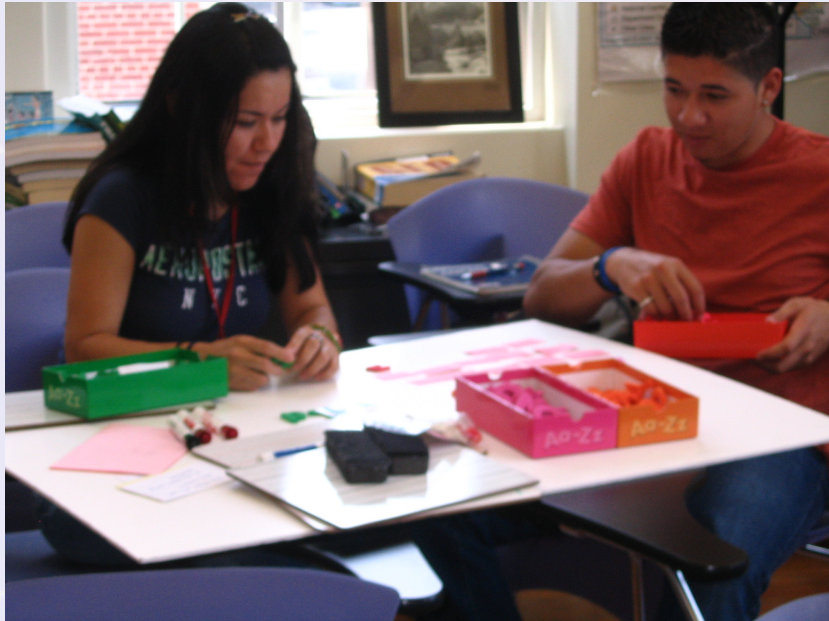




# **A Way to Help ALL to Learn and Have Fun Doing It**

**Robin H. Lovrien, M.Sp.Ed:LD; Ph.D.**

# Adults Self-directing Learning



# Adults Working Together



# Why Should We Use Games and Activities for Adult Learners?

- What do we know about adult language learners?
  - Don't learn language as children do
    - Require tremendous amounts of repetition, exposure to the same language
  - Need content and lessons that are highly relevant.
  - Prefer to self-pace, self-monitor, self-design learning

# Adult Language Learners

- Great variation in age, education, English skills, motivation, need for English etc.
- Often sensitive, shy, self-conscious about making errors in front of other learners
- Learn best when using language in natural situations— English must be used to navigate the games and activities – a natural use of language



# 4 GAMES—1 deck

**Here is what you will try out this morning:**  
With ONE deck, students can play FOUR games

- **1. Matching/ Concentration**

- Matching= Learning

- Vocabulary
- Pronunciation/Content

- **2. Concentration= Memory**

- Vocabulary/content

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# 4 Games—1 deck

- **3. Indirect Bingo**—using cards from matching/concentration.
  - Auditory processing
  - Thinking skills

**NB:** In **INDIRECT** bingo, you do not cover what you **HEAR**. You must process something in order to cover something on your game board:

**Instant bingo – this means you make a bingo grid with cards and not on a bingo sheet. Any matching deck can become instant bingo**

# 4 Games—1 deck

- **4. Board game**

- Taking a turn on a board game is a reward for a correct answer.

- Use  $\frac{1}{2}$  of any deck

- Players must answer the question, produce a rhyming word, give the past tense of a verb (or its present form), tell what first sound a picture has, give the word for a picture, identify the middle vowel of a word, etc. --whatever they have practiced in the other three games.





## THE OTHER game....

- **5. Go –Fish**

- Thinking skills—  
strategy
- Categorization –grouping
- Language patterning
- Targets content/skills of any kind



