語学学習ゲーム作成の包括的アプローチ　第二編

A Comprehensive Approach to Designing Language Learning Games
＜Part Two＞

テレンス J. ミクダナ

Terence J. McDONOUGH

Introduction to Part Two

This paper expands on concepts and procedures using terms previously defined in Part One. In order to fully understand this paper, the reader is advised to first read Part One. (McDonough, 2015). Further theoretical background to this approach can be found in McDonough, 2008. This approach to game design and construction begins with a list of sixteen guidelines for using games in language learning classrooms. These suggestions are practical for the teacher and motivating for the players.

The second section considers different factors for effectively using resources and mechanisms in L2 classrooms. This approach requires implementing new methods to make it work successfully. Concrete steps necessary to create original games are summarized; from isolating target language items, to matching functions with compatible mechanisms. Techniques for maximizing the use of resources across several mechanisms are offered. This involves gradually adding levels of language complexity and recycling prior knowledge. In addition, a list of alternative mechanisms is offered to illustrate techniques for expanding on the example game that is outlined here. Finally, the issue of handling feedback in games is also discussed, with suggestions for concentrating on the verbal actions produced in each game.

The final section contains a collection of thirty-one model mechanisms, essentially short games for use in language-learning classrooms. Each game contains at least one cue/action mechanism for players to practice the target language in an enjoyable and instructive activity. All of these mechanisms use resource types that were described in Part One. The approach comes together when teachers use The Mechanism Matrix in Appendix A for choosing and creating customized language learning games. The Matrix shows the function types along the side and the mechanisms listed by number along the top. The intersections of suitable mechanisms for target functions are indicated with a ✔ mark. In essence, the teacher selects the functions to be taught, selects a model mechanism as described in the final section of this paper, and produces the resources that contain the target language items.

Language Game Construction

Guidelines for Game Design

The following guidelines address many issues that arise when using language learning games. They ensure best practices to facilitate basic L2 acquisition among the players.

1.　Target language items used in the game should be fully explained and practiced orally before

playing a game.

2. Games should use the current lesson content to reinforce target language acquisition.

3. Players should have a clear understanding of whether a game is competitive or collaborative.

4. For competitive games, players with the same level of English skill should be grouped together. For collaborative games, players with different skill levels should be grouped together.

5. The game instructions and rules for playing should be clear and simple.

6. Game rules should stress inclusiveness and encourage participation.

7. Game rules should be consistent with previously acquired gaming mechanisms.

8. Basic game mechanisms which are culturally familiar to the players should be utilized.

9. Resources should be simple to understand and be useful for language learning.

10. Multiple resource types (cards, boards, dice) should be utilized simultaneously when appropriate.

11. Accuracy in grammar, pronunciation and word choice should be emphasized by utilizing suitable rewards and penalties.

12. Players should say something before they begin their turns, or before a new round of play begins.

13. Penalties that discourage participation, such as skipping turns and time-outs, should be avoided.

14. The group members judge the validity of the verbal actions but the teacher should also monitor the players, providing guidance and feedback.

