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FACULTY OF EDUCATION, SCIENCE AND HUMANITY  
DEPARTMENT OF ENGLISH**



TOPIC: THE USE OF GAMES AND THEIR INFLUENCE INTO TEACHING AND  
LEARNING OF THE STUDENTS OF THE FIRST YEAR AT GUSTAVO CARRION  
ZAMORA INSTITUTE DURING THE SECOND SEMESTER OF 2007.

Research submitted in partial fulfillment of the requirement for a B.A. Degree in teaching  
English as a foreign language.

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# DEDICATORY

I want to dedicate this work first of all to God, who has gifted me of life, precious treasure, without ask; only he chose me.

To my family, who has always been supporting me in my dairies difficulties and today, at the end of this job, they are with me.

To my English teacher at UNAN, who have worked on me a spirit of perseverance in this career.

To all my classmates, those who stopped their careers for some difficulties and those ones who finished before me. I learned a lot from them and I keep good memories from them.

# ACKNOWLEDGEMENT

I want to acknowledge:

To God, who lighted up my way and get this grade;

To my teachers, who were wise to address in the right way;

To my parents, for their support; and

To my friends, who were giving support when I was in trouble.

## Abstract.

The learning and teaching through games, it's a real challenger for every one part of the educative community.

Games are an important part of the teacher's repertory, although they are recreational activity, by nature the main purpose is the enjoyment, in the language learning process, their

Purpose is to reinforce what has already taught.

Games and their influence into teaching-learning process of the students of the first year at Gustavo Carrion Zamora during the second semester of 2007.

In this work were involved students of first year from Villa El Carmen who have not attended English during primary school in an right form because of diverse factors such as economic, motivational, social.

The information given by them was taken from a survey and the observation of English class .also are being used tool likes Microsoft word program.

I have found how students from 11-16 but the prevailing ages are 11-14.

There are a high percent of students who enjoy the English class although they attend it almost totally in a traditional form, they expressed, they were ready to change this way and the idea of games in class would improve many aspect as participation, attendance ,better atmosphere and the confidence in themselves.

it's important to take in count that students' age allow still focus English class as a favorite class but this will depend of the teacher's creativity, how teacher is ready to begin a new way from the traditional and disciplined class to an active and happy class, where games take a place how an activity that to support and help to practices what students have learnt.

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## Introduction.

Currently, students from the secondary school are being influenced by different factors such as economic, social, familiar and pedagogical which doesn't allow them to develop their real potential and their abilities to become a being useful to the society and for himself.

This work pretends to focus an area that is sensible: how to gain and keep the interest for learning a foreign language.

Many educators think that implementing active methodology would get the focus of students' attention in the learning process and their success in the syllabus given by the educational institution.

Traditional class doesn't allow a happy class, nowadays the times are changing and maintaining students' attention, and it is today a real challenge.

Games provide this opportunity but what do we need to do? We need to play in class; we need to play games which involve different skills in the second language learning. And what more do we need? Teachers ready for this methodology and activities centered in students.

Games promote a good atmosphere, relaxing with no shyness, natural and mutual competition between them.

**Topic:**

The use of games and their influence into teaching – learning process of the students of First Year at Gustavo Carrion Zamora Institute during the second semester of 2007.



## PROBLEM

The environment is not in favor of the majority of first year students of English. However, games are a big attraction for gaining and keeping students attraction and interest for target language.

### **Sub Problem**

- i. Different games that affect and engage students in the teaching-learning process.
- ii. Meaningful games that help students understand a structure, write and reading.
- iii. Using happy games such as spelling games, words games, speaking games, grammatical games.
- iv. Role games for children.

# Hypothesis

Learn to develop a second language by engaging in communicative task that involve game as a necessary part of their learning process.

# THEORETICAL FRAMEWORK

## Historical Background

The most recent history tell us the first people of this land, lived in El Apante, a farm of sugar cane which belonged to Montelimar sugar mill (nowadays Navinic), which had large of area with this crop.

All the laborer came to work from their communities which were distanced during winters they got much trouble because of bad roadway, the owner decided donate 400 acres of land to get that worker don't traveled so far.

The new settler started to build shelter and house according possibilities, this time near at the work. In this way was born what is today *Villa El Carmen*. These new settler carried with them an image of *La Virgen del Carmen* and in her honor built a church with this name and they called to the town *El Carmen*.

According anthropological studies, this zone was used as corridor between west and south by different civilization of native as Niquiranos, Nagrandanos and Dirianes who lived by time in these lands.

On September 1907, the National Par lament gave to El Carmen Town the title of Village. In1979 this name was changed to *Villa Carlos Fonseca*, but currently, during the presidential period of Enrique Bolaños, this name got back into the original one.

On September 15<sup>th</sup> of 2007, we got 100 years of have been ascended to village.

It is located in 42 ½ Km at Southwest from Managua, an hour on road.

Land: 581 Km<sup>2</sup>.

Clime: Hot tropical

Population: 30,027 people

Media temperature: 27 grades,

Economy: traditional agriculture, cattle rising (cow, sheep, lime mine, stone mine, [www.laprensa.com.ni](http://www.laprensa.com.ni)).

At the present time, there are important tourist projects on *San Diego* beach where now are been building condominium that in a short future will hostel tourists of over the world and will provide many jobs for the settles of this municipality.

In *Villa El Carmen* there are seven Nerpes (*Nucleo Educativo Rural Público Estatal*) which are located for a long of the Municipality. They are in *Los Cedros, Martin Keene, Maria de la Providencia, Santa Rita, Martha S Gutiérrez, La Ceiba and Gustavo Carrion Zamora Institute*).

*Gustavo Carrion Zamora Institute* is located in *Villa El Carmen* head, next to the mayoralty. This Institute attends the pre scholar, primary, secondary, multigrades, and secondary distance programs, with a population of 1754 students

We are going to focus on first year at secondary, with 179 students were 95 are women.

### **A little about the first school**

During 1958, it worked the first school, in a little house built of wood, tile and without floor, this school worked with two multigrades, with one headmaster and two primary teachers.

Jose Leon Hernandez, headmaster, Olga Corea, who currently is alive, in first – second grade, and Guillermo Rivas in third – fourth years.

In 1963 this school worked where was the health center nowadays- In 1970, where it's now the Central Park of *Villa El Carmen*, this school had four classroom and the headmaster was Gustavo Carrion Zamora.

After that the school worked where it was the first public squared, located in front of Catholic Church.

In 1976 started to work with secondary school with first and second year. At this time the school was named Rene Schick. In 1978, it was asked to the Minister of Education, Maria Solórzano, to extend secondary school until third year that finally was authorized.

In 1980, it was changed the name. For primary school the name was Carlos Fonseca, and secondary school Ernesto Che Guevara.

### **Now our school**

In 1991, it was changed newly the name to Professor Gustavo Carrion Zamora, for primary and secondary school.

Currently, this Institution has 20 classrooms, where are attended these programs:

- No formal preschool child, children 4-5 years old.
- Preschooler, primary, secondary and distance education attended on Sunday.

It is important to clarify that the Ministry of Education did not included English classes in the curriculum of primary school. Gustavo Carrion Zamora Institute included this class to improve the learning in the secondary school.

# Theories

“I have noticed how enthusiastic students are about practicing language by mean of games. I believe games are not only fun but help students learn without a conscious analysis or understanding of the learning process, while they acquire communicative competence as a second language user.”

*Agnieszka Uberman*

Currently, educators think that students are influenced by many factors as social, economic, and pedagogic, and they trust in active methodology; this focus on didactic game and creative games which help to make fun the organization of the learning process and therefore get students do independent assignment and resolution of problems they face everyday.

The class as basic organization of teaching should answers to the demand of a modern school, so the objectives can't get accomplished by a wide time to teaching but the hard dedication in the school work where students are driven to be in truly active subject in the learning teaching process.

Games provide new forms to explore the reality and strategies about how to work with them. In a world were everything, is ruled, games allow students to discover new aspects of imagination, thinking in many ways to resolve difficulties when face them.

Games ransom the fantasy and childlike thinking, which are so frequent in childhood. Games could be divided in: creative games and didactic games.

Creative games allow students to develop the creativity which favors the development of superior creative level, where they are carried out and executed and organized, promote the production of ideal and a creative imagination that is a valuable tool in the real life.

Didactic games have become efficient methodological instruments in the teaching. Didactic games are defined as a symbolic model of professional occupation through games.

Games in class could contribute in many ways to students participating actively and other such as:

- a. To improve the rate of attendance and preciseness because of students motivation.
- b. Students show a great interest to study because they like to give right answers and they like to be the winner.
- c. They learn how to work in team.
- d. They learn to improve their responsibility and the compromise with themselves and their team.

Games are naturally a happy activity that develops the personality and creates capacity. In the cognitive-intellectual field, games help to develop observation, attention and logic, fantasy, imagination and creative capacity.

In the volitive-conductual develop the critical and auto critical environment, discipline, respect, perseverance, responsibility, cooperation, loyalty.

**Didactic games:** should correspond with objective content and methodology employed.

Element necessary to get success in work related with games.

- Defining a clear objective to implement any game.
- The methodology to follow during the game.
- Material and equipment to use in the game.
- Responsibility, roles and function of the participant in the game.
- Time.
- Rules of the game.
- Get a psychological atmosphere during the game.
- The role of the teacher during the game.
- 

[www.monography.com/edu/games](http://www.monography.com/edu/games)

It is now very generally accepted that language teaching not merely can be but should be enjoyable. This is not to assume that it is easy, but only that there is no need, by excluding enjoyment, to make it more difficult.

Games are enjoyable. The essence of many games lies in out-stripping, in friendly fashion, someone else's performance, or (and adult learners often prefer this) in bettering one's own, as in the world of sport. The goal is visible and stimulating: outdoing others, and improving on oneself, are by and large enjoyable pursuits. Enjoyable also is the active co-operation with one's fellows. In group or team activity, rivalry and co-operation go hand in hand. There are the other groups or teams to surpass, and friends to help surpass them. One's own activity takes on importance in the latter's eyes. But in spite of all the effort – and sometimes, when attention is sharply focused and the learner's energies stretched to the full in a game, it is hard to see any difference between 'work' and 'play' – there is a pleasant, informal, and often relaxed atmosphere, favorable to language learning.

Nevertheless, the case for language games is not identical with the case for enjoyment in the language lesson. An agreeable although busy atmosphere can be attained by other means, even if games are absent, and games have other and equally important virtues. They banish boredom and so make for willing learners, who look forward to language lessons. But after all, any kind of interesting activity would make them do that. We should ask, therefore, what other advantage language learning games offer than the creation of an enjoyable atmosphere in which to learn.

A language is learnt by using it – and this means using it in situations and communicatively. Disembodied sounds, words, phrases, and sentences, however wrapped about with rules, do not carry language learning far; although it is helpful up to a point to remove such elements and look at them closely, much as one examines components of a machine, before returning them to the intermingling streams of discourse.

Although it is extremely doubtful that all language games, still less all forms of language learning activity, must be communicative in order to aid language learning and to provide the learners with communicative experience of one sort and another from beginning to end: sometimes the communication is partly linguistic and partly non-linguistic, sometimes one group or one person knows something another does not, sometimes neither knows, and



often there is an interesting fiction. Language sub serves different modes and degrees of communication, and language games are equally varied.

Most language games distract the learners' attention from the study of linguistic forms. They stop thinking about the language and instead use it, receptively or productively, as a means of considering something else, as those with an advanced command of the language use it too.

Repetition is basic to language learning, but not the repetition of mechanical drills, although in the writer's view they should not be entirely eliminated. But it seems to be repetition of successful and interesting communication which counts and which has the most encouraging, 'language advancing', and motivating effect. There can be uninteresting communication too, which does nothing to sustain motivation.

Games, therefore, should not be regarded as a marginal activity, filling in old moments when the teacher and class have nothing better to do. Certainly there are such games and there are end of term and party games, but on the whole the games here described should be central to the language teaching of no value as an aid to language learning. Although the word game has been taken in a broad sense, games in the strict sense, which have a definite beginning and end and are governed by rules, shade off into game-like activities which have a less formal design. There is no clear-cut line of division in language teaching between games and non-games.

Language learning itself is complex and many-sided, which need not discourage us from seeing it crudely as a matter of four communicative skills: listening, reading, speaking, and writing. Success here is to be judged by the degree to which the language user can grasp the meaning of what is said or printed, or conveys the meaning of what he writes or says.

The experience is that there are numerous children's games which adults like playing, particularly if they see the language learning point. Group activity and pair activity are of special importance in playing some of the games, and in increasing the extent to which the

learners are actively involved. Finally, there are games which give practice in the use of particular language patterns.

### **Organization of the class**

Many of these games depend for their success, like other teaching, on good class organization. Forethought is indispensable.

Division into teams or groups, for instance, should not have to be done afresh on every occasion: this is a waste of time. On the whole it is best for a learner, especially for a child, to be in the same team throughout the year, and it disturbs a child's sense of 'belonging' to be switched arbitrarily from one team to another. If for some reason, perhaps because of absences, a team or group falls below strength, allowance can be made when there is point-scoring.

If teams or groups are to be named, the names should be suitable. Sparrows, Robins, and Skylarks may please young children (in countries where these birds are known of), while older children may look upon such labels with scorn. Lions and Tigers have a broader appeal; colors and cardinal points are still more widely acceptable. Much depends on the country you are teaching in and on the learner's ages. As it is impossible to find team names which are universally suitable, 'A', 'B', etc. have been used in the present document.

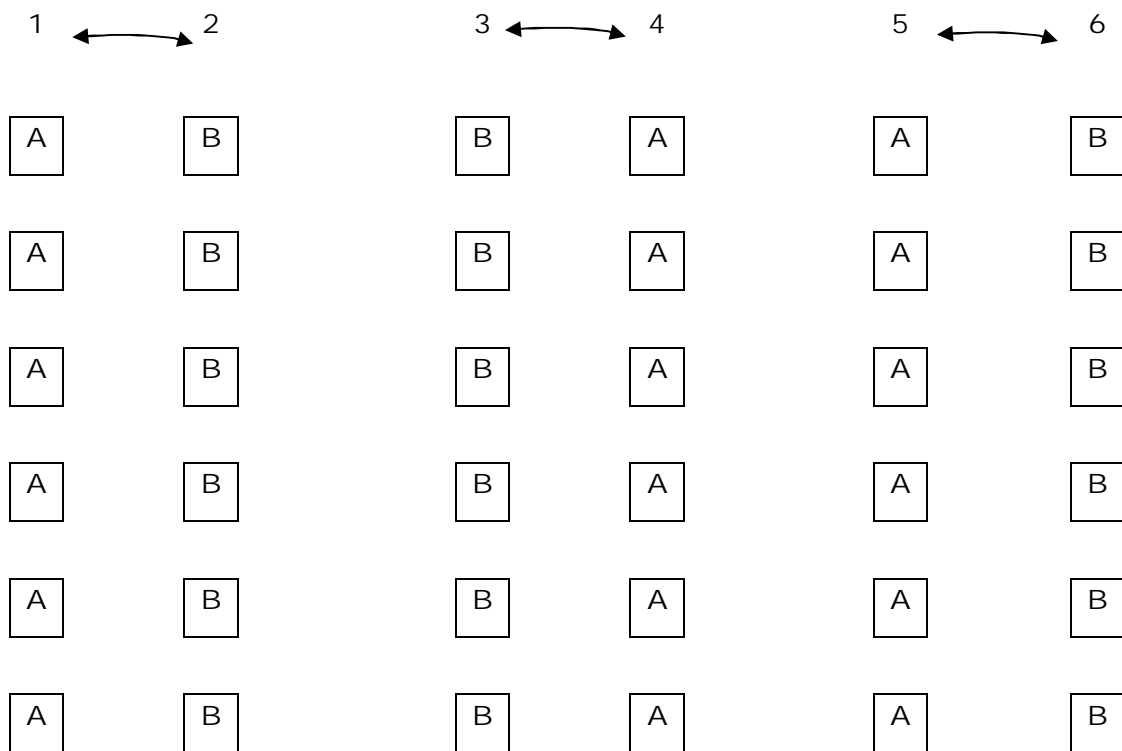
If there is to be any sort of competition or contest between teams, they should be evenly matched. When the more advanced or more backward learners are unevenly distributed, certain groups or teams always win and this is discouraging for the others.

Teams are larger than groups. In a class of average size with two teams, there could easily be three groups in each team. Organization into groups, all of which can be active at the same time, is one way of multiplying language practice. Four or five in a group are enough. The teacher should be able to get from group to group quickly, and this may mean

that furniture has to be rearranged. If the classroom is unbearably crowded, it may be possible, depending on the climate and weather, to leave it. At some schools the writer has seen good lessons taking place under the trees outside.

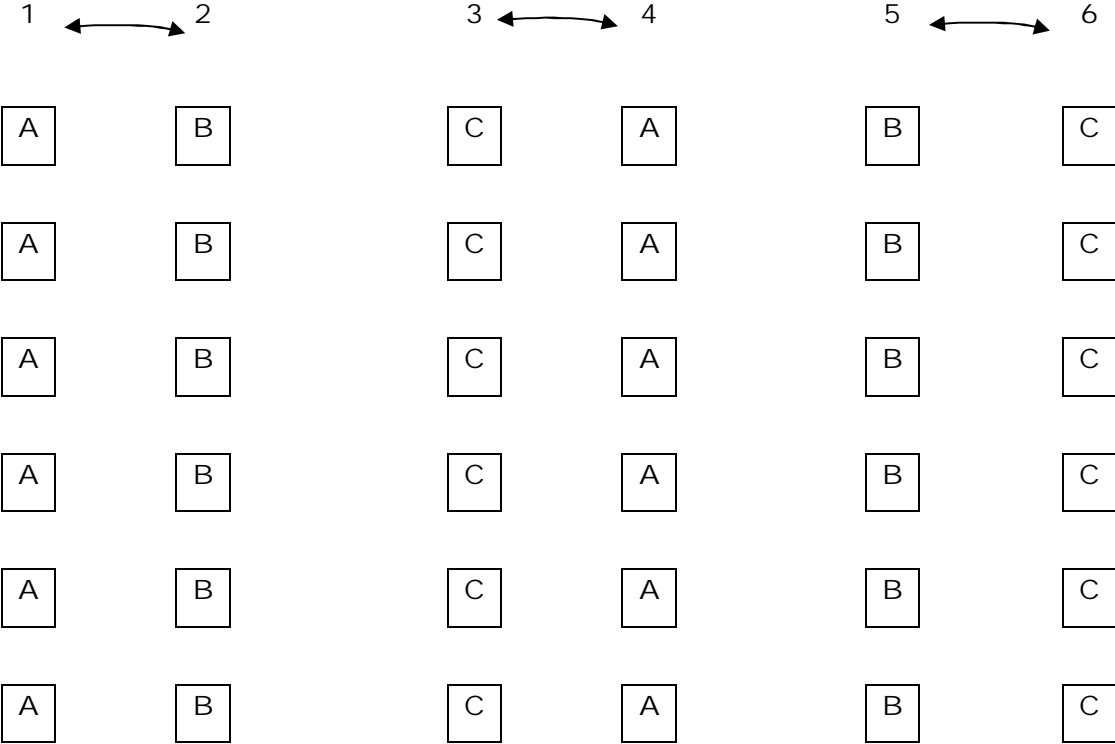
Pair activity can give a still greater amount of communicative practice, though there is less opportunity for consultation and mutual correction.

