



UNIVERSIDAD DE CUENCA

## **ABSTRACT**

This tesina is about Learning the English Simple Present through Fun Activities, such as Flashcards, Roulette, and Bingo in the Colegio Particular a Distancia “Continental” with Students of Tenth Grade of Basic Education. We have chosen this theme because it is very important that these students learn English in a fun way because for them is difficult to learn English. There is a great time lapse between the time when they last studied and the time that they resumed their studies.

Games develop the students’ interest and creativity. Also, games allow us to practice one or more grammatical structures in a dynamic way. Besides, games are highly motivating and entertaining, and they help shy students to have more opportunity to express their opinions and feelings. Games help students to acquire new experiences in a foreign language.

Nowadays, students are considered the main actors in the process of learning and the teacher is no longer considered the person with all the knowledge and all the right answers. Students are now able to participate in the classroom without being afraid to ask questions.

We have classified didactic games or fun activities in three parts: flashcards, because they develop the visual memory of the students and facilitate the learning of the new vocabulary; roulette, because it is a fun way to practice grammatical categories through written expression; and bingo, because this game can be adapted to use in the classroom since it is an easy game; everybody can play it.

## **KEY WORDS**

**SIMPLE PRESENT TENSE, GAMES, FLASH CARDS, ROULETTE, BINGO**

---

### **AUTORAS:**

Catalina Solis  
Diana Plaza



UNIVERSIDAD DE CUENCA

## INDEX

**AUTHORSHIP**

**DEDICATION**

**ACKNOWLEDGMENT**

**ABSTRACT**

**INTRODUCTION**

**JUSTIFICATION**

**INVESTIGATION PROTOCOLO**

**-THEME**

**-PROBLEM**

**-OBJECTIVES**

- **GENERAL**
- **SPECIFIC**

**THEORITICAL FRAMEWORK**

**CHAPTER I**

**1.1 THE IMPORTANCE OF EDUCATIONAL  
GAMES FOR LEARNING ENGLISH**

**1.2 HISTORICAL BACKGROUND OF THE GAME  
IN KINDERGARTEN**

**1.3 THE IMPORTANCE OF PLAY IN EARLY  
EDUCATION**

**1.4 CLASSIFICATION OF GAMES ACCORDING**



UNIVERSIDAD DE CUENCA

**TO BENEFITS AND LEVEL OF LEARNING**

**1.5 INTRODUCTION OF GAMES FOR THE  
LEARNING OF SPECIFIC GRAMMAR RULE**

**1.5.1 METHODOLOGY**

**CHAPTER II**

**2.1 USE OF FLASH CARDS IN THE ENGLISH**

**CLASSROOM**

**2.2 USE OF THE ROULETTES IN THE ENGLISH**

**CLASSROOM**

**2.3 USE OF THE BINGO IN THE ENGLISH**

**CLASSROOM**

**CHAPTER III**

**3.1 APPLICATION OF THE ACTIVITIES IN THE**

**CLASSROOM FOR THE LEARNING OF THE**

**SIMPLE PRESENT VERB TENSE IN ENGLISH**

**CHAPTER IV**

**4.1 CONCLUSIONS**

**4.2 RECOMMENDATIONS**

**ANNEXES**



UNIVERSIDAD DE CUENCA



**UNIVERSIDAD DE CUENCA**

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACION

**Trabajo de Investigación previo a la obtención del Título de Licenciado(a) en la Especialidad de Lengua y Literatura Inglesa.**

**TEMA:**

Learning the English Simple Present through Fun Activities, suchas Flashcards, Roulette, and Bingo in the Colegio Particular a Distancia “Continental” with Students of Tenth Grade of Basic Education.

**AUTORAS:**

*Diana Plaza  
Catalina Solis*

**TUTORA:**

*Mst. Katherin Youma.*

**Cuenca-Ecuador**

**2011**

---

**AUTORAS:**

Catalina Solis  
Diana Plaza



UNIVERSIDAD DE CUENCA

**THE CONTENTS OF THIS WORK IS  
THE RESPONSIBILITY OF:**

---

DIANA PLAZA

---

CATALINA SOLIS



UNIVERSIDAD DE CUENCA

## **DEDICATION**

### **Katty**

*I want to dedicate this work to my husband because he has always supported me and he has been with me during my happy and difficult moments all my life. Also I want to dedicate this work to my baby because she gives me strength and my motivation to continue working and studying to be a better person and a better professional.*

*To my two loves, Diego and Danielita.*

### **Diana**

*I dedicate this tesina to my parents, Angel and Carmen, who have never failed to give me financial and moral support since the beginning of my studies, for the understanding and encouragement they provided during these years of study. Thank you, parents. I love you.*



UNIVERSIDAD DE CUENCA

## ***ACKNOWLEDGEMENT***

First of all, we want to acknowledge to God's aid to us because with him everything is possible. Second, we want to thank our parents because they have always supported us all during our studies from the beginning to the end, unconditionally. In addition, we want to thank our teachers who every day they have taught us how to be excellent professionals.



UNIVERSIDAD DE CUENCA

## INTRODUCTION

This investigation project has the purpose to introduce fun activities inside the classroom for the learning of the Simple Present in English.

We must be clear when we talk about fun activities. We talk of didactic games because these have an educative purpose; that is, these games must teach something specific inside the subject of English. We know that games are numerous and there are games for all ages from three years of age up to students in high levels at the University.

We have chosen three didactic games which we think are appropriate for the English level of the students to whom we are going to apply these activities. These activities are Flashcards, Roulette and Bingo.

According to the level of learning that the students of Colegio Particular a Distancia "Continental" have, we have decided to apply these activities to the tenth grade of Basic Education, so that they can learn English in an easy and fun way. In order to get the students' interest, we have to consider that the game develops students' creativity. Also, we have to know that we learn by playing.





