**ABSTRACT**

This project has the purpose of offering a sample of games as a contribution to the teaching-learning process in our high schools. The first part of this work presents a brief description of this study. Its main objective is to analyze students’ needs in order to provide appropriate materials when learning English grammar. A survey was applied to pupils of 8th year of Basic Education of a night high school in Cuenca. The results showed that students’ favorite skills and, at the same time, the most difficult ones to develop were reading, speaking and listening. Therefore, activities or games related with reading, speaking and listening were created so that students learn English easily and in an amusing way.

**Key Words:** grammar, games, students` needs.
TABLE OF CONTENT

ABSTRACT

RESPONSIBILITY

ACKNOWLEDGMENT

DEDICATION

DEDICATION

INTRODUCTION

CHAPTER I: DESCRIPTION OF THE STUDY

1.1 Problem:

1.2 Justification:

1.3 Objectives:

1.3.1 General Objective

1.3.2 Specific Objectives

1.4 A Theory behind games

Methodology

1.5 Procedure and Participants

CHAPTER II: ANALYSIS OF RESULTS

Graphic 1: Students' favorite subjects

Graphic 2: Degree of preference regarding English

Graphic 3: Students' favorite activities

Graphic 4: Students' difficult activities
CHAPTER III: SELECTION AND DESIGN OF GAMES THAT REINFORCE GRAMMATICAL STRUCTURES

3.1 Speaking games

3.1.2 Game: Meeting my classmates

3.1.3 Game: Abilities

4. Listening games

4.1 Game: Daniela's daily routine

4.2 Game: Flashcards

5. Reading games

5.1 Game: Picture

5.2 Game: Snake

Conclusions and Recommendations

Works Cited

Annexes

Annex 1: Encuesta

ANNEX: 2 STUDENTS’ RESPONSES
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TEMA:

TEACHING ENGLISH THROUGH GRAMMAR GAMES IN HIGH SCHOOL

(YOUNG ADULTS)

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CUENCA-ECUADOR

2011
RESPONSIBILITY

All the content of this thesis is the exclusive responsibility of its authors.

_________________________
Patricio Bermeo Guiracocha

_________________________
Fernanda Muñoz Castro
ACKNOWLEDGMENT

First of all, we would like to thank God and our family because they have supported us all the time.

Besides, we wish to express our sincere gratitude to Mst. Ana Maria Calle, who helped us to elaborate this work. Also, we thank our friends and all our teachers, since they have helped us during the study of our career and they were always available when we needed them.
DEDICATION

I dedicate this job to my family who supported me in everything I needed to achieve this goal. Also I dedicate it to some of my best friends who have always encouraged me in everything.

Patricio Bermeo
DEDICATION

This job is for some special people in my life. First, I dedicate it to my beloved mother, Betty, who was always with me. I know that you are in the heavens and also you are very happy because your daughter does this job for you.

Also, I dedicate this job to all my family especially to my father and my sisters who were an important factor to get this goal. Finally, I dedicate it to my husband and my daughter. They were my strengths to continue in my career and the reasons to be a professional today.

Fernanda Muñoz
INTRODUCTION

Nowadays we know that English is very important in our lives. All of us have to learn English because it is the official language of the globalized world we are living in. Therefore, English has become a mandatory language in Basic Education and university in our country. However, a lot of students have problems when learning this language. According to our experience, English is difficult to learn because students have to memorize a lot of grammar rules and vocabulary, so English classes become boring.

It is necessary to contribute with a solution to this situation. Thus, in chapter 1 an analysis of this problem is described as well as a theory behind the teaching-learning process.

We believe that is relevant to know students' needs. Therefore, in chapter 2, an analysis of their needs is provided. Finally, chapter 3 offers a sample of activities that will contribute to learn English in a more effective way.
CHAPTER I

DESCRIPTION OF THE STUDY

1.1 Problem:

According to our working experience, we have realized that most of the activities for English teaching related to grammar are monotonous and mechanical, making students get bored and making English difficult to learn. That’s why we want to reinforce English through amusing grammatical games such as guessing games, word games, etc; so that the students can feel motivated and encouraged to learn English. It is also important to know what students think about learning grammar. Therefore, we believe that applying a survey to the students could be a good way to find out about their difficulties in learning grammar in a classroom, and also their preferences. By means of this survey we could find the students’ needs, analyze them and think of a solution.

