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Developing Ninth Graders' Speaking Skills through Games for Large Classes

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Resumen

Esta tesis se ocupa del uso de juegos en la enseñanza del idioma Inglés en clases grandes y su influencia en la habilidad del habla. En la primera parte de la tesis se explica el papel de los juegos en la enseñanza del inglés; las ventajas y desventajas del uso de juegos en la enseñanza de idiomas en general, así mismo se describen diversos tipos de juegos. En la segunda parte, se presenta el estudio experimental que se ha llevado a cabo y se describe el método. En la tercera parte se muestran los resultados, incluidos los datos cuantitativos y cualitativos. La cuarta parte presenta la discusión de los resultados y se presentan las conclusiones. El estudio muestra que los juegos desempeñan un papel importante en la enseñanza del idioma Inglés en clases grandes. Los resultados revelaron que, en comparación con el método tradicional de enseñanza, los juegos mejoran el aprendizaje del inglés y esto hace que el aprendizaje del mismo sea más fácil, más suave y más divertido. Hubo una mejora cualitativa en el aprendizaje del idioma Inglés cuando se utilizaron los juegos como una herramienta. El estudio cualitativo se llevó a cabo mediante entrevistas a estudiantes y profesores. Los estudiantes se sintieron más cómodos aprendiendo inglés en situación de juego en comparación con la enseñanza tradicional. El presente estudio demostró que el aprendizaje a través de juegos es más eficaz y se puede utilizar en la enseñanza del idioma Inglés en el Ecuador.

Palabras clave: juego, clases grandes, aprendizaje, enseñanza, correlación y diseño.



Abstract

This thesis deals with the usage of games in English language teaching in large classes and their influence on speaking skills. The first part of the thesis explains the role of games in teaching English, the advantages and disadvantages of using games in language teaching in general, and also describes diverse types of games. The second part discusses the experimental study that has been carried out and describes the method. The third part shows the results including the quantitative and qualitative data. The fourth part presents the discussion of the results and contains the conclusions. The study shows that games play a significant role in teaching English in large classes. The results revealed that as compared to the traditional teaching method, games enhance learning English and they make learning English easier, smoother, and more fun. There was qualitative improvement in English language learning when games were used as a tool. The qualitative study was conducted by interviewing students and teachers. Students were more comfortable learning English in game situation as compared to traditional teaching. The current study proved that learning by playing is more effective and it can be used in teaching English in Ecuador.

Keywords: Game, Large class, learning, teaching, correlation and design.



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STATEMENT

I hereby declare that the matter presented in this thesis, “**Developing Ninth Graders’ Speaking Skills through Games for Large Classes**”, is the result of research carried out by me in the University of Cuenca, Ecuador under the supervision of Professor Catalina Astudillo. In keeping with general practice of reporting scientific observations, due acknowledgements have been made wherever the work described is based on the findings of other investigators.

A handwritten signature in blue ink, consisting of several overlapping loops and a horizontal line at the bottom.

Mélida Piedad Segarra Coyago



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“In a game, a child has the opportunity to try out and modify much of what they see; the game is therefore a source of cognition for them.” (KotátkováDětia 26)



Overview:

Research suggests that games play an essential role in the process of learning; for example, in the course of learning a new language, games may facilitate the acquisition process. This study focuses on the use of games in large class settings for the development of the students' speaking skills. Therefore, this study was conducted in a high school in Cuenca, Ecuador where there is a necessity to incorporate new techniques as alternatives for learning. Since games are interactive, active and comprehensive in nature, they demand active participation from the students in the language learning process in a playful manner. Even if a student is not willing to learn or is not motivated, games can call forth motivation and ensure the active participation of the students.



Introduction:

English is the first foreign language in almost every non-English speaking country because of its ubiquity in the global communication process. Therefore, the need to learn this language has become essential and is built into every school's curriculum from elementary school and even kindergarten level.

Since the process of teaching this language usually starts from early childhood, it is important to understand the level of intellectual development to make the learning process more effective. Children usually understand the function of the language more than all the rules and explanations of the language items. Therefore, teachers explaining grammar explicitly (e.g. by using terms like "present progressive" or "relative clauses"), and also stating the grammatical rules by using abstract terms may not result in effective language acquisition among children. Teachers can use patterns and examples while explaining grammar. Another point of concern is that while teaching, teachers must keep track of the attention span and specific interests of the students. The attention of students may quiver if they find their lessons boring, useless or very difficult. In other words, a teacher needs to use a variety of interesting, lively and fun activities. Learning is even better when the activities are stimulating (such as involving physical activities), namely, role playing, playing games etc., use sensory aids and non-verbal language (since children tend to be very sensitive to facial features, gestures and touching (Brown 89). Materials must be authentic and the use of meaningful language in their classroom should be promoted. Use of story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language are strongly recommended in establishing the context of the language use as well as improving children's attention and retention rates (Brown 90). Based on the above mentioned this study focuses on



the role that games play in teaching English to large classes and their influence on students' language learning. The next chapter deals with the review of literature on the role of games in English teaching in large classes.



CHAPTER 1

1.1 Definition of Games

Several definitions of games have been provided. Khan compiles some of them:

Games are activities governed by rules which set up clearly defined goals. The achievement of these goals signals the end of the game.

Games involve a contest either between players or between the players and the goal, and games should lead to having fun. Games are for playing and the element of play is crucial.

Games are activities that children naturally and universally engage in. Games may be seen as a route by which children come to terms with their social environment, presenting as they do a social situation which is firmly governed by rules but whose outcome is known (142-145).

1.2 Categorization of Games

Games can be classified and divided into categories in many different ways depending on their model. Ingvar Sigurgeirsson explains various game categories and he gives an example of at least one game from each category.

Classification by Ingvar Sigurgeirsson (1995):

1.2.1 *Games for dividing larger groups into smaller groups*: these games can be used in a big class in order to divide the whole class into smaller groups.

1.2.2 *Group games*: can be often used before some other activity. These kinds of games work well as vocabulary builders and boost team skills as well. A good example is the game known as “Fruit basket” which emphasizes listening, memory



and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to “be”. One participant does not have a chair and has to stand in the middle. He then calls out a name of a fruit, for example, “orange”, and then all the students who are oranges have to stand up and switch seats. The one in the middle has to try and “steal” a seat while the others are switching, and if he succeeds someone else will be left on their own in the middle and gets the task of calling out the name of a new fruit (38).

1.2.3 *Introduction-games*: Students have to introduce themselves, but instead of saying their own name, they have to say the name of the person who has been introduced before. This is called “Stating the names”: the students sit in a circle and one by one they introduce themselves, but the only catch is that before saying their own name they always have to repeat the names of the students who have already introduced themselves, and as the game progresses it gets harder and harder for students to memorize all the names (28-29).

1.2.4 *Physical games*: These kinds of games help students to understand and respond to the language. An example for this is “Simon says” in which somebody gives orders and the others have to perform them. This game fits into the Total Physical Response Method.

1.2.5 *Educational games*: these games help students to practice reading and comprehension. Students have to read them and understand them. The “mail game” goes like this: the participants have to deliver “mail” and make sure it gets to the right places. For language learning a good idea would be to work around a theme of a certain place, such as the home. The first thing the teacher has to do is to make the



envelopes and the “mail”. The envelopes should be labeled with a specific topic which, in this example, would be “kitchen”, “bedroom”, “bathroom” etc. The mail should then be letters with words on them that fit into specific envelopes, for example, the word “knife” or the word “refrigerator” would match the envelope labeled “kitchen”. Each student should then get a certain amount of “mail” that he has to write his name on and then get to work delivering. The first one to deliver all of his mail would win if it turned out he delivered correctly (113).

1.2.6 *Theoretical expression games*: these are good for speaking. Teams are divided and one of the members of each team has to act out, say, a profession and other members have to guess by asking questions. The actor can only answer with yes or no. That’s the essence of the game called “Who am I?” In this game the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession which the teacher has given them. The teams take turns in guessing or asking questions, but the actor can only reply to these questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing (121).

1.2.7 *Drawing- and coloring games*: This is a vocabulary building activity, for example, drawing in a foreign language which is very similar to “Who am I?” The only difference is that instead of acting out students have to draw on the board.

1.2.8 *Educational card games*: these help in vocabulary building at a basic level of training. For example, “Bingo” is an excellent activity to use in language teaching



because the teacher can write words and the students only have pictures on their bingo cards or vice versa. Students have to match pictures and words (138).

1.2.9 *Word games*: students can build vocabulary. Activities such as cross words and word searches, where students have to find different kinds of words for example a country, a city, an animal, or a type of food, can be useful and fun (160).