UNIVERSIDAD DE CUENCA

## JUSTIFICATION

In most cases, some Educational Institutions do not have enough interest in foreign language learning, and this has caused students to often lose interest in learning English, and to place little or no importance on English. In the majority of the public schools and high schools in Ecuador, urban as well rural, there is little interest in teaching and learning English.

Another problem that arises in terms of teaching-learning English is the teacher's methodology in the classroom. The methodology should enable the students to grasp and learn the subject. However on many occasions, the teacher only bases the methodology on a text to impart knowledge in the classroom. This discourages students from learning and causes them to completely lose interest in learning the language. All these problems originate in the regular public educational environment in Ecuador.

In this study, we have decided not to focus on regular education students, but on Distance Education students because they are people who because of their circumstances have decided to resume their secondary education after a long time. These students have been forced to abandon their education for reasons such as poverty or lack of parental support. Usually they have had to work and support their families and thus have completed their primary training only. Consequently, learning English has become a serious problem.

We have chosen to teach English through fun activities to Distance Education students, we have designed in class games for teaching a specific grammar rule, in this case the Simple Present tense of the verb. We hope stimulate students' interest in language learning and to prove that they can learn English in an easy and fun way.



UNIVERSIDAD DE CUENCA

## INVESTIGATION PROTOCOLO

### 1. THEME:

“Learning The Simple Present Tense in English through Fun Activities such as: Flashcards, Roulette, and Bingo in the Colegio Particular a Distancia “Continental” with Students of Tenth Grade of Basic Education.”

### 2. PROBLEM:

There is low interest in the learning of the English Language of students who study at a distance because there is a great time lapse between the time when they last studied and the time that they resume their studies. Economic problems, jobs, and other factors have caused them to delay their education.

### 3. OBJECTIVES:

#### 3.1 GENERAL OBJECTIVE:

- To design fun activities with flash cards, roulette, and bingo inside the classroom for the learning of the Simple Present tense in English.

#### 3.2 SPECIFIC OBJECTIVES:

- To establish a series of activities for the classroom that will contribute to the learning of the Simple Present tense in English.
- To propose activities such as: flash cards, roulette, and bingo to learning of Simple Present.
- To validate whether or not the activities are effective in helping to students to learn the Simple Present.

---

#### AUTORAS:

Catalina Solis  
Diana Plaza



#### 4. THEORITICAL FRAMEWORK

From the psychologists' view learning theories have been associated with the pedagogical method in education. The environment in which the educational process develops determines the methods and stimulus of the learning process. From a historical point of view there are three tendencies that have had validity in education: Social Education, Liberal Education, and Progressive Education. (Holmes, 1999)

We can define the "progressive" model in the educational process as one that is perceived as a "natural" process. Progressive theories have their origin in the development of Rousseau's social ideas that had a great impact in the second half of the twentieth century with John Dewey's (USA, 1933) and Jean Piaget's (Europe, 1969/1970) help.

AgnieszkaUberman in his work Risk and Travel Game English Teaching Forum, October 1989, says, "The game is a fun activity of recreation that serves as a means to develop capacities through the fun and an activity of the students, and because of this, the learning becomes a happy experience."

The idea of applying games in the education is not a new idea. There is evidence of its use in different countries; besides, it is known that the Renaissance gave more importance to games. The use of this ludic activity in the preparation of future professionals was applied, at the beginning, in the sphere of direction and organization of the economy. The game, as human activity, has a great emotive potential that can and should be used for teaching purposes, fundamentally in education.

Games use participative techniques with the purpose of developing in the students methods of direction and correct conduct; that is, games not only



facilitate the acquisition of knowledge and the development of skills, but also contribute to the achievement of the motivation of the subjects; thus games constitute a way of decent work that allow for a great variety of procedures in the entertainment of the students in their decisions to solve problems.

Agnieszka Uberma, The use of games for Vocabulary Presentation and Revision says, "The game is an activity that is naturally happy that develops man's personality and his creative capacity. As a pedagogical activity it has a marked didactic character and it complies with intellectual, practical, communicative, and evaluative in a ludic form.

The English teaching process sets forth some conditions. It organizes and structures the most advanced of the contemporaneous sciences. Inside this process is the concept of the teaching of language through communication; the consideration of the maternal language of the students in the learning of a foreign language, the primacy of the oral skill and the distribution of linguistic material that aids in the process of teaching.

Because of the social character of language and thought, the correct application of the methods and procedures in the English class keeps a closer relation with the nature of thought and language. The use of language as a means of communication and a vehicle of expression of thoughts and feelings is considered basic for learning.

Acosta Padron Rodolfo and Abbott Gerry, authors of the book, English Learning with Games, says "Didactic games are pedagogical activities that, because of their benefits, could be taken into account in the design of curriculum to be part of our daily activities in the classroom; games are learning instruments for Spanish as well as for the English language. There are many kinds of didactic games from easy to very difficult. All of them help us to practice the language that we want to learn while keeping an active and interesting



class. Games demand great concentration, and students have to labor to play them, and thus students become motivated. Also, games help the teacher to be near the students in a fun way by facilitating the teaching and learning process.

Bruner and Garvey (1977) say that through games children and teenagers have the opportunity to improve their conduct and feelings that are part of the culture where they live. Also, games offer children and teenagers the possibilities of developing their individual skills.

Games motivate and entertain and they give the shy students the opportunity to express their opinions and feelings. Besides, games help to acquire new experiences while learning a foreign language. This is not always true in a traditional class. Games give us entertainment and provide a break from the regular activities of the class, games can be used to introduce new ideas. Inside of the relaxed atmosphere provided by the games the students learn rapidly and well.