15. Players cannot score a point without producing a valid verbal action.

16. Players incurring a reward or a penalty should make a prerequisite verbal action.

The Process of Selecting Game Content

The following section describes the process of making an original game that meets the language learning needs of your students. The process begins by choosing the language items that you want to teach and matching them with an appropriate mechanism. The target language items come from lexical items, grammar points and functional phrases in the textbook or syllabus. You can find these language items embedded in conversations, target language summaries, grammar summaries and vocabulary lists in the textbook you are using. It is these language items that become the cues and responses in your mechanisms. The target language items in this example game are determined by the content of the textbook. For the purposes of this example, the textbook unit you are using teaches these four grammatical expressions: *too ~, not enough ~, too many ~,* and *too much ~.* See Diagram 1, "Target Language Items."
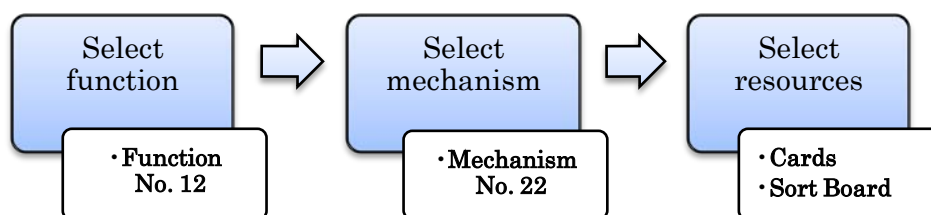
Diagram 1. Target Language Items
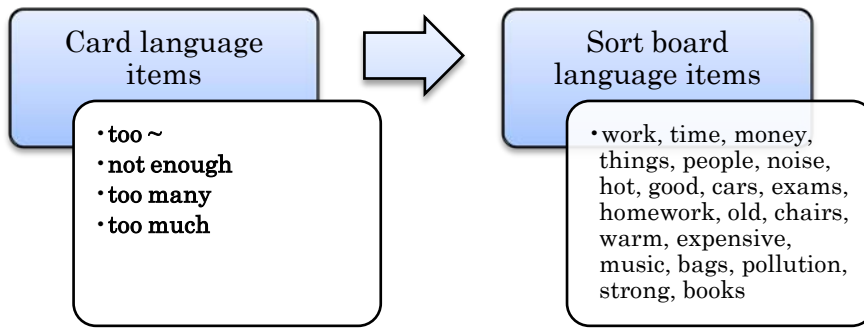
You begin by choosing the target language items for instruction. The objective is to select the best game mechanism for a particular set of circumstances. You decide mechanisms by first identifying the functions containing the specific language items. Functions are related language items categorized by what they accomplish pragmatically. In this approach, the functions must be selected in order to activate the language in a communicative way. When designing a game, the function prescribes the mechanism and the mechanism dictates what resources will be used. To arrive at a suitable function, you identify what functions normally contain the target language items. If the items are already standard expressions for a particular function, referencing the Mechanism Matrix in Appendix 1 will allow you to quickly ascertain the most suitable mechanism to use. The Mechanism Matrix in Appendix 1 cross-references thirty-one mechanisms with thirty-nine common functions. In this case, you select mechanism No. 22 to practice the card language items for the function "complaining."

Diagram 2, "Identify Mechanisms, Functions and Resources," shows the initial steps in setting up a language game.

Diagram 2. Identify Functions, Mechanisms and Resources

Once the language items and mechanisms are selected, you create the resources. As explained in Part One, resources are created on a computer and printed out. For this game, the draw pile contains five cards for each target language item shown in Diagram 1, for a total of twenty cards. These are shuffled and become the draw pile. To create the sort board for this game, twenty language items are arranged in a grid, five spaces by four spaces, as shown in Diagram 3, "Sort Board for Mechanism No. 22." This sort board is printed out and enlarged to A-3 size on a copy

machine.

Diagram 3. Sort Board for Mechanism No. 22

work	time	books	music	things
cars	good	people	exams	strong
pollution	bags	warm	homework	noise
money	hot	old	chairs	expensive

A few reminders are important to note here. Care should be taken not to provide too many new lexical items in the first round of play. Rather, it aids acquisition to gradually increase new content once the basic communicative situation has been practiced with set syntax and forms. It is important to select functions, notions, grammar and lexical items that work together in a normal conversational manner. You should keep in mind how natural the cue and verbal action sound together. In introductory mechanisms, the cue/action exchange will often sound mechanical and be repetitive. As the complexity of the exchanges increases, however, it becomes easier to have naturally communicative conversations.

Playing the Game (Mechanism No. 22)

The function being practiced here is *complaining* so you would teach the following cue/action mechanism.

1) Player 1 selects a card cue, *too many,* and a board cue, *exams.*
2) Player 1 places the card on the sort board square.
3) The group members cue chorally: "What's wrong? You look worried."
4) Player 1 makes a verbal action based on the selected cues. (e.g., "I have <u>too many exams</u> this week!")
5) The group replies with encouragement: "Good luck!"/ "Me, too!"/ "Do your best!"

In this example, cards are placed in a draw pile next to the board. Player 1 draws a card and shows it to the other players. Player 1 places the card on a valid cue space on the sort board. Player 1 then makes a valid verbal action using both cues. If Player 1's verbal action is deemed valid by the group, she/he receives one point. Each player keeps their own scores on a "Post-it note" stuck to their desks. The example here uses a simple mechanism but by adding layers of complexity and required language items to use, more advanced practice is easily facilitated. This will be discussed in more detail below.

Alternative Mechanisms and Levels of Complexity

The following list of mechanisms shows alternative techniques for using the resources in the example game above. To save space, these are offered in a list format. Once the resources with cues

are created, a teacher with a good grasp of game mechanisms can quickly think of more ways to use these cues. In the previously used example, model mechanism No. 22 is highly adaptable to several of the alternative mechanisms listed below.

1. Simple categorization: In the example above, players sort the nouns on the sort board into countable or uncountable nouns. With other resources, players categorize activities by time, place, cost, or other variables.

