UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

"The Use of Games for Developing the English Four Skills in Young Learners"

Trabajo de titulación previo a la obtención del título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa

Autores:

Karen Andrea Vázconez Siguencia
CI: 0302102330
Correo electrónico: k.vazconez@hotmail.com
María Priscila Vizhñay Paredes
CI: 0105398994
Correo electrónico: prisviz@hotmail.es

Director:

Dr. Fabián Darío Rodas Pacheco
CI: 0101867703

Cuenca-Ecuador

04-agosto-2020

Universidad de Cuenca

Resumen

Por mucho tiempo, en ciertos casos, el idioma inglés ha sido enseñado mediante métodos tradicionales, lo que ha provocado que los estudiantes se sientan reacios a aprenderlo. Por lo tanto, esta síntesis de investigación se lleva a cabo con el fin de proporcionar información adecuada sobre juegos educativos que los docentes pueden utilizar para que el proceso de enseñanza sea más significativo. Para cumplir con este objetivo, se desarrollaron los siguientes puntos. Primero, las ventajas y desventajas de utilizar juegos en el aula de clase. En segundo lugar, los tipos de juegos que usan los maestros y la destreza lingüística más desarrollada a través de los juegos educativos. Por último, las actitudes y percepciones que tanto los docentes como los estudiantes tienen hacia el uso de juegos. Los resultados de esta investigación dieron a conocer que existen más ventajas que desventajas en el uso de juegos, que hay una amplia gama de juegos disponibles para enseñar inglés y que la destreza lingüística más desarrollada por los niños es el vocabulario. Además, se evidenció que las actitudes de los maestros y estudiantes ante los juegos son más positivas que negativas. Los resultados de este análisis pueden servir como referencia futura para que los maestros incluyan juegos educativos en las clases de inglés.

Palabras clave: Juegos. Niños. Inglés. Destrezas. Proceso de Enseñanza-Aprendizaje.

Universidad de Cuenca

Abstract

For a long time, in certain cases, English has been taught in a traditional way, leading students to feel reluctant to learn English. Therefore, this research synthesis is carried out with the purpose of providing adequate information about educational games that teachers can use to make the teaching process more meaningful. In order to accomplish this goal, the following issues will be developed. First, the advantages and disadvantages of using games in classrooms. Second, the types of games that teachers use, and the most developed skill by students through educational games. Finally, the attitudes and perceptions that both teachers and students have towards the use of games. The findings of this research showed that there are more advantages than disadvantages in the use of games, that there is a wide range of games available for teaching English, and that the most developed skill is vocabulary. Moreover, it was evidenced that teachers and students' attitudes towards games are more positive than negative. The outcomes of this analysis can serve as future reference for teachers to include educational games in English classes.

Key words: Games. Children. English. Skills. Teaching-Learning Process.

Universidad de Cuenca

Table of Contents

Universidad de Cuenca

List of Tables

Universidad de Cuenca

Cláusula de licencia y autorización para publicación en el Repositorio Institucional

Karen Andrea Vazconez Siguencia, en calidad de autora y titular de los derechos morales y patrimoniales del trabajo de titulación "The Use of Games for Developing the English Four Skills in Young Learners", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 04 de agosto de 2020

Karen Andrea Vazconez Siguencia

C.I: 0302102330

Cláusula de licencia y autorización para publicación en el Repositorio Institucional

María Priscila Vizhñay Paredes, en calidad de autora y titular de los derechos morales y patrimoniales del trabajo de titulación "The Use of Games for Developing the English Four Skills in Young Learners", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 04 de agosto del 2020

María Priscila Vizhñay Paredes

C.I: 0105398994

Cláusula de Propiedad Intelectual

Karen Andrea Vazconez Siguencia, autora del trabajo de titulación "The Use of Games for Developing the English Four Skills in Young Learners", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora

Cuenca, 04 de agosto de 2020

Karen Andrea Vazconez Siguencia

C.I: 0302102330

Cláusula de Propiedad Intelectual

María Priscila Vizhñay Paredes, autora del trabajo de titulación "The Use of Games for Developing the English Four Skills in Young Learners", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 04 de agosto del 2020

María Priscila Vizhñay Paredes

C.I: 0105398994

Acknowledgments

We would like to thank God for giving us the strength, wisdom, courage, perseverance, and self-discipline to complete this final project appropriately. Furthermore, we would like to infinitely thank our tutor, Dr. Fabián Rodas Pacheco, who guided and helped us in the elaboration of this project. We are also thankful to all our English major teachers, who directed and advised us during all our college years. Finally, we would like to express our thanks to our classmates who made our time at the university the best experience ever.

Dedication

I would like to dedicate this project to my parents who were always there supporting me through this journey called college, and God who gave me the wisdom to complete one goal in my life.

Karen.

Dedication

I want to dedicate this project to God, who has been my strong rock to complete this journey. Likewise, to my parents, Lupe and Víctor; and my sisters, Victoria and Daniela who have always supported and taught me with their example that every effort has its rewards.

"My God is my rock, in whom I take refuge, my shield and my horn of salvation, my secure refuge." (Psalms 18:2)

Priscila.

Introduction

Games for teaching English language to young learners have been considered very important in the success of the teaching-learning process because these dynamic activities make children acquire the language implicitly. Certainly, games play an important role in English classrooms because children learn while enjoying (Yolageldili & Arikan, 2011). However, it is noticeable that games tend not to be used so frequently due to traditional education and teachers' lack of knowledge about their use (Burgin & Daniel, 2017). Therefore, this study intends to find key information about the use of games for the development of the English skills by answering the next research questions:

1) What are the advantages and disadvantages of teaching English through games?

2) What types of games do teachers use for developing English skills and sub skills and what is the most developed skill through educational games?

3) What are the young learners´ and teachers´ attitudes when using games?

This research synthesis consists of five chapters. The first chapter is the description of the research which contains the background, statement of the problem, rationale, and the research questions. For the second chapter, the theoretical framework contains key definitions and terms of several authors related to the topic of this study. The third chapter encompasses the literature review which provides a brief description of the scientific studies that answer the research questions. Then the methodology is explained in the fourth chapter. Additionally, the tables of analysis are included in the fifth chapter. Finally, in the sixth chapter, conclusions and recommendations are presented.

CHAPTER I

1. Description of the research

1.1. Background

Over time, play has been considered very important in the child's cognitive, socio-emotional, and physical development. But first, what does play mean? According to Huizinga (1949), play is a free and meaningful activity limited by a system of rules. In the same way, Vygotsky (1978) states that children's play is a desired activity that is related to an imaginary situation. It is an action that always involves rules. Webster Dictionary (n.d.) defines play as "the state of being active, operative, or relevant," or "a brisk, fitful, or light movement."

Throughout the history of education, many psychologists and educators have shared a common criterion about the effectiveness of play. They consider it as a key factor in the child's learning process. According to Piaget (as cited in Rubin & Pepler, 1982), play is important because it allows the strengthening and consolidation of skills. Besides, he adds that it contributes to the child's intellectual development through two key processes, accommodation and assimilation. In addition, Gross (1901) states that play allows children to train for adulthood. Through it, they develop roles and qualities that are essential in their lives.

Research on English learning reveals that play allows children to learn in an environment where they can explore, discover, and enjoy. Many articles and case studies

have shown that after the use of games, children significantly improve their vocabulary knowledge and ability to communicate. Moreover, they present more positive attitudes towards English because they enjoy learning with games. Furthermore, many students have expressed they feel more motivated to learn the target language through games. They also pay more attention and learn in a faster way (Tengku Mohamad Maasum, Mustaffa, & Stapa, 2015). However, the minority of studies shows that when students play games, they speak and interact in their mother tongue instead of using the target language they are learning (Huyen & Nga, 2003). Similarly, games can be seen only as warm-up activities or time fillers (Klimova, 2015).

In Ecuador, play is also considered a key element in the teaching-learning process. According to Ministry of Education (2016), the use of didactic materials and games provide children experiences that help them develop some important skills like classifying, establishing similarities and differences, solving problems, among others. They also develop key values such as: cooperation, solidarity, respect, tolerance, protection of the environment, etc. Furthermore, these activities allow teachers to interrelate better with their students.

1.2. Statement of the problem

According to Slota (2014), games and other interactive forms of play can serve as valuable educational tools, especially in English classes. One of the best ways for children from 5 to 12 years old to learn a new language, either a foreign language or a second one, is by means of games and dynamic activities. However, it seems that English has been taught in a traditional way for many years. Transmission models of education have been used in

classrooms rather than proactive models (Burgin & Daniel, 2017). Based on our personal experience as students and observers in the practicum, we can say that some teachers have not given the correct importance to the development of interactive methods or strategies that improve the four English skills significantly. They tend to use only the textbook as the main source. Therefore, English classes can become repetitive.

Games are not used so frequently in classrooms due to certain possible factors. Some of them are a lack of knowledge of the use of games in lessons, not sufficient time to design games and apply them in the classroom, limitations in terms of resources, materials and space for the development of games, discipline problems, lack of cooperation, among others (Tengku Mohamad Maasum, Mustaffa, & Stapa, 2015). In certain cases, games tend to be seen a prize for children when their behavior is good. Nevertheless, games should be used as a key learning tool all the time when teaching English.