Useful though pair activity and group activity are, however, we have to be content with teams where the classroom is very crowded and there is nowhere else to go. How many teams should there be? Two may be enough and is a very manageable number – perhaps the left-hand and right-hand halves of the class. Three is a reasonable number too – the middle and the two sides.

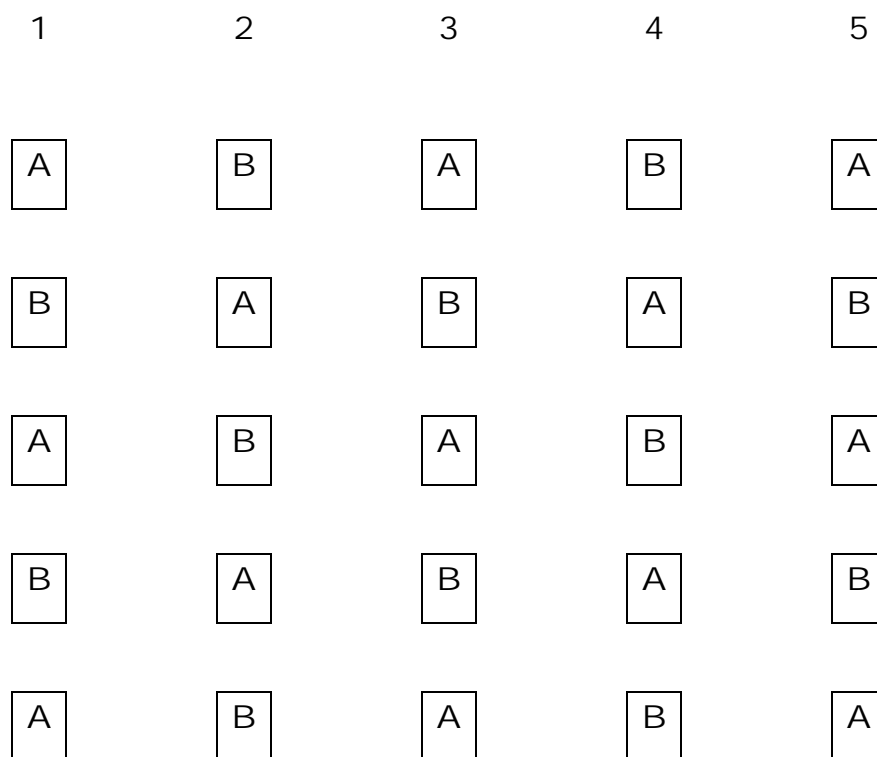


For pair activity, members of the class face their opposite number by turning sideways, and desks can be pushed towards or against each other if necessary. If for some reason the members of the teams need to be all together, only the two outside lines (1 and 6) need change seats.

A class of the same size could have three teams (A, B, and C) seated thus:



Here is a plan for two teams in a class of 25, by which activity with a learner belonging to the other team can be obtained both in front (or behind) and at the side, members of different teams being seated alternately.

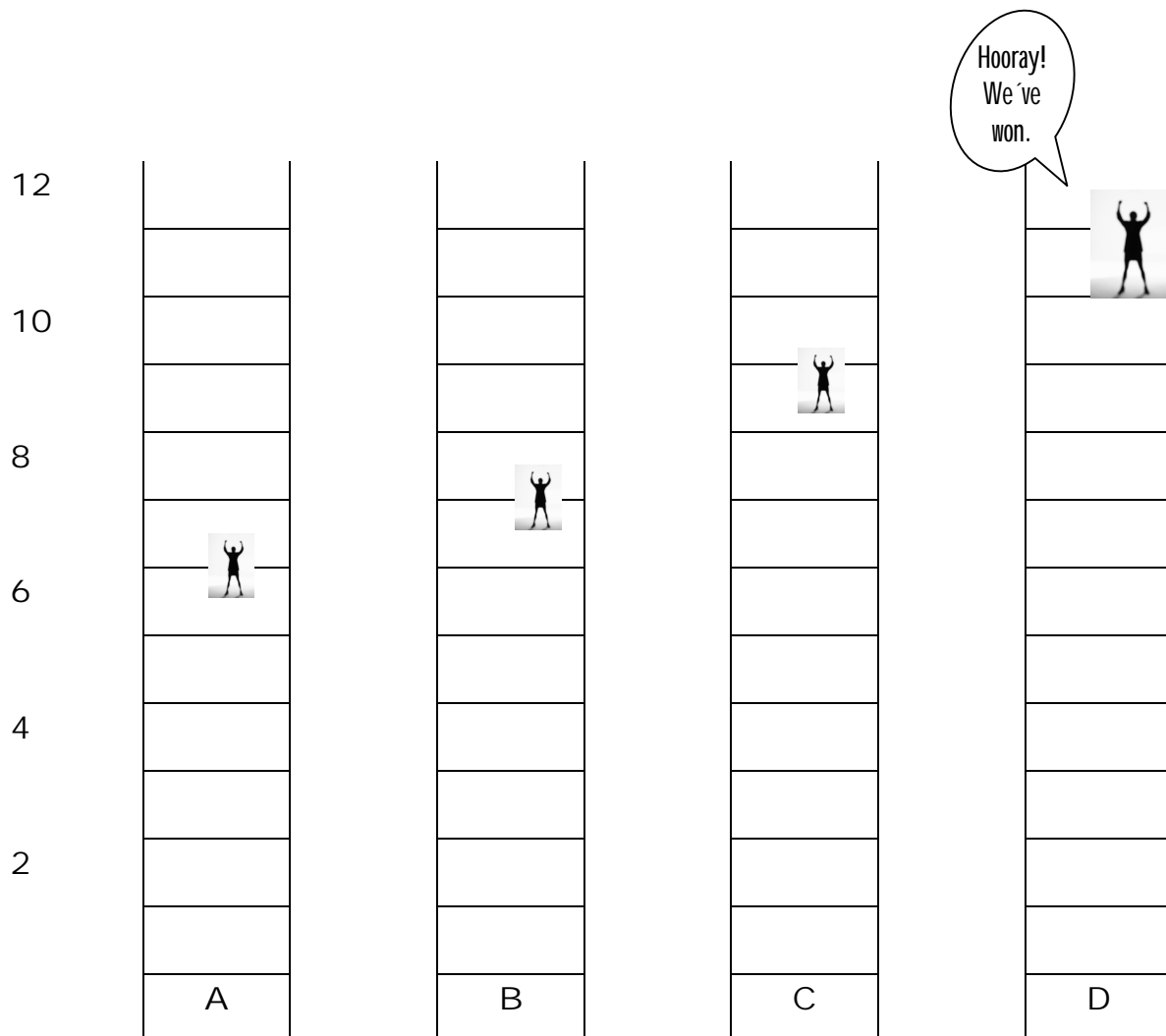


In a children's class teams may be distinguished by team badges or colors. Classrooms nowadays, especially those for young children, are often equipped with light and easily moved tables, around each of which a group of learners may sit. It is an advantage for older learners, too, to have plenty of space and to be able to move easily about the room. Various arrangements of furniture are desirable for various activities. Sometimes the furniture gets in the way and it is necessary to push it back against the walls, e.g. for dramatization. It is a pity if the class and teacher are at the mercy of fixed benches or desks: it is a great help if arrangements are flexible. This is true for adults also. Children should not normally be separated from their friends.

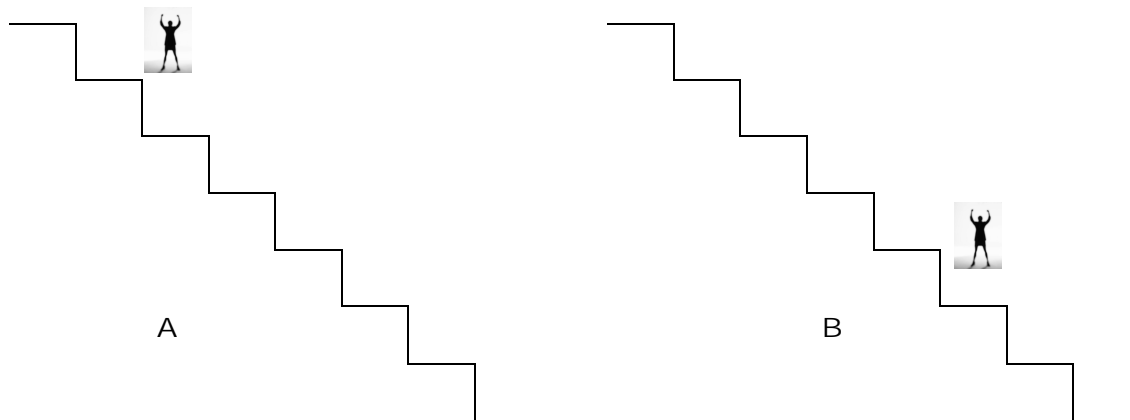
## Scoring

When points are scored, it is advisable to vary the method of scoring. Psychologically it is better to give points for success than to take them away for failure, even if this procedure keeps the scorers very busy.

Images of things which climb or expand are useful as means of visually representing the score. Thus if the number or points likely to be scored is small, they can be marked on ladders as they are won. The scores of four teams might look something like this:



Human or animal shapes (e.g. stick figure) interest children more than mere dots or abstract symbols and with colored chalks each can be different. Where blackboard space is limited one ladder can show several scores. If 'long – term' team scores are to be shown (e.g. weekly or monthly totals), more substantial ladders, on the rungs of which cardboard figures can be hooked, may be worth making. When there is a maximum possible score the ladders can have an appropriate number of rungs leading up to a definite goal, such as the roof of a house or the top of a tower. For some games (e.g. 'Word-guessing') each team's score can be shown on a flight of steps, thus:



For each letter correctly guessed, the team figure moves one step up, for each incorrect letter one step down.

These are examples only, and the inventive teacher will be able to choose and adapt. It is easy to overdo competition, of course, and point-scoring is not needed every day. Procedures must be varied. It is essential, however, that lessons should be well prepared and pleasantly and brightly conducted, so that learners actively use the language most of the time.

# The use of the games

## Vocabulary teaching techniques

“There are numerous techniques concerned with the vocabulary presentation.

However, there are a few things have to remember irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learnt in context, practiced and then revised to prevent students from forgetting. Teachers must take sure students have understood the new word, which will be remembered better if introduced in a “memorable way” (Hubbard et.al.1983:50).

Bearing all this in main, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision.

Gain and Redman (1986) suggest the following types of vocabulary presentation techniques:

- 1- **Visual techniques:** these pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids (Zebrowka 1975:452) Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meaning of verbs and adjectives. They help to students associate presented material in a meaningful way and incorporate it into their system language value.
- 2- **Verbal explanation.** This pertain to the use of the illustrative situation, synonyms, opposite, scale (Gain and Redman 1986:74) definition (Nation 1990:58) and category(Allen and Vallete 1972:116)
- 3- **Use of dictionary.** Using dictionary is another technique of finding out meaning of unfamiliar words and expression. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial. . As French Allen perceive them, dictionary are



the passport to independences, and using them is one of the students centered learning activities (1983:83)

### **Using Games**

**The advantages of using games.** Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W.R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching program. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. “Games can lower anxiety, thus making the acquisition of input more likely”. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they “add diversion to the regular classroom activities, “break the ice,” but also they are used to introduce new ideas. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. S.M. Silvers says many teachers are enthusiastic about using games as a “teaching device,” ye they often perceive games as mere time-fillers, “a break from the monotony of drilling” or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that a time seems overwhelming.

**Choosing appropriate games.** There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but according to Siek-Piskouzub, the teacher can either allocate more or less time depending on the student's level, the number of people in a group, or the knowledge of the rules of a game etc.

**When to use games.** Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a game may vary:

- i. Presentation. Provide a good model making its meaning clear;
- ii. Controlled practice. Elicit good imitation of new language and appropriate responses;
- iii. Communicative practice. Give students a chance to use the language.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. If games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

'Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.'

'Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.'

'The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

'Games for Language Learning'

*By Andrew Wright, David Betteridge and Michael  
Buckby  
Cambridge University Press,  
1984.*

'Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.'

'Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.'

*'From 'Six Games for the EFL/ESL Classroom'*

*By Aydan Ersoz  
the Internet TESL Journal, Vol. VI, No. 6, June  
2000*

'There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.'

'There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.'

'Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.'

'Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.'

'In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.'

*'Learning Vocabulary through Games'  
by Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga  
'Asian EFL Journal' - December 2003.*

## **Why Use Games in Class Time?**

- \* Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. (Lewis, 1999)
- \* Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis, 1999)
- \* The game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999)
- \* The game makes the reasons for speaking plausible even to reluctant children. (Lewis, 1999)
- \* Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- \* Even shy students can participate positively.

## **How to Choose Games (Tyson, 2000)**

- \* A game must be more than just fun.
- \* A game should involve "friendly" competition.
- \* A game should keep all of the students involved and interested.
- \* A game should encourage students to focus on the use of language rather than on the language itself.
- \* A game should give students a chance to learn, practice, or review specific language material.

## **General Benefits of Games**

### **Affective:**

- lowers affective filter
- encourages creative and spontaneous use of language
- promotes communicative competence
- motivates
- fun

### **Cognitive:**

- reinforces
- reviews and extends
- focuses on grammar communicatively

### **Class Dynamics:**

- student centered
- teacher acts only as facilitator
- builds class cohesion
- fosters whole class participation

. From 'Index Cards: A Natural Resource for Teachers'

*By M. Martha Lengeling and Casey Malarcher  
'Forum' Vol. 35 No 4, October - December 1997 Page 42.*

## **I- Structure games**

### **1- Who am I?**

Level: **intermediate**

Age: **any (except young children)**

Group size: **whole the class, group.**

Use: to **practices yes – no question.**

Every body imagines himself to be somebody else, a living person well known locally, nationally or internationally, or historical figure such as Napoleon, Lady Diana.

Each makes up two or three short sentences about himself or herself. I lived in...

### **2-What is there in my bag today?**

Level: **elementary and intermediate.**

Age: **children**

Group size: **whole the class, group, pair.**

Use to brush up vocabulary and to practices there is, there are, do you have..



## **II- Vocabulary games**

### **1- Classroom shop**

Level: **intermediate**

Age: **children**

Group size: **whole the class or group.**

Use: to **practices vocabulary of shopping.**

Students provide the article for sale, picture or drawing.

There are two actors salesman and customer .useful phrase: can I help you?

Do you have a .... How much is.....

## **III- Spelling games**

### **1- Write what you know**

Level: **intermediate**

Age: **any**

Group size: **whole the class, group, team.**

The teacher or learner could says, write down the name of something: we hold over ours head when its rain.

## **IV- Number games**

### **1- Peter is calling Paul**

Level: **elementary**

Age: **children**

Group size: **small class, group of 12.**

The learner forms a circle in which Peter is next to Paul and the others each have numbers. The game begins with Peter saying, *Peter is calling Paul*. Paul replies by calling any one of the other .Paul is calling nine .number nine must then respond without hesitation and call someone .nine is calling eleven.

## **V- Read and do game**

### **1- Treasure hunt.**

Level: intermediate and advanced.

Age: children

Group size: whole the class and teams

In order to find the treasure the player must be able to read the clues and these are hidden about the room, or various places out the doors, the treasure may be a book or other attractive thing.

## **VI- Discussion game**

### **1- Advices column**

Level: advanced

Age: adult

Group size: whole the class.

Use: to practice giving advices.

Almost every body is willing to offer an advice, invited or uninvited .Each learner is given one problem taken from the real life .The person presents his or her problem and wait one answer from their class mate who need to discuss to offer a positive answer.

## **Justification**

Games are part of our life, every body played games that surely enjoyed because the nature of the games it is not, only be funny but training to the life. Each child who go to preschooler's class have to play games.

According Makarenko the games prepares to children to the life, students make a short train of what they would like when they are adult. This is the ludic function; students use his imagination, helping to develop theirs though.

Now, games are one of the many strategies that teachers can use in the second language teaching, games make students learn any without analysis of structure but sure of what are they going to do complete the goal given.

Games help to relax the atmosphere where a second language is taught, allow to students who are shy be in a different place where they are accepted.

Some difficulties where found during this work, some of them are the lack of games repertory by part of the teacher who prefer still the traditional class ,because some factors as larges class, discipline ,environment no appropriate ,physical structure no adequate, lack of teaching material.

The adequate workshop for teacher, will be the first tool to implement and begin to use games, because, it is easy, cheap and happy

## **OBJECTIVES**

### **General Objective**

To learn about the use of various kinds of games and their positive influence in the teaching – learning process, ability for grasping and self motivation in the students of first year at Gustavo Carrion Zamora Institute during the second semester of 2007.

### **Specific Objectives**

i. Analyze the teaching techniques and students activities during implementation of games and development of language skill and grammatical structure.

ii. Find out the types of games and process carried out by the teacher to develop

The student's ability for grasping the different aspects of the language they are studying.

iii. Discover the way in which the influence of games develop the students self motivation for learning English.

## System of Variables

<b>Variable</b>	<b>Sub variable</b>	<b>Indicator</b>
General Information	Age	12 –13
		14 – 15
		16+
	Sex	Male
		Female
	Live with	Both parents
		Mother
		Father
		Grandparents
		Other
Income	Extreme poverty	Less C\$ 2246 a year
	High poverty	C\$ 3,600- 11000 a year
	Medium poverty	C\$ 12000-20,000 a year
	Less poverty	C\$ 21,000- 60,000 a year
	Attendance to English class	Students attend English class. Once a week___ twice a week___ three times a week___
	How they reach the school.	Means to reach the school. By: bus___ bicycle___ on foot___.

