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ABSTRACT

Teaching English as a foreign language can be fun and meaningful when teachers apply communicative activities in their classrooms. Children will feel motivated and they will participate interacting with others enthusiastically. These activities can definitely encourage learners' participation, contributing to improve their oral production of the English Language.

Teachers must know the importance of using appropriate communicative activities to encourage children speaking. It is imperative to understand that these activities need to be well designed or modified in order to develop this skill.

This monograph has as its main objective to present some examples of games that teachers can use in an EFL classroom in order to develop children's communicative competence by engaging them in meaning-focused communication.

KEY WORDS

Communicative Activities and Games

Children

Oral production



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ORAL PRODUCTION IN CHILDREN FROM AGES 10 TO 11”**

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RESPONSIBILITY OF ITS AUTHOR.**

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INTRODUCTION

Communicative activities in the EFL classroom are highly recommended, especially for teachers who work with children, since those activities contribute to the teaching-learning process. When appropriately applied in the EFL classroom, these activities are fun and dynamic, thus motivating students towards learning English as a foreign language.

The present work is focused on developing speaking skills through communicative activities (games) to encourage the oral production in children from 10 to 11. The aim of this investigation is to provide opportunities for teachers and learners to experiment and explore spoken language.

Communicative activities need to be well designed or modified in order to engage learners in the authentic, practical, functional, and meaningful process of language acquisition. In order to cultivate learners' communicative competence, teachers must design or look for motivating communicative activities.

The first chapter of this investigation introduces Jean Piaget's theory of constructivism, which emphasizes the importance of interaction between human beings and their environment. Moreover, this chapter deals with other important professors, such as Stephen Krashen and Tracy Terrell who also contribute to understand how children learn a new language.

The second chapter describes the importance of using communicative activities for enhancing children interaction in an EFL class. Games, as communicative activities, involve individual or group work. The third chapter has as its main objective to present some models of communicative activities that



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teachers can use in an EFL classroom in order to develop children's communicative competence by engaging them in meaning-focused communication.

In summary, the teacher should design or adapt effective communicative activities depending on students' needs and interests. When well applied, communicative activities can definitely encourage learners' participation, contributing to improve their oral production of the English Language.



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CHAPTER I

LANGUAGE ACQUISITION IN CHILDREN

1.1. Jean Piaget's Language Acquisition in Children

Language acquisition has been a major topic of investigation in linguistics for several decades. According to David Elkind, in his *Studies in Cognitive Development*, Jean Piaget states that “language is a ready-made system that is elaborated by society and that contains a wealth of cognitive instruments at the service of thought” (326). It is therefore a natural process in which a human acquires the capacity to perceive, produce, and use words to understand and communicate by the environment to solve problems.

Elkind, in addition, states that children use language symbolically, providing facts, that for their language, are creative as well as imitative. “Language is a powerful tool for understanding the world around, since the way children acquire language follows a specific pattern and is inherently systemic in nature” (327). Although young children are not formally taught, language acquisition is a fundamental part of their physical, social and cognitive development.

To Piaget, there are four stages in cognitive development (46).

- Sensorimotor stage
- Pre-operational stage
- Concrete operations stage
- Formal operations stage



a. Sensorimotor stage

This is the first stage of development, which begins at birth and continues up to the age of two. In this stage, intelligence takes the form of motor actions. Children learn about physical objects and motor skills. This stage includes sucking, looking, shaking, throwing, and other various motor activities. Around the age of one, children learn the concept of object permanence (46).

b. Pre-operational stage

This is the second stage of development, which ranges from the age of two to five. During this stage, children become able to think of symbols, to form ideas from words, and so on. This stage may account for a partial isomorphism (i.e. similarity in form or appearance between organisms of different ancestry or between different stages in the life cycle of the same organism) between language and logic. Children also begin to understand the concept of space and time. The thought of a child at this stage is very egocentric, and he often assumes that people see situations from his point of view (47).

c. Concrete Operations stage

This is the third stage of development, beginning around age five or six and continuing up till eleven. The cognitive structure during this stage is logical, but it depends upon concrete referents. Children are now able to group certain things into categories, since there is a form of logical reasoning and thinking. Their



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experience of the world at this age makes them able to imagine events that occur outside their own lives. A capacity for abstraction is also acquired at this stage, in which a child can do mental operations but only with real concrete objects, events or situations (48).

d. Formal operations stage

This is the fourth and final stage of development, beginning at eleven up till upper age, where many abilities are mastered generally. At this stage, thinking involves abstractions, and new capabilities are developed in a child, such as providing logic reasoning and establishing abstract relationships. By the end of this stage, a child begins to think more as an adult and he/she can use a formal and abstract logic (48).

In sum, Piaget states that the development of knowledge representation and manipulation is not genetically programmed into the child's brain. Piaget sees children as continually interacting with the world around them, solving problems and learning processes. Finally, the knowledge that results from these actions is not only innate, but it is actively constructed by the child.



