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USING GAME ACTIVITIES FOR THE DEVELOPMENT OF SPEAKING
SKILLS IN THE ENGLISH CLASSROOM OF BASIC SCHOOL

Bachelor's thesis

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PREFACE

Teachers often minimize the usage of game activities in the lessons at stage 3 of compulsory or basic − to follow the Estonian terminology − school. Those teachers definitely underestimate the value of game in the learning process. Game during the lesson is not only an entertaining or relaxing activity, but also it is a very helpful teacher's tool in developing and enriching knowledge of a foreign language in learners. The aim of this research paper is to analyze advantages of game inclusion in the plan of the English language lesson, to analyze the requirements of the National Curriculum of Estonia for the foreign language lesson and their correlation with the pedagogical value of games and to reveal possible disadvantages that teachers can meet while organizing and playing games with the students. Even though games can have disadvantages, their pedagogical value is enormous. In the focus of this research paper there are games intended for the development of speaking skills in the learners of the English language.

The research paper consists of four parts. The Introduction part of the research paper presents the relevance of the question of using or not games in the lessons and especially in the English language lessons. Chapter I considers the theoretical explanation of the usefulness and necessity of game inclusion in the lesson. The chapter uncovers the psychology of game, its value in pedagogy and the requirements of the National Curriculum for the foreign language lessons. The chapter introduces different types of games that can be used for developing speaking skills and possible ways of integrating games into the plan of the lesson. Also Chapter I presents difficulties which make games unattractive to teachers. Chapter II of the research paper is based on the analysis of practical aspects of using games in English language lessons. The analysis is made on the basis of the survey conducted among teachers of three Narva schools, who shared their personal experience about using games in their lessons. The Conclusion sums up the results of the analysis and comments on the hypothesis of the research paper.

INTRODUCTION

The importance of learning English language at school is really big in a globalized and interconnected world. English is the fourth most widely spoken native language in the world. In terms of sheer number of speakers, English is the most spoken official language in the world. English is the primary language of commerce and global trade, it is the primary language used in the international affairs, and the language for interaction with the tourists. It is an official language of the European Union. The English language is widely learned at schools all over the world and in Estonia as well. Knowledge of the English language can create many opportunities for students when they grow up and start their independent life. They can make good career. Knowing English increases employment and job opportunities in many countries and regions of the world, among them are the United Kingdom, the United States of America, Australia, Canada, Ireland. A person knowing English will always be able to communicate with the representatives of different nations, because this language is international and widely used. Also, it is worth noting that many universities and colleges in the world have English as the primary language of instruction. This fact increases the opportunities of students who speak English to enter universities abroad. Thus, the value of the English language knowledge is enormous for today's students and future generations.

The Estonian government has included English language in the National Curriculum, thus the students at most schools in Estonia can choose this foreign language for further learning. Foreign languages can be learned in basic and upper secondary school. Basic school in Estonia is divided into three stages of study: stage 1 includes grades 1-3, stage 2 − grades 4-6 and stage 3 includes grades 7-9. Upper secondary school gives general secondary education within three school years, from grade 10 to 12. Usually a foreign language at school in Estonia is taught starting from stage 1. For example, at Narva *Kesklinna* general secondary school children start learning foreign languages in the second grade.

When planning lessons at all stages and at all schools teachers usually use various teaching methods and techniques. Only a teacher makes decisions based on the instructions from the National Curriculum as to what types of activities he or she will use during the lesson. The structure of the lesson is totally based on teachers' vision and wish to teach students as better as they can and to give as much knowledge as they can. One of the

methods that can be used by teachers in their lessons is game inclusion in the learning process.