Variable	Sub variable	Indicator
	Students live in	Students live in: Rural zone___ urban zone___
	Student like to study English	Do you like to study English? Yes ___ no___ sometimes___.
Scholar Situation	Students accomplish with HW	Do you do your homework? Yes___ no___ sometimes___
	Games as part of the teaching – learning process	The way students are organized is: Group___ Team___ alone___ None___
		Play games and make competences in class: Yes___ No___ Sometimes___
		When you compete in class, receive scoring: Yes___ No___ Sometimes___
		Kind of scoring: Mark___ Draw___ Ladder___
		You are scoring in: Every class___ Weekly___ Monthly___
		Technique used by teacher is: Games: Yes___ No___ Sometimes___ Role-play: Yes___ No___ Sometimes___ Drama: Yes___ No___ Sometimes___ Project: Yes___ No___ Sometimes___
		Information gap and making decision: Yes___ No___ Sometimes___
		Interview: Yes___ No___ Sometimes___

Variable	Sub variable	Indicator				
		Brainstorming: Yes____ No____ Sometimes____				
		<b>About the Skills</b>				
		<b><u>Listening</u></b>	No	Little	Good	Best
		Distinguish between English and other language				
		Identify words you listen				
		Comprehend and carry out T.F.R.				
		Comprehend request for personal information (name, age, address)				
		Identify the alphabet and numbers until fifty				
		<b><u>Listen and identify fine</u></b>				
		Listen and identify days of the week, months, and dates.				
		Comprehend and carry out a sequence of two or three instructions				
		<b><u>Speaking and oral interaction</u></b>				
		Name common objects				
		Give personal detail				
		Memorize and recite songs and rhymes				
		Give simple objects description				
		Make statements of ability about yourself and other				
		<b><u>Reading</u></b>				
		Read the name of class members				
		Read numbers from 1 – 20				
		Read short conceptualized list of shopping				



Variable	Sub variable	Indicator				
		Read and follow instructions				
		Read single sentences about familiar objects				
		<b><u>Writing</u></b>				
		Write the alphabet				
		Write numbers from 1 – 20				
		Write the name of family members and relatives				
		Copy short messages and instructions				
		Write short dialogues about personal information				
	Kind of games carried out in class	<b><u>Kind of games used are</u></b>		Little	Good	Best
		Numbers				
		Listen and play				
		Discussion				
		Structure				
		Vocabulary				
		Spelling				
		Miming and roller play				
	Game and its influence in the self motivation of students studying foreign languages	<b><u>English class should include:</u></b>				
		Grammar exercise _____				
		Listening activities _____				
		Reading activities _____				
Writing activities _____						
	Speaking activities _____					

Variable	Sub variable	Indicator
		<p><b><u>An English class should be:</u></b></p> <p>A) Disciplined: yes ..... no..... sometimes.....</p> <p>B) Every body listening and repeating Yes..... no ..... sometimes.....</p> <p>C) Learning with games. Yes..... no..... sometimes.....</p> <hr/> <p>Disciplined</p> <hr/> <p>Everybody listening and repeating</p> <hr/> <p>Learning with games</p> <hr/> <p>Games are a good option</p> <hr/> <p>Learning fast and happy</p> <hr/> <p>Learning and practice listening skills</p> <hr/> <p>Practice speaking skills</p> <hr/> <p>Feel confident</p> <hr/> <p>Develop good atmosphere</p> <hr/> <p>Encourage self motivation to study English</p>

# Methodology design

## Population and sample and universe.

The type of research is descriptive and the techniques used to get the information were a survey applied to 50 students of first year of Gustavo carrion Zamora secondary school in Villa el Carmen.

Our survey has 26 items of multiple selections, was made into Spanish for students.

Each one of the worksheet was analyzed to formulate the conclusion about the work.

This work was applied in group of 15 students until complete the sample which was of 30% of students of first year, the total of the students in first year are 179.

To process this data, I made a matrix where will be showed the resulted got.

To show I have supported with Microsoft word tool and

# Analysis of the results

Table N<sup>o</sup> 1 Students Age

	11	12-13	14-15	16+	Total
Age	2	32	14	2	50
%	4	64	28	4	100

This table shows ages of students' from 11-16 year old

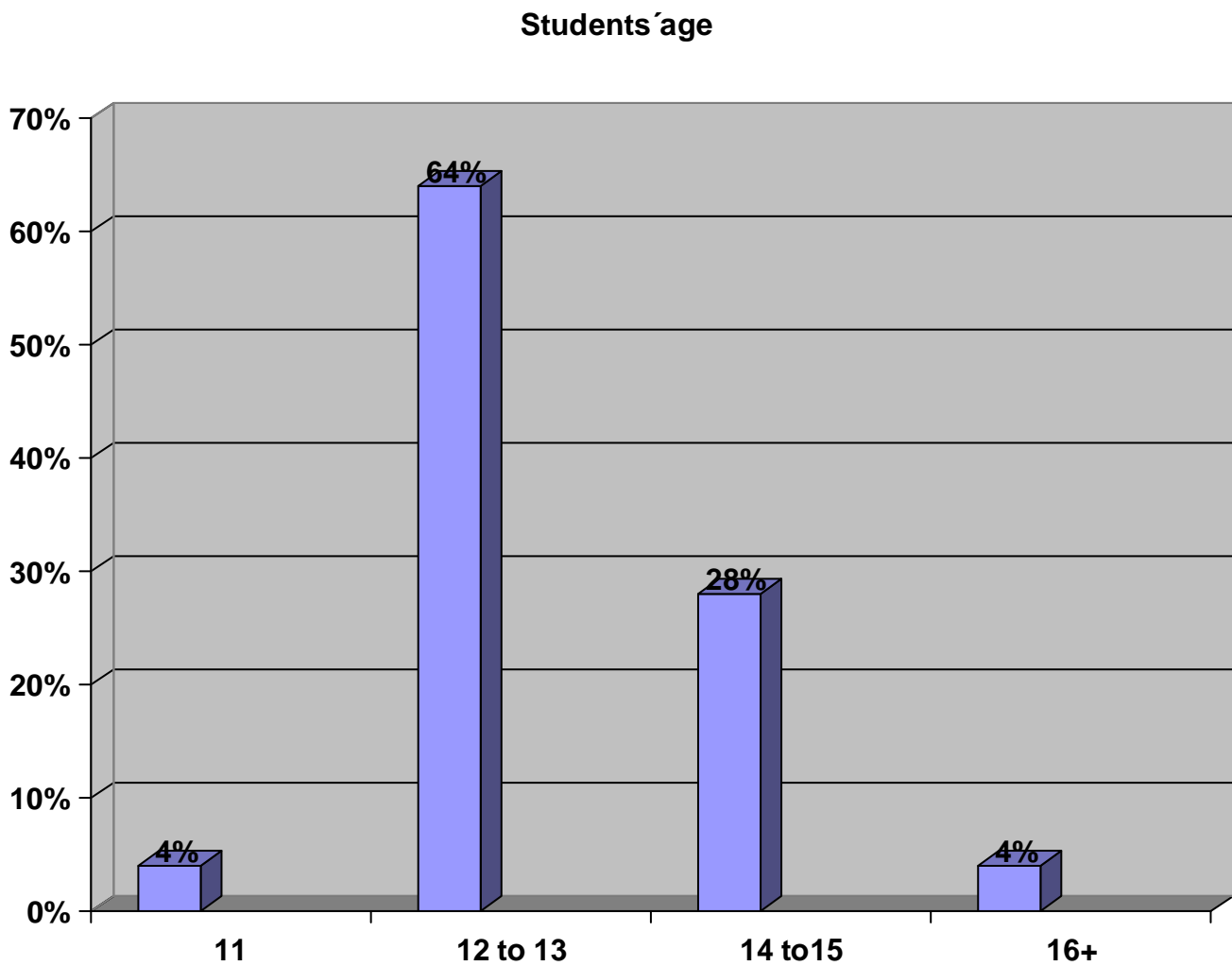


Table N<sup>o</sup> 2 Sex

	Male	Female	Total
Sex	21	29	50
%	42	58	100

The prevailing sex, are girls.

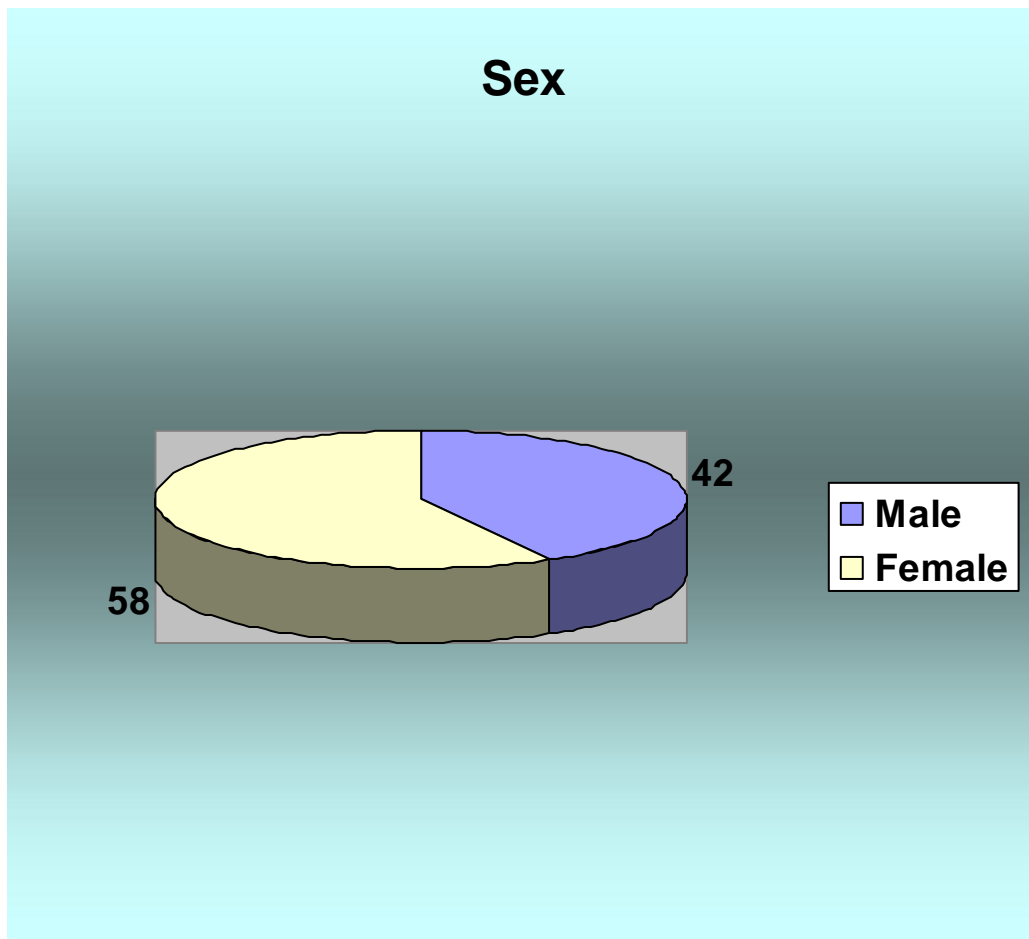


Table N° 3 Students live with

Live with	Both parents	One of them	Grand parents	Total
	41	6	3	50
%	82	12	6	100

Many of the students live with both parents.

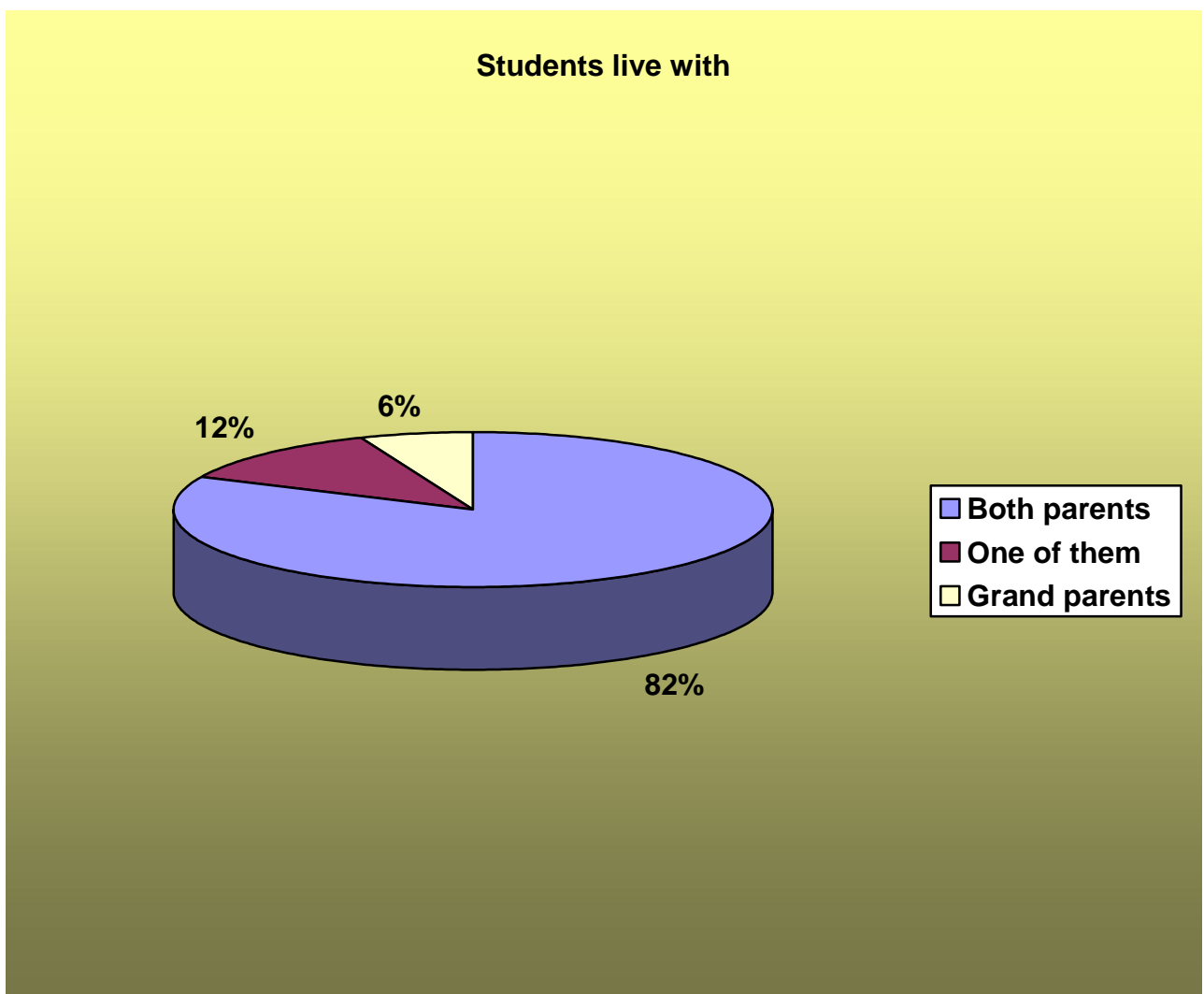


Table N° 4 Parents job

situation	Employed	Sub employed	Un employed	Total
	36	10	4	50
%	72	20	8	100

72% of parents are employed that means has a salary monthly, sub employed are who no work in any enterprise, 20% they have an independent business, 8% don't have job.

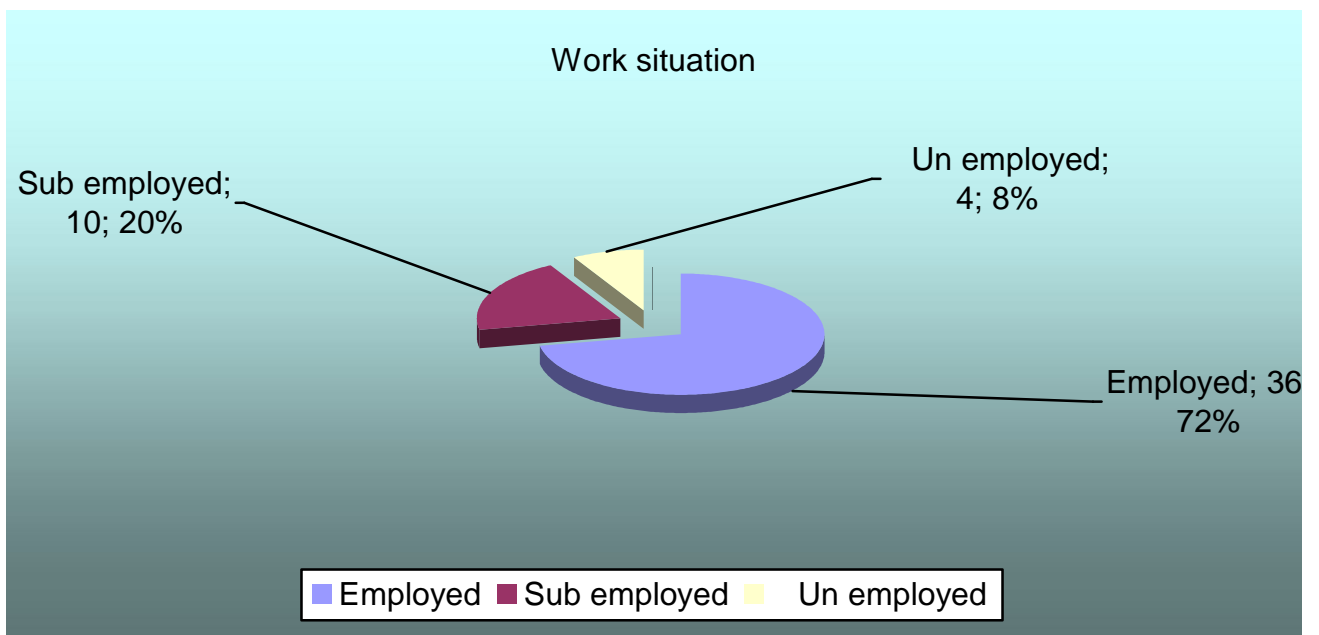


Table N° 5 Familiar income

Annual income	Frequency	%
C\$ 2264	0	0
C\$ 3,600- 11,000	6	12
C\$ 12,000-20,000	30	60
C\$21,000-60,000	14	28
Total	50	100

This table shows level of poverty according money they get to survive.

