



ABSTRACT

This work is focused on didactic games to motivate children's participation during their English learning process. Didactic games are strategies which allow students to develop their cognitive and creative abilities. Using games into the EFL classroom helps to improve learning in students.

As Brumfit, Moon, and Tongue have stated, didactic activities enhance pupils to acquire the language in a natural way. Therefore, didactic games become effective tools in order to develop language skills. Based on Piaget's theory, children acquire knowledge through physical, logical, mathematical, and social interaction, which help them to understand and assimilate how their world works.

Didactic games thus provide children opportunities to acquire new experiences, which allow them to know their world. They also, as it is the purpose of this monograph, encourage pupils towards learning English as a foreign language, since they find games fun and interactive. These games are not only focused on the English language itself but on different topics which children enjoy.

Key Words: kinds, game, motivate, participation, children, skills



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EIGHT TO TEN TO PARTICIPATE INTO THE EFL CLASSROOM”

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ALL THE CONTENT OF THIS MONOGRAPH IS THE EXCLUSIVE
RESPONSIBILITY OF ITS AUTHORS

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DEDICATORY

This monograph is first dedicated to God for giving us the strength to reach our goals. We thank our dear parents, who have always supported us to achieve our goals. We also want to thank them for their encouragement, patience, and love during all these years.

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INTRODUCTION

The purpose of this research is to provide teachers and students different didactic games in order to encourage children towards learning English as a foreign language. This research also contains information related to how children acquire their knowledge.

Educational psychologists such as Piaget, Flavell, Pestalozzi, and Montessori have been cited in order to explain how children develop their knowledge. Piaget, for instance, states that children's knowledge is acquired through physical, logical, mathematical, and social interaction. The first chapter thus provides the above mentioned psychologists' theories on children learning and language acquisition.

According to Jana Jurinova, didactic games can be used in lessons to provide a rich knowledge of the subject. Games, in truth, motivate students to participate giving dynamism and entertainment to the class. Didactic games are strategies which allow students to develop their cognitive and creative abilities. Using games into the EFL classroom helps to improve learning in students.

In the third chapter of this monograph, teachers will find some didactic games, which they can use in their EFL classrooms, in order to motivate and encourage their pupils' participation, and thus leading them towards learning English as a foreign language.

The main objectives of this research are the following:

General Objective

- To provide English teachers some examples of didactic games to motivate students' participation in the EFL classroom.

Specific Objectives

- Present different theories on how children acquire their knowledge through games.



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- To describe the advantages that didactic games have in order to motivate students' participation in an EFL class.
- To propose some examples of didactic games to motivate students towards fun and interactive learning.



CHAPTER I

CHILDREN'S KNOWLEDGE ACQUISITION THROUGH GAMES

1.1 Children's Knowledge Acquisition

Michael Corry and Dr. Donald Cunningham, in their website, home.gwu.edu, *Jean Piaget's Genetic Epistemology* state that Jean Piaget was a psychologist best known for his work in the area of developmental psychology. Jean Piaget, who was interested in the way how children come to know their world, developed his cognitive theory by observing children.

Piaget's theory is based on the idea that knowledge acquisition is a process of continuous self-construction. Interacting with others in positive ways is critical to success in life. Piaget also stated that children acquire their knowledge through their own actions. Therefore, he distinguishes three important types of knowledge that children acquire during cognitive development.

Erin Schreiner in his website, www.ehow.co.uk, *Jean Piaget and the Types of Knowledge* states that physical knowledge is the first type of knowledge that children acquire. It changes their conceptions about external world during their knowledge development, and thus they can get information through observation. Their contact with real objects allows them to explore and manipulate objects in order to understand the world where they live in.

Logical mathematical knowledge is developed or constructed within the mind of the learner. This knowledge is acquired by observing things and explaining them. This also involves problem solving and



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understanding, in this way, children are capable of being engaged in critical thinking. Children must have a base of reality to proceed with a new idea and in that way children can reconstruct new concepts.

Social knowledge, as stated by Piaget means that knowledge in children is built through an active engagement with the environment and interaction with other people, and with the knowledge that they acquire they have the opportunity to communicate and express their ideas to others. In this way, they can build their own sense of reality. Children can also acquire their knowledge through their own personal experiences and actions.

Wanda Y. Ginn in her website, www.sk.com.br, *Intellectual Development* states that Piaget explains that learning and thinking are involved in the participation of the learner, and that knowledge is not only transmitted verbally, but it should be constructed by the learner through his/her contact with objects, so that the mind assimilates, in an active and creative way, the incorporation of a new knowledge.

