

Good Practices Guide



This document has been published as part of the project “GAMES”, which is funded jointly by the European Commission through the Lifelong Learning program “Facing Crisis: Games, Simulations and Popular ICT in Language Teaching”. This publication reflects only the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein

Editor

Authors

M^a del Pilar Díaz-López

David Padilla Góngora

Remedios López- Liria

José Manuela Aguilar-Parra

Alejandro Muñoz Ruíz

Email: pilardiaz@crecimientohumano.com

This publication can be consulted on the Internet: www.



This project has been funded with support from the European Commission. This publication [communication] reflects only the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein

INDEX:

- Foreword:::	3
- Introduction:::	5
- Context: language teaching	
- Good Practices in language teaching:::	8
- Summary Chart:::	10
- Summary of Good Practices:::	14

FOREWORD:

FOREWORD:

Worldwide economy is changing rapidly and the European economies are running the risk of falling behind in a global market which is getting increasingly more competitive. The strategy “UE 2020”, which has been recently approved, contemplates that the end of the economic and financial crisis should lead Europe to a new sustainable and social market economy, which implies an economy in which our prosperity is based on the innovation and a better use of the resources. The knowledge would be the main driving force for the change.

According to this, people agree on that the Lifelong Learning should become an essential element of this new strategy, so that it guarantees a harmonious transition between jobs and occupations and it prevent long-term unemployment, which implies the loss of human capital.

The European Framework of Key Competences for the Lifelong Learning recognizes that the communication in foreign languages is a key competence, which implies abilities like mediation and intercultural comprehension, as well as the ability to communicate fluently, as we would do in the mother tongue.

On the other hand, the increasing longevity of the population causes that people who can't work (and need to be occupied) get interested in learning or improving languages. Therefore, they have needs that we would have to meet.

We have elaborated this guide in order to face the needs that educational teachers have as well as elderly people's educational needs on a society which is becoming more long-lived and diverse. This guide is the result of the European project “GAMES – Facing Crisis: Games, Simulations and Popular ICT in Language Teaching”, under the framework of the Leonardo Da Vinci actions (2013-2015). It was conducted by six organizations from five European countries: Poland, Spain, Turkey, France and Austria

INTRODUCTION

INTRODUCTION

Nowadays, our society is characterized by a greater and large mobility, either territorial (with wider economic markets or educational opportunities abroad) or digital (with the Internet or social networks), therefore implying a multilinguistic and multicultural contact for which people should be prepared.

On the Information and Communication Society it is becoming more necessary to master the digital and linguistic competences. The opportunities of instant communication and the diversity require that teachers incorporate the ICT for the methodology at school. This implies new educational paradigms which motivate students to take an active part of their training process.

For the last decades, the longevity of the population has supposed that both public and private organizations become aware of the need of the Lifelong Learning. Elderly people also have educational needs; they are active people who can actively participate in the social life (Aranda et al, 2012).

Learning may occur at any age, though the process is slower. Elderly people can learn during their whole life if we respect their learning speed and their motivation. We should assume a positive attitude, which is crucial to achieve the quality of life regarding their role, possibilities, autonomy and self-esteem (Padilla, Durán, López-Liria y Amarante, 2010).

Lifelong Learning also encompasses language courses in both formal and non-formal settings with a similar planning (Di Jesu, 2011). Besides, the ICT tools and applications are gaining strength among the different methodologies. Some authors, such as Lippenholtz (2012), Narciso (2008) o Yubero (2010), noted the advantages of the ICT to teach languages, remarking that it is a communicative methodology which facilitates and promotes the listening and speaking skills, the autonomy, the cooperation and the interactivity.

Language learning particularly may present difficulties which should be analyzed by teachers. Besides, if the analyze different methodologies and tools, they can solve problems which might occur.

According to this, this project aims to revise the main methodologies for language teaching to integrate those activities on which the game and the simulations (both real and virtual) are the unifying thread.

GOOD PRACTICES GUIDE

GOOD PRACTICES GUIDE

This publication is the result of the investigation and the experiences which have been conducted for the past two years for the European project “GAMES - Facing Crisis: Games, Simulations and Popular ICT in Language Teaching”, under the frame of the Leonardo Da Vinci Partnership (2013-2015). It was conducted by six organizations from five European countries: Spain, Poland, Turkey, France and Austria. Our aim is to create a practical guide with the best elements of the experiences of every organization in order to help language teachers. These experiences were discussed further after conducting them in various workshops in every country, so that we could elaborate complete technical sheets which provide information about the quality and the transferability. We would like to note that these experiences were based on the communicative approach in a foreign language as a key competence for the Lifelong Learning.