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Figure 1: Stages of Cognitive Development by Campbell, R. L

Stage	Age	Features
Sensorimotor stage	Birth to 2 years	Rudimentary perceptual abilities Reflexive movements Inability to mentally represent unseen objects Non-random movements in response to sensations
Pre- Operational stage	2 to 5 years	Representational thought Can make mental transformations on ideas/images Unstructured flow of thought Egocentric thinking Cannot solve conservational problems Difficulty with transitive relationships
Concrete Operations stage	5 to 11 years	Has mastered the concept of conservation Can take other's perceptual perspectives Can perform operations on concrete ideas and objects Cannot perform mental operations on abstract or hypothetical elements Difficulty understanding relationships among relationships
Formal Operations stage	11 years to adult	Can perform all the cognitive abilities described.



	Beyond age 18	Accumulation of knowledge and skills and not the acquisition of new cognitive abilities
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1.2. Second Language Acquisition in Children from Ages 10 to 11

To fully understand how the language acquisition process is, teachers have to think about stages to acquire language, because the length of time each student spends at a particular stage may vary greatly. According to Stephen Krashen and Tracy Terrell, in their book *The Natural Approach* (1983), there are five stages towards foreign language acquisition.

1.2.1. The Silent/Receptive or Preproduction Stage

This stage begins at birth and lasts approximately six months. Students often have up to 500 “receptive” words (words they can understand, but may not be comfortable using). Likewise, they can understand new words that are made comprehensible to them. In this stage, they are not really producing language but parroting (325).

This stage often involves a “silent period” during which students may not speak, but can respond using a variety of strategies including pointing at an object, picture, or person; performing an act, such as standing up or closing a door; gesturing or nodding; or responding with a simple “yes” or “no.” During this stage, teachers should focus attention on listening comprehension activities and on building receptive vocabulary (326).



1.2.2. The Early Production Stage

This stage may last up to six months and students will develop receptive and active vocabulary of about 1,000 words. Students have usually developed close to 1,000 receptive/active words (i.e. words they are able to understand and use). They can start to use short language chunks that have been memorized although these chunks may not always be used correctly, they so can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions (329).

1.2.3. The Speech Emergence Stage

This stage can last up to another year. Students have usually developed approximately 3,000 words and can use short phrases and simple sentences to communicate (331). Students begin to use dialogue and can ask simple questions, such as “Can I go to the restroom?” and are also able to answer single questions. Students may produce longer sentences, but often with grammatical errors that can interfere with their communication. Also, they will understand easy stories, and read in class with the support of pictures. They will also be able to do some content work with teacher support.

1.2.4 The Intermediate Language Proficiency Stage

Intermediate proficiency may take up to another year after speech emergence. Students have typically developed close to 6,000 words and are beginning to make complex statements, state opinions, ask for clarification, share



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their thoughts, and speak at greater length. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English (333).

1.2.5 The Advanced Language Proficiency Stage

Gaining advanced proficiency in a second language can typically last from the age of five to ten or eleven. By this stage students have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support (335). Students can speak English using grammar and vocabulary comparable to that of same-age native speakers. At the beginning of this stage, however, they will need continued support from classroom teachers, especially in areas related to science.

Children from ten to eleven belong to the advanced language proficiency stage, which means that they can speak English using grammar, and basic vocabulary. Teachers can now understand how to deal with students at this stage. Although children are equally gifted at acquiring language, there remains a great deal that we do not know about language development in children from those ages.

A child's language is frequently developing and changing in order to be learned. Children learn about the world using their experience and interaction with their parents, friends, classmates, and so on. Moreover, it is important that teachers involve children into the language-learning process, since it gives them a model about how language is used, and thus they get communicative



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competences. It is also recommended to encourage children's independent work in order to develop their knowledge.

During the learning process, play is a good way to expand children's foreign language abilities because they interchange or share their knowledge, information and experiences when they have opportunities to interact with their friends or classmates. Language thus becomes a great influence on their thinking and behavior. For this reason, communicative activities are designed to provoke real communication among students, as well as to focus on their mental development.

Moreover, language develops cognitive process capacities. If play is used, children are able to socialize in their environment, creating a learning guide by their initiative.

As most teachers know, listening to songs should be part of growing language up for every child. It is a vital role to play in child's development of language. At the same time children are acquiring new vocabulary and pronunciation, and understanding the use of language. The common linguistic universals in all languages mean that children who learn to read well in their first language will probably read well in a foreign language.

And based on what has been stated, students from ten to eleven may be the most advantaged acquirers of school skills in a foreign language. Children learn what educators teach using logical reasoning. Teachers must be conscious that learning through games becomes an important aspect of the teaching – learning process.



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Nevertheless, teachers should motivate students to think and communicate their feelings, points of view or thoughts, through games because they have a great facility to understand what they have to do. Teachers should encourage students to free production in a real situation. Therefore, teachers must know that there are great variations between children and the rate of their language acquisition. Figure 2 describes how children move from one to another level of English Proficiency, according to five stages of language acquisition.



