

Professional Practice Issues

Oh Games!!, I bet they work in Language Classes!!!¹

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In less than forty years, the main language teaching method has changed from requiring second and foreign language students to produce grammatically correct sentences in the target language to teaching them to communicate in that language. This is based on the rationale that the main need of the learner is to communicate, rather than to learn points of grammar (Salimbene, 1983). In this regard, Widdowson (1978) differentiates between language usage and language use, the former being "the citation of words and sentences as manifestations of a language system" and the latter as "the way the system is realized for normal communicative purposes" (p. 18). We teachers then, try to bring to the classroom activities or sets of activities that can make our students "use" the target language in class in a way that can be as realistic and motivating as possible. Games could be powerful activities in class, especially if the teacher is convinced of and exploits all their teaching value.

We all hear about games and remember the good times most of us shared in the playground with our friends. As adults, many of us enjoy games such as playing cards, baseball, soccer, football and so on. In spite of this, playing tends to be ruled out of many classrooms because some educators consider that class activities should be "serious" and any time devoted to playing is not regarded as worthwhile. Learning through games has proven to be spontaneous and natural, so why not take advantage of this tool to help our students develop their skills on the language they are learning. The

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objective of this article is to make professors aware that games are useful, motivating and interesting activities for their job, the teaching of English as a Second Language (ESL) or English as a Foreign Language (EFL), because they can enhance the communicative language competence in the formal classroom setting. It is also the purpose of this article to give some guidelines for using games in the ESL/EFL classroom and present some activities that have been successful in the author's language classes.

Functions of Games in ESL/EFL Class

Games can be defined as a form of play. A more elaborate definition tells us that games are recreational practices subject to certain rules. Brown (1990) conceives a game as "a tool as well as a fundamental element of popular culture, a serious and valuable instrument in the work of educators" (p. 198). The definition, however, most appropriate for the language learning classroom is: games are activities composed of a set of rules that describe procedures which stipulate specific outcomes for a group of players who act individually or cooperatively to attain the goal or objective.

Games can be used to attain different goals in the language class. Reimel (1995) states that "the three fundamental objectives of using games as a teaching tool are to allow for the integration of theory and praxis, to permit monitoring and controlling difficulty and complexity levels, and to encourage participation" (p. 112). Games could make a class very enjoyable (Keith, 1988; Poljarevic, 1992; Reimel, 1995), encourage many learners to sustain their interest and work as well as serve to create contexts in which the language is useful and meaningful (Wright, et al, 1983). These authors also consider that games should be central to the teacher's work as they can provide intense and meaningful practice of language. They can be used to practice the four skills of language learning: listening, speaking, reading and writing; and they are especially useful for developing communicative objectives such as encouraging, criticizing and explaining in class (Wright, et al, 1983). In this regard, games provide students with opportunities for active participation in classroom conversation (Alrabaa 1991).

Besides those advantages in the language learning process, students gain in other aspects when games are used as part of teaching. Wukasch (1990) maintains that using games is an efficient way to improve pacing in the class. Students can relate to others more effectively, be trained in creative freedom as they feel less embarrassed or afraid and become more self-confident (Poljarevic, 1992). Games can bring students and facilitators closer, which will eventually help to lower the stress and anxiety that prevent some students from acquiring the language (Poljarevic, 1992). In this regard, the tension level is lowered as students feel themselves to be in a relaxed atmosphere which motivates them to interact with their peers (Paz, 1992). Thus, students can have a stimulating environment where they can acquire the language without even realizing it, a class that immerses them in a non-threatening atmosphere in which they give less

emphasis to the technical aspects of the language they are learning and more to communicating with their peers. (Poljarevic, 1992; Larcabal, 1992).

Gagne (as cited by Su Kim, 1995), lists seven distinct functions of humor in the class: to motivate, direct attention to specific points, stimulate recall, provide learning guidance, enhance retention, promote transfer of learning, elicit performance and provide feedback. One big advantage is that, if nothing else, a game helps the teacher keep the students interested (Brown, 1990). In this sense, the material presented and practiced through the use of games becomes relevant and memorable. Another advantage of games is that all students can participate simultaneously, increasing their in-class speaking time while interacting more with their partners as compared to traditional teacher-fronted classes.

