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AUTOEVALUACIÓN

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GAMES TO MOTIVATE STUDENTS INTO THE CLASSROOM

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LUIS FERNANDO BARRIGA FRAY

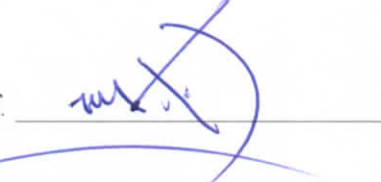
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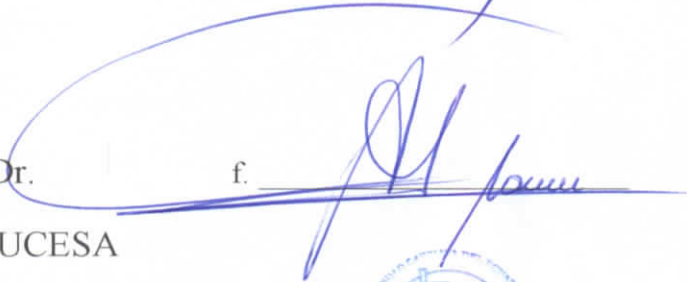
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En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.



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Many thanks

DEDICATION

Special mention should be made of the following persons for supporting me to reach my goals: my parents, my wife and my daughter, but above all to Mr. Miguel Barriga who encouraged and trusted me in every single moment.

Fernando.

RESUMEN

En muchos de los casos LOS JUEGOS son únicamente considerados como una pérdida de tiempo dentro del proceso enseñanza – aprendizaje, de modo que este trabajo pretende promover nuevas tendencias en la adquisición y conocimiento de cualquier idioma a través de actividades efectivas e interactivas las mismas que podrían ser utilizadas en diferentes niveles.

Muchos factores constituyen un rol importante al momento de escoger un juego, los cuales han sido considerados en este trabajo, tal es el caso de: el tamaño de la clase, si la clase es de adultos o niños, el nivel de los estudiantes, el cual podría ser elemental, intermedio o avanzado, las estructuras a ser estudiadas en el momento, el espacio físico con el que se cuenta para trabajar, el interés por parte de los estudiantes dentro y fuera de clase, el equipo, el material y la disponibilidad de tiempo más algunas consideraciones culturales.

Este trabajo también menciona la forma como los estudiantes podrían desarrollar sus destrezas en el idioma Inglés a través de la aplicación de diferentes juegos dentro del aula; por esta razón, veinte juegos han sido planteados de tal manera que los estudiantes disfruten la manera de aprender a escuchar, hablar, leer y escribir en cualquier idioma, sin mencionar, el ayudar a los maestros a ser capaces de descubrir nuevas formas de enseñar Inglés de manera creativa y divertida.

ABSTRACT

In some many cases GAMES are just considered as a waste of time into the teaching and learning process, so this work pretend to promote new trends of any language acquisition and knowledge, through effective and interactive activities which might be used at any kinds of levels.

Many factors play a crucial role at the moment of choosing a game which have been considered in this work such as: The size of the class, whether it is a class of adults or one of children, the class level which could be elementary, intermediate or advanced, the structures being studied at the moment, the physical space you have to work with, the students' interest in and out of class, the equipment, materials and time available plus some cultural considerations

This study also mentions how students could develop their English skills through the right application of different games into the classroom; for this reason, twenty games have been set in such a way that students enjoy the way of learning Listening, Speaking, Reading and Writing at any language, not to mention, helping teachers to be able to discover new ways of teaching English in a fun and creative way.

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CHAPTER ONE

THEORETICAL FRAMEWORK

1.1 INTRODUCTION TO GAMES

Language learning is a hard work and one must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition so that effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Well, it's my feeling that teachers should be encouraged to use games to help practice new language in the classroom. Games can indeed teach, they offer a way to practice new structures and add genuine enjoyment to a lesson. Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

Competition against others is not an essential ingredient of games, but challenge often is. In selecting games we have to try to minimize competition, with winners and losers, and to maximize challenge, where everyone feels inspired to "have to go" and do their best. Competition may be stimulating for some, but it can also be destructive, making players anxious, with losers categorizing themselves as "no good" and the winners categorizing themselves as "very good", neither of these things may be true, and neither helps learning.

Despite the provocative title, which probably led you to think I consider games to be a bad idea, you can successfully use games in many ways, such as for a quick review, after material has been covered or as a cool-down activity at the end of a lesson to practice what has been covered (as well as to inject an element of fun). You could also use a game to practice specific new language in groups or pairs for a limited time, as a short introduction to new vocabulary or a concept, as a prompt for writing work, even as a link into a new part of the lesson. Don't think that the use of the word "game" is a guaranteed way of motivating the students because they are too skeptical and it must be a genuinely engaging.

1.2 COMMUNICATION

Communication means to interact with one another by exchanging real information. When we communicate, we do something; we use the language to accomplish some function, such as arguing, persuading, excusing, inviting, describing, narrating, apologizing, instructing, promising and so on. Moreover we carry out these functions within a "social context". It means that we express the information or ideas according to the person with whom we are speaking to and according to our intent and the level of emotion. (Special Didactics. Msc. Mónica Torres, Ecu.)