J. Chateau (1966) talks about the functional games of a person's first infancy, the symbolic games that appear only after three years of age; the ability games that appear in the first years of Primary Education, principally. Games encourage childhood expression.

When we introduce didactic games inside the classroom, the learning becomes more dynamic and participative, and interest is awakened in the students. Success with games will depend on how the teacher applies them. The teacher has to look for the best way to share his knowledge by using the game. There are collective games by which teachers can observe the interaction of students and see, how they socialize with each other and respect values which have been established. On the other hand, didactic games are creative resources that contribute to sensorial, motor, and muscular development. Children and teenagers can develop their ingenuity, originality,



and imagination. These games have value. Children and teenagers can express themselves through the important technique of didactic games. Didactic games are excellent for English classes at basic levels. Didactic games are considered a fundamental resource in the evolutionary process of students in the development of cognitive structures.

Arif Saricoban and Esen Metin, authors of Songs Verse and Games for Teaching Grammar explain how and why these games work to teach grammar in class. They say “The games and activities to solve problems have another purpose aside from the correct production and use of language.”

Aydan Ersoz, author of Six Games for the ESL/EFL Classroom explains some ways that games can teach grammar. The learning of a language requires effort, and Ersoz underlines two reasons why we should use games in class:

- Games which are interesting are motivating for students.
- Games allow us to use the meaning of the language in a context.

In contrast Ling Hong, author of Using Games in Teaching English to Young Learners explains that not all games are going to work for teaching English to students, and games do not necessarily develop students' skills. If the game is only for entertainment, and it doesn't have any educational objective, it will be a loss of time.



UNIVERSIDAD DE CUENCA

## **CHAPTER I**

### **GAMES**

#### **1.1 THE IMPORTANCE OF EDUCATIONAL GAMES FOR LEARNING ENGLISH**

Educational games are tools and techniques used in learning language to make learning more motivating and interesting learning. Educational games are very important because they allow us to practice one or more grammatical structures in a dynamic way such games can also help to develop positive roles and values. Students must be motivated by these educational games for learning English. Preparation demands great effort and dedication on the part of the teacher. In the preparation and implementation of games the teacher should be able to understand that students will want to avoid the inherent difficulties in any game because of its complexity. Teachers must use techniques that make the game interesting and understandable for the students. Games can be used in all stages of the class. Students can practice the language through them. Games can be carried out individually, in pairs, or in groups. The teacher establishes rules to follow and guides students concerning the playing of the game.

Educational games are educational activities. For the students' benefit, these games should be taken into account in designing the curriculum, and therefore be part of daily activities in the classroom, since games are language learning tools. There are many types of educational games, from simple to complex. All of them help to practice the language, and keep the class lively and interesting. Games or fun activities require great concentration and students should strive to participate in them. And, of course, students should be motivated. Games can also help the teacher to be closer to the students in a



friendly manner, which helps to facilitate the teaching-learning process.

## 1.2 HISTORICAL BACKGROUND OF THE GAME IN KINDERGARTEN

**Aguayo, a prominent** Cuban educator, summarized in broad terms what might be called the prehistory of the pedagogy of games, when he said that the understanding of this valuable learning environment began in the Greco-Roman age was forgotten in the medieval times, and emerged in the nineteenth century with the creation of the kindergarten. For this reason, the philosopher F. Froebel, the creator of Kindergarten, classified the game as a highly structured educational phenomenon, to be combined with teaching. In the "games" characterized as teaching, the teacher should teach the children directly to develop a series of skills "gifts" through activities that have a playful purpose. At first, the game had a rigid and artificial approach, which did not contemplate the full extent of the vast educational potential of this activity. Froebel's ideas were highly valued and for a long time pre-school education was supported on the basis of his philosophy.

The importance of games is that they have great educational value. Games are highly motivating and entertaining and they help shy students to have more opportunity to express their opinions and feelings. Also, games help all students to acquire new experiences in a foreign language, which is not always possible in a traditional classroom. Games or fun activities provide entertainment during regular classroom activities; games can "break the ice". They can be used to introduce new ideas and experiences. This relaxed atmosphere will help students remember things in a faster and better way. Games or fun activities encourage, entertain, and teach fluency; they must be





used because they help students see the beauty in a foreign language. They are often mistakenly considered as something that will take place in the last 5 minutes of class. In fact, a game can be used at all stages to teach a language. Educational games and all games are subject to certain rules and conventions. A game should not be a simple diversion, only a break in routine. It should also help to develop language proficiency in the classroom.

From the pedagogical point of view games should be conducted as follows to

- Assist in the presentation of new language.
- Assist the controlled practice of language.
- Help the media tour of the language.
- Help students to arrive at their own conclusions and know how the language works.

Today's world has been making gradual progress in awareness of crucial importance concerning the early years of life, and the factors that influence or promote healthy growth and personality. Children's development in this stage of education, is very important, and it has gradually become obvious that this period is crucial to the development of the individual. There is a need to ensure that quality education be adapted to different social contexts and to the situation of each country. In that way, the system of educational influences and the different organizational forms of teaching will increase educational activity. Young children will acquire a volume of knowledge, habits, skills, and abilities through the various alternatives that are offered. We can find such educational activity in the game. The values are many, and there is still controversy concerning them. We have to recognize that games are a way to promote a child's development and learning, and not just an activity that is only valid in itself. Games have been proved to be important in children's play activities and have been recognized since ancient times by eminent philosophers, sociologists, anthropologists,



psychologists, and pedagogues. Teachers can help by simply observing and guiding young learners towards certain goals.