Games and game-based learning have been a part of education for decades. A lot of scholars strongly support the idea that games should be an integrated part of learning in the classroom. Numerous authors have written books about educational games and their usefulness and necessity in the lesson. The pedagogical value of this teaching technique is approved by many leading educational researchers in the world, and one of them is Robert Marzano, who wrote that game in the lesson is a powerful tool, which strongly affect the students' achievements. His numerous studies of game effect on student success showed that, on average, using academic games in the classroom is associated with 20 percent gain in student achievement (The Art and Science 2010: para 2). Obviously, the effect of using games in the classroom is strong and this is the main reason why games should be the part of the lesson.

Collins English Dictionary gives a lot of definitions to the word *game*, but the list of definitions begins with the following words "game is an amusement" and "a contest with rules, the result being determined by skills, strength or chance" (Game 2014: line 1, 2). It is an activity, which entertains and attracts people of different ages and statutes. The only difference is the contents of the games played at different stages of human life. Different ages demand different rules, conditions and objectives pursued while playing games. And to be interesting to player, game should perfectly fit his or her interests, demands and strivings. Otherwise, game will not bring expected pleasure and ardor. Games develop also communicating skills and make people more sociable and friendly. Games require people to interact and speak with each other. Games often eliminate the borders between people, making them united with the common activity and goals. Educative games are not an exception. They do not only teach something, but entertain and bring pleasure to people. According to Gillian Ladousse, an experienced teacher who taught both adolescents and adults in France, "game is one of the communicative techniques which promotes interaction in the classroom and increases motivation" (Ladousse 1994: 7). According to Ormrod studies, in the early elementary grades the students are often eager and excited to learn new things at school, but between grades three and nine the motivation to learn and master school subject matter declines (Educational Psychology 2014: para.8). Motivation plays a huge role in education and only it can help to succeed in studying and raise interest in it (Ormrod 2014: par. 9).

Today the role of teacher at school has totally changed from the one which was hundred years ago. Earlier the teacher at school had just to pass definite knowledge to the students. But today the teacher's role is much bigger. In addition to his or her obligation to transmit knowledge to the students, modern teacher has to motivate students and inspire them in their studying (Leino 2002: 20). According to Leino, teachers have to develop fantasy, initiative, work eagerness and desire for continuous development and study (2002: 20). Thus, the English language teachers' goal is not only to give the students the basics of grammar or word construction, but to preserve or develop the desire for studying in the students, to help and support them in their studying, to motivate and inspire them.

Studying is always a difficult, time and effort consuming activity. The demands for students and the volume of knowledge learned increase with each grade, and to develop or keep interest for studying in students, motivate and inspire them is becoming more and more difficult with each year. It is a big challenge for a teacher to make the studying process for students so interesting and absorbing, that they will learn with enthusiasm and interest, that they will be highly inspired and motivated. According to the National Curriculum of Estonia the teachers have to "be the partners of the students who guide them in the process of acquiring knowledge", but not just simple knowledge intermediaries (Appendix 2 2011: 3).

Interaction, which according to Gillian Ladousse game can promote, implies keeping the learners active in the classroom, increasing learners' talking to each other. Runmei Yu in his work "Interaction in EFL Classes" claims that "classroom interaction can facilitate students' language development and communicative competences. He also adds that the most common proposition of the role of classroom interaction is its contribution to foreign language development by providing target language practice opportunities (2008: 1).

The National Curriculum of Estonia for basic schools highlights the necessity of using different forms of active learning in the lessons, and the most emphasized forms of active learning there is pair and group work (Appendix 2 2011: 14). Pair and group work give the students opportunity for interaction and communication. Students should be actively engaged in the learning process, they should actively participate in everything that is going on in the classroom. One of the constituents of active learning is definitely game activities used in the classroom for educational purposes. And the National Curriculum suggests using different role plays and communication games for developing constituent skills (Appendix 2 2011: 17).