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Figure 2: Stages of Second Language Acquisition taken from Jane D. Hill and Kathleen M. Flynn (15).

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
<i>Preproduction</i>	The student <ul style="list-style-type: none">• Has minimal comprehension• Does not verbalize• Nods “Yes” and “No”• Draws and points	0–6 months	<ul style="list-style-type: none">• Show me...• Circle the...• Where is...?• Who has...?
<i>Early Production</i>	The student <ul style="list-style-type: none">• Has limited comprehension• Produces one- or two-word responses• Participates using key words and familiar phrases• Uses present-tense verbs	6 months–1 year	<ul style="list-style-type: none">• Yes/no questions• Either/or questions• One- or two-word answers• Lists• Labels
<i>Speech Emergence</i>	The student <ul style="list-style-type: none">• Has good comprehension• Can produce simple sentences• Makes grammar and pronunciation errors	1–3 years	<ul style="list-style-type: none">• Why...?• How...?• Explain...• Phrase or short-sentence answers



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	<ul style="list-style-type: none">• Frequently misunderstands jokes		
<i>Intermediate Fluency</i>	The student <ul style="list-style-type: none">• Has excellent comprehension• Makes few grammatical errors	3–5 years	<ul style="list-style-type: none">• What would happen if...?• Why do you think...?
<i>Advanced Fluency</i>	The student has a near-native level of speech.	5–7 years	<ul style="list-style-type: none">• Decide if...• Retell...
<i>Source:</i> Adapted from Krashen and Terrell (1983).			

Knowing and recognizing the stage of language acquisition, teacher can use the stage-appropriate prompts or questions to engage students at the correct level of language. Since teachers know it, they can get correct language objectives.



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CHAPTER II

COMMUNICATIVE ACTIVITIES TO ENCOURAGE CHILDREN TOWARDS LEARNING A FOREIGN LANGUAGE FROM AGES 10 TO 11

2.1. Importance of Communicative Activities

Communicative activities, according to Jack C. Richards, in his article, *Developing Classroom Speaking Activities*, published at professorjackrichards.com, are focused on language as a medium of communication. It also states that all communication has a social purpose, since learners always have something to say or find out. Moreover, classroom communication should offer opportunities for rehearsal real-life situations and provide opportunities for a real communication.

There is no possibility of real communication in English in a classroom. Students must 'pretend' that they need to communicate in English (artificial English). For this reason, teacher can reduce the artificiality by looking for good activities. In order to reduce intervention, teacher can use more authentic materials; teacher can encourage a wider variety of language use; and therefore, teacher can create more natural communicative purposes.

It is important to understand that teachers must create effective communication opportunities. Effective communication is a requirement for implementing organizational strategies as well as for managing day to day activities.



2.2. What is Communicative Approach?

Wan Yee Sam asserts that Communicative Approach refers to the “beliefs and theories of language teaching which emphasize that the goal of language learning is communicative competence” (learningimprove.com). Communicative approach is much more pupil-orientated, because it is focused on pupils' needs and interests.

Communicative approach is not just limited to oral skills. Reading and writing skills also need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in variety of ways (reading/ summarizing/ translating/ discussion/ debates) – language becomes more fluid and pupils' manipulation of language is more fluent.

In Communicative approach, language learners' needs are given important consideration (communicative competence). According to this approach, students can use the language “accurately” and “appropriately”. Language acquisition would thus be facilitated by the use of “communicative activities” (3).

Classroom activities according to Rebecca Belchamber in her article, *The Advantages of Communicative Language Teaching*, in The Internet TESL Journal, Vol. XIII, No. 2, maximize opportunities for learners to use the target language in a communicative way for meaningful activities. Belchamber states that “a communicative activity is one which brings the language to life by providing a real basis for speaking, and the interactive exchange of ideas, opinions, and feelings with another person” (iteslj.org/Articles/Belchamber-CLT.html).



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According to Olga Morozan, communicative activities are essential because

“They help the teacher to encourage students' thinking, creativity, imagination, and all the components of cognitive sphere. The motivation, the emotions, the attitudes towards something or somebody, the self-conscience and self-confidence can either be involved in communication. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language”, (languageimpact.com).

Communicative activities, according to Jack Richards in *Communicative Language Teaching Today*, published at www.professorjackrichards.com, refer to the techniques which are employed in the communicative method in language teaching. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. The activities involve 'doing' things with language e.g. making choices, and evaluating and bridging the information gap. The language-using activities for communication are not restricted to conversation and may involve listening, speaking, reading, writing or an integration of two or more skills.

Communicative activities, according to Wan Yee Sam, have the following characteristics:

1. They are purposeful. They are further than strictly practicing particular structures.



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2. They are interactive. The activities are often conducted with others and often involve some form of discussion.
3. Authentic materials are used. The situations in which the learners have to use language should be as realistic as possible. The language models given should be authentic.
4. They are based on the information gap principle.