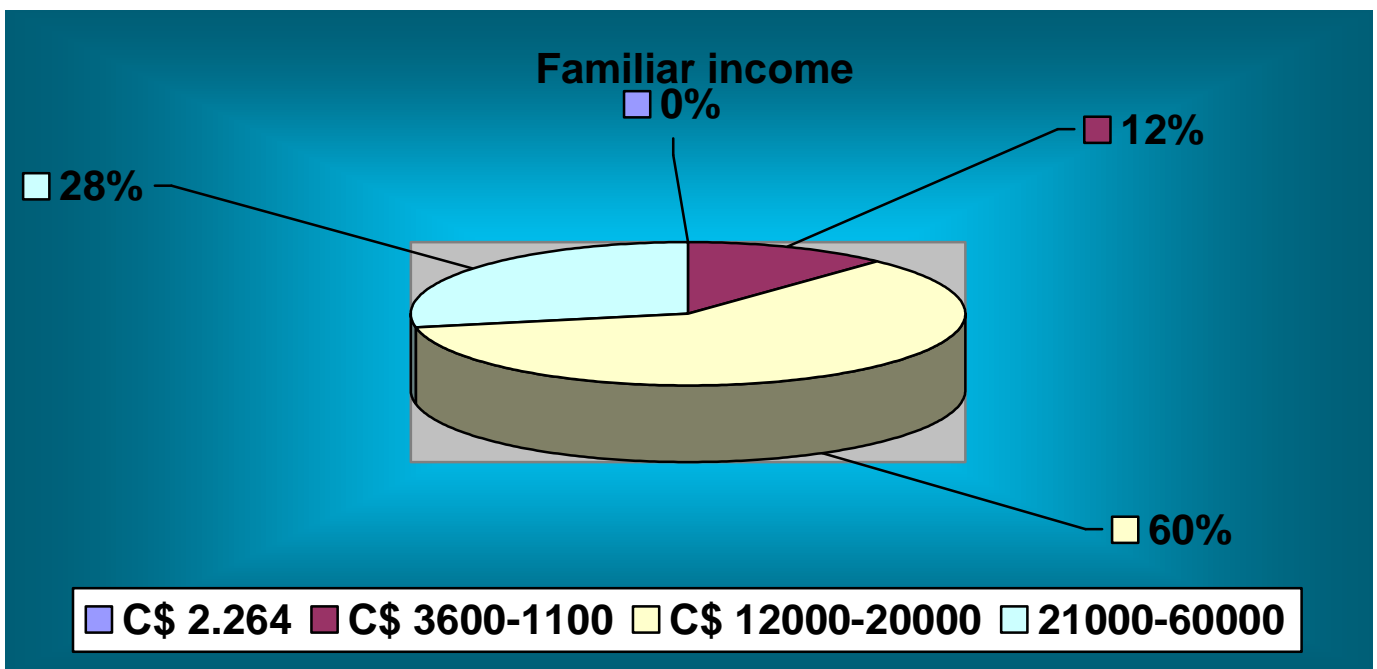




Table N° 6 Live in

Live in	Frequency	%
Rural zone	17	34
Urban zone	33	66
total	50	100

66% live in villa El Carmen maybe they walk 4 or 5 blocks  
33% live in the community around Villa el Carmen.

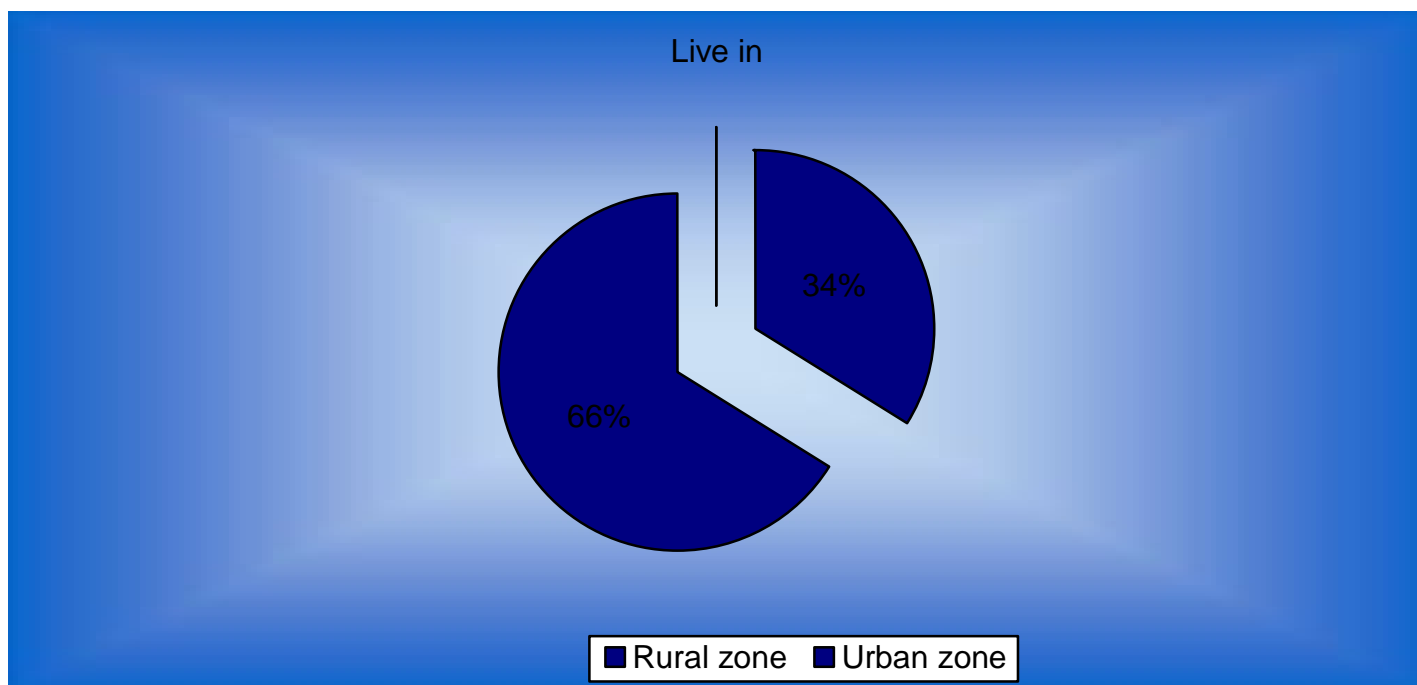


Table N° 7 How reach the school

Means	Frequency	%
Bus	14	28
Bicycle	4	8
On foot	32	64
Total	50	100

This table shows how students get the school.

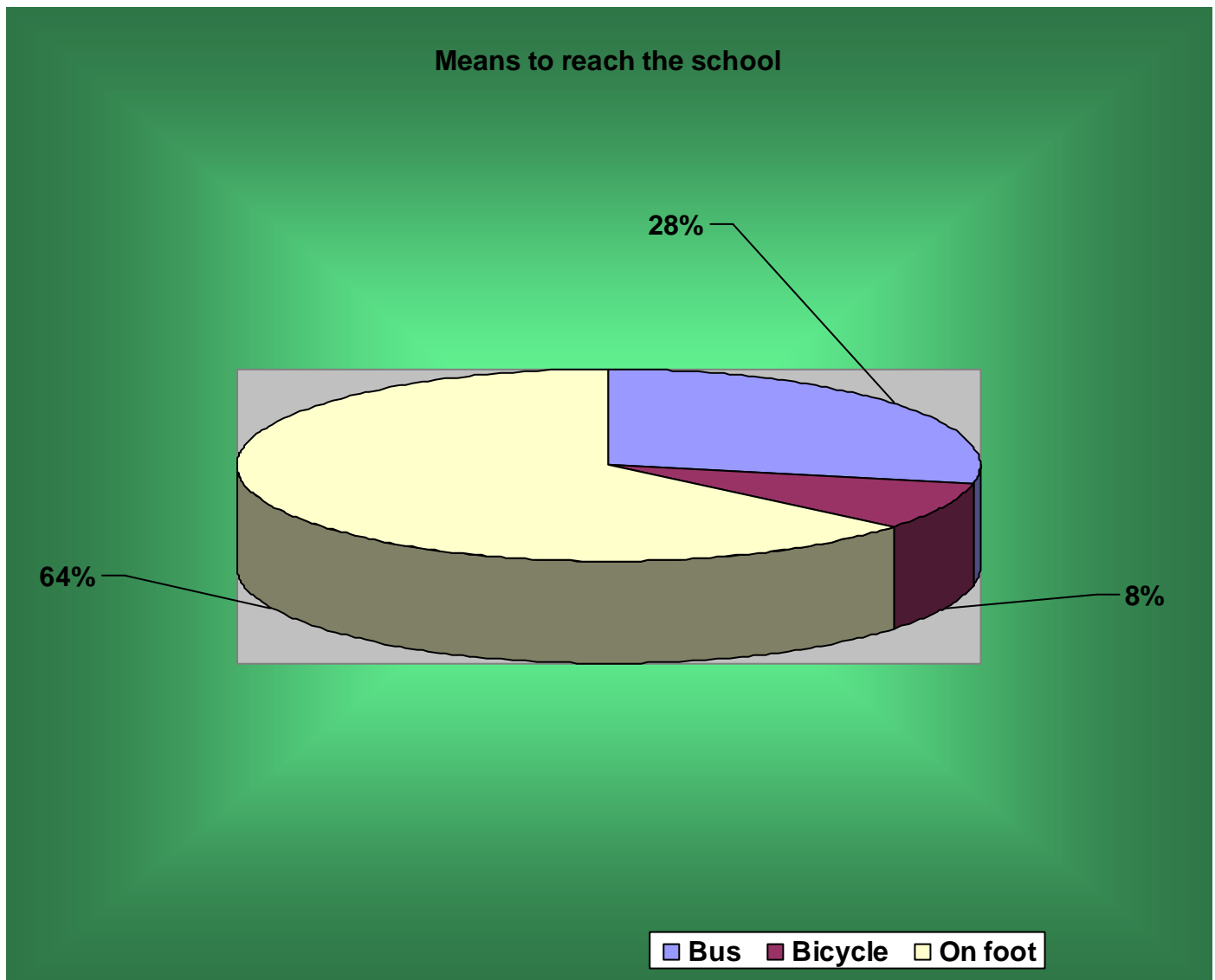


Table N° 8 Frequency of English class that students attends

Frequency	Times	N° Student	%
Once a week	0		
Twice a week	0		
Three time a week	3	50	100
total			

All students attend three times a week according frequency stipulated by Mined.

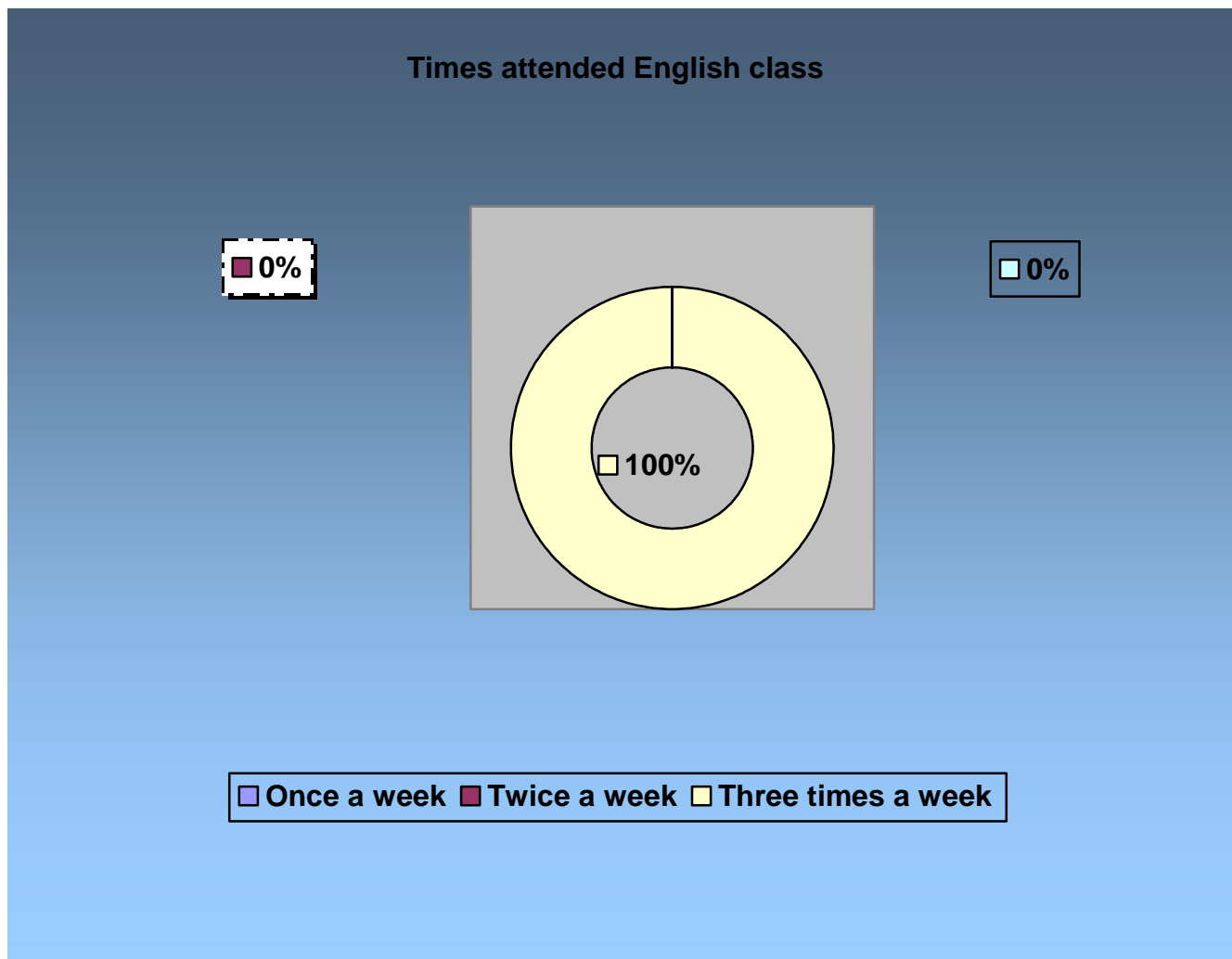


Table N° 9 Students and the homework.

Homework	frequency	%
Yes	38	76
no	0	0
sometimes	12	24
total	50	100

This table presents the accomplishment of the HW by students.

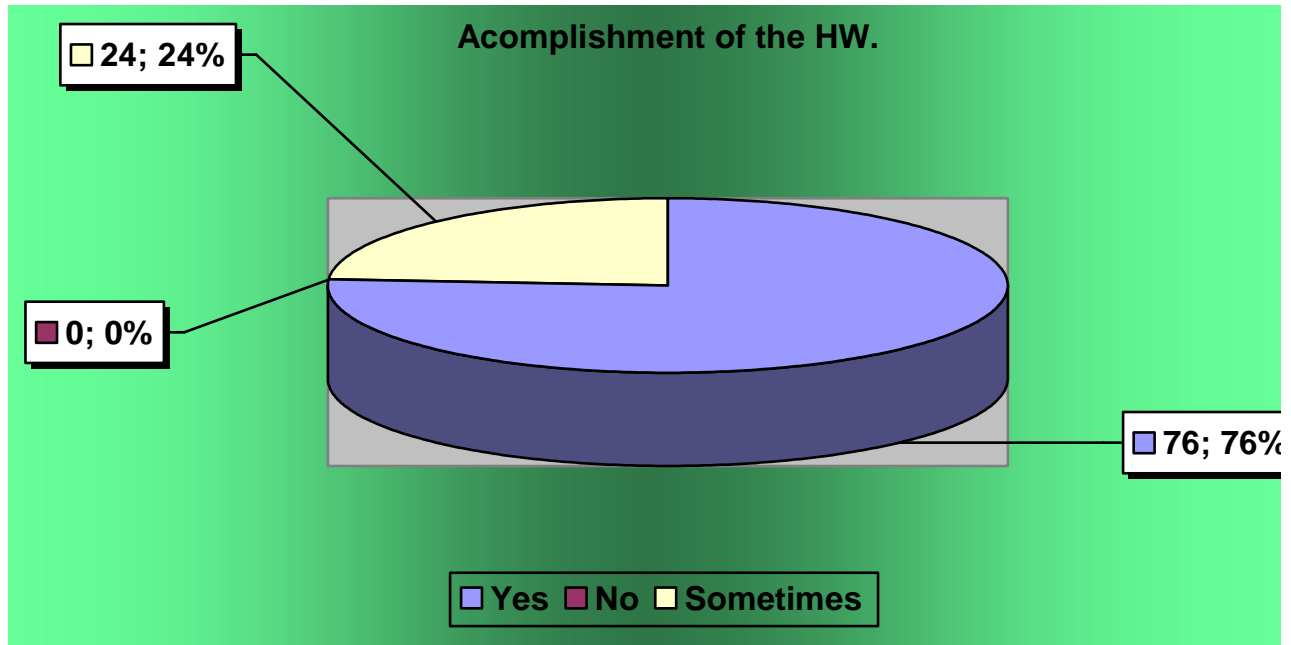


Table N° 10. Do you like the English class?

Do you like English class?	Frequency	%
Yes	40	80
no	0	0
sometimes	10	20
total	50	100

80% likes the English class and 20% only sometimes.

