Language Anxiety Scale

- 15 questions about a students' personal anxiety to speak in the target language.
- Students rate these questions from SD, D, N, A, SA.

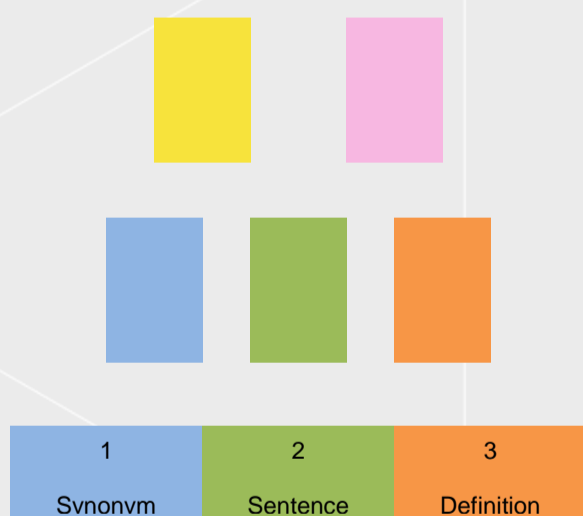
### Individual Interviews

- Do you speak English in the classroom? Why/why not?
- If not, do you think it is because you are nervous to speak English?
- Are you supposed to speak English during the lesson?
- When do you use English outside of the classroom?
- What are your long-term goals for English?
- How could a teacher motivate you to speak English?

### Teacher Interview

- Do you find that your students speak in the target language for the entire lesson?
- If not, why do you think that they are not speaking in the target language?
- What are you currently doing to promote students' to speak English in the class?
- How do you measure the amount of speaking the students are doing?

## Intervention'



**Withdrawn**  
uncommunicative

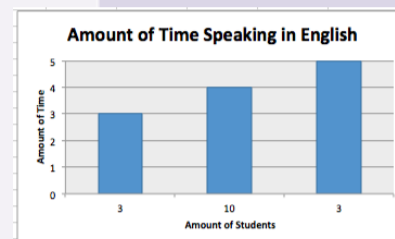
**Withdrawn**  
She was withdrawn from the conversation and remained quiet the entire time.

**Withdrawn**  
Very quiet and usually shy. Does not talk to other people a lot.

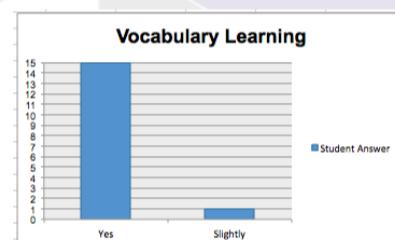
## Results

### Survey

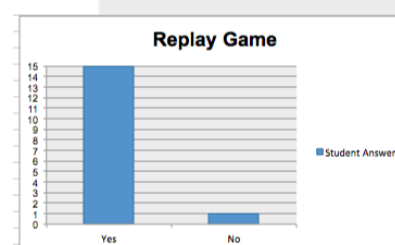
- How would you rate the amount of time you spent speaking English during the game? (1 being the least and 5 being the most).



- What components of the game did you find motivating for your success?
  - Winning/Competition
  - "Everyone talked English."
- What components of the game did you find difficult?
  - The words.
  - The pink cards.
- What components of the game did you find easy?
  - Explaining the words.
  - The "easy" words.
- Do you think this game was helpful for learning vocabulary?



- Would you play this game again?



### Quotes from students about the game:

"I didn't know some of the words. Now I do."

"it was a nice game, not boring and I think this game can help every student with learning vocabulary."

"It was fun!"

## Conclusion

Why the game worked ...

- Sevy-Biloon (2016)
  - Games allow students to learn and have fun.
  - Game play allows students to have an active role in their learning.
- Gozcu and Caganaga (2016)
  - Learners are motivated to learn when playing games because their focus is on the activity without being aware that they are acquiring the target language.
  - The students are able to practice their target language in a relaxed and enjoyable environment.
- Bakhsh (2016)
  - Games allow foreign language learners to use the language in a creative and fearless manner.
  - Because the language of games is unrehearsed, the students have to construct the language independently.
  - Games create a social experience.

## Acknowledgments

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