Communicative tasks, according to Doughty and Pica in their article "*Information gap*" (305), have been proved to be effective in teaching a foreign language, since they promote learners' competence in using the language as needed. Communicative tasks encourage learners to experiment with whatever English pieces they can recall, to try things out without fear of failure, to express themselves with basic fluency and accuracy.

The benefits of using communicative activities according to Dr. Olenka Bilash, a professor of University Alberta, (www2.education.ualberta.ca) are the following:

1. Exposure to Target Language
2. Authentic opportunities to USE the language
3. Fun and interesting for learners
4. Opportunities to use authentic or own learner's materials.



2.3. Communicative activities influence to improve speaking in class

Most teachers know that speaking is a demanding skill when learning a foreign language. Language, according to Richards in his *Communicative Language Teaching Today*, is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues (traditional-education). Today's world requires that teaching speaking improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Students learn to speak in a language by "interacting" (Beverly A. Clark 2). Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in English Foreign Language classes, students will have the opportunity of communicating with each other in the target language (6).

Teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. English communication games are important in the EFL classroom, since they encourage students to use new vocabulary words and also



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help them become more fluent. For those students who are shy, games provide a more jovial, relaxing environment that encourages speaking. Students come to enjoy communication games as a break from the class's normal routine. Language class activities represent the space where the teacher can form, and develop the student's personality, due to communication. Such activities are vital in a language classroom since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy – the final goal of each language learning course. (Olga Morozan, 4).

For example, the first day of class teacher can use communicative activities as an icebreaker and as an introductory activity for students. Students have opportunities to improve their leadership and interpersonal skills while also increasing their self-confidence. Applying these types of activities, teachers will achieve that students get motivated and involved to produce speaking in a free and spontaneous way within their reality.

2.4 Group or individual communicative activities

2.4.1 Grouping children

Cooperative learning according to Larry K. Michaelsen, L. Dee Fink, and Arletta Knight, in their work, *Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development*, published at coe.sdsu.edu, involves a variety of learning activities (games) to improve students understanding. Each member in the group is responsible not only for learning what is taught but also for helping classmates learn, thus creating an atmosphere of achievement.



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Students work through the assignment until all group members successfully understand and complete it. Also, the students feel much more comfortable to speak in a foreign language when games are involved. Shy students, for instance, feel more relaxed and self-confident when manipulating the language, since they try to put their language abilities to a test during the activity (1-3).

For that reason, students learn best when they are actively involved in the process through games. Students working in small groups (4 or 5 students) tend to learn more of what is taught and retain information longer than when the same content is presented in a normal (traditional) class. Students who work in collaborative groups also appear more satisfied with their classes (Hubert Skrzyński, www.edukator.org.pl).

Group work makes possible students' oral production. Instead of being dependent on the teacher, students get used to helping and learning from each other. Meanwhile, the teacher plays the role of monitor or facilitator in the speaking process. Teacher advises and encourages students where and when it is needed (Michaelsen, Fink, and Knight 3).

Michaelsen, Fink, and Knight also assert that work groups are so much a part of our everyday teaching routine that we hardly pause to think before partitioning the class to begin some particular communicative task. Although work groups are a good option when developing communicative activities, individual work can also contribute to these activities (3).



2. 4.2. Individual work

According to Olcay Sert, in his article “*A Comparative Analysis of Pair-work and Individual Assignments In two ELT Grammar Classes*” published at jlls.org, not all children will take pair and group work at once (in cooperation). Individual work is the stage during the class where the students are left to work on their own and at their own speed.

Individual learners have different learning styles, strategies and preferences. It is also generally accepted that to have effective lessons, teachers need a change of pace, as well as to focus on maintaining the concentration of the learners by using a wide range of communicative tasks (games)(Azys Syaiful Anwar).

CHAPTER III

ACTIVITIES TO DEVELOP SPEAKING SKILL THROUGH GAMES

3.1 Games as communicative activities

This chapter will focus on games as communicative activities for children from ten to eleven in order to encourage their speaking skill. Communicative activities can help children to use and activate previous knowledge, which can be used in context. Learners are therefore able to remember most of what they have learned and they can use it in sentences (structures).

Teachers know that activities and games in the teaching-learning process are important for social, cognitive and language development in children. The relationship between language development and play is of two-ways. The first is



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that language makes possible to adopt roles for students. On the other hand, the second one involves negotiating the rules and goals of playing, thus stimulating the development of language.

According to Colin Retter and Neus Valls in their book *“Bonanza: 77 English Language Games for Young Learners”* communicative activities (games) are used because:

1. Children like them.
2. Games offer a natural situation for communication between children.
3. Games motivate to speak.
4. Children remember vocabulary and structures.
5. Games teach children about the nature of cooperation.
6. Games encourage the development of reasoning processes, since they require a great variety of strategies and creativity. (1)

If there is not a purpose for using communicative activities, teachers cannot encourage learners' interest in oral participation.