1.2.10 *Story games*: these boosts up speaking and listening skills. There is one called “Telling a story”. The participants sit in a circle and one of them gets the role of the storyteller. The teacher whispers one word into the ear of each student and asks him or her to remember it. Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences (179).

1.2.11 *Question games*: these are good for speaking practice. For example, riddles.

1.3 Classification of Games

1.3.1 Classification based on team orientation:

Another way of dividing educational games is by categorizing them into cooperative games and competitive games.

- a. Cooperative games: good to foster team skills as the learners work together towards a specific goal. The goal doesn't depend on winning or losing, thereby preserving everybody's self-confidence leading to better learning (Masheder).



- b. Competitive games: can be a useful way to get some students interested and to keep students focused on the task.

1.3.2 Classification based on the areas they are tapping:

Dividing games according to whether they develop reading, writing, speaking or listening is very useful for teachers.

Reading:

Games can provide diversity and help keep subjects fun and interesting. Therefore, games can help in enhancing reading skills because reading is a basic skill which is important for learning a language. This applies to learning English as well; for example, *An Added Suggestion* serves the purpose of developing reading skills.

Writing:

Writing is always learnt, never acquired. Learning how to write sometimes becomes a tedious process, because it involves a lot of tasks and homework. Also, unlike in conversations, there is no immediate feedback during writing. Therefore, the writer is unsure of his/her work and progress. Also, written language is much different from the spoken word. Games can be used to make the situation fun and give the students a reason to write in an interesting and creative way. Students happily practice writing while playing games, for example, arranging words to create a formal letter.

Speaking:

Games focusing on fluency instead of accuracy should encourage students to communicate because when the emphasis is on fluency students usually do not receive much criticism although they might make errors. Categories of linguistic and



communication games infuse speaking skills in different ways. While linguistic games emphasize speaking correctly, the goal when playing communicative games is fluency. An example of such a speaking game is mentioned in “One Minute Speeches” (Hadfield).

Listening:

Passive as it may sound, listening can be an effective way of training students in various skills including language. What is to be ensured is that the activities do not get monotonous and are varied enough to keep the students engaged. This is where games come into play. A game may involve a participant saying things like “everybody jump” or “stop jumping” and the others should follow the instructions.

1.4 Advantages and Disadvantages of Using Games

1.4.1 Advantages of using games:

- a) Games can eliminate the anxiety arising from using a foreign language or the uncertainty about the correctness of the output.
- b) Games are relaxing and make the learner less self-conscious (Demes da Cruz)
- c) Games increase students’ motivation, interest and willingness to learn.
- d) Games help students reduce anxiety towards language learning, increase positive feelings and improve self-confidence. The learners are less self-conscious of themselves and they don’t feel disheartened when they are unable to complete a task.



- e) Games enable unconscious learning. The learners' attention is focused on the message, not on the language, thereby, the learner acquires the language while focusing on the playful activity.
- f) Games simulate real life situations making a connection with the real usage of language (Celce-Murcia 54).
- g) Games focus students' attention on specific vocabulary items.
- h) Games can function as reinforcement, review and enrichment.
- i) Games involve equal participation from both slow and fast learners.
- j) Games can be adjusted to suit the individual age and language levels of the students.
- k) Games contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
- l) Games can be used in any language teaching situation and with all skill areas (reading, writing, speaking or listening).
- m) Games provide immediate feedback for the teacher as well as for the students. Both keep track of the progress and gain intrinsic motivation from it.
- n) Games ensure maximum student participation for a minimum of teacher preparation.
- o) Games keep the students active, physically and mentally. Nedomová argues that "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"(17). Therefore, games are a good way to keep the students in the loop.



1.4.2 Disadvantage of over using games:

- a) Overuse of games may affect the students' individual working time.
- b) Since games create a fun/ leisurely atmosphere, it may make it difficult to learn or concentrate for serious purposes, like exams.
- c) Students may get bored with excessive playing especially in older age groups such as high school students where they like to take things seriously and like to be taken seriously. However, completely depriving the learning process of enjoyment may decrease students' motivation. The teachers need to enjoy their work and activities, too.

Therefore, it is important to consider how many games should be played and when they should be employed.

1.5 Characteristics of Games

- a. Games are fun, thereby making students active and arousing their interest. This makes the learning process effective because it gets the learners to participate in their own learning process.
- b. Games promote active communication, healthy relationships, equality, a positive and friendly atmosphere and diversity from norms leading to an exciting learning atmosphere.
- c. Games give students a sense of responsibility and increased confidence, because they have to step out and take up certain roles which may involve reenacting various situations from real life and thereby offer opportunities to experience the language.
- d. Games help in the emotional involvement of the student during learning. Openness of mind and willingness to participate are encouraged. Strong



emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and these are therefore likely to have a positive effect on language learning.

- e. Games help learners to open up in front of each other and this is especially helpful for the shy students. Learners get to express themselves in a smaller group while the target is fluency. So, they participate and learn more in the non-serious environment.
- f. Games bring an element of diversity and make learning progressive and fun in all age groups.

In the present day scenario, children do not get a lot of play time. Their free time is mostly consumed by passive activities, like watching television or playing video games on a computer. Physically aggressive playing is not common anymore which is leading to a lot of mental health problems and decreasing social skills. Therefore, games reinforce many of society's rules and regulations among children. (Cole, Cole & Lightfoot).

1.6 Uses of Games

1.6.1 Ways to use games:

Games are fun but students shouldn't get carried away to the extent that they may end up hurting each other's feelings. Therefore, control and ensuring a positive atmosphere in the classroom must be ensured.

- A. The game must be in synchrony with the environment and the abilities of the students. Not all games can be played in a classroom setting and not all



students can play each and every game. The chosen game must balance both fun and challenge (Sugar).

- B. The game must be chosen according to the specific group of students and the specific goal they are working towards.
- C. The game must be chosen depending on the students' chronological and mental age, so that students do not get stressed out and lose interest in the game. Certain games appeal to certain ages only. For children aged 6- 8 repetition is very common in games, often there are only few rules, and the games usually do not take a very long time. When it comes to children aged 9-11, their attention span can be adjusted to longer games which often include much more suspense. For children older than 12 years old, games are often much more planned and they often emphasize teams and teamwork (Þórey Guðmundsdóttir).
- D. The rules of the games must be specified clearly by the teacher before starting the game. The teacher's involvement should be optimum, without excessive interruption of flow of the game while also being ready to help whenever needed. Some follow-up activities after the game help the students and teachers to keep track of the progress students are making (Langran & Purcell).

1.6.2 Appropriate situations to use or not to use games in language teaching:

1.6.2.1 When to use games:



- a. Vocabulary: Games make learning new words easy and using them later interesting and fun. Even the repetition of words becomes interesting and ensures personal involvement of the student. During the process the acquisition of vocabulary becomes internalized.
- b. Lack of interest: Especially in a class of teenagers, the students do not understand the importance of the point being learnt or don't take the learning of a language seriously. Employing game and fun activities may draw their attention to the learning process, eventually getting them into serious language work.
- c. Tiredness: Languages classes are usually taken up as supplementary to students' main subjects. They probably come to the class after tedious exam tasks or having dealt with some difficulties at home; all this drains their energy and motivation to take the language class seriously. Games can be refreshing and change the mood as well as re-energize students.
- d. Noncooperation: Sometimes students may not be comfortable doing group activities, because they are not very close to each other. Games are the best way to bring the students together and they'll end up learning more than just the language. Their team work skills will develop, too, making them good team mates in future endeavors, like working on projects in teams.
- e. Time left: Short games and activities are excellent to fill in time voids after or between the lessons. This will ensure continuous student attention and participation. Regular use of short games at the end of lessons also motivates the students to work harder and have their work finished earlier in order to save time for an enjoyable activity.



1.6.2.2 When not to use games:

- a. Games for which students do not have the pre-requisite qualities should not be played. For example, a game demands good vocabulary, but the students do not have a good grip of it yet. If that is played, it will result in frustration and stress on the part of the students for not being able to complete it.
- b. When timing is not right: Timings must be planned properly. Giving more time than required or less time than sufficient can both be stressful.
- c. Students displaying inappropriate energy or behavior: If students are over-energetic or misbehaving, it is not advised to use kinetic games. If students are not cooperative, enjoyable activities must be discontinued to ensure discipline (Harmer,).

In secondary public schools in Ecuador, EFL teachers face the challenge of teaching large-sized classes; some of them can be prepared to deal with this, but many of them have to learn how to deal with this situation. The situation may seem worse if teachers are saddled with duties in large-sized classes of many teenagers, who usually get bored if they are not involved in active learning.