Furthermore, since communication is a process it is not enough for students to simply have knowledge of the target language forms, meanings and functions. The most important thing is to apply this knowledge in NEGOTIATING MEANING. It is the interaction between the speaker and listener or reader and writer.

So, the main goal of communication is to get students become Communicative Competent. That is to be able to use the language for real exchange of meaning.

Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding. This process, which requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures, and evaluating enables collaboration and cooperation.

1.3 COMMUNICATIVE COMPETENCE

To become communicatively competent involves mastering all of the following competences. (Special Didactics. Msc. Mónica Torres, Ecu.)

1.3.1 LINGUISTIC COMPETENCE.

This competence enables the students to understand and use the structure of English with accuracy and fluency. It includes the knowledge of grammar (morphology-and syntax), vocabulary (meaning) and pronunciation (stress, intonation and rhythm of words and sentences.

1.3.2 SOCIO- LINGUISTIC COMPETENCE.

It is the ability to use the right language in the right time. It implies the knowledge of the social and cultural context of the target language, to know how to make questions into the conversation and how to act and answer, even in non-verbal form when necessary ,using the language meaningfully.

1.3.3 DISCOURSE COMPETENCE.

It is the ability to get together the words, phrases and sentences in a context with cohesion and coherent. In other words it is to know how to establish links between previous sentences and those that are coming later, to know to link the grammar and vocabulary and how to organize the discourse to express the ideas meaningfully.

1.3.4 STRATEGIC COMPETENCE.

It is the way how the speakers of the language get communicative purposes. Harper defines it as the knowledge of how to evaluate what someone is telling to us and how to plan and express what we want to answer.

In simple words it implies the ability to maintain, improve and make easy the communication. This competence enables the speaker to face particular situations and to overcome problems that interrupt the communication.

1.4 COMMUNICATIVE ACTIVITIES

A Communicative Activity is a piece of work that involves students in using the language for doing something. In real life we usually talk in order to tell people things they do not already know or to find out things from other people. We normally have a reason to communicate; it means that we have a communicative need. In classroom activities we can create a similar need to communicate by introducing an information gap or hiding information (some students have information that others

do not have) so there is a reason to talk. There are varieties of activities like these, but the most useful in the classroom are those that students enjoy and let the teacher gets good results in learning the language. Controlled communicative activities like: Information gap, activities and games are freer communicative activities such as: projects, role plays and so forth. (Children's Didactics. Dra. Miriam Trujillo, Ecu.)

1.4.1 INFORMATION GAP ACTIVITIES

Communication is a two way process: What A says helps B ' reply, which in turns influences A's answers and so on. However anyone never knows for sure what the other is going to say exactly. This is spontaneity and unpredictability of oral/ aural communications that is hard to simulate in the classroom. We can do this by hiding the information, either from all the students or from some students so that there is something they need to find out. This is called an "Information Gap activity" which are designed to take the students being able to handle more realistic communication.

1.4.2 PROJECTS

A project is a kind of work extended beyond the classroom which involves students in cooperative learning not only with each other but also with the teacher. It is a relatively large scale activity set up to gather authentic from the outside world.

The Project work helps to bridge the gap between language study and language use because it offers the students the opportunity to put into practice what has been learnt through formal teaching. (Special Didactics. Msc. Mónica Torres, Ecu.)

It also gives the opportunity of using the language skills already acquired, in a situation which is new, challenging and real. Skills into this kind of work are not treated in isolation but combined. When the Project is under way students use the skills simultaneously: Speaking and Listening (e.g. In the interviews), Writing (taking notes) and Reading (brochures, pamphlets, background material).

In Project work students become responsible for their own learning, most of the time they select and devise the Project and the teacher will be working as a coordinator and consultant.

1.4.3 ROLE PLAYS

Role Play is a way of bringing situations from real life into the classroom. When a

Role Play is developed, students are asked to imagine:

- A role: in other words, they pretend to be a different person (e.g. A farmer, a secretary, a customer).
- A situation: in other words, they pretend to be doing something different (e.g. Planning a holiday, asking for information, buying something).

(Special Didactics. Msc. Mónica Torres, Ecu.)

CHAPTER TWO

COMMUNICATION

2.1 MEANS OF COMMUNICATION

Over time, the methods and means used to communicate have expanded greatly. In early records, hieroglyphics and primitive cave paintings were used to communicate information and transmit messages. Oral stories and traditions were also passed down through generations and eventually many of these stories also came to be written down in some cultures.

The use of carrier pigeons, followed by Morse code and telegraph technology expanded the reach of communication, making it possible for people to send messages over longer distances.

Today, communication has expanded and is easier than ever before. Television allows messages to be communicated quickly and instantly to millions of viewers worldwide, and viewers can watch events such as political elections unfold in real time.

Perhaps nothing has changed communication so much as the Internet. While television and radio provided one-way communication, the Internet allows for the two-way exchange of information and lets people throughout the world send data instantly and share ideas immediately. Video chat, instant messages and even voice-over-IP telephone systems make it possible to connect with and communicate with more people than ever before. (Berlo, D. K. *The process of communication*. New York, New York: Holt, Rinehart, & Winston. 1960.

2.1.1 NONVERBAL COMMUNICATION

Nonverbal communication describes the process of conveying meaning in the form of non-word messages. Research shows that the majority of our communication is non verbal, also known as body language. Some of non verbal communication includes gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles, architecture, symbols infographics, and tone of voice as well as through an aggregate of the above. Non-verbal communication is also called silent language and plays a key role in human day to day life from employment relations to romantic engagements.