This guide is directed towards language teachers specially, although it could be useful for other institutions and European organizations which are aware of the needs that students and teachers have during the teaching and learning process.

How to use the Guide

After a brief description of the methodology, there is information about the practices which are available according to different sections. This approach let users select what practices they are interested in to value them in detail according to their interest and time. There are two information levels:

- Summary chart of the 23 good practices, which are described with key words to let users select them according to their interests.
- Summary of the good practice: it is a brief description of the good practice according to a series of predefined descriptive levels.

GOOD PRACTICES – SUMMARY CHART

GOOD PRACTICES – SUMMARY CHART

Nº	Good Practice	Origin	Technical requirements	Suggested level of language	Suggested topics
GAMES AND SIMULATIONS					
1	Simple Board Games	D Coach Austria	One board, pieces in different colours and a dice.	At any level possible	Vocabulary Grammar Topics (geography, literature, history, etc.)
2	Board Games with numbers such as Snakes	D Coach Austria	One board, one list with the questions, one list with the answers, pieces in different colours and a dice.	At any level possible	Vocabulary Grammar Topics (geography, literature, history, etc.)
3	Memory	D Coach Austria	one set of cards	At any level possible	Vocabulary (Topics)
4	Puzzles	D Coach Austria	One puzzle set	At any level possible	Vocabulary
5	Phonetic Domino	D Coach Austria	One set of phonetic domino cards	At any level possible	Vocabulary
6	Scrabble – Word game	M3Cube Francia	The letter tiles, the game board and a standard dictionary	Good basic vocabulary	Vocabulary classes Synonyms, acronyms
7	Hangman – “A word guessing game”	M3Cube Francia	Paper, pencil	Starters	Vocabulary
8	Charades/Pictionary	Poland	Optionally: blackboard, whiteboard or flipchart, markers or chalk; charade cards	At least beginners	Any vocabulary classes, idioms
9	Whoam I?	Poland	Cards with name and basic information about famous persons	At least beginners	Conversation, asking questions, professions, famous people
10	Roleplaying	Poland	hand-outs or multimedia presentation	At least	Conversations in different

This project has been funded with support from the European Commission. This publication [communication] reflects only the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein

			onwith information on the conversatio	beginners	situations
11	Jeopardy (whiteboardgame)	Poland	whiteboard/flipchart and markers/blackboard and chalk, categories, points and answersprepared by the teacherbeforehand	At least intermediate	Vocabulary, world, culture, travelling
12	Charade (silent movie)	NacilliE mTurquí a	A time keeper Charade cards Pencil and paper to write down the score	Beginners	To consolidate the basic question patterns at starter level
13	Cube	Spain			
14	Taboo	Spain	Tarjetas y cronometro	Pre. Intermediate/ intermediate	Vocabulary, listening comprehensio n
15	Mime	Spain	Tarjetas y cronometro	Beginners/ Pre. Intermediate/ intermediate	Vocabulary
DIGITAL GAMES : ICT TOOLS AND APPLICATIONS					
16	Lettris Game Instructions	DSGED Afyon	computer or tablet or smartphone	Beginner / pre-intermediate / intermediate	Vocabulary
17	Word-o-Matic	DSGED Afyon	computer or tablet or smartphone	Beginner / pre-intermediate	listening comprehensio n and spelling
18	True or False game	DSGED Afyon	a computer or tablet or smartphone	Beginner / pre-intermediate	Vocabulary classes Sentences
19	Fast Hands	DSGED Afyon	a computer or tablet or smartphone	Beginner / pre-intermediate	Vocabulary
20	Speed Balls	DSGED Afyon	a computer or tablet or smartphone	Beginner / pre-intermediate	Vocabulary
21	Websiteswithmultim ediaresources on different accents of English	Poland	computer, speakers, multimediaprojector	At least intermediate	English accents, travelling
22	Augemented Reality	Spain	Books and tablet	All levels	Vocabulary,

					sentences
23	App for android	Spain	Mobile or tablet	All levels	ICT, Vocabulary, listeningcomp rehension and spellings.