There is a key point the author has noticed in workshops on games to language teachers. Many educators comment that no matter what they do, games do not work in their classes. The author feels that the educator has to be convinced about the validity of games in the classroom. They do function in language classes, especially if one believes that they will be successful. In this regard, Wright, et al (1983) maintain that the teacher's belief in the usefulness and appropriateness of a game affects the learner's response. Teachers should be made aware that if they do not see the value of a given game or games, they should not use them. To use games, the teacher has to train the class (not necessarily in an explicit way) after training him or herself slowly to carry them out. It is recommended that the teacher starts with very simple games and once they work well, continue learning and using more complicated ones.

Student age, and interests and games in Language Classes

Some ESL/FLS teachers may wonder about the suitability of games to their students' needs and interests. One of the primary concerns may be the age of the students. It has been observed that "enjoyment of games does not depend on age" (Wright et al, 1983). The author has experienced the use of games at different ages as well as with different educational levels ranging from kindergarten to university graduates; games in courses designed for children taking special summer (vacation) courses, where fun must be the key element, as well as in courses aimed at CEOs (chief executive officers) and engineers from the Venezuelan Oil Companies who need the foreign language (English) to advance professionally. Participants in these courses have reported that classes where games were included were more dynamic, more fun and time seemed to pass faster than those conducted in traditional formats.

Time for games in Class

Some educators wonder when to introduce a game during a class session. Experience has taught researchers that the use of games need not be restricted to a specific

moment during a language class, nor should they be of "use solely on wet days and at the end of the term" (Wright et al, 1983 p. 1). A game can be used before, during and after a class. Before a class, for instance, they can be used to inform learners of the lesson objectives. At the beginning of the class, they can serve as a warm up or review activity. During class they can be used to change from one topic to another, provide practice, evaluate performance, or to teach new topics. At the end of the class, they can help summarize the content or wrap up the whole class session. After the class, they can serve as follow-up activities. It is important to remark, however, that teachers should not use games in class just as "time-killers". They should always have a well-defined purpose. What follows are some guidelines teachers should consider when carrying out games in language classes.

Guidelines to use games in the Language Class

There are some basic requirements to take into consideration in order to carry out games in the language classroom. The following instructions are not specific to one game; they can fit a broad number of them depending on their specific characteristics. As was already mentioned, games should be designed or selected based on the class objectives, language proficiency and student interests. The first two aspects are related to the level of proficiency the student has in the target language. Spelling games, for example, may work well with beginners, but they might not be as effective with more advanced learners. The age and interests of the learners should also be considered. Young children may enjoy a game that requires physical touching among participants or the use of an object such as a ball, features which may be considered rude in a game for CEOs. Another aspect to consider when preparing to use games in the language class is the fact that, whatever the game selected, it must require the use of the language being learned and the teacher must encourage students in all possible ways to do so. Some suggestions on this aspect may be to assign some points for the teams using the second language, tell students that they might lose their group's turn if anybody in a given group uses any other language, assign language referees either independent or, even from opposite teams. Games that call for oral interaction should always be at hand in a communicative class.

Consequently Wright, et al (1983) state that a game will be considered important by a group of students as long as the content and language used are relevant. Therefore, the professor should select games and other communicative activities considering the language points already taught. Another basic requirement is that games must be planned to insure everybody's participation. While planning, the teacher must decide what kind of interaction, e.g. pairs, small groups, two, three, or four big groups or the whole class, is needed in order to make sure all students take part in the activity and so, maximize speaking time.

Class grouping is an aspect that should be paid attention to. The teacher should have different students form different playing groups along the course. In other words, it is not good to have the "A" or the "Lions" group made up of the same learners throughout the whole term. If this is the case, the class can end up with "real battles" and the motivating effect of the activities will not be maintained. This, in fact, could be frustrating if one of the teams loses continuously. To avoid that, participants can be randomly assigned to playing/working teams. They should be informed at the beginning of the course that they will be assigned to different groups during the term. For one class, for instance, they can be assigned to groups according to their shoe color, the amount of coins or very small change they have at the moment, their Student Body Card Number, their preferred sports, hobbies or the first letter of their names. If the teacher is creative, the selection of players can also be part of the game and bring fun to the participants. Another way for attaining this is to ask the playing groups to think about creative ways to divide the class or make groups the next occasion they play. Another good and more systematic way to arrange groups can be based on previous performance tests or other kinds of class evaluations. The teacher may, without informing the class, assign one high achiever, one low achiever and one or two average achievers to each of the groups to form heterogeneous teams (Kagan, 1985). In this way, each team should not have any academic advantage over the others.