Speech also contains nonverbal elements known as paralanguage. These include voice quality, emotion and speaking style as well as prosodic features such as rhythm, intonation and stress. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotional expressions in pictorial form.

(http://en.wikipedia.org/wiki/Nonverbal_communication)

2.1.2 VISUAL COMMUNICATION

Visual communication is the conveyance of ideas and information through creation of visual representations. Primarily associated with two dimensional images, it includes: signs, typography, drawing, graphic design, illustration, colours, and electronic resources, video and TV. Recent research in the field has focused on web design and graphically oriented usability. Graphic designers use methods of visual communication in their professional practice.

(http://en.wikipedia.org/wiki/Visual_communication)

2.1.3 ORAL COMMUNICATION

Oral communication, while primarily referring to spoken verbal communication, typically relies on both words, visual aids and non-verbal elements to support the conveyance of the meaning. Oral communication includes discussion, speeches, presentations, interpersonal communication and many other varieties. In face to face communication the body language and voice tonality plays a significant role and may have a greater impact on the listener than the intended content of the spoken words.

(http://en.wikipedia.org/wiki/Oral_communication#Oral_communication)

2.1.4 WRITTEN COMMUNICATION

Researchers divide the progression of written communication into three revolutionary stages called "Information Communication Revolutions".

During the 1st stage written communication first emerged through the use of pictographs. The pictograms were made in stone; hence written communication was not yet mobile.

During the 2nd stage writing began to appear on paper, papyrus, clay, wax, etc. Common alphabets were introduced and allowed for the uniformity of language across large distances. A leap in technology occurred when the Gutenberg printing-press was invented in the 15th century.

The 3rd stage is characterized by the transfer of information through controlled waves and electronic signals.

(http://en.wikipedia.org/wiki/written_communication)

2.1.5 NONHUMAN COMMUNICATION

Every information exchange between living organisms i.e. transmission of signals that involve a living sender and receiver can be considered a form of communication; and even primitive creatures such as corals are competent to communicate.

Nonhuman communication also includes cell signaling, cellular communication, and chemical transmissions between primitive organisms like bacteria and within the plant and fungal kingdoms. (http://en.wikipedia.org/wiki/nonhuman_communication)

2.1.6 ANIMAL COMMUNICATION

Animal communication can be defined as any behavior of one animal that affects the current or future behavior of another animal. The study of animal communication, called zoo semiotics has played an important part in the development of ethology, sociobiology, and the study of animal cognition.

Animal communication, and indeed the understanding of the animal world in general, is a rapidly growing field, and even in the 21st century so far, many prior understandings related to diverse fields such as personal symbolic name use, animal emotions, animal culture and learning, and even sexual conduct, long thought to be well understood, have been revolutionized.

(http://en.wikipedia.org/wiki/Animal_communication)

CHAPTER THREE

GAMES

3.1 GAMES IN THE EFL CLASSROOM

“Language learning is hard work... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.” (In a Faraway Land, Michael Berman, UK)

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write to express their point of view or give information that is why games provide one way of helping the learners to experience language rather than merely study it.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

3.2 COMMUNICATIVE GAMES

Communicative Games are based on the principle of the information gap (the speakers normally must have a communicative purpose and the listeners are interested in discovering what that purpose is). The teacher first decides what language and skills students are going to practice. Then he will set an appropriate problem or task which has to be completed. During a game includes, play, fun, cooperation and competition. The aim is to have people relaxed and enjoying themselves, acquiring language through natural use.

Although the activity as a whole is controlled by the teacher, the students are mainly asking questions that they want to ask, not ones the teacher tells them to ask.

The teacher will be able to manipulate a number of variables to vary the activity, such as the grouping of participants and the rules under which they operate. Some activities could be done in pairs (this involves the preparation of material in greater scale). Sometimes the teacher will want to divide them in groups (taking turns, sharing decisions) or for some activities he made want to divide the group into two sides (Turning it into a competition). (Special Didactics. Msc. Mónica Torres, Ecu.)

3.3 GAMES BENEFITS

3.3.1 AFFECTIVE

- Games lower the affective filter
- They encourage creative and spontaneous use of language
- They also promote communicative competence
- Games are both motivating and fun

3.3.2 COGNITIVE:

- Games reinforce learning
- They both review and extend learning
- Games focus on grammar in a communicative manner

3.3.3 CLASS DYNAMICS

- Games are extremely student centered
- The teacher acts only as facilitator
- Games build class cohesion
- They can foster whole class participation
- Games promote healthy competition

3.3.4 ADAPTABILITY

- games can be easily adjusted for age, level, and interests
- They utilize all four skills

3.4 LISTENING GAMES

ACT OUT A STORY



Language: Responding through action to what is said

Level: early stage of language learning

Procedure

1 Ask the learners to sit in a circle, if you have enough room. Otherwise, they main remain at their desks.

2 Tell a story in which actions play a major part, and encourage the learners to act it out.

For example: Teacher:

You've got a little cat in a box, put the box on your desk.

Say, sit still!, don't move! Now stroke the little cat and say, "you're a nice cat".