2. Covering language items: Each word on the sort board is covered with an appropriate card.

3. Slap an item: Player 1 gives a cue in L1, and the other players compete to slap the item on the resource. If this resource is a card, the fastest player takes the card.

4. Slap an item and use it in sentence: Player 1 gives a cue in L1 and the other players compete to slap the item on the resource. The fastest player uses the item in a sentence in English.

5. Slap and translate: Player 1 makes a sentence in L1 using one cue from a card on the table and one cue from the board. The other players compete to pick up the card, place it on the appropriate square and translate the sentence into English.

6. Race board: Players roll the dice and move their tokens along a linear path to an end goal.

7. Timed race: Players count the number of cue/actions accomplished within a set time.

8. Team play: Teams race to use all the available cues in sentences before the other teams.

9. Score keeping: Resources include numbers in the corners. The numbers represent points for score keeping. The point system should correspond to the relative difficulty of using the language items shown on the resources. In score keeping mechanisms, players win by getting the most points.

10. Trumping: High-numbered cards trump low-numbered cards. The numbers can be ignored when playing lower-level mechanisms but used later in more complex mechanisms.

11. Deal cards: Instead of using a draw pile, players take turns choosing a card and cueing the other players. Points are scored for the fastest verbal action in response to the cue.

12. Choral cues: Player 1 selects a card or other resource cue. The group, in chorus, asks a question to Player 1, such as "What's wrong?" Player 1 responds with a verbal action using the card and board cues that she/he has selected. Each group member can reply to player 1's verbal action.

The technique of adding points and suit icons onto cards multiplies the usefulness of these resources. As discussed in Part One, cards with number values and suit icons can be used in a variety of mechanisms with which players are familiar, such as those used in the popular games *Uno* and *Crazy Eights*. Players get rid of cards by matching numbers or suits with the top card of the discard pile. For you as the teacher, it saves time and energy but it also increases opportunities for language practice by the players. You can build up levels of complexity in resources by recycling prior knowledge. The subsequent practice results in new forms of language use. (Hammadou, 1991).

Classroom Considerations

Introducing Games

Players need a clear understanding of how to play a game. First of all, the activity should be referred to as a game and you should have a standardized way to introduce all games. Basic terminology, such as "Player 1" and "draw pile" should be used from the first class. There are various methods of teaching a class how to play a game. You can teach the whole class at once using the resources and a blackboard. Other times you may want to gather all the players around a mock set-up and go through the mechanism step by step, as players normally would. Similarly, you can call one member from each group to the front of the class and explain to them how to play the game. These players return to their groups and teach the other members.

You should write out a sample interaction for the selected cues on the board and practice it chorally. You can act out the cue/action mechanism with the sample conversation, showing how to use the resources. You should be animated and realistic. This is often enough for everyone to understand the mechanism and begin playing the game. All it takes is for one player per group to completely understand what to do and then that player can teach the others quickly.

Another method is to start with a very simple mechanism, such as recognizing or identifying language items, and then gradually increase the complexity of the resources or mechanisms. You do this by introducing new resources and mechanisms to each group as they finish the previous game. For example, you could add a second deck of cards that requires players to use additional language items during their turns. In this way, players combine the new mechanism with the currently used language items to play a fresh iteration of the previous game.

Guidelines for Playing

Game rules are essential for teaching certain language-learning behaviors. Players will soon internalize rules if they are having fun and think they are learning. Rules provide the structure for practice as well as the main reason for doing the activity. The following list consists of suggested rules to implement.

1. Players must use language items required by the mechanism before they are allowed to advance.
2. Players should take turns performing neutral roles, such as cue givers, scorekeepers, time keepers and umpires.
3. Players should be rotated between groups when playing the same game for a second or third time.
4. Original ideas should be encouraged when producing verbal actions. (Godwin-Jones, 2014).
5. Players should engage in more complex verbal actions to stretch their language abilities.
6. Players should combine language cues from multiple resources to produce original content in

their replies.

7. Players should try to play the game without looking at printed resources.

8. Privacy should always be respected in games, and deflection strategies to protect their private information should be taught.