Many teachers think that games only work in small classes; Piccolo, a writer and qualified TEFL teacher trainer quotes the familiar line that “Games can be difficult to organize especially if you have to face a great number of students in a large class.” According to Piccolo this is not true; games can be adapted and designed in order to use them in large classes. The only thing that teachers have to do is to keep control during the game.



A new and dynamic way to teach English is using learning games. According to an International Teacher Training Organization in Guadalajara, Mexico, language learners “tend to forget they are learning” if they are involved in a game and use the language spontaneously. The Organization suggests that teaching English through games can help to create a positive and dynamic learning experience. This alternative can bring about good results in high schools, because teenagers like to be active and have fun while learning something. Also, it can help to break the monotony of the usual routine.

Researchers have investigated the incorporation of games in the classroom and they have concluded that it really works, because the results were positive. Researchers William Urrutia and Cely Vega point out, students feel better, freer and more confident when they participate in oral games in class. They suggest that in an environment of collaboration, solidarity and interaction, students can relax and feel happy. This good environment can contribute to the development of the students’ verbal skills because they can freely use the language without the fear of making mistakes or without the fear of ridicule.

The development of speaking skills has gained importance in the last years. Many studies about oral skills development have been carried out to contribute to understanding the process of learning a new language. The results have shown that the traditional way of teaching English does not provide the opportunities that students need in order to learn a new language, because it focuses only in grammatical structures rather than the communicative function.

If students get bored, that could mean that they are also frustrated. According to Aydan Ersöz, author of *Six Games for the ESL/EFL Classroom*, learning a language



is difficult and requires effort to grasp, manipulate, and produce the target language. Games are highly motivating and they can allow students feel relaxed so that they can practice the language within a context. To break the traditional English classes, teachers can incorporate games in large classes to energize students and help them develop their verbal skills in a contextualized manner.

Since the development of speaking skills seems to be the hardest part in the process of learning another language, and that in Ecuador the secondary public schools have large-sized classes. The implementation of new alternatives like games for large classes in teaching a language tries to improve this area. For that reason, this work will focus on the implementation of learning games in a large class to help students develop their speaking skills.

Based on the information provided by some researchers about the learning process of a language and the difficulties that learners can find during this process especially when developing speaking skills, it is clear that there is a necessity to incorporate new alternatives in the language learning process to help learners improve their communicative skills.

Also, keeping in mind that the majority of public high schools in Ecuador have an average of 40 or 50 students per classroom, the use of games for large-sized classes seems to be a good tool for teachers to help students develop their speaking skills. Teenagers can improve their communicative skills using the target language while performing a game in which they can get involved and learn without the fear of making mistakes and without getting bored. Learning a foreign or a second language is a hard task. The development of the four skills: reading, writing, listening and speaking is a complex process. Students need to manage these skills in order to



produce the target language. However, the process can become more complex and bored especially when teachers only teach in a traditional way which focuses on grammar rather than on the process of developing verbal skills. It is important to mention that this is something that I could realize during my internship practicum. A traditional English teaching method does not provide learners the opportunities to practice and use the target language in the classroom. Using the language in the classroom is very important because learners do not have opportunities to use it outside the classroom or after the class.

1.7 Factors to consider:

- Deciding which game to use: fitting the purpose, encouraging social interaction, physical action, competition and participation and taking into account of size and the physical properties of the classroom, the equipment, materials and the time available for a game (McCallum 12).
- Deciding the time to use games, Lee and Rinvolucris clarify that a game can be used in any of these two stages while using them as a part of lesson:

Before presenting the topic, especially to find out diagnostically how much knowledge is already known by the learners?

- After a lesson to see how much the group have grasped;
- The role of the teacher as a facilitator (Celce-Murcia);
- Class organization (McCallum);
- Learner participation (McCallum, and Lee);
- The importance of using words praises, approval and encouragement facilitates the learning process even more.



1.8 Types of Games

Different games are aimed at challenging different skills. Also, one game can touch different skills at the same time. Therefore, it best to have battery of games to different areas and it will give an element of surprise for the students which will prevent them from being bored.

1.8.1 Listening games:

Even though listening is considered passive, it involves active participation and attention. Listening is also boring and dull. Listening can be made enjoyable too, without making the students aware of the fact that they are being made to listen. Choosing a topic or even a song the students will like to listen, then completing the lyrics of the song or obtaining instructions to play a computer game or collect some interesting facts about a place etc. Some post-activities can be employed later to ensure listening. Names of games to enhance listening skills are:

- a. Make a story: In a small group, one participant starts with a line (eg, the king got of the horse.), then another participant adds another line (eg, he saw a rabbit) and so on till every participant has chipped in at least 2 lines.
- b. Blockbuster: The participants are divided into 2 teams; one of the participants has to hose a letter from a grid of letters. There will be a pre-defined list of words and one word to be selected from it, matching its first letter with the letter of choice. The word is to be explained to the class and the 1st team to guess the word gets the score. The scoring team marks the box on the grid which had the letter and can choose to continue horizontally or vertically. Then which connects all the grids horizontally or



vertically wins. The pre-defined list should contain the reference of books from where the words have been picked so, that the teams can look up in them to find the words. This will promote reading exercises too.

1.8.2 Speaking games:

The aim of using speaking games is to promote vocabulary skills and appropriate expressions. Without putting the main focus on grammar, but keeping track of the progress with the language that student have made, speaking games make the process of speaking and expression enjoyable and stress free. Simple topics can be picked up such as the environment or any other topic of the student's interest.

Here are a few examples of the speaking games:

- a. Taboo: One student makes the others guess a word. In advanced level, a list of words also comes along which suggest the words that must not be mentioned while describing the word, making the play more difficult. For example, if the word is 'ladder', the player can't use words like climb, rungs or fire truck. This game is challenging and interesting and it also, provokes competition. Of course, the level of student's knowledge must be kept in mind; therefore, a trial run to test their knowledge is recommended. When time limits are set, say how many words a person communicates in one minute, keeps track of progress.
- b. Find someone who: In this game, the students mingle and ask each other questions to find for which person the fact they have on their worksheet is true. It makes the students active, and get accustomed to introductory statements. Real information about each person can be used too if the



students know each other very well. The worksheets for 'Find someone who' can be same or different for each person. It can go throughout the class, and finally everybody gets all the information about the person they are looking for.

- c. Shouting dictation: The partners sit far away from each other and speak loud enough for the entire to hear. In schools, couples can speak to make other classrooms hear. This helps in taking care of shyness among students or feeling that their English is not good enough. This also promotes the right expression and pronunciation and builds up confidence. More practice of speaking enables the students to acquire and use the target language effectively.

1.8.3 Kinetic Games:

This are popular games which refresh student's attention, concentration and energy. They usually need to be clubbed with other activities too such as reading, listening or speaking.

Examples of kinetic games:

- a. Jumping onto sheets of paper: It is vocabulary practice by jumping on various colored sheet, the color the teacher calls out. It can also be extended into more advanced forms such as spelling of letters with letters written on the sheets, words if pictures are used, or even phrases if pictures of situations when the phrases are used are printed on the sheets.
- b. Pictures on the walls: Pictures are displayed on the wall, each having a letter on them. Students are divided into groups, each group receiving information about which pictures contains the letters needed for



completion of a word they need to practice. The descriptions may be in the same order as the letter in the words or in random order increasing difficulty. More information should be given for the latter case, so that students can finish the task. Different groups complete different words without interfering in each other's action but they use same pictures if they are looking for same letters. The game can be extended to completing a phrase or a sentence. Apart from being kinetic, this game also helps with reading skills to a great extent, vocabulary and communication skills.

1.8.4 Experiential games

As the names suggest, the main aim is to experience the process and learn from it rather than completing or winning in a particular task. It involves influencing peoples' attitudes and teaches them understanding; not only understanding of the phenomenon around but also themselves. So, practically these are not games but they are fun to do. Effective communication, vocabulary recycling and fluent verbal skill are important outcomes. It is more natural, easier and effortless to remember the language learned through experience.

Here are a few experiential games listed:

- a. Role play: An interesting topic is chosen, and then two or more groups are divided. Preparation time is given to formulate arguments and discussion points. Sometimes, a dictionary is provided. The groups take to explain and reason their view. The aim is to help the students use the language actively following certain techniques of expressing their view decently and



not ending up quarreling with each other. Students get to learn and understand other's opinion without judging them.

- b. Memory training: A box or assortment of objects is shown to the students for a certain time and then they are asked to recall whatever object had shown to them. This helps the students to understand meaningfulness of the objects and learn them.