Take the cat out the box, very carefully and slowly, put it down, give it some milk in a saucer. Don't spill it! say, "Do you like the milk?" Stroke the cat again. Now say, "come on little cat, let me put you in your box". Pick up the cat carefully and put it back in the box.

Say, "stay there and go to sleep, go to sleep little cat".

LISTEN FOR THE DIFFERENCE



Language: Listening for differences in a spoken text as compared to a written one.

Level: All levels.

Procedure

1 Begin by asking the learners to look at the text you have chosen. Then say that you will read the text to them, but because you are tired you might take some mistakes when you read it, and they must tell you if you do.

2 Read out the text and deliberately change some of it as you read. The learners should follow their copy of the text and immediately stop you when they notice one of the changes you have made. They must put up their hands and correct you.

Pretend you are very tired or can't see very well and apologize, but then continue and say things wrongly. For example:

Teacher: It was raining and.....

Students: it was snowing!

Teacher: Yes, I'm sorry. And Cris put on a sweater

Students: Cris put on a coat not a sweater, etc.

VISUALIZE AND DESCRIBE



Language: Listening to a story for gist and detail

Responding to the story subjectively, seeing mental pictures.

Level: all

Procedure

- 1 Read or tell a story to the class, who must sit with their eyes closed and imagine what you are describing.
- 2 Every so often, stop and ask them to look, listen and feel in their minds for images of what you are describing.
- 3 Give them two minutes to write down the answer to the question you ask about what they saw or heard or felt. Give each of your questions a number.
- 4 When the story is finished, ask the learners to work together and exchange answers to each of your questions.
- 5 Go to the questions again, inviting comparisons of different perceptions across the class.
- 6 Later the learners might write up their notes as a story. The stories can be displayed and the class invited to read each story and to vote for the strongest story of all. For example:

Close your eyes imagine you are in a wood..... (1) (2).....in the wood there is a house, a strange house.....(3).....

Prompt words:

- 1 Are the trees big, old trees or young, thin trees? (tall, dead, broken branches, grass, rocks, etc)
- 2 What color is the sky? (dark, light, sunset, storm, gale, etc.)
- 3 What is the house like? (color, size, broken windows, door, curtains, etc.

3.5 SPEAKING GAMES

DON'T YOU REMEMBER?



Language: To provide oral practice and reinforce vocabulary through the use of a fast-recall game.

Level: intermediate

Equipment and material: Slide projector and slides; or large wall charts; or poster-sized pictures.

This is a memory test and vocabulary building game, as well as a basis for controlled-to-free conversation.

Select special slides, or large wall charts (big enough to be seen well from the back of the room), and show them one at a time to the class but for only a few seconds.

The slide or wall chart is then removed and the students are instructed to write down, or give orally, all the objects they can remember seeing in the picture.

If there is a house in the picture, the students can include as separate items all the parts of the house -roof, windows, walls, etc. The student with the most words wins the game.

One variation is to ask the students specific questions about the picture.

For example:

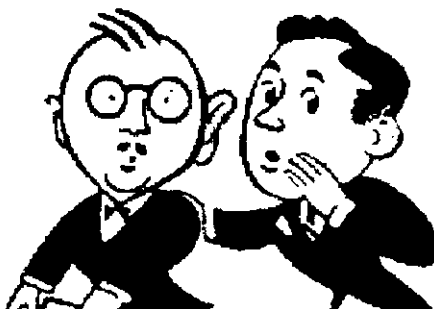
"How many children are there in the picture?"

"Where is the woman?"

"What time is it?"

"What is the man doing?" And so on.

RUMOR



Language: To improve speaking and listening comprehension skills.

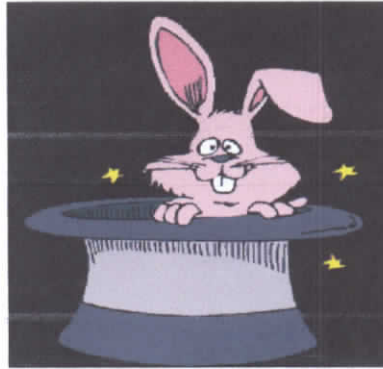
Level: intermediate

Seat the students in a circle. Whisper a word or phrase in the first student's ear, but only once. He whispers what he thinks he heard in the ear of the student to his right. This student, in turn, whispers what he believes he heard to the third student and so on around the circle.

The students will hear the word or phrase only once and must pass on what they think they heard. The last student announces aloud what was repeated to him. You then provide the original message. There is often little connection between the original word and the one the last student speaks out loud. Sometimes it is fun to go around the class, once the game is finished, and have each student tell what he thought he had heard.

For more advanced groups, you may wish to provide full sentences for them to repeat.

OUT OF THE HAT



Language: To provide oral practice by having the students speak, without preparation, on a given subject.

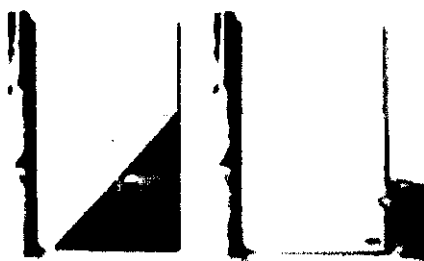
Level: intermediate

This game can be as simple or difficult as you wish to make it. Begin by placing a number of slips of paper in a hat or bag. On each will be written a subject, something appropriate to the level of the class. For intermediate students, it could be "My favorite hobby," "A trip I enjoyed," or "My plans for summer vacation." For advanced students, subjects may be more challenging, but should relate to topics with which they are familiar.

