

Prepositions Game (by Luma Ashoo)**Level:** Medium to Difficult

Prepare a text that contains prepositions. Take out the propositions and print them on a separate sheet, then cut this sheet so that each preposition is on a piece of paper, then put all of them in an envelope. Divide the class into groups and give each group an envelope. Tell the students that you are going to read a text and whenever you raise your hand they should bring a suitable preposition and put it on your desk and that the fastest team would get points. Read the text with each groups' order and cancel a point for each mistake. Finally read the text with correct prepositions. You can play this game with adjectives as well as *a*, *the*, and *an*.

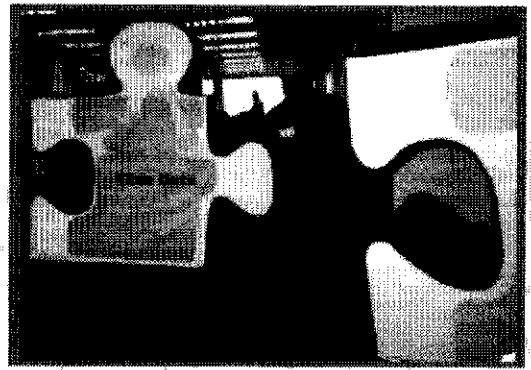
Good Morning Balls (by Robyn Cooper Pollard)**Level:** Any Level

1. You have three different colored balls, (they should be very light weight, small balls).
2. Get the class to make a circle.
3. Then give three people a ball.
 - Red Ball-Good Morning.
 - Green Ball-How are you?
 - Blue Ball-Fine thank you and you?
4. The class members pass or gently throw the balls and the person who receives them says the meaning of the balls.

Air-write (unknown)**Level:** Any Level

One person "writes" letters, words, numbers, shapes, etc: in the air and others guess what it is. Can be done in pairs, as a group, along a chain.

Can also be played as back-write, that is, writing the letter/word/... on the back of another and they guess what it is.

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Divide Students into groups of five (it depends on the number of students you have) and ask them to stand in line. Give to the students of the front a marker to write on the whiteboard. Then draw with your finger an imaginary letter of the alphabet on the back of the students at the end of the line. They must do the same with the student in front of him/her and so on. The students with the marker are supposed to run to the board and write any word that begins with that letter. Students love it!

Whispering Game (by Vera Mello)

Level: Easy

Divide the class into two teams. Line up the players. If there's an odd number of players, one can be the teacher's "helper". The teacher or his helper whispers a message to the first person of both group A and group B. The game only starts when both players know the message. Then each player whispers the message to the next player in his group successively until the last player gets the message. The team which can repeat the message first and correctly receives a point. Start the game over with the second student of each group becoming the first ones in line.

Acting Adverbs (by Thomas Jackson)

Level: Easy to Medium

This activity is a great way to introduce the

idea of how adverbs affect the way a verb action is done. Divide the blackboard in two and write as many verbs on one side and as many adverbs on the other as you can (get the class to come up with them). At this stage you can also teach how adjectives 'turn into' adverbs by writing down adjectives e. g. angry, happy, and adding the 'ily'. Then divide the class into two teams and perhaps give them goofy team names (I find they enjoy giving each other names).

Then get one team to choose a verb and adverb combination and the other team has to act it out, e. g. talk crazily.

My experience with this activity has been with younger learners where some kind of reward is offered at the end like stamps or being the first team to leave at the end of class. You can think of you own reward (or penalty) to motivate your class. It can be a lot of fun with both the actors and the 'directors' enjoying making fools out of themselves or watching others makes fools of themselves.

Cut-Up Sentence Kabadi (by John Mehers)

Level: Any

This is a combination of a basic TEFL game and the Indian (?) game Kabadi (?).

Prepare some cut up sentences from the grammar or vocabulary area you've been working on and place them on a table at the front of the class. Arrange the students into teams, standing behind a line or marker. They have to run to the table and arrange the words into correct sentences; however, they are not allowed to breathe in. To prevent this students have to repeat 'kabadi' over and over. If they stop saying the word they have to return to their teams. The first team to correctly arrange all their sentences is the winner. This can get a bit wild but its fun.

Games: How teachers choose them

According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practised.

Games: How teachers manage them

The teacher has the role of the planner of the ceremonies:

a. Pre-game activities:

- Prepare the needed thing.
- Give clear instructions. Unless the learners know what he is expected to do and how to do it, the aim cannot be achieved, and the game cannot be played.
- Consider different abilities of the students in forming groups.
- Teach the grammatical points and write the sentence patterns on the board.

b. While-game activities:

- Not interrupt to correct mistakes in language use.
- Write down the mistakes and categorize them into grammar, vocabulary and pronunciation mistakes.
- Not compel an individual to participate. Some learners may not want to participate due to personal reasons. Also students have different learning styles and preferences.
- Stop the game if it is tiring or boring.
- Cooperate with the students during the game.

c. Post-game activities:

- Give a summary of main points in the game.
- Correct the mistakes in general without addressing a certain student.
- Evaluate the student's performance.

General consensus of the session: Reflections on the issue

The participants of this session who were all English teachers in Guidance schools of Golestan Province mention the following feedback points.

- Games can energize the classroom and relieve a lot of tension.
- Games can help us to be creative and innovative in our job. We can deal with something refreshing and different in the class.
- Games help students see beauty in a foreign language and not just problems to memorize.
- Because of the limitations of the syllabus, games often cannot be used, as much as they should be.
- The principle and other staff of the schools should have a background about using games in the class until they don't think that our classes are noisy.