1.9 Games Based on Different Classes

Different classes require different levels of games based on their characteristics.

The class can be divided on basis of language level, age group and class size.

1.9.1 Based on language level:

- a. Beginners: The attention span is usually less in this class. Learning a different language away from the comfort of their mother is taxing. The students have to remember a lot of new words and expressions. Games play an important role in making this part easier, simple and fun. It also helps register a new vocabulary without making it look like it needs a lot of effort and helps build a good relationship with the new language. This further leads to healthy development of language skills.
- b. Intermediate students: Substantial knowledge of the language has already developed by this stage. Active use of the language is already acquired so, they are ready to take more complicated games. Games can withdraw knowledge from other areas like skills practiced in different subjects, for instance mathematics, geography or biology. Games are to be used as a supplement to main lesson to jazz up the monotonous lessons. An



instinctive and immediate reactions and use of language reinforces the language abilities further and helps the students to adopt it as one of their basic skills.

- c. Advanced students: At this stage, the process of language skills is almost all acquired. The focus is to get a stronger hold of a fine understanding of the language and the given culture. Therefore, role of games in this level is not very prominent. However, the game still is a means of making the students live with the language and use it for not only educational purposes but mainly for interaction and serving as an instrument for experiential aims.

Therefore, games play an important role in all stages of learning, helps the learners to get acquainted with what they are learning, keeping them interested and gripped throughout.

1.9.2 Based on age of the students:

Learning a foreign language may be required at any stage of life. Therefore, teachers teaching a foreign language may face different age groups whom they have to teach. A child may start learning English at the age of 4 years while people for language classes even after retirement. An approach and methodology required to teach a language differs with age. Preparation of games for lesson depends heavily on the mental need and ability to play.

Therefore, a variety of games are classified on basis of the following age criteria:



- a. Young learners: They always enjoy games and enthusiastic about it. Fun activities must be an important part of their lessons. Also an element of competition is something young learners enjoy and makes them stay interested. Competition keeps the young ones interested and lively (Nolasco and Arthur 76). Language lesson may involve repetition which makes it boring for the young because of their short attention span, but when games are introduced, even the repetitions become enjoyable. It also enables them to participate with greater confidence and therefore enjoy the game more.
- b. Teenage students: The teenage years are time of a lot of activities and changes. Teenagers tend to be moody and their interest may differ. They may not like learning a foreign language in the first place, and then they have a lot of their own personal problems. Further, they may have shaky self-confidence and fear of being embarrassed in front of everyone. Therefore, designing a game can be very critical because it may result in disastrous consequences or it may result in bringing the pupils together, making good classroom atmosphere, making the students to forget all other obstacles they felt they had before.
- c. Adults: Games are usually not considered when the targets of learners are adults because adults are assumed to serious anyway. However, as Harmer observes “Adults are frequently more nervous of learning than younger pupils are. The potential for losing face becomes greater the older you get.” (11). Therefore, games become crucial for learning of language among the adults as well. The games will help the learners to relax and ensure carefree and less self- conscious participation enriching their



language acquisition and makes their use of target language more natural. Games help the teacher as well the students. It helps the students to get familiar and acquainted with the language which will help them to achieve goals also in different parts of the teaching-learning process. It also makes them less self-conscious and they feel free and direct their attention only to the language and prevent embarrassment on the part of the adult learners.

Therefore, games can be used in all age group classes is creating a stress-free environment, which makes learning easier for the students. It also creates a good classroom dynamics and enables students to refresh their minds.

1.9.3 Based on class size:

The size of the class affects the types as the quality of games. Therefore, it can be classified into the following:

1.9.3.1 Individual lessons:

If the class consists of only one student, individual games are employed which are very limited. The teacher often participates in such games, being very careful about the rules and roles in the game, so that they don't have an advantage over the student but it doesn't help much with language skills acquiring on the part of the student. Such games must be winning free activities or should involve language to be used only to achieve the goal of the play.

1.9.3.2 Small size:



These groups are perfect for employing any kind of games or sometimes the teacher may have to alter some games to adjust to the existing number of groups. Stress free relaxing environment must be ensured without putting unnecessary pressure of adjustment among the student.

1.9.3.3 Big classes:

The problem with big classes is that sometimes it becomes very difficult to control them. Maybe that is why using games for lessons is not very popular among schools, but this large size class also enables students in making the games interesting and leaning a language fun and natural. A teacher has to monitor student' communicative language skills and find areas shared by majority of students and also creating and maintaining a good classroom dynamics. In big classes, the group activities leads to close group communication and interaction further leading to better classroom atmosphere and relationships.

Therefore, games are enjoyable and effective in all sizes of classes. The teacher has to pick the right games and maintain the atmosphere to ensure the students get maximum benefit and learning from these games.

1.10 Cooperative Learning

Cooperative learning is an approach to group work that minimizes the occurrence of stressful situations and maximizes the learning and satisfaction that result from working on a high-performance team. The idea that students learn more by doing something actively than by simply watching and listening has long been known to both cognitive psychologists and effective teachers, and cooperative learning is, by its nature, an active method. Beyond that, cooperation enhances learning in several



ways. When working cooperatively, even the weak students keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in.

1.10.1 Research support for cooperative learning

Students perform better when cooperative methods are used as compared with competitive or individualistic methods with all three based on knowledge acquisition, retention, accuracy, creativity in problem solving, and higher-level reasoning.

Cooperatively taught students exhibited better social skills and higher self-esteem, as well as more positive attitudes about their educational experience, the subject area, and the college than students involved in individual or competitive learning environments.

1.10.2 Elements of cooperative learning

According to David and Roger Johnson's model from the University of Minnesota, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

- **Positive interdependence.** Reliance among team members to achieve the goal
- **Individual accountability.** All students in a group are held accountable for doing their share of the work and for the mastery of all the material to be learned
- **Face-to-face promoted interaction.** Group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.



- **Appropriate use of collaborative skills.** Develop and practice trust-building, leadership, decision-making, communication, and conflict management skills
- **Group processing.** Periodic assessment of what the team mates are doing as a team, and identifying the changes they will make to function more effectively in the future

1.10.3 Implementing cooperative learning

- **Forming teams:** Instructors should form teams and follow the following rules:

- Form teams having 3–4 students for most tasks
- Maintain heterogeneity in ability level
- In case of outdoor assignments, teams to be formed of members who have common blocks of time to meet during the week
- Don't isolate members of a category where students from a particular demographic category are historically at risk for dropping out
-

- **Promoting positive interdependence:**

- Assignment of different roles to team members (e.g. coordinator, recorder, checker, group process monitor), rotating the roles periodically
- Jigsaws to be used to set up specialized expertise within each team. Jigsaw is an approach that allows teachers create heterogeneous groups of students. Students can work in different groups and they can return to the original group. It helps to create positive interdependence in the classroom.
- Giving a bonus on tests to all members of the teams with average test grades



If an oral report is part of the team project, a short time before the report is given the instructor arbitrarily designates which team member should report on each part of the project.

- **Providing individual accountability:**

- Individual tests covering all of the material on the team assignments and projects to be given
- Including group homework grades in lecture courses (as opposed to project-based courses), a student must have a passing average on the individual exams
- Assignment of a process monitor responsible for ensuring that everyone understands everything in the report or assignment
- Non-contributors do not get any credit and teams are to be made responsible for seeing to that
- Employment of a peer rating system and making individual adjustments to team assignment grades
- Last resort options must be there before firing anyone or allowing them to quit team

- **Help students develop team work skills**

- Team policies and expectations must be specified clearly
- Groups must have been together for at least a month
- Regular self-assessment of team functioning should be exercised
- Tools for managing conflict should be a given, too
- Crisis clinics can be set up to equip students to deal with difficult team members



- **Other suggestions**

- Start with a small group (especially if cooperative learning is being newly introduced) and build it up eventually.
- Explain at the beginning of the course to students what they are doing and why.
- Team assignments need to be more challenging than traditional individual assignments
- Getting maximum grade must be possible; the team mates will have more cooperation.
- Midterm assessment to be done to find out how students feel about teamwork.
- Initial resistance from students is common.

1.11 LARGE CLASSES

A large class represents a group of students of more than 30 students in a class as per international standard. It requires a different kind of setup and pedagogy. In recent years, educationists started focusing on tackling the issues of large classes. The following section focuses on strategies for large classes.

The challenges may be physical (less space to move and teach, feeling tired or have to be very loud to make everyone hear), psychological (facing large crowds may make the teachers nervous) or technical (difficulties in monitoring attendance and checking assignments).