The student picks a slip out of the hat, looks at it for no more than ten seconds, then begins to talk about it. He does not prepare his talk ahead of time. He should talk for at least two minutes on the subject.

These talks could be recorded on tape and played back at a later time, or in individual student/teacher conferences. A general question and answer period could follow the talks, but only after each student has spoken individually.

CONTINUED STORY



Language: To stimulate conversation through the use of an imaginative serial story.

Level: intermediate

Equipment and material: tape recorder

Begin the game by starting a story and continuing to talk for a short time, just enough to establish the scene, present the characters, and explain the situation. Then, just at a crucial point, select one of the students (or hand over the microphone, if recording), who must continue with the story from where you left off. Then, after a short period, again point to the next student who must take up the story from where the first student left off, and so on around the class, everybody contributing to the story in any way he likes without ending it; the last speaker is the only one privileged to do this.

After the story is finished, the tape, if one has been recorded, can be played back. In addition to being fun it also gives the students an opportunity to hear their errors in pronunciation, something you can point out once the tape is finished.

Caution: Some students are more imaginative than others and will go on indefinitely if not stopped, whereas others are unable to think of anything to say. It is advisable to stop the faster talkers after a reasonable length of time. When a student cannot think

of anything to say, or very little, pass on to the following student, otherwise the story lags.

FAMOUS COUPLES



Language: To provide an opportunity for free conversation through a question and answer activity in which students seek to determine their unknown identity.

Language level: intermediate

Equipment and material: prepared name cards

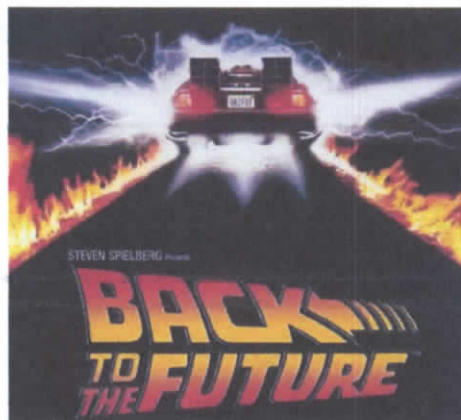
In this game, there should be room for the students to move around, as at a reception. The teacher will, beforehand, prepare large cards with the names of famous persons on them, each name one of a pair, such as Romeo and Juliet, Anthony and Cleopatra, Bonnie and Clyde, etc. There should be as many famous pairs as there are couples in the class, but only one name per card. Be sure they are well enough known that the students can identify them.

Fasten these cards to the backs of the students, who must then move around the room trying to find their partner. No one knows his own identity and is not permitted to ask, "Who am I?" He may, however, approach Cleopatra or Juliet and start a conversation in hopes of discovering whether she is his partner. He may ask such questions as, "Am I a character in a play?" "Am I still alive?" "Did I contribute

anything to science?" and so on. As he asks his questions the person he talks to is just as eager to elicit answers to her own questions. Eventually, by questioning each other, the students find out who they are and who their partner is. Once a pair has discovered their identity they sit down.

Option: You may wish to divide the class into two teams before starting the game. The first team to have all its players seated is the winner. Of course, in this case, couples would have to be paired with team members.

TIME MACHINE



Language: To stimulate discussion through the use of imaginative topics relating to famous people and events in history.

Level: intermediate

Equipment and material: pencil and paper

Ask the students to suppose that, along with all the experiments in space these days, a mad scientist has invented a machine capable of taking us back to any time since the beginning of human civilization. Each of us can have ten wishes.

To get the most out of this game, assign the following directions as homework, and instruct the students to select one or two points to think about and be prepared to discuss in class the following day. Remind the students to consider the specific person or event they would choose, what they would say or do in that situation, and the possible outcome of such a meeting or adventure.

1. You may talk with one philosopher.
2. If a man, you may have a date with any woman in history; if a woman, you may have a date with any man.
3. You may take a trip with an explorer.
4. You may watch any one artist at work.
5. You may have a conversation with any writer.
6. You may witness a battle.
7. You may be present at any scientific discovery.
8. You may meet a famous ruler or head of state.
9. You may take part in one historical event.
10. You may visit any place in the world for one day.

Depending upon the discussion that is stimulated by each topic, this game can go on for some time, perhaps over a period of several classes. You may want to use one topic for each class lesson. It may be that certain other subjects, not included here, could substitute for those which may be less interesting to a particular class; with a class of young boys, for example, "You may meet a famous person from the sports world" would elicit a greater response.

These topics can also serve as motivation for composition assignments. The students would write down their choices and reasons for selection, as well as the discussion points mentioned above. Later, you could lead a discussion on the subject, asking individual students to read aloud what they have written.

CRIME WAVE



Language: To stimulate discussion through the use of problem solving techniques related to an imaginative crime.

level: intermediate

Equipment and material: blackboard

This is a game that can be played on more than one occasion and become more enjoyable and instructive each time. As the students get more adept at playing it they themselves can make it more complex and thus more interesting.

The first time around, however, the teacher should take charge of the game, but later one of the students can take over, although a different one each time the game is played.