The following activities provide opportunities for interaction and communication:



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3.1.1 Activity I: Talking Volleyball Game

3.1.2 Activity II: Mime

3.1.3 Activity III: Drama Using Pictures

3.1.4 Activity IV: Hat Game

3.1.5 Activity V: A Four-Word Story

3.1.6 Activity VI: I Spy

3.1.7 Activity VII: Dice Game

3.1.8 Activity VIII: Find the Differences

3.1.1 Activity I: Talking volleyball game

Speaking focus: Asking for and giving information.

Level: Elementary

Materials: Skip rope, a whistle, and one balloon

General Rule: Every time a student touches the ball, she/he must say a word or sentence.

Time: 40 – 45 minutes

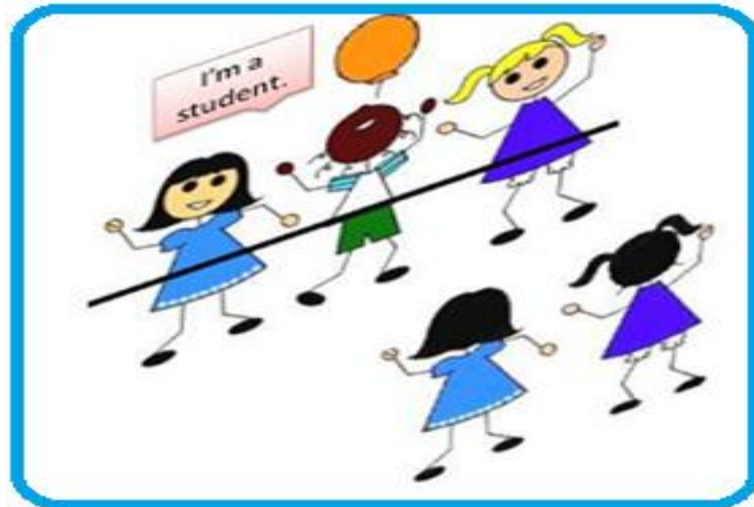


Fig. 3. "computerclipart.com". Perry, Pamela. Cartoon. Web. August 2011:15

How to play:

1. Students are taken to the school yard.
2. Teacher picks out three students who will be the team captains. (Teacher tells the students they are going to play a volleyball game).
3. The captains will take turns choosing students to join their teams until everyone is chosen.
4. Ask the students to choose their sides of the coin. Toss a coin to decide which two teams start first.
5. The team that loses during the coin tossing has to sit at the side of the yard.
6. Use a skip rope to divide the playground into two equal parts.
7. Get a medium-sized balloon and blow it to almost full capacity. Tell the two teams to take their positions.
8. Tell kids the rules.



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9. The teacher is the referee.

Rules:

1. Every time a student hits the ball she/he must say a word or sentence under a chosen category (e.g., the teacher can say “when you touch the ball say a word related to animals” or make a sentence using the verb “like” or ask a question using the word “want”, -almost anything you want to practice).
2. Students can only hit the ball once every time.
3. First strikes of the ball must be upwards or across. This is especially useful when starting or restarting the game.
4. When a team loses a point the teacher blows his whistle, takes the ball and restarts the game.
5. Students lose points because of the following:
 - a) The ball cannot touch the ground. If the ball touches the ground a team loses one point.
 - b) If a student hits the ball without saying a word, the team loses one point.
 - c) If the ball does not go over the skip rope after three attempts, the team loses one point.
 - d) And if a team loses a total of three points, the next team takes their place.



Fig. 4. "computerclipart.com". Perry, Pamela. Cartoon. Web. August 2011:11

3.1.2 Activity II: Mime

Speaking focus: Giving description of something or somebody.

Level: Elementary.

Material: A set (what teacher wants to teach).

General Rule: Students cannot whisper any word. Volunteers mime and their team



guess what is being mimed.

Time: 30 – 35 minutes.