To Piaget, the development of intelligence implicates assimilation, since it is a fundamental element in human beings, which allows them to adapt to the environment and survive in it. Piaget discovered that children think and reason differently at different periods in their lives. Also, he thought that each person passed through an invariant sequence of four stages: sensorimotor, pre-operational, concrete operational, and formal operational. Although every normal child passes through the stages in exactly the same order, there is some variability in the ages at which children attain each stage.

An unknown author, in the website, www.nndb.com, states that according to Jean Piaget, the first stage, the sensorimotor goes from birth to the age of 2 years. At this stage, children recognize themselves as agents of action and begin to act intentionally in their environment by (sucking, pushing, grabbing, shaking, etc.). Children explore the world



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through movement and senses, and as they cannot perceive the world from others' viewpoints, they become extremely egocentric.

Italo Reyes in the website, www.monografias.com, claims that the second stage is preoperational, which ranges from about 2 to 7. Children start to use the language and represent objects by imitation, images, drawings and words. In addition, they classify objects by a single feature, and group blocks regardless of their shape or color.

The third stage is called concrete operational and it ranges from about 7 years to 11. At this stage, learners can think logically about objects and events around them. A great deal of information is retained in their minds, but only with practice. They become more sociocentric, and interested in the opinion of others.

Finally, formal operational stage, which ranges from about 11 to upper age, states according to Piaget that learners can logically think about verbal expressions; understand symbolic abstractions of algebra and literary criticism; and test hypotheses systematically. Here, they develop an abstract reasoning and abstract thought, and they can easily think logically.

Margaret Alicin, in her website, findarticles.com, states that another important developmental psychologist, who was interested in children's Education, is John Flavell. Flavell developed his theory of developmental psychology, and soon switched to a major study of the work of Jean Piaget, *The Developmental Psychology*, which was published in 1963. Alicin also claims that Flavell's research is focused on "children's understanding of the roles of others and on children's communication skills and developing memory skills." He first evaluated the skills needed for role-taking, the understanding of what another person sees, knows, needs, and intends to do. He found that children



whose parents often talk to them about emotions and feelings develop these skills at an earlier age.

Claudia Saquicela, in her book, *Potenciando la Capacidad Cognitiva y Emocional en la Infancia*, says that according to Flavell, there exist two stages of cognitive development, which are automation and codification. Automation is “the way in which a mental process becomes automatic with practice.” (40) When children develop automatic strategies by themselves, they are able to solve their own problems. In this way, they increase the ability to solve them effectively and they develop the capacity of thinking by themselves. The more practice or activities children perform the more autonomous and skillful children become.

Codification, on the other hand, is “the capacity to distinguish one thing from another.” For example, when someone gives children some challenging activities, they concentrate on assimilating and solving the problem. In this case, children may be given some things of different types and they will be able to recognize the specific characteristics they have. In this way children are developing the capacity of distinguishing and recognizing those differences.

Dr. Arthur Bruehlmer, in his website, www.bruehlmeier.info, says that Johann Heinrich Pestalozzi, in his *Teaching in the Spirit of Pestalozzi* states that teacher’s task is not just to put knowledge or reasoning power into the pupil, but to provide the best conditions for children, so that they can develop their abilities for future life. Since birth, they learn by natural impulses and develop their skills by being in contact with the environment. All activities are accomplished by children when the teacher offers or supports with an adequate material that allows students to achieve their mental and moral development.

Also, Pestalozzi’s idea is that both parents and teachers have to prepare the environment for children because by the contact with



nature, pupils will learn how the world and society work, and how conditions of life function. Then children explore and study to acquire new knowledge to finally make judgements and give their points of view. Teachers must plan a syllabus according to learners' ability, age, and interest through selecting adequate materials, and appropriate teaching methodology because pupils do not just learn by hearing words. Organizing lessons and preparing interesting material will help students to retain as much information as possible and to have a meaningful learning. To be successful in capturing students' attention teachers have to make use of materials such as pictures and drawings to help students name objects, so that they have a clear definition of the objects or shapes presented on pictures. A person needs to have the knowledge and the ability to perform an activity.

Pestalozzi's idea about learning another language states that a foreign language must be learned on the same way as we learn our native language, by paying more attention to oral communication rather than grammar. Also, Pestalozzi's idea is that every human being is born with a great talent, but this talent depends on education to become meaningful. Therefore, teachers play an important role in education because they must be aware of students' needs in order to help them developing their talents and abilities.

Salanova in his website, www.uhu.es, says that according to Maria Montessori, children's development is carried out in a space, in which there are rules that govern human beings' operations. This development has to be in harmony with the world that surrounds them. Montessori developed a teaching method, which involves observation, and through which she could see that children need freedom to learn.