SUMMARY OF GOOD PRACTICES


SUMMARY OF GOOD PRACTICES

GOOD PRACTICE 1

- ☐ **NAME:** Simple Board Games

- ☐ **COUNTRY OF ORIGIN:** Vienna


- ☐ **CONTACT:** Kathrin. DCoach's. . E-mail: kathrin.kienel-mayer@chello.at

Name of the game/simulation/ICT	Simple Board Games
Description/rules	<p>Take a simple board game, pieces in different colours and a dice per group of students. It is best to take a board from a game for children up to 6 years as those games have a shorter duration which makes them more suitable in the classroom.</p> <p>Define for 1 to 6 what the students have to do if they throw this number of points. If you want e.g. to practice tenses, they should make sentences in different tenses. If you want to practice questions you could define e.g. 1 = Who?, 2 = What?, 3 = Why?, 4 = How? 5 = Where? 6 = free choice. And so on....</p>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>Per group: one board, pieces in different colours and a dice.</p> <p>Boards, examples:</p>  <p>Number: 2 to 6 players per group Time: 15 minutes</p>
Suggested level of language proficiency of the students	At any level possible
Suggested topics of class (when it can be used)	<ul style="list-style-type: none"> - Vocabulary - Grammar - Topics (geography, literature, history, etc.)
Additional information and comments (such as links to on-	

line resources , precautions for teachers)	
---	--

GOOD PRACTICE 2

- ☐ **NAME:** Board Games with numbers such as *The Geese* or *Snakes and Ladders*
-
- ☐ **COUNTRY OF ORIGIN:** Vienna
-
- ☐ **CONTACT:** Kathrin. DCoach's. . E-mail: kathrin.kienel-mayer@chello.at


Name of the game/simulation/ICT	Board Games with numbers such as <i>The Geese</i> or <i>Snakes and Ladders</i>
Description/rules	<p>For the fields 1 to 60 or 1 to 100 the teacher prepares a list with questions on topics that are treated in class or different grammar exercises.</p> <p>Variation: Students prepare at home questions and answers around a topic treated in class. Teacher brings together their proposals and creates the list.</p>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>Per group: one board, one list with the questions, one list with the answers, pieces in different colours and a dice.</p> <p>Board examples:</p>  <p>Number: 2 to 6 players per group Time: 40 to 60 minutes</p>
Suggested level of language proficiency of the students	At any level possible
Suggested topics of class (when it can be used)	<ul style="list-style-type: none"> - Vocabulary - Grammar - Topics (geography, literature, history, etc.)
Additional information and comments (such as links to on-line resources, precautions for teachers)	Each student gets the lists with questions and answers in the end of the lesson for further study/for his/her files.

GOOD PRACTICE 3

□ **NAME:** Memory

□ **COUNTRY OF ORIGIN:** Vienna

□ **CONTACT:** Kathrin. DCoach's. . E-mail: kathrin.kienel-mayer@chello.at

Name of the game/simulation/ICT	Memory
Description/rules	<p>A set of memory cards from existing games or produced for the class.</p> <p>The pair cards show either</p> <ul style="list-style-type: none"> • the same pictures or • a picture + the written word or • a word + its explanation/ definition <p>All of the cards are laid face down on a surface and two cards are flipped face up over each turn. The object of the game is to turn over pairs of matching cards. In turn each player chooses two cards and turns them face up. If they are pairs that player wins the pair and plays again. If they are not of the same rank and color, they are turned face down again and play passes to the player on the left. The game ends when the last pair has been picked up. The winner is the person with the most pairs.</p>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>Per group: one set of cards</p> <p>Memory examples:</p>  <p>Number: 2 to 6 players per group</p> <p>Time: 10 minutes</p>
Suggested level of language proficiency of the students	At any level possible
Suggested topics of class (when it can be used)	<ul style="list-style-type: none"> - Vocabulary - (Topics)
Additional information and comments (such as links to on-	

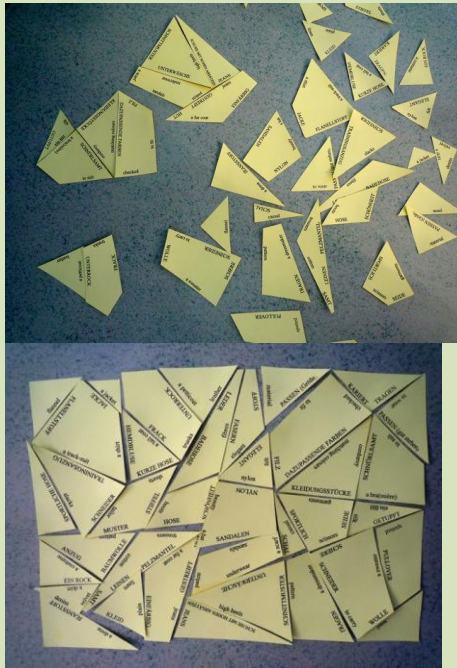
line resources , precautions for teachers)	
---	--