1.2 Justification:

This research has the purpose of contributing to education with amusing forms to teach grammar through games. We all know that the easiest form to learn English is through an amusing way. Thus, with this work, we will benefit our students, who will learn English in a simpler and fun way. We think that nowadays most of the students see English as a difficult and boring language because of many factors. One of them could be the teaching methods and techniques which are monotonous and mechanical.

One way to contribute to the aforementioned weaknesses is through the use of resources that reinforce the knowledge acquired by the students. To achieve this objective we think it is necessary to implement fun activities in English based on grammatical structures.
One fun activity is grammar games. Games are teacher’s resources which allow students to use the language in a useful and significant way, so boredom and stress can be avoided. Games give students an impulse or courage to continue working. Games can be very useful to be applied in the four skills (reading, writing, listening, and speaking).

There are different games that we can apply to reinforce several English grammatical structures. One of them is the guessing game; for example, some of them are “guess the picture”, “guess the mime”, etc. Through games students can reinforce their grammar in a fun way. We think games are very popular among students. As Lan said, “…games contribute to motivate students to learn English…” (230).

1.3 Objectives:
1.3.1 General Objective:

To analyze students’ needs and provide appropriate activities for grammar.

1.3.2 Specific Objectives:

- To apply a survey to students.
- To collect students’ needs through a survey.
- To analyze the data and to design a proposal based on the data.

1.4 A Theory behind games:

A lot of people and students want to learn to speak English; however, for most students it is difficult because we think teachers don’t use appropriate methods. We agree with some authors who think that using only the book is not effective.

According to Szynalski and Ryszardmost, English teachers use textbooks. This also happens in many schools and high schools of the city. Using a textbook limits the teacher and the student to use unreal contents. Also, teachers use books because they facilitate their work. Teachers who just follow units using the book with unreal contents end up with a boring class. (Szynalski and Ryszard)
Therefore, teachers can replace ineffective and boring classes with interesting things which will really improve students’ English. All students need and desire to learn English. However, students have very diverse experiences, especially related to the learning of English grammar. Here are examples given by Savage, Bitterlin and Price.

Chao Yang, an illiterate student from Laos, learnt basic conversational English at his job in USA; however, he is not good at writing in English. He doesn’t know anything about grammar. On the other hand, Sonia Rachinsky is a scientist from Russia who studied English in her own country with the Grammar-Translation method. She is good in grammar; however, she has a lot of problems in speaking into a conversation. “She doesn’t feel she is learning English unless the teacher explains the rules of grammar” (Savage, Bitterlin and Price 1). We need to have a balance between grammar and speaking. In other words, it is important to provide affective teaching in both areas. This study will focus on grammar.

If students want to learn how to speak English fluently and learn grammar at the same time, teachers can base their activities through a communicative approach which offers opportunities to communicate through games, role plays, task-based activities, etc.

The Communicative Approach emphasizes on real communication. In other words, students can learn English when they face real situation because language becomes something natural. Thus, students try to communicate messages in a natural way. For example, exchanging personal information through questions and answers helps students to practice the language in a real way. "Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication" (British Council). Therefore, skills are more important than the linguistic system. Lessons are learner-centered when teachers offer communicative activities such as games and task-based activities. (British Council)
According to the article *Games and the Communicative approach To English Teaching*

It is a principle of communicative approaches to [English Language Teaching] ELT that task-based activities enhance learning. In language learning, task-based activities are those which stimulate effective use of language but involve no conscious analysis of language. An exercise which instructs learners to change the tense of verbs is not task-based because it is language-focused. Getting learners to listen carefully to instructions in order to draw a picture, make a model or play a game are examples of a task-based approach. The purpose perceived by the learners is non-linguistic. The understanding and use of language is necessary but the analysis of language is not.

In conclusion, this theory (Communicative Approach) can be applied through the use of fun activities or games. Thus grammar could be learnt in a correct and unconscious way; that is, without using grammar structures or boring textbooks.