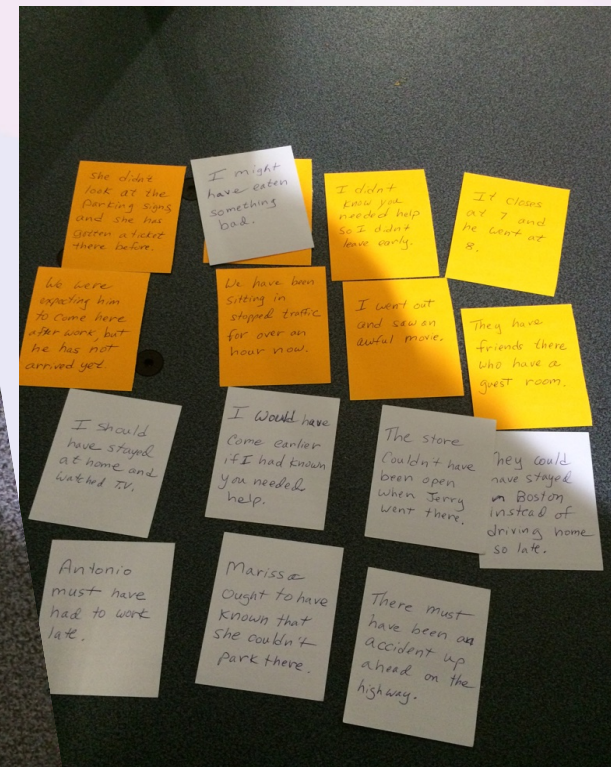
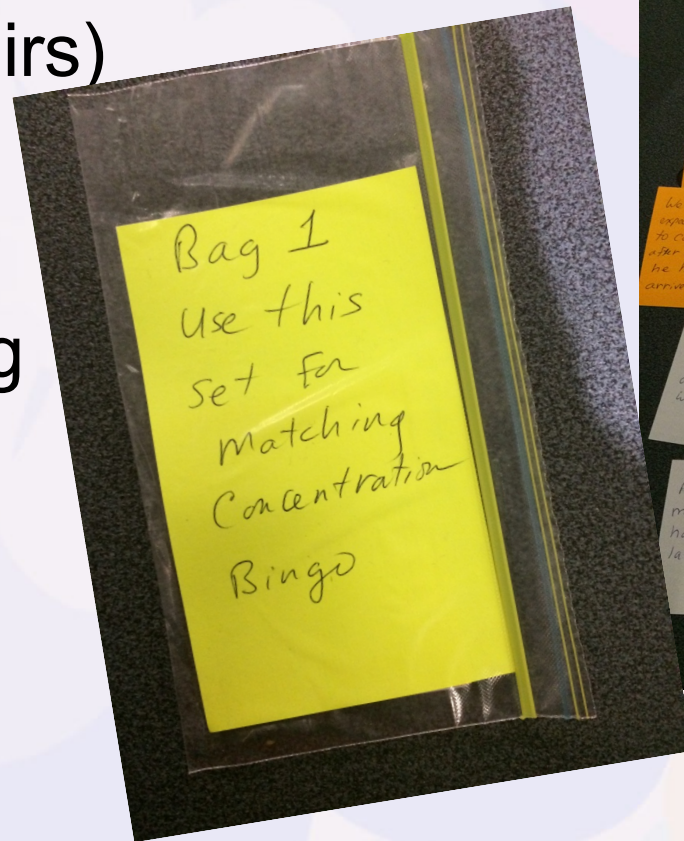
# Using Games Effectively

- Use for practice/mastery; NOT entertainment, time filling; NOT teaching
- Content **MUST** be relevant and needed
- Must be used regularly and long enough to be effective
- Must be self-checking for independence
- Can have any content or language skill
- Games **AND** content need to be familiar to students

