

# Promoting **Learner** **Reflection** through a **Card Game**

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# Outline

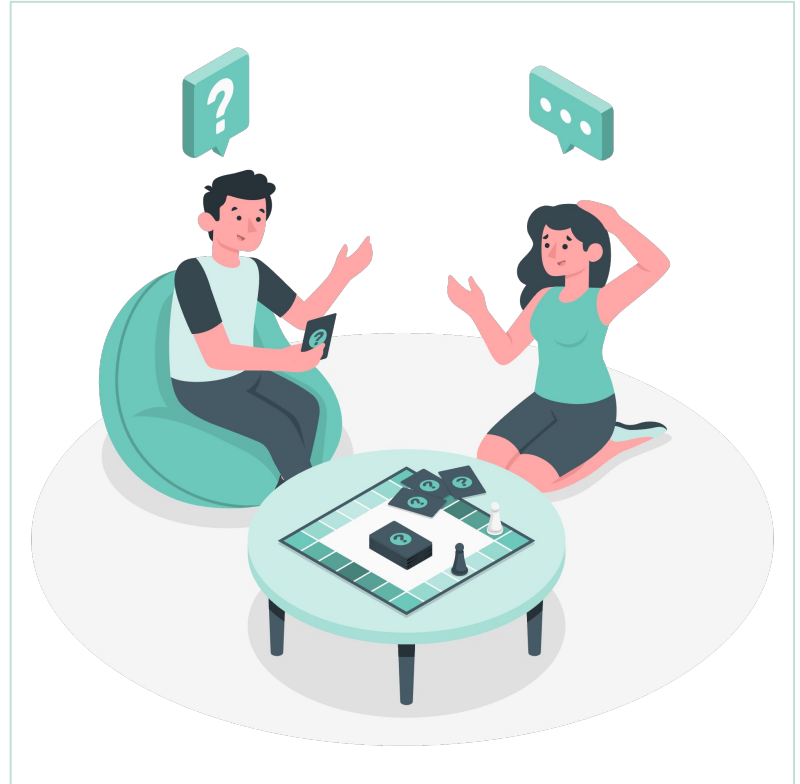
**1. Theory**

**2. The Card Game**

**3. The Study**

**4. Findings**

**5. Conclusion**



# **1. Theoretical Background**

# Reflection in Language Learning

Important and necessary component of language learning. It allows individuals to redefine their understanding of experiences, thoughts, and actions (Mynard, 2023).

Different tools promote learner reflection (Anderson, 2008).

**How about a card game as a tool to help mediate reflection?**

# Gamification...

The use of “game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems” (Kapp, 2012, p. 10).

# ...In Language Learning

**Fosters motivation, engagement,  
greater autonomy, and agency.**

# ...In Language Learning

**Promotes a wide range of cognitive skills for collaborative knowledge construction, including curiosity, research, reflection, critical thinking, creativity, problem-solving, and decision-making.**

# ...In Language Learning

**Fosters student empowerment through choice, risk-taking, and embracing experimentation, enabling the exploration of diverse social roles and interactions with the world.**



# **...In Language Learning**

**Promotes the development of teamwork, cooperation, empathy, and creativity, while also instilling a positive attitude towards mistakes as a natural part of the learning journey.**

# Gamifying Reflection

- Games based on real-world models
- Importance of clear goals
- Working together for mutual benefit.

# **2. The Card Game**

# Card Game: **Smarties!**

- Situation cards (55)  
& Strategy cards (100)
- 3 to 5 players
- 20 minutes per situation

## Situation 30

**Eric wants to be more active in class. He feels that his classmates will make fun of him if he makes a mistake.**

What should he do to make the situation better?



