

Games and Gamification Resources – 2021 version

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<https://sites.google.com/site/onlineresourcesforelteachers/>

<https://sites.google.com/site/gamificationforelteachers/>

GAMES

Key concepts

- A game is a system with rules, some sort of challenge, feedback of some sort, interaction, fun, and often an emotional response.
- “Hard fun” challenges learners to think, such as in Scrabble or chess. It is still fun.
- Start with the learning objectives, then use the game to achieve them.
- Think about Bloom’s Taxonomy, and make sure classroom games are at different levels, from remembering to creativity

Games references

- Why use games in teaching English? from TEFL Games. An overview of different rationales at <http://www.teflgames.com/why.html>
- Using games to promote communicative skills in language learning (2005) by I-Jung Chen at <http://iteslj.org/Techniques/Chen-Games.html>
- (long - good as a reference) New digital media and learning as an emerging area by James Paul Gee at https://clalliance.org/wp-content/uploads/files/new_digital_media1.pdf
- Best ideas for using games in the ESL/EFL classroom from Larry Ferlazzo. A lot of information here. Scroll to the bottom for the most recent lists. Some of the links don't work, and some don't have much language to them - but lots of good ideas here. <https://larryferlazzo.edublogs.org/2010/08/28/a-collection-of-the-best-lists-on-games/>
- 7 ways video games engage the brain (2012). Video of a TED Talk by Tom Chatfield at <https://www.youtube.com/watch?v=KyamsZXXF2w>
- Game Mechanics and learning mechanics by Paulo Ribeiro (2019) at <https://educationalgamedesign.com/game-mechanics-and-learning-mechanics.html>
This is where games and gamification intersect – understanding how games work to motivate
- The SIMs meet ESL: Incorporating authentic computer simulation games into the language classroom by Megan Miller and Volker Hegelheimer (2006) in *Interactive Technology and Smart Education*, 3 (4), 311-328.
- Students playing video games to teach English (2013) from the Wall Street Journal. EFL in China. <https://www.youtube.com/watch?v=idCOgNR8U-g>

Suggested games based on my talk

Multi-skill

- Breaking News English – multi-skill, with a focus on reading and listening. Turn the exercises into games by making them collaborative, team-based activities. Found at <https://breakingnewsenglish.com>. (Example: <https://breakingnewsenglish.com/2010/201020-zeptosecond.html>)
- English Club – <https://www.englishclub.com> – variety of activities and games (and lots of ads)
- ESL Games World – <https://www.eslgamesworld.com/members/games> - variety of activities and games (and lots of ads)
- Bloomin’ Apps from Kathy Schrock - www.schrockguide.net/bloomin-apps.html - apps organized by Bloom’s taxonomy and platform, including iOS, Android, Google, and web

Reading

- Textivate – input your reading, and Textivate can create 20+ options for scrambled words, sentences, and paragraphs. Not free, but worthwhile if you do a lot of reading activities. At <https://www.textivate.com>
- Create your own adventure – learners choose where to go next. One example: <http://www.scholastic.com/dogslife/bonetravels.htm>
- 5 Minute Mystery – read the story for clues, then guess the answer. This can be done with teams or individually. See at <https://www.5minutemystery.com/>



Vocabulary

- LearnEnglishKids – especially useful for primary. Includes phonics as well as word-level matching. Example: ABC Countdown at <https://learnenglishkids.britishcouncil.org/games/abc-countdown>
- English Club’s Vocabulary Games Online at <https://www.englishclub.com/esl-games/vocabulary/> - hangman, matching, crosswords.
- ESL Games World has more games, including board games, like the Crocodile Board Games at <https://www.eslgamesplus.com/crocodile-games/>. Some word-find games are at <https://www.eslgamesworld.com/members/games/ClassroomGames/index.html>
- ESL Games World also offers audio concentration games at <https://www.eslgamesworld.com/members/games/vocabulary/index.html>
- Boggle-style game (vocab): online (watch for ads, but students can click on a list of words that they didn't find after they finish) at <https://www.wordtwist.org/init4.php>; find printouts that you can modify at <https://www.minds-in-bloom.com/2011/03/free-boggle-templates-for-your.html>
- Fast English - timed matching game on different categories of vocabulary at <https://www.gamestolearnenglish.com/fast-english/> - individual play, but there's a leaderboard to compare scores. More interesting recognition/recall than the usual vocabulary game.
- British Council: Learn English Games - lots of interesting activities at a range of age and proficiency levels: <https://learnenglish.britishcouncil.org/general-english/games>
 - WordShake is like Boggle: <https://learnenglish.britishcouncil.org/en/games/wordshake>
- BrainFood at <http://www.rinkworks.com/brainfood/> goes far beyond remembering level. The word puzzles require thought to solve. Missing Pairs, Associated Words, and Logic Puzzles are particularly interesting for intermediate level and higher.