**Methodology:**

**1.5 Procedure and Participants**

This study has two parts. The first one is composed by a description of this work. To develop information about the theory that supported this study, we reviewed websites and books. Then we wrote a brief description of the theory. In the second part, this work comprises a research on a night high school which focused on students’ needs when learning grammar. To find out their needs we used a survey (see annex 1) by Lan (243) and adapted it to our circumstances. We applied this survey to 32 students of a night high school of Cuenca. These students were in the eighth year of Basic Education, and the age range is from 18 to 43. There were thirteen women and nineteen men. Since these students had a low level of English we applied the survey in Spanish in order to collect reliable data. Later, the results were analyzed through descriptive statistics. The second chapter provides a discussion of this analysis.
CHAPTER II

ANALYSIS OF RESULTS

This chapter provides a review of the results of the survey on English. This survey was applied to try to find what students needs in terms of learning English. It was written in Spanish so that the students could understand each question easily. It was applied to 32 students of a night high school of Cuenca. These students were in the eighth year of Basic Education, and the age range was from eighteen to forty three. Thirteen women and nineteen men answered this survey. Their individual responses to each question are compiled in annex 2.

During the survey we talked to the students about how important English is now. Because of that English has become mandatory in high school. On the other hand, when we asked them some easy questions such as ´How old are you? ` and ´What time is it?` we were very surprised because any student couldn’t understand such basic questions. Then we commented that not knowing basic questions was not their fault. Other factors were involved in this situation, perhaps methods that teachers used before, among others. Then we asked them whether they liked learning English with a textbook. All of them answered in a negative way. We asked them about the reasons why they didn’t like learning with a textbook, and one of them told us that English books were very difficult to understand, and the most difficult part was to memorize grammar rules. We agreed with what students told us; for that reason, we explained to the students that we had decided to apply a survey to find out the difficulties and needs about learning English in order to offer a solution. Later, we asked them if they had experienced with fun activities in the English class. All of them said that they hadn’t, but they expressed that they would like to have games. Then we told them that all their sincere answers in the survey would be very useful to improve the way English is taught.

The survey was analyzed and the results of each question were the following:
Question 1:

My favorite subjects in high school are (in the order of preference)

1. ________________  2. ________________  3. ________________

Graphic 1: Students' favorite subjects
Source: Authors

Ranking of the favorite subjects

Table: 1
Source: authors

<table>
<thead>
<tr>
<th>First Favorite Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural S.</td>
<td>34.37%</td>
<td>21.8%</td>
<td>12.5%</td>
<td>9.37%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>3.12%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Regarding the first question of the survey and focusing on English, it can be observed on graphic 1 that a total of two students (6.25%) chose English as their first favorite subject in high school. Eleven students (34.37%) chose English as their second favorite subject. Finally, six students (18.75%) chose English as their third favorite subject.

In the results above we can see that people like English in different percentages. We see that only 6.25% of the students said that English was their first favorite subject, and it is not a great percentage. According to the conversation we had with the students before the survey (see page 14), we realized that the way they learn English is not very motivating, and it could be one of the reasons why they do not like English as their favorite subject. In this project we try to increase this percentage by means of fun activities or games that reinforce English learning.
(Grammar) so that the students feel motivated and see English as an amusing subject. In this way we try to improve its rank as well.

On the other hand, 34.37% of the students said that English was their second favorite subject. It means that a good group of students liked English; however, we should try to increase or maintain this percentage. This could be done through a set of games or fun activities. The purpose of these fun activities is that the students enjoy themselves and increase their desire of learning English. In this way, they could like English so much that they might consider English as their favorite subject and not as their second favorite subject. Another purpose is to maintain the rank of English as second favorite class.

Finally, 18.75% of the students said that English was their third favorite subject. However, this percentage and rank could decrease any time. We should try to avoid this decreasing by contributing with games or fun activities to encourage students’ learning. In this way the students could feel happy and motivated in learning English.

**Question 2:**

**How much do you like to study English?**

I like it very much - I like it - It’s OK - I don’t like it very much - I don’t like it.