GOOD PRACTICE 4

☐ **NAME:** Puzzles

☐ **COUNTRY OF ORIGIN:** Vienna

☐ **CONTACT:** Kathrin. DCoach's. . E-mail: kathrin.kienel-mayer@chello.at

Name of the game/simulation/ICT	Puzzles
Description/rules	<p>A set of puzzle pieces produced for the class.</p> <p>The pieces show a word and, opposite, its translation.</p> <p>Example: German/English vocabulary around clothing and dressmaking</p> 
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>Per group: one puzzle set</p> <p>Number: 2 to 6 players per group</p> <p>Time: 20 minutes</p>
Suggested level of language proficiency of the students	At any level possible
Suggested topics of class (when it can be used)	- Vocabulary
Additional information and comments (such as links to on-	

line resources , precautions for teachers)	
---	--

GOOD PRACTICE 5

- ☐ **NAME:** Phonetic Domino
-
- ☐ **COUNTRY OF ORIGIN:** Vienna
-
- ☐ **CONTACT:** Kathrin. DCoach's. . E-mail: kathrin.kienel-mayer@chello.at

Name of the game/simulation/ICT	Phonetic Domino
Description/rules	Match the spelling of a word with its phonetic spelling. You need a set of phonetic domino cards which show a word and, opposite on the next card, its phonetic spelling. Example: British Council document
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Per group: one set of phonetic domino cards Number: 2 to 6 players per group Time: depending on the number of cards used; for the full set of the British Council document (112 phonetic spellings) 45 minutes
Suggested level of language proficiency of the students	At any level possible
Suggested topics of class (when it can be used)	- Vocabulary
Additional information and comments (such as links to on-line resources , precautions for teachers)	http://www.teachingenglish.org.uk/sites/teacheng/files/Phonetic-Dominoes-no-match-marks.pdf http://www.teachingenglish.org.uk/board-games

GOOD PRACTICE 6

☐ **NAME:** Scrabble

☐ **COUNTRY OF ORIGIN:** France

☐ **CONTACT:** Mona. M3 Cube. . E-mail: monakom.eseniors@gmail.com

Name of the game/simulation/ICT	<i>Scrabble – Word game</i>
Description/rules	<p>Players score points by placing tiles bearing different letters on the gameboard. The placed tiles must form words in the vertical or horizontal sense (as in the crosswords game). These words must be defined in a standard dictionary to be accepted.</p> <p>Each tile bears a number in its right low corner and this number will be counted as points. Once a valid word on the game board is formed, the player does the addition of the word's points and writes it down.</p> <p>The game is over when no player can form a new word on the game board. The winner is the player who has the more points.</p>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>The scrabble game set: the letter tiles, the game board and a standard dictionary.</p> <p>There can be from two to four players or two to four groups of players (who find the words together).</p> <p>The game is quite long to be finished, about an hour.</p>
Suggested level of language proficiency of the students	The players should have good basic vocabulary in the chosen game language in order to be able to play and place words.
Suggested topics of class (when it can be used)	<ul style="list-style-type: none"> - Vocabulary classes - Synonyms, acronyms
Additional information and comments (such as links to on-line resources , precautions for teachers)	

GOOD PRACTICE 7

☐ **NAME:** Hagman

☐ **COUNTRY OF ORIGIN:** France

☐ **CONTACT:** Mona. M3 Cube. . E-mail: monakom.eseniors@gmail.com

Name of the game/simulation/ICT	Hangman – “ A word guessing game”
Description/rules	<p>This is a paper and pencil guessing game for two or more players.</p> <p>One player, having the pencil and player, thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters or numbers.</p> <p>The word to guess is represented by a row of dashes, giving the number of letters, numbers and category. If the guessing player suggests a letter or number which occurs in the word, the other player writes it in all its correct positions. If the suggested letter or number does not occur in the word, the other player draws one element of a hanged man stick figure as a tally mark.</p> <p>The game is over when one of the players guesses the right word or no one has guessed the word and the hang man stick figure is completed.</p>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Paper, pencil
Suggested level of language proficiency of the students	Even starters can play this to learn words and meanings
Suggested topics of class (when it can be used)	- Vocabulary
Additional information and comments (such as links to on-line resources , precautions for teachers)	