Listening

- English Club – online dictation at <https://www.englishclub.com/listening/dictation.htm> – short or paragraph length.
- Listen and Write – more dictation options at <https://www.listen-and-write.com/>
- ESL Games World at <https://www.eslgamesworld.com/members/games/vocabulary/> has audio vocabulary concentration games
- Information gap games – there are many. These are all non-digital. They are usually set up in pairs or small groups. Pairs may be back-to-back so they can’t see each other’s face. Any of these can be a lot of fun because they’re interactive and learners are solving puzzles. See suggestions at
 - ESLActivities at <https://www.eslactivity.org/information-gap-activities/>
 - ESLKidsGames at <https://eslkidsgames.com/category/listening-activity>
 - Montana Rogers-FluentU at <https://www.fluentu.com/blog/educator-english/information-gap-esl/>

Writing

- ABCya - skill-building for young learners, from tracing letters to punctuation to writing a letter at <https://www.abcya.com/games/category/writing>
- 5-Card Flickr – choose five randomly-generated images and write about them at <https://5card.cogdogblog.com/play.php?suit=5card> – individual or team; vote for best story
- Dictation – as in listening, above.

Grammar

- ESL Games World at <https://www.eslgamesworld.com/members/games/grammar/> - multiple choice with points
- Games to Learn English at <https://www.gamestolearnenglish.com/> has matching and sentence completion activities with points. One advantage of this site is that it has an explanation for the teacher with each game – very helpful!
- Kahoot! at <https://kahoot.com/> – thousands of ready-made quizzes for individual or team play. Team play is more fun.



Collaboration and communication

Discussion

- Almost any game or exercise can be collaborative if played as a pair or team. Have roles for each person.
- Sample one-minute mysteries – this is a PDF, so choose individual ones to give to the class to discuss.
<https://static1.squarespace.com/static/58c0af0b2994caf4c4b90d8d/t/58c0e7bc1b10e33e6e6502ea/1489037245523/Mystery-Brain-Teasers.pdf>

Game-based learning

- Trace Effects - a free game designed for English language teaching. Download the game, teacher resources, and the video walkthrough (and see links to the video walkthrough chapter by chapter) at <https://www.deborahhealey.com/trace>. English language teachers outside the US can contact their US Embassy for DVD versions of the game and resources.

Simulations

- Sim City classic (free online game) - okay for a range of levels, with help. Not a very pretty interface, though: https://archive.org/details/msdos_SimCity_1989; commercial version at <https://www.ea.com/games/simcity>
- LinCity city creation game (free download for Windows or Linux) at <https://sourceforge.net/projects/lincity-ng.berlios/>
- Online banking simulations (free) - content-based; good for intermediate and above: <https://www.moneyinstructor.com/onlinebanking.asp>; Simunomics: <https://www.simunomics.com/Login.php>; Virtual Stock Exchange: <http://vse.marketwatch.com/Game/Homepage.aspx>
- LavaMind - some free trials, including Gazillionaire and Zapitalism, as well as some mobile apps: <https://www.lavamind.com/> - pay for the full versions.
- Quandary for creating action mazes (create your own adventure) at <https://web.uvic.ca/hrd/quandary/index.php>
- Facebook games/simulations (join Facebook to play; can be multi-player, and usually can go for extended periods of time): Farmville, Candy Quest, many more. Make sure privacy settings are in force, especially for children. These quickly move to asking for money, so caution here as well.

Games for change - simulations

- Games for a social purpose - list at <https://blog.ted.com/10-online-games-with-a-social-purpose/>
- Way - two people who don't speak the same language need to communicate: <https://makeourway.com/>
- Stop Disasters emergency preparedness game - very good for content-based classes with intermediate to advanced students: <https://www.stopdisastersgame.org/>
- Spent - simulation about living on a very limited amount of money: <http://playspent.org/html/>
- My Life as a Refugee – simulation from the UN High Commission on Refugees: <https://unric.org/en/my-life-as-a-refugee/>
- Immigration Nation at <https://www.icivics.org/games/immigration-nation>
 - More simulations related to US government at iCivics: <https://www.icivics.org/>