**Graphic 2: Degree of preference regarding English**

*Source: Authors*
According to graphic 2, it can be observed that 53% think that learning English is ok. In other words, the students show interest in learning English. Lan says, “Since interest is a key part of motivation for learning, it is important to note that studies reveal a significant relationship between motivation and language learning” (209). Twenty five percent of students like English very much, that is to say, they love English and this could be one of their favorite subjects in the high school; however, the percentage could increase whether we motivate them with fun activities in the classroom. Fifteen percent of the students like English. It can be inferred that students are concerned in studying this language; however, lack of motivation could decrease this percentage. Finally, six percent of the students said that they don’t like English very much. Probably students try to learn English, but it is difficult for them because maybe they do not feel motivated. Also, we found that nobody chose the option, “I don’t like it”; therefore, every student liked English at least a small percentage.

The results above indicate that most of the students liked English in different percentages. Likewise, we should try to increase these percentages especially the small ones. So our purpose is to encourage learning English and to maintain or increase these percentages by means of the application of games or fun activities in the classroom.

Question 3:

My favorite English classroom activities (Please choose five of your favorite activities and put them in the order of how much you like them). For example,
__ reading; __ writing; __ listening; __ speaking; __ pronunciation practice; __ watching videos; __ songs and chants; __ playing games; __ others.
Graphic 3: Students’ favorite activities
Source: Authors

<table>
<thead>
<tr>
<th>Activity</th>
<th>First Favorite Activity</th>
<th>Second favorite Activity</th>
<th>Third favorite activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>28.12%</td>
<td>21.87%</td>
<td>6.25%</td>
</tr>
<tr>
<td>Speaking</td>
<td>25%</td>
<td>9.37%</td>
<td>15.62%</td>
</tr>
<tr>
<td>Listening</td>
<td>18.75%</td>
<td>34.37%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>12.5%</td>
<td>21.87%</td>
<td>25%</td>
</tr>
<tr>
<td>Playing games</td>
<td>9.37%</td>
<td>0%</td>
<td>3.12%</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>3.12%</td>
<td>12.5%</td>
<td>18.75%</td>
</tr>
<tr>
<td>Watching videos</td>
<td>3.12%</td>
<td>0%</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

Table 4
Source: Authors

The results of the survey show that students consider reading (28.12% of the students), speaking (25%), listening (18.75%), writing (12.5%), playing games (9.37%), pronunciation (3.12%) and watching videos (3.12%) as their favorite activities. They rank reading as their most favorite one, speaking is the second favorite one, and listening is the third favorite one. We are going to focus only in the first three activities reading, speaking, and listening because these are not only the students’ favorite activities, but also because we think these are the most important skills to learn English. Again, games can be a good tool to motivate students to
develop reading, speaking, and listening. In this way they feel more motivated in learning English and at the same we could increase the percentages of each activity.

The option **playing games** appears in the fifth place. We believe this is due to the limit use of games. Usually games are not applied in class. We realized about this, because during the application of the survey students told us that they had never had games in an English class, and maybe this could be one reason why they say English is boring and difficult to learn.

It is important to note that we should be careful with games. Lan claims that “games should be a means of achieving the purpose of language learning, not the purpose itself for learning.” (Lan, 225) When teachers use too many games in their classes, the students get used to these types of classes, and this could create problems. For instance, when the teacher does not apply games in the classroom, the students feel a lack of interest in having an English class. That’s why games in a classroom must be applied to reinforce English learning in the appropriate moment, and not all the time. Also, games with too much competition might create problems or fights among the students due to the purpose of competition that games promote. That’s why a teacher has to say to the students that the main purpose of playing games is not to win, but to practice the language (words, sentences or phrases in English). In addition, Lan says that a teacher must not use the same games a lot of times because it decreases students' motivation. The most important is that the game must be designed according to the student’s age. (Lan, 225)

**Question 4:**

**The most challenging parts of learning English** (Please choose five of the things that are most difficult for you in learning English. Then put down from 1 to 5 in the order of difficulties. For example,

1. The most difficult - 2. The second most difficult - 3.The third most difficult - 4.The fourthmost difficult - 5.The fifth most difficult.