- a. *Discomfort*: The physical constraints such as inability to promote student interaction or the fact that teaching and learning may be physically wearing may cause some levels of discomfort.
- b. *Control*: Maintaining the decorum and enforcing discipline may be an issue in large classes. The classes may become too noisy or clamorous.
- c. *Individual attention*: Neglecting the needs of students as individuals becomes a problem in large classes. Students are taken collectively, which affects them on individual levels.
- d. *Evaluation*: Responsibility of checking all of the students' work becomes cumbersome.
- e. *Learning effectiveness*: Large classes may tone down the impact of learning and reduce its effectiveness.

1.11.1 Responding to these challenges:

- a. *Complete Lecture*: Making the lectures the main teaching/learning activity and keeping the class as one large unit together. The lectures must be made very interesting, new methods must be employed to incorporate active learning, managing the logistics of papers, exams, grades, etc.
- b. *Part Lecture/Part Breakout Sections*: Combining part of the time as one large class and part of the time in smaller discussion or lab sections.
- c. *All Multiple Sections*: Only multiple smaller sections are taught either by full-time faculty and/or teaching assistants. This has the benefit of smaller classes, thereby less possibility of student anonymity and passivity.
- d. *One Large Class, Structured around Small Group Learning*: Even though the class remains together as one large class, the dominant teaching/learning activity is carefully structured small group work, not lectures (Michaelsen 9-



34). This gives the benefit of low probability of student anonymity and passivity, minimizes the challenge of logistics, and keeps a check on staffing costs (Hayes 106).

Teachers should use microphones and show the data properly to avoid the lack of interest and ensure involvement of the students in the classroom learning.

1.11.2 Factors to Consider

1.11.2.1 Developing good discipline in a large class:

- A. Established code of conduct must be created to follow for large classes such as talking very slowly or staying busy with reading in free time.
- B. Using different space or environment will reduce boredom and overcrowding.
- C. Careful and thorough planning of a lesson is the first step to the effective teaching in large classes and making sure students do not get too tired.
- D. Focus on teaching learning methods too and not just knowledge.
- E. Creating a 'safe' atmosphere by inducing feeling of warmth, mutual support, an absence of fear, a feeling of comfort, mutual respect, people mindful of other people's abilities and limitations, a feeling of cooperation, and a feeling of trust, etc.
- F. Taking advantage of a large class, such as more ideas, more interrelations, more unifications and more competition.
- G. Communication, discussion and sharing regularly classroom management techniques with other teachers who are involved in large class teaching.

1.11.2.2 Encouraging attendance in large classes:



- a) Add variety/entertainment to lectures (animations, slide shows, video clips, recorders, guest speakers, etc.) to make the class interesting.
- b) Use of novel supplemental illustrations/examples.
- c) Present lots of exam-directed problems in class.
- d) Count class participation and quizzes and add them to the final grade.
- e) Give students a puzzle to solve or a topic to think about either for fun or for credit for the next class discussion.
- f) Weekly in-class assignments related to the subject for better application of learned matter.
- g) Frequent scheduled exams and covering less material to focus on one particular matter more intensively.
- h) The policy of lowering grades according to the number of lectures missed convinces students that exam success depends on attendance.

1.11.3 Developing the class exercises:

The teacher does not have to spend a great deal of time on active learning exercises in class; one or two lasting no more than 5-10 minutes in a 50-minute lecture can provide enough stimulation to keep the class with him for the entire period. The lectures should also focus on learning by trying out activities and not just by listening and watching.

1.11.4 Management of the class climate:



- A. Arriving in the classroom early, greeting students with a smile, talking about the teacher's own experiences will make the students more comfortable with the teacher and the class.
- B. Create a candid climate by talking, not lecturing; reminding the students frequently of one's office hours, emphasizing that the teacher is available to all students for chatting any time they need him/her and covering important topics that way.
- C. Giving students constructive feedback; motivating and encouraging them.
- D. Honesty with students about the teacher's inexperience.
- E. Focus should be made on commitment to the students' learning, enthusiasm, and knowledge more than being an extrovert and funny.
- F. The course should be implemented according to different levels of schools, whether it is a preparatory school or college students are involved.

Objectives

General Objective

- To investigate role of games in teaching English to large classes.

Specific Objectives

- To investigate factors which may enhance classroom teaching for large classes
- To study and classify suitability of the game for teaching English



- To organize and apply the games accordingly



Chapter 2

Method

Participants: The project was carried out at the Unidad Educativa Temporal Miguel Merchán Ochoa. There were seventy children who participated in the study. They were 9th graders, girls and boys, their age ranging from 13 to 14 years old. It is important to mention that thirty five children (9 “A”) were part of experimental group whereas the remaining 35 (9 “C”) were in the control group. The experimental and control groups were similar except that the experimental group received games whereas they were not introduced to the control group.

The level of the students was beginners because Ecuadorian schools have only recently introduced English as an important subject and when the pre-test was administered, they were not able to perform it well. The majority of the students belonged to the mid-level socio-economic class living in the city. They were shy but they were very friendly.

In order to conduct the study in the school and understand the role of games in learning English in a large class, first I approached the principal of the school Mst. Celso Merchan asking for an appointment. On the appointed date, I reached school 15 minutes before the appointment time with my friend and assistant. At the appointed time, I met the principal. I explained the importance of understanding the mechanisms and factors for learning and teaching English in large classes. The principal listened to me attentively. He was very enthusiastic when I explained the objectives and application of the study.

The principal allowed me to conduct the study in his school without any problems. However, he said he needed a certificate from the University of Cuenca that I am an



authorized person to conduct the study. I informed my supervisor Mst. Catalina Astudillo.

My supervisor asked the Director of Postgraduate Studies, Dr. Fabian Rodas to issue a certificate for the above mentioned purpose.

After getting the certificate, the principal instructed one English teacher to help me in conducting the study. Further, I met one English teacher of 9A and 9C classes and explained the study to her. She was also quite understanding and positive about my experiment. I, along with two other teachers, prepared the schedule for the administration of the treatment.

Since there was no harmful effect of the study, it was merely using a different teaching method in the class, no parental consent was required.

Treatment:

Even though the number of hours available to teach the language was limited, the school gave me the opportunity to administer the treatment in a total of 22 hours of 40 minutes, including the pretest and posttest.

These 22 hours of the treatment were divided in the following way:

- Two hours to administer the pretest and posttest.
- Three hours with each group for each lesson during the week. During these hours, the students played the games for language practice during three lessons.
- Three hours for three more games that were applied after a review of each unit of the book that students had already studied with their teacher. During the first hour and part of the second hour a review was done including the vocabulary and the form of the language. The rest of the time was for the

games and thus the students had the opportunity to practice the target language.

Resources:

In Ecuador, English is obligatory in high schools. Students take English classes when they are enrolled in the eighth grade. The Ministry of Education provides free English textbooks. The name of the textbook that students were using is “English” which contains six units that students had to learn during the ninth grade as shown in the picture below.



The Ministry of Education of Ecuador states that the books are based on a communicative approach. “The approach they adopted by the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* which is an internationally recognized standard”.

Below is an image of the group.



The topic of the first lesson was “What are they doing?” and the game for this lesson was “TV Game Show.” During this game students had to talk about what someone is doing. See appendix (60-62)

The topic of the second lesson was “A great place to be” and the game prepared was “the basketball game.” Here students had to talk about different locations in a city using prepositions of place. See appendix (63-64)

The third topic was “What did you do yesterday?” The game for this lesson was “Christmas Party.” Here students had to talk about actions in the past. See appendix (65-68)

The learning conditions were good. Students had enough space in the class to move and the room was in good condition. The building was new and the furniture



was in good condition as well. There were big windows and a big board. The room had proper ventilation.

Talking about the teacher, her name is Lupita Cardenas. She is a very open and helpful person. She was eager and interested to see the application of the games. She provided me with some background on each student and explained to me some characteristics of the book “English” that students were following.

Design: The method for the study was experimental.

The study used a 2 (Game: game vs. traditional) as between \times 2 (Test: Pretest, Posttest) as within subjects factors. Overall, the design of the study was a mixed factorial design where game was between subject factor and the test was within factorial design.

The independent variable was the use of games

The dependent variable was accuracy in English

Procedure:

After obtaining the permission from the school, two large classes, 9A and 9C, were selected. Class 9A was the experimental group in which the games were used, whereas 9C was the control group.

Below is an image showing one of the students in the treatment group.



Before applying the games, both classes were pretested for their English language ability to establish a baseline for a further comparison.

After getting a score of each student, a composite score was obtained. After that, traditional teaching was employed in class 9C in substitution of the application of the games that were used in 9A. After traditional teaching and the application of games, an identical test was administered in both 9A and 9C. Later on, a comparison was made between 9A and 9C. It is important to mention that for both the classes the pretest and posttest were identical.