In English language lessons at basic school students usually need to develop four constituent skills of language proficiency; they are reading, listening, speaking and writing (Appendix 2 2011:2). All four skills are taught integrally. They are equally important and should be developed carefully during school years. According to David Nunan, a linguist who has received an award from the United States House of Representatives for his service to English language education, speaking skill is the most difficult skill that must be mastered when learning a foreign language, because speaking happens in real time and the interlocutor is waiting for the answer right then and speech cannot be edited or revised (2003: 48). It is a difficult skill to speak spontaneously, grammatically and phonetically correct, taking into consideration that speaking happens in a foreign language. If to combine the definitions of the words *speak, speaking* and *skill* given in the Collins English Dictionary, the following definition can be formulated: speaking skill is an ability to communicate or express something in the words belonging to a particular language. To be able to communicate and express ideas in a foreign language, students need intensive and regular practice of speaking a language. Speaking skill implies quick thinking and speech improvisation at real time (Nunan 2003: 48). It is a difficult skill, which needs to be gradually developed, and the only way it can be developed is through the active usage of it in the lesson. W. R. Lee proves this fact in his book, saying that any language can be learnt only by using it in situations and communicatively. He also adds that disembodied sounds, words and phrases wrapped about with rules do not carry language learning far. He insists that games can bring a foreign language to life (1993: 1-2). The development of speaking skills implies active participation of learners in the learning process and games can help teachers to make their student active participants.

Game is a vital part of the learning process. According to its definition in the vocabulary games can bring fun and enjoyment to the classroom, thus they can change the teaching atmosphere into positive and relaxed. And it really does not matter how old the students who play are and what grade they are in. Game scan be equally valuable and effective at all stages of basic school. Through game playing students will learn naturally, without stress and tension, with fun and enjoyment. They will learn, have fun and build better relationships with the classmates and the teacher in co-operation. The last mentioned aspect is very important as good relationships and positiveness can change the students' attitude towards school, learning and life itself (Krips 2012: 255).

The topic of game value in the lessons was also interesting to the students of Narva College of the University of Tartu. Three of them wrote graduation theses on the topics

connected to the usage of games in the English language lessons. Olga Shevtsova in 1999 and Anna Antson in 2002 tried to show in their works the advantages of using games for teaching grammar. Kristi Ruusamäe in 2002 made an attempt in her graduation thesis to prove, that games are important for teaching writing. The previous works showed the advantages of using games for developing writing and grammar skills. The given work is intended to reveal the value of using games in English language lessons for developing speaking skills from the perspective of the National Curriculum for Basic Schools of Estonia.

According to Leo F. Buscaglia, who was a famous American author and motivational speaker, "it is paradoxical that many educators and parents still differentiate between time for learning and time for play without seeing the vital connection between them" (Play quotes 2014: para1). If it is possible to unite time for play and time for learning, why not to do that. I presume that today teachers continue differentiating between time for learning and time for play, especially in the grades starting from 7. In addition to that, they do not take into consideration the requirements stated by the Estonian Ministry of Education and Research in the National Curriculum. The hypothesis of the thesis is that although the National Curriculum of Estonia suggests the usage of game activities in lessons because of their great pedagogical value, the teachers of English language still use it very rarely and reluctantly in the classes of the third stage of basic school in Narva.

CHAPTER I

GAME INCLUSION IN THE SYLLABUS OF THE LESSON

1.1 Games in Language Learning

1.1.1 Game and its Role in Peoples' Lives

People like playing games, and sometimes they even like watching someone else doing it. The diversity of games is really big. There are sport games, intellectual games, video games, children games, party games, educational games, outdoor games and many more. Games form a substantial part of human lives. It is a type of activity which seems really interesting to people and attractive.

Desire for play appears in people starting right from their birth. Small children can play with everything that they can touch, see or hear. "Come, play with me" is a typical phrase a grown-up can hear from a child. It seems like game is the only thing that interests and attracts children. Even when a child is extremely tired, he or she will find some strength to play one more game. It is a fact that children love games, and this fact does not need any research and evidence. Game is a huge part of children's lives. Nothing is more fun for them than playing games, because they feel happy and free while playing. Children can be completely absorbed in the game and they can even forget the world around them. It is not a rare situation when a grown-up asks a child about something during a game, but the child does not answer because he or she does not hear or see what is happening around. Game for children is the only natural type of activity which does not need enforcement and external effect to involve children in. No other activity gives children so much pleasure and positive emotions as game does, and these positive emotions are extremely necessary for a child's healthy and balanced physical, emotional, mental and moral development.