    __  listening; __  speaking; __  reading; __  writing; __  pronunciation; __  memorizing vocabulary; __  grammar; __  others .
Table 5
Source: Authors

**Reading** is the most difficult activity for 28.12% of the students. Also, students rank as difficult activities the following ones: **speaking** (25%), **writing** (15.62%),
listening (12.5%), memorizing vocabulary (9.37%), pronunciation (6.25%), and Grammar (3.12%). We will also focus on only the first three activities reading, speaking, and listening. Writing is also an important activity; however we are going to concentrate only in reading, speaking, and listening because we think these activities are essential skills to learn English.

As we can see in the table below, reading, and speaking are the first two students’ favorite activities, but at the same time these are the most difficult ones for them. Listening is ranked as the third favorite activity for students and fourth as the most difficult activity for them. Therefore, these findings suggest that we should design activities which develop these three skills, reading, speaking, and listening.

<table>
<thead>
<tr>
<th>Favorite Activities</th>
<th>Difficult Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>2 Speaking</td>
<td>Speaking</td>
</tr>
<tr>
<td>3 Listening</td>
<td>Writing</td>
</tr>
<tr>
<td>4 Writing</td>
<td>Listening</td>
</tr>
<tr>
<td>5 Playing Games</td>
<td>Memorize Vocabulary</td>
</tr>
<tr>
<td>6 Pronunciation</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>7 Watching Videos</td>
<td>Grammar</td>
</tr>
</tbody>
</table>

Table 6: Favorite and difficult activities
Source: Authors

It’s important to mention that during the survey, students told us that the most difficult part in the three activities is to know the meaning of the words, sentences or phrases. Many students do not know the meaning of many words; therefore, they do not understand a reading, a recording nor can they not describe something orally. Teachers should design activities which provide appropriate vocabulary for students. According to the results we have created interesting games about these three activities (reading, speaking, and listening) where the grammar is also practiced. We believe games help the students to learn grammar unconsciously and not mechanically.
CHAPTER III

SELECTION AND DESIGN OF GAMES THAT REINFORCE GRAMMATICAL STRUCTURES

In the previous chapter we found that students preferred to develop their reading, speaking, and listening skills. However, at the same time, these skills were the most difficult to learn for these students. For that reason, we created some interesting games which will reinforce reading, speaking and listening.

Also, as a result of the previous chapter, we realized that students couldn´t answer very basic question, and, as it was mentioned in chapter 1, it is important to have a balance between grammar and speaking. Therefore, it is necessary to offer students opportunities through games which allow them to reinforce their grammar and, at the same time, develop their fluency when speaking.

We also decided to design games that reinforce grammatical structures while the three mentioned skills are being developed. Through these games students can learn easily and they can use English for everyday situations and purposes related to social life, school, work, etc.

3.1 Speaking games

Speaking games facilitate students to initiate dialogue practice and large/whole group interaction. Speaking games encourage student-student interaction within language practice activities. Also, these games help students to enjoy English while increase their vocabulary and improve their grammatical accuracy.
3.1.2 Game: Meeting my classmates

Figure 1

Figure 1 taken from:
http://www.actiweb.es/colegio_heroesdepucara/portadas_anteriores.html

This game reinforces the simple past and at the same time, allows students to speak in a free way. This last factor develops speaking as well as listening. This game is ideal for application at the end of a unit. It is a reinforcement of what has been learned by the students and encourages students to develop a real dialogue within a real context.

Objective: To talk about past events

Skills: Speaking, listening

Level: Beginners (8\textsuperscript{th} year of Basic Education)

Materials: None

Grammar: Simple Past Tense
Procedure:

First, the students have to stand up and form a circle in the middle of the class. The teacher asks them to mingle in the class and when she tells them to stop, they have to form pairs. When students have formed couples, the teacher gives them a topic to talk; for example, they have to talk about their last vacation. Each partner has to share something with their classmates. They have to tell what they did in their last vacation. Students mingle again. Finally, they form a circle in the middle of the class and everyone has to say what their conversation partners told him/her. The other students have to guess who the classmate is.