Concerning the evolution of teaching games, problems should be seen not only in close connection with the development of psychological theories, but also in the history of preschool education. To this history must be added many theories about the game which consequently is present in pedagogical work as part of the activities organized at scheduled times. These types of activities help to achieve educational goals and also to make children feel happy.

### 1.3 THE IMPORTANCE OF PLAY IN EARLY EDUCATION

Some scientists say that various strategies that combine games or fun activities and structured efforts are effective for accelerating children's learning at school and their long-term development. The child may look like an empty vessel in which dates and numbers are placed with separate study times for different subjects, but a child is more of an active explorer of his environment, eager to interact with it. Games can help children in their natural desire to explore and interact.

Didactic games can be used in each stage of the class and students can practice the language through them. Also, students can use one or more grammatical structures at the same time.

To obtain good results, the teacher should use accessible techniques. Games can be played in teams or in pairs, establishing rules to be followed, guiding the students to use the appropriate steps.

It is not only important to reflect on what to teach, but also to know how,



children learn best in leisure environments through guided games or through fun activities with appropriate content. For an activity to be classified as a game, it should inspire spontaneous delight, and encourage active participation. Furthermore, the game has positive, flexible sides that make people happy. It is desirable that children run out to play, having unstructured time, but it is equally important is to encourage them through guided play.

When we offer a guided play, kids can really learn and participate actively. These systems can combine with academics, but teachers have to have certain goals in mind. We need to know how to stimulate learning. Therefore, the teacher must work as necessary to train parents and other teachers to harness the children's full potential.

Other countries have already defined a policy for the game as an educational strategy. For example in Japan, The Ministry of Education has recommended that children of pre-school play in the area. Fun activities increase student motivation producing excellent interest in learning language. The game provides an ideal environment to practice the skills learnt, allowing the student to participate in social roles and try to create and solve complex problems that will serve to carry out tasks which are important, and to generate knowledge. Students who play at games are able to recognize and control emotions much better than students who do not. Evidence demonstrates the importance of social skills and emotional fitness for intellectual growth.

Fun activities, such as the roulette and bingo, and other games, are good ways to stimulate and encourage creativity in students. Children of all ages love to play; games are the best way to encourage learning. While playing, the child or student acquires the basis for his academic skills. Preferences and styles of



games vary depending on the child's age. Parents can adapt a game for any situation. The game as a teaching method is very old. A long time ago, teachers did not use any interesting activities for teaching; they only apply traditional methodology. Children's games are the ancestors of educational games and appeared before Pedagogical Science itself. The game is an enjoyable recreational activity that serves as a means to develop skills through active participation. In this creative sense learning becomes a joyful experience. The idea of applying the game in the educational institution is not a new idea. There are reports of its use in different countries and we also know that in the Renaissance great importance was given to the game. The use of playing activities in the preparation of future professionals was implemented in the beginning, in the field of management and organization of the economy. The game, as a form of human activity, has great potential, emotional and motivational, that can and should be used for teaching purposes.

#### **1.4 CLASSIFICATION OF GAMES ACCORDING TO BENEFIT AND LEVEL OF LEARNING**

We have classified didactic games or fun activities in three parts: flashcards, roulette, and bingo. The topic that we want to teach with these activities is the Simple Present of the verb in English. The educational and fun game appears as a parallel dimension to reach specific objectives, reinforcing motivation to win. Games or fun activities require communication and mechanisms in order to learn language. These fun activities are very useful in the classroom because they encourage students' motivation thus producing better acquisition of knowledge. The class is engrossed in a playful activity which allows each student to develop his/her own strategies for learning. The



goal may be to practice the language with those activities. Teachers are the center of the class, the “wise,” in short; teachers become facilitators and conductors of the teaching-learning process as well as promoters of its use in small groups or pairs. Learning another language usually draws little interest. Several years ago, it was thought that teaching English to students was a useless task. Today, this idea has changed. Now learning a new language is consider a necessity. It is necessary to master other languages to improve our opportunities and quality of life and to ensure coexistence and exchange of cultural values. In a short time students can increases their knowledge of other cultures.

Games or fun activities are interesting because they are highly motivating, entertaining, and give shy students more opportunity to express their opinions and feelings. Also, as already mentioned, help students gain new experiences through a foreign language, which is not always possible in a traditional classroom activity. Fun activities also provide entertainment for regular classroom activities. Students will remember things faster and better. Teachers must use affordable and accessible techniques for students. The communicative approach is the best option to teach English and to develop the four language skills. English teachers must strive to prepare the games properly, using the best teaching methods and language skills to motivate students to learn, communicate, and understand other cultures through the use of language.



UNIVERSIDAD DE CUENCA

## 1.5 INTRODUCTION OF GAMES FOR THE LEARNING OF SPECIFIC GRAMMAR RULE

### 1.5.1 METHODOLOGY

As we know, the students are seeking education. Students are the main actors in the process of learning. The teacher is no longer considered the person with all the knowledge and all the right answers. Students are now able to participate in the classroom without being afraid to ask questions. The modern attitude is that teachers and students can learn from each other. When we start a new unit the teacher can ask, "Who knows anything about this?" If a student knows something or has a wrong understanding, the perspectives of different students can be discussed encouraging student-teacher interaction with good feedback.

Through didactic lectures, the student and the teacher are able to interact in the classroom, with questions, examples, representations; a fun class encourages students with things that are appropriate for their age, using music or the Internet.

One way to attract children's attention is to speak English in class. There are schools that start teaching language in the 4th or 5th year of basic education. Other schools start from pre-school. Often English classes are in the mother tongue always, and students do not hear much English. However, when students hear a language spoken other than their mother tongue they pay attention, and if we add a bit of teaching through games and songs, etc., we get good results. So if we get the students to be attentive, we can easily motivate learning by helping students to learn a different language, in this case English, and also help them to develop their memory. For example, with respect to the verb RUN if the student can understand what we are talking about, they will be



able to remember what the teacher is trying to communicate.