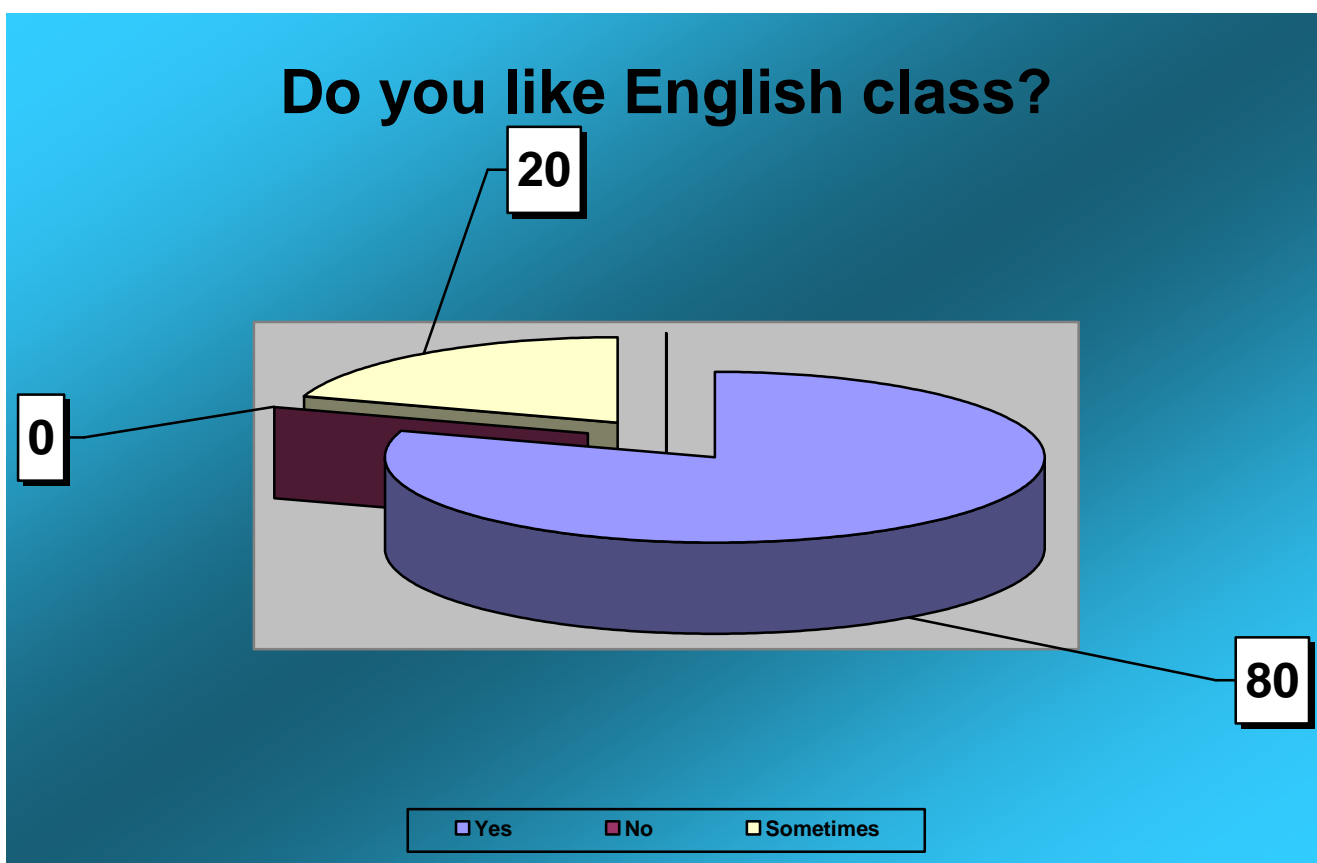


Table N° 11 Organizations in class.

How they work	Frequency	%
Group	24	48
Team	0	0
Pair	19	38
alone	7	14
Total	50	100

Her we can watch the way in that students work.

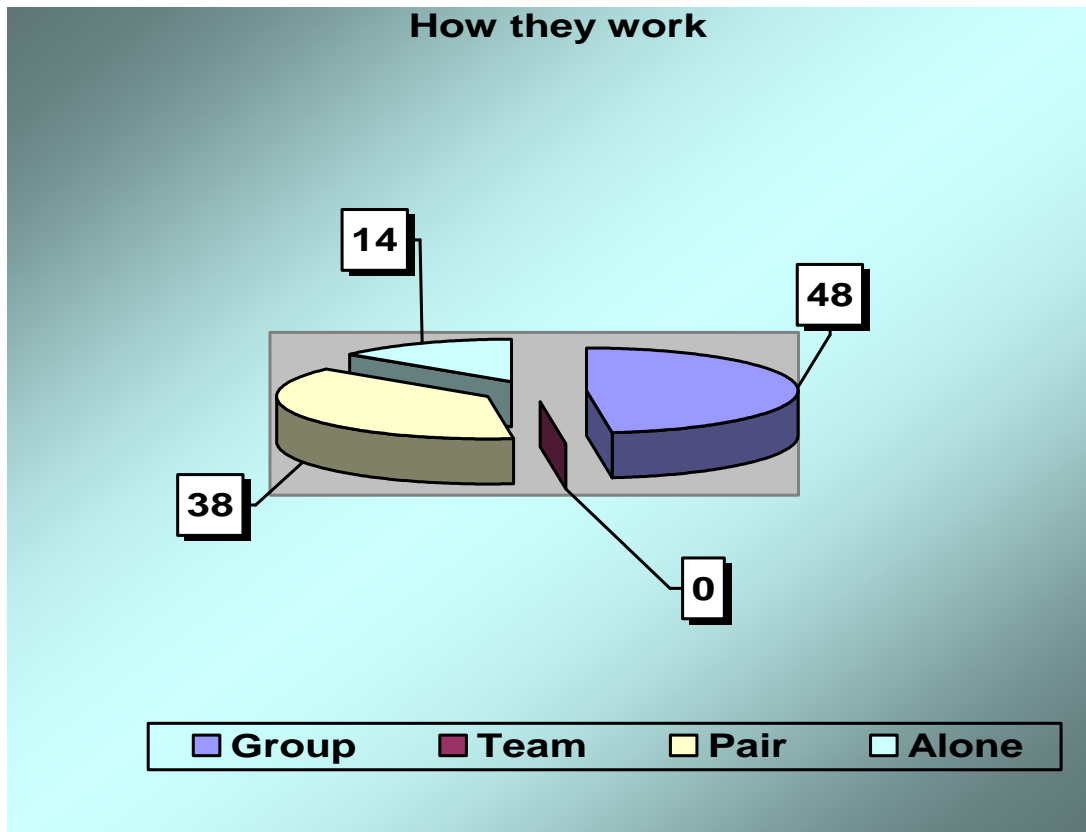


Table N° 12. Competition in class.

Competition	Frequency	%
Yes	2	4
No	43	86
Sometimes	5	10
Total	50	100

This table says that there is not almost competition in class.

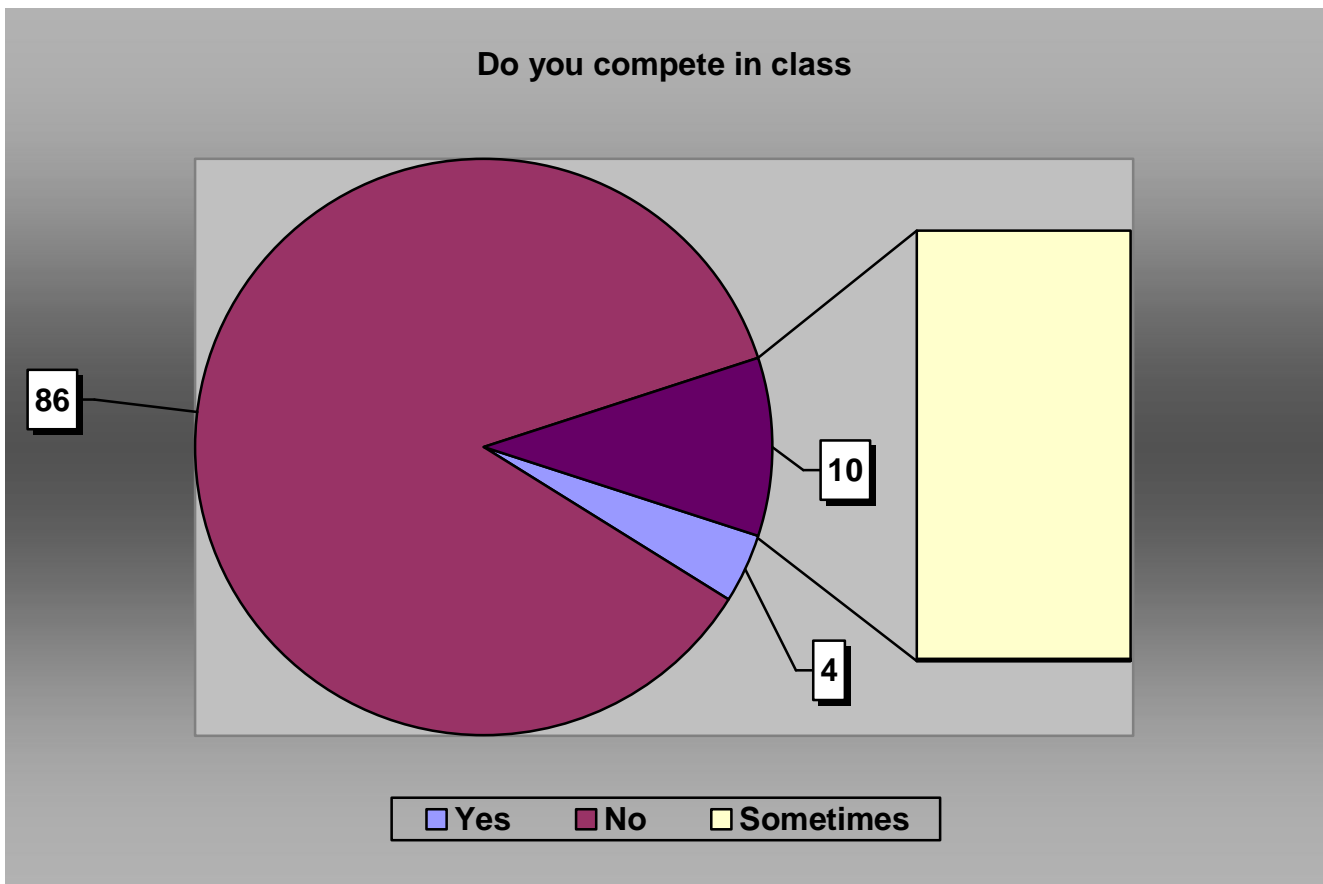


Table N° 13. Stimulus in class.

Kind	Frequency	%
Mark	50	100
Draw	0	0
Total	50	100

Every one of them said that they receive mark as stimulus.

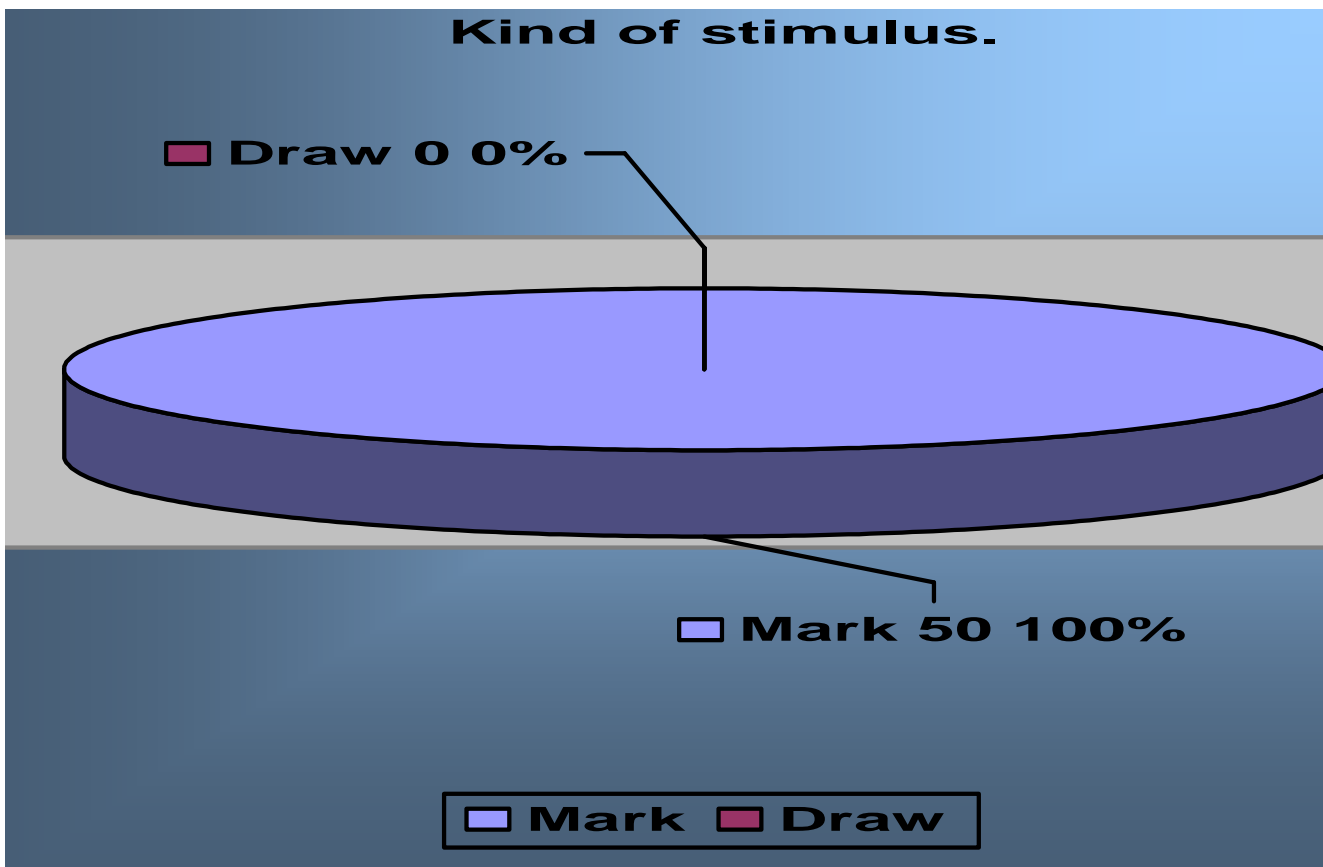




Table N° 14.Frequency of stimulus.

Frequency of stimulus	frequency	%
Every class	50	100
Weekly	0	0
Monthly	0	0
Total	50	100

The table show how they are stimulated and its frequency

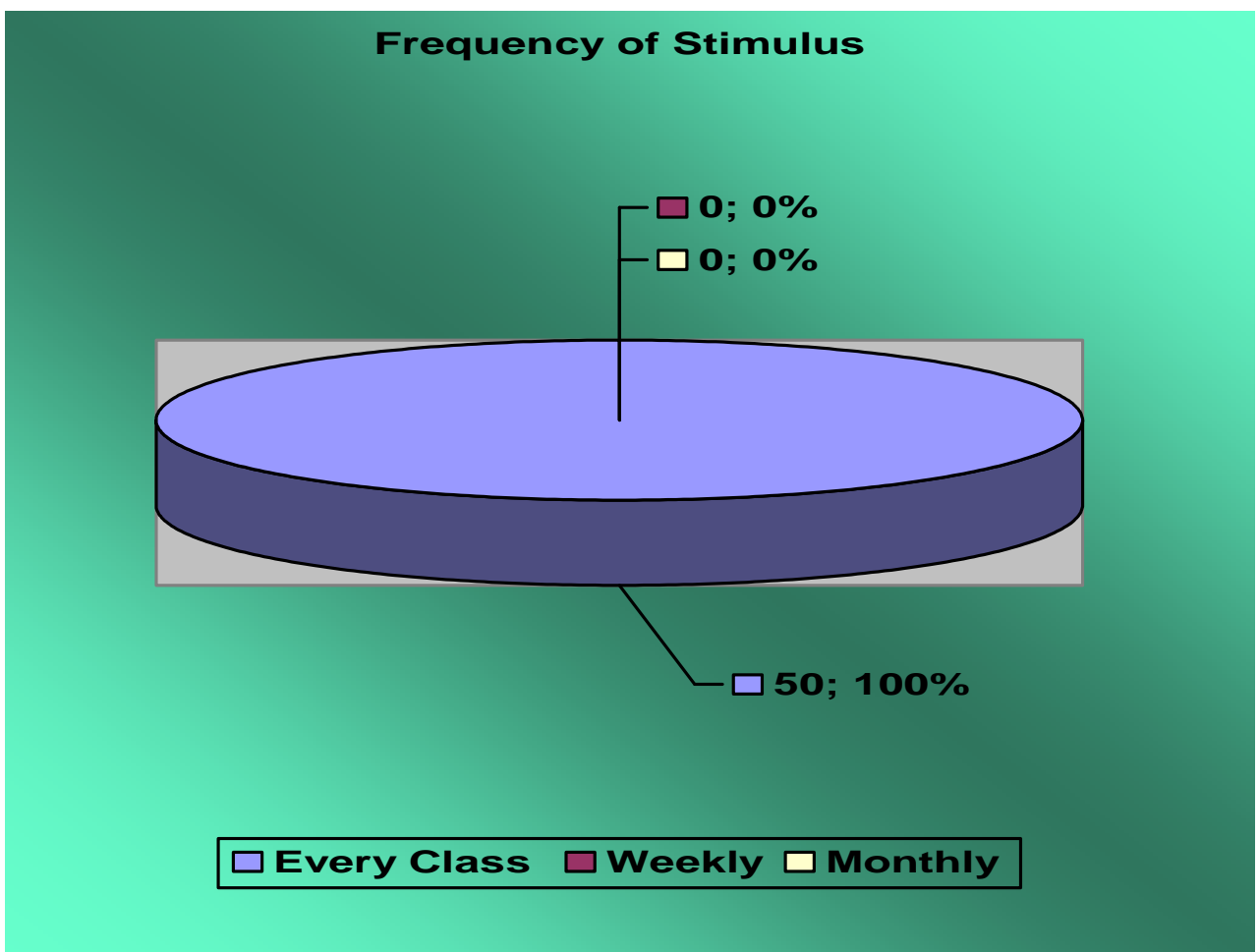
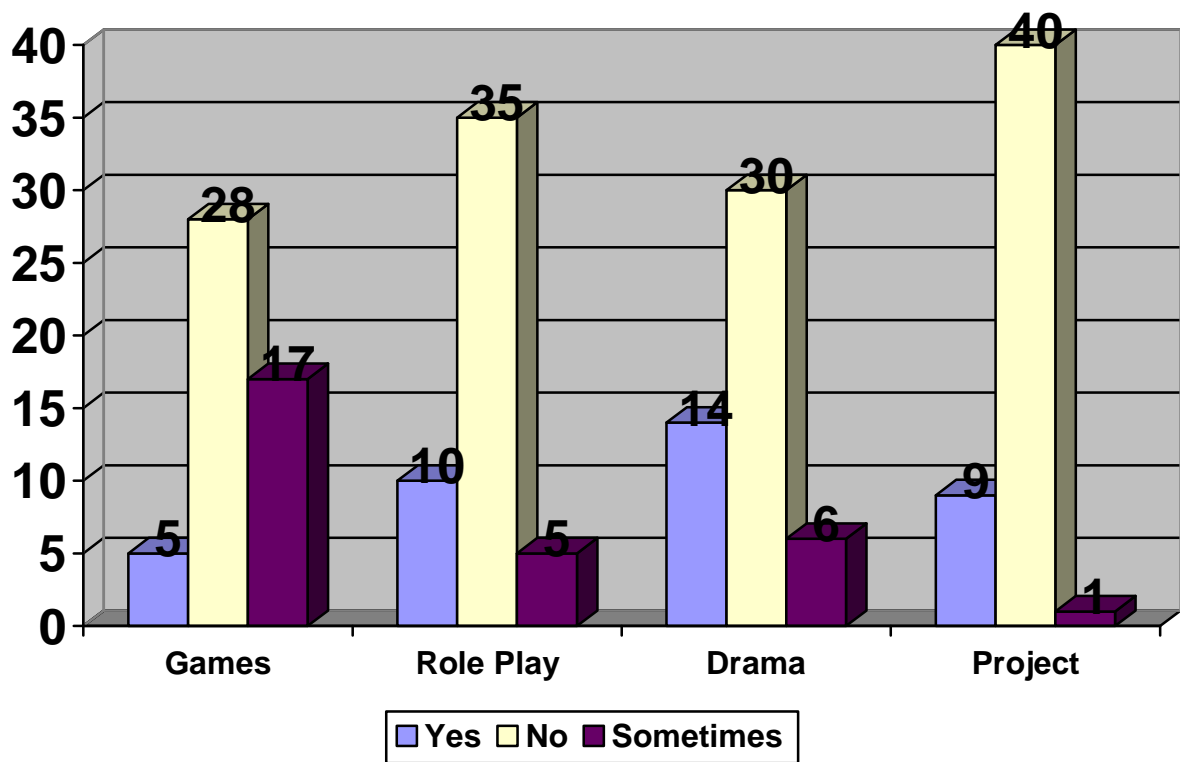


Table N° 15. Techniques used by the teacher are:

Techniques	yes	%	no	%	sometimes	%	total
Games	5	10	28	56	17	34	50
Role play	10	20	35	70	5	10	50
Drama	14	28	30	60	6	12	50
Project	9	18	40	80	1	2	50
Total	38	19	133	66.5	29	14.5	250

This table demonstrates the techniques used by the teacher.

