**Title:** Fill in the word— Listening game

Levels: Ideally intermediate or advanced. However, can be adapted for any level past beginner.

Aims: Students must negotiate for meaning based on listening support, background information, and language.

Class Time: 20-25 minutes

Preparation Time: 5 minutes for placement of word cards on the board.

Resources: 2 Minute audio (or passage read by teacher), white board with words tape on

**Introduction & Theoretical Rationale:**

Students work together via assisted performance and scaffolding. Therefore, appropriation of skill is achieved through the mediation by a ‘better other’ (Thornbury , 2005, p. 71). The students must communicate and use the target language in order to win the game and, therefore, practice speaking, which is based off the classic communicative task of information gap (Thornbury , 2005, p.80) Also since the students must work together back and forth to discover the correct answer they are negotiating for meaning, which giving purpose and meaning to the target language (Lightbown & Spada, 2006, p.44)

**Procedure**

1. The teacher plays a narrative twice and tells the students to listen carefully.
2. After the narrative the teacher splits the class into 3 groups. Each group sends a member to the board that is divided into three sections. The same words are taped randomly on each section of the board. (The words were visible while the students listening to the narrative. This can act as a hint and support for the initial listening activity.)
3. The teacher then shows the rest of the class a card with a short piece of a sentence from the narrative with a blank.
4. The students in their seat must figure out the missing word and then explain the vocabulary word to their member at the board. However, students must not ever say the actual word.
5. If the students at the board cannot figure the word out from their teammates after 1 minute the teacher shows them the clue and the first one to find the right word and rip it off the board wins a point for their team.
6. A new member from each group goes to the board and the game repeats until all the words are removed from the board.

**Caveats & Options:**

1. The teacher can dictate the amount and size of groups depending on the class.
2. For this variation of the activity the focus is on listening so the passage is a necessity. However, this can easily be done without the preceding listening task and be adapted to vocabulary review.

**References & Further Reading:**

Flowerdew, John & Miller, Lindsay. (2005). Second Language Listening: theory and Practice. Ed. Richards, Jack. New York, NY: Cambridge Language Education

Lightbown, Patsy M. & Spada, Nina. (2006). How languages are learned (3rd ed.). Great Clarendon Street, Oxford: Oxford University Press.