For developing the learners' language, we need to pronounce and repeat several times to integrate vocabulary words in the students' memories. The methodology used is always based on students, since they are the main actors and the most important point is to use their prior knowledge or incentive.

We think that through flashcards, roulette and bingo, we can teach students with motivation and interest to allow for participation. The most important factor is to make sure that are not bored with these activities. They will want to participate actively. Through these three fun activities students will learn to use the Simple Present tense correctly.

## CHAPTER II

### 2.1 USE OF FLASH CARDS IN THE ENGLISH CLASSROOM

Games can be adopted by the teacher according to students' interests and needs encouraging an informal atmosphere and developing spontaneous and creative communication. Games allow the students to pay attention and to practice specific aspects of the language: grammatical structures, phonemes or lexical structures. With games we can encourage and check concepts which have been studied. Using games in the classroom helps the students to have active participation. One of the games we can use is flash cards.

Flash cards are an instrument of common use in English classes for primary and childhood Education levels. Flash cards serve to present new vocabulary and to review and support the vocabulary which has been studied. We can use flashcards at the beginning of the class at first contact and link them with the last class, during or at the end of the class, to reinforce vocabulary learned.



Any foreign language, in this case English, is an “abstract language.” It is difficult for those who are learning English for the first time. By using flash cards we can approximate our students’ reality. As we know that human beings have visual memory associated with words and that facilitates the learning of new vocabulary.

Flash cards are elaborated easily and they can be made by the teachers or students; or, flash cards can appear in didactic guides. Teachers can find flash cards an attractive and useful resource to present and practice the vocabulary that teachers want to communicate according to the age and level of the students.

We have to know that the use of flash cards is a major resource in language teaching because flash cards not only facilitate the learning of vocabulary, but also help to understand the vocabulary through images. An interesting way to use this resource is with games.

Flash cards appear grouped in the semantic field and the activities we can do with them are varied.

One of these activities can be presenting vocabulary. Here the teacher can present the flash cards about a determined semantic field. The teacher has to consider the age of the students and the number of words to teach. When teacher shows the flash cards, he or she says the name in English the first time. Students listen to the teacher, and they repeat the words after the teacher. The teacher can do this activity several times.

Also, the teacher can practice vocabulary by using flash cards. The teacher can use some combinations of the flash cards to practice vocabulary; for example, the teacher can put the flash cards on the board and the students carry out an activity called “Point to” in which the teacher says the name of the





flash card and the students have to point to the flash cards bearing the images of the words they hear. Also, the teacher can practice basic instructions, such as, “Go to the board,” “Stand up,” “Sit down”.

Another example is that the teacher puts the flash cards on the board facing toward the wall or on the edge of the board; the teacher names a word and each time a student chooses a flash card the teacher turns the flash card around to see if the student chose the correct card. The teacher shows the flash card so the students can see the image, but if the students did not choose the correct card, the teacher turns the flash card once again. The students have to memorize the position that each flash card occupies.

We can do many activities if we give small flash cards to the students and when they listen to a word the students show their flash cards. Thus, they learn and reinforce the vocabulary learned. With this activity the students learn vocabulary easily; they can make their own sentences with the flash cards that they have chosen; moreover, students can play individually, in pairs, and in groups.

## **2.2 USE OF THE ROULETTE IN THE ENGLISH CLASSROOM**

This is a popular game in all parts of the world. The roulette is well known as azaar game where we can lose or win money. But teachers have adopted this game for educational purposes and to teach some structures in English.

Nowadays, the roulettes or wheels can be made by the teacher to carry out many interesting and fun activities inside the classroom. The roulettes that the teacher uses in the classroom are simple circles of cardboard which turn on their own axis. One of the advantages of the didactic roulettes or wheels is that they on only one object a great variety of information can be presented in a fun and manipulate way.



UNIVERSIDAD DE CUENCA

Here we have some activities that the teacher can carry out with the wheels inside the English classroom.

A teacher can use the roulette to help the students to invent or to tell stories. In this activity, teacher has to create a wheel in which the students can practice the skills to make a summary of the stories. These wheels are designed to pick up and organize in visual form the basic components of the stories that the students have read, and to present activities based on this information. In the center of the wheels, the teacher has to put a title of the book and the author. Each one of the pieces in which the wheel is divided will be completed with drawings or texts about the story. Thus, the teacher can see if the students are reading or not.

Grammar wheels are activities that use wheels to practice grammatical categories through written expression. For this activity we need some big cardboard circles divided into four equal parts. In each part the teacher has to write grammatical categories: nouns, pronouns, adjectives, or future, past, present, or present continuous tenses. Then the teacher has to put the wheels on the walls or board where the students can see them. The teacher turns the wheels or roulettes and when they stop, the teacher asks the students to write sentences with the selected grammatical categories.

Besides, the teacher can use the vocabulary wheels is a simple game which can be carried out in pairs, or small groups. Its objective is to recognize, create, and write short words.



## 2.3 USE OF THE BINGO IN ENGLISH CLASSROOM

This popular game was born in Italy with the system of the National Lottery called “Lo Giuoco del Lotto d’Italia”. This game was played with cards which had three rows and nine columns. The player was able to complete one horizontal row won the game. The lottery game became very popular in all Europe. France developed its own game, “Le Lotto”, which served like model to the modern game of “Bingo”.

However, in Germany Bingo was used as an educative tool to teach children. The German people also played a historical game of Bingo in 1800, and they used Bingo to help children to learn mathematics, spelling, and history.