9. Cultural sensitivities should be respected in competitive games to reduce embarrassment and lose of face.

10. Players should be able to adjust the rules of games somewhat if they are an improvement.

11. Expressions of praise should be taught for players who do well.

12. Players should only speak L2 during games.

13. Each game should end with a winner being declared to the group or class.

14. Enough time should be allotted to fully practice the linguistic objectives of games.

Feedback during Games

The amount of concrete feedback that the players receive during games is much greater than in most other classroom activities. Feedback comes to the players in various forms. This includes emotional responses from other players when some action is successful or not. Delight, pride, and satisfaction serve as supportive feedback. Other sources of feedback come from interaction by players with the game resources and mechanisms. Often this mechanism calls for acquiring points or cards. Feedback for achievement also comes in the forms of points, badges and awards for successful outcomes. These forms of visual, physical and cognitive feedback help maintain motivation for the players. (Godwin-Jones, 2014). Nevertheless, corrective feedback during the game is still an essential job for the teacher. (Cornillie, Clarebout & Desmet, 2012).

Most games are played in small groups without direct interference from the teacher. Consequently, it is difficult for the teacher to monitor the players' output well enough to give timely feedback. To rectify this drawback, feedback criteria are first decided. As the criteria for success is different for each mechanism, players are given explicit goals during pre-game instructions. Some mechanisms have closed-ended goals, such as translation (*correct* or *incorrect),* and some have open-ended goals, such as *communicativeness*.

The use of set cues and replies in a mechanism gives the players an opportunity to practice a limited set of language items through forced mechanical repetitions. Unfortunately, players only get feedback on the correctness of their utterances but not enough accurate information concerning other aspects of language production, such as pronunciation and intonation. Low-level players are often unable to judge if a language item that they produced was pronounced correctly or not. Thus, to insure against faulty pronunciation and intonation, extensive pre-teaching of any new language items is necessary. Faulty repetition can ultimately be detrimental to the players' communicative competence so the players, as well as the teacher, need to pay attention to production and help each other as much as possible. In the end, each group through consensus becomes the judge of that

validity but the teacher should be walking around listening carefully for correct pronunciation and intonation.

Table 1, "Actions and Feedback," shows five basic examples of how mechanisms produce cues and actions along with some possible forms of feedback.

Table 1. Actions and Feedback

Flow of Mechanism			Example	Forms of Feedback
Cue	Nonverbal Action		Listen, point only	Correctness / Speed
Cue	Verbal Action		Translation	Correctness
Cue	Verbal Action	Nonverbal Action	Uno-type games	Get card or not
Cue	Nonverbal Action	Verbal Action	Cue, slap, answer	Correctness / Speed
Nonverbal Action	Cue	Verbal Action	Roll dice, read, say	Communicative or not

Thirty-one Model Mechanisms

This section offers a collection of model mechanisms for use in language learning classrooms. All of these mechanisms require adequate pre-teaching before implementation. The introductory mechanisms focus on learning new vocabulary by identifying and drilling basic phrases. Most of these mechanisms also serve as scaffolding for more advanced levels of production that use similar functions.

The second group includes mechanisms for mastering language items, such as grammar or functions. These work well with language items that the players have already studied or for which they need reinforcement. It is best to incorporate previously practiced language items into higher-level grammatical structures by reusing resources in new contexts and with different functions. Recycling known vocabulary with new grammatical structures aids comprehension and retention of the new material.

The third group of mechanisms puts more emphasis on open-ended interactions between players. These expansion mechanisms are suitable for practicing functions, such as stating opinions, giving comments and advice, making predictions, persuading others, and telling stories. Stories are particularly effective for learning. (Rieber, Smith & Noah, 1998). In order to convert these longer exchanges into a game format, it is necessary to add elements of competition and rewards for playing well. A typical option is to have Player 1 judge the verbal actions of the other players and award a point or a card for the best reply.

In this approach, the goal of most game mechanisms is to match the cues from two resources to produce a valid verbal/nonverbal action. In the descriptions of the Model Mechanisms below, the

terms *correct*, *appropriate*, *corresponding*, and *matching* indicate criteria for judging if a verbal/nonverbal action is valid or not.