The teacher, without divulging any of the details to the class, chooses:

1. A victim

2. An assassin, thief, etc.
3. The place of the crime
4. A weapon
5. A motive: revenge, robbery, jealousy

The first time the game is played, items 1 and 2 should be confined to people in the class and the weapon an object in the classroom. It might be better to omit the motive until the students have played the game one or two times.

All questions are directed to the teacher, or whoever is in charge of the game, and must be Yes/No questions similar to those in Twenty Questions, (p. 65), beginning with general questions and narrowing down to more specific ones. The student must ask a general question to which he receives an affirmative reply before he earns the right to ask a more specific one.

Example:

General question: Is the weapon made of metal?

Answer: Yes

Specific question: Is it a gun?

Answer: Yes

General question: Is the victim a woman?

Answer: Yes

Specific question: Is the victim the teacher?

In the beginning, when the students have too little information to ask a specific question, they may wish to continue asking general questions until they receive a negative reply. Students should ask in turn, going around the class. They may ask about any of the categories at any time-victim, assassin, place of the crime, or weapon; however, the motive should not be discussed until after the other details are known.

If the teacher answers, "Yes" to a question, the same student may continue asking until he gets a "No" answer, at which time the next student gets his turn.

The game concludes when the assassin, kidnapper, thief, etc. has been discovered and his motive made known. This could be a team game with each side alternating questions; the winner is the team that guesses who committed the crime and why.

Example:

Teacher: An assassination has just taken place. It is your job to discover the following (writing on the blackboard): the victim, the assassin, the place of the crime, and the weapon that has been used. You may ask me any questions you like but they must be questions to which I can answer, "Yes" or "No." If I answer, "Yes" you may ask another question, but if I answer, "No," it is the next player's turn. You must ask general questions before you may ask specific ones. Let's begin.

Student 1: Is the victim a woman?

Teacher: Yes

Student 1: Did the crime take place in this room?

Teacher: Yes

Student 1: Is Helen the victim?

Teacher: No.

Student 2: Is the assassin a woman?

Teacher: No.

Student 3: Is the weapon in this room?

Teacher: Yes (and so forth)

3.6 READING GAMES

STAND IN ORDER



LANGUAGE: Cooperatively sequencing pieces of a jumbled text, first skimming for meaning to establish a quick order, then scanning for detail to confirm its accuracy.

LEVEL: All levels.

Procedure

- 1 Take a short text and cut it into as many pieces as there are learners.
- 2 Keep a copy of the complete text for yourself.
- 3 Give a piece of the text to each learner.
- 4 Invite the learners to walk about in the classroom, reading out the words in their own piece of the text, and listening to those of their fellow learners.
- 5 Ask them to arrange themselves in a line or a circle according to the sequence in which they think their pieces appear in the text.
- 6 When they are ready, ask the learners in turn, to read out their piece of text.

RUNNING DICTATION



LANGUAGE: Memorizing and dictating a text.

Recording a dictated text accurately in writing

LEVEL: All levels.

Procedure

- 1 Depending of the size of the class, display one or more copies of the text on the classroom wall or on a table.
- 2 Divide the learners into pairs and have each pair decide who will be learner A and who will be learner B.
- 3 Learner A must run to the text, read it and try to memorize as much of it as possible before running back to learner B.
- 4 Learner A dictates what he or she remembers to learner B who should record it in writing.
- 5 Learner A can run to the text as often as is necessary to complete dictating the whole text.
- 6 Applaud the first pair to finish with no mistakes.

PASS THE MESSAGE



LANGUAGE: Reading a short text seen for a very brief time and writing it down as accurately as possible from memory.

LEVEL: intermediate and advanced students.

Procedure

1. Write a short message on a slip of paper for example:
Please, phone me this evening.
Don't forget to empty the washing machine, feed the cat and lock the door.
I will be waiting for you outside the swing doors of the swimming pool at a quarter to nine.
2. Show the message to someone sitting at the front and to one side of the class.
Let this learner to see the sentence for five seconds.
3. Ask that learner to write the sentence in a piece of paper and to show it to his or her neighbor for five seconds and so on till reach the last learner to read it out. There will probably be cries of astonishment!
4. Then read out the message as it began.

5. Now ask all the learners, in turn, to read out the message they passed on and discuss why each of the changes might have occurred (for advanced students).

3.7 WRITING GAMES

THE STORY OF YOUR LIFE



Objective: To provide written practice by constructing a serial story.

Language level: intermediate

Equipment and material: pencil and paper

In this activity, the students create several serial stories by following the teacher's oral commands.

Be sure each student has a clean piece of paper to start with, and then provide the following instructions by reading aloud to the class:

1. Write a boy's name with a brief description of him.
2. Write a girl's name with a brief description of her.
3. Tell where the two met and how.
4. What were his first words to her?

5. What was her reply?
6. What happened next?
7. What was the reaction of the people who knew them?
8. What was the result of all this?

After each command the student writes down the information that he has been asked to provide, folds the paper over to hide what he has written and passes it to the person on his right. The next command is given and the procedure repeated. There should be as many commands as there are students in a row or, if it is a small class, as many commands as there are students in the class.

When the papers have been passed completely around the class, the students open them and, in writing, join the fragments of information together with some kind of continuity. The resulting Story of Your Life is read aloud.