As can be seen, in certain places around the world, English language has not been taught through techniques that motivate students to learn. Rather, some teachers have employed outdated methods, which has caused negative effects (Burgin & Daniel, 2017). For instance, Education First (2019), an international company specialized in language teaching, revealed that Ecuador has a low level in the world ranking of English language proficiency. In 2019, Ecuador ranked an 81st position among 100 countries and regions around the world. This fact suggests that English teaching may have some weaknesses, so it is necessary to make certain adjustments and changes to the English teaching-learning process.

Therefore, apparently, there is a gap in the way English is taught. Classes do not seem to be interactive or dynamic because in many cases, games or recreational activities are not included (Burgin & Daniel, 2017). This potential gap will allow us to gather valuable information about the effectiveness of games for teaching English.

1.3. Rationale

Learning English is necessary worldwide. It has become essential to speak more than one language to achieve various goals. Therefore, instructing students about this foreign language in the correct way should be mandatory for teachers. However, as it was stated before, some instructors of this language have given little importance on how to teach English through games and interactive activities.

Therefore, it is crucial to conduct a research synthesis that includes the advantages and disadvantages for teaching English through games, the most appropriate games for developing all the skills, and the children's and teachers' opinions and attitudes about educational games. It is also important for researchers to investigate on the educational impact that games might have on children from 5 to 12 years old. This research synthesis focuses on these young learners because at those ages, they have a great brain plasticity to learn languages. It is supported by Chomsky (as cited in Lightbown & Spada, 2013), who argues that children are able to learn a language easily because of their good brain condition.

Developing this synthesis can also allow us to learn and apply games successfully in our own classes. In addition, collecting useful information about English teaching through

games may help teachers in general to improve their methods and include strategic games in their daily class management procedures and routines.

Based on previous research, there are not enough studies on the use of games to develop English skills in children. This can open many paths for future research.

1.4. Research Questions

1) What are the advantages and disadvantages of teaching English through games?

2) What types of games do teachers use for developing English skills and sub skills and what is the most developed skill through educational games?

3) What are the young learners´ and teachers´ attitudes when using games?

CHAPTER II

2. Theoretical Framework

2.1. Introduction

In this section of the research synthesis, concepts and theories of popular authors that researched on educational games for learning English will be mentioned. It will include five sections: definition of educational games and young learners, advantages and disadvantages of using games in classrooms, characteristics and types of games, use of games in the English skills and subskills, and the relation between games and students' attitudes towards English.

2.2. Definitions

2.2.1. Games

Langran and Purcell (1994) mention that a language game is a tool used in classrooms to create real life situations, giving students the opportunity to learn English in a relaxed and fun way. They also say that educational games are the ones that are used only with the purpose of teaching. Similarly, IGI Global (n.d.) considers that games are a helpful tool for people to understand concepts and develop problem-solving skills.

Deesri (2002) states that the main purpose of using games is that students learn while they are having fun. Thus, the learning process becomes student-centered, avoiding the traditional teacher-centered classroom. This is also shared by Gozcu and Caganaga

(2016) who claim that the goal of games is that EFL learners enjoy learning in a fun environment.

It is valuable to mention that Vygotsky, as one of the pioneers in the field of children's education, argues that "play creates a zone of proximal development of the child. In play, a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself" (Vygotsky, "Play and Its Role in the Mental Development of the Child", 1967, p. 16). As a result, children who play may have an advanced level and performance in relation to children of the same age.

2.2.2. Young learners

Read (2011) expresses that a young learner is a child from 5-7 years old up to 11-12 years old. This definition has been also stated by Kalendová (2008), who says that "young learners are supposed to be children from the first year of formal schooling (five or six years old) to eleven or twelve years of age" (p.11). Cameron (2003) mentions another definition, arguing that young pupils might be children from 7 to 14 years old. However, all these authors say that these ages may vary according to the maturity and the social context of the learners.

2.3. Advantages and disadvantages of using games to learn English

Deesri (2002) mentions that children have a wide range of benefits when they learn through games. According to Mcfarlane, Sparrowhawk, and Heald (2002), games "provide a forum in which learning arises as a result of tasks stimulated by the content of the games, knowledge is developed through the content of the game, and skills are developed as a result of playing the games" (p.4). These authors mention that students' experience

increases after playing educational games, and this can lead to a broader knowledge of certain English topics. Children's language skills also evolve in a faster manner compared to those children who learn only by traditional methods. Another advantage of games is that they bring real-life situations to the classroom, which provides learners an opportunity to practice and use the language in a natural way.

Additionally, Nedomová (2007) remarks that games provoke curiosity and expectation in children, which offers a solution to a common problem in children's learning called "short attention span". The author declares, "young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired" (p. 17). Therefore, it is very important to teach English to kids by including games because they contain attractive characteristics that can overcome this students' attention deficit. Schultz (1988) agrees with the previous author in the fact that children get bored easily by nature. He manifests that this situation can get worse if the teacher uses traditional methods. However, when the learning process is carried out through games, students feel more relaxed and willing to learn.

Even though games have a wide range of advantages, they also have few disadvantages. For example, Bakhsh (2016) explains that when games are applied, children tend to have excessive energy, which can cause them to move and talk a lot, making the classroom environment noisy and unorganized. Widodo (2005) mentions that students sometimes do not want to participate in games due to the fear of making mistakes. Furthermore, applying games in classes with a large number of students can be a challenge for teachers since not all games can be used correctly.

2.4. Characteristics of games

Another important aspect of games is its characteristics. Ahmada and Jaafar (2012) affirm that there are different criteria about the features of games. For instance, according to Dickey (2012), a successful game must include sound effects, narrative, goal, challenges, rewards, and surprise. In the same way, Walker (2017) affirms that games need to contain good learning objectives, interactivity, a positive environment, experimentation, and clear consequences. Although there is a great amount of characteristics of games, Garris, Ahlers and Driskell (2002) conclude that they can be condensed in these general categories:

Fantasy: It is an important faculty in games. It makes users get involved in situations that are not part of the real world. Therefore, these events tend to have no real consequences. Players adopt roles during the game and imitate fictional characters.

Rules and goals: They are necessary because they set limits and restrictions on the actions of the participants. However, according to Crookall and Araid (1989), the rules in a game should be flexible in order to allow students to perform freely based on their own learning styles.

Sensory stimuli: It makes children feel adrenaline and euphoria during the game. It also allows them to experience different sensations from the normal ones, which helps them to be more willing to participate in games.

Challenge: This leads participants to reach an optimum level and strive for it. This feature helps children be clear about their performance and score.

Mystery: This characteristic lets children enjoy imaginary contexts where surprise and uncertainty are fundamental elements to evoke curiosity in a game.

Control*:* It is related to the ability of exercising authority while a game is developed. It can be exercised by the instructor or by the students. However, Cordova and Lepper (1996) mention that allowing students to have control of themselves during games is better because it increases their willingness to participate.

2.5.   Types of games

Handfield (1987) explains that there are two ways of classifying language games. First, she divides games into two main types: linguistic games and communicative games. Linguistic games focus on accuracy such as supplying the correct synonym of a word. On the other hand, communicative games focus on the successful exchange of information and ideas. For instance, two or more people identifying differences or similarities of a specific issue. The second classification contains eight types of games:

Sorting, ordering, and arranging games: Students compare and classify certain objects. They group items by number, shape, etc.

Guessing games: Learners should guess something by asking questions in order to find clues.

Information gap games: One or more students have key information that the rest of the class need to complete a task.

Search games: These games are a variant of information gap games where everyone gives and seeks information.

Matching games: Children need to find a match for a word picture or card.

Labelling games: They are a form of matching. Participants match labels and pictures.

Exchanging games: Students exchange cards, objects, or ideas in order to complete a set. Many card games fall into this category.

Board games: They involve the moving of pieces from one section of a board to another (Webster Dictionary, n.d.)

Lewis and Bedson (1999) propose a similar classification. It consists of ten types of games, which are: movement games, card games, board games, dice games, drawing games, guessing games, role-play games, singing and chanting games, team games, and word games.

Considering another perspective of the types of games, Jacobs (n.d.) divides games into two classes: cooperative and competitive games. In the first type of games, all group members contribute to the fulfilment of goals by sharing tips and helping each other. These games focus on the enjoyment of the process, not on the final result. In addition, the role of each individual is essential to achieve the goal. In contrast, competitive games have winners and losers at the end of the game. Students do not help each other. Their goal is just to earn points and defeat their opponents. Although these two types of games are different, Jacobs (n.d.) states that cooperative and competitive games can coexist and work together in the classroom.

Finally, Ash (2002) says that another popular type of game is digital games. They have become a very important part of today's educational system. According to Ritterfeld, Cody, and Vorderer (2009), digital games are "problem solving spaces that use continual learning and provide pathways to mastery through entertainment and pleasure" (p.67). Nowadays, certain schools, high schools, and even universities incorporate this type of games in the classrooms. These games have many advantages in the children's learning process, for instance, they develop skills and abilities faster. The reason for this is that digital games call the attention of children; thus, they feel entertained and learn implicitly (Gros, 2003).

Klopfer, Osterweil, and Salen (2009) state that digital games promote group work and effectiveness in decision-making. In the same way, Thai, Lowenstein, Ching, and Rejeskil (2009) agree that by playing digital games students learn key content and develop essential skills, especially communication skills.