Technique used by teacher.



About the skill

Table N° 16. Listening.

Key	Activity	no	%	A little	%	good	%	best	%	total
A	Distinguish between English and other language	3	6	27	54	18	36	2	4	50
B	Identify words you hear	2	4	15	30	19	38	14	28	50
C	Comprehend and carry out T F R	5	10	17	34	20	40	8	16	50
D	Comprehend request for personal information	3	6	20	40	17	34	10	20	50
E	Identify alphabet and number until 50	2	4	26	52	11	22	11	22	50
	Total	15	6	105	42	85	34	45	18	250

This table presents the ability of the students with listening skill.

Listening activity.

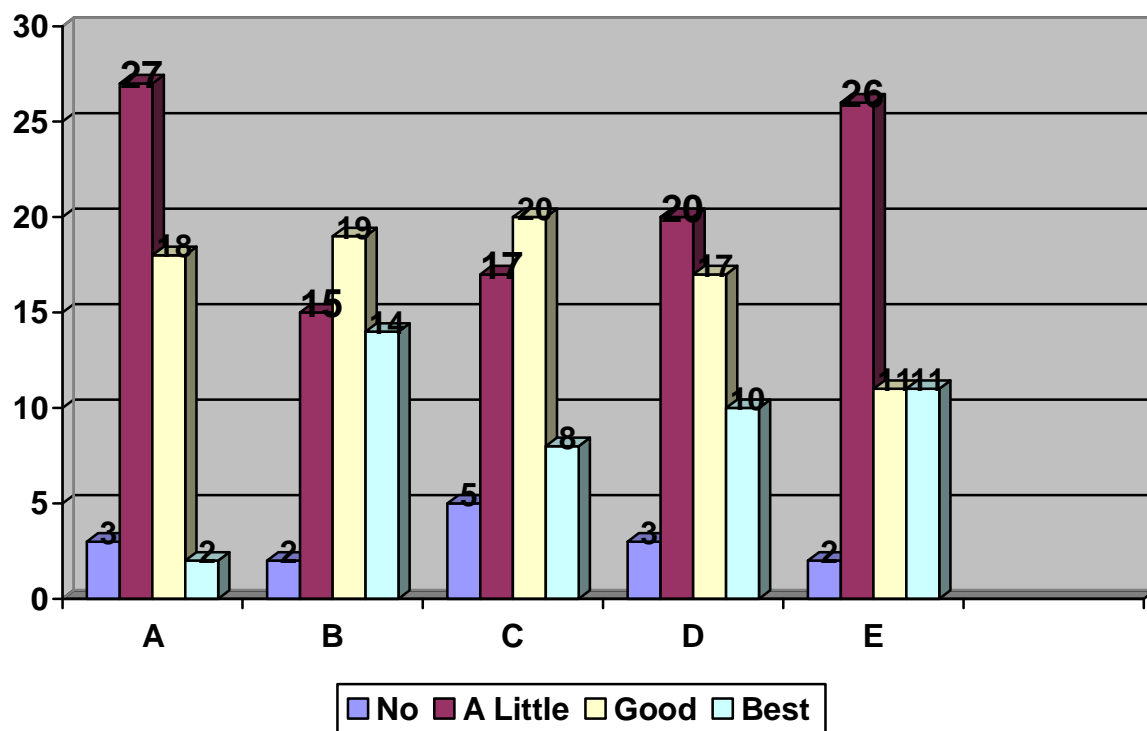


Table N° 17 Listen and identify.

Key	Activity	yes	%	no	%	sometimes	%	total
A	Listen and identify times expression	31	62	1	2	18	36	50
B	Comprehend and carry out a sequence of two or three instruction	26	52	6	12	18	36	50
	total	57	57	7	14	36	36	100

This table show What they listen and identify.

**Listening and identify**

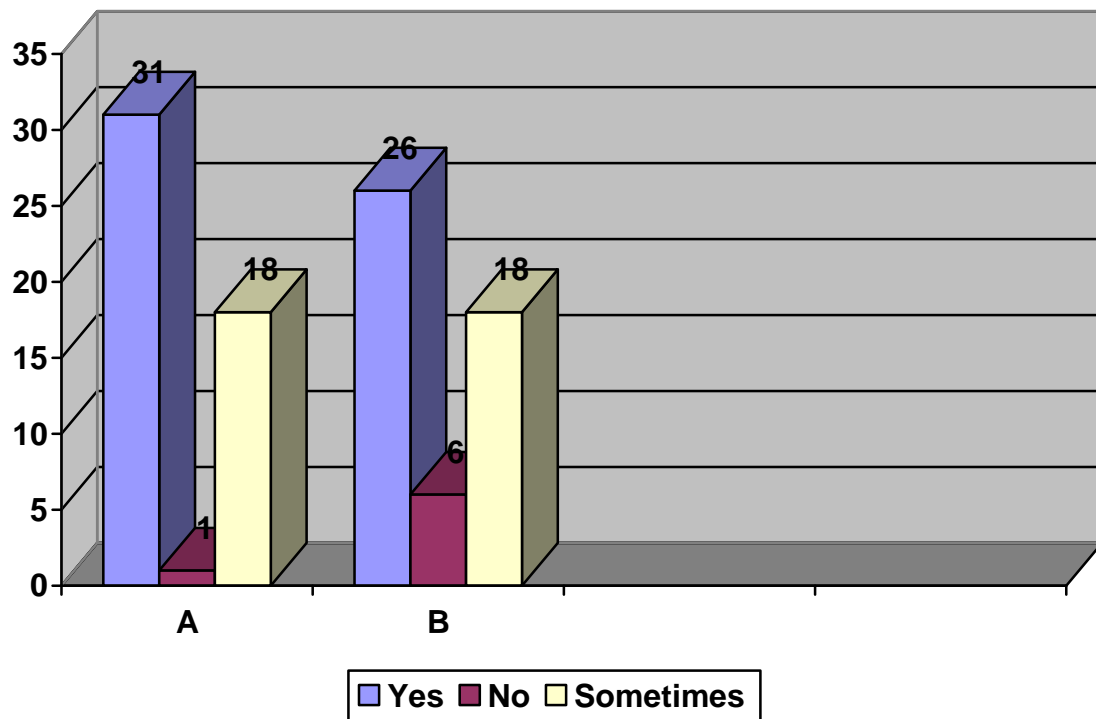


Table N° 18. Speaking and oral interaction.

Key	Activity	yes	%	no	%	sometimes	%	total
A	Name common names	29	58	1	2	20	40	50
B	Give personal detail	20	40	9	18	21	42	50
C	Memorize and recite song	11	22	24	48	15	30	50
D	Give simple instruction	24	48	4	8	22	44	50
	Total	84	42	38	19	78	39	200

In this table shows what students do in speaking and oral interaction.

### Speaking and Oral Interaction.

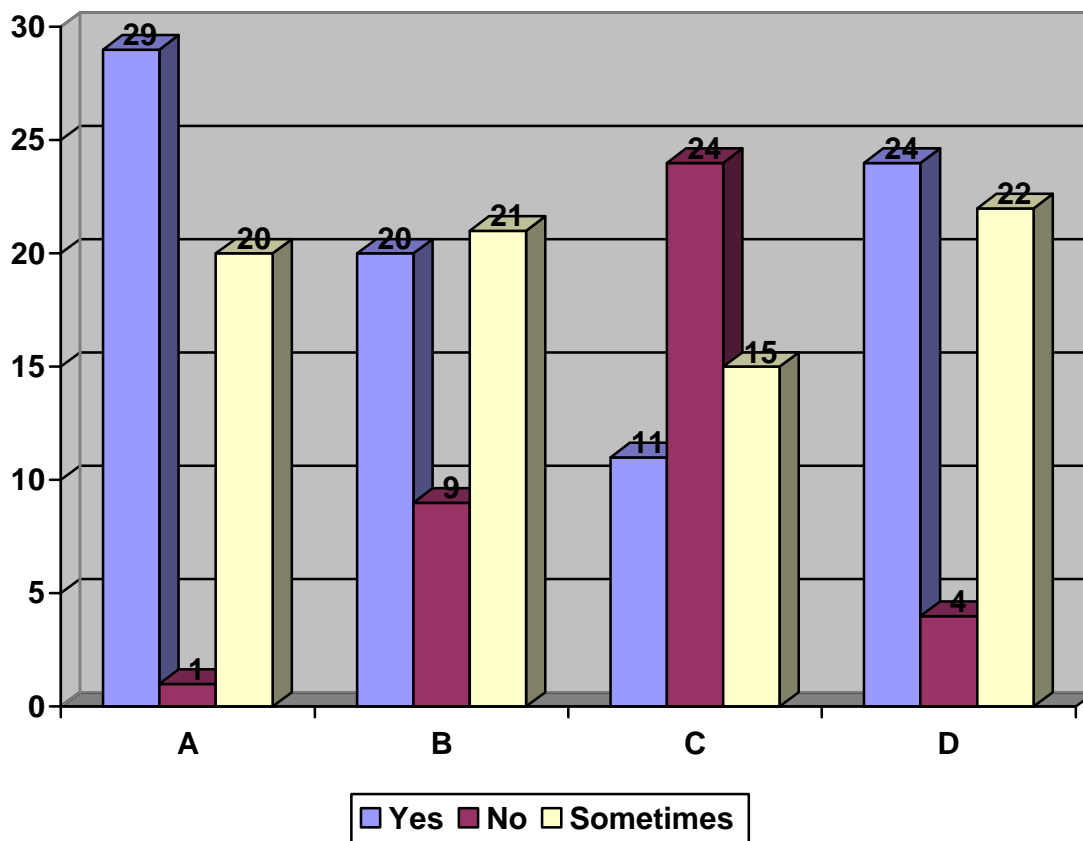


Table N° 19. Reading

Key	Activity	Yes	%	No	%	Sometimes	%	Total
A	Read number from 1-20	44	88	1	2	5	10	50
B	Read short contextualized listed of shopping	12	24	13	26	25	50	50
C	Read and follow instruction	36	72	4	8	10	20	50
D	Read single sentences about familiar object.	32	64	1	2	17	34	50
	total	124	62	19	9.5	57	28.5	200

This table shows the activity made by students as reading skill

### Reading

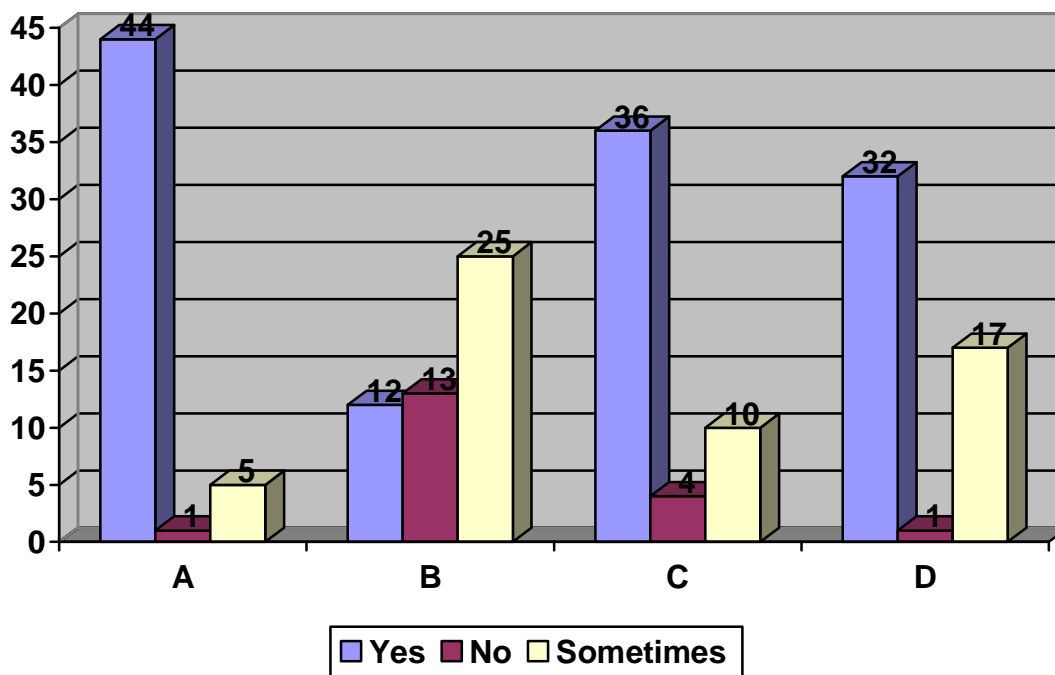


Table N° 20. Writing

Key	Write	Yes	%	No	%	Sometimes	%	Total
A	The alphabet	27	54	3	6	20	40	50
B	Numbers from 1-20	38	76	5	10	7	14	50
C	Names of the family members	42	84	1	2	7	14	50
D	Write short dialog on personal information	32	64	2	4	16	16	50
	Total	139	69.5	11	5.5	50	25	200

Here it is presented what they do in writing activity.

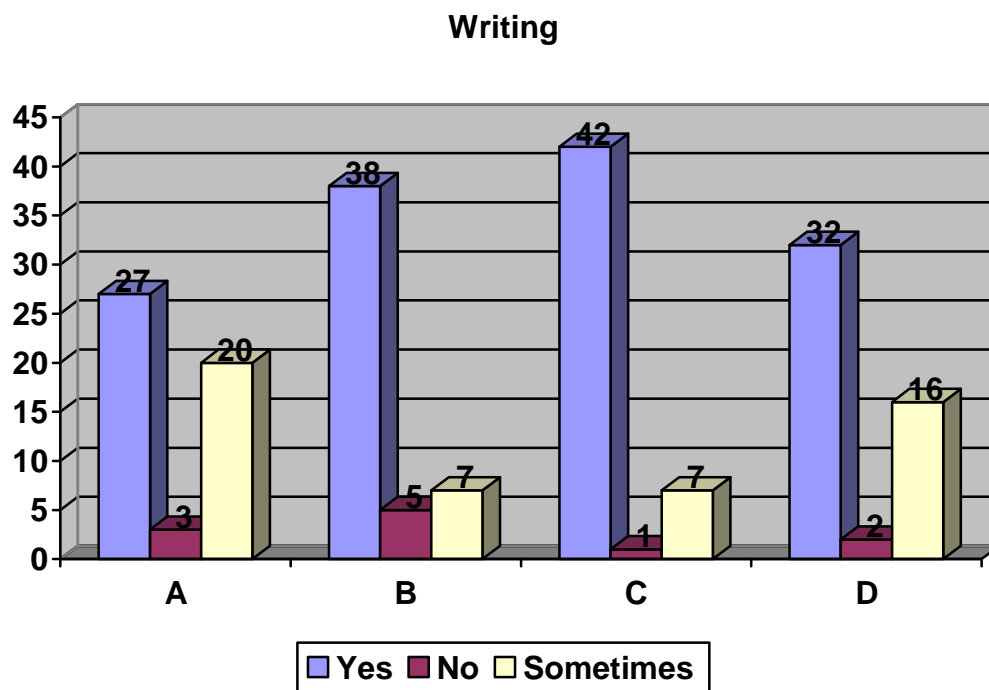


Table N° 21. Games implemented in English class.

Key	kind	Yes	%	No	%	Sometimes	%	Total
A	Numbers games	1	2	44	88	5	10	50
B	Listen and play	4	8	42	84	4	8	50
C	Discussion	17	34	30	60	3	6	50
D	Structure	10	20	35	70	5	10	50
E	Vocabulary	16	32	31	62	3	6	50
F	Spelling	7	14	38	76	5	10	50
G	Miming and role play	5	10	35	70	10	20	50
	Total	60	17	255	72	35	10	350

This table demonstrates the kind of games implemented by teacher.