Classroom organization is also key when planning to use games in class. The classroom setup can affect all games to be used and the teacher should make sure he or she lists beforehand all the changes necessary to carry out the game without inconveniences. Some questions that may therefore guide the teacher are: Does the game require students to work in pairs, trios or small groups? Will students move or circulate in the classroom? Will students have to change arrangement, for instance from pairs to trios, during the game? An example of the influence of seating arrangement on the games to be used can be observed in Venezuelan classrooms, where especially at the elementary and high school levels, student desks are organized in rows, in some cases even fixed to the floor. Games in which students have to interact in groups of four or five students inside the classroom are difficult to be carried out in a case like this, and participants should work only in pairs or trios. Probably another solution could be to take the whole class out to the yard for 4 to 5 member group activities.

The teacher should bear in mind that games in class must have an educational value as well as be fun for the participants. Laughing fosters communication within any size of groups. However, especially when competitive games are used with young learners, it should be emphasized that winning should not become a matter of life or death (Brown, 1990; Johnson and Johnson, 1994). If an activity implies competition, students should be taught that losing is not that bad if they are enjoying the game.

Another piece of advice is to vary the games as much as possible. In fact, the author believes that it adds motivation when the students do not know what they will play next. In other words, it would be wise not to repeat games too often even if they have been extremely successful. Students should never become fans of just one game because they might lose motivation. Variety is the spice of life, and education as well.

One concern observed in some professors is how to keep noise levels low. There are various ways this and other aspects that may arise may be dealt with. For example, teachers may tell the whole class that when they (the teachers) raise their hands, it means everybody should speak a little lower. Another idea for the same situation may be to appoint a noise controller in each of the working groups. Whenever roles are assigned to students, it is necessary to rotate them. So, in each class there can be different Secretaries, Game Leaders, TimeKeepers, Observers or others.

To reinforce a non-threatening environment, teachers should be aware of the way they deal with student's mistakes while playing games. Mistakes should not be corrected while games are in progress as that may hinder free production in some students. The teacher has to be patient, especially with slow learners, motivating them as frequently as possible. If corrections need to be made, it is recommended to set aside some time after the activity has finished. The teacher can then draw students' attention to those linguistic aspects not handled correctly. In any case, it would be advisable to avoid putting one student on the spot. Instead, this "correction time" could be directed to the whole class.

Directing games in class

What follows is a set of general rules for teachers for the use of games in class. Some of these rules may not apply to all games, so the teacher has to study the activity and decide what to do.

Before a game: Professors should make sure the language items needed for the game are already known to the students. It is useful to write on the board or have copies of a list of the expressions or words that have been studied and will be used in the game (Poljarevic, 1992). Some games require preparing some written material beforehand. Teachers should do this comfortably in advance. If such materials already exist, they should be checked and counted to see if there is enough for the whole class. If a VHS, radio, cassette or compact disk player is needed, the device must be placed where all students can listen and/or see it as clearly as possible. The teacher should carefully study the game rules in advance and become familiar with all the steps to be taken. Sometimes, it may be useful to take notes on the game and even read (not only tell) the instructions to the class to make sure every step is considered. The next step should be to assign students to groups. Once students are arranged into groups, they

can be asked to think about names for their teams, so instead of having groups 1 and 2, you may end up with the Lions against the Tigers or Zebras. The game objective as well as its rules should be clearly stated. One student could be asked to restate these instructions to the whole class; or one person can do so in each small group to make sure everybody understands them. After this, the game can be modeled for the whole class by the professor and one student or the professor and a small group. Once this has been done, students are asked to arrange the desks according to the needs of the game. Finally and very importantly, the teacher should make sure all participants know how long the game will take and if possible have one or several timekeepers among the learners so that this rule is respected. Once these preparations have been done, teachers should pay attention to the next set of steps to be carried out during the game.

During the game: Professors should circulate the classroom providing assistance and making sure the rules were very clearly understood. To attain this, you can ask students to retell the rules among themselves or to review the objective and steps of the game. It should also be observed that all students participate in the game. In cases where some do not take part, another task could be assigned to them. These students could help the teacher hand in material, help groups, or keep time or scores; they can also serve as noise monitors or referees. Professors should always be available to answer questions and should show interest throughout the whole activity. They should, however, not interfere. When a game involving small groups or pairs is underway, the teacher should always have something ready for those who finish first.