2.6. Games and the English skills and subskills

Sigurðardóttir (2010) mentions that English skills can be successfully developed by applying games according to each skill. A brief description of it will be explained.

2.6.1. Receptive skills

Sigurðardóttir (2010) states that listening is a very important skill that can become tedious for students. Therefore, teachers should apply games and interactive activities in listening lessons since they keep students' attention and allow them to enjoy while listening.

Likewise, this author indicates that reading is a key skill that lets students develop their imagination while they learn new vocabulary. In this aspect, games constitute an important tool for developing this skill because they make children focus on what they read and enjoy something that really catches their attention.

2.6.2. Productive skills

Sigurðardóttir (2010) argues that speaking is an essential skill in the process of learning a language. It is used in the real world. Nevertheless, students generally can not communicate in the target laguage successfully. Thus, games present a lot of benefits that can overcome that problem. For instance, they provide children opputunities to express themselves freely using language in their own way, without criticism.

The mentioned author also declares that writing is a skill that tends to be categorized as difficult or boring. There are multiple reasons for that, for example, writing involves the use of formal vocabulary and grammar rules, which can be problematic for students. Also, teachers often send writing assignments as a way of punishment. However, games can make writing fun because they offer attractive reasons to write since there is a previous context to do it (Sigurðardóttir, 2010).

2.6.3. Vocabulary subskill

Linse and Nunan (2005) point out that vocabulary is a crucial sub-skill to which young learners must pay attention to master English skills. Wilkins (1972) states that "…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111–112). Hence, students need to know enough English vocabulary to express their ideas and thoughts. Neyadi (2007) explains that by using games and

interactive activities, students are exposed to comprehensible language. They practice vocabulary while playing with other children. As a result, children can memorize words in a meaningful way, which is different from traditional techniques such as drilling.

2.7. Games and students' attitudes towards English

Fatiha, Sliman, Mustapha and Yahia (2014) state that students' attitudes towards the target language are an essential factor in language acquisition since they influence students both intellectually and emotionally. If the learner has a positive attitude, language learning will be fruitful. Khan (2016) explains that there are several factors that can determine students' attitudes towards English such as their social background, type of guidance, the educational environment, etc.

For that reason, Lee (1979) says that it is crucial to keep an appropriate environment in the classroom. Games offer that enjoyable and sociable atmosphere that students need. These dynamic activities allow students to interact and communicate easily. They also reduce anxiety and help learners study in a relaxed and pleasant environment. As a result, children's attitudes towards English improve. In this regard, McCallum (1980) argues that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques" (p.127).

2.8. Conclusion

The development of the theoretical framework was crucial to know which are the most relevant theories and points of view about the use of games to learn English. Throughout this section, opinions of different authors have been collected, compared, and contrasted. This research showed key information on the subject of the research, which

serves as a solid base for the advance of the following sections. Likewise, through this investigation, it will be possible to verify if the information obtained is related to the scientific articles of the next section.

CHAPTER III

3. Literature Review

3.1. Introduction

In this section, studies based on educational games for teaching English will be covered. So, a brief description of each study and the key findings will be included. The topics incorporated are: the advantages and disadvantages of using games to learn English, games for developing English skills and subskills, digital-game based learning, and children´s and teachers´ reactions and perspectives towards games.

3.2. Advantages and disadvantages of using games to learn English

Yolageldili and Arikan (2011) state that educational games are a great tool that can be used in the English teaching-learning process. These authors mentioned some advantages of using games in a classroom. In their study, the method they used was descriptive, aiming to study Turkish EFL teachers' views towards the use of games. Fifteen EFL teachers from 24 to 54 years old participated. A questionnaire was prepared based on the use of games in the classroom. According to this questionnaire, most of the teachers thought that games have several advantages. For example, they said that games motivate children to learn English and lower their anxiety. In one of the questions, 100% of the teachers agreed that games present learners many opportunities to show their language skills. As a conclusion, Yolageldili and Arikan (2011) said, "games can be used when teaching any type of English skill like reading, writing, speaking, and listening" (p.220).

Educational games cause in children the desire of learning English freely instead of doing it by force. This is evidenced in the study made by Nguyen and Nga (2003), where it is suggested that English learners should participate in meaningful and dynamic activities rather than in traditional practices. The participants of this study were 20 Vietnamese students from the elementary level. Two methods were applied in order to gather information. The first one was introducing vocabulary games when conducting a class in a Distance Education Center. All types of students were involved in educational games even the quiet ones. The second method consisted of interviewing students through a questionnaire by asking questions about traditional teaching and dynamic teaching. The results indicated that seventeen out of twenty students said that they like the relaxed atmosphere, motivation, and competition that games presented. In contrast, students expressed bad opinions towards traditional teaching, and they said that they would like to learn vocabulary in a more effective way.

The use of games can also increase students' English lexicon. This is showed in the study made by Wiwin, Sutapa, and Rosnija (2015) with 31 Indonesian children. They used an experimental study with the application of a pre-test and post-test. The game used to teach vocabulary was riddles. Children took a short answer test in form of riddles. The results of the study were similar to those of the study made by Huyen and Nga. Children learned vocabulary in a better way, they were more active, and they loved to learn vocabulary through games. At the end of the study, it was mentioned that "…using riddle game technique contributes a positive influence to increase students' vocabulary mastery

which is measured from their ability in answering riddle question related to the material"
(Wiwin, Sutapa, & Rosnija, 2015, p. 8).

Mubaslat (2011) indicates that educational games can have a crucial effect on
children's English learning. For that reason, teachers should know what games to use, when
to apply them, and how to link them up with the syllabus and textbooks. The author also
claimed that it is recommended to use games from the first grades of school since they
work better in those grades. Hence, he developed his study with three different groups of
basic grade classes (4-7-10 grades). Group A was the experimental group while group B
was the control one. The materials used were a pre-test, games, and a post-test. The results
of the experimental group were better than those of the control group. The reason is that the
first one learned the lesson through games. The students of this group felt motivated and
improved their English knowledge. On the other hand, the second group learned through a
traditional method of memorizing and repetition. Therefore, students did not learn. Finally,
the author said that games had positive effects on children because this is a dynamic way to
teach.

Although the use of games has many advantages, it also has some disadvantages.
For example, one of the most common challenges for teachers is that young learners move
and talk a lot. As a consequence, the classroom environment can become unorganized
(Bakhsh, 2016). This fact can be proved in the study made by Nova (2010). The
participants of this study were 30 students from a school in Baki, Sukoharjo. The author
carried out three processes in her study. She made a class observation, created a lesson
plan, and finally she applied the lesson plan in the classrooms. As a result, she concluded

that games could have disadvantages. For instance, it was observed that children were very active, and they made too much noise, making the game hard to apply. Another disadvantage was a lack of time. Teachers did not have enough time to explain the new topic and apply the games correctly.

3.3. Games for developing English skills and subskills

3.3.1. Listening skill

According to Andyani (2012), there are games that can help teachers make listening fun despite the negative perspectives that students can have towards this skill. This was proved in a study developed in Mojokerto, Indonesia. There were 36 students aged 13 years that acted as facilitators. A questionnaire, a listening test, and an observation were used as the key instruments. First, the researcher used the questionnaire in order to know how the listening process was developed and what were the potential problems related to this skill. After knowing this information, a lesson plan with various games for listening skill was implemented. These games were: "Tic-Tac-Toe", "Running Dictation Game", and "Whispering Game." Then a test was used. Finally, observation and another questionnaire were used in order to know the reactions of students after the employment of games. At the end of the study, it was shown that students gradually improved in listening activities. They affirmed that games make the class interesting, they also said that they did not feel pressure to complete the listening task.

3.3.2. Reading skill

Gaytán-Lugo, et al., (2015) consider that serious games, which are a genre of video games, are a good way to promote and encourage reading skill in students. These authors

made a study in Mexico in order to know if serious games supported reading comprehension skills or not. The participants were third grade students. The serious games used had scripts that allowed students to practice reading comprehension. Then an important rule was stated: players had to read the scripts carefully in order to pass levels in the game. In other words, while playing, they should complete some tasks like recognizing the central message of the text, finding specific information, etc. After that, a questionnaire about the functionality of serious games was used. The students said that the game really motivated them, so they could enjoy reading. Finally, the high scores showed that serious games were effective to improve reading skill.

A similar study carried out by Osei, Liang, Natalia, and Stephan (2016) revealed that it is always productive to apply a well-structured pre-reading activity or a game before a reading. This study was developed in Ghana with 47 kindergarten pupils. An experimental design was applied. A pre-test and observation were used to know the problems that the experimental group and control group had in reading skill. Then the first group was taught during two classes through pre reading activities accompanied by games. These activities were: matching pictures to names, sorting letters of alphabet, identifying words and objects, and fixing picture puzzle. While in the second group, traditional methods were used for teaching the content. Finally, a post-test was used for assessing learners' reading skills. The outcomes revealed that the majority of the experimental group performed very well in reading skills, while the control group presented similar results to those of the pre-test. In addition, it was proved that games promote a greater learning and better reasoning and reading skills.