**Games implemented in class.**

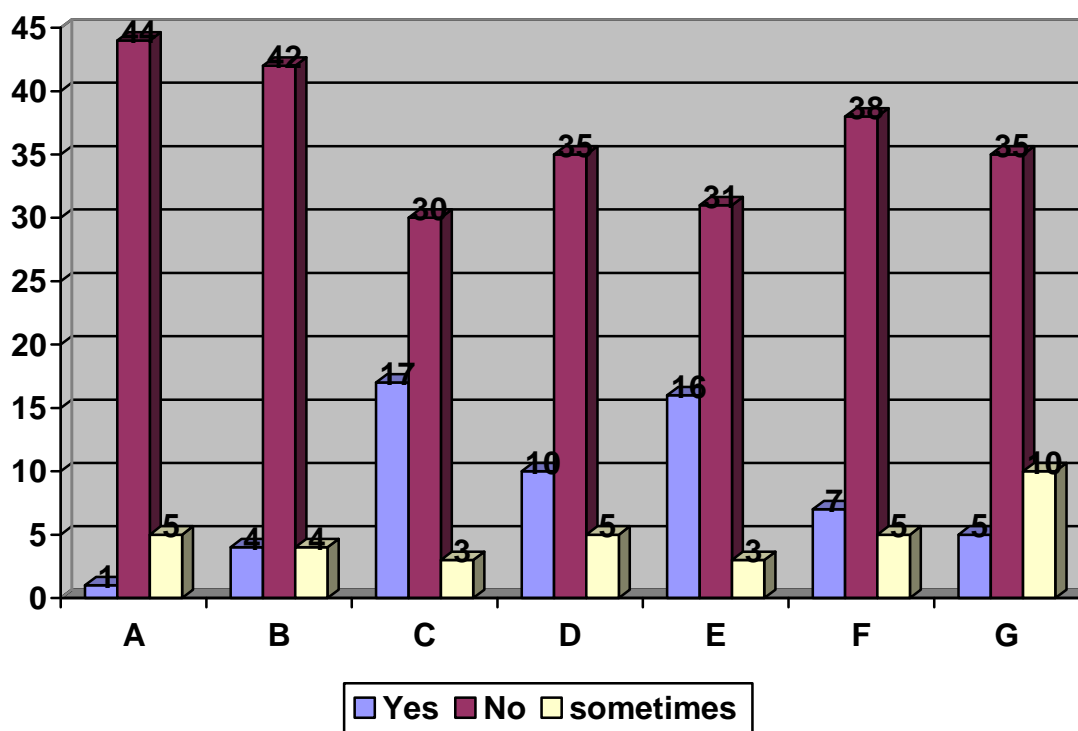




Table N° 22. What an English class should include.

Key	Skill	Yes	%	No	%	Sometimes	%	Total
A	Grammar activities	40	80	6	12	4	8	50
B	Listening activities	32	64	9	18	9	18	50
C	Reading activities	35	70	7	14	8	16	50
D	Speaking activities	45	90	1	2	4	8	50
E	Writing activities.	43	86	2	4	5	10	50
	Total	195	78	25	10	30	12	250

This table demonstrates student's opinion about the activity and ability that they think should be in English class

What an English class should include.

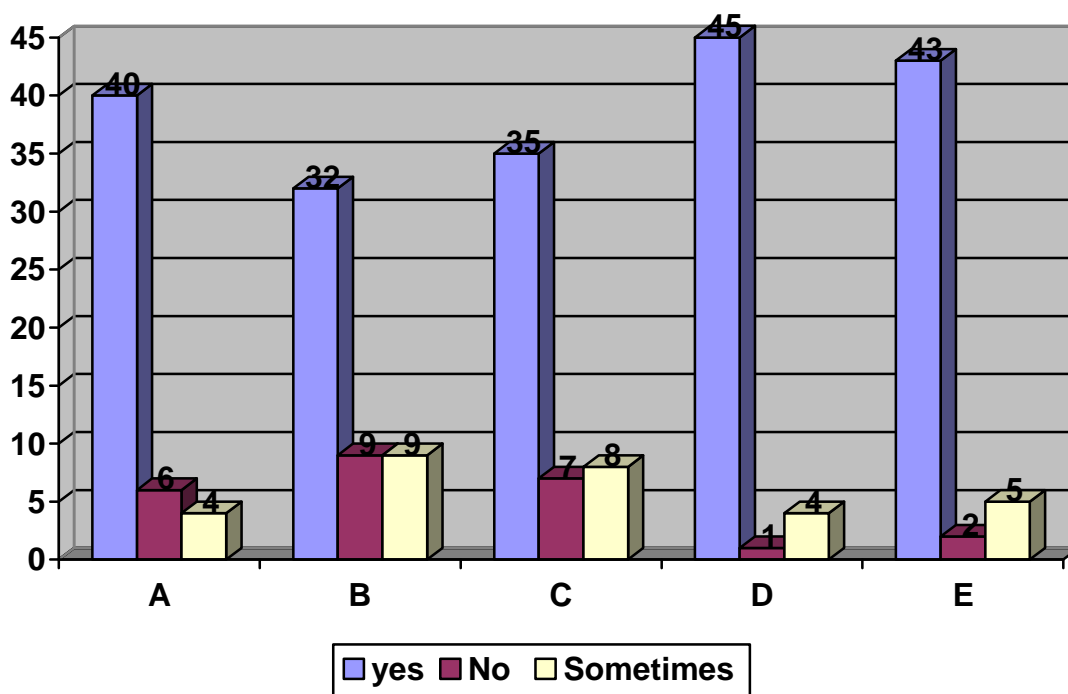


Table N° 23. How an English class should be.

Key	The class	Yes	%	no	%	Sometimes	%	Total
A	Disciplined	45	90	2	4	3	6	50
B	Everybody listening and repeating.	38	76	8	16	4	8	50
C	Learning with games	35	70	9	18	6	12	50
	Total	188	78.6	19	12.6	13	8.6	150

This table show how are the English class given by the teacher.

**An English class should be**

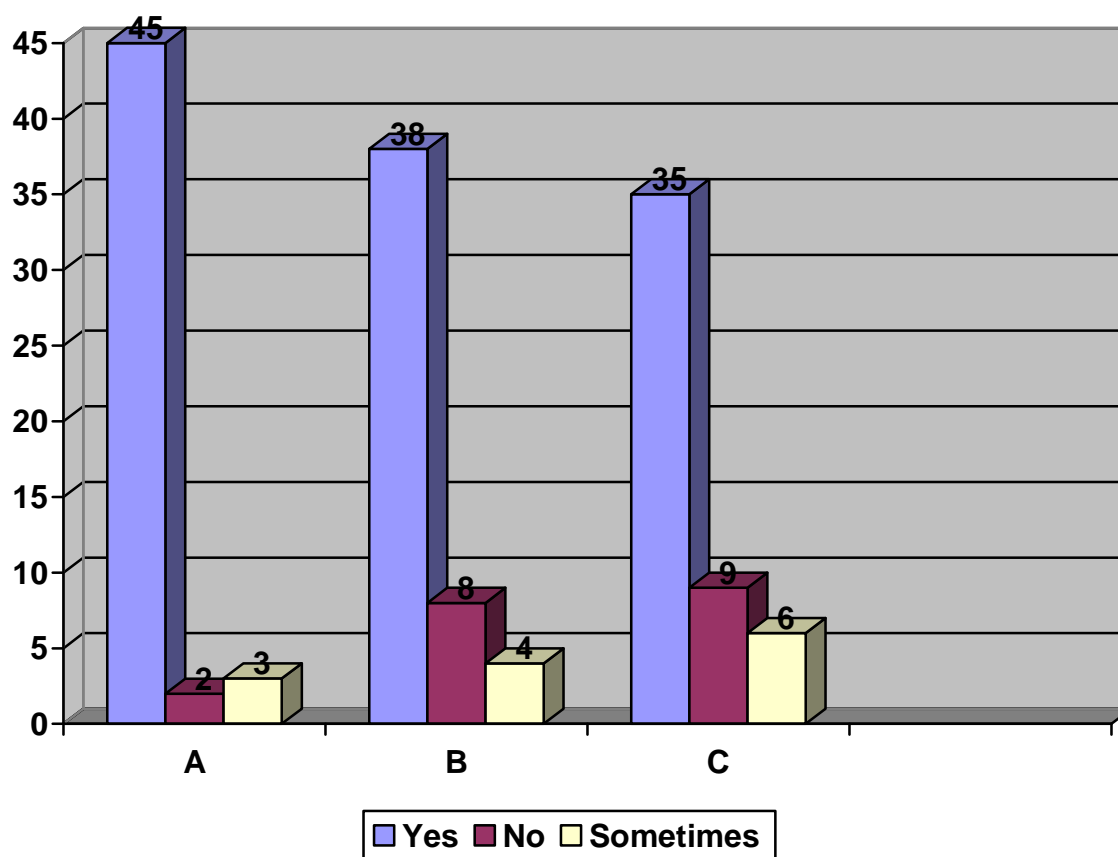


Table N° 24. Games are a good option:

Key	Activity	Yes	%	No	%	Sometimes	%	Total
A	Learning fast and happy	39	78	4	8	7	14	50
B	Practices all the skill	45	90	1	2	4	8	50
C	Help to develop confidence in one self	44	88	0	0	6	12	50
D	Develop good atmosphere	42	84	0	0	8	16	50
E	Encourage self motivation	45	90	0	0	5	10	50
	Total	215	86	5	2	30	12	250

This table present the opinion of the students about how can the games help them and its perception on games.

**Games are a good option to:**

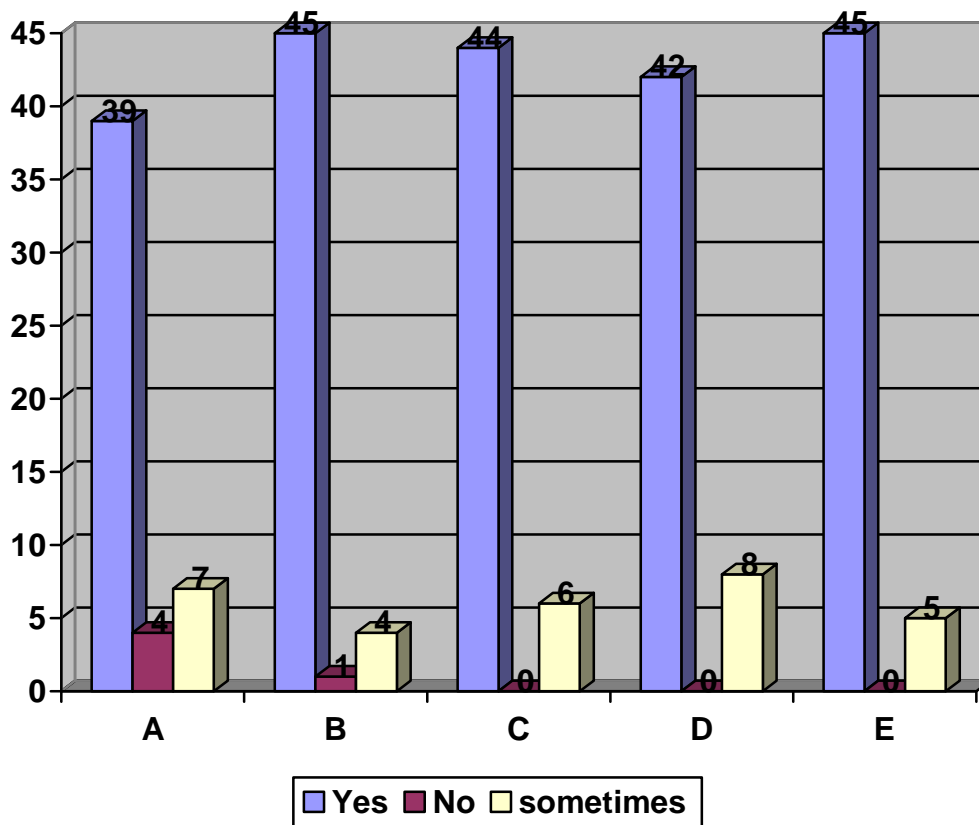
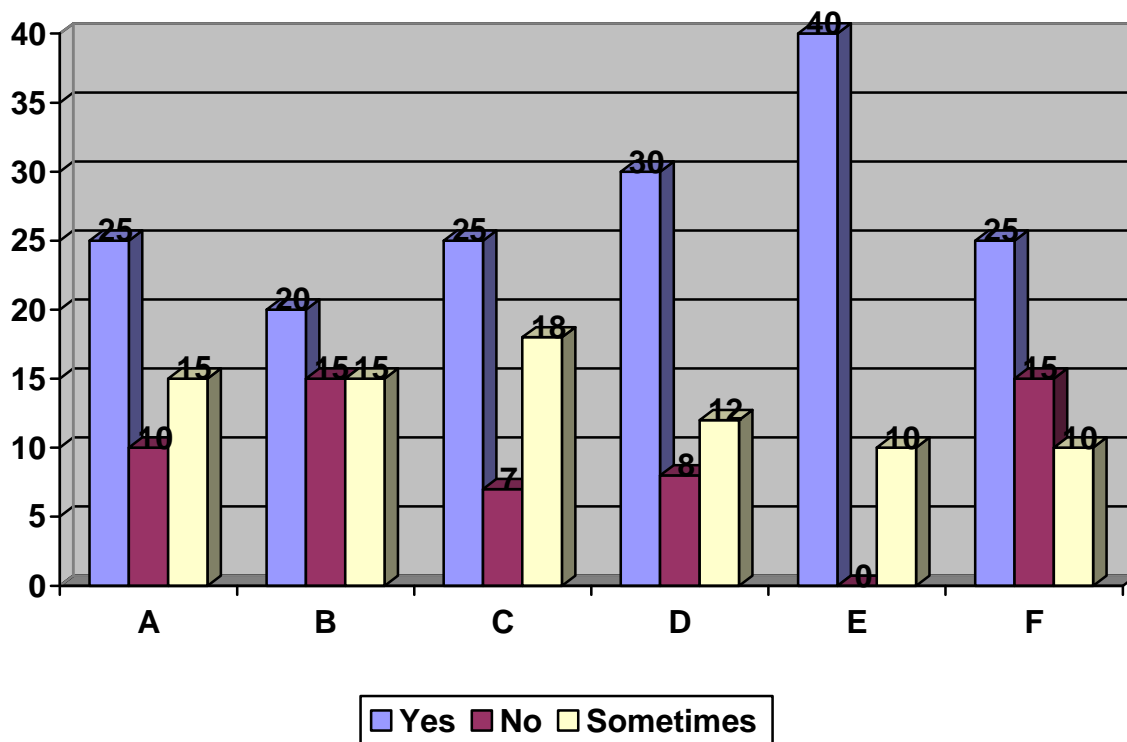


Table N° 25. Games should be practiced

Key	Moment and function	Yes	%	No	%	Sometimes	%	Total
A	Beginning of class	25	50	10	20	15	30	50
B	Middle class	20	40	15	30	15	30	50
C	End of the class	25	50	7	14	18	36	50
D	To do review	30	60	8	16	12	24	50
E	Like warm up	40	80	0	0	10	20	50
F	Practices writing	25	50	15	30	10	10	50
	Total	165	55	55	18	80	27	300

Table of students' opinion about the moment and function of the games in class.

**Games should be practiced**



# Conclusion

Among the findings in this work are the following.

- 1- Students like the English class and they do activities that are given.
- 2- They are organized in group; they don't work in team, that doesn't allow a clear level of competition between them.
- 3- They are stimulated in each class and get a normal form of get grade.
- 4- They attend English class in traditional form. The arrangement have no changed.
- 5- The teacher almost doesn't use games in class to reinforce any skill so the teacher use few techniques to play games during the class
- 6- Students present an acceptable level of proficiency according the graduation of activity for students who attend English for first time.
- 7- According students the class still is and should be disciplined, although express, they could learn easier using games with the different skill.
- 8- The games should be practiced in all the moments.
- 9- Different games to practices different skill neither are not practices regularly.
- 10- All the skill should be practiced with the different form in a happy form
- 11-Games are not practiced as strategy but an activity to fill an empty time without any objective.
- 12-Students express that the use of games could improve the atmosphere in class ; feel confidence.
- 13- They express, it is necessary to practices all the activities, their real goal is learning In any way.

## Recommendations

- 1- It 's necessary to implement games in English class to reinforce the structure given by teacher.
- 2- Improve the level of knowledge and use of games as strategy to teaching and learning process of English as a second language.
- 3- Implement games in English class as strategy in order to learn a second language in a happy and effective form.
- 4- Help to students involve into games because the changes sometimes are not welcome.
- 5- Exchange experience with other places where this strategy is used to improve the form and the result got.
- 6- Each times that teacher implement games, will be necessary to define objectives for this.
- 7- Implement various kinds of games that involve all the skill.