According to Montessori, as stated at this website, children have "a unique capacity of acquiring knowledge," which allows them to learn unconsciously, and little by little, this unconscious knowledge is transformed into a conscious one. In addition, Montessori considers



that based on the existent information knowledge should be perceived by children “as consequence of their reasoning.” Therefore, she states motivation as the key towards children’s learning.

Florian Schaft, at the website, www.kimm.uniluebeck.de, (*Algorithmic Reasoning in a Collaborative Game for Preschool Children*) states that, according to Maria Montessori, the elaboration of didactic material is fundamental for children's development. This material is designed to capture children's curiosity, assuring the communication and the exchange of ideas. Didactic material can be used individually or in groups to allow students the development of activities such as narrations, stories, conversations, discussions, songs, games, etc.

1.2 How children learn through games

According to Susan Jindrich, at the website, www.gdrc.org, “games play an important role in cognitive development.” Children learn to explore their physical and social world through their senses. They can learn by touching, seeing, tasting and smelling. Games are the best way to learn actively, and children benefit from them every day. There are some activities that allow children to develop their learning, such as doing puzzles, making collages, painting, playing board games, and so on.

When children begin to play, most of their games are centered on their environment, and they have the opportunity to assimilate new things. Games help children to use their imagination, which allows them to develop skills like listening, speaking, reading, and writing. Games are an important part in children’s education, since they allow them to be creative.

According to Montserrat Conde, at the website, www.saludalia.com, games are activities that allow children to investigate and know the world that surrounds them. Games are



instruments that help children to structure, understand and learn about the external world. “The knowledge they acquire through games help to increase the knowledge that they already possess, allowing them to acquire new knowledge. Through playing, children develop their imagination, observation, association, reasoning, comparison and the capacity of understanding.” Therefore, games contribute to the integral formation of children because they are creative recourses, which provide cooperation and confrontation habits, contributing to the acquisition of a more realistic knowledge of their world.

1.3 The importance of games in learners

Sandra Pullara, in her website, www.tesolonline.com, *TESOL training course articles* states, that one “useful approach to encourage children’s language acquisition is through the use of games. When using games in the classroom, teachers should have a total understanding of the definitions of games, which are usually defined as a goal and an element of fun. Games help and encourage many learners to sustain their interest and work. When students are amused, intrigued or surprised, the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. Games are also important because they allow children to practice new vocabulary; they help children to learn about their aspirations, success and disappointment which allow them to gain experience with both winning and losing, no matter what the result is.”

According to Agnieszka Ubermanin, in his *Use of Games For Vocabulary Presentation and Revision*, published, at www.teflgames.com, games give children the opportunity to acquire new experiences. Therefore, they are highly motivating and entertaining, and give shy children opportunities to express their opinions and feelings.



CHAPTER II

DIDACTIC GAMES

2.1 What are didactic games?

Jana Jurinová, in her website, ki.fpv.ucm.sk, titled *Creating different didactic games for elementary school* states that “didactic games are educational tools that can be used in lessons to explain and provide a rich knowledge of the subject. They can be developed after the activities of the book or during the free time.” Didactic games activate the participation of students, since they keep their attention and interest in English classes. These activities have to be developed according to the age, task of educational work, and educational topics.

Carmen Elizabeth Vizco and Reilly Herrera in their website, redalyc.uaemex.mx, state that “didactic games motivate students to participate and increase their self-esteem; this gives them the opportunity to demonstrate their capacity to learn and to develop their personal knowledge. Games provide a bigger domain of the imparted contents in the class; and they allow the invigoration of student’s abilities.” Therefore, didactic games are pedagogic activities, which demand great concentration, so that the students make an effort to carry out them. They also help the professor to be nearer the students in a pleasant way and these contribute to facilitate the teaching-learning process.

Didactic games are an important axis in education because they give dynamism and entertainment to the class. Games wake up student’s imagination, co-operation, solidarity, tolerance and responsibility with themselves and with others. Through the use of the didactic games in the teaching-learning process, it is possible to create in students habits of work and order.



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At busyteacher.org, it is stated that games in pair work are great for practicing model dialogues, conducting vocabulary checks, and completing worksheets. Students can work in groups for role plays, races, games, and discussions. Groups give students the opportunity to create more complex dialogues, explore relationships between characters, and have a more social learning environment. Additionally, “there is a better chance for self-correction or peer correction and for a discussion on a wider range of thoughts and opinions.”

Characteristics of didactic games

According to Alexander Luis Ortiz, in his *Playing is Learning*, at www.monografias.com, there are four characteristics that didactic games have.