After the game: Congratulate all participants. The winners could receive some kind of award although the fact that winning is not everything should be reinforced. This is the time to reflect with the students what they learned or practiced during the game. If desired, students can be asked to suggest improvements in the game. At the end, especially at elementary and high school levels, ask students to return the desks to the everyday classroom setup.

Tables I and II summarize the guidelines presented here. Those tables can serve as vehicles to guide teachers in the use of games in second or foreign language classes. Table I can be used to keep a record of the games that fit your language objectives. Table II, on the other hand, contains a general checklist that the teacher may follow to direct games in class.

Table I
Language class game features.

Name of game: _____	Time: _____
Number of steps to carry out: _____	
Game objectives: _____	

Language objectives: _____	

Emphasis on: Speaking ____ Listening ____ Reading ____ Writing ____	
Students: _____	
Number: _____ Level: _____ Age: ____	
Special interests: _____	
Classroom set up: _____	

<u>Function</u>	<u>Type of game and Interaction</u>	<u>Materials</u>	<u>Equipment</u>
· Warm up	Individual	Slides	Overhead Projector
· Teach	Pairs	Worksheets	Board
· Review	Group	Reading selections	Radio
· Provide feedback	Cooperative	Cards	VCR
· Provide practice	Competitive	Dices	TV
· Evaluate performance			
· Summarize			
· Wrap up			
· Follow up			
Others: _____	Others: _____		
Others: _____	Others: _____		

Table II
Checklist for teachers to use games in the language class.

BEFORE	DURING	AFTER
OUTSIDE CLASS:		
Select games according to objectives.	Have students retell rules.	Congratulate all participants
Study the game and its rules.	Hand in instruction sheets.	Give awards/prizes
Check, select or make materials.	Motivate constantly.	Give feed back.
Count materials.	Make sure the second language is used	Coordinate follow-up discussion.
Decide grouping.	Circulate to help in case of doubts	Reflect on aspects learned or Practiced
IN CLASS:		
Present vocabulary or expressions them.as review.	Check pace (not too slow not too fast).	Ask for changes to the game
State objectives of games.	Make sure each step is carried out on time.	Present mistakes, correct
Give clear instructions.	Take notes on mistakes.	Rearrange desks...
State steps.	Control sequence.	• Congratulate again
State time.	Give instructions for transitions from one step to another.	
Present control signals (noise, movement or others).	Stimulate every body's participation.	
Assign students to groups.	If one does not play, get him/her to help.	
Assign roles.	Do not interfere.	
Ask students to think of group names.		
Present "Playing teams".		
Set up classroom.		
Ask students to arrange desks to "Playing" mode.		
Provide materials.		

Some successful games

Now a list of successful games that the author has used will be presented. These games have been collected from different sources: from other colleagues, in conferences and from books. There is no intention to claim originality, the objective is to share some ideas that could let students practice what they have learned in a fun way, and at the same time liven up a class

The Neighbor

Objective: To get to know each other. To practice past tense or past participle.

Skills: Speaking

Time: 10 to 12 Minutes.

Level: Intermediate/Advanced

Grouping: Pairs.

Materials: No material is needed

Tell the class: "You are walking on a street (or travelling by train or bus) in a foreign country. Suddenly, you find out that the person who is walking (or sitting) next to you is the person that used to be your neighbor and best friend ten years ago. You have not seen each other all these years! How many things you have to tell each other! Find out as much as possible from him/her.

Story telling

Objective: To tell and listen to stories.

Skills: Speaking/Listening

Time: 30 to 40 minutes.

Level: Intermediate/Advanced

Grouping: Pairs.

Materials: Cards with short and interesting stories. (Reader's Digest is a good source of short anecdotes.)

Cards with short and interesting stories are given to the students. They are told to read them silently. Afterwards, the teacher collects them. Students are not supposed to memorize the stories, but should remember the most important parts. In pairs, they relate the stories to each other the stories and, if desired, some can share with the whole class at the end.

It is interesting to discuss what is important in telling a story before doing this activity. You may suggest that students consider the story they are going to tell as if it were a personal one.

Story telling using cartoons

Objective: To tell/listen to students. Role-playing.

Skills: Speaking

Time: 15 - 25 minutes

Level: Any

Grouping: Small (three to four).

Materials: Cartoon strips (with or without captions).