## Bibliography

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## Appendixes

### Chronogram of activities.

Activities.	July	August	September	October	November	December
problem and sub problems	21 <sup>st</sup>					
Theme-topic		4 <sup>th</sup>				
General objectives		18 <sup>th</sup>				
Specific objectives		25 <sup>th</sup> ,				
Historical background.				1 <sup>th</sup> ,		
Theories				8- 22 <sup>nd</sup> ,		
Methodological design				29 <sup>th</sup> ,		
Hypothesis						
population and sample					6 <sup>th</sup> ,	
system of variables					13 <sup>th</sup> ,	
Instruments and application					20 <sup>th</sup>	
Analysis and interpretation of result, finding / recommendation					27 <sup>th</sup>	3 <sup>rd</sup> ,10 <sup>th</sup> ,17 <sup>th</sup> ,
preparing work and three copies						24 <sup>th</sup> ,



## Student interview

1. Names \_\_\_\_\_
2. Age 12-13 \_\_\_\_\_ 14--15 \_\_\_\_\_ 16+ \_\_\_\_\_
3. Sex Male \_\_\_\_\_ female \_\_\_\_\_
4. Do you live with:  
Both parents \_\_\_\_\_ one of them \_\_\_\_\_ grandparents \_\_\_\_\_ others \_\_\_\_\_
5. Are you responsible: employed \_\_\_\_\_ unemployed \_\_\_\_\_
6. Your family income is less: C\$ 2246 \_\_\_\_\_  
C\$ 3600- 11000 \_\_\_\_\_  
C\$ 12000- 20000 \_\_\_\_\_  
C\$ 21000- 60000 \_\_\_\_\_
7. Live in: Urban zone \_\_\_\_\_ rural zone \_\_\_\_\_
8. Reach the school by : bus \_\_\_\_\_ bicycle \_\_\_\_\_ on foot \_\_\_\_\_
9. you attend English class : three time a week \_\_\_\_\_ twice \_\_\_\_\_ once \_\_\_\_\_
10. Do you like to study the English class: yes \_\_\_\_\_ no \_\_\_\_\_ sometimes \_\_\_\_\_
11. Do you do your homework every times: yes \_\_\_\_\_ no \_\_\_\_\_ sometimes \_\_\_\_\_
12. How are you organized in the English class:  
group \_\_\_\_\_ team \_\_\_\_\_ pair \_\_\_\_\_ alone \_\_\_\_\_ none \_\_\_\_\_
13. In English class you play games and make competition  
: yes \_\_\_\_\_ no \_\_\_\_\_ sometimes \_\_\_\_\_
14. The stimulus is: mark \_\_\_\_\_ draw \_\_\_\_\_ ladder \_\_\_\_\_
15. You are stimulated in: Every class \_\_\_\_\_ weekly \_\_\_\_\_ monthly \_\_\_\_\_ none \_\_\_\_\_

**16 Techniques used by the teacher is:**

Techniques	yes	no	sometimes
➤ Games			
➤ role play			
➤ drama			
➤ project			

**17 About the skill**

<b>Listening</b>	<b>no</b>	<b>little</b>	<b>good</b>	<b>best</b>
➤ Distinguish between English and other languages				
➤ Identify words you hear				
➤ Comprehend and carryout TFP				
➤ Comprehend request for personal information				
➤ Identify alphabet and numbers until fifty				

**18- Listen and identify fine**

<b>Activity</b>	yes	No	sometimes
➤ listen and identify expression of times			
➤ Comprehend and carry out a sequence of two or three instruction			

**19-Speaking and oral interaction**

<b>activity</b>	<b>yes</b>	<b>no</b>	<b>sometimes</b>
➤ Name common names			
➤ Give personal detail			
➤ Memorize and recite songs			
➤ Give simple instruction			

## 20-Reading

Activity	yes	no	sometimes
➤ Read number from 1 to 20			
➤ Read short contextualized listed of shopping			
➤ Read and follow instruction			
➤ Read single sentences about familiar object			

## 21- Writing

Activity	yes	no	sometimes
➤ Write the alphabet			
➤ Write number from 1-20			
➤ Write the name s of the family members			
➤ Write short dialog about personal information			

## 22- kinds of games

games	yes	no	sometimes
➤ numbers games			
➤ listen and play			
➤ Discussion			
➤ Structure			
➤ Vocabulary			
➤ Spelling			
➤ Miming and roller play			

## 23English class should include

activity	yes	no	sometimes
➤ Grammar activities			
➤ Listening activities			
➤ Reading activities			

➤ Speaking activities			
➤ Writing activities			

**24 -An English class should be**

<b>strategy</b>	<b>yes</b>	<b>no</b>	<b>sometimes</b>
➤ disciplined			
➤ Everybody listening and repeating			
➤ Learning with games			

**25-Games are good option to:**

<b>activity</b>	<b>yes</b>	<b>no</b>	<b>sometimes</b>
➤ Learning fast and happy			
➤ Practices all the skill			
➤ Help to develop confidence in one self			
➤ Develop good atmosphere			
➤ Encourage self motivation			

**26- The games should be developed:**

<b>Moment and function</b>	<b>yes</b>	<b>no</b>	<b>sometimes</b>
➤ at beginning of class			
➤ at middle of the class			
➤ at end of the class			
➤ To do review			
➤ Like warm up			
➤ to practices structures			

## **Teacher interview**

- 1- Do you use games to develop your class?
- 2- What kind of games do you use in class?
- 3- Do you think using games could improve the interest of students?
- 4- The atmosphere in class is good?
- 5- Does yours students feel anxiety into English class?
- 6- Do you promote participation in English class?
- 7- Does your methodology promote games to reinforce students' skill?

Matrix of data

N°	Sex		Age				Live With			Parents job			Income				Live in		How get school			Frequency of English class students attends			Homework.		
	M	F	A	B	C	D	A	B	C	A	B	C	A	B	C	D	A	B	A	B	C	A	B	C	A	B	C
1	x			x				x			x				x	x				x			x	x			
2	x			x			x			x					x		x	x						x			x
3	x			x			x				x			x			x			x			x	x			
4	x			x			x			x			x				x	x						x	x		
5	x			x			x				x				x	x				x			x	x			
6	x				x			x		x				x			x	x						x			x
7	x				x		x					x			x		x			x				x	x		
8	x			x			x				x			x			x			x				x	x		
9	x			x			x			x				x			x			x				x	x		
10	x			x			x				x				x		x	x						x			x
11	x			x			x			x					x		x			x				x	x		
12	x			x				x				x		x			x			x				x	x		
13	x			x			x				x				x		x			x				x			x
14	x			x			x			x					x		x	x						x	x		
15	x			x			x				x				x	x				x				x	x		
16	x			x				x		x			x				x	x						x			x
17	x			x			x			x					x		x			x					x		
18	x			x			x					x			x		x			x				x	x		
19	x			x			x				x			x			x	x						x			x
20	x			x				x		x				x		x				x				x	x		
21	x				x		x			x				x			x	x						x	x		
22		x			x		x			x				x			x			x							x
23		x	x					x				x			x			x						x	x		

24		x	x				x			x					x		x		x						x	x				
25		x		x			x			x					x			x		x						x	x			
26		x		x			x			x					x		x		x							x			x	
27		x		x					x		x				x			x		x						x	x			
28		x			x		x			x						x	x								x			x	x	
29		x		x			x			x						x		x							x			x	x	
30		x		x					x	x						x		x							x			x		
31		x		x			x			x						x	x								x			x	x	
32		x		x			x			x					x			x							x			x	x	
33		x		x			x			x					x		x								x			x	x	
34		x		x					x	x					x			x							x			x	x	
35		x		x			x			x					x		x								x			x		x
36		x		x			x			x					x			x							x			x	x	
37		x		x			x			x					x		x								x			x	x	
38		x		x			x			x					x			x							x			x		x
39		x		x			x			x					x		x								x			x	x	
40		x		x			x			x					x			x							x			x	x	
41		x		x			x			x					x		x								x			x		x
42		x			x		x			x					x			x							x			x	x	
43		x			x		x			x					x			x							x			x	x	
44		x			x		x			x					x			x							x			x	x	
45		x				x	x			x					x			x							x			x	x	
46		x				x	x			x					x			x							x			x	x	
47		x			x		x			x					x			x							x			x	x	
48		x			x		x			x					x			x							x			x	x	
49		x			x		x			x					x			x							x			x	x	
50		x			x		x			x					x			x							x			x	x	
	21	29	2	32	14	2	41	6	3	36	10	4	0	6	30	14	17	33	14	4	32	0	0	50	38	0	12			

1. Male      2. A-11 D-16+      3. A both parents      4. A employed.      5. A 2246 C.21000- 60000      6. A rural. 7A bus      8. A once      9. A yes  
 Female      B-12-13      B. one of them      B. sub employed      B 3600-11000      B urban      B bicycle      B .twice      B no  
                  C 14-15      C. grand parents      C. Unemployed.      C 12000-20000      C on foot      C three time      C sometime

N°	Do you like the English class			Organization in class.				Competitio n in class.			Stimul us in class		Frequency of stimulus		
	A	B	C	A	B	C	D	A	B	C	A	B	A	B	C
1	x					x			x		x		x		
2	x			x					x		x		x		
3	x					x				x	x		x		
4	x						x		x		x		x		
5	x					x			x		x		x		
6			x			x			x		x		x		
7	x			x					x		x		x		
8	x						x		x		x		x		
9			x			x				x	x		x		
10	x			x					x		x		x		
11	x						x		x		x		x		
12			x			x				x	x		x		
13	x			x					x		x		x		
14	x						x		x		x		x		
15			x	x					x		x		x		
16	x					x		x			x		x		
17	x			x					x		x		x		
18			x				x			x	x		x		
19	x			x					x		x		x		
20	x					x			x		x		x		
21	x						x			x	x		x		
22	x			x					x		x		x		
23			x	x					x		x		x		
24	x			x					x		x		x		



25	x					x		x			x		x		
26	x			x					x		x		x		
27			x			x			x		x		x		
28	x			x					x		x		x		
29	x						x		x		x		x		
30			x			x			x		x		x		
31	x			x					x		x		x		
32	x			x					x		x		x		
33	x					x			x		x		x		
34			x	x					x		x		x		
35	x					x			x		x		x		
36	x			x					x		x		x		
37			x			x			x		x		x		
38	x			x					x		x		x		
39	x					x			x		x		x		
40	x			x					x		x		x		
41	x					x			x		x		x		
42	x			x					x		x		x		
43	x			x					x		x		x		
44	x					x			x		x		x		
45	x			x					x		x		x		
46	x					x			x		x		x		
47	x			x					x		x		x		
48	x					x			x		x		x		
49	x			x					x		x		x		
50	x			x					x		x		x		
	40	0	10	24	0	19	7	2	43	5	50	0	50	0	0

This letter has the same meaning for each table. A: yes B: no C: sometimes. Table from 10-14

	Techniques used by teacher												Listening																			
	games			role play			drama			project			A				B				C				D				E			
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
1	x				x		x				x		x					x			x			x				x				
2		x			x			x		x			x					x				x								x		
3			x	x				x			x			x					x				x							x		
4		x				x		x			x			x			x						x						x			
5	x				x		x				x		x		x							x							x			
6			x	x				x			x			x					x				x						x			
7		x			x			x		x				x								x							x			
8	x					x	x				x			x								x							x			
9			x		x			x			x			x								x							x			
10		x			x			x			x			x								x							x			
11		x		x				x			x				x	x							x						x			
12			x			x	x				x				x								x								x	
13		x			x			x			x				x								x						x			
14		x			x			x			x				x								x							x		
15	x			x				x			x				x							x	x						x			
16			x			x	x				x				x								x						x			
17		x			x			x			x				x								x						x			
18		x		x				x			x				x								x						x			
19	x				x			x			x				x								x						x			
20			x		x			x			x				x								x						x			
21		x			x			x			x				x								x						x			
22			x	x				x			x				x								x						x			
23		x			x			x			x				x								x						x			
24		x			x			x			x				x								x						x			
25			x		x			x			x				x								x						x			
26		x			x			x			x				x								x						x			
27		x				x		x			x				x								x						x			



n <sup>a</sup>	Listen and identify						Speaking and oral interaction												Reading											
	A			B			A			B			C			D			A			B			C			D		
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
1	x			x			x			x				x			x			x			x					x		
2		x				x			x		x			x			x				x					x			x	
3			x			x	x					x	x		x	x			x			x	x			x				
4	x			x					x	x				x			x			x						x	x			
5			x			x	x					x			x	x			x			x				x	x			
6	x					x			x					x			x			x									x	
7			x	x			x							x			x			x							x			
8			x			x			x					x			x				x					x			x	
9	x					x	x							x			x					x	x			x				
10			x	x					x	x				x			x				x	x			x				x	
11			x			x	x							x			x				x					x				
12	x			x					x					x	x					x									x	
13			x			x	x							x						x					x				x	
14			x			x			x					x						x									x	
15	x			x					x	x				x						x									x	
16			x			x			x					x	x					x	x								x	
17			x			x	x							x							x								x	
18	x			x					x	x				x						x									x	
19			x			x	x							x						x									x	
20			x			x	x							x								x	x						x	
21	x			x					x					x							x								x	
22			x			x	x							x								x							x	
23			x			x	x							x	x							x	x						x	
24	x			x					x					x								x							x	
25	x					x	x							x								x	x						x	
26			x			x	x							x							x								x	
27	x					x								x								x							x	

28			x	x			x			x				x			x					x			x			x		
29	x				x		x					x		x				x	x				x			x	x			
30	x				x				x				x				x	x					x	x			x			
31	x				x				x					x				x	x					x			x	x		
32	x				x				x	x							x	x					x			x				
33			x	x			x						x				x	x						x			x	x		
34	x				x				x				x				x	x						x			x	x		
35	x				x				x					x				x	x					x			x			
36	x				x				x				x	x				x	x					x	x			x		
37	x				x				x					x				x	x					x	x			x		
38	x				x				x					x				x	x					x			x			
39	x				x				x									x	x					x	x			x		
40	x				x				x					x	x				x	x				x	x			x		
41	x				x				x					x				x	x					x			x			
42			x	x					x	x								x	x					x	x			x		
43	x				x				x									x	x					x	x			x		
44	x				x				x					x				x	x					x	x			x		
45	x				x				x					x				x	x					x	x			x		
46	x				x				x					x				x	x					x	x			x		
47	x				x				x					x				x	x					x	x			x		
48	x				x				x					x				x	x					x	x			x		
49	x				x									x				x	x					x	x			x		
50	x				x									x				x	x					x	x					
total	31	1	18	26	6	18	29	1	20	20	9	21	11	24	15	24	4	22	44	1	5	12	13	25	36	4	10	32	1	17

Table 17, 18, 19.

a: yes

b: no

c: sometimes.

N <sup>a</sup>	Writing												Kind of games																				
	A			B			C			D			A			B			C			D			E			F			G		
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
1	x			x			x			x				x		x			x			x				x			x				
2	x			x			x			x				x			x			x			x				x				x		
3	x			x			x			x				x			x			x			x				x				x		
4			x	x			x			x				x			x			x			x				x				x		
5	x			x			x			x				x			x			x			x				x				x		
6	x			x			x			x					x			x			x			x			x				x		
7		x		x			x			x				x			x			x			x				x				x		
8	x		x	x			x			x				x			x			x			x				x				x		
9		x		x			x			x				x			x			x			x				x				x		
10	x			x			x			x					x			x			x			x			x				x		
11			x			x	x				x				x		x			x			x			x					x		
12	x					x	x				x				x			x			x			x				x			x		
13			x			x	x						x			x			x				x				x				x		
14			x	x			x						x			x			x				x				x				x		
15	x					x	x	x						x			x			x			x				x				x		
16		x		x					x	x					x			x			x			x			x				x		
17	x			x					x	x					x			x			x				x						x		
18			x	x					x	x					x			x			x				x				x				
19	x			x					x	x					x			x			x					x					x		
20			x	x					x	x					x			x						x			x				x		
21	x					x			x	x					x			x			x				x						x		
22				x					x	x					x			x						x			x	x				x	
23			x	x					x						x			x						x				x				x	
24	x					x			x						x			x							x							x	



N <sup>a</sup>	English class should include															An English class should be								
	A			B			C			D			E			A			B			C		
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
1		x			x				x	x					x			x	x		x		x	
2	x			x			x					x	x			x			x					x
3	x			x			x			x			x			x			x			x		
4		x		x				x		x			x			x			x			x		
5	x				x		x			x					x			x	x				x	
6	x			x					x	x			x			x					x	x		
7	x			x			x			x			x			x			x			x		
8		x		x			x			x			x				x		x					x
9	x				x			x		x			x			x			x				x	
10	x			x			x				x						x	x			x			
11		x		x					x	x			x			x					x			x
12	x			x			x			x			x			x			x			x		
13	x			x			x			x			x				x		x				x	
14	x			x			x			x					x	x			x			x		
15		x		x				x		x			x			x			x					x
16	x			x			x			x			x			x			x				x	
17	x			x					x	x			x			x			x			x		
18		x		x			x			x			x			x					x	x		
19	x				x		x			x			x			x			x					x
20			x	x				x		x			x			x				x			x	
21	x			x			x			x					x	x			x			x		
22			x			x			x	x			x			x			x			x		
23	x			x			x					x	x			x			x				x	
24	x			x			x			x			x			x				x		x		
25			x		x			x		x				x		x			x					x



26	x					x	x			x			x			x			x			x		
27			x	x			x			x			x			x			x				x	
28	x					x	x			x			x			x				x			x	
29	x			x			x				x		x			x			x			x		
30	x				x		x			x			x			x			x				x	
31	x			x			x			x			x			x				x			x	
32	x					x			x	x			x			x			x			x		
33	x			x			x			x			x			x			x			x		
34	x					x	x			x				x	x					x			x	
35	x				x		x			x			x			x			x			x		
36	x			x				x		x			x			x			x			x		
37	x			x			x				x	x			x					x			x	
38	x					x	x			x			x			x			x			x		
39	x				x		x			x			x			x			x			x		
40	x			x				x		x			x			x				x			x	
41	x			x			x			x			x			x			x			x		
42	x					x	x			x			x			x			x			x		
43	x				x		x			x			x			x				x			x	
44	x			x					x	x			x			x			x			x		
45	x			x			x			x			x			x			x			x		
46	x					x	x			x			x			x			x			x		
47	x			x					x	x			x			x			x			x		
48	x					x	x			x			x			x			x			x		
49	x			x			x			x			x			x			x			x		
50	x			x			x			x			x			x			x			x		
total	40	6	4	32	9	9	35	7	8	45	1	4	43	2	5	45	2	3	38	8	4	35	9	6

Table. 22-23 a. yes b: no c: sometimes.

N <sup>a</sup>	Games are good option to															Games are developed																	
	A			B			C			D			E			A			B			C			D			E			F		
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
1	x			x					x			x			x			x			x			x			x			x			
2	x			x			x			x					x			x			x			x	x						x		
3	x			x			x			x					x			x			x	x			x						x		
4	x			x				x	x			x				x			x	x				x	x						x		
5	x			x			x			x					x			x					x			x	x			x			
6	x					x	x			x						x			x			x	x			x					x		
7		x		x			x			x						x			x	x					x	x					x		
8	x			x			x			x					x			x					x	x			x			x			
9			x	x			x			x						x			x			x				x	x					x	
10	x			x			x			x						x	x							x			x				x		
11	x			x			x			x					x						x			x	x			x			x		
12	x			x			x			x						x		x						x			x	x			x		
13	x			x			x			x						x		x						x			x				x		
14		x		x			x			x		x	x			x					x			x	x				x			x	
15	x				x				x	x						x								x			x	x			x		
16	x			x			x			x						x	x							x			x	x			x		
17			x	x			x			x						x								x	x			x				x	
18	x			x			x			x						x	x							x			x	x			x		
19	x			x			x			x						x								x			x					x	
20		x		x			x			x						x								x	x			x				x	
21	x			x			x			x						x	x							x			x	x			x		
22	x			x			x			x						x											x	x				x	
23	x			x			x			x						x								x			x					x	
24	x					x	x			x						x										x				x	x		
25	x			x					x	x						x									x			x					x
26			x	x			x			x						x									x								x