The history of the Bingo began in the United States when Edwin S. Lowe who sold toys, found this game in a carnival in Georgia in 1929. Here people who played this game covered the card with beans and when somebody won he shouted “Beano” instead of “Bingo”. Later Edwin S. Lowe played this game with his friends. Here a woman shouted “Bingo” instead of “Beano” when she had completed a row. Once the game had ended, the word “Bingo” became very popular each time the game was played.

Nowadays, Bingo is used in the learning-teaching process. This game can be adapted to use in the classroom because it is an easy game; everybody can play it. For this reason many school teachers are using Bingo as a didactic tool. Bingo can be used to teach many different subjects such as readings, English, mathematics, science, history, and geography. Here are some examples of how to use Bingo cards in the classroom.

When the teacher wants to teach reading, the teacher hands out the Bingo cards on which are written sentences, and when teacher reads the sentences, the students have to read and cross out the sentences pronounced



by the teacher if they have them.

Also, the teacher can teach vocabulary. It could be verbs, nouns, pronouns, etc. Here the teacher gives the students the Bingo cards, but instead of words these cards have drawings. In this way the students can associate the image with the words that they hear. And when the students listen to the teacher, they have to put a bean on their cards, if they have the image.

Another activity could be that the teacher asks students to draw a Bingo card on a piece of cardboard. Then the teacher writes some words on the board and asks the students to choose and copy some words on their cards. After the teacher reads the words, the student who completes a row or column wins. In addition, the teacher can also give the students the Bingos Cards with words written in English, but the teacher doesn't read the words in English. The teacher reads the words in Spanish and the students have to associate the meanings of the words in both languages. The first student who shouts "BINGO" wins.

As we said before, Bingo cards can help the teacher with the teaching of other subjects such as mathematics, history, geography or science, but the teacher has to choose the appropriate elements for the theme and the students have to understand clearly what they have to do.



UNIVERSIDAD DE CUENCA

## CHAPTER III

### 3. 1 APPLICATION OF THE ACTIVITIES IN THE CLASSROOM FOR THE LEARNING OF THE SIMPLE PRESENT VERB TENSE IN ENGLISH

This tesina is about how to teach the Simple Present tense through fun activities in the classroom for students of the Tenth Level of Basic Education of the “Continental” Distance high school. We have chosen Flash cards, Roulette and Bingo to teach this English tense.

The students of the Continental high school are studying at distance because they have to work all day, every day, and they cannot go to a regular high school. These students are people who are coming back to study after many years. For this reason to learn the English Language is very difficult for them. Besides, this group is not a homogenous group. Here we find students of all ages. And we, as teachers, have to look for the best way to help them understand English grammar.

Our purpose in this work is to present a guide of fun activities which will capture the attention so they can understand the grammatical rules. Also, we want our students to be able to create their own examples without making mistakes by the time they finish the lessons.

Although there are many didactic games, we have chosen three of them because we consider that these games are according to the level and the ages of students.

First of all, we are going to introduce flash cards to teach new vocabulary and to remember the vocabulary learned. We are going to teach verbs. As we know, flash cards develop the visual memory and so the students can see the



image and associate the word with its meaning. Also, through this activity the students learn pronunciation because they have to repeat the words after the teacher. After that, we have to stick the flash cards on the board and give the students cards with verb written on them. When they hear the teacher, they have to stick the word under the correct picture. Finally, we will make small groups and will give small cards with the parts of the sentences separated and we will present the flash cards in the projector. When the students see the image, they have to form the correct sentences and stick the sentences on the board.

Second, we are going to give our students Bingo cards. We will give each student a bingo card and ask the students to look at the pictures and to choose nine activities from the board and write the sentences in their bingo tables. After that, they have to listen to the teacher and cross out on their bingo cards the sentence that the teacher says, if they have it. The first that shouts BINGO wins! Finally, the students have to read and write the sentences in front of the class.

Finally, we are going to put two big roulettes on the board. On the first roulette, we have the pronouns and on the second roulette we have the verbs. Here the students have to turn the roulettes and ask the students to write sentences using the words that are on the roulette. After that, we will ask the students to work in pairs. We will give each pair two roulettes, one with actions and another one with pronouns. Students have to create their own sentences and present them written.

We think that these activities will help our students to gain and apply knowledge during and after the school year and we are going to take a short quiz to know if they have difficulty to express their own ideas in English language.



UNIVERSIDAD DE CUENCA

## CHAPTER IV

### CONCLUSIONS

After we have written about the importance of fun activities inside the classroom, we have drawn some conclusions:

We can say that through games and fun activities, students will pay more attention; they will be concentrating on the language because it will not be boring. Everybody likes games, so students will remember words and structures and learn successfully. Besides, the students will be able to create their own examples using the correct grammar rule.

Applying educational or fun games inside the classroom will be a good way for teaching and learning. Students' motivation will increase and their enthusiasm for participating will help them to learn what the teacher wants to teach them.

As we know, if we want that our students learn the English language, we have to create a good environment in the classroom. We have to know our students' needs and we have to understand their English level. Thus we can be able to apply the correct games in the class to teach English.

Fun activities will be appropriate for students of all ages. Students will be ready to apply the Simple Present tense in an easy and comprehensible way. They will be able to write sentences correctly and they will be able to talk about their daily activities.



UNIVERSIDAD DE CUENCA

## RECOMMENDATIONS

After each lesson, students have to practice the writing and pronunciation of every word. When they write a word, they have to repeat it loudly at the same time as they are writing it. Students should not pronounce the words as written in Spanish because this poor pronunciation causes problems for learning the language.

Do not get discouraged. Students have to practice spelling and pronunciation of each word or phrase for each lesson. They have to familiarize themselves with (learn) all the content, and think that, 'I will learn even if I have to repeat a thousand times". Students have to be optimistic, cheerful, and remember that practice and perseverance will help in learning the language.