GOOD PRACTICE 8

☐ **NAME:** Scrabble

☐ **COUNTRY OF ORIGIN:** Poland

☐ **CONTACT:** Jacek. . E-mail: jacek.gulanowski@gmail.com

Name of the game/simulation/ICT	Charades/Pictionary
Description/rules	Students are divided into teams. One person from each team has to present a word using gestures or drawing. The team which guesses the word wins a point. The team which earns most points wins.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Equipment: Optionally: blackboard, whiteboard or flipchart, markers or chalk; charade cards. Number of students: 6-20 Time: 10-30 minutes
Suggested level of language proficiency of the students	At least beginners
Suggested topics of class (when it can be used)	Any vocabulary classes, idioms
Additional information and comments (such as links to on-line resources, precautions for teachers)	The secret word can either be chosen by the teacher or by the student. However, if the student chooses, the teacher should check if the student understands it correctly. In the case of beginners, the teacher may allow students to use their native language during the game, but the team which guesses the word in English wins. Good as a warm-up or vocabulary practice but should not be played too long. Charade cards generator: http://www.charadescards.co.uk/

GOOD PRACTICE 9

☐ **NAME:** Who am I?

☐ **COUNTRY OF ORIGIN:** Poland

☐ **CONTACT:**Jacek. . E-mail: jacek.gulanowski@gmail.com

Name of the game/simulation/ICT	Who am I?
Description/rules	Students are given cards with descriptions of famous persons. Then, they take turns pretending to be the person and the other students have to guess the name of the person. The group can ask questions, which they can only answer with: "yes/no/I don't know".
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Equipment: Cards with name and basic information about famous persons. Number of students: 2-20 Time: 15-45 minutes
Suggested level of language proficiency of the students	At least beginners
Suggested topics of class (when it can be used)	Conversation, asking questions, professions, famous persons
Additional information and comments (such as links to on-line resources, precautions for teachers)	Students need to know at least basic English but it is also good for practising basic conversation.

GOOD PRACTICE 10

☐ **NAME:** Role playing

☐ **COUNTRY OF ORIGIN:** Poland

☐ **CONTACT:**Jacek. . E-mail: jacek.gulanowski@gmail.com

Name of the game/simulation/ICT	Role playing
Description/rules	Students need to play different roles and engage in conversation with each other.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Equipment: hand-outs or multimedia presentation with information on the conversation (the setting of the conversation, the aim, the roles to be played) and additional vocabulary to be used.
Suggested level of language proficiency of the students	At least beginners
Suggested topics of class (when it can be used)	Conversations in different situations (shopping, visiting a restaurant, booking a hotel room or a flight, asking for directions, visiting a doctor)
Additional information and comments (such as links to on-line resources, precautions for teachers)	In case of beginners students it is good to start with reading printed dialogues and then let students create their own. More advanced students can improvise.

GOOD PRACTICE 11

☐ **NAME:** Jeopardy

☐ **COUNTRY OF ORIGIN:** Poland

☐ **CONTACT:** Jacek. . E-mail: jacek.gulanowski@gmail.com

Name of the game/simulation/ICT	Jeopardy (whiteboardgame)
Description/rules	Students are divided into teams. Teacher writes on the board names of categories and number of points which can be earned. Then teams take turns and choose which category and the number of points they wish to try. Teacher reads the answer and students need to write the question to the answer. If the question is correct, they earn the indicated number of points. The team with most points wins.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Equipment: whiteboard/flipchart and markers/blackboard and chalk, categories, points and answers prepared by the teacher beforehand
Suggested level of language proficiency of the students	At least intermediate
Suggested topics of class (when it can be used)	Vocabulary, world, culture, travelling
Additional information and comments (such as links to on-line resources, precautions for teachers)	If the group is less advanced the students can be allowed to use their native language but the question should be written in English. Website: http://busyteacher.org/5878-what-you-can-do-with-a-whiteboard-10-creative-esl.html