Example:

1. George Jones: tall and handsome, but shy
2. Louise Smith: beautiful, but very hot-tempered
3. On a bus: he stepped on her foot
4. Do you want to dance?
5. On a bus: he stepped on her foot
6. Do you want to dance?
7. I'm hungry.
8. George invited Louise to supper.

9. Everybody was surprised.

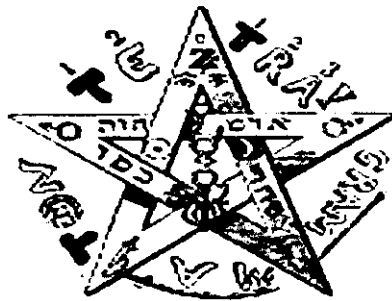
10. They got married.

11. Story of Your Life

Once upon a time there was a tall, handsome young man named George Jones. George was very shy. One day, on a bus, George stepped on the foot of a beautiful girl named Louise Smith. Louise had a hot temper and when George stepped on her foot she got very angry. George was so embarrassed that all he could say was, "Do you want to dance?" Louise was so surprised at this question that all she could say was, "I'm hungry,"

They got off the bus and George invited her to supper. They became friends, much to the surprise of all the people who knew them, and not long after that they got married.

CRAZIGRAMS



Language: To provide written practice through the use of imaginative telegrams.

level: Intermediate

Equipment and material: pencil and paper

Each student takes a piece of paper and writes ten letters on it—any ten, though without repetition—spacing them about one inch apart. He then passes the paper to the person on his right. Each student then writes a telegram, fishing out the ten spaces with words beginning with the letters on the paper. An attempt should be made to make some sort of sense, although in most cases the results will be nonsensical. Thus, crazigrams.

Example:

M R U L A F T B S H

Mary really understands Leonard's appetite. Fried turkey brings such happiness or
Mark ran uptown late again. Fiat tire broke Sue's heart.

SHORT STORY NIGHTMARE



Language: To provide written practice through a dictation and free writing activity.

Level: Intermediate - advanced

Equipment and material: pencil and paper

In this game the beginning of a story is dictated to the students, who must take it down, word for word. After the dictation, each student must add to the story, taking

no more than two minutes to do so. When the time is up, he must fold the paper from the top, covering all that had been written thus far, except the last line, which remains exposed. Then he passes the paper to the student on his right.

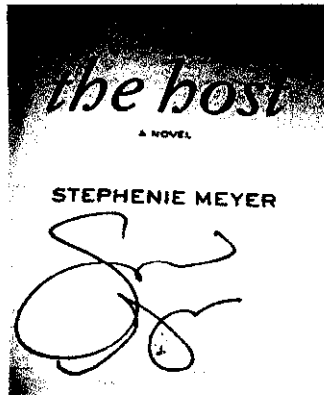
This student, starting with the visible line, continues writing for two minutes, at which time the teacher will instruct the class to stop and pass their papers on. This continues until all the papers have been passed around the class and returned again to the student who first added his work to what the teacher had dictated. In a large class, several groups may be formed, perhaps by rows.

When all papers are back in the hands of their original owners each student will read his story aloud.

The part dictated by the teacher can be about any subject but should be interesting enough to stimulate the students to start writing immediately. A possible beginning might be:

“It was a dark and stormy night. John was driving along a lonely country road where suddenly his car stopped. He did not know what to do. He got out of the car and began to go for help. Suddenly he saw a light in the distance.”

PREDICAMENTS



Language: To provide written and oral practice through the creative use of hypothetical situations.

Level: Intermediate - advanced

Equipment and material: Pencils and blank slips of paper

Each student is given two slips of blank paper. On one he writes a predicament. On the other he writes what he would do in such a predicament. Each student then passes his predicament sup two places to the right and his solution sup two places to the left. One player is then selected to read his new predicament and the player on his left reads the solution which has been given Lo him. This is continued around the room until each student and his neighbor have read their slips. If the students have been at ah imaginative, the results are often hilarious. Example:

Predicament: You are on your way to an important job interview when you ship and fall in the mud. There is no time Lo go home and change your clothes. You must be at the interview within the next five minutes.

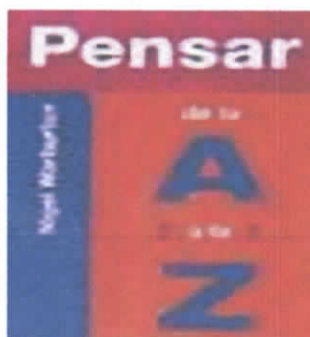
Solution: I decide there is no sense worrying about it, 50 I just throw them into the nearest garbage can and leave.

Predicament: You make a date with Helen, forgetting you already have one for the same time with Alice. It is now 7:45. You are supposed to meet Helen at 8 on one side of town and Alice at 8 on the other side of town. Neither girl has a telephone.

Solution: Take a vacation at the seashore.

Option: For intermediate groups, you may wish to provide the predicaments and ask the students to provide only the solutions. The game then continues as described above.

A THROUGH Z



Language: To provide written practice by constructing a short paragraph, using a different letter of the alphabet to begin each word.

Level: Intermediate

Equipment and material: Pencil and paper.