There are four English skills which we have to practice: reading (comprehension), writing, speaking, and listening. Students should practice these skills daily.

We have to use a quiet place without distractions that is fairly comfortable, with good lighting and ventilation for study; thus we can teach slowly and with perseverance and enthusiasm.

We must never rush over a question because students need enough time for thinking about and answering any question.

Students not only have to memorize the learnt words, but they have to visualize them and relate to them. We can help them by applying the association method of ideas which is to relate or associate a mental image (place, thing, name, animal, etc...) with the word you want to learn. You must remember that word enough to recall a mental image, and automatically you will remember that word.





UNIVERSIDAD DE CUENCA

Students can read magazines and books, listen to tapes, and watch movies in English as much as possible during the day to use their five senses. They don't have to worry if they don't understand. They have to pay attention and try to identify words and things they have already learnt. Gradually students will notice that they understand it. They have to practice more and more and more.

If any student doesn't understand what a teacher is saying, he should ask for a repetition. The use of the simple present is a little complicated if a teacher doesn't explain the structure correctly. The student will not pay attention and not know how the syntax is structured.



**ANNEXES**

**TEST.**

1.- \_\_\_\_\_ you speak German?

Do

Does

2. - \_\_\_\_\_ your mother cook well?

Do

Does

3. - James \_\_\_\_\_ his homework every night.

Does

Do

4. - I always \_\_\_\_\_ everything at the last moment.

Does

Do

5. - \_\_\_\_\_ your brother and your sister like each other?

Do

Does

6. - You think I don't like spinach, but I \_\_\_\_\_.

Do

Does

7. - Both Peter and Monica \_\_\_\_\_ their homework on time.

Does

---

**AUTORAS:**

Catalina Solis

Diana Plaza



UNIVERSIDAD DE CUENCA

Do

8. - Are you going to \_\_\_\_\_ this?

Does

Do

9. - I will support him, no matter what he \_\_\_\_\_.

Does

Do

10. - The doctor \_\_\_\_\_ these operations every day.