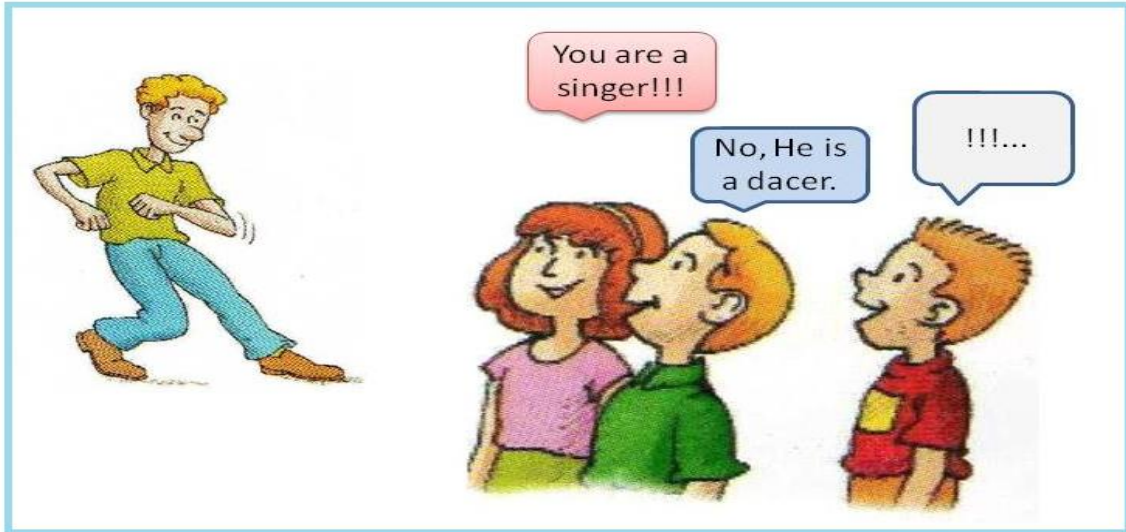


Fig. 5. Lucini,P. “*English dictionary*”. Cartoon. Lexus. 2007print

How to Play:

1. Students are divided into groups.
2. Each group sits in a straight line, facing backward except the first person.
3. The first person in each group is not allowed to talk at any point in the game.
The first person in each line is given an object, a profession; and so on to mime; the only requirement is that it can be shown in pantomime in a seated position.
4. The first person mimes the object, and when the second person thinks he knows or recognizes what the object is, she/he puts her/his hands up. The student who identifies the object correctly replaces this person.

Set samples: animals, verbs, and places.



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Fig. 6. Retter, Colin and Valls, Neus. "Bonanza: 77 English Language Games For Young Learners." Longman Group UK limited. 1990. Fourth impression.



3.1.3. Activity III: Drama using pictures

Speaking focus: Improvisation (expressing ideas using new vocabulary)

Level: Elementary

Material: Pictures related to people, places, things, etc.

General Rule: Participants use pictures as inspiration in creating characters, and using their imagination they create a story.

Time: 40 -45 minutes.



Fig.7.

Lucini, P. "English dictionary". Cartoon. Lexus. 2007print

How to Play:

1. Students are divided into groups.
2. Students spread themselves out in the room, so that each person has enough space to think without distractions.



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3. Teacher gives them different sets of pictures (5-7 pictures).
4. Teacher tells them that they have 8 or 10 minutes to look at their set of pictures and try to create a "story." (Use the pictures to decide about details such as the characters, surroundings, etc.).
5. The group then shows the pictures that be will used in their story.
6. The group acts using each picture.
7. They tell and act their story.

Pictures:



Fig. 8. "Instantfundas.com". Danny, D.and Kausshik. Cartoons. Web. October

2010:1



3.1.4. Activity IV: Hat game

Speaking focus: Giving information or descriptions.

Level: Elementary (9 – 12).

Material: Sets of verb cards (depending what teacher wants to teach i.e. progressive, imperatives and so on).

General Rule: Students have to answer a question correctly before they are allowed to run the first line.

Time: 35 – 40 minutes.

How to Play:

1. Students are divided in two teams.
2. The players stand in two lines, facing the teacher. The players at the back of each line stand on a chair, holding 4 or more cards from the verbs set.
3. Teacher puts three chairs behind her/him, and puts sets on the two nearest chairs.
4. Teacher says Ready! Steady! Go! The two players at the front of each team run to the nearest chair and pick up one card.
5. They have to run around the three chairs but the player cannot see the card.
6. After they go back to the front of their team, the players have to look at the card and mime what she/he sees in it.
7. Then the player asks a question to his/her team: *What am I doing?* Her /his team tries to guess what she/he is doing.



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8. If the answer is correct, he/she says Ok!
9. The next player runs to pick up the next card and mimes it (then each player follows the same steps 6, 7)
10. If the students cannot answer the question, they have to stand at the back of the line.
11. The first team to finish wins. A team finishes when all players have run around the chairs.

Verbs cards samples:



Fig. 9. "flashcards.com". Cartoons. Web. October 2011.



3.1.5. Activity V: A four-word story

Speaking focus: Telling a story

Level: Elementary (10- 12).

Material: A blank piece of paper for each group.

General Rule: Each student has to say one sentence of the story.

Time: 30 – 35 minutes.

How to play:

1. Divide the class into groups of four or five students.
2. Give each group a blank piece of paper.
3. Tell the groups to choose the student who will start the activity.
4. This student writes down an English word that first comes into his/her mind when teacher says 'start.' Then she/he hands it in to the student sitting to her/his left side, who writes the next word, which comes into his/her mind, but which starts with the last letter of the previous word (e.g. race – elephant).
5. When each student has written a word, they prepare to tell a short story containing words from the list. Every student in the group must say one sentence.