Students playing the games





Chapter 3

Results:

The analysis of variance revealed that all the main effects were significant as shown in Table 1. Method (Traditional teaching vs Game): { $F(1,68) = 21.18p < 0.001$, $\eta^2 = 0.97$ }, Test (Pretest vs. Posttest) { $F(1,68) = 489.54p < 0.001$, $\eta^2 = 0.88$ }. The interaction between test and method was also significant { $F(1,68) = 7.68 < 0.007$, $\eta^2 = 0.88$ }. As the results showed, the game method of teaching ($M = 13.71$, $SD = 1.62$) had a greater impact on learning and teaching English than the traditional method ($M = 11.00$, $SD = 2.34$) in these large classes.

The graphics that follow are showing the results of the students exposed to games and students exposed to traditional teaching.

Figure 1 is showing the performance on English learning as a function of the pretest and the method (Game vs. Traditional) of teaching English.

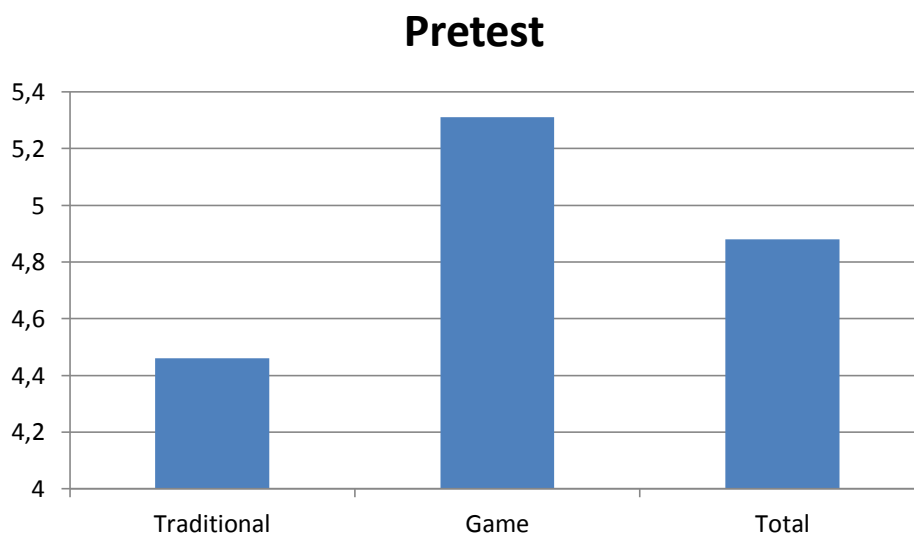


Figure 2 is showing the performance on English learning as a function of the post-test and the method (Game vs. Traditional) of teaching English.

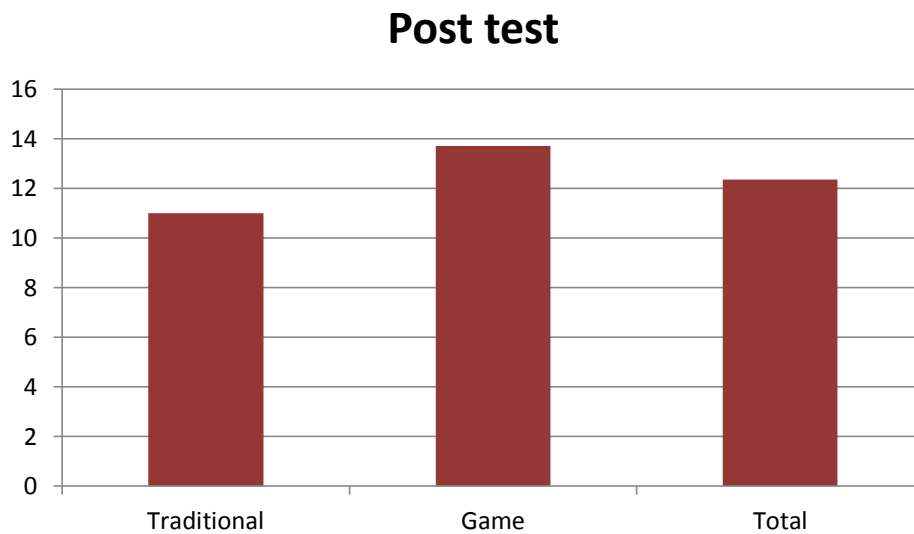
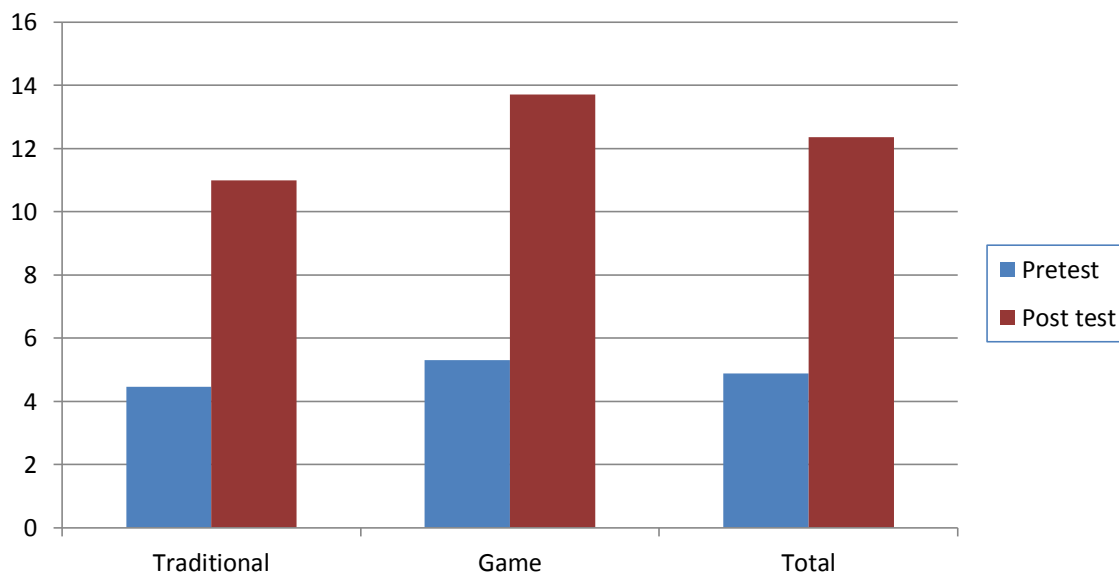


Figure 3: This is the performance on English learning as a function of pretest-posttest and the method (Game vs. Traditional) of teaching English.



The right side of the graph shows improvement in learning whereas traditional teaching showed less improvement in learning the language as compared to the game group.



Table 4: mean and (Standard Deviation) of performance in English learning as a function of the method (Game vs. Traditional), and Test (Pre-test vs. Post-test)

	Method	Mean	Standard Deviation	N
Pretest	Traditional	4.46	2.47	35
	Game	5.31	2.17	35
	Total	4.88	2.35	70
Post test	Traditional	11	2.24	35
	Game	13.71	1.62	35
	Total	12.36	2.37	70

Similarly, a verbal post test was administered to both groups (Traditional vs. Game). A video recording was done of the students' verbal performance. The video recording was analyzed, and the results revealed that students from the game teaching method were superior in producing verbal response as compared to the traditional method of teaching.

There was no significant difference between these two groups (Traditional, $M=4.46$, $SD=2.47$ and Game, $M= 530$, $SD= 2.17$) in the beginning when the pre-test was administered. However, after the administration of the games and applying the traditional method in these two groups, there was a significant difference between the game group ($M= 530$, $SD= 2.17$) and the traditional group ($M=4.46$, $SD=2.47$). A further Analysis of Variants was conducted. The design of the study 2 x 2 methods: traditional vs. game x test (pre-test vs. post-test) within mixed factorial design. The design says that the English language proficiency of student was



measured before and after teaching English through games. Further game teaching was compared with traditional teaching of English.

The analysis of variance revealed that all the main effects were significant in Table 1. Method (Traditional teaching vs. Game): { $F(1,68) = 21.18p<0.001$, $\eta^2= 0.97$ }, Test (Pretest vs. Posttest) { $F(1,68) = 489.54p<0.001$, $\eta^2= 0.0.88$ }. The interaction between test and method was also significant { $F(1,68) = 7.68<0.007$, $\eta^2= 0.88$ }. As the results showed the game method of teaching ($M= 13.71$, $SD = 1.62$) had a greater impact on learning and teaching English than the traditional method ($M= 11.00$, $SD = 2.34$) in these large classes.