1. Didactic games wake up the interest toward subjects. They are used to strengthen and to check the acquired knowledge in demonstrative classes and also for the development of abilities.
2. Games are free and spontaneous activities that allow students to express their interests, motivations, attitudes with much more clarity than in other contexts.
3. Games are integrative activities that develop students' abilities.
4. They break the routine in the classroom, and the authoritarian and informant professor's paper, giving liberation to creative abilities, so that students can take their own decisions.

Reilly Herrera, at redalyc.uaemex.mx, states that “didactic games are not just amusement but they also contribute to develop the ability of language.” From this point of view, didactic games help students in the following way:

- To present new vocabulary
- To control the acquisition of the language
- To guide communication



- To understand and get their own conclusions about how the language works.

It is important to understand that games require all students' involvement, since they promote friendly competition. Thus using games becomes essential to the teaching – learning process.

2.1.1 Didactic games as learning strategies in the classroom

Didactic games are strategies that teachers use in order to create an educational environment, in which students can develop their cognitive and creative abilities. During the application of games, students develop their own learning strategy, and teachers avoid being the center of the class to become mere facilitators in the teaching-learning process.

Moreover, games activate the whole physical-intellectual potential, favoring the communication among professors and students. Games are activities, exercises and tasks, which require a lot of physical and mental effort to convert the teaching learning process into reality. For this, teacher and students have to take advantage of didactic games to get a coherent and meaningful knowledge at the moment they are making the use of didactic games as tools.

Erin Schreine, at the website, www.eHow.com, in his article *What are the Benefits of Games in Education & Learning Activities*, claims that “the use of games help teachers to evaluate students’ knowledge because students learn by playing games.” An effective game will help students understand concepts more quickly and remember them better than from a lecture. Using games into the classroom is very important because they improve learning in the students. Schreine also points out that games become a more useful pedagogical tool to develop students’ skills.

Sandra Pullara, at the website, www.tesolonline.com, in her article *Games in the Classroom*, states that games should be



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considered as an important activity into the classroom, since they contribute to acquire learning in a different way, providing rest and recreation to students. Teachers, who are skilled and have initiative, could create games according to students' interests, necessities and learning rhythm. According to Pullara, there are some advantages that games bring to the class:

- Games break the normal routine of a language class.
- They include motivating and challenging activities.
- As learning a language is a hard work, games help students to make and maintain the effort of learning.
- Games contribute to improve the four skills: listening, speaking, reading and writing.
- They encourage students to interact and communicate.
- They help teachers to create situations in which language is useful and meaningful.
- Games build class cohesion.

2.1.2 Communicative language teaching games

According to Christopher Brumfit, Yayne Moon, and Ray Tongue, in their book, *Teaching English to Children*, “games based on communicative competence make an emphasis on the transmitted message by the medium of the language rather than on the language itself.” (150). The importance in communicative games is that learners are not focusing in the grammatical structures to learn the language, but in the use of the language itself. Students will work with useful activities that help them to acquire the language in a natural way.

Therefore, learners have to interact in the classroom, so that they can be able to use the language whenever it is needed. They also must have a clear purpose for doing such activities, in which students must be actively involved. In communicative approach, the principle is that



learners learn to listen to instructions carefully in order to perform the activities teachers propose.

“The use of games into the classroom is indispensable because games keep students working actively, either in pairs or groups, and put students into communication.” (150) At this moment, students feel the need to use the language. As learners do not follow a formula to acquire the language, games contribute to acquire communicative strategies.

Also, Brumfit, Moon, and Tongue state that to bring students into communication, the teacher has to follow model games to create new ones. When using games as a teaching technique and resources, the teacher has to keep in mind several aspects. For example; student’s interest, age, level of knowledge, and the methods to be used. Then the use of games in the teaching process has to be planned and organized, to help students developing specific skills with an appropriate use of the language. The success of games is based on positive students’ response to the exercise in terms of deeper understanding of specific topics.

2.2 The pedagogical focus of games

In *Teaching English to Children* by Brumfit, Moon, and Tongue, it is also stated that games must be focused on a particular structure or function. The language skill must also be focused on one of the four skills of listening, speaking, reading, or writing, with a specific purpose. For example, if the teacher wants his students to learn vocabulary or develop one of the skills, he has to work on it by selecting adequate activities that can help students to improve their pronunciation or spelling with an emphasis on accuracy of spelling. These kinds of games therefore must justify students’ acquisition of the language. Pedagogical games should be focused on what the educator wants to teach, and thus when the teacher focuses on a specific skill or topic, it



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will be helpful for learners to make use of the language and manage it easily.

CHAPTER III

FUN DIDACTIC GAMES



Playing games helps students to communicate and interact. There is a list of games that can be applied into the classroom.