Students organize the cartoons and each participant tells part of the story. They can take roles and tell the story from their point of view. They can represent all characters and create a dialogue.

Tell me about your picture

Objective: To practice vocabulary and conversation.

Skills: Speaking.

Time: 30 minutes.

Level: All levels.

Grouping: Small group. (Three to four)

Materials: A collection of portrait photographs. It is advisable to avoid pictures of well-known people.

1.- Each group is given a picture which they should study for four or five minutes. Then the students decide how old the subjects are, what professions might be, whether they are married, what they like to do, what they are doing at the moment and what kind of person they are internally.

2.- One person in each group takes notes.

3.- When one or two interpretations have been agreed upon, the group exchanges its picture with another group. After five minutes, two groups meet to discuss their different impressions. Finally, the new combined group exchanges points of view with the other groups. (García, J. Et al, 1992).

Scrambled Conversation

Objective: To get students to focus on exchange structure. (Connection between different parts of a conversation)

Skills: Reading, listening and speaking.

Time: 15 to 20 minutes.

Level: Beginning, intermediate and advanced.

Grouping: Pairs.

Materials: Index cards with one part of a dialogue (you need as many cards as students you have).

Examples:

Exchange one: A: Dinner's ready. (Inviting/Happy)

B: Coming! (Willingly)

Exchange two: A: How about going to the pub? (Inquisitive)

B: Are you crazy? I have to study (Angry/Busy)

Each part of the exchange is written on an index card for each student in the class. He/she receives a card and memorizes it. Then the teacher collects the index cards. After that, students have to find anyone who has the other part of the exchange.

Students are supposed to speak to everybody in the class, that is, to circulate saying the line or exchange out loud. Once a student has found his/her partner, there are three choices: to create

- (a) to create the conversation that comes right after their lines.
- (b) to create the preceding dialogue.
- (c) to create a complete dialogue in which the two sentences they already have are embedded.

Volunteers perform to the whole class.

(Nolasco, R. and L. Arthur. 1987)

Making a conversation

Objective: To make conversation in a creative way.

Skills: Speaking and writing.

Time: 20 to 30 minutes.

Level: Intermediate and advanced.

Grouping: Small groups (Three to five)

Materials: Sheets of paper provided by the students.

Each student writes a sentence on a piece of paper. Collect the papers and redistribute them to the class so that no student gets his or her own paper. Divide the class into groups of three to five students. Allow five to ten minutes for groups to meet and discuss or practice a scene. The scene can be about anything, but it must include the sentences written on the pieces of paper. Finally, the class assembles and each group improvises its scene. Each team can write sentences for the other team to perform. The content of sentences should have no restrictions and can be seen as a challenge from one team to another.

The written sentences should be embedded in the scene and sound as natural as possible. The students must work creatively to find ways to incorporate three or more seemingly unrelated sentences into one coherent conversation. Each participant should respond to the conversation and actions of the others. That is, a scene should not consist of three or more separate pieces of conversation, but an integrated whole. Encourage students to add anything that they wish to develop their themes. Emphasize the different strategies the actors employ to make transitions from one topic to another. (Smith, S. M., 1984).

Lets sing

Objective: To identify the theme of a song.

Act out role-playing according to theme of a song.

Skills: Listening, reading and speaking.

Time: 15 to 20 minutes.

Level: Beginning, intermediate and advanced.

Grouping: Small groups (Four to five).

Materials: Tape recorder, a song, lyrics of the song cut in strips. (One envelope per group with scrambled sentences). Instructions for role - playing on index cards or sheets of paper.

Examples:

Role play card 1: Interview the author of this song to find out what motivated him to write it.

Role play card 2: Role-play the conversation between Tommy and Becky after the assault.

Procedure: In groups, the participants should organize the lyrics of the song while they listen to it. Then, briefly, check pronunciation and vocabulary (try not to spend too much time on this). Have students identify the theme of the song. Give them instructions for role-playing and allow ten minutes to organize their ideas (e.g. what to say, characters, the most appropriate tone to be used, etc.). Have students dramatize in front of the class.

If I were you

Objective: To talk about speculations and to express consequences.

Skills: Speaking.

Time: 20 minutes.

Level: Intermediate and advanced.

Grouping: Whole class.

Materials: None.

1.- In this game, one member of the group is sent out of the classroom while the others decide on a profession which that person is to assume. When the person comes back, the others must make subtle remarks hinting at behavior appropriate to the profession, such as:

"If I were you, I would give up smoking."