Model Mechanisms

Introductory Mechanisms	Name
1. The goal is to slap the card that is cued. Create a deck of cards showing the targeted items as images. Lay out the cards face up on the table. Player 1 reads a target language item from a list. The other players compete to slap the card corresponding to the word or phrase that was cued. The first player to slap the card gets to keep it. Option 1: The cued language item is translated. Option 2: The cued language item is written on a worksheet. Option 3: The cued language item must be used in either a sentence or a question.	Card Cue Slap
2. The goal is to orally identify image cards as quickly as possible. Create a deck of cards showing the targeted items as images. Pre-teach what each image stands for. The cards are shuffled and placed face down in one pile. Player 1 turns over the cards one by one and says the language item on the card. Option 1: Count how many cards can be identified in 2 minutes. One of the other players acts as a timekeeper and another acts as an umpire. The player who can identify the most cards in the allotted time is declared the winner.	Timed Race to ID
3. The goal is to guess target language items using hints from fellow players. Create a deck of cards showing the targeted items as images or L2. These are placed face down in a pile. A group member draws a card from the draw pile and gives a hint to Player 1 who must guess the language item being cued. Option 1: Player 1 may ask questions to get better hints. Option 2: Players keep score of how many hints were required for the card to be identified. Option 3: Group members use gestures as hints for the language item being guessed. Option 4: Player 1 rolls a dice, gets a cue and makes a verbal action. If valid, she/he moves a token on a race board towards the goal.	Image or Vocabulary ID
4. The goal is to translate language items in a chain-type activity, with each player repeating the verbal actions of previous players and adding their own verbal action at the end. Create a deck of cards showing the targeted items as images or L1. Deal the cards to the players. Player 1 selects a card and puts it face up on the table and translates it into L2.	Translation Chain

	Player 2 repeats Player 1's translation and puts down a new card with its translation. Player 3 repeats the translations for all the previous cards and puts down a new card with its translation. This process continues until all the cards have been played or until a player misses a translation. The last player to successfully translate all the previous items wins the round.	
5.	The goal is to shed all the cards in one's hand by placing them in appropriate categories on a sorting board. Create a deck of cards showing the targeted items as images or L2. All the cards are shuffled and dealt to each player. Player 1 selects a card and places it on a sorting board with categories that fit the vocabulary items and makes a verbal action. Categories should be based on grammar, functions or notions. Option 1: Each player must use the word or both words (card item and category item) in a sentence.	Category Sort Board
6.	The goal is to trump the other players' cards. Create a deck of cards showing the targeted items as images or L2 with point values printed on each card. The cards are shuffled and placed in as many piles as there are players. Players all turn over their cards at once. The player with the highest value card takes all the cards. The winner of each round makes a sentence or a question using the winning card played. Option 1: The losers of each round have to make a sentence or a question using the cards played.	Trump
7.	The goal is to answer a question, identify an item, or do some action after rolling a 6-sided dice. Create a sort board with six spaces. Each space contains language items that fit in one category. Each category relates to one coherent grammatical, functional or notional set, such as '*things to bring to a party.*' Each category also corresponds to one side of the dice. Player 1 rolls the dice and selects a language item from the category that corresponds to the rolled number. Player 1 uses the cue to complete a verbal action designated by the teacher.	Dice Categories
8.	The goal is to move a token along a game board by matching questions with their correct answers. Create a set of cards (Set 1) with each card having a number and a question. Create another set (Set 2) with matching answers for each of the questions. Player 1 rolls the dice and moves that many spaces on the game board. Each space has a number.	Team Board Match Q & A

	Player 1 finds that number among Set 1 cards and reads the question. Player 1 finds the matching reply among Set 2 cards. Play is simultaneous with all players rolling and finding correct answers at the same time. Each match is confirmed by asking the teacher if it is correct. Option 1: Teams compete to reach the goal first.	
9.	The goal is to identify a word that does not fit with three other words in meaning or grammatical use. Create a deck of cards in which each card has four words, three of which could be grouped together and one odd word that does not fit a schema, conceptually or grammatically. Player 1 draws a card and reads the four words to the group. The other players compete to identify the odd word that does not fit. They must justify their answers with an explanation of why the chosen word does not match.	Odd Word Out
10.	The goal is to trade one's unwanted cards for wanted cards that other players may have. Create a deck of cards showing the targeted items as images or L2 or both. The cards cue four sets of something, such as four different life stories. The cards are shuffled and dealt out to all the players. Player 1 must offer an unwanted card to one specific player and ask for a card that satisfies their own efforts to complete one set or suit. The language used will focus on stating what one has, what one wants and offering to trade. If the trade is successful, Player 1's turn continues. If the trade is refused, the turn ends and Player 2 selects a card and a trading partner. The mechanism is repeated.	Trade to Make Suit
11.	The goal is to recite three forms of a given verb and use a designated tense (present, past or present perfect) in a valid verbal action. Create a deck of cards with three verb tenses on each card. A group member draws a card from the pile and reads the top cue on the card. Player 1 must recite all three verb forms *(e.g., see, saw, seen)* and then use the designated form in a valid verbal action. Option 1: Player 1 looks at one of the cues and makes an original sentence but replaces the verb with a nonsense word. The other players compete to guess the missing verb, taking hints from the time expressions used.	Verb Forms
12.	The goal is to find matching pairs of cards by turning over two at a time. Create two identical decks of cards for each language item in a set. The cards are shuffled and placed face down in a grid formation on the table.	Concentration

