

WORKSHOP: Welcome on board... games for Aeronautical English proficiency¹

Karin Quast
Carlos Babboni
Paula T. Piccolo

Games

What follows is the list of games we played in the Workshop, their rules, some games that inspired the adaptations or design of the games experienced in the sessions and some suggestions for alternative ways of playing them.

You can further adapt these games in order to cover aspects you feel are most important for your students and also adapt them to suit your students' language level. Some of the versions presented here were created having teachers and instructors in mind, so they can be a little too challenging for some students. But these games can be easily adapted to suit different contexts.

The games chosen are not too complex, i.e., their rules are easy to grasp (not demanding too much time to explain), thus saving time in class. In addition, they can be adapted to be played in up to 20 minutes, or even in about 10 minutes, as is the case of the adaptation of the first game, *Just One!*

The idea of using games in class is because games are meaningful, ludic activities in which we engage in order to achieve a specific goal and it does not feel like learning nor is it sensed as 'threatening' as an exercise (for which there must be a correct answer). Students tend to lower their barriers and participate more actively, responding to the real challenges proposed by the games. Besides that, the language used in games is experienced (not learned as facts) and, as such, it might be more easily appropriated by the students or more easily 'retrieved' later on.

Note: More information about the games that inspired our creations can be found in the 'encyclopedia' for board games (or tabletop games), *Board Game Geek* (BGG)² and, in Brazil, at *Ludopedia*³. There, you can use the search engine and enter the name of the game and find its description, mechanics, rules, photos and videos with gameplay.

Special rule: we added one common rule for all the games played: the language used in the games must be related to *Aeronautical English* (Phraseology and Plain English).

As the focus is the semiotic domain of Aeronautical English, some research was necessary in order to 'capture' the language that could be used in the games. Real-life communications and Corpus Linguistics are great resources when designing lesson plans, activities and games.

¹ The Workshop was conducted by Quast, Babboni and Piccolo. Carlos Babboni also helped with linguistic aspects related to Aeronautical English and Paula Piccolo with game mechanics and game suggestions.

² <https://boardgamegeek.com/>

³ <https://ludopedia.com.br/>

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Just One! ⁴; ⁵

The first game we played is an adaptation of “**Just One**”⁶; ⁷, thinking of a quick game and a simple solution for large groups and that does not require any type of material.

If you are able to play the original game, you can adapt the cards to focus on the lexical items/concepts you consider most relevant.

Information about the original version of the game can be found in the official site, *BGG* and *Ludopedia*, as stated before.



Source: <https://ludopedia.com.br/jogo/just-one/imagens/141899>

How to play: Each round, one volunteer chooses one word (it must be *just 1 word*) and writes it on the board and another volunteer (who cannot see the word chosen by volunteer 1 – may be blindfolded or facing a corner of the room), will later have to guess the word. All the other players will see the chosen word (if it is written on the board, it is erased after everyone has had a chance to read it). After that, volunteer 2 can face/see the whole group, who will then start giving one-word clues so that volunteer 2 can guess the word.

⁴ Winner of the 2019 *Spiel de Jahre* (Game of the Year); <https://www.rprod.com/en/games/just-one#uySxzzMbWwtmTwyX>

⁵ <https://boardgamegeek.com/boardgame/254640/just-one>

⁶ The rules of the original game can be found at <https://cdn.svc.asmodee.net/production-rprod/storage/downloads/games/justone/jo-en01-rules-1612262916hCy2w.pdf>

⁷ Game adapted by *Paula T. Piccolo*.

There are some different possibilities (rules) you can choose for the game: you can either limit the number of clues or not; you can let students give clues randomly or in a specific sequence; you can limit the time they have to help volunteer 2 guess the word and so on.

If the word proves to be too hard to be guessed, you can change the rule and accept clues with more than one word, or you can say “hot”, “cold”, “way off”, etc., or (re)direct the volunteer in some other way.



Pedagogical Goals: to practice content words/lexical items related to Aeronautical English; semantic fields; to introduce students into the topic/theme of the lesson/class (to 'set the scene'); to check background knowledge (or 'activate' background knowledge); to review content; to expand content; to practice paraphrasing; as a warm-up; also an opportunity to spot pronunciation difficulties.

Follow-up Activity: one possible activity could be asking the students to create *mind-maps* with the words/concepts they used in the game and expand the list.



2 For the Love of Phraseology (FoLoP)

The instructions for this game, along with its possible variations, can be found in the game's file in the folder.