3.1.3 Game: Abilities

This is a very controlled activity which allows students to express their ideas and hear the ideas of other students in the class. Therefore, they will have plenty of speaking practice. Students will share information about their abilities or hobbies.

Objective: To talk about students’ abilities or hobbies

Skills: Speaking, listening

Level: Beginners (8th year of Basic Education)

Materials: Worksheets, collage

Grammar: Can/can’t

First, the teacher presents the students a collage with some pictures about some activities. Through this collage about the Simpsons family, the teacher introduces the use of can or can’t showing some activities that are performed by them in each picture. The teacher describes Homers’, Lisa’s and Bart’s activities so that students can understand clearly what they can or can’t do. The teacher gives some examples about this activity and asks the students to perform the same.

Procedure:
Students have to walk around the class asking questions to fill in worksheet 1. They have to find one person who can and one person who can’t do each activity that is presented in the chart. Also, they have to write their classmates’ names in the activity that he/she can do or can’t do. At the end, they have to report their results to the class, by describing the activities that each classmate can or can’t do. This is less controlled activity which encourages students to speak about their partners.
4. Listening games

4.1 Game: Daniela’s daily routine

This fun game helps students to talk about daily activities and to practice the Present Simple tense and the use of ´s´ in the third person singular. The writing exercise reinforces the vocabulary learned by associating meaning of the verbs to their real routine. Also, students can remember the meaning of these actions by looking at the pictures.

**Objective:** To talk about students’ daily routines

**Skills:** Speaking, listening, reading, writing

**Level:** Beginners (8th year of Basic Education)

**Materials:** Worksheet, pictures

**Grammar:** Present Simple tense and the use of ´s´ in the third person singular

**Procedure:**

<table>
<thead>
<tr>
<th>CAN YOU ..........</th>
<th>CAN</th>
<th>CAN’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play a musical instrument?</td>
<td>(Name)</td>
<td>(Name)</td>
</tr>
<tr>
<td>Ride a horse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play basketball?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance merengue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run very fast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swim?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 1
The teacher gives the students a sheet of paper with some pictures. First, the students have to put the pictures in order. Then the teacher gives 8 slips of paper with sentences describing each picture. Students try to match these sentences with appropriate picture. Later, they will confirm their guesses by listening.

The students have to listen to Daniela’s daily routine for about three times. Students have to listen carefully to check their answers.

**Original Text**

Daniela gets up in the morning at 6:30 am. She takes breakfast at 7:00 am. After, she brushes her teeth. She goes to school at 8:00 am. Then she has lunch at 12:30 pm. Daniela watches TV for one hour. After that, she does her homework after watching TV. She has dinner at 6:00 pm. Finally, she goes to bed early.

**Pict. 1**  
Source: Author  
Daniela watches TV for one hour.

**Pict. 2**  
Source: Author  
She has dinner at 6:00 pm.
She brushes her teeth. She does her homework after watching TV.

She goes to school at 8:00 am. She goes to bed early.
Daniela gets up in the morning at 6:30 am. She has lunch at 12:30 pm. After that, the teacher gives the students another worksheet with pictures (see next page). The students have to put numbers in the pictures to describe in a chronological way their daily routine. After, they have to ask another classmate about his/her daily routine. Teacher writes a cue question on board, ‘What do you do first?’ Students use numbers under the subheading ‘my partner’ to show his classmate’s routine. In case students do some activity that is not represented by the pictures, they need to add it in the option of “other activity”.

Pict. 7  
Source: Author  
Daniela gets up in the morning at 6:30 am.