Player 1 turns over any two cards and says the language item for each card. If the cards match each other, Player 1 keeps the cards and continues playing by turning over a new pair of cards until the two cards do not match. Option 1: Player 1 makes a sentence using the cue.	
Mastery Mechanisms	
13. The goal is to shed all one's cards by producing valid sentences orally. Create a deck of cards showing the target language items as images. The cards are shuffled and dealt out to the players. Player 1 plays a card and uses the language item in a sentence. If Player 1 makes a valid sentence, she/he gets one point. Player 1 must use the card to ask a question to another player. Player 2 must answer using the target language item.	Card to Sentence
14. The goal is to be the first player to reach the last space on a race board. Create a deck of cards with target language questions. The deck is placed face down in a pile. Player 1 rolls the dice and moves that number of spaces on the race board. Player 1 takes a card and reads the cue. Player 1 answers the cue with a valid verbal action using the target language item. Option 1: The cues are printed directly in the squares of the game board. Option 2: Create a deck of cards with target language replies. Place all cards face up on the table. Player 1 chooses the best reply from the available cards.	Board Race Q+A or Sentence
15. The goal is to listen to sentences and correct any grammatical errors that they contain. Player 2 reads a card to Player 1 that may or may not contain an error in grammar or syntax. Player 1 must decide if the sentence is correct or not. Player 1 must correct the mistake if one exists. If successful, Player 1 gains a point, keeps the card or moves a token on a race board.	Spot the Error
16. The goal is to gather related cards so that they form suits. Create a deck of cards that has four or five suits of related cards. All of the cards are dealt to the players. Player 1 selects an unwanted card and uses the language item on that card to make a verbal action. Player 1 passes that card to the player on the right. This process continues around the group until one player holds a complete suit. That player then places the cards on the table and is declared the winner. Cards are reshuffled and dealt out again for another game. Option 1: When a player gets a suit, she/he	Pass the Card to the Right

immediately grabs a chit off the table. The other players rush to grab the remaining chits. The number of chits is one fewer than the number of players. The slowest player is unable to grab a chit and thus unable to get a point.	
17. The goal is to combine cards from two sets to create original sentences using target language items. Create two sets of cards and put them into two piles on the table. One set has images only and one set has grammatical language items that can be used with the images. Player 1 draws a card from each pile and makes an original sentence using both concepts.	Image & Word Combination
18. The goal is to compare two cues in terms of preference, importance, or some other qualities. Create a deck of cards showing the targeted items as images or L2. Player 1 draws two cards and makes a comparison statement using the cues on the cards.	Compare 2 Cards
19. The goal is to acquire the most cards by responding to a cue the quickest. Cards are shuffled and placed in a pile. Player 1 draws a card and reads the cue. The other players compete to give the correct reply first. The first player to shout out the correct answer receives the card.	Card, Cue Race
20. The goal is to shout out or slap the appropriate expression on a hint board in response to a cue. A hint board is made showing set responses to target language items being studied. Pre-teach these set responses using a worksheet. Player 1 reads out a cue from a card containing the first half of a short exchange. All players compete to reply with the corresponding response printed on the hint board.	Card Hint Board Race
21. The goal is to write out sentences for a set number of cards faster than other players in one's group. A set number of image cards are dealt to all players. With these cues, the players write original sentences for each of the cards. Teacher can check sentences for validation.	Card Cue Writing Race
22. The goal is to match the cues on the cards to appropriate cues on a sorting board to produce a verbal action. Create a deck of cards showing one group of targeted items in L2. Player 1 draws a card and places it on a square in the sorting board that has a complementary language item from another set of cues. Player 1 uses both cues to make a question, statement, or some functional language item. Option 1: Each cue card matches only one cue on the board so the mechanism becomes a kind of	Card Match & Sort Board