3.1 Games to use in an EFL classroom



Adrian Ridner and Ben Wilson at the website, math-and-reading-help-for-kids.org, in their article *Remembering the Importance of Memory Game* states that memory games are important for children's academic success, since these help children to acquire organizational skills, to improve their attention and retention capacity. Also, memory games give children the opportunity to process information faster which will benefit them later. Introducing students memory games stimulate communication, increase memory, motivates participation, and encourage them to solve problems.

Reshma Jirage at the website, www.buzzle.com, in her article *Memory Games for Children* states that using memory games is useful

for children because they develop concentration and memory skills. These kinds of games are enjoyable and useful for children and adults.



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To perform these games teachers can use materials such as cards, puzzles or toys.

Sangeeta Sanjav at website, www.studyvillage.com, in her article *Memory Games for kids* states that memory games can be referred as concentration games because they help to improve children's memory. Playing memory games make children's memories work which become more productive.

Some benefits of using memory games in class:

- Memory games provide a healthy exercise in children's brain.
- Memory games increase the concentration power.
- Memory games keep children's brain active and provide a positive effect on their minds.
- Memory games reinforce children's reasoning and cognitive skills.

3.1.1 Broken telephone



Level: Elementary

Age: Children

Whole class

Daphne Tan in the website, www.teachingenglish.org.uk, titled *Teaching English Broken Telephone* states that "broken telephone" is a



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game for all ages, which helps students to develop and practice listening and pronunciation. Therefore, this activity always gets students laughing. This game breaks the normal learning routine. To develop this activity, teacher can make sentences with words having the same sound. For example: lazy, lady, crazy; glass, grass, etc. The phrase or sentence at the end can sound fun because the message would be completely different when it reaches at the end. In this way, students enjoy it a lot, and the most important, it propitiates participation and pronunciation practice.

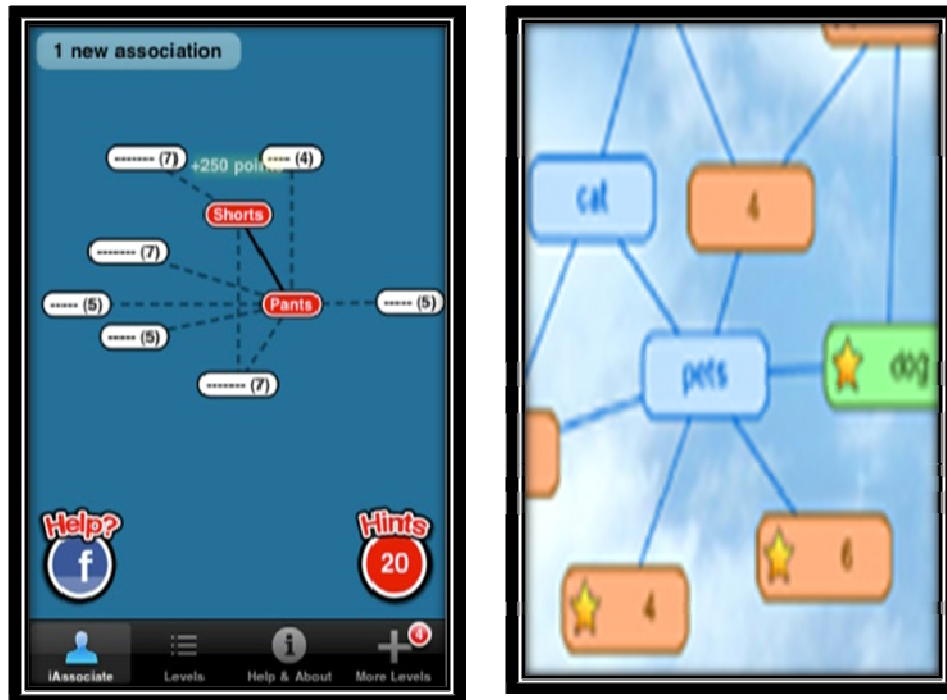
How to play

Mark Medley in the website, arts.nationalpost.com, in his article *Sketchkrieg! Plays an illustrated game of Broken Telephone* explains some instructions on how to play the broken telephone.

1. First, the class is divided into two groups.
2. Second, the teacher chooses a word or a phrase. For example, the teacher may say sentences like these: "My dog has a long tail," "Mary is very lazy," or the teacher can also use words like doll, ball, etc.
3. Third, the teacher begins by whispering a sentence in the students' ears then they should memorize it, but the teacher has to make sure that no student can hear the sentence he or she is saying.
4. Then the first student relays the message by whispering to the next person's ears and so forth. The game concludes when the sentence reaches to the final student and she or he has to repeat aloud or write on the board what he or she has heard.
- 5- Finally, the sentence will often sound different from the way it started.



