

## GAMES FOR LANGUAGE LEARNING

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Learning a second language is a taxing experience. A great amount of energy and concentration is required. The task appears to be even harder when the learner becomes bored, perhaps because he has little opportunity to use the target language in a meaningful way in the classroom. Well-designed games can help to maintain a high level of motivation in the student and therefore alleviate the problem of boredom.

Well-planned games enable students to practice the target language as much as conventional drills and exercises do. The great advantage is that games can help the teacher create contexts in which the language becomes meaningful to the students. They should not only be used as an activity for a rainy day or when students don't feel like doing something serious. Language games have academic value and games that require students to use real language are essential for a well-balanced curriculum.

The authors of GAMES FOR LANGUAGE LEARNING feel that both young learners and adults will be more receptive to a language learning experience where games are part of the curriculum. However, the key to the success of any game is the attitude with which the teacher presents it and its goals.

In the introduction the authors explain why games should be used, how to use games, and where to look for new games. In addition, they have very wisely included a chapter on the language needed in the classroom for the organization of games. This is something that authors of many other game books have neglected.

There are a total of 64 games in the book, some with more than one variation. The games are classified by their type (true/

false, guessing, memory, picture). Preceding the procedure for each game, the authors have indicated the language topic, type of communication, and language skills, along with the degree of control, level, and estimated time required for the activity.

Included in the back of the book are a summary of the games and an index. The summary lists the classification of the game, the skills used, the degree of control, the level, the duration of the game in minutes, the type of organization needed to play the game, the preparation that is needed before the game is played, and the page number where the game is found. The index is extremely helpful because it lists the games by the grammatical points emphasized, by language topics (actions, age, jobs), and by functions (asking questions, making suggestions, giving instructions).

In summary, GAMES FOR LANGUAGE LEARNING is well-written and well-organized. It has many practical language games that place the learner in the situation of having to use meaningful language. It is one of the better language game books available, especially for intermediate and advanced students.

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