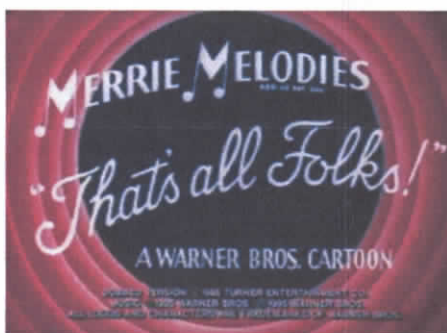
Instruct the students to write a coherent passage of exactly 26 words, every word beginning with a different letter, A through Z, though not necessarily in alphabetical order. It can be in any form, including a dialog. Because X is a hard letter to find a word for, you may substitute another letter. Other substitutions may also be

desirable, although for advanced classes this should not be necessary. This could be a homework exercise which the students could read aloud in class the following day.

Example:

“Is Jim Evans coming to our party?” “No, he won’t be able, for various reasons.” Does Marjorie’s zealous uncle know?” “Yes, Xavier learned quite soon” “Good!”

ANALOGIES



Language: To help students make comparisons in English.

Level: Intermediate

Equipment and material: A prepared list of analogies, pencil and paper.

In advance, prepare a list of analogies suitable to the language level of your class, with one word of the comparison missing in each sentence.

Hand out this list to each student, folded, and at the signal, “Go!” instruct them to open their papers and begin work. After approximately five minutes say, “Stop.” Then go around the classroom and have the students read their analogies aloud.

The students with the most correct answers are the winners. Sample analogies:

1. Feet are to shoes as hands are to _____. (gloves)
2. Author is to book as _____ is to picture. (artist)
3. London is to England as _____ is to the United States. (Washington, D.C.)
4. Black is to white as night is to _____. (day)
5. Ship is to sea as airplane is to _____. (sky)
6. Puppy is to dog as kitten is to _____. (cat)
7. Three o'clock is to six o'clock as _____ is to twelve o'clock. (fine o'clock)
8. Mexico is to a Mexican as _____ is to a Frenchman. (France)
9. A page is to a book as a room is to a _____. (house)
10. A niece is to an aunt as a _____ is to an uncle. (nephew)
11. Pig is to pork as cow is to _____. (beef)
12. Large is to small as _____ is to short. (long).
13. Hot is to warm as _____ is to cool. (cold) _____
14. Pretty is to woman as _____ is to man (handsome) _____
15. Silence is to noise as listen is to _____ (speak).

WANTED



Language: To help students make comparisons in English.

Level: Intermediate and advanced

Defining the appearance of a person in writing using descriptive language

Reacting to written descriptions of physical appearance by drawing the characters described Preparation

Preparation

Provide a copy of a description of a fictional bank robber for each pair of learners. When inventing your bank robber, you may want to draw a picture of him/her before writing the description, but do not show the picture to the learners

Procedure

1. Tell the learners to write WANTED at the top of a piece of A4 paper.
2. Ask the learners to study your description of the bank robber and to make a large drawing of him or her on the poster. (Don't let the learners see your drawing of the robber, if you did one.) Here is an example of the kind of description you might provide:
 - His head is the shape of a pear.

- His right ear is as big as a plate.
- His left ear is small and like a cup.
- His left eye is very small and his right eye is very wide.
- His left eyebrow is longer than His right eyebrow and it is nearer to his eye.
- His eyebrows are very bushy like hairy caterpillars.

3. Display all the drawings and discuss those that do not tally with the description. Help the learners to appreciate the need for precision.
4. Invite pairs to invent a bank robber of their own and write a description of him or her, guided by your description of your robber. Set a time limit for this.
5. Ask each pair to exchange their description with another pair, who try to make an accurate drawing of the person described.
6. Tell each pair to pass the new drawing to yet another pair of learners, who write a description of the person based on the drawing.
7. Ask pairs to give this second description to one last pair, who must try to make an accurate drawing of the person described.
8. Invite learners to display and compare the sets of drawings and texts.

4. CONCLUSIONS

- We can successfully use games in many ways, such as for a quick review, after material has been covered or as a cool-down activity at the end of a lesson to practice what has been covered (as well as to inject an element of fun). You could also use a game to practice specific new language in groups or pairs for a limited time, as a short introduction to new vocabulary or a concept, as a prompt for writing work, even as a link into a new part of the lesson.
- Games contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non – stressful situation.
- Games can be used in any language teaching situation and with any skill area whether reading, writing, speaking or listening.
- Games focus student attention on specific structures, grammatical patterns, and vocabulary items but in a fun way.
- Games can function as reinforcement, review and enrichment.
- Games involve equal participation from both slow and fast learners.
- Games ensure maximum student participation.
- Games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term.
- Games may even be used merely to change the pace of a lesson.

5. RECOMMENDATIONS

- While playing a game minimize competition, stress, fears etc, and maximize fun, challenge, creativity, play and so forth.
- Find a way of demonstrating the game as well as explaining it.
- It is important to make sure everyone understands what to do while playing any game.
- Avoid games which need a long introduction and explanation because the students will just turn off.
- Do not interrupt a game in order to correct a mistake, but comment on it afterwards.
- Establish a set of rules at the beginning of a game due to discipline is very important but cannot be established by shouting.
- Be seen to be very fair to everyone, that is to say keep a real record.
- Most games should last from 15 to 20 minutes in order to avoid boringness.

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