3.1.2 Word association games



Level: Elementary

Age: Children

Group work

Materials: Blackboard and markers

Neal Litherland in his website, www.ehow.com, titled *Word Association Games for High School* states that word association games are the act of thinking and connecting words and phrases that have relationship among them. Therefore, if the students hear the word "pets," words that have relationship with it can be cat, dog, bird, mouse, hamster, rabbit, etc. Word association games teach students to think and associate new words and concepts.













How to play

1. First, the class is divided into two groups.
2. Then the teacher draws an idea map on the board with only one key word.
3. This idea map has many boxes, which are represented with numbers that indicate how many letters are in the word that belongs to each box. For example, teacher writes down the key word "clothes."
4. The students are then supposed to say words that are connected with that word (pants, shoes, etc.).
5. Finally, the group filling most boxes wins.

3.1.3 Word scramble

Some animals names have got jumbled up, rewrite them correctly

ankgoro		_____
ertig		_____
bzera		_____
phelante		_____
owlf		_____
platypus		_____
sroeh		_____
itbbar		_____
mecal		_____
orgateall		_____

Level: Elementary

Age: Children

Whole class



Material: Worksheets

Michelle Brunetin her website, www.ehow.com, *How to Make a Word Scramble Game* states that word scramble puzzle involves rearranging letters to make new words. This game allows learners of all ages to review spelling, vocabulary, new topics, and therefore they can exercise the brain. *Word Scramble* is useful for children who are learning new things because it helps them to improve their skills. Moreover, it motivates students and makes language teaching more interesting, allowing students to remember the vocabulary that they already know.

SabanKarmi in his website, www.associatedcontent.com, *Benefits of Scramble for Your Brain* states that word scramble helps students to learn new words, and definitions, improve memory and retention. Through word scramble, children learn word combinations, encourage the brain to form new patterns, improve concentration and increase stimulation and intelligence.

How to play

Isaiah David in his website, www.ehow.com, *How to Scramble Words* states that students are supposed to figure out what the original word is.

1. First, teacher writes down three or four letters in the worksheet, which make students easily realize what the word is.
2. Sometimes teacher wants to make the word more challenging, but it is recommended to use words that are suitable for children's level of knowledge.
3. Finally, the student to form all the words wins a point.



3.1.4 Pictionary game



Level: Elementary

Age: Children

Group work

Materials

- A list of vocabulary terms
- Whiteboard and markers.

Kelina Imamura at the website, www.ehow.com, *How to Play Pictionary in School* states that pictionary word game helps students to show their knowledge given them the opportunity to express vocabulary that they already know. Also, it allows learners to interact among themselves having entertaining experiences. This game is used as students' visual tool, since it allows them to understand concepts through pictures. It does not matter if students don't have good abilities to draw; the important thing is that all of them have to participate.



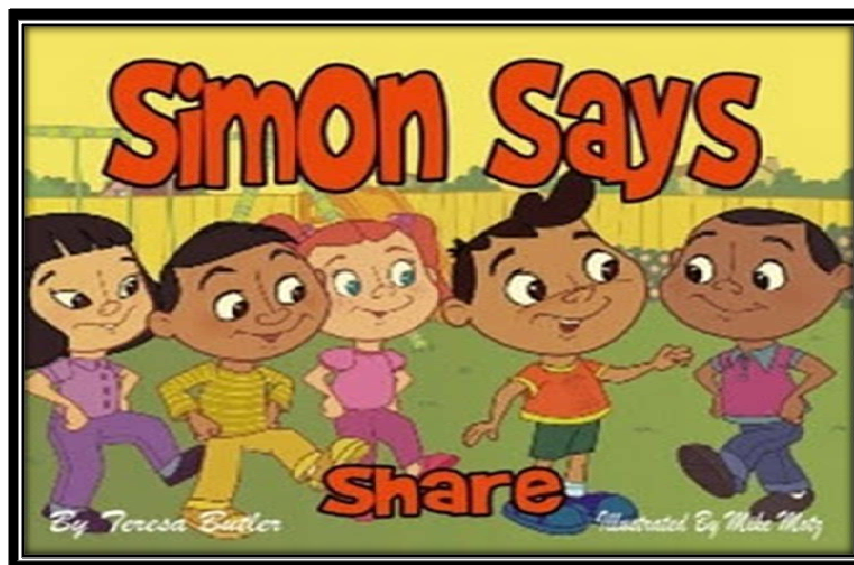
How to play

Kelina Imamura gives a brief explanation on how to play Pictionary games.