In order to practice how to use games in the classroom, the workshop participants used the following games to practice and process according to the materials discussed through the work group reflections:

The Alphabet game (by Andréia Martins)

Level: Any Level

This game is used to practice alphabet and check their vocabulary. Do as a competition.

- a. Pre-game activities
 - b. While-game activities
 - c. Post-game activities
6. Transfer the game to overhead. (15 minutes)
 7. Groups present their games in systemic way to larger group. (15 minutes)
 8. Take the other groups' feedback about the game. (10 minutes)
 9. Report back consensus and reflection (5 minutes)

List of needed things in the workshop

- Sheets of paper
- Box of transparencies and OHP
- Magic markers-to write on overheads

The workshop: A brief overview

Games: What they are

A game is a form of play governed by rules. They should be enjoyed. They are a way of getting the learner to use the language in the course of the game (Byrne, 1995). A game is an activity with rules, a goal and an element of fun (Hadfield, 1990).

Games: How they help

Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. (Richard-Amato, 1996)

Games: What they for

Well- chosen 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 (Ersoz, 2000). Students stop thinking about

language and begin using it in a spontaneous and natural manner within the classroom (schutz and Fisher, 1988). The main reason why games are considered effective learning aids is that "they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon and Brian 1971). S. M. Silvers (1982) says many teachers are enthusiastic about using games as "a teaching device", yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. W. R. Lee (1979) holds that most language games make learners use the language instead of thinking about learning the correct forms. He also claims that games should be treated as central not peripheral to the foreign language teaching program. According to Richard-Amato (1988), they "add diversion to the regular classroom activities, "break the ice," [but also] they are used to introduce new ideas". Further support comes from Zdybiewska (1994), who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games: How teachers use them

Hadfield (1990) suggested that "games should be regarded an integral part of the language syllabus, not an amusing activity for Friday afternoon or for the end of the term. "Games should be regarded as supplementary activities. The whole syllabus should not be based on games only - even for young learners.

Abstract

In recent years, there is an increasing interest in using games in English language teaching classes. Using games gives the opportunity to learn a language as well as enjoy oneself at the same time. Games are defined as a form of play governed by rules. They are a way of getting the learner to use the language in the course of the game. 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. Even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in foreign language teaching.

The workshop was held in the Institute for Educational Research in Gorgan, for the English teachers of the Guidance Schools on 14th, Azar 1382 (5th, December 2003). The aim of this workshop was to demonstrate the role and importance of games in language learning. Also it dealt with discussing the role of an English teacher in selecting and organizing a game.

Key Words: Game, Pre-game, While-game and Post-game Activities.

Workshop Structure:

Presentation

The role of games in language teaching-
power point presentation (90 minutes)

1. About games:

- a. What they are.
- b. How they help.
- c. What they for.

2. About teachers:

- a. How they use games.
- b. How they choose games.
- c. How they manage games: pre-game, while-game and post-game activities.

Group interactive session

1. General Orientation about interactive workshop (5 minutes)

2. Small group formation (maximum 8 groups).
Breakdown by regional representation and experience level. (10 minutes)

3. Brainstorming activity (20 minutes)

a. Choose some games from a 122-game list distributed among the groups.

b. Sort the games into 5 different learning categories: grammar, vocabulary, conversation, writing and spelling. (at least one game per category)

4. Take a game in one category and proceed with the following steps. (60 minutes)

Identify and decide on the following points:

- a. An appropriate title for the game.
- b. Skills focus for the game
- c. Language functions practiced in the game
- d. Object of the game
- e. Vocabulary focus for the game
- g. Student language level
- h. Time required for this game
- i. Typical group size for this game
- j. Preparation required for this game
- k. Required materials for this game

5. Proceed how the game works. (45 minutes)



Small Group Interactive Session on Games for the Language Class

A One Day Workshop on Using Games in Language Teaching

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چکیده

در سال های اخیر، گسترش رویکرد ارتباطی در آموزش زبان انگلیسی، توجه بسیار زیادی را به کاربرد بازی در آموزش مهارت های زبانی برانگیخته است. بازی برای زبان آموزان این فرصت را فراهم می کند که به تمرین های معنادار و هدفدار در موقعیتی واقعی بپردازند. از طرف دیگر، بازی ضمن ایجاد جوی شاد و نشاط آور در کلاس، حس تعاون و همکاری را نیز میان فراگیران تقویت می کند.

هدف این کارگاه، طرح ضرورت و اهمیت بازی در یادگیری و به ویژه یادگیری زبان انگلیسی بود و در ضمن، نقش معلم زبان در انتخاب بازی مناسب و چگونگی اجرای آن در چارچوب هدف های برنامه درسی مورد بحث قرار گرفت. مبانی نظری و نحوه تهیه و اجرای بازی های آموزش زبان انگلیسی در این کارگاه آموزشی، برای دبیران زبان استان گلستان «در پژوهشکده تعلیم و تربیت شهرستان گرگان» در تاریخ چهاردهم آذر ۱۳۸۲ مطرح شده است. این کارگاه در نوبت صبح به صورت سخنرانی درباره مبانی نظری و نحوه اجرای بازی آغاز شد و در نوبت بعدازظهر، به صورت تشکیل گروه های کوچک تعاملی ادامه یافت. به این ترتیب که ابتدا هر گروه یک بازی را از فهرست بازی ها انتخاب و سپس برای آن، فعالیت های لازم را طراحی کردند و برای سایر گروه ها به اجرا گذاشتند. پس از دریافت نظرات سایر گروه ها، گزارش میسوطی از هر بازی ارائه شد.

کلید واژه ها: بازی، فعالیت های قبل از بازی، فعالیت های در حال بازی، فعالیت های پس از بازی