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## **Fortgeschrittenenspiele**

Spielsituationen eignen sich gut dazu, Fertigkeiten zu trainieren, die nicht zur klassischen Fünfergruppe Hören, Sprechen, Lesen, Schreiben und Übersetzen gehören und dennoch für das Fremdsprachenlernen eine große Bedeutung haben. Im ersten Spiel geht es dabei um das "sensible guessing", das heißt das Erraten von fehlenden oder nicht identifizierbaren Äußerungstei-

len aus dem Kontext. Die Spielteilnehmer des zweiten Spiels brauchen Geschick bei der Interpretation non-verbaler Zeichen wie Gesichtsausdruck, Gestik und Körperhaltung zur Ausarbeitung und Zuordnung von Dialogen. Sowohl das kontextgestützte Raten als auch der Rückgriff auf nichtsprachliche Hilfen beim Verstehensprozeß sind uns allen in der muttersprachlichen Kommunikation vertraut, wenn auch nicht immer bewußt. Die beiden folgenden Lernspiele können den Lernenden den Stellenwert dieser Fertigkeiten im Fremdsprachenunterricht deutlich werden lassen.

## 1. Boss and Secretary

*Skills/aims:* Listening comprehension under difficult conditions (noise), sensible guessing  
*Level:* Advanced  
*Organisation:* Pairs within groups of eight players  
*Time:* 10 to 20 minutes

### *Preparation*

As many different texts of approximately the same length (about 50 to 100 words) as there are pairs of players.

### *Procedure*

Each player chooses a partner. One of the players in each pair is the boss, the other the secretary. Not more than eight players, four bosses and their secretaries can play at one time in a normal-sized classroom. The rest of the players in each round act as audience. The four bosses take up positions at the walls and in the corners of the classroom, with their respective secretaries in the opposite corners of the room. The distance between each boss and his or her secretary should be as great as possible. The secretaries hold paper and pen, the bosses receive a short text each and are asked to dictate it to their secretaries within a given time (e.g. three minutes). The four bosses dictate at the same time. After the dictation, original texts and the texts taken down by the secretaries are compared.

## 2. Who is Talking?

*Skills/aims:* Writing dialogues, listening comprehension, interpretation of dialogues and pictures  
*Level:* Advanced  
*Organisation:* Pairs or small groups  
*Time:* 20 to 25 minutes

### *Preparation*

Eight to fifteen pictures of (two) people talking to each other taken from magazines or newspapers, masking tape.

### *Procedure*

The teacher gives each pair or group of players two to four pictures without letting the others see what they are. The players have to write a short dialogue (six to eight utterances) which could conceivably take place between the people in *one* of their pictures. They should try to capture the atmosphere of that picture without giving too many clues. When the players have finished their dialogues all pictures are handed back to the teacher who displays them on the wall or board in random order. One group after the other reads out their dialogue while the others guess which picture it is meant to represent. Points may be awarded for correct guesses or good dialogues.

### *Remarks*

At a more elementary level a few dialogues could be prepared by the teacher leaving teams of players to listen and guess.