puzzle to be solved. Option 2: Use Option 1 but make the activity a class-wide competition with all groups racing to complete the puzzle first. Option 3: Player 1 writes down the original sentence and shows it to the teacher to check its validity. If valid, Player 1 scores a point.	
23. The goal is to practice making questions. Player 1 must answer only "Yes" to all questions asked by the other players. The questions come from pre-taught language items and functions. Option 1: Player 1 completes a verbal action such as "Definitely," "Probably," or "Of course!"	'Yes' Only
24. The goal is to collect matching pairs of 'before and after' cards. Create two decks of cards containing matching images for target situations. Cards in the 'before' deck have a **?** mark and the 'after' cards have a **✔** mark. The decks are combined, shuffled and dealt to the players. Player 1 selects a **?** card and makes a question to another player. If Player 2 has the corresponding **✔** card, a verbal action is required and the card is passed to Player 1. Player 1 discards the pair and the turn ends. If Player 2 does not have the corresponding **✔** card, an appropriate negative verbal action is required and Player 1's turn ends. Option 1: The two sets are identical (no **?** or **✔** marks). Shuffle them both together into one set and deal the cards to the group. Player 1 selects a card to use as a cue for another player. If the player 2 has the same card, she/he responds with the target language item and surrenders the card. The matching pair is then discarded and play resumes.	**?** or **✔** Cards
25. The goal is to reply to a set question based on a card drawn from a pile. Create a deck of image cards that cue the desired response to a set question such as "What's the matter?" Player 1 draws a card and reads it silently. The other group members chorally ask the set question to Player 1 who answers according to the image on the card.	Group Cue Card Answer
26. The goal is for one team to ask questions to the other team in order to correctly place their own cards on a printed grid in exactly the same arrangement as the other team. Two teams get identical decks of cards and identical game boards printed with a twelve-square grid with each square numbered 1 to 12. A screen (bag or book) is placed between the two grid boards so each is hidden from the other team. Team 1 places the cards on the grid in any arrangement. The other team must ask questions about each square in order to figure out what the opposing	Card Grid Match

team's arrangement is. The rules may stipulate that questions and answers require language items currently being studied. After all the squares have been filled, the screen is lifted and the two grid boards are compared for accuracy. Points are awarded for the correct placement of cards.	
Expansion Mechanisms	
27. The goal is to offer the best advice, comment, or reply to a cue. Player 1 reads a cue from a card or game board resource to the other group members. They, in turn, offer their best advice, comment or reply to the cue given, depending on the target language. Player 1 selects the best reply. The player supplying that reply to the cue receives the reward (gains a point, advances a token or receives a card).	Judge Best Answer
28. The goal is to contribute to a group conversation by playing a card in one's hand and adding a related language item about it. Create a deck of cards with language items all dealing with a single topic. Cards are dealt out to all the players. Player 1 selects any card in her/his hand and begins a conversation about the image. Any other player can continue the conversation by playing a card and adding some related input. The first player to shed all their cards is the winner.	Card Conversation
29. The goal is to arrange a group of cards into a logical series and explain all the cards. A notion, such as *life experiences* is depicted on a set of image cards. Player 1 must arrange the cards sequentially as the events normally occur. Option 1: Player 1 puts down the first card in the series. The play continues as players put down successive cards and explain their choices.	Arrange Cards
30. The goal is to tell one story using cue cards, with each member adding parts. Create a deck of cards showing the images or verbs in a story. First, the card deck is shuffled and players collaborate to arrange them the proper sequence of the story. Player 1 begins the story with the first card. Player 2 uses the next cue to tell the next part of the story. The play continues until all the cards have been used.	Chain Story
31. The goal is to avoid detection by other players of a lie told concerning a cue. Create a deck of cards showing the targeted items as images or L2. Player 1 draws a card from a pile and makes a statement concerning its cue. Other players listen to the statement and ask questions for	Card Truth or Lie

clarification. The conversation continues until every player has placed a bet on the truthfulness of Player 1's statement. Player 1 reveals the truth and wagers are settled. Various rules for betting include gaining/losing points and the size of bets. A running tally of winnings is kept for each player.	

Concluding Remarks

This paper is the second half of a two-part exposition of a new approach to designing and constructing original language-learning games. The purpose of Part One was to introduce the elements of this approach. The purpose of Part Two is to show how diverse elements of gamification can be used to build customized language games. In this approach, games are viewed as cue/action mechanisms. A few types of resources are manipulated with standardized techniques. Rules provide a structured environment for collaboration and competition and to increase motivation (Gamification Wiki, 2015). Finally, the set of thirty-one game mechanisms introduced here, when combined with the Mechanism Matrix in Appendix 1, provides a practical method of selecting suitable games to practice specific language items.

The study of gamification has developed quickly in the last two decades with the advent of computer-based games. Much research across several disciplines points to the efficacy of playing games to build new skill sets. Nevertheless, unified methods for designing and creating effective games for language learning are still insufficient. This whole field of study would benefit from a more rigorous application of principles and mechanics if it is going to advance in the future. This paper represents an effort in that direction.