GOOD PRACTICE 12

□ **NAME:** Charade

□ **COUNTRY OF ORIGIN:** Turkey

□ **CONTACT:** Nacilli. . E-mail: jacek.gulanowski@gmail.com

□ Name of the game/simulation/ICT	Charade (silent movie)
Description/rules	<p>Originally this is a game of guessing names of films and it is mostly played at homes to have some fun and spend the nights. The goal is to act out a word or phrase or to pantomime similar sounding words to your team members before time is over.</p> <p>Two teams are chosen voluntarily and an actor to identify the hidden name of a film, an animal, an object etc written on a paper or card will be chosen. Individuals will take turns acting out one of the words from the cards that have been prepared. The actor will be given the card randomly and teams will have 5 questions and 5 minutes to guess the word asking questions. The actor cannot use his or her own sentences but must communicate only through actions and short answers. Any member can shout out any answer that comes to mind but only twice. The actor does not belong to any team.</p> <p>Rules:-The actor cannot use every word, only can answer questions as 'yes-no- one –two ' etc</p> <p>-The word on the card should be guessed within 5 minutes with only five questions of each team.</p> <p>-The actor should not build up his/her own sentences to identify..</p> <p>-Team members can ask every sort of question in the target language and they are free to use a dictionary. But they will have only 2 chances to guess correctly. After a number of cards, (ie.5/7) game will be over. The team with the higher score at the end of the game wins.</p>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>A time keeper</p> <p>Charade cards</p> <p>Pencil and paper to write down the score</p> <p>Players (2 teams)</p> <p>Pre-prepared sheet of question types</p> <p>2 different types of cards one with cue words on.</p> <p>One with a picture & name of an item on.</p>
Suggested level of language proficiency of the students	<p>Starter level.</p> <p>Beginners</p>
Suggested topics of class (when it can be used)	<p>It can be used any time within class especially after getting bored with the school subjects.</p> <p>Mainly;</p> <p>to consolidate the basic question patterns at starter level, ,in</p>

	order to have the learners remember the structures and have them increase the ability of asking and answering, it is quite efficient.
Additional information and comments (such as links to on-line resources , precautions for teachers)	http://www.mynet.com/video/eglence/sessiz-sinema-bu-kadar-mi-guzel-oyunanir-1307758/ Precautions: Certain type of questions at basic level should be studied before the game,a necessary vocabulary list should be prepared and delivered to the learners before the game , Groups should be organised and let to work in cooperation.

GOOD PRACTICE 13

☐ **NAME:** Reinforcement Dice

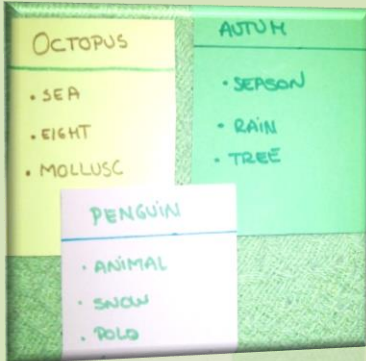
☐ **COUNTRY OF ORIGIN:** Spain

☐ **CONTACT:** Pilar. . E-mail: pilardiaz@crecimientohumano.com

Name of the game/simulation/ICT	Reinforcement Dice.
Description/rules	By means of rolling a gigantic die, the participants will randomly get to do an activity out of a set of six activities previously chosen among the ones they have already done in the course. Such set may be changed in a weekly basis, so that the students face a different one each time.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	A gigantic die. Any materials that may be necessary for any of the six activities.
Suggested level of language proficiency of the students	All levels.
Suggested topics of class (when it can be used)	Any.
Additional information and comments (such as links to on-line resources, precautions for teachers)	


GOOD PRACTICE 14

- ☐ **NAME:** Taboo
-
- ☐ **COUNTRY OF ORIGIN:** Spain
-
- ☐ **CONTACT:** Pilar. . E-mail: pilardiaz@crecimientohumano.com

Name of the game/simulation/ICT	Taboo
Description/rules	<p>We have to divide people into two teams to play. For each turn a player has to explain with words and/or sounds a word which is written in a card, so that a member from the other team can guess it. However, he/she can't use that word or more than 3-4 words which are connected. The team which gets more words win.</p> 
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Cards and a chronometre. There must be four players at least.
Suggested level of language proficiency of the students	All levels
Suggested topics of class (when it can be used)	Vocabulary
Additional information and comments (such as links to on-line resources, precautions for teachers)	

GOOD PRACTICE 15

- ☐ **NAME:** Mime
-
- ☐ **COUNTRY OF ORIGIN:** Spain
-
- ☐ **CONTACT:** Pilar. . E-mail: pilardiaz@crecimientohumano.com

Name of the game/simulation/ICT	Mime
Description/rules	We have to divide people into two teams to play. In each turn a player has to explain just with mime a word written in a card, so that a member of other team can guess it. The team which gets more words win.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Cards and a chronometre. There must be four players at least. 
Suggested level of language proficiency of the students	All levels
Suggested topics of class (when it can be used)	Vocabulary
Additional information and comments (such as links to on-line resources, precautions for teachers)	