GAMIFICATION

Key concepts

- Gamification isn't about using games; it's about adding game elements to ordinary classroom activities to create a novel feeling and achieve goals, such as enhanced motivation and engagement
 - Teachers already use some game elements. Now we need to add "game thinking" and "players"
 - Counting up is more motivating for most learners than counting down (deducting from an initial A+)
 - Project-based learning fits very well with gamification: quests, epic challenge, team work
 - Gamification has to be done well to work. Too much focus on extrinsic rewards can reduce intrinsic motivation
- Final comment: The teacher's role is to establish the learning environment that is motivating, engaging, and linguistically rich. The teacher needs to build intrinsic motivation, not just extrinsic with points and badges. When learning is motivating, that's intrinsic motivation. It's where we want our learners to be.



Gamification references

Bell, N. (n.d.) *5 classic game types to gamify your Moodle course*. Retrieved from <https://www.neelabell.com/online-learning-2/5-classic-game-types-to-gamify-your-moodle-course/>

If you're thinking about adding a storyline, here are five useful classic game approaches. These are just rough outlines - you will need to add all the details to make the story work in your setting. The storyline ideas will work in any setting. For more ideas, see *25 storyline ideas to gamify your course* at <https://www.neelabell.com/online-learning-2/25-storyline-ideas-to-gamify-your-course/>. These are not specifically for English language teaching, but provide plenty of possibilities for creativity.

Catalano, M. (2012). *What's the difference between games and gamification?* Retrieved from <https://ww2.kqed.org/mindshift/2012/08/21/whats-the-difference-between-games-and-gamification/>

A look at the difference, some suggestions, and some pitfalls to avoid when gamifying.

Extra Credits. (2012). *Gamifying education* [video file]. Retrieved from <https://www.youtube.com/watch?v=MuDlw1zIc94>

This very fast-paced YouTube video gives reasons why gamifying education could be a good thing.

Healey, D. (2017). *Gamification for teachers: Game mechanics*. Retrieved from <https://sites.google.com/site/gamificationforelteachers/game-mechanics>

A description of game mechanics that often are and could be used by teachers. The site also includes a number of additional resources for gamification and gamification research.

Healey, D. (2018). *Games and gamification for language teaching* [PDF]. Retrieved from <https://sites.google.com/site/gamificationforelteachers/resources>

Healey, D. (2019). *Advancing learning: Gamification*. [PDF] Retrieved from

<https://www.onestopenglish.com/advancing-learning-gamification-downloadable-pdf/557203.article>

White paper on gamification, including a discussion of psychology research and classroom research on gamification.

Manrique, V. (2013). *A simple and easy to use toolkit for gamification design*. Retrieved from Extra Credits. (2012). *Gamifying education*. Available at <https://www.youtube.com/watch?v=MuDlw1zIc94>

This very fast-paced YouTube video gives reasons why gamifying education could be a good thing.

Kapp, K.M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. San Francisco: Pfeiffer.

An interesting and useful read for teachers, trainers, and game developers.

Manrique, V. (2013). *Gamification design framework: The SMA model*. Retrieved from

https://www.gamasutra.com/blogs/VictorManrique/20130618/194563/Gamification_Design_Framework_The_SMA_Model.php

How to start: With the goal, actions to achieve the goal, players (students, for us), and system (how the whole thing will work). SMA: Storytelling, Mechanics, Aesthetics

Schell, Jesse (2008). *The art of game design*. Boca Raton, FL: Taylor & Francis.

While not specifically for ELT, this provides an excellent look at creating a game and gamifying.

Badge creation tools (free)

- Online Badge Maker at www.onlinebadgemaker.com
- Web 2.0 Badge Maker at <http://www.webestools.com/web20-badge-generator-free-image-beta-photoshop-web20-badge-generator.html>

Gamification tools

Class Dojo - www.classdojo.com - This provides communication and badging tools. Free for teachers; works on mobile devices and computers.

Moodle gamification plug-ins: Level Up!; Interactive Content- interactive video, quizzes, timeline ; Stash – add items to an inventory; Motrain/Mootivated – rewards with virtual coins; Quizventure – shoot the correct answer; Game – interactive game maker. Check with your Moodle administrators about these.

Classcraft: <https://www.classcraft.com/teachers/> - free signup and basic level; upgrade for more options. This lets teachers design a custom world. It takes a class set of tablets/computers and lot of effort to set up, but learners get points for achieving the learning objectives you set.