3.3.3. Writing skill

Warren, Dondlinger, and Barab (2008) mention that video games contain a variety of characteristics that are essential for teaching writing. The creation of a digital system based on games can have good results for the development of this skill. A study made by the mentioned authors showed the effects of "Anytown Multi-User Virtual Environment" (digital system characterized by game elements) on students' writing achievement. As participants, 44 fourth graders were divided into two groups, an experimental and a comparative group. Afterwards, a pre-test was applied. In the first group, the students had to complete descriptive writing tasks provided by Anytown. Throughout this videogame, some difficulties were proposed for the students to solve them by writing. On the other hand, the second group had to complete the same tasks but without the video game system. Next, a post-test was applied. The results indicate that the experimental group presented better scores than the comparative group. Also, the first group completed more writing tasks because the video game used was very motivating for them.

3.3.4. Speaking skill

According to Putri, Usman, and Chairina (2016), speaking is a productive skill that has an important role in the ability to learn a language, and games constitute a significant technique to practice this skill. The previous authors developed a study with the purpose of knowing if board games allow students to develop their speaking skill successfully. The participants were 25 eight grade students. A pre-experimental design was used in the study. The teacher applied a pre-test and after two classes teaching with a board game, he/she applied a post-test. These tests focused on this topic: people's description. Students had to

speak about a family member and themselves. The score of the post-test was higher than that one of the pre-test. Finally, the results showed that board games improved students' speaking skill and its elements as fluency and pronunciation.

3.3.5. Vocabulary skill

The following study carried out by Chou (2012) investigated how games, stories, and songs can enhance students' vocabulary skill. This study developed in Taiwan included a group of 72 students from grade 2 to grade 5 and 4 teachers from a primary school. The students were part of a vocabulary course where they had to learn 30 words and 10 sentences related to 5 popular festivals. Mixed methods were used in this study. First, the students took a pre-test before learning the target vocabulary. Then the next games were applied: Monopoly, Twister, and Crossword. After that, the researcher used observation to register the students' behavior while playing. Also, a self-assessment questionnaire and an interview were applied to know the opinions of the students about the usefulness of the activities. Finally, a post-test was applied. The results revealed that students liked the physical activity that games provided. They also felt motivated and relaxed to learn English. Learners affirmed that by using the games, they memorized vocabulary faster and increased their vocabulary size.

Another similar study related to the acquisition of vocabulary through games is proposed by Bavi (2018). This study explored the role of games and fun activities in vocabulary learning, and the most useful games for developing this skill. It was developed in Iran, and the participants were 40 students at elementary level. The researcher used "The Oxford Quick Placement Test" to assign students into two groups: experimental and control

group. Then a vocabulary pre-test was employed. Later, in the experimental group, vocabulary was taught during 4 weeks through games such as Chalk board acronym, Letter scramble, and Charades. In contrast, the control group learned the vocabulary sets through traditional teaching techniques. In the end, a post-test was used with the two groups. The findings were that learning vocabulary through games had positive effects on students' performance while conventional methods did not really show effectiveness. The experimental group had a substantial improvement that was evidenced in its scores. So, the students learned new words very quickly and retain vocabulary better.

3.4. Digital-game based learning for teaching English

In the study made by Hwang and Wang (2016) it is said that nowadays, digital-game based learning has been used more frequently in the teaching of a new language. This study was qualitative and experimental. The participants were two classes of sixth graders in Taipei city. A pre-test, observation, an interview, and a post-test were the selected instruments. The same instructor taught both classes but with two different methodologies. One with digital-game based learning based on cloze guiding strategy, and the other one based on multiple choice guiding. Both of them were developed in computers. The results of the cloze guiding strategy were positive, students learned faster, and the knowledge was not forgotten easily. Moreover, the multiple choice guiding was successful too, but not that successful as the cloze guiding strategy. In both cases, it was clear that students felt willing to learn English due to the new technique that was implemented, digital games. Children also enjoyed and felt engaged in the fun classroom environment.

Aghlara and Tamjid (2011) mentioned that digital-games can highly support the process of learning a new language. Currently, the world is controlled by technology and children are the most benefited from it. They really enjoy spending time in computers and cellphones, so teachers can take advantage of this and apply digital games. This study was made to see how effective digital-games in classrooms compared to traditional methods are. The participants were 40 girls from 6 to 7 years old. The study had one experimental group and one control group. A pre-test and a post-test were used. The implements used were computers equipped with digital games for learning English, flashcards, and posters of different vocabulary. The outcomes of the post-test were that children of the experimental group, who learned through digital games, had higher scores compared to those in the control group. It means that using this kind of games had positive effects on children.

According to Anyaegbu, Ting, and YI (2012), learning a language requires a lot of motivation, especially in the case of children. For this reason, teachers should implement a wide variety of methods in their classes. Digital games constitute an appropriate technique for motivating students due to the digital era in which we live. The participants of this study were students from two primary schools in Nanjing Jiangsu, China. They were 8 years to 11 years old. Both schools were well equipped with computers for each student. The instruments were observation and an interview. The digital game used was Mingoville. First, teachers were trained on the use of the game. Then they applied it to the students. It was observed that as soon as young learners opened the website, they got excited to see many pictures and colors. Children learned vocabulary through Mingoville games on

certain topics like colors, animals, family, etc. In the interview, most of the children said they felt motivated and comfortable, they also learned faster and easier.

3.5.   Perceptions and attitudes when using games in class

3.5.1.   Children's perceptions and attitudes

It is essential to know what are the different perceptions and responses of children when they learn English through games. For instance, Maasum, Mustaffa, and Stapa (2015) carried out a study in Malaysia in order to know what are those perceptions. In this study, 40 undergraduates created and applied eight different educational games taking into account students' age, English level, and their needs. The participants were 112 students of 9 years old from a rural school. A self-report questionnaire was used. After the application of games, it was observed that children felt more comfortable in the informal environment in which they learned. Finally, the results of the questionnaire revealed that young learners had positive perceptions after they learned English through games. They expressed that they learned a lot of English language and felt more confident using it after playing the games. Children also said they would like to learn through games in future lessons.

Another study indicates similar results to those of the previous study. Wang, Shang, and Briody (2011) investigated the students' performance and the effect that games have on their attitudes towards English. In this study, 50 sixth graders from a primary school in Taiwan were the participants. The study was divided into two parts. For the first one, a questionnaire was used in order to explore the influence of games on students' vocabulary skill, motivation, and anxiety during the game. In the second part, a semi-structured interview was applied to identify students' perceptions of using games for learning English.

Most of them agreed that they feel more motivation and confidence when using games for learning the target language. One student said, "playing games while learning English always can raise my interests. I like to play games rather than sit there and wait for calling. I think it is the best way to learn a new language" (p.137-138).

The following study conducted by Chirandon, Laohawiriyanon, and Rakthong (2010) also investigated the effects of teaching English through games on young learners. The participants were 33 Thai students of sixth grade. The instruments were a pre-test and a post-test based on 5 different topics and a questionnaire. After the pre-test, some conversation and vocabulary games were selected to teach children certain lessons. Then the post-test was applied. Finally, the questionnaire on different teaching techniques was administered to students in order to analyze their attitudes towards learning English with games. The findings revealed that students preferred games and playful activities instead of other teaching techniques. They also improved in vocabulary and speaking after the use of games. As a conclusion, students in this group showed positive attitudes towards games.

3.5.2. Teachers´ perspectives and attitudes

Knowing the perspectives and attitudes of teachers towards the use of games for teaching English is a key part of this research synthesis. For example, in a study conducted by Gaudart (1999) in Malaysia, student teachers stated that games can be very useful for teaching English, but they can also bring certain problems. The student teachers of a preservice program participated in a "Teacher Education Course," where different games were presented and applied to them. These games were: card games, board games, simulation games, and party-type games. At the end of the course, student teachers provided

feedback on their experience through a questionnaire. They said that they enjoyed the games a lot, and they were willing to use them in their own classrooms. The games also allowed students teachers to strengthen their conversational skills and practice the language learned. Nonetheless, they also indicated the existence of some difficulties when applying games. For example, the lack of space can be a concern because students cannot move easily from one side to the other. Similarly, the great amount of time it takes to plan and develop a game is a factor that worries teachers.

The study carried out by Khatatneh and The (2018) showed that technology has simplified everything in the field of gaming. In this study, 82 English teachers were selected as the participants in Karak, Jordan. The purpose of this study was to know the attitudes of the teachers towards the use of computerized games for teaching English. First, a questionnaire was given to the teachers and collected two days later. Then a statistical analysis was applied to define trends in the use of computerized games for teaching English. The results of the questionnaire showed that teachers considered that computerized games promote interaction, motivation, and teamwork in students. Teachers also stated that games allow the development of children's creative skills. Finally, they affirmed, "through the use of computerized learning games to teach and develop English language skills, it is possible to save time, increase the effectiveness of students in the classroom, and increase the ability of students to retain information" (Khatatneh & Teh, 2018).

3.6. Conclusion

The literature review section allowed us to know what are the different studies that have been carried out regarding the use of games to learn English. Through this

investigation, it was possible to explore the key findings of the studies in relation to the initial topic. This section was useful to validate through scientific studies the theories proposed in the theoretical framework. In addition, this literature review constitutes the basis for developing an analysis and making interpretations of the information in the next section.