## Strategy 68

**Do not hesitate to ask questions to your classmate and your teacher**

Explain why this is the best strategy for the situation



## Strategy 53

**Read (or listen to) a chapter of your favourite book in your target language**

Explain why this is the best strategy for the situation



## Strategy 44

**Make a list of important tasks before you start doing things**

Explain why this is the best strategy for the situation



## Strategy 29

**Review the vocabulary of the class unit before or after the class**

Explain why this is the best strategy for the situation



## Strategy 13

**Decide how long you want to do a task and set an alarm**

Explain why this is the best strategy for the situation



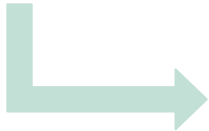
# **3. The Study**

# Context

**Kanda University of International Studies (KUIS)**



**Self-Access Learning Center (SALC)**



**Effective Language Learning Course (ELLC)**

- 2 classes
- 30 students enrolled in the course
- 20 research participants
- 4 Learning Advisors

# Data collection

4. I want to try out a new learning strategy I learned in the game. \*

ゲームの中で覚えた学習戦略を実際に使ってみたいとおもう

1 2 3 4 5 6 7

Strongly disagree まったくそう思  
わない        Strongly agree とてもそう思う

5. I want to try out a new learning resource I learned in the game. \*

このゲームの中で覚えた学習リソースを実際に使ってみたいと思う。

1 2 3 4 5 6 7

Strongly disagree まったくそう思  
わない        Strongly agree とてもそう思う

6. I think it's a good idea to play the game in class again. \*

またクラスの中でこのゲームのプレイする機会があると良いと思う。

- Pilot study (Week 6)
- Final study (Week 13)
- Teams of 3-4 players
- Two rounds
- Online survey
  - 12 likert scale statements
  - 1 open-ended question



## **Research Questions**

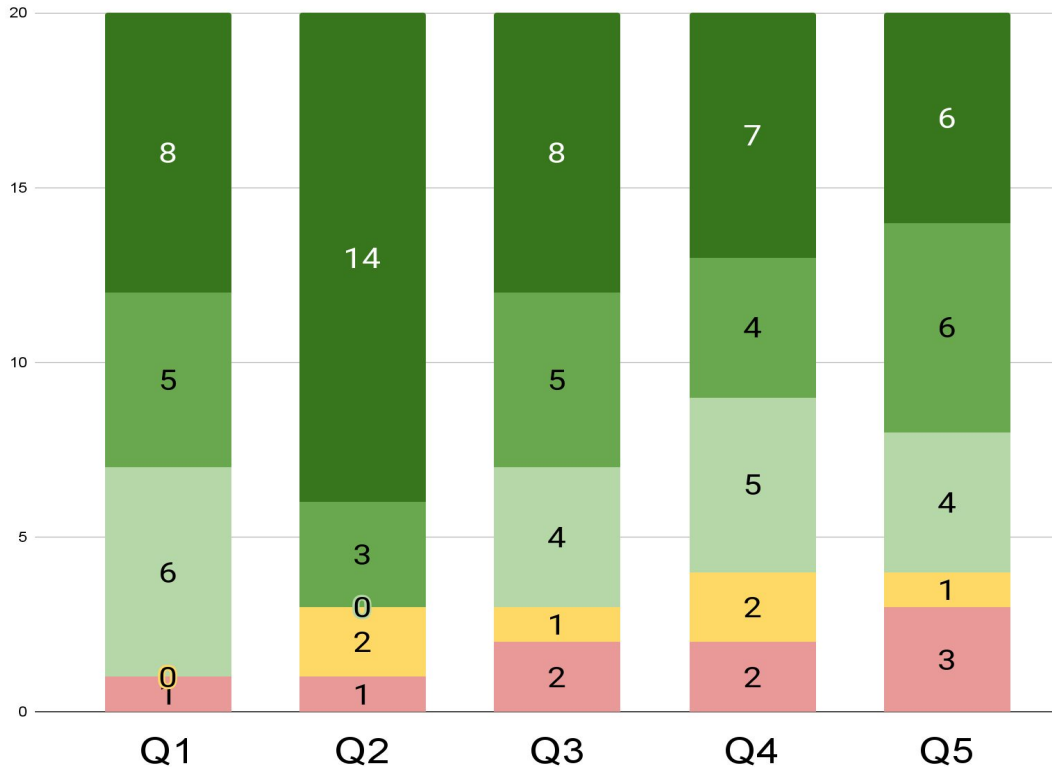
**Does the use of a card game help students reflect on language learning?**