1. Make a list of words that students already know.
2. Choose words that will be challenging to express in a picture.
3. Divide the class into two teams, and each team has to choose a person to draw a picture on the board.
4. Once the person has been chosen, teacher selects one word from the vocabulary list, and shows it to one player in each team. These words cannot be seen or listened by other students.
5. Students start to draw a picture expressing the concept of the word, and the rest of the class has to guess the word. To be more challenging students can draw it slowly to make the guessing more difficult.
6. The student, who is drawing the vocabulary word on the backboard, has few seconds to do this, and students who are trying to guess the word also have few seconds to guess the word.
7. The team that first guesses what the word is wins one point.
8. All students have to take turns to draw the vocabulary word.
9. The team with the most points is the winner.



3.1.5 Simon says



Level: Elementary

Age: Children

Whole class

Use: Listening practice to recognize oral commands.

Chanell Gautreaux in the website, www.helium.com, *How to play Simon Says* states that playing this game into the classroom is a good idea because it helps children to improve attention skills and follow directions while they are having fun. Also, the game allows students to listen and learn vocabulary. Furthermore, it breaks the ice of the class. Simon says helps students to liberate some of their nervous energies before returning to the academic lesson. The professor can bring some prizes to make students feel motivated. Students have long periods of time sitting; therefore, Simon says give them an opportunity to move around the class.

How to play

At the website, www.ehow.com, *How to Play Simon Says* the following instructions are stated.



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1. Tell the students that they should obey each instruction that you give them, but only if you first say the word “Simon says.”
2. Students are out of the game if they do not follow teacher’s instructions.
3. Teacher starts the game by saying “Simon says,” and then a command is given.
4. Teacher has to make sure that everybody follows the given command properly. If someone makes a mistake is out of the game.
5. Play until one person is left, this is the winner, and he or she becomes the new leader.

Example:

Simon says, “Touch your eyes”

- Simon says, “Stand-up”

- Simon says, “Touch your mouth”

-Simon says, “Touch your toes”

-Simon says, “Sit down”

-Simon says, “Touch your head”



3.1.6 Act it out game



Level: Elementary

Age: Children

Whole class

Material: Flash cards

Sara Davila at the website, saradavila.com, *Act It Out Game and Cards*, states that *act it out* games are used to work with different parts of speech. These also allow students to express emotions and feelings in a fun and interactive manner. This game is very useful when working with names of animals. Act it out Game helps students to acquire vocabulary.

How to play

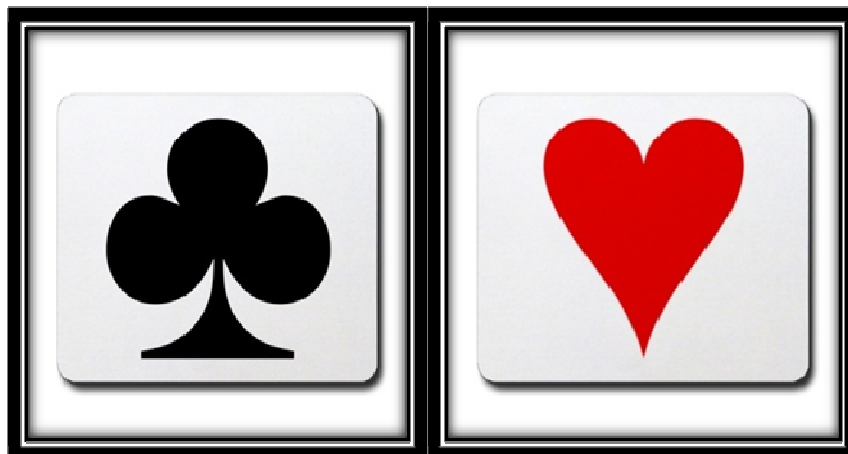
Leyla Norman in her website, www.ehow.com, *How to Use Flash Cards With EFL Students* explains how to play *Act it out*.



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1. First, the teacher has to give each student an action-verb flash card.
2. Each student has to act out the word that she or he has in his or her flashcard. No words may be spoken or the player is disqualified.
3. Students may make gestures, motions, or any other movement that can help their classmates to guess the word.
4. Student who is acting out has only few seconds to do it.
5. The student that first guesses the action word, receives a prize or a point.

3.1.7 Talking cards



Level: Elementary

Age: Children

Whole class

Materials

One or two packs of playing cards and the question sheets.

Michael J. Brown at the website, iteslj.org, states that “talking cards game is very useful and easy to set up into the classroom, because it helps students to develop their communicative abilities.” This game gives the students conversational confidence, helping them to acquire the normal speech by answering questions of daily life. Playing



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cards combines the opportunity to acquire memory strategies, and allow students to make friends with people they play with.