DIGITAL GAMES: ICT TOOLS AND APPLICATIONS

GOOD PRACTICE 16

☐ **NAME:** Lettris

☐ **COUNTRY OF ORIGIN:** Turkey

☐ **CONTACT:** DSGED. . E-mail:

Name of the game/simulation/ICT	Lettris Game Instructions
<p>Description/rules</p>	<p>In Lettris you need to create a list of word pairs that consist of a word to be presented (falling down) and a word expected to be typed in.</p> <ol style="list-style-type: none"> 1. To teach spelling or typing, type in the same word that is falling down you have to write the same word to both sides of the equation. 2. father=father mother=mother 3. To teach foreign languages you either put the English word to be falling or to be typed in, it is up to your educational purposes. 4. father=apa mother=anya or apa=father anya=mother 5. To teach any type of word pairs (e.g. synonyms, antonyms, past tense forms of verbs, etc.) you create the word pairs in the same fashion. Individualized instructions for each game will be available. 6. good=bad happy=sad 7. There are words that might require more possible answers e.g. the opposite of old can be either young or new. The game can accept both, if you put both answers on one side of the equation with a slash. new/young=old
<p>Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number</p>	<p>This game is a single user game. You need a computer or tablet or smartphone</p>

This project has been funded with support from the European Commission. This publication [communication] reflects only the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein

of students, time necessary to implement it)	
Suggested level of language proficiency of the students	Beginner / pre-intermediate / intermediate
Suggested topics of class (when it can be used)	Vocabulary
Additional information and comments (such as links to on-line resources , precautions for teachers)	www.caldys2.eu


GOOD PRACTICE 17

- ☐ **NAME:** Word o matic
-
- ☐ **COUNTRY OF ORIGIN:** Turkey
-
- ☐ **CONTACT:** DSGED. . E-mail:

Name of the game/simulation/ICT	Word-o-Matic
Description/rules	<p>Word-o-Matic is a game to practice English listening comprehension and spelling. There are three difficulty modes: normal, hard and nightmare.</p> <p>A low difficulty level means shorter words: normal mode up to 4-letter words, hard up to 7 letter words, and nightmare mode for longer words. (The harder modes also contain shorter words)</p> <p>The player has the option to listen to the word again and skip the word if it's too hard, although they will lose some points doing the latter. The goal of the game is to collect as many points as possible.</p>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>This games is single user game.</p> <p>You need a computer or tablet or smartphone</p>
Suggested level of language proficiency of the students	Beginner / pre-intermediate
Suggested topics of class (when it can be used)	listening comprehension and spelling
Additional information and comments (such as links to on-line resources , precautions for teachers)	www.caldys2.eu

GOOD PRACTICE 18

- ☐ **NAME:** True or false
-
- ☐ **COUNTRY OF ORIGIN:** Turkey
-
- ☐ **CONTACT:** DSGED. . E-mail:

Name of the game/simulation/ICT	True or False game
Description/rules	<p>This game is very simple, yet very flexible to be used for several didactic purposes on different levels. Students are presented with a picture and have to decide whether the text below matches the picture or not. Teachers can choose photos and add text easily. The length of a particular game (number of pictures and text) is also controlled by the teacher.</p> <div data-bbox="743 819 1342 1272">  </div>
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	<p>This games is single user game. You need a computer or tablet or smartphone</p>
Suggested level of language proficiency of the students	<p>Beginner / pre-intermediate</p>
Suggested topics of class (when it can be used)	<ul style="list-style-type: none"> - Vocabulary classes - Sentences
Additional information and comments (such as links to on-line resources , precautions for teachers)	<p>www.caldys2.eu</p>

GOOD PRACTICE 19

☐ **NAME:** Fast Hand

☐ **COUNTRY OF ORIGIN:** Turkey

☐ **CONTACT:** DSGED. . E-mail:

Name of the game/simulation/ICT	Fast Hands
Description/rules	This is a game for learning English focusing on vocabulary items. You listen to the sound or read the word and then click on the matching pictures. It's really easy, fun and hopefully a great way to learn and review words. You can choose the content you want to play with and there are more than 500 vocabulary items in total. First you click on 'fast' and then select you vocabulary category. Then listen or read the word and click on the matching picture. The game finishes when the time bar at the bottom runs out. But you get extra time added each time you correctly click on an image. The timer goes faster and faster so you need to have fast reflexes. The same set of ten items will repeat endlessly and you can increase your score with each correct hit. However there is a countdown timer that is always decreasing. You get additional time with each correct vocabulary word but the speed of the countdown increases constantly so eventually you will run out of time. The challenge is to get as high a score as possible before the game finishes. There is a high score table at the end which shows the top players and where they come from. At the first screen you get two options either 'fast' or 'slow'. There are the same game only the speed and possible score is different.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	This games is single user game. You need a computer or tablet or smartphone
Suggested level of language proficiency of the students	Beginner / pre-intermediate
Suggested topics of class (when it can be used)	Vocabulary
Additional information and comments (such as links to on-line resources , precautions for	http://gamestolearnenglish.com/fast-hands/

teachers)	
------------------	--

GOOD PRACTICE 20

☐ **NAME:** Speed Balls

☐ **COUNTRY OF ORIGIN:** Turkey

☐ **CONTACT:** DSGED. . E-mail:

Name of the game/simulation/ICT	Speed Balls
Description/rules	This is a game for learning English vocabulary items. It only uses text and images. The idea of the game is to move the image to the matching text so that you match up the image and vocabulary item. You can select from a range of content items to play with. Then to play the game you have to read the words and look at the images and then drag the images over the text hole. The game continues until the timer runs out or you complete all the items. The timer gets quicker and quicker as you progress and you have to be quick to continue to play. If the time goes too quickly then you can choose to play in slow mode instead by clicking on the slow button instead of the fast button.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	This games is single user game. You need a computer or tablet or smartphone
Suggested level of language proficiency of the students	Beginner / pre-intermediate
Suggested topics of class (when it can be used)	Vocabulary
Additional information and comments (such as links to on-line resources , precautions for teachers)	http://gamestolearnenglish.com/fast-hands/

GOOD PRACTICE 21

☐ **NAME:** Websites

☐ **COUNTRY OF ORIGIN:** Poland

☐ **CONTACT:** Jacek. . E-mail: jacek.gulanowski@gmail.com

Name of the game/simulation/ICT	Websites with multimedia resources on different accents of English
Description/rules	With the help of a teacher students visit and browse websites dedicated to different accents of English, watch presentations and listen to recordings. Then, they practiced different accents on their own.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Equipment: computer, speakers, multimedia projector Number of students: 5-25 Time: 30-60 minutes
Suggested level of language proficiency of the students	At least intermediate
Suggested topics of class (when it can be used)	English accents, travelling
Additional information and comments (such as links to on-line resources, precautions for teachers)	This class is interesting for more advanced students, especially those who travel or who are interested in culture of the anglophone world. Websites with information: https://en.wikipedia.org/wiki/List_of_dialects_of_the_English_language https://en.wikipedia.org/wiki/Regional_accents_of_English http://www.wikihow.com/Speak-in-a-British-Accent Websites with information and recordings: http://dialectblog.com/ http://www.dialectsarchive.com/ http://sounds.bl.uk/sound-maps/accents-and-dialects Videos: https://www.youtube.com/watch?v=dABo_DCIdpM

GOOD PRACTICE 22

☐ **NAME:** Augmented Reality

☐ **COUNTRY OF ORIGIN:** Spain

☐ **CONTACT:** Pilar. . E-mail: pilardiaz@crecimientohumano.com

Name of the game/simulation/ICT	Augmented Reality
Description/rules	People can use a series of interactive books to do different activities (like puzzles) thanks to the augmented reality. This technique motivates students to learn. It would be necessary to download the free application ARalive and to have digital media and any of the books of the collection.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	Books and tablet or mobile phone.
Suggested level of language proficiency of the students	All levels
Suggested topics of class (when it can be used)	Vocabulary
Additional information and comments (such as links to on-line resources, precautions for teachers)	http://www.booksaralive.com/?lang=es

GOOD PRACTICE 23

☐ **NAME:** Apps

☐ **COUNTRY OF ORIGIN:** Spain

☐ **CONTACT:** Pilar. . E-mail: pilardiaz@crecimientohumano.com

Name of the game/simulation/ICT	Apps
Description/rules	It is about doing activities and playing games to learn languages through the new technologies. For that it would be necessary to download the free applications and to play with them.
Technical requirements (equipment needed, requirements for the classroom, minimum and maximum number of students, time necessary to implement it)	A mobile phone or a tablet and an application. There are different free applications, for example Duolingo.
Suggested level of language proficiency of the students	All levels
Suggested topics of class (when it can be used)	Vocabulary
Additional information and comments (such as links to on-line resources, precautions for teachers)	