CHAPTER IV

4. Methodology

This research consists of an exploratory investigation of bibliographical research. This type of research "intends merely to explore the research questions and does not intend to offer final and conclusive solutions to existing problems" (Dudovskiy, 2018, para 1). In order to develop this research synthesis, the researchers will focus on studies that have been published on journals and books. The articles will be searched in the next web search engines: Google Scholar and EBSCO. The criteria that will be taken into account for this review are the following: 1) Articles considering children aged from 5 to 12 years old. 2) Empirical and theoretical studies. 3) Studies conducted on psychological and educational approaches. Notwithstanding, the researchers will focus more on an educational approach rather than a psychological one due to the fact that the purpose of the research is to analyze the students´ performance in the learning process when applying games. By means of this educational approach, the researchers will use the different studies and articles to investigate and recognize what is the most developed language skill or subskill in children after the application of games in the English classrooms. The key words for searching will be games, children, English, skills, and teaching-learning process. The number of studies that will be included in this research synthesis is 20 studies. The findings of this research will serve as topics and ideas for future research.

CHAPTER V

5. Analysis of the data

5.1. Introduction

After the development of the literature review, it is necessary to analyze the 20 studies that were described. Therefore, to answer the initial research questions, these studies will be coded in the next sections: categories regarding the use of games for learning English, publication years regarding the use of games, advantages and disadvantages of using games in EFL or ESL classrooms, the effectiveness of the games in the English skills and subskills, games that were used for each skill, and the students' and teachers' perceptions and attitudes towards the use of games to learn English. In addition, the findings will be organized in tables accompanied by a description based on the available studies and theories linked to the topic.

Table 1
Categories Regarding the Use of Games for Learning English

	N° of studies	(%)
Advantages and disadvantages of using games to learn English	5	25
Perceptions and attitudes when using games in class	5	25
Games for developing English skills and subskills	7	35
Digital-game based learning for teaching English	3	15

N=20

For creating table 1, all the 20 studies of the literature review section were selected.

Table 1 shows that the category containing more studies is "games for developing English skills and subskills" (7). Next, the categories: "advantages and disadvantages of using games to learn English" and "perceptions and attitudes when using games in class" have the same number of studies (5). Finally, the category with less studies is "digital-game based learning for teaching English" (3). Therefore, this analysis will focus on the most relevant categories.

The table shows that there are many articles that prove the functionality of games to improve the English skills. For example, in the study carried out by Andyani (2012),it is remarked that games are motivational activities that allow children to practice *all* language skills. It means that games are relevant tools for the children's English learning. Likewise, Sigurðardóttir (2010) points out that through the application of correct games, English skills and subskills can be developed naturally. Children can master skills without the need to learn them in a formal environment.

It is also evidenced that there is a high availability of studies on teachers' and children's perceptions, which demonstrates that the opinions and perspectives of both are an essential factor to know if the use of games in the classroom works appropriately or not. For instance, Mustaffa and Stapa (2015) manifested in their study that students consider that games have a positive impact on their learning. They want to continue learning English through these activities because they feel relax and have fun. Based on these opinions, it is clear that games really work for learning this language.

Table 2

Publication Years Regarding the Use of Games

	No. of studies	(%)
1999	1	5
2000-2004	1	5
2005-2009	1	5
2010-2014	9	45
2015-2019	8	40

N= 20

For creating table 2, all the 20 studies of the literature review section were considered.

Table 2 shows the year of publication of each study. As it can be noticed, most of the studies are recent, their year of publication is between 2010 and 2019. Regarding the studies published before 2010, the number is minimal. This fact suggests that during the last years, teachers have been a little more interested in using games and different activities in their classes (Vandercruysse, Vandewaetere, & Clarebout, 2012). In contrast, studies from previous years are more related to traditional education.

As it can be seen, there has been more research on educational games over the past 10 years. The reason is that nowadays, researchers in the educational field are giving more importance to the way teachers give their classes. This includes the techniques and methodologies that they use and their effectiveness in the learning process. Moreover, researchers also consider important to know how children learn and whether they learn successfully through educational games or not. Tait (2016) said that after all the investigation on new methodologies, curricula, and technologies, researchers have

established that games are one of the main elements that make children succeed in their

goal.

Table 3

Advantages and Disadvantages of Using Games in EFL or ESL Classrooms

[a]	No. of Studies	(%) *
Motivation	13	81
Less anxiety	6	38
Pedagogical value	11	69
Students' involvement in the lesson	7	44
Natural Language	7	44
Disadvantages of using games	No. of Studies	(%)*
Noise	2	13
Lack of time	2	13

N= 16

[a] Studies are counted in more than one category

* Each percentage is calculated based on the total number of studies used

Table 3 was designed considering 16 studies that focus on the main benefits and

disadvantages that educational games have when they are applied in the classroom.

This table answers question number 1 wich is related to the advantages and

disadvantages of games for learning English. The table shows that most of the studies focus

more on advantages than disadvantages of using games. There are 5 main advantages that

educational games can have. They are: motivation, less anxiety, pedagogical value,

students' involvement in the lesson, and natural language. However, this analysis focuses just on these 2 advantages: motivation and pedagogical value because they have the highest percentage in the table. In contrast, there are only 2 disadvantages which are: noise and lack of time. Hence, the analyisis focuses on these 2 disadvantages that were mentioned.

In the case of motivation, most studies, which are 13 out of 16, show that this is the major and most important benefit that games can bring in learning a new language. It is suggested that students feel motivated with educational games because they call their attention. This causes that students' interest in learning a new language grows. Garris, Ahlers, and Driskell (2002) say that students achieve motivation when dynamic activities are involved in the learning environment. The result is that students are intrisically motivated and show a better performance in each lesson. Sara de Freitas (2018) claims that it is essential that students feel really motivated to learn English. For this reason, teachers have the challenge of implementing correct games in classrooms that enhance students' motivation and support their learning.

Concerning the other advantage, pedagogical value of games, Virvou, Katsionis, and Manos (2005) mention that students with learning problems have a better understanding when using games. Games have a great pedagogical value, which means that the main goal of games is that children *learn* through them when they are applied. Obviously, students also have fun when playing games; however, the central focus of an educational game is learning. Also, students can learn in a better way when they are involved in the language and that is what occurs when games are applied. Moreover, Ranchhod, Gurău, Loukis, and Trivedi (2014) agree that games can caused a big change in

education. As a result, students learn implicitly and have more retention and understanding of the language.

Most of the studies suggest that educational games have more advantages than disadvantages. However, as it was mentioned, noise and lack of time are some problems that games can have. According to the studies, young learners are very active and tend to get bored easily. Short attention span can be one of the reasons why students get tired and bored (Hill, 2015). Therefore, applying games in classrooms can be a concern for teachers. Moreover, lack of time is also a disadvantage. Teachers sometimes do not have enough time to explain and apply games since class periods are short. Therefore, teachers prefer not to use games.

Table 4
The Effectiveness of the Types of Games in the English Skills and Subskills

Type of English skills	N° of studies	Specific language skills	Games used	N° of studies that mentions the use of games
Vocabulary subskill [a]	10	Vocabulary	Arranging game	1
			Guessing game	4
			Matching game	2
			Whispering games	1
			Search game	2
			Board game	5
			Word game	3
			Role play	1
			Exchanging game	1
			Puzzle	1
			Digital game	3
Productive [a]	6	Writing	Digital games	2
		Speaking	Conversation game	1
			Information gap game	2
			Digital game	2
			Board game	1

Receptive	3	Listening	Board game	1
			Information gap game	1
			Digital game	1
			Whispering game	1
		Reading	Digital game	1
			Arranging game	1
			Matching	1
			Puzzle	1

N= 19

[a] Studies are counted in more than one category

Table 4 was designed considering 19 studies that show the effectiveness of different types of games for practicing the English skills and subskills. These studies were organized into 3 main categories: Receptive skills, Productive skills, and Vocabulary subskill. Then the first two categories were divided into specific language skills: Listening, Reading (Receptive skills) Speaking, Writing (Productive skills). Finally, the different types of games were classified according to each skill and subskill.

5.2.   Types of games for vocabulary subskill

Vocabulary is a subskill that can be developed through a wide range of games while for teaching other skills, the amount of games is limited. Chou (2012) argues that one of the most popular games used for this subskill is board game (e.g. monopoly). In this game, words pictures are placed in the spaces of the board (Hadfield, 1987). So, as students move to the corresponding spaces, they have to say and spell the word that is represented by the picture. In this way, children practice the target vocabulary by observing pictures, spelling words and using them in a sentence. This game keeps learners busy and interested in what they are doing because if they play correctly, they will earn bonuses or "money", just like the characteristics of Monopoly game (Chou, 2012).

Another game that supports vocabulary learning is word game (e.g. crossword). This game allows students to learn vocabulary by completing a worksheet. Learners should look at the pictures or follow clues in order to guess and write the correct word in the blank spaces. As a result, children will memorize words and expressions easily (Chou, 2012).

Bavi (2018) indicates that role plays (e.g. charades) constitute a fun game for developing vocabulary subskill. This activity lets students move, talk, interact, and remember the vocabulary learned. They also develop their imagination and creativity. Conscious Craft (2018) manifests that the success of role plays is that children feel adrenaline and excitement to act out the words given by the teacher and expect their team to guess the selected word to earn points. In this game, all children participate actively and exercise their minds by remembering the words they learned.

5.3. Types of games for productive skills

According to the studies, productive skills are more developed than the receptive ones after the use of games. The reason of it is that games provoke in students the need and desire to communicate and produce language. Therefore, they develop naturally productive skills while playing (ITTT, 2017).