How to play

1. Teacher distributes cards among students. Two or more packs of cards can be used if necessary.
2. Teacher has a question for each card.
3. The student answers the corresponding question to that card.
4. The student is awarded 4 points for a complete answer, 3 points for a reasonable answer, 2 points for an incomplete answer, and 1 point for any answer at all.

Spades (Describing things)	
Ace	Describe your face
King	Describe your clothes
Queen	Describe your mother
Jack	Describe your father
Ten	Describe an apple
Nine	Describe your bedroom
Eight	Describe your best friend
Seven	Describe what you had for breakfast today
Six	Describe your English teacher
Five	Describe the difference between a dog and a cat
Four	Describe a pencil.
Three	Describe your favorite hobby
Two	Describe this game.

Hearts (what questions)	
Ace	What did you have for dinner last night?
King	What did you have for lunch today?
Queen	What is your favorite sport?
Jack	What did you do last night?



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Ten	What type of music do you like?
Nine	What is your favorite game?
Eight	What does your mother do?
Seven	What does your father do?
Six	What is your favorite lesson at school?
Five	What did you do last Sunday?
Four	What is your favorite television program?
Three	What would you do if you could do anything in the world?
Two	What is the one thing you would change about yourself?

Clubs (mixed questions)

Ace	What is your address in English?
King	What time do you usually get up?
Queen	Where did you go for your last holiday?
Jack	Where were you born?
Ten	Why are you studying English?
<i>Nine</i>	Which do you prefer, summer or winter?
Eight	Which magazines do you like to read?
Seven	How many hours do you usually sleep at night?
Six	Do you like shopping? Why?
Five	How often do you go to the cinema?
Four	What was the last movie you saw?
Three	Would you like to travel to other countries?
Two	How many friends have you got and who are they?

Diamonds (if clause)

Ace	If you could have a pet what would it be?
King	If you had a million dollars I what would you spend it on?
Queen	If you could meet any person in the world who would it be and why?
Jack	If you could change something about your school what would it be?
Ten	If you had to live in another country which one would you choose?
Nine	If you could do anything in the world what would you do?



Eight	If you could speak three languages well, what would they be?
Seven	If you were rich, what would you do?
Six	If you had to spend a day alone at home, what would you do?
Five	If everyone in the world suddenly disappeared, what would you do?
Four	If you could choose how old you were, how old would you be and why?
Three	If you could choose any meal you wanted, what would it be?
Two	If you found \$100,000 what would you do?

3.1.8 Concentration Game

Level: Elementary

Age: Children

Group work

Concentration game helps students to associate words, allowing children to increase their vocabulary.

How to play

1. Teacher divides the class into 2 or more groups
2. Teacher hands out worksheets
3. Teacher explains students that each box contains a word.
4. Teacher then asks students to relate one word to another in order to have a phrase.
5. Once the students finish the activity, teacher checks answers, by asking each group to provide a meaningful sentence, using the phrases they have formed.
6. Each time a group has a right answer, they get one point
7. The group having more points wins.

Students' materials

Word chart (Extreme Sports)



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1. Scuba	2. hang	3. skiing	4. rock	5. Jumping
6. Snow	7. Biking	8. Sky	9. Mountain	10. In-line
11. boarding	12. water	13. gliding	14. marathon	15. running
16. bungee	17. skating	18. diving	19. climbing	20. diving

1) Scuba _____	6) _____ boarding
2) _____ gliding	7) Mountain _____
3) Water _____	8) in-line _____
4) _____ climbing	9) _____ running
5) Bungee _____	10) _____ diving



CONCLUSION

The use of didactic games into the EFL classroom encourages students towards learning English enthusiastically and positively. Memory games, for instance, can help students develop their inner capacity of thinking and expressing ideas and points of view.

This research work has as its main objective to provide teachers examples of didactic games, which students can enjoy while learning English as a foreign language. Moreover, in chapters one and two, some important authors' theories about how children learn are presented. Based on such theories, we can say that by being in contact with their environment, children acquire meaningful knowledge, since they observe, touch and manipulate objects.

Therefore, it is important to point out that didactic games play an important role in the teaching – learning process because they become educational tools which help teachers create an interactive environment to facilitate learning in their students. Games increase students' participation, leading them to the development of listening, speaking, reading and writing skills.

In sum, when well applied into the EFL classroom, didactic games become fundamental tools in the English teaching – learning process. Teachers must therefore include games into their classes to encourage their students towards learning in a fun and interactive way.



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