Pedagogical Goals: to focus on sentence structure and collocations; to foster oral production and use of Aeronautical English in a ludic, non-threatening environment (which can improve retention); to encourage meaningful focus on the language, but in a different context (perhaps breaking the possible cycle of rote language use); to create an environment where students can use the language (and play with the language) without being afraid of making mistakes (games are safe spaces where errors are considered part of the learning process). It is also an opportunity to approach pronunciation and intonation difficulties.

Follow-up Activities: students could use their imagination and creativity and:

(1) create their own sentences to be completed by the other groups; (2) create funny or absurd dialogues based on the situations on the prompts or come up with different ones; (3) present or describe real situations/events in which they would actually use the phrases they used when replying to the prompts.



3 WOTH? What on the flight happened?⁸

In this game, players have to try to solve a mystery, i.e., try to guess what happened during a flight, based on the pilot's last sentence(s) or phrase(s) before communication was lost. One player will be the ATCO who has access to some information about the flight and about the incident. The other players will all have to try to discover what happened or what triggered the pilot's utterance.

Ideally, this is a game for 6 people (so that everyone has a chance to participate actively). So, you can divide your class in groups if you have many students in class.

You have to ask the ATCO who has the pieces of information some questions in order to solve the mystery. However, you can only ask "Yes" or "No" questions. The ATCO can answer with "Yes", "No", "Irrelevant" or "I don't know"⁹.

How to play: Place the cards with the 'mystery' (utterances) on a pile on the center of the table face down. Each round, one player will take on the role of the ATCO and will take a card from the pile and read the sentence/phrase. The other players must not see the card because the solution for the mystery (and some other pieces of information) is written on it.

A possible variation is to have the solution on a *QR code* if there is access to the Internet, so only the person with the card can access it, but can also share with the group after they solve the mystery or if they want to see more details about the event.

The players then ask the ATCO some questions in order to try to solve the mystery. However, they can only ask "Yes" or "No" questions. The ATCO can answer with "Yes", "No", "Irrelevant" or "I don't know".

This is a collaborative game, so either everyone wins or everyone loses. You can set the time for the game, or you can set the maximum number of questions students can ask (as in the game "20 Questions"), or you can let them take as long as they need to try to figure out what happened.

How does the game work? Example:

"Evacuate! Evacuate!"

Players ask questions to try to determine what triggered that utterance; can only be answered with *Yes, No, Irrelevant* or *I don't know*.

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|--|---|
| - Is the plane on fire? | - Is there a fuel leak? |
| - Is there any damage to the aircraft? | - Are there toxic fumes? Etc. etc. etc. |

⁸ This game, suggested by Danielle Q. Tostes and adapted by Karin Quast, is inspired by games such as *Black Stories* (and the related family of games). For more information on this game, you can check:

<https://boardgamegeek.com/boardgame/18803/black-stories> ;

<https://boardgamegeek.com/boardgamefamily/145/game-black-stories/linkeditems/boardgamefamily>

⁹ While playing the game, some participants felt the need for this alternative, so it was included here.



Pedagogical Goals: to practice asking Yes/No Questions; to practice “there to be”; to focus on Plain English; to practice language related to non-routine events and unexpected situations; to review content and/or specific language repertoire.

Below are some samples used in the Workshop. The sentences/phrases used in the game were taken from real communication between pilots and air traffic controllers. The links to the respective videos are listed in the footnotes.

- “We need some delay vectors and need to return to the airport”.¹⁰
- “Rejecting take off.”¹¹
- “Can we descend to FL320? [*some minutes later...*] **MAYDAY, MAYDAY, MAYDAY.** We will descend to 10000.”¹²
- I'm declaring an emergency for you at this time.¹³

Follow-up Activity: students could watch the short videos, discuss the language used, including language functions and could then prepare role-plays simulating similar events; the teacher could design other activities based on the videos.