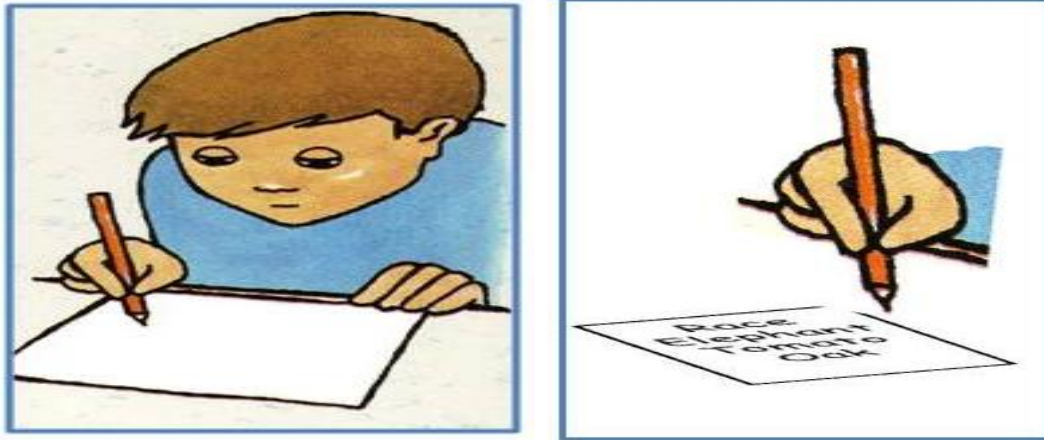


Fig.10. Budeisky, Alicia. "Dictionary". Cartoon ScottForesman 1989.Print.

3.1.6. Activity VI: I spy

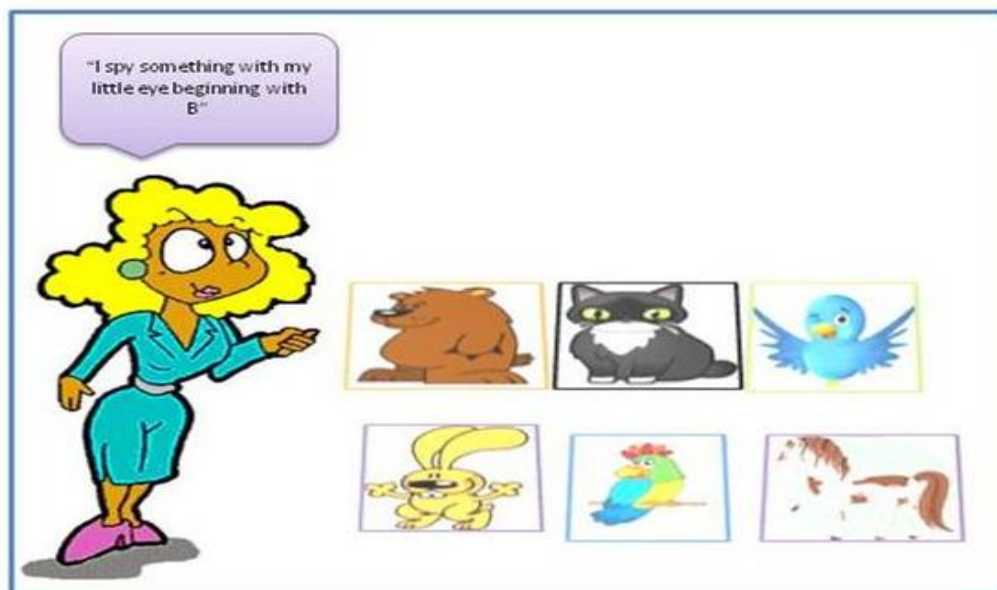
Speaking focus: Describing, using word order, and vocabulary.

Level: Elementary

Material: Pictures.

General Rule: Students have to try to make sentences (active vocabulary).

Time: 20 – 25 minutes.





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Fig. 11. "technologyforteacher.com". Kausshik. Cartoons. Web. October 2011.

How to play:

1. Teacher sticks pictures on the wall or puts them on the floor. Suppose the teacher wants to review animal vocabulary, the game will go like this:

The teacher chooses an animal picture in his mind and says something like this, "I spy something with my little eye beginning with B".
2. Each student tries to guess which animal the teaching is talking about.
3. Student should say a sentence based on the picture.
4. After the student guesses, he/she says "I spy with my little eye, an animal beginning with P," and thus the game goes on this way.



3.1.7. Activity VII: Dice game

Speaking focus: Describing pictures

Level: Intermediate

Material: A dice and a puzzle table.

General Rule: Roll the dice and describe the picture according to the number that shows up.

Time: 20-25 minutes.

How to Play:

1. The teacher brings a large dice to the classroom.
2. Students sit in a circle and take turns rolling the dice.
3. The student who rolls the dice uses the number that shows up on the dice to describe the pictures on the puzzle table.

According to the number which appears on the dice, student advances through the puzzle table, and describes the picture which is in there.



Game - Daily Routine - What do they do?

