The effectiveness of games in improving language teaching in socioeconomically deprived areas

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Online games can be a useful tool in aiding students' language learning, especially in deprived areas

School-led recommendations

- ☐ Change teaching methods
- ☐ More choice
- ☐ Promote benefits
- ☐ Cultural knowledge

Government-led recommendations

- ☐ Schemes for resource access
- ☐ Change assessment methods
- ☐ Community resources
- ☐ Start languages earlier

This study takes inspiration from the communicative language teaching approach (CLTA)

Games are often considered as effective in improving students' communicative skills

Introduction

- The uptake of languages at GCSE and A Level has been in decline for a number of years
- Schools in more deprived areas are most severely affected by this
- This has been exacerbated by the COVID-19 pandemic
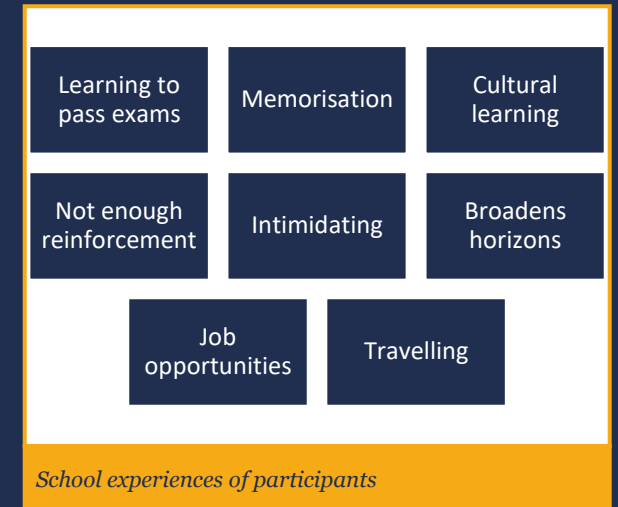
Methods

- 8 university students aged 18 – 22
- Participants from deprived areas who learnt languages in UK schools
- Semi-structured interviews
- Not easily generalisable, but can be used as a starting point for future study

Discussion

- Language classes focus on passing exams rather than communicating
- Students from socioeconomically deprived areas have more difficulty practising at home
- Games are seen as engaging and widely accessible

Conclusion

- Games can be useful - lack of access to resources outside of school
- Provides a new way to engage students
- Teacher support is still necessary to explain complex aspects e.g. grammar

School experiences of participants

Learning to pass exams | Memorisation | Cultural learning | Not enough reinforcement | Intimidating | Broadens horizons | Job opportunities | Travelling

Barriers to language learning

- Financial issues
- Cultural capital
- Location

Category	Value
Needs grammar info	3
Useful	7
Not useful	1
Intriguing	3
Accessible	5
Audio and visual	5
Practical language use	7
Engaging	8

Participants' perception of language games

References

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