¹⁰ <https://www.youtube.com/watch?v=feYFdpWBo8>

¹¹ <https://www.youtube.com/watch?v=cQZQNq7CpYg>

¹² https://www.youtube.com/watch?v=RtptbpDd_FU

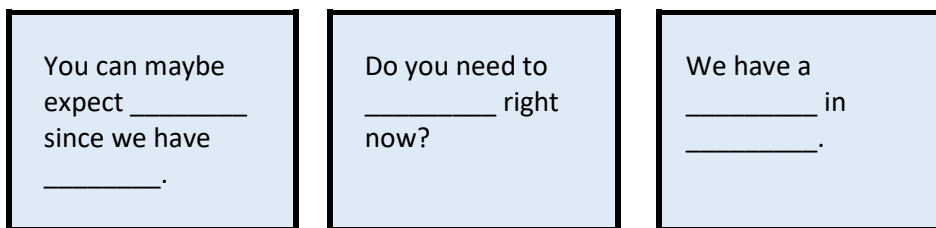
¹³ <https://www.youtube.com/watch?v=2uDrDEBhNgU>

4 CAH - Crew and controllers Avoiding Havoc

This game¹⁴ is inspired by games such as *Apples to Apples*¹⁵, *Cards Against Humanity*¹⁶ and *Loaded Questions (Adult version)*¹⁷.

The game was adapted seeking to reduce teachers' workload and number of copies (and cutting cards). So, for instance, while *Cards Against Humanity* has Black and White cards, we chose to keep just the equivalent to the Black cards.

In this game, there is a deck of cards with fill-in-the-blank sentences or with questions which should be answered. Let's call them 'event' cards. For example:



How to play: The deck with event cards is placed face down on the table and players take turns being the 'judge'. The judge picks up a card from the pile and reads it aloud. The other players write their answers on a piece of paper and place them on the table, upside down.

After everyone has placed their 'cards' (pieces of paper) on the table, the judge shuffles the cards and then reads one by one aloud. Example (card 1): You can maybe expect *some delay* since we have *just been hit by a tornado*.

The judge then chooses the best answer. At the end of the number of rounds (cards) you have stipulated, or the amount of time you have set for the game, the player with the most votes is the winner. Maybe players could take turns guessing which player wrote which answer.

The players can also discuss their answers, or challenge each other's answers (maybe they're way off...) etc. And they will probably have a lot of fun with the unexpected answers.

Variation: You can make cards with phrases/words that could be used to complete the sentences or answer the questions in the cards. Divide the class in groups and share the cards among the teams (each team gets around 20-30 cards). They must select, amongst their cards, the one which best completes each event card you, the teacher will read out loud. You can set the time for them to select the cards. After that, the teams read their answers and you can choose the best one, or all of them could vote on the best answer.

¹⁴ Adapted by Karin Quast and Danielle Quast Tostes

¹⁵ <https://boardgamegeek.com/boardgame/74/apples-apples>

¹⁶ <https://www.cardsagainsthumanity.com/>

¹⁷ <https://boardgamegeek.com/boardgame/255816/loaded-questions-adult-version>



Pedagogical Goals: to practice specific vocabulary, collocations; to focus on Plain English; to practice language related to non-routine events and unexpected situations; to review content and/or specific language repertoire; to reinforce sentence structure; to review content

Follow-up Activities: students can discuss which events led to the utterances in the cards and what the pilot or ATCO would actually say in such a situation; they could also prepare role-plays simulating similar events; they could describe/narrate the situation/event (either orally or in written form).



5 Once Upon a Flight...

This is a card-based narrative game¹⁸ for about 6 players. The players will collaboratively tell a story using the prompts in their cards. Players can embellish the story as much as they want¹⁹ and should adjust the language in terms of verb tenses, cohesion etc.