Does

Do



UNIVERSIDAD DE CUENCA

## FLASH CARDS



RUN

<http://wewishyouhappytalking.blogspot.com>



UNIVERSIDAD DE CUENCA



**WRITE**

<http://dangerousintersection.org>



UNIVERSIDAD DE CUENCA



SLEEP

<http://viviannesr.blogspot.com>



UNIVERSIDAD DE CUENCA



WATCH TV

<http://www.howtocopewithpain.org>



UNIVERSIDAD DE CUENCA



SING

<http://napkinwriter.wordpress.com>





UNIVERSIDAD DE CUENCA

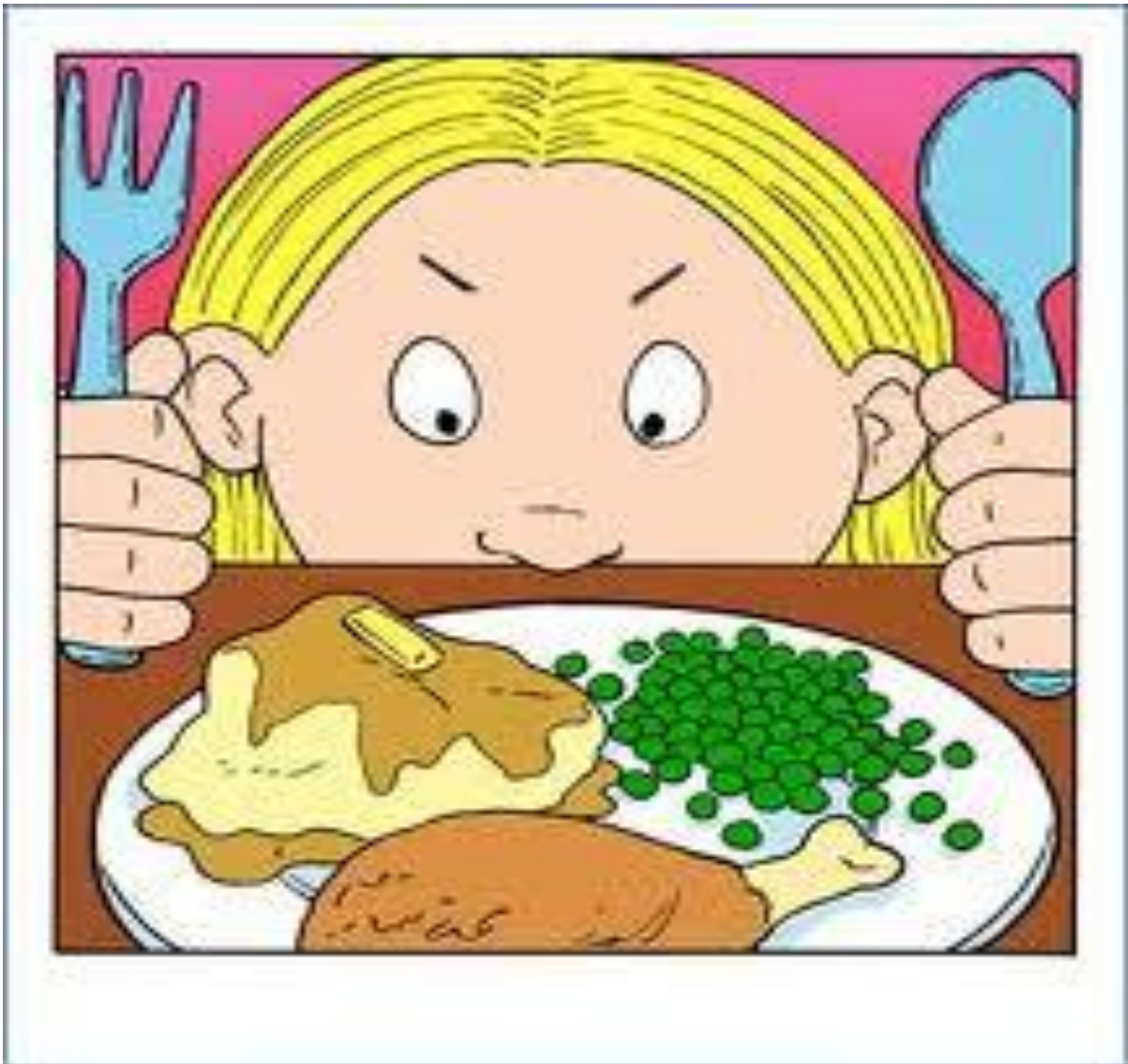


**WASH**

<http://katstaleof5.blogspot.com>



UNIVERSIDAD DE CUENCA



**EAT**

<http://noodleinacup.blogspot.com>

**AUTORAS:**  
Catalina Solis  
Diana Plaza



UNIVERSIDAD DE CUENCA



## WALK

<http://www.delasallesouthshields.org.uk>

**AUTORAS:**  
Catalina Solis  
Diana Plaza



UNIVERSIDAD DE CUENCA



COOK

<http://es.kirby.wikia.com/wiki/Archivo:Cocinero/Cook.png>



UNIVERSIDAD DE CUENCA

## BINGO



|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |





UNIVERSIDAD DE CUENCA

# BINGO



**AUTORAS:**  
Catalina Solis  
Diana Plaza



UNIVERSIDAD DE CUENCA

# BINGO



|             |              |              |
|-------------|--------------|--------------|
| <b>RUN</b>  | <b>PLAY</b>  | <b>STUDY</b> |
| <b>SWIM</b> | <b>JUMP</b>  | <b>EAT</b>   |
| <b>WASH</b> | <b>SLEEP</b> | <b>COOK</b>  |





UNIVERSIDAD DE CUENCA

## ROULETTE

### PRONOUNS







**VERBS**



## REFERENCES

Larraz Rosana, “History/Grammar Wheels”

Web. <http://www.cuadernointercultural.com/ruedas-grammarstory-wheels/>

“MyBingo Street” *La Historia detras del juego.*

Web.<http://www.bingo@cards.co.uk>. Access: 11 Oct. 2011.

Tanna Sunil, “ *Los orígenes legendarios de la tarjeta del bingo*”, *Bingo Card Maker Sofware for teachers and parents.*

Web.[www.bingocard.inter.com](http://www.bingocard.inter.com). Access: 11 Oct. 2011.

Blog de Pilar, “ *Uso de las flashcards en el aula de Inglés*”, *Classroom English Flashcards.*

Web. <http://pilukin2002.blogspot.com/2011/04/uso-de-flash-cards-en-el-aula-de-ingles.html>  
Access: 11 Oct.2011.

Mirtillo Benitez Maria Isabel “El juego como herramienta de aprendizaje”,  
*Juegos.*

Web. [www.csi-csif.es/.../mod.../MARIA%20ISABEL\\_BENITEZ\\_1.pdf](http://www.csi-csif.es/.../mod.../MARIA%20ISABEL_BENITEZ_1.pdf). Access 23  
Sep. 2011.

Lcdo. Legra Rojas Vicente, “ Importancia del juego en la educación temprana”,  
*Círculo Infantil “ Espumita del Mar”.*

Web.

Chacon Paula, “ El juego didáctico como estrategia de enseñanza y  
aprendizaje”, *¿ Como crearlo en el aula?*

Web. <http://grupodidactico2001.com/PaulaChacon.pdf> . Access: 23 Sep. 2011.

Martin, Phillip. “Noun Verbs Adjetives” .*Action*

*Verbs.*Web.<http://languagearts.pppst.com/verbs.html>. Access: 10 Oct. 2011.

---

### AUTORAS:

Catalina Solis

Diana Plaza



UNIVERSIDAD DE CUENCA

Vazquez Cristian, *“Play English Method” ¿Porqué jugar o para qué aprender?*

Web. <http://www.actiweb.es/playenglishmethod/> Access: 26 Oct. 2011.

Andrew Andres Maria Angeles, Garcia Miguel, *“Actividades Lúdicas en la enseñanza del LFE: El Juego Didactico”*

Web. <http://cvc.cervantes.es/enseñanza/biblioteca>. Access: 26 Oct. 2011.

Paniague Magaña Monica. *“ Importancia del juego como estrategia del aprendizaje del Inglés en niños de tercero de primaria”*

Web.<http://www.imced.edu.mx/cid/recursos/tesisdelicenciaturaeningles/PANIAGUAMaganaMonica/IMPORTANCIA%20DEL%20JUEGO%20COMOESTRATEGIADEAPRENDIZAJEDELINGLESENINOSDETERCERODEPRIMARIA.pdf>.  
Access : 26 Oct. 2011.

“Zunal.com” *Importancia de los juegos en la enseñanza del inglés.*

Web. [Http://zunal.com](http://zunal.com). Access: 28 Oct. 2011

“El Rincon del Vago” *Planificación de una clase.*

Web. <http://html.rincondelvago.com/planificacion-de-una-asignatura.html>.  
Access: 28 Oct. 2011.

Garcia Debra, *“Teaching ESL to Adults”*

Web. <http://www.esl-tutor.com/2007/04/teaching-simple-present-tense-basics.html>. Access: 28 Oct. 2011.

---

**AUTORAS:**

Catalina Solis

Diana Plaza