Qualitative Analysis

In the beginning before the administration of the games, the students were not able to produce English sentences on their own and this was verified from parents and teachers as well as the pretest administered to the students.

After the administration of the post-test, four students were selected randomly from each class and then they were asked to produce a complete English sentence by showing flash cards which depicted a person fixing a car, a woman cooking in the kitchen, etc. It was observed that students from the traditional teaching method group were not able to produce correct sentences in English. They were hesitant, inhibited and shy while producing sentences in English. As opposed to the traditional group, students from the game group were able to produce English sentences accurately. They were open, uninhibited and enjoying the experience while producing sentences in English. They were quite confident while answering questions or making sentences. A video recording was done to capture the sentence producing behavior of students.



Chapter 4

Conclusions and Discussion:

The results showed that using games as a teaching method is quite effective when teaching English in a non-English speaking country.

Based on the results, it seems clear that games can and should be used as a method when teaching languages. One reason why games could work well as a tool is that it provides an atmosphere which builds up confidence among students. The students became involved in the games and during the process they learnt English very easily. They participated in all the activities and became quite active during the learning process. Consequently, students became active and the role of the teacher was in the background since the students took on more responsibility. It has also been made clear that games help create diversity and that can be very helpful in sustaining interest amongst students in the school. We have also learned that by creating diversity teachers are reaching out to a broader group of students and that is very important because students are individuals and differ from each other in many ways.

Besides creating the necessary diversity in the classroom as well as being a good method for teaching, games are fun and that helps get students active in their learning. I think we can all agree on the fact that no matter what teaching method is being used learning does not take place without the students participating in the learning process.

Aside from activating learners and creating diversity, games also create a comfortable and friendly atmosphere inside the classroom where students, especially shy students, might feel more comfortable in expressing themselves in the



target language. Also games help students to get to know each other better, because many of them require more student interaction than other teaching methods might. Games can also be used to help recreate various situations from real life and therefore make the learning more real and giving students the sense that what they are doing is relevant. Another benefit of using games in the classroom is that children do mature through games and through playing games they learn many of society's rules and regulations. In addition, when using physical games, children would get a change to get a necessary work-out that is often lacking today, due to the rapid changes in our society.

We have discovered that although games are supposed to be fun and easy, there are certain things teachers need to keep in mind when using them inside the classroom.

When selecting a game teachers need to ask themselves, "What are the goals I am trying to achieve by playing this game?" and they have to make sure that the game they choose is not too easy but at the same time not too difficult. If teachers believe a certain game might be too difficult for their students they need to be aware that they need to augment the game to make it more fitting.

Finally, teachers need to make sure they explain all rules in detail, that during the game they do not interrupt the flow of the game and to plan some sort of a follow-up activity after the game.

I have discussed game categories and the complexities involved in categorizing games. Also we got to know one specific categorizing made by Ingvar Sigurgeirsson (1995), where he divided games into the following categories: games for dividing larger groups into smaller groups, introduction games, group games, physical games, savage hunt games, educational games, theoretical expression games,



drawing and coloring games, educational card games, word games, story games and question games. I took examples from almost every group and discussed how that particular game might be utilized in language teaching.

Also I have discussed the use of games in the four language skills: writing, reading, listening and speaking, and there were many valid reasons why using games might help practice each specific skill. Writing games, for example, help provide important immediate feedback that is usually lacking when students practice their writing skills in a more traditional way.

Listening games could offer an important and more exciting alternative from the boring listening activities that some of us remember from school. Games could make reading more fun and provide students with a reason to read, which is important because of how essential the reading skill is. For example, people need to know how to read in order to be able to learn how to write. When it came to speaking games were able to serve the very important job of helping students improve their fluency.

Last but not least, I have created 3 new games that I believe can be very beneficial in language teaching. I have linked them to what specific skill they practice and described them in detail, for example: their goals, which age group of students they suit, the necessary preparation and how long the game takes. I certainly intend to use them in my teaching in the future and I hope that someday they will be useful in other language classrooms, too.



APPENDICES

Material: Three games were developed as follows.

Game 1

T.V Game show

Topic: What are they doing?

Communication: Talking about what someone is doing now

Vocabulary: Parts of the house

Aim: At the end of the class students will be able to talk about the activities they are doing at the moment of speaking

Grammar points: present continuous: be (am/is/are) + verb - ing

Level: Elementary to upper intermediate level.

Time: 30-40 minutes

Class size: Large size class

Skill: speaking

Description:

The name of the game is T.V show game like games on TV; for the purpose of the game it is necessary to have a score board containing 63 numbered colored squares.

The game board is placed in the middle of the whiteboard. The class is divided into two groups, group A and group B, two students from each team have to walk to the game board and choose a square; inside the square there are some pictures



about people performing an activity or doing something. One student has to choose a number from the game board and ask “what is he, they doing” and the other one has to give the answer. If the answer is correct the team is going to get the point. It is important to mention that in the game there will also be squares containing vocabulary to use, and yes/no questions that students have to answer. But, the catchy part of the game is that there will be negative and positive points, example (-2, +1) which means that if a student gets the negative point he or she will get less points for their team or if they get a positive point they add points to their team. The team with the most points at the end of the game wins.

Sample lesson: The first lesson was “what are they doing” in which students learn to ask what someone is doing now, describe what’s happening right now and talk about a house, using vocabulary about rooms and parts of the house. The grammar points are: present continuous: be (am/is/are) + verb-ings (for what is happening now)/ affirmative and negative statements / Yes/No questions / Information questions. The game “T.V. game show” was applied for the practice of the language.

Practice: The game was implemented after the review to practice the language. As the level of the learners was low, they needed to do a lot of practice, first in pair work and then in team work. They had the opportunity to learn how to use the language and how to pronounce the structures. I was listening carefully as a monitor of my learners during the students’ participation. In the game board there were pictures of a person doing something, playing a sport or some activity. Students had to ask the question and give the answer. What is he/ she doing?

He/ she/ it is _____.



Procedure:

1. - Divide the class into two teams.
- 2 - Ask two students to come to the front.
- 3 –Explain to students that they have to choose a number from the board game and that they have to ask the question and give a correct answer. Also make sure that they understand that the board game contains some surprises like extra points or less points. Additionally, tell the students that the board game has some vocabulary with which they have to make a sentence and that if they do this they are going to get more points.
4. - draw a grid to register the points that the students get.
5. - the team with the highest score wins.

Materials:

Cardboard in different colors

A microphone (if you want)

Markers

Vocabulary was presented by making students perform the word in front and the class had to guess the word.



Game 2:

The basketball game

Communication: The students will talk about prepositions of place.

Vocabulary: places in town and prepositions

Aims: at the end of the lesson students will be able to use prepositions of places in order to say where elements are located.

Grammar points: prepositions of places

Level: elementary to intermediate level.

Time: 30 min.

Class size: Large classes.

Skills: speaking, also good for kinesthetic students

Description:

To play this game the students have to throw the ball in a basket. The teacher uses flashcards of places in town and puts them on the floor to simulate a city. A box will be held by student A next to the flashcards. Student B from the same team will throw the ball in the basket; if he inserts the ball they get three points. However if student B does not insert the ball, student A will ask where the ball is located? Student B has to say where the ball is located according to where it has landed using prepositions of place. If the students say the sentence correctly they get one point.

Sample lesson: The topic of the lesson was “A great place to be” the review of the class helped to recognize the most basic prepositions of place, and use them



properly. They became familiar with the basic vocabulary related to places in a town or city, and the target grammar was prepositions of location ACROSS FROM/ BEHIND/ IN FRONT/ NEXT/ IN THE CORNER OF/ BETWEEN/ IN/ ON

Practice: For this game, students have to throw the ball in the basket. The teacher uses flashcards of places in town and put them on the floor to simulate a city. Students have to say where the ball is located according to where it has landed using the predispositions of places. In this useful teaching game, students use prepositions of location to practice asking for and giving directions to places on a map.

Procedure

The teacher divides the class into two teams.

The teacher calls two members from the same team to play.

The teacher tells student A to hold the box and Student B to throw the ball.

Student B throws the ball. The teacher has to explain that if they insert the ball they will get three points. However, if they do not insert the ball they have to explain where the ball is located in order to get one point.



Game 3:

Christmas Party

Communication: Learning how to guess.

Aims: To teach children how to guess and wish for something in simple present, along with teaching new vocabulary.

Description:

It is Christmas evening. There is a get-together at home. Children are waiting for the gifts from Santa Claus. Children have to guess what they are going to get as Santa picks up the gift from his box. The teacher should divide the class into two groups. Each group has to compete with others by guessing things which were inside the envelope.