"If I were you, I would jump rope everyday."

A few of these suggestions should be prepared while the person is still outside. Don't let the class choose a profession for which nobody can think of anything to say. It is also important to avoid the obvious examples such as "If I were you, I would serve meals in a restaurant all day".

2.- Call back the person who was sent out. This student now has to find out what his or her assumed profession is. The person queries others, e. G. "If you were me, would you...?" "to discover the profession in question.

3.- If the group gets stuck, try helping by slipping them pieces of paper with ideas on them. The person can be sent out again to re-prime the group if things bog down. Another choice is to have the student turn his or her back while you mime relevant cues. (A waiter carrying a tray or writing down an order, e.g.) (Butcher, I . 1985)

Lemons

Objective: To describe objects.

Skills: Speaking.

Time: 10 to 15 minutes.

Level: Beginning, intermediate and advanced.

Grouping: Pairs.

Materials: Objects of different shapes.

The class is divided into pairs, and each student is given an object. They sit back to back so they can not see each other's object. Each student should describe his or her object for at least five minutes.

The teacher can help by giving students expressions such as:

"It looks like...."

"It smells like...."

(Brims, J. 1980)

The name Icebreaker

Objective: To describe an unknown person, to listen to others' descriptions.

Skills: Speaking and listening.

Time: 15 minutes.

Level: Intermediate to advanced.

Grouping: Whole class and individual performance.

Materials: Slips of paper, pencil/pen.

Procedure:

a.- Before class: Secure one blank slip of paper for each student in a new class in which the participants do not know each other at all.

b.- In class:

1.- Distribute one slip of paper to each member of the class. Ask the students to write their full names on their slips of paper. The names should be written clearly so they are easy to read.

2.- When the students are ready, collect the slips of paper and shuffle them. Then redistribute the slips at random., but make sure that students don't have their own name.

3.- Every student now has a slip of paper with a "strange name" on it. Tell the class that the task is to imagine where the strange name comes from. They should then go on to write down whatever additional details they like. Tell them to be as imaginative as they can. They could give a physical description of the "strange name", or information relating to that person's work, hobbies, family, age, background, and experience. Tell them they have five minutes for this step.

4.- When they are finished, ask one student to tell the group the name written on his/her slip of paper. The person whose name it is should not identify himself/herself. The first student should now read out the imaginative profile that has been written. After he/she finishes reading, the participant whose name was on the slip should identify himself/herself, and correct and supplement the given "information."

5.- Continue around the group until everyone has had a turn.

Photoprojection

Objective: To describe imaginary situations, to listen to classmates' descriptions.

Skills: Speaking and listening.

Time: 20 minutes.

Level: Intermediate to advanced.

Grouping: Groups from 5 to 6 participants.

Materials: Flashcards with pictures taken from magazines or newspapers. They could also be authentic photos.

a.- Before class: The teacher should select some pictures with people in different places or situations, expressing different emotions. Each group should have one picture.

Suggestions: select a picture showing an incongruent or funny situation in order to stimulate the students to create humorous situations. You can also select pictures showing ambiguous situations, so participants to let participants let their imaginations fly.

b.- In class

1.- Divide class into groups

2.- Give one picture to each group. They should look carefully at it and discuss its features.

3.- Tell students to imagine what happened before the picture was taken, what is happening at the moment, and what is going to happen next. Plan at least 15 minutes to do this.

4.- Ask a participant from each group to show their picture to the complete class and share what they imagined stemming from their pictures. Be sure all groups show their photo and tell their stories.

Conclusion

Using games in foreign or second language classes is an experience appears realistic and motivating to the student. The teacher can use this tool that not only makes students use the target language, but can also bring fun which, in turn, can lower the tension many language students bring to or experience in the language classroom.

To succeed, the educator must not only guide games in class, but he or she has to be aware that his or her own conviction of the use of games is important to see them work. To attain this, the educator has to base the use of these activities on educational objectives. How a game is carried out is equally important. The teacher should lead games in class in a step-by-step manner, getting to know the activities as completely as possible before actually using them in class. The author believes this is the most important point to have your students value games as a teaching tool.

Language teachers should learn as much as possible about games for the language situation by collecting and creating them. Of course, they should never forget to enjoy them along with their students. Games certainly have an unlimited capacity to enrich classroom experience for every body.

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