# NOW YOU DO IT!

## FIND BAG 1: First Game: MATCHING

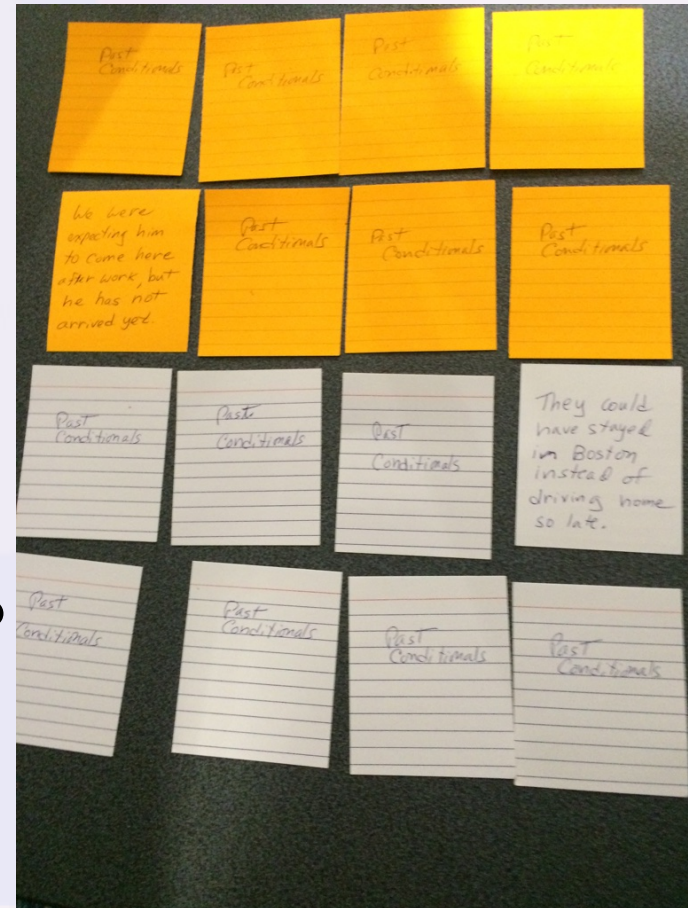
- Lay out the deck of cards (8 pairs) face UP.
- Match them.
- What is being practiced in your deck?



# NOW YOU DO IT

## Second Game: CONCENTRATION

- Now mix up each half of the deck again.
- Lay out in columns **face down**.
- Play concentration.
- Turn over one card of each color. Do they match?
- How is concentration more demanding than matching? Would it take more time?

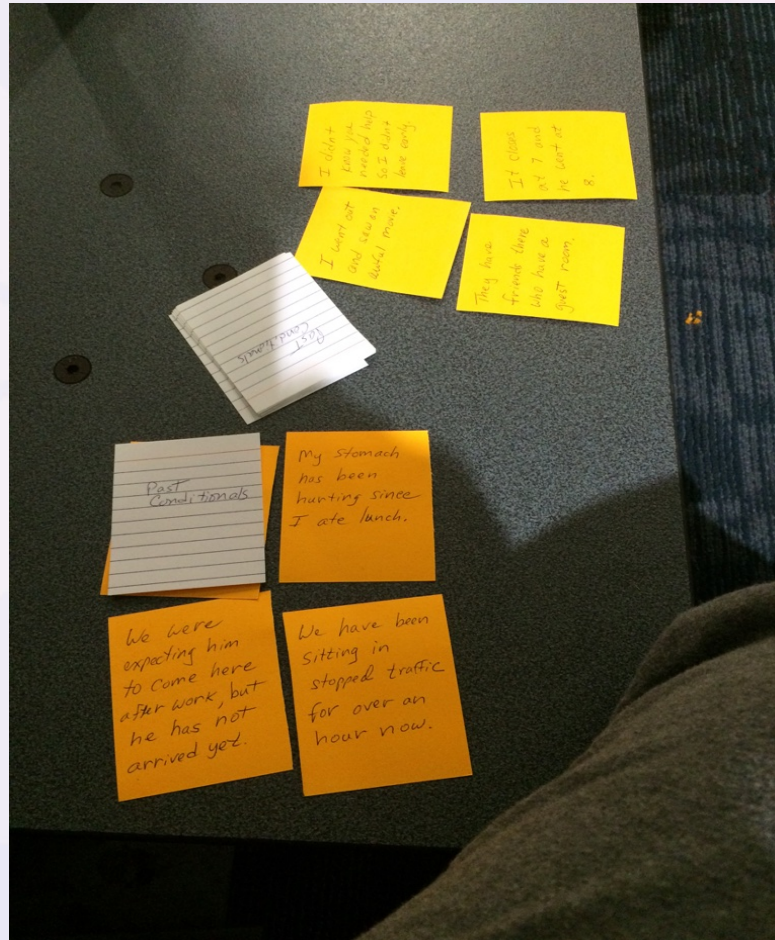


# NOW YOU DO IT

## **Third Game: Indirect (and Instant) bingo:**

- Divide ONE HALF of your deck into two sets
- Lay each set of out FACE UP in rows and columns in front of two players. Set the other half of the deck in a pile between the two players, face down.
- Players or another person person picks up a card from the pile and says the word or names the picture on it.
- Players cover the card that matches, just as in bingo. The first to cover his/her grid, wins.