To play this guessing game, one needs to write name of object on a card. Each card has to be put in the envelope. Afterwards, the envelopes have to be put in a box. Now each group has to guess what is written on the card. However, before getting out the gift, each student has to tell what he/she did as a good act in the past. If a student is not able to tell any good acts in the past he/she did will not qualify to participate in the guessing game. The team which will have maximum correct guesses will win the game. The winner team will get a prize.

a. I saved one child from drowning in river Tomebamba

A. I may get a pair of shoes

b. I helped my mom in her cleaning work

B. I think it is a mobile phone.



- c. I helped my friend to learn skating.
- d. I helped a blind man to cross the road
- C. It could be a bag.
- e. I carried an ailing dog to the hospital.
- D. It might be a pair of headphones.
- f. I adopted a life style of protecting the environment
- E. I think it is a music player
- g. I behaved quite nicely in the class throughout the year
- F. I think it is an Apple Speaker.

Sample lesson: The topic of the lesson was “What did you do yesterday?” after conducting a review of the class in which students had to clearly understand when the simple past is used, how to formulate affirmative and negative statements; Yes/ No questions and information questions, and how to form the simple past of some regular verbs by adding –ed. The game “Christmas party” was applied to make students practice the language. The vocabulary that was employed was related to past time expressions like yesterday, a month ago, etc.

Practice: Students had the opportunity to choose an envelope. Inside each envelope there were names of different electronic devices. Students had to guess which electronic device was inside the envelope, but to have that chance they had first to mention a good act that they did during the current year. Thus, students practiced the structures for simple past and talked about past events. The support of the teacher was always there as a monitor during the students’ participation.



Who is this game for? Elementary to upper intermediate level;

Time: 30-40 minutes

How many? Large size class

Skill: speaking

Grammar points: past tense

Vocabulary: toys and past time expressions

Topic: Talking about good acts in the past

Procedure :

1. - Divide the class into two teams. One student acts as Santa giving gifts to children on the eve of Xmas
2. - Teacher has to inform teams that they have to guess what gift Santa is going to give based on what is written on the card in the envelope from the Box. But before that each student has mentioned what kind of good work he/she has done previously.
3. - The teacher may make a grid on the whiteboard. A name may be assigned to each team. For example Team A may be called the Green Team and other one the Red Team.
4. - Depending on the number of guesses by each team, the team which reaches the end of the grid will be the winner and will get the prize.

Materials:



The teacher has to write the names of various gift items and put it in the envelope
(toys)

The teacher also needs a whiteboard to show the points that each team has earned
during the guessing game.

The teacher needs three markers, Green, Red, and Black



English Language Class Test

Date: _____

Time: 40 Minutes

Marks: 10

Please read the following instructions carefully before proceeding with the question paper.

General:

- Each correct answer carries 0.5 marks and 0.25 marks will be deducted for every incorrect answer.
 - Write the answers in the **answer sheet only**
 - You have to use the blank space below the question. No other sheet will be provided.
-

DAILY LIFE

Question 1. What do you usually do on Sunday?

Answer 1.

Question 2. How many hours a day do you spend in school?

Answer 2:

Question 3. Where are you sitting now?

Answer 3:

Question 4. What is your mother doing now?

Answer 4:



Question 5. Where were you yesterday at 6.00pm?

Answer 5:

Question 6. Where were your grandparents last Sunday?

Answer 6:

Question 7. What do you usually eat for breakfast?

Question 7:

Question 8. How often do you sing in shower?

Answer 8:

Question 9. Where were you born?

Answer 9:

Question 10. What time do you generally get up in the morning?

Answer 10:

LIKES, DISLIKES AND PREFERENCES



Question 1. Who is your favorite football player?

Answer 1:

Question 2. What did your boyfriend/girlfriend give you as a present in your last birthday?

Answer 2:

Question 3. What are some fun parks in Cuenca?

Answer 3:

Question 4. Do you like to go to El Cajas?

Answer 4:

Question 5. Who is your best friend in the class?

Answer 5:

Question 6. Who is your favorite singer?

Answer 6:

Question 7. What do you do in your leisure time?

Answer 7:



GENERAL KNOWLEDGE

Question 1. What is the capital of Ecuador?

Answer 1:

Question 2. How often do you visit Ingapirca?

Answer 2:

Question 3. What is the best place to visit in Cuenca?

Answer 3:

End

Post Test



Name: _____

Date: _____ Level: _____

1. Choose the correct verb and complete the sentence.

writing	helping	running	cooking	listening
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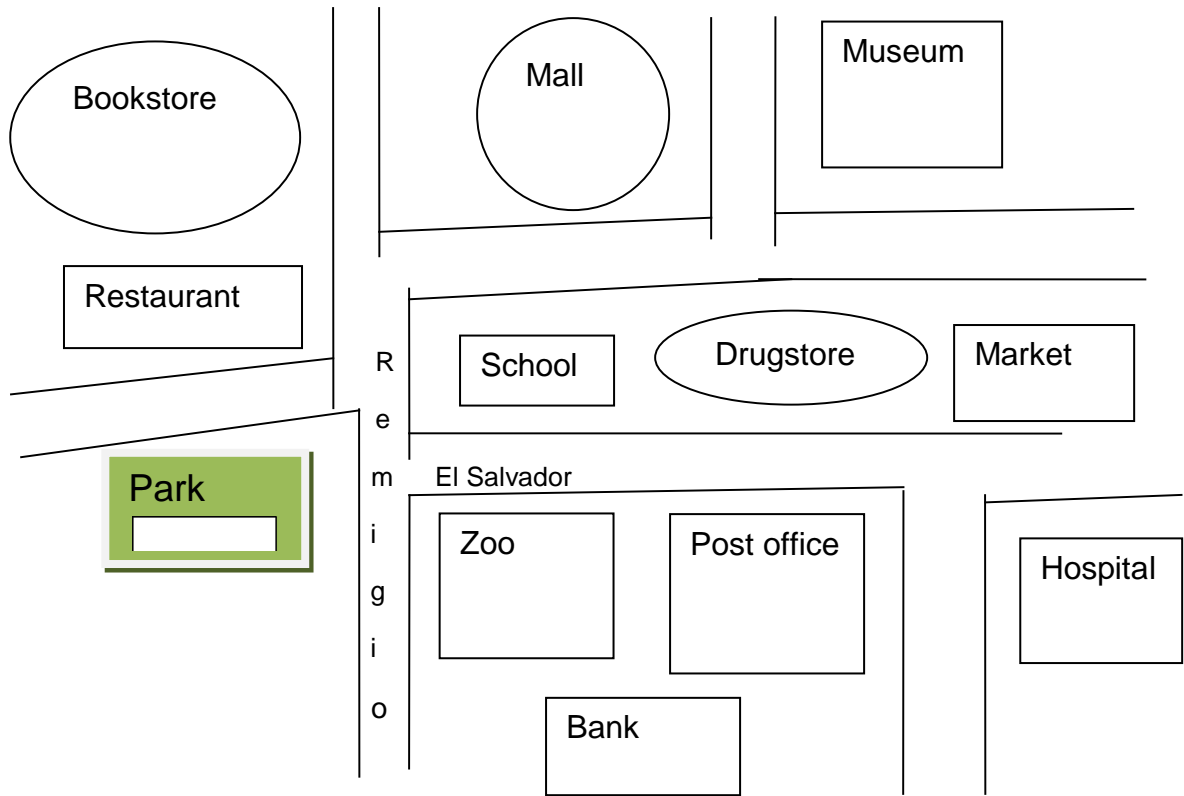
- A. Juan isa letter.
- B. I ammy mom.
- C. Paul is..... now.
- D. They are..... to music.
- E. My mom is _____ in the kitchen.

2. Select the correct verb and fill the gap.

- A. Patriciathe car yesterday.
 - 1. fixed
 - 2. asked
 - 3. talked
 - 4. played
- B. Theyclothes three days ago.
 - 1. asked
 - 2. helped
 - 3. played
 - 4. washed
- C. They soccer last week.
 - 1. listened
 - 2. cooked
 - 3. played
 - 4. walked
- D. He the question few minutes ago.
 - 1. fixed
 - 2. asked
 - 3. talked
 - 4. walked

5. Look at the map. Are the sentences true or false? Mark with an X.

My City



	sentences	true	false
a	The Zoo is in the corner of El Salvador and Remigio street.		
b	The drugstore is between the school and the market.		
c	The bank isn't next to the hospital.		
d	The market is behind the museum.		
e	The bank is across of the mall		
f	The bookstore is in front of the post office.		

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