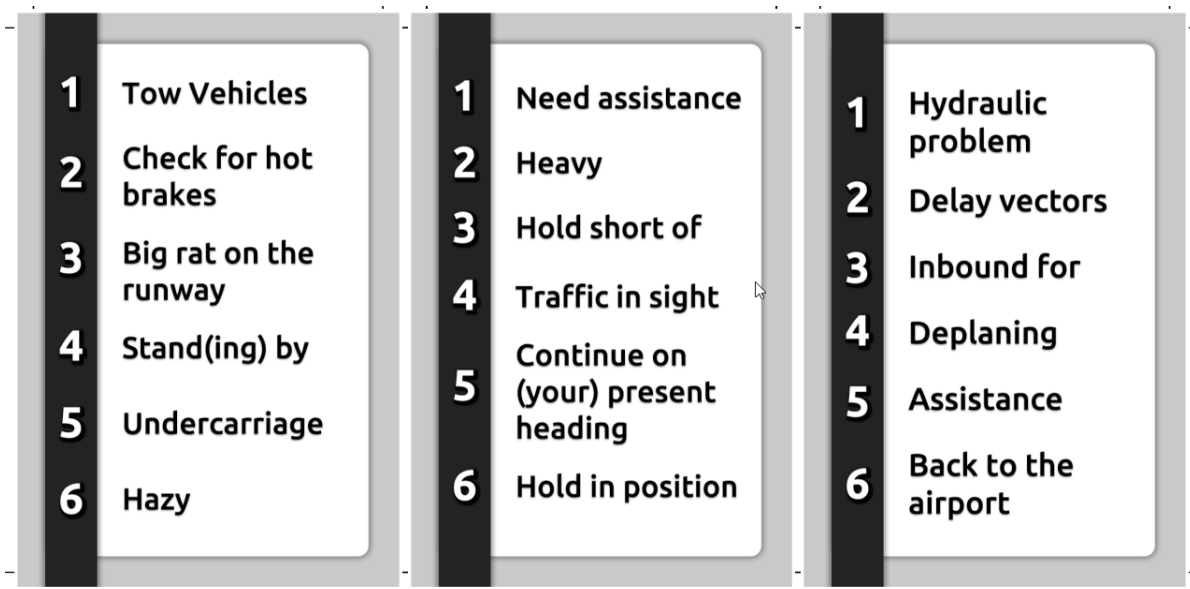
After they finish the story, they will have to try to retell the story in the correct sequence.

This game requires 3 different decks of cards: **(1)** cards with 'vocabulary' (semantic words, verbs, collocations; phrasal verbs; small phrases/chunks); **(2)** *Modals*; **(3)** *Conjunctions*. All of the decks are placed on the table, face down. There could be something to distinguish the 3 types of cards (a mark on the back of the cards, different colour etc.).

Ideally, each player would get 5 or 6 cards²⁰ from deck 1.

Examples of cards:

For **deck 1**, we decided to have the words/phrases on a single card, due to the number of cards it would be necessary for the whole group. Players have to 'tick' the prompt they use, as it cannot be used twice. In this case, players do not have the chance to buy additional cards, but you can add another rule to the game and tell players that they can change their card after they use 3 or 4 'prompts', for instance, so that they have some choice and a little more ownership in the game.



¹⁸ Adapted by Karin Quast and Danielle Quast Tostes. Art by Danielle Q. Tostes.

¹⁹ As in the game Action Cats: <https://boardgamegeek.com/boardgame/231837/action-cats>

²⁰ Instead of having cards containing words, you could also have cards with images.

Deck 2 - Modals:

You can prepare cards using: May/May not; Can/Can't; Maybe; Probably; Seem; Possible/Possibly, and so on.

Deck 3 – Conjunctions:

You can use the conjunctions that are most commonly used in radiotelephony communications and the ones you feel your students should get further practice (and incentive) using them.

How to play: Each round, one player starts the story, choosing from one of the cards in their hand. The used card is then discarded, being placed on a 4th deck (for discarded cards), which can later be shuffled and used if the players run out of cards. This player then draws a new card from deck 1.

The next player has to continue the story, choosing *one of the cards in their hand* **and** drawing 1 card from the *Modals* deck and 1 card from the *Conjunctions* deck (if this proves to be too challenging for the students, they can choose one of the piles to draw a card from). After they finish, they try to retell the story in the correct sequence. You can use the scoring system of the game “Dream On”²¹ (Phase 2 of the game) for this phase of the game.

Variation 1: Players may have a stipulated amount of time to tell the story. Say, 3 minutes (it depends on the level of the group). So each player might have the chance to contribute with more than one piece of the story. You can also decide on a ‘penalty charge’ for those who stall the game.

Variation 2: the game can be played using the rules for the game “Once Upon a Time”.²²

Variation 3: Instead of using phrases, you can make different decks using nouns, verbs, complements, conjunctions, so students practice sentence structure and, instead of telling a story they could create sentences. You can also use pictures or create images using AI to use as prompts.



Pedagogical Goals: to practice specific vocabulary, collocations; to focus on Plain English; to practice language related to non-routine events and unexpected situations; to review content and/or specific language repertoire; to reinforce sentence structure; to review content

HOPE YOU ENJOY THE GAMES!

²¹ <https://www.ultraboardgames.com/dream-on/game-rules.php> ;

<https://boardgamegeek.com/boardgame/232980/dream>

²² <https://boardgamegeek.com/boardgame/1234/once-upon-time-storytelling-card-game> ;

SWAMP

by Gary Clark

www.swamp.com.au



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