Based on the analysis of the literature review, young learners practice more speaking skill than writing skill when using games. There are several games that are useful for speaking skill. For example, information gap game has all the essential elements to incite oral production in children. It is an activity where a student knows something that other student doesn't know. As a result, both students must communicate to get the

information they need to meet the goal of the game (Everyday ESL, 2017). A common way to get involved in the game is by asking and answering questions.

Putri, Usman, and Chairina (2016) showed in their study that board game is another good game for speaking skill. In the study, a board game based on describing people was applied. The result was that students could describe their families sucessfully and improved their speaking skill. This is similar to what Nunan (2004) affirmed when he said that board games are flexible activities that help children practice their communicative skills, no matter the topic of the class or the students' proficiency level. Thus, students exercise their oral skills while interacting and competing with their peers. It is also important to remember that board games involve different actions such as throwing dice, moving or turning pieces, reading cards, etc. These movements "force" players to talk constantly.

The remaining productive skill is writing, which tends to be more complicated to acquire for children because of its degree of difficulty. This fact is shared by Cicerchia (2019), who argues that "writing is a complex and cognitively demanding task that requires a child to bring together both lower and higher order skills, including manipulating abstract ideas while paying close attention to the spelling and punctuation conventions of written English." (para.1)

Although there are not enough studies available on writing skill, it is essential to mention certain games that are beneficial for this skill. For example, video games seem to be a good option for practicing writing. Warren, Dondlinger and Barab (2008) argue that digital systems based on games propose various writing tasks that students need to complete to get a good score in the game. Moreover, throughout videogames, learners solve

some challenges by writing a brief text. The previous activities help them write phrases, paragraphs, or texts with fluency, organization, clarity, and with the appropriate vocabulary.

5.4.   Types of games for receptive skills

Receptive skills are practiced during games, but in a smaller amount than the productive skills. This is because receptive skills do not require the leaners to produce language, they simply understand it (ITTT, 2017). Nevertheless, there are useful games for developing listening and reading skills.

According to Andyani (2012), listening skill can be trained through these worthy games: board game (e.g. tic-tac-toe), information gap game (e.g. running dictation game) and whispering games. For instance, in the case of board games, tic-tac-toe is one of the most popular games that fall into this category. In this game, students should listen carefully to the teacher's question in order to answer it and write down points in the grid in favor of their team. The effectiveness of this type of game is shared by Treher (2011), who expresses that board games are a great visual motivator that evokes logical reasoning in children. Information gap game is also useful because it makes students listen carefully to either an audio or the teacher in order to complete the game's exercise. Whispering games also "force" learners to listen because they have to listen to the given message in order to send it to the next player (Hadfield, 1987).

The other receptive skill, reading, can be also developed efficiently by using certain games. Osei, Liang, Natalia, and Stephan (2016) argue that matching games, sorting games,

and puzzles are effective games for the pre-reading section. These games allow the reader to have an idea about what the reading will be about. For example, when using matching pictures game, the students develop their cognitive skills which are necessary for several actions like reading a text, practicing visual discrimination, and connecting the pictures and words with the text they are going to read (Surrey, 2019). Sorting games can help students reason about the story they are about to read. Puzzles games allow students to make a deductive reasoning of the story. They put scenes together and make predictions about the story (Osei, Liang, Natalia, & Stephan, 2016). Another useful game for training reading skill is digital games (e.g. videogame), which are used not only for entertainment but also for educational purposes. These games encourage the acquisition of cognitive and comprehensive skills that are part of the reading process. A clear example of it was presented in the study made by Gaytán-Lugo, et al. (2015), where it is said that students must read and recognize specific information in the scripts provided by a videogame in order to earn points.

5.5. The most developed skill through the uses of games

Answering question number two about what is the most developed skill through educational games, table 4 shows that the majority of studies focus on the use of games for developing *vocabulary subskill*, which indicates that this is the most developed language skill by children through games. Therefore, it can be noticed that vocabulary is central in the teaching of a foreign language. Huyen and Nga (2003) share this idea by saying that vocabulary is one of the most important parts of learning a foreign language because it constitutes the basis for the construction and development of the four English skills and the

other subskills. This is parallel to what Lessard-Clouston (2013) states. He argues that vocabulary is fundamental in the English learning process because without a necessary amount of vocabulary, learners cannot understand others or express their ideas.

Consequently, if vocabulary is so necessary in language learning, it is logical to think that effective techniques are required to develop this skill properly. Thus, it seems that *games* are that appropriate way to learn vocabulary because while children enjoy playing, they develop essential lexicon in a significant context. This idea has been promoted by Vygotsky (1978), who affirms that language development in children is the result of interaction with each other and the influence of social environment. In this way, he proposes the theory of play, stating that play is a way of interacting that allows children to hold conversations using varied vocabulary.

Derakhshan and Khati (2015) share Vygotsky´s criterion because they agree that games create a context in which children learn meaningful and useful words to communicate their ideas. In addition, the authors argue that fun factor allows children to retain vocabulary faster. They also state that friendly competition makes them practice their communication skills.

This analysis about vocabulary may provide an answer about why teachers tend to focus more on vocabulary subskill than on the other skills. The reason is clear, there are several games available and easy to apply to develop this subskill.

Table 5

Perceptions and Attitudes towards the Use of Games for Learning English

Children's perceptions towards the use of games for learning English	Perceptions	Nº of studies	(%) *
Positive perceptions [a, b]	Feeling motivation	6	85
	Developing English skills correctly	4	57
	Learning through traditional techniques instead of games	2	29
Negative perceptions [a, b]	Feeling lack of confidence to use English	2	29
Teachers' perceptions when using games in English classes	Perceptions	Nº of studies	(%) *
Positive perceptions [a, c]	Thinking that games motivate and encourage students	3	100
	Considering that games help students learn faster and retain information	2	67
Negative perceptions [a, c]	Believing that games are time-consuming	2	67
	Feeling that games cause discipline problems	1	33

[a] Studies are counted in more than one category

[b] N= 7

[c] N= 3

* Each percentage is calculated based on the total number of studies used.

In order to develop Table 5, seven studies were taken into account for analyzing the

category: "children's perceptions towards the use of games for learning English" while just

three studies were coded for examining "teachers' perceptions when using games in English classes." Then each of these categories was grouped into two subcategories: positive and negative perceptions.

5.6. Positive attitudes towards the use of games

Answering question number 3 about the young learners' and teachers' perceptions towards games, table 5 indicates that children have many positive perceptions such as the idea that games develop skills correctly or that games are better than traditional techniques. Similarly, this table shows that one of the teachers' positive perceptions is that games help students learn faster. However, it is demonstrated that the *most remarkable* perception that both children and teachers share is that games really motivate students. In fact, several studies confirm that learners feel motivated when learning English with games. For instance, in the study conducted by Wang, Shang, and Briody (2011), students mention that games are motivating tools that provide them happiness, fun, and freedom to learn at their own pace.

As it can be noticed motivation is an expression that appears constantly in the different tables of analysis. Consequently, it is crucial to know how motivation influences children's learning. For a long time, English teaching has been limited to the "teach-to-test" approach, which consists of a traditional practice where learners study English only to pass exams (Top Education Degrees, 2017). Therefore, the possible motivation that children may have disappears completely when a test is presented.

Nevertheless, there are different ways to stimulate motivation in students. This is the case of games. These activities have an impact on students' intrinsic and extrinsic motivation (Kang & Tan, 2014). For example, learners are intrinsically motivated when they enjoy and feel pleasure in playing a game. They feel motivated to learn the target language due to personal satisfaction. In contrast, children are extrinsically motivated when they play games to receive a prize or a reward after playing the game. In any case, students are motivated for learning English.

5.7.   Negative attitudes towards the use of games

On the other hand, is it important to analyze the negative perceptions that children and teachers present when games are applied. In comparison with positive attitudes, negative ones are few. The table shows that children think that when playing games, they do not have enough confidence to use the target language. This is supported by Maasum, Mustaffa, and Stapa (2015), who showed in their study that a very small number of students affirmed that they are shy to play games using English. One reason for this is that some students may feel anxious to have to interact and compete with their peers (Chan & Wu, 2004).

In the case of teachers' negative perspectives about games, discipline problems and time-consuming are factors that worry them. Nonetheless, the last one is the most common. Gaudart (1999) suggests that applying different games can take a long time. In the study of Yolageldili and Arikan (2011), some teachers answered in a questionnaire that using games in their classes can be time-consuming. These opinions are shared by Milczynsk (2011), who affirms that incorporating games into teachers' classes can be time consuming in terms

of planning these dynamic activities. However, nowadays, there are many technological resources that allow teachers to save time when applying a game. Digital games are also another alternative for teachers who do not have time to design a game.

5.8.   Conclusion

In conclusion, the studies from the literature review were analyzed deeply in order to answer the research questions. These studies were examined through 5 tables with different headings. Of all the results, the most interesting was that the most developed skill through the games is vocabulary. Likewise, there are a lot of games that can be used for practicing vocabulary. Finally, it was clear that children love games, they feel motivated and involved when learning English through games.