**To what extent does the use of a card game help students reflect on language learning?**

# **4. Findings**

# Results (Likert-Scale)

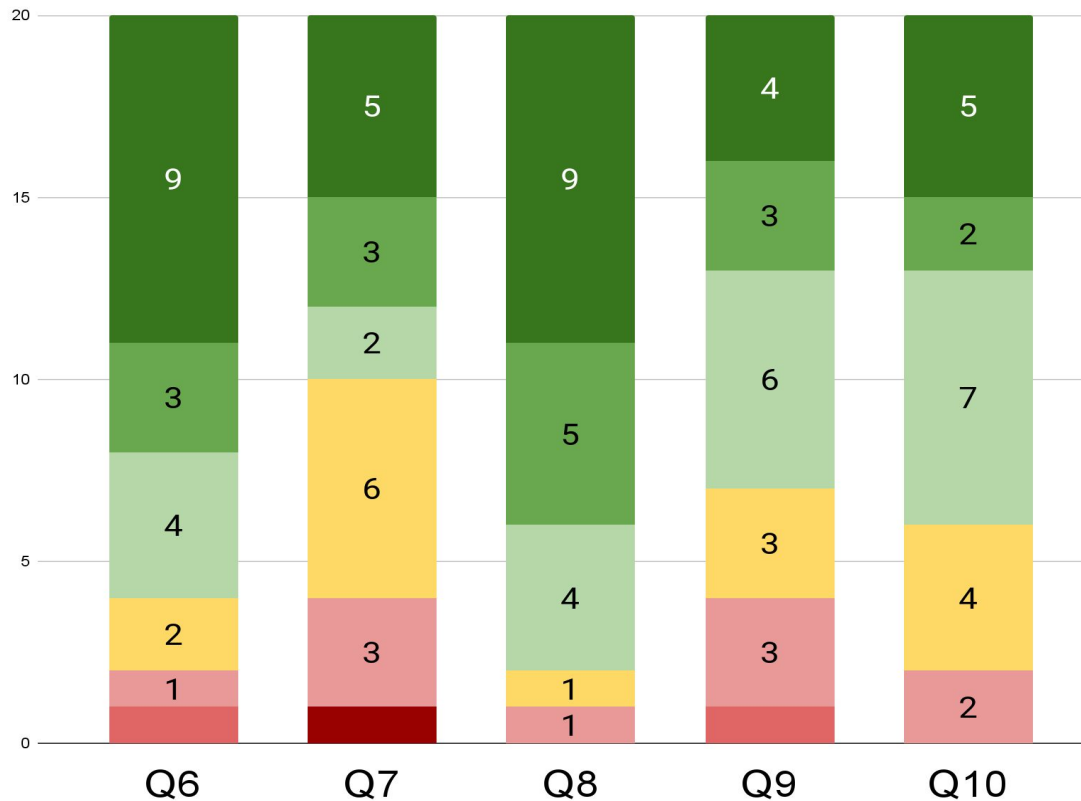
■ 7 ■ 6 ■ 5 ■ 4 ■ 3 ■ 2 ■ 1



1. Fun to play
2. Easy to understand
3. Useful for my language learning
4. Want to try a new *strategy* I learned
5. Want to try a new *resource* I learned