Pict. 8  
Source: Author  
She has lunch at 12:30 pm.
**Figure 3**

**USE NUMBERS TO DESCRIBE YOUR DAILY ROUTINE**

<table>
<thead>
<tr>
<th>ME</th>
<th>MY PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="" alt="Activity 1" /></td>
<td><img src="#" alt="Activity 1" /></td>
</tr>
<tr>
<td><img src="" alt="Activity 2" /></td>
<td><img src="#" alt="Activity 2" /></td>
</tr>
<tr>
<td><img src="" alt="Activity 3" /></td>
<td><img src="#" alt="Activity 3" /></td>
</tr>
<tr>
<td><img src="" alt="Activity 4" /></td>
<td><img src="#" alt="Activity 4" /></td>
</tr>
<tr>
<td><img src="" alt="Activity 5" /></td>
<td><img src="#" alt="Activity 5" /></td>
</tr>
</tbody>
</table>

Other activity ________________________________________________

Other activity ________________________________________________

**Figure 3**: Pictures of this worksheet were taken from:
http://www.voyaprenderingles.com/worksheetsfichas_infantiles/worksheets_routines_03.php
Finally, they have to write their daily routines following the examples of Daniela’s’ routine; and after that, some students have to read them in front of the class while their classmates are listening to them. If there is not time the students have to write their routines as homework.

4.2 Game: Flashcards

Teacher has to make sure that the students know all the verbs used in this game. These verbs have to be taught by the teacher previously. This game reinforces the Present Simple through the use of flashcards. It is a reinforcement of what has been learned by the students and encourages developing their free time activities.

Objective: To identify preferences

Skills: Listening

Level: Beginners (8th year of Basic Education)

Materials: Flashcards about actions

Grammar: Like to+verb

Procedure:

First, teacher puts fifteen flashcards about different free time activities on one of the front desks and fifteen flashcards on another desk. The flashcards on each desk are the same. Teacher divides the class into two teams, each standing in line. Teacher demonstrates the activity. He or she reads from a sheet of paper one of the following sentences:

She likes to sing
He likes to write
He likes to fly
He likes to read
He likes to cook

She likes to dance
They like to play volleyball
He likes to drive
He likes to swim
I like to draw

She likes to run
She likes to jump
He likes to watch TV
She likes to listen to music
He likes to walk
Each sentence represents one flashcard.

For example, teacher says, ‘He likes to sing’ and he or she looks for and finds the flashcard about this sentence while the students pay attention to their teacher. Then teacher mixes all the flashcards of each pile.

**Flashcards**
Source: These flashcards were taken from:

http://www.eslflashcards.com/preview.php?id=2,

Now it’s the students’ turn. Every pupil at the front of each line listens carefully to a sentence said by the teacher and runs to the front desk to look for the flashcard which belongs to this sentence. The student who finds first the flashcard gives it to the teacher. This student gets a point for his/her team and goes to the back of the
line. But before, the teacher has to verify whether it is right or wrong. If it is wrong the teacher checks the flashcard of the other student. The team with more points is the winner. This game lasts about 25 minutes.

5. Reading games

5.1 Game: Picture

Teacher can use this game to practice there is/are. Before the game, teacher has to make sure that the students know all the vocabulary used in this game. These words of vocabulary have to be taught by the teacher previously. This game reinforces the Present Simple through the use of a big picture.

Objective: To describe a picture

Skills: Reading

Level: Beginners (8th year of Basic Education)

Materials: A big picture and four sheets of papers

Grammar: There is/are

Procedure:

The teacher makes four or five groups of five students and each group assigns a representative. Teacher gives to each group a sheet of paper which contains some sentences such as:

- There are three chairs ____
- There are two doors ____
- There is one window ____
- There is one picture ____
- There is one table ____
- There are two pillows ____
- There are two beds ____
- There are three towels ____

The teacher sticks a big picture on the board.
Teacher explains that each group has to read the sentences and look at the picture on the board. If the sentence describes correctly one part of the picture they write “T” for true; otherwise, they write “F” for false. Each group has to fill all the sentences with “T” or “F” according to the picture. The representative of the first group that ends the activity has to run to the teacher and give him/her the sheet of paper. If all the answers are right, this group is the winner; otherwise, the other groups have a chance to win. Also, the group with more right answers could be the winner. This game lasts about 5 minutes.

5.2 Game: Snake

Through this game the students practice the verbs in the imperative form. Students have to know the verbs to play this game. Students have to know the verbs and vocabulary of this game which must be taught by the teacher previously. This game reinforces the use of commands.

Objective: To follow commands

Skills: Reading

Level: Beginners (8th year of Basic Education)
**Materials:** Copies of the board game for each pair of students

**Grammar:** Verbs (imperative form)

**Procedure:**

The teacher gives to each pair of students a sheet of paper which contains the following board game.