CHAPTER VI

6. Conclusions and Recommendations

After accomplishing this investigation, it could be concluded that learning English either as a foreign or second language is truly more effective when games are applied in the classrooms. For instance, students can retain information better with dynamic activities and remember the target language more easily in comparison to those students who are involved in a traditional classroom environment. The use of games also make students feel motivated and involved in the lesson while they learn English. However, it can be mentioned that games present a minimum number of disadvantages like spending a lot of time or dealing with discipline problems.

It is worth mentioning that learners develop all English skills (productive skills, receptive skills, and subskills) effectively after the application of games. Nevertheless, it was noticeable that vocabulary is the most developed subskill by children because it is the basis for the development of the other skills. It is also concluded that the most effective game that can be used to improve all English skills and subskills is board games.

Another important aspect is that nowadays; digital games are used more than traditional games. Teachers prefer to use this type of games because they save time and make students feel more interested in learning through technology.

Lastly, as a key recommendation, the education system should consider games and dynamic activities as the main axis that allows children to learn English successfully.

Regarding the outcomes of this study, it can be stated that there are not enough studies based on the use of games to teach receptive skills. Therefore, further investigation may focus on conducting more research on the use of games to develop these skills. Likewise, it is essential that researchers include children more frequently as the participants in their investigations since they are the most benefited from learning English through games in their early years. Lastly, doing research that focuses more on digital games is necessary due to the technology era in which we live today.

References

Aghlara, L., & Tamjid, N. H. (2011). The effect of digital games on Iranian children's vocabulary. *Procedia- Social and behavioral sciences, 29*, 552-560. doi:10.1016/j.sbspro.2011.11.275

Ahmada, I., & Jaafar, A. (2012). Computer games: implementation into teaching and learning. *Procedia - Social and Behavioral Sciences, 59*, 515-519. doi:10.1016/j.sbspro.2012.09.308

Andyani, H. (2012). Using Fun Activities to Improve Listening Skill. *Journal on English as a Foreign Language, 2*(2), 29-36. doi:10.23971/jefl.v2i2.54

Anyaegbu, R., Ting, W., & YI Li, P. (2012). Serious Game Motivation in an EFL Classroom in Chinese Primary School. *The Turkish Online Journal of Educational Technology, 11*(1), 154-163.

Ash, K. (2002, 2 May). *Digital Gaming in Classrooms Seen Gaining Popularity*. Retrieved from https://www.edweek.org/ew/articles/2012/05/02/30games.h31.html

Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching, 9*, 124-125. doi:10.5539/elt.v9n7p120

Bavi, F. (2018). The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level. *Journal of Language Teaching and Research, 9*(3), 629-639. doi:10.17507/jltr.0903.24

Burgin, X., & Daniel, M. (2017). Exploring English Language Teaching in an Ecuadorian Urban Secondary Institution. *Gist Education and Learning Research Journal, 14*, 107-134. doi:10.26817/16925777.364

Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal, 57*(2), 105-112. doi:10.1093/elt/57.2.105

Chan, D. Y.-c., & Wu, G.-c. (2004). A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. *Journal of National Taipei Teachers College, 17*(2), 309-312.

Chirandon, A., Laohawiriyanon, C., & Rakthong, A. (2010). The Effects of Teaching English through Games. *The 2nd International Conference on Humanities and Social Sciences* , (pp. 1-8). Thailand.

Chou, M.-h. (2012). Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories. *Education 3-13, 42*(3), 284-297. doi:10.1080/03004279.2012.680899

Conscious Craft . (2018, March 06). *5 Reasons Why Role Play Is Important For Kids*. Retrieved from https://consciouscraft.uk/blogs/news/5-reason-why-role-playing-is-important-for-kids

Cordova, D. I., & Lepper, M. R. (1996). Intrinsic Motivation and the Process of Learning: Beneficial Effects of Contextualization, Personalization, and Choice. *Journal of Educational Psychology, 88*(4), 715-730. doi:10.1037/0022-0663.88.4.715

Crookall, D., & Saunders, D. (1989). *Communication and simulation: From two fields to one theme.* Clevedon: Multilingual Matter.

De Freitas, S. (2018). Are Games Effective Learning Tools? A Review of Educational Games. *Journal of Educational Technology & Society, 21*(2), 74-84.

Deesri, A. (2002). Games in the ESL and EFL Class. *The Internet TESL Journal, 8*(9), 1-5.

Derakhshan, A., & Khati, E. D. (2015). The Effects of Using Games on English Vocabulary Learning. *Journal of Applied Linguistics and Language Research, 2*(3), 39-47.

Dickey, M. D. (2012). Game Design Narrative for Learning: Appropriating Adventure Game Design Narrative Devices and Techniques for the Design of Interactive Learning Environments. *Educational Technology Research and Development, 54*(3), 245-263. doi:10.1007/s11423-006-8806-y

Dudovskiy, J. (2018). *Exploratory Research*. Retrieved from https://research-methodology.net/research-methodology/research-design/exploratory-research/

Education First. (2019). *Índice del EF English Proficiency*. Retrieved from https://www.ef.com.ec/epi/

Everyday ESL. (2017, November 28). *How To Use Information Gap Activities For Authentic Communication*. Retrieved from https://everydayesl.com/blog/2017/11/28/how-to-use-information-gap-activities-for-authentic-communication

Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M. (2014). Attitudes and Motivations in Learning English as a Foreign Language. *International Journal of Arts & Sciences, 7*(3), 117-128.

Garris, R., Ahlers, R., & Driskell, J. E. (2002). Games, Motivation, and Learning: A Research and Practice Model. *Simulation & Gaming, 33*(4), 441-467. doi:10.1177/1046878102238607

Gaudart, H. (1999). Games as Teaching Tools for Teaching English to Speakers of Other Languages. *Simulation & Gaming, 30*(3), 283-291. doi:10.1177/104687819903000304

Gaytán-Lugo, L. S., Santana-Mancilla, P. C., Santarrosa-García, A., Medina-Anguiano, A., Hernández-Gallardo, S. C., & Garcia-Ruiz, M. A. (2015). Developing a Serious Game to Improve Reading Comprehension Skills in Third Graders. *Research in Computing Science, 89*, 71-79.

Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences, 11*(3), 126-135.

Gros, B. (2003). The impact of digital games in the future. *First Monday, 8*(7), 1-21.

Gross, K. (1901). *The Play of Man.* New York and London: D. Appleton and Company.

Hadfield, J. (1987). *Advanced communication games : a collection of games and activities for intermediate and advanced students of English.* Surrey: Thomas Nelson and Sons Ltd.

Hill, L. (2015, January 8). *Understanding the of attention spans of elementary aged students*. Retrieved from http://www.laurenqhill.com/understanding-the-of-attention-spans-of-elementary-aged-students/

Huizinga, J. (1949). *Homo Ludens: A study of the play-element in culture.* London: Routledge & Kegan Paul Ltd.

Huyen, N. T., & Nga, K. T. (2003). LEARNING VOCABULARY THROUGH GAMES: The Effectiveness of Learning Vocabulary Through Games. *The Asian EFL Journal, 5*(4), 1-15.

Hwang, G. J., & Wang, S. Y. (2016). Single loop or double loop learning: English vocabulary learning performance and behavior of students in situated computer games with different guiding strategies. *Computers & Education, 102*, 188-201. doi:10.1016/j.compedu.2016.07.005

IGI Global . (n.d.). *What is Educational Games*. Retrieved from https://www.igi-global.com/dictionary/designing-engaging-educational-games-and-assessing-engagement-in-game-based-learning/9123

ITTT. (2017). *Teaching productive skills-speaking and writing (including games)*. Retrieved from https://aiic.weebly.com/uploads/2/0/1/7/2017783/unit_11_-_teaching_prod_skills.pdf

Jacobs, G. (n.d.). *George Jacobs*. Retrieved from http://www.google.cz/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC4QFjAA&url=http%3A%2F%2Fwww.georgejacob

Kalendová, E. (2008). The Use of Game-like Activities in Teaching English to Young Children. *(Diploma Thesis)*. Masaryk University, Brno.

Kang, B., & Tan, S. H. (2014). Interactive Games: Intrinsic and Extrinsic Motivation, Achievement, and Satisfaction. *Journal of Management and Strategy, 5*(4), 114-115. doi:10.5430/jms.v5n4p110

Khan, I. A. (2016). Positive Attitude and English Language Learning: Psycho-pedagogic Connections. *Arab World English Journal, 7*(1), 432-444. doi:10.2139/ssrn.2804020

Khatatneh, N. A., & Teh, K. S. (2018). Attitudes of Primary School Teachers towards the Use of Computerized Educational Games in the Teaching of English Language. *International Journal of Academic Research in Progressive Education and Development, 7*(4), 280-294. doi:10.6007/IJARPED/v7-i4/4937

Klimova, B. F. (2015). Games in the Teaching of English. *Procedia Social and Behavioral Sciences, 191*, 1157-1160. doi:10.1016/j.sbspro.2015.04.312

Klopfer, E., Osterweil, S., & Salen, K. (2009). *Moving Learning Games Forward*. Retrieved from http://education.mit.edu/wp-content/uploads/2018/10/MovingLearningGamesForward_EdArcade.pdf

Langran, J., & Purcell, S. (1994). *Language Games and Activities*. London: CILT, the National Centre for Languages.

Lee, W. R. (1979). *Language Teaching Games and Contests*. Oxford: Oxford University Press.

Lessard-Clouston, M. (2013). *Teaching Vocabulary*. Virginia: TESOL International Association.