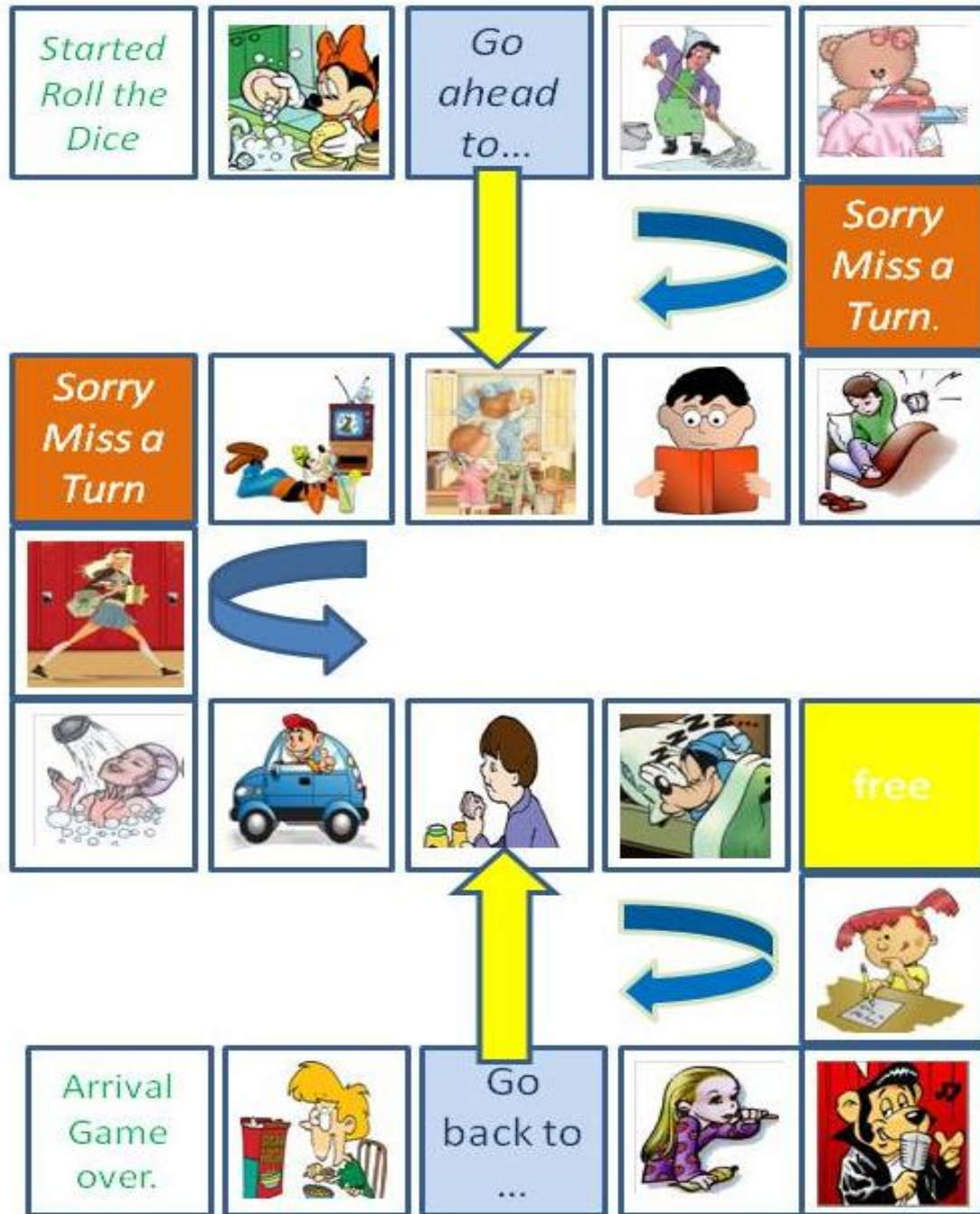


Fig. 12. Budeisky, Alicia. "Dictionary". Cartoon ScottForesman 1989.Print.

"mes-English". Flash cards. Cartoon. Web. August. 2011.



3.1.8 Activity VIII: Find differences

Speaking focus: Giving descriptions of objects.

Level: Intermediate

Material: Pictures or cartoons for each pair of students

General Rule: Try to find differences between pictures.

Time: 15-20 minutes.

How to play:

1. Teacher gives students two pictures with 5, 7 or 10 differences.
2. Students cannot show their pictures to their partners.
3. They describe each other's pictures according to the information they obtain by asking questions. For example, "Is the girl wearing socks?"
4. Teacher asks students how many differences they have found, and ask for few examples. If students are not able to find all differences, invite them to ask the class for help. Students must not look at each other's pictures yet.
5. Then students compare their information.



Fig. 13. *Find-differences.html*. Cartoon. June 2011

Teacher goes around helping when necessary.



Fig. 14. "Pooh friends". Disney Enterprises Inc. 2008. Print.

Cooperating with their partner to identify the differences becomes an act of genuine communication.



CONCLUSION

In conclusion, games as communicative activities are effective tools in teaching English as a foreign language. They promote students' oral competences, since pupils are able to express themselves by means of using the language appropriately.

Teachers should carefully design or adapt effective and suitable games to be used in their EFL classrooms. It is necessary to consider students' age, needs, and interests when applying these games.

The games which have been proposed in the third chapter of this monograph are in fact communicative activities because they encourage children towards speaking, and at the same time they promote interaction among classmates. Students will therefore feel motivated to participate in these activities because they are fun and interactive.



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