**Source:** This picture was taken from:
http://gardencenterjuegos.blogspot.com/2009/06/escaleras-y-serpientes.html *1
Teacher gives a dice to each pair of students. Teacher explains the game by saying that each student advances by the way according to the number of the dice. When the dice determines orders, the student has to read the sentences and do the order. If the student does not do the right order, this student misses a turn; otherwise, he/she goes on the game. The winner is a person who first gets to the goal. This game lasts between 15 and 20 minutes

(*the board game has been modified by authors to adjust it to the focus of commands.)
Conclusions and Recommendations

We fulfilled the main objective of this work because we were able to learn about students needs when we applied and analyzed the results of the survey. Through this tool, we found some difficulties when learning English and students preferences regarding English.

We also fulfilled the second part of the main objective to provide appropriate activities for grammar.

In short, we can say the following we realized that students like English and that their motivation is very high. Also, it seems students have never used games and they have difficulties with reading, speaking, and listening.

It was interesting to notice that their favorite activities had to do with reading, speaking, and listening skills, but at the same time, they were the most difficult skills to learn in English.

As a result, we can suggest instructors to keep this motivation by providing students with fun activities. If teachers use the activities provided in this work, students will become the center of the teacher learning process. Also, through games teachers can offer students a variety of opportunities to participate in the class.

In this work we have design activities to practice reading, listening, and speaking. We think that teachers can develop games which address the four skills.

As a final recommendation, we can say that further research is needed in order to implement the previous activities in real classrooms. Thus, these activities could be improved.
Works Cited


Annexes

Annex 1: Encuesta

Edad del alumno _____   Sexo___________

1) Mis materias favoritas en el colegio son (en el orden de preferencia)
1_________________ 2_________________ 3_________________

2) ¿Cuánto le gusta estudiar inglés?
1. Me gusta mucho. 2. Me gusta. 3. Lo Normal (como cualquier otra materia).
4. No mucho. 5. No me gusta.

3) Mis actividades preferidas en una clase de inglés (Por favor escoja cinco de sus actividades favoritas y utilizando números del 1 al 5 ordene sus actividades según lo siguiente. Escriba el número 1 para su primera actividad favorita, 2 para su segunda actividad favorita, 3 para su tercera actividad favorita, 4 para su cuarta actividad favorita y 5 para su quinta actividad favorita.)

Leer ____   escribir ____   escuchar ____   hablar____

Practicar la pronunciación _____ observar videos _____ canciones y cantos _____

Juegos ____   otros ____ (por favor especifique: ____________________)

4) Las partes más difíciles de aprender Inglés (Por favor escoja 5 de las cosas que son más difíciles para usted en el aprendizaje del inglés, y
escríbalos en el orden de dificultades. Escriba el número 1 para el más difícil 2 para el segundo más difícil 3 para el tercero más difícil 4 para el cuarto más difícil 5 para el quinto más difícil.

Escuchar _____ hablar _____ leer _____ escribir _____

Pronunciar _____ memorizar un vocabulario _____ gramática _____

otros____ (por favor especifique: _________________________________)

GRACIAS POR SU COLABORACION
### Annex 2: Students’ Responses

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<td><strong>My favorite subjects in school (in the order of preference)</strong></td>
<td><strong>How much do you like to study English?</strong></td>
<td><strong>Please choose five of your favorite activities and put them in the order of how much you like them.</strong></td>
<td><strong>Please choose five of the things that are most difficult for you in learning English. Then put down from 1 to 5 in the order of difficulties.</strong></td>
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**AUTORES:**
Patricio Bermeo
Fernanda Muñoz
| Nº  | Matemáticas | Ciencias Sociales | Idioma | Me gusta mucho | Hablar | Escritura | Escuchar | Leer | Escuchar | Leer | Escuchar | Leer | Escuchar | Leer | Escuchar | Leer | Escribir | Escribir | Pronunciación | Vocabulario | Pronunciación | Hablar |
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**AUTORES:**
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Fernanda Muñoz
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