Lewis, G., & Bedson, G. (1999). *Games for Children*. New York: Oxford University Press.

Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (Fourth Edition ed.). United Kingdom: Oxford.

Linse, C. T., & Nunan, D. (2005). *Practical English language teaching : young learners.* New York: McGraw-Hill ESL/ELT.

Maasum, T. N., Mustaffa, R., & Stapa, S. H. (2015). Young Learners' Perceptions of Learning English Using Language Games in a Non - Formal Context. *Mediterranean Journal of Social Sciences, 6*(6), 375-382. doi:10.5901/mjss.2015.v6n6s5p375

McCallum, G. P. (1980). *101 word games for students of English as a second or foreign language.* New York: Oxford University Press.

Mcfarlane, A., Sparrowhawk, A., & Heald, Y. (2002). *Report on the Educational Use of Games.* Retrieved from http://questgarden.com/84/74/3/091102061307/files/teem_gamesined_full.pdf

Meredith Cicerchia. (2019). *Read and spell.* Retrieved from Difficulty writing: https://www.readandspell.com/difficulty%20writing

Milczynsk, K. A. (2011). *Semantic Scholar.* Retrieved from Literature Review: Effectiveness of Gaming in the Classroom: https://pdfs.semanticscholar.org/4ca9/62a5d068520f79edbeff75c1eaaed0015e2d.pdf ?_ga=2.135529394.2063164722.1575389012-1644851858.1558625670

Ministry of Education . (2016). *Importancia del uso de material didáctico en la Educación Inicial.* Retrieved from https://educacion.gob.ec/tips-de-uso/#

Mubaslat, M. M. (2011). The Effect of Using Educational Games on the Students. *ERIC*, 7.

Nedomová, A. (2007). Teaching Grammar to Young Learners. *(Bachelor Thesis).* Masaryk University, Brno.

Neyadi, O. S. (2007). The Effects of Using Games to Reinforce Vocabulary Learning. 99-107.

Nova, D. (2010). The advantages and disadvantages of using games in teaching vocabulary to the third graders of top school elementary school. 12-35.

Nunan, D. (2004). *Task-Based Language Teaching.* New York: Cambridge University Press.

Osei, A., Liang, Q., Natalia, I., & Stephan, M. (2016). The Use of Pre-Reading Activities in Reading Skills Achievement in Preschool Education. *European Journal of Educational Research, 5*(1), 37-41. doi:10.12973/eu-jer.5.1.35

Putri, C. R., Usman, B., & Chairina. (2016). Board Game in Speaking Skill. *Research in English and Education, 1*(2), 146-151.

Ranchhod, A., Gurău, C., Loukis, E., & and Trivedi, R. (2014). Evaluating the educational effectiveness of simulation games: A value generation model. *Information Sciences, 264*, 75-90. doi:10.1016/j.ins.2013.09.008Get

Read, C. (2011, July 25). *Y is for Young Learners*. Retrieved from https://carolread.wordpress.com/2011/07/25/y-is-for-young-learners/

Ritterfeld, U., Cody, M., & Vorderer, P. (2009). *Serious Games: Mechanisms and Effects.* New York: Routledge Taylor & Francis Group.

Rubin, K. H., & Pepler, D. J. (1982). Children's Play: Piaget's Views Reconsidered . *Contemporary Educational Psychology*, 289-299.

Schultz, M. a. (1988). *Games for All Reasons: Interacting in the Language Clasroom.* Florida: Addison-Wesley Publishing Company.

Sigurðardóttir, S. D. (2010). The Use of Games in the Language Classroom. *Final Degree Project.* University of Iceland, Iceland.

Slota, S. (2014, January 29). *Education Through Play: How Games Can Help Children Learn*. Retrieved from http://footnote.co/education-through-play-how-games-can-help-children-learn/

Surrey. (2019). *Matching activities*. Retrieved from https://www.surreycc.gov.uk/__data/assets/pdf_file/0006/88134/Matching-activities.pdf

Tait, P. (2016, March 22). *The telegraph*. Retrieved from https://www.telegraph.co.uk/education/educationopinion/12201014/The-importance-of-great-teaching-on-childrens-success.html

Tengku Mohamad Maasum, T. N., Mustaffa, R., & Stapa, S. H. (2015). Young Learners' Perceptions of Learning English Using Language Games in a Non - Formal Context. *Mediterranean Journal of Social Sciences, 6*(65), 375-382. doi:10.5901/mjss.2015.v6n6s5p375

Thai, A. M., Lowenstein, D., Ching, D., & Rejeskil, D. (2009). *Game changer: Investing in digital play to advance children's learning and health.* New York: The Joan Ganz Cooney Center at Sesame Workshop.

Top Education Degrees. (2017). *What Does it Mean to "Teach to the Test"?* Retrieved from https://www.topeducationdegrees.org/faq/what-does-it-mean-to-teach-to-the-test/

Treher, E. N. (2011). *Learning with Board Games*. Retrieved from The Learning Key: https://www.thelearningkey.com/pdf/Board_Games_TLKWhitePaper_May16_2011.pdf

Vandercruysse, S., Vandewaetere, M., & Clarebout, G. (2012). Game-based learning: A review on the effectiveness of educational games. *Handbook of research on serious games as educational, business and research tools*, 628-647. doi:10.4018/978-1-4666-0149-9.ch032

Virvou, M., Katsionis, G., & Manos, K. (2005). Combining software games with education: Evaluation of its educational effectiveness. *Journal of Educational Technology & Society, 8*(2), 54-65.

Vygotsky, L. (1967). "Play and Its Role in the Mental Development of the Child". *Soviet Psychology, 5*(3), 16. doi:10.2753/RPO1061-040505036

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes.* United States: Harvard University Press.

Walker, J. (2017, February 3). *Top 6 Features of Successful Game-Based Learning*. Retrieved from https://www.skillbuilderlms.com/top-features-game-based-learning/

Wang, Y.-J., Shang, H.-F., & Briody, P. (2011). Investigating the Impact of Using Games in Teaching Children English. *International Journal of Learning & Development, 1*(1), 127-141. doi:10.5296/ijld.v1i1.1118

Warren, S. J., Dondlinger, M. J., & Barab, S. A. (2008). A MUVE Towards PBL Writing: Effects of a Digital Learning Environment Designed To Improve Elementary Student Writing. *Journal of Research on Technology in Education, 41*(1), 113-140. doi:10.1080/15391523.2008.10782525

Webster, M. (n.d.). Board games. In *Merriam-Webster's dictionary.* Springfield, MA: Merriam - Webster.

Webster, M. (n.d.). Play. In *Merriam-Webster's dictionary.* Springfield, MA: Merriam-Webster.

Widodo, H. P. (2005). Teaching Children Using a Total Physical Response (TPR) Method: Rethinking. *Bahasa dan Seni, 33*(2), 240.

Wilkins, D. (1972). *Linguistics in Language Teaching.* Autralia: Edward Arnold.

Wiwin, A., Sutapa, G., & Rosnija, E. (2015). Teaching Vocabulary Through Riddles. *Jurnal Pendidikan dan Pembelajaran, 4*(4), 1-11.

Yolageldili, G., & Arikan, A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online, 10*(1), 219-229. doi:10.17051/io.47113

Appendix

1) A MUVE Towards PBL Writing: Effects of a Digital Learning Environment Designed To Improve Elementary Student Writing; Warren, Dondlinger, and Barab (2008)

2) Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories; Chou (2012)

3) Attitudes of Primary School Teachers towards the Use of Computerized Educational Games in the Teaching of English Language; Khatatneh and The (2018)

4) Board Game in Speaking Skill; Putri, Usman, and Chairina (2016)

5) Developing a Serious Game to Improve Reading Comprehension Skills in Third Graders; Gaytán-Lugo, et al., (2015)

6) Effectiveness of Using Games in Teaching Grammar to Young Learners; Yolageldili and Arikan (2011)

7) Games as Teaching Tools for Teaching English to Speakers of Other Languages; Gaudart (1999)

8) Investigating the Impact of Using Games in Teaching Children English; Wang, Shang, and Briody (2011)

9) Learning Vocabulary through games; Huyen and Nga (2003)

10) Serious Game Motivation in an EFL Classroom in Chinese; Anyaegbu, Ting, and YI (2012)

11) Single loop or double loop learning: English vocabulary learning performance and behavior of students in situated computer games with different guiding strategies; Hwang and Wang (2016)

12) Teaching Vocabulary Through Riddles; Wiwin, Sutapa, and Rosnija (2015)

13) The advantages and disadvantages of using games in teaching vocabulary to the third graders of top school elementary school; Nova (2010)

14) The effect of digital games on Iranian children's vocabulary; Aghlara and Tamjid (2011)

15) The Effect of Using Educational Games on the Students; Mubaslat (2011)

16) The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level; Bavi (2018)

17) The Effects of Teaching English through Games; Chirandon, Laohawiriyanon, and Rakthong (2010)

18) The Use of Pre-Reading Activities in Reading Skills Achievement in Preschool Education; Osei, Liang, Natalia, and Stephan (2016)

19) Using Fun Activities to Improve Listening Skill; Andyani (2012)

20) Young Learners' Perceptions of Learning English Using Language Games in a Non-Formal Context; Maasum, Mustaffa, and Stapa (2015)