## Playing Indirect Bingo with Cards used for Matching and Concentration



# Instant Indirect Bingo

- Why it is “indirect”– what did you have to think about to cover up something?
- Notice that you could play the game with the halves of the deck reversed.
- Notice also that this was the **THIRD** activity using the same deck of cards. Why is this good **AND** necessary??

# Board Game

- **Now try a board game** (we have only three playing tracks so teams will have to share to get the experience)
- Choose one half of your deck for the draw pile (if you have pictures and word match vocabulary, use only the pictures.)
- Set up the game—if it is something visual to identify, or a word to produce another word, the player can do it. If it is something that must be heard—e.g. first sound in a word—then another player must do it for the player taking a turn,

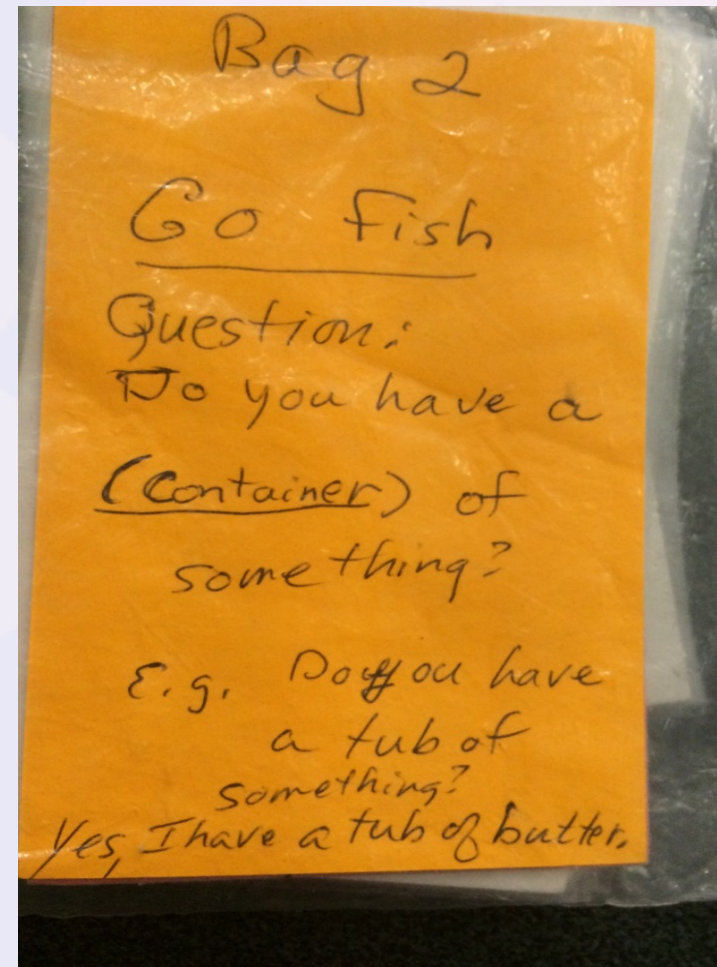


# Go Fish

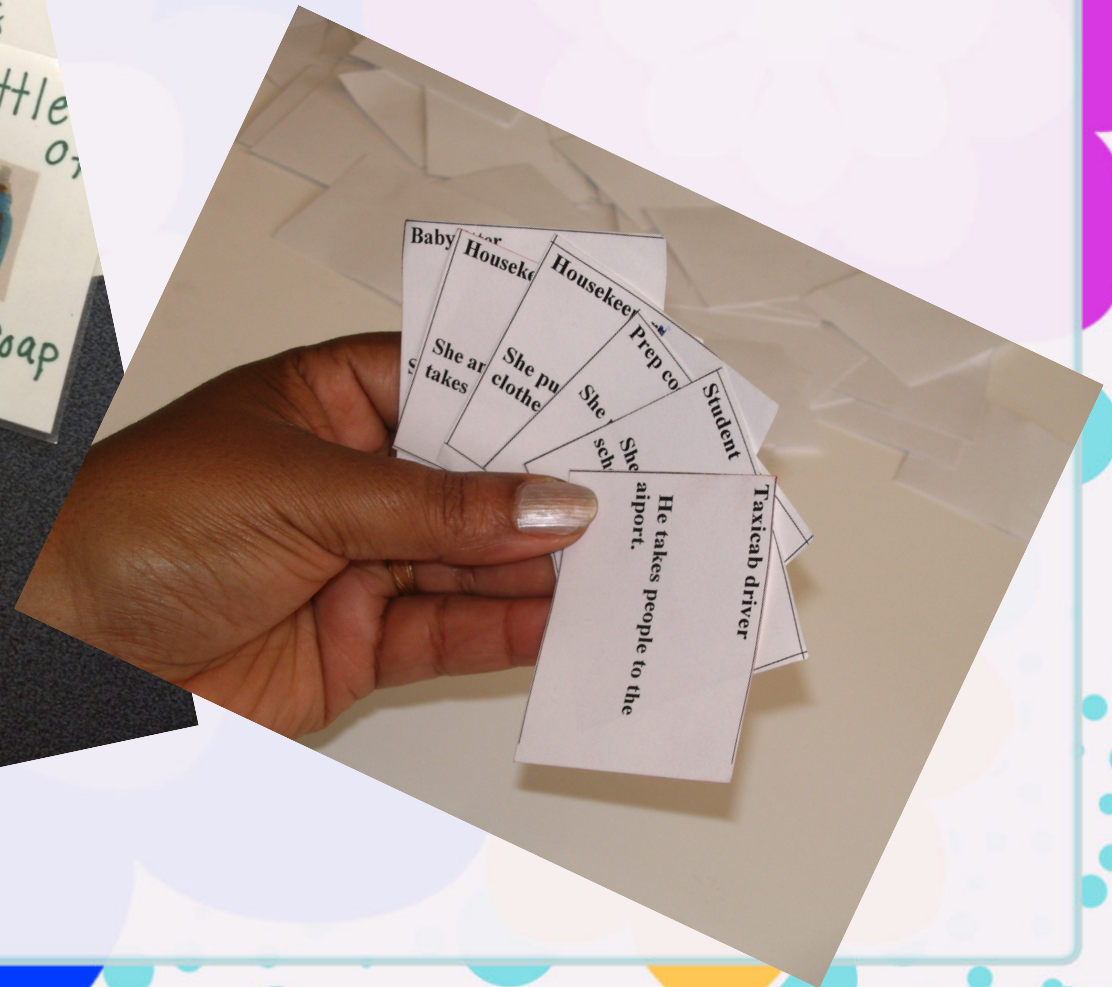
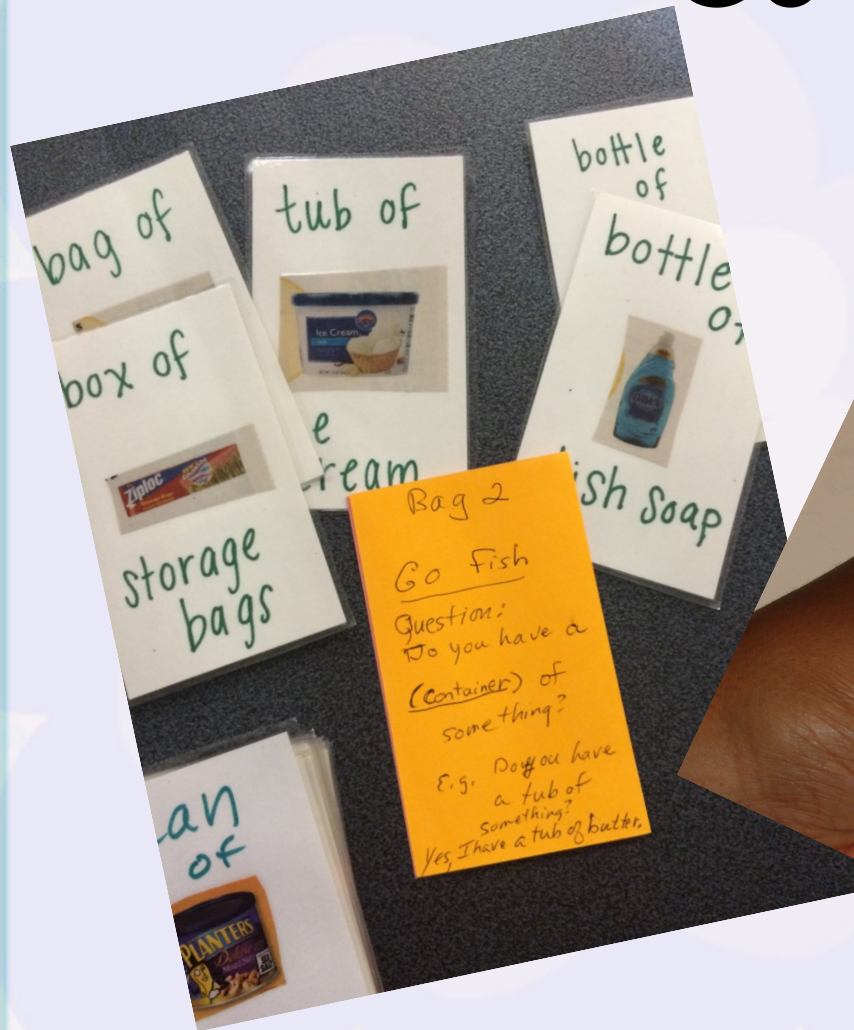
## FIND BAG 2: GO FISH!