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Appendix 1

Mechanism Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Langauage Functions																															
ability – stating / asking about	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔		✔	✔		✔	✔	✔	✔				✔			✔	✔	✔	✔
advice – asking for / giving		✔					✔	✔		✔	✔		✔	✔				✔			✔		✔	✔			✔			✔	
agreeing	✔	✔						✔					✔	✔	✔			✔	✔	✔		✔		✔							✔
ambitions – talking about	✔	✔	✔	✔		✔						✔			✔	✔	✔						✔	✔		✔		✔			✔
annoying behavior – talking about	✔	✔	✔	✔		✔		✔				✔		✔	✔	✔				✔	✔	✔		✔	✔			✔			✔
approximating				✔			✔	✔					✔	✔	✔	✔			✔			✔	✔	✔							
bargaining													✔		✔												✔	✔			
certainty – expressing						✔			✔												✔						✔			✔	✔
comparisons – asking for / giving	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔		✔	✔	✔	✔					✔	✔			✔	✔
criticizing / complaining	✔			✔			✔					✔	✔	✔	✔	✔		✔	✔		✔	✔	✔		✔	✔		✔		✔	✔
decision making				✔			✔	✔			✔			✔	✔			✔		✔					✔	✔	✔				✔
describing people - appearance	✔	✔	✔	✔	✔		✔	✔	✔	✔			✔	✔	✔	✔		✔	✔	✔	✔		✔	✔	✔		✔	✔	✔	✔	✔
describing people - personality	✔	✔	✔	✔	✔		✔	✔	✔	✔		✔	✔	✔	✔	✔		✔	✔			✔				✔				✔	✔
describing things	✔	✔	✔	✔	✔		✔	✔	✔	✔		✔	✔	✔	✔	✔		✔	✔					✔	✔			✔	✔	✔	✔
excuses – making	✔	✔					✔			✔	✔				✔			✔		✔	✔	✔	✔	✔	✔			✔			✔
feelings – expressing	✔	✔	✔	✔	✔			✔	✔	✔		✔			✔	✔		✔	✔		✔		✔	✔	✔					✔	✔
habits and routines– expressing	✔	✔	✔	✔	✔		✔		✔	✔		✔	✔		✔	✔	✔	✔	✔	✔	✔				✔			✔	✔	✔	
instructions – giving	✔	✔	✔	✔	✔		✔					✔	✔		✔		✔								✔	✔					
interests – talking about	✔	✔	✔	✔	✔		✔	✔	✔	✔		✔	✔				✔		✔	✔	✔		✔		✔			✔	✔		
introducing oneself	✔	✔					✔					✔				✔		✔	✔	✔				✔	✔		✔			✔
inviting	✔	✔	✔	✔	✔		✔			✔		✔	✔		✔						✔				✔	✔				✔
justifying		✔															✔				✔		✔	✔	✔	✔	✔				
likes and dislikes – stating	✔	✔	✔	✔	✔		✔	✔		✔		✔	✔		✔	✔		✔	✔	✔											✔
narrating	✔	✔	✔	✔							✔		✔	✔			✔								✔						
obligation – expressing	✔	✔	✔	✔											✔			✔		✔					✔						
opinions – asking for / giving		✔					✔	✔					✔	✔		✔	✔	✔	✔	✔	✔		✔		✔			✔			
past events – talking about		✔					✔	✔			✔	✔		✔	✔	✔		✔	✔	✔	✔	✔			✔	✔		✔			
permission – asking for / giving	✔	✔	✔	✔	✔		✔	✔							✔			✔				✔									✔
personal news – giving		✔					✔			✔			✔	✔	✔		✔		✔	✔					✔	✔					
plans – making / changing		✔					✔	✔		✔			✔	✔	✔		✔		✔	✔	✔	✔			✔	✔		✔		✔	
preferences – stating		✔					✔	✔		✔	✔		✔	✔	✔	✔		✔	✔	✔	✔		✔		✔			✔			
problems – stating	✔	✔	✔	✔	✔		✔	✔		✔		✔	✔		✔	✔		✔	✔	✔		✔		✔		✔					
prohibiting	✔	✔	✔	✔	✔		✔			✔		✔			✔			✔	✔										✔		
requests – making		✔					✔						✔	✔								✔			✔						✔
small talk – making							✔	✔					✔		✔			✔	✔	✔											
suggestions – making / asking for		✔					✔	✔		✔			✔		✔			✔	✔		✔			✔	✔		✔			✔	
wants – stating	✔						✔			✔			✔		✔	✔		✔	✔	✔	✔		✔		✔	✔			✔	✔	✔