

# Games in the EFL classroom in Laos

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M3 presentation  
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# Agenda

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1. Insight into a Lao English lesson
2. Why should we use games in the Lao classroom?
3. Advantages of playing games in the EFL classroom
4. Types of games
5. Criteria for evaluating games

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6. What to keep in mind when introducing a game
  7. Important features of a game instruction for Lao teachers
  8. Video
  9. Conclusion

References

1) Insight into a  
Lao English  
language



Video 1

n.a.



Golla, Veronika

## 2) Why should we use games in the Lao classroom?

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- get away from the teaching approaches based on direct instruction and instilling knowledge
- provide dynamic and diverse teaching
- open doors to use the available space and material in a more creative way
- encourage the students to take part in the lesson actively
- discover the satisfaction in learning a foreign language

### 3) Advantages of playing games in the EFL classroom

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- children love to play games
- practice language in a well-known and entertaining way (near-authentic situation)
- provide excellent opportunity for improving pronunciation, vocabulary and grammar
- different language patterns can be repeated
- improve children's reactive skills, listening skills, memory and concentration
- acquire language through multi-sensory channels: seeing, hearing, feeling and moving

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- task-based: task is to win (TBLL)
  - great opportunity to communicate and work on speaking fluency
  - improve class cohesion
  - learn to accept rules



## 4) Types of games

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- **Language games**
- **Learning games** (card games, board games etc.)
- **communicative and interactive games** (role play games, guessing games etc. )
- **movement games** (circle games, TPR etc.)
- **singing games**
- **clapping games**

## 5) Criteria for evaluating games

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- fluency or accuracy?
- cooperation or competition?
- settling or stirring?
- proficiency level
- required resources / material
- aspects of language practiced

## 6) What to keep in mind when introducing a game

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- plan the game and the presentation of the game in advance
- when introducing a game use simple language (No L1!)
- act out the game instead of explaining it
- use the "I do, we do, you do" method to explain the game (Deseret International Charities 2015, 18)

# 7) Important features of a game instruction

## 18 - Gossip

**Purpose:** Listening comprehension/fluency/review

**Time:** 10 minutes

**Materials:** Flash cards with words and definitions

**Proficiency level:** Beginning/Intermediate

**Group size:** Four players

### **Instructions:**

Divide into teams of four. Give each group a stack of flash cards with definitions

1. The first player reads definition from the first card and whispers it (but not the word) to player two.
2. The second player whispers the word to player three.
3. Player three whispers a sentence using the word to the fourth player
4. Player four checks the sentence against the original card to see if the sentence contained the correct word.  
If it did, the team scores one point.
5. The fourth player reads definition on a card and whispers it to the first player.

The team with the most points when play stops is declared the winner.

## change the character of the game and maintain the linguistic outcome

1. Divide the class into teams of four.
2. Give each group a stack of flash cards with definitions.
3. The first player reads out the definition of a word to the group members.
4. The other players have to guess the word and write down a sentence using the word.
5. The first one who finishes writing says „Stop!“.
6. The other students who haven't finished writing their sentences get some extra time to finish writing.
7. Afterwards each student has to read out his or her sentence.
8. The other students have to check whether the sentence is correct or not.
9. Then the next student reads out the definition of a word and so on.

## Change the linguistic outcome and maintain the character of the game

1. Divide the class into three groups (according to the rows they are sitting in).
2. Ask one student of each team to come to the front.
3. The teacher tells the students a word.
4. The student has to whisper the word to the student sitting next to him/ her or behind him/ her, until it gets to the student in the last row.
5. The last student then has to say the word out loud.
6. The first group who says the word, scores a point.
7. Afterwards the next members of the group come to the front.
8. Do this again and again.

Advice: Make sure that the students whisper so that their „enemies“ don't hear what they are saying.

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- Purpose (**Linguistic areas practiced**) : Listening comprehension/accuracy/review
  - Time: 10 minutes
  - Material: flash cards with words and definitions
  - Proficiency level (**class level**): beginning/intermediate
  - Group size (**classroom management**): four players
  - **Variations**

8)  
Video



Video 2

n.a.

## 9) Conclusion

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"Games are the stuff of life in the primary classroom. As well as providing stimulation, variety, interest and motivation, they help to promote positive attitudes towards learning English. They also encourage active participation and boost children's confidence and self-esteem. Far from being peripheral or used on an occasional basis, games are an essential, integral part of children's language learning. At the same time, however, the use of games comes with a '[...] warning', especially with large classes or in contexts where children are not used to playing games to learn in other subjects. In order to have the intended language benefits and achieve desired learning outcomes, games need to be selected, set up and managed with great care."

(Read 2007, 150)



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- Videos

- Video 1

- n.a. (recorded: March 27, 2017) (accessed June 26, 2017)

- Video 2

- n.a.(recorded: March 27, 2017) (accessed June 26, 2017)

- Picture

- Golla, Veronika (taken: March 30, 2017) (accessed June 26, 2017)