# Results (Likert-Scale)

■ 7 ■ 6 ■ 5 ■ 4 ■ 3 ■ 2 ■ 1



6. Play the game *in* class again

7. Play the game *out* of class

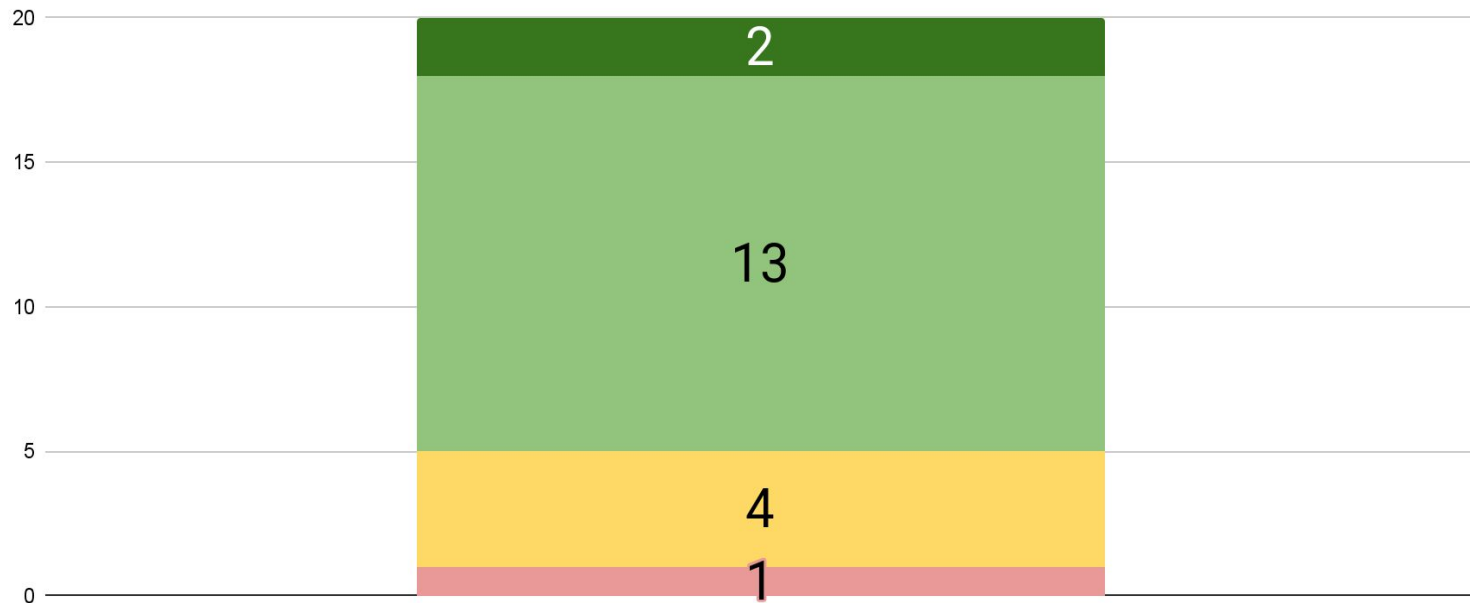
8. Learn different ways to learn

9. Increase motivation to learn

10. Clarify what I need to do to improve

# Has the game affected the way you think about your learning?

- Very much so
- Yes, somewhat
- A little
- Not much
- Not at all



# How has the game affected their learning?

Increase understanding of learning process

Make connections to actual learning

Need to confirm strategy by playing again

Reflect on preexisting knowledge

Gain perspectives on their learning

Lack of connection to actual learning

Collaborate with others

## Very Much (2)

Increase  
understanding of  
learning process (1)

Make connections  
to actual learning (1)

Sometimes we have no very consistent answer cards, then we have to **think about how to explain in another way.**

Because I thought I can **make use of it/them** for my learning **from now on**

## Somewhat (13)

Make connections to actual learning (4)

Gain perspectives on their learning (3)

Reflect on preexisting knowledge (2)

Increase understanding of learning process (1)

Some of the **solution cards** could be **used in my daily life.**

There are **many way** to study which **I don't know.**

Because it was an opportunity for me to **remind myself with methods** that I already knew

I was able to **deepen my thinking** because I thought of **how to use the cards to win.**



## A little (4)

Gain perspectives  
on their learning  
(2)

Collaborate  
with others (1)

Lack of  
connection (1)

It was a **good reference** for me  
as there were **various  
strategies**.

I **learned** how to speak in  
English **from my classmates**.

I **don't think I can apply them**  
since I **only** got **fractions of  
information**.

**Not much (1)**

Need to confirm  
strategy  
by playing again (1)

It was a little bit **short  
time to understand** a lot  
of strategies.

# Discussion

## Individual differences

- Autonomy level
- Experience in learning
- Learning situation (goals)

# Discussion

## Social aspect

- Get together and collaborate with each other
- Motivation to win/solve situation pushes reflective learning

# **5. Conclusion**

# Limitations

- **Research:** Use of one instrument for data collection.
- **Pedagogy:** Time-consuming, depending on students' experiences with games.

# **Final Considerations**

Games can be engaging and help students realize the connections between their own contexts, experiences, and learning to broader situations.

# References





# Thank You

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