(on orange card)

- Go Fish does NOT use cards for the other
- These decks are bigger than the ones we just used.
- These have been used in classes and tutoring.



# Go Fish



## **What is the topic of your Go Fish! Deck?**

- Each topic is divided up into categories. Each category is exclusive. A card can belong to only ONE category.
- You will collect 4 cards in one set in the same category (some only have 3 to a set)
- Look on the direction card for the question you will ask using YOUR deck.
- Go Fish is necessarily self-checking—but there are always extra clues to help players see categories. Check your deck to see what tells you what category a card goes in and whether you know a set is complete.

# Go Fish

- **Go Fish IS FABULOUS!!**
  - Can be used for content at any level of competence and education-
  - It ensures LOTS of repetition of key questions plus key content
  - Once students learn it, any content can be used.
  - It is FUN– I have played it with all members of a tutoring family– 5 year olds to grandmas all together– so fun!!

## **Sorting:**

- Look at the directions on the orange card for what to sort and how.
- Be sure to check your results with the checking devices– they are different for different activities.
- Sorting is used for
  - Extra practice with something really important
  - Things with not enough categories for Go Fish.

# THOUGHTS

- Challenges:
  - Organization!
  - Students don't know activities
  - May find some religious/cultural objection to use of cards– FIND OUT! (but do NOT let one or two persons “wag the class”)
  - Do NOT think you have to have commercial-grade materials!! You can see that I only use teacher-made materials
    - **WHY IS THIS IMPORTANT??**

# TRY IT!!

- GO AHEAD AND GIVE THEM A TRY
  - BE sure
    - The level is good for your student(s)
    - The content/ skill is RELEVANT!!
      - Don't do activities just to do them;
      - Do NOT do random vocabulary!!
      - Don't do skills student will not use immediately!
  - Have students help make them whenever possible!
  - Balance them with direct instruction– use activities to reinforce teaching.

**This has been a VERY brief introduction to using games and activities in ESOL/ESL instruction.**

**For more information on more games and activities and details of managing a classroom or designing a student learning plan using these activities, contact Dr. Robin H. Lovrien, [robinsadultesl@gmail.com](mailto:robinsadultesl@gmail.com)**

**Robinlovrienschwarz.wordpress.com (blog)**

**Here are two recent articles about using games in instruction:**

- [http://www.matsol.org/assets/documents/currents\\_v39n1\\_spring-summer%202016.pdf](http://www.matsol.org/assets/documents/currents_v39n1_spring-summer%202016.pdf) (2016)
- <http://idiom.nystesol.org/Winter2017.html>

**Currently the focus of my work is phonological processing skills. The next session at MAEA will be about using games to focus on phonological skills See you there!!**