Game is "a physical or mental activity that has rules, which people do for pleasure" (Collins 1995: 327). Games usually have the rules which can limit the player's actions. It is possible to highlight the key components of most games; they are goals, rules, challenge and interaction. Goals are the points that people hope to achieve. Rules are a set of statements which tell a person what is allowed and what is not. When talking about a challenge people usually mean that what they are going to do is something new and exciting, and will need effort and determination. Interaction in the game supposes cooperation with other people, communication and exchange of ideas. But of course not all the games that people play are necessarily interactive. Some games can be played alone,

and do not assume the presence of another person. Thus children sometimes play alone, when other people do not want or have no opportunity to share this kind of activity with them. But the majority of games require the participation in the game of at least two persons. Most children do not like playing alone; they call grown-ups to play with them or other children. This fact proves that children need interaction and communication during the game. Interaction and communication hold the dominant role in almost every aspect of people's lives; people need other people to live a successful and harmonious life. Games require children to interact and speak with each other. They have to negotiate rules, correct and challenge each other, take turns, exchange the ideas. Games which assume the division of children by groups are even more developing and helpful for children as they teach them to work for common goals and interest, to help each other, to consider everyone's rights, and to cooperate well.

Children like playing games not only in their free time, but in the lessons as well. The survey, conducted by Anna Antson in 2002, revealed that 100 percent of the students asked (52 students from Narva, Jõhvi and Kohtla-Järve) like playing games in the lessons (Teaching Grammar 2002: 56). The age of the surveyed students was 8-14 years. The percentage of the students who like playing games in the lessons is convincing enough. Thus, why not occupy students in the lessons with something that they like and want to do?

1.1.2   The Value of Game in Pedagogy

Ragsdale and Saylor cite in their book "Great Group Games for Kids" a poem written by an unknown author which accurately transfers the genuine idea of combining the learning process with the game:

> I tried to teach my child with books;
> He gave me only puzzled looks.
> I tried to teach my child with words;
> They passed him by often unheard.
> Despairingly, I turned aside;
> "How shall I teach this child?" I cried.
> Into my hand he put the key,
> "Come," he said, "play with me". (Ragsdale, Saylor 2010:2)

Even though the author of this poem is unknown and may be not so trustworthy, he or she exactly depicted the common situation which is well-known to most grown-ups who have ever dealt with children. Children like learning something new, but they usually avoid boring and dull explanations. They need something interesting and exciting to explore and learn the world around them. Taking that into consideration grown-ups have come with different teaching techniques, which increase the efficiency of the material being taught.

And one of such useful techniques is game inclusion in the learning process. This technique in pedagogy is terrific as it combines at the same time fun, entertainment, pleasure, relaxation, concentration, willingness, devotion and educational aspect. And this is not a full list of words that can be used to express the positive effects educational games can bring to children.

Games as a teaching technique can be used in all classes, and a foreign language class is not an exception. Game in the foreign language lesson is "any fun activity which gives young learners the opportunity to practise the foreign language in a relaxed and enjoyable way" (Brewster et al 2002: 172).

Games, when used correctly, take the stress out of learning a foreign language and help students succeed in a natural way, which is more comfortable and pleasant for them. According to Gordon Lewis and Gunther Bedson, games do not only add variation to a lesson, but they also increase motivation by providing a stimulus to use the target language (2010: 5). Students need motivation for studying and games provide positive motivation, students become involved in the learning process without enforcement or external pressure. Often teachers forget that positive motivation is extremely important for the students. If students do something against their own will or something imposed by the teacher, they will get little value from the activity.

Games bring to classroom relaxed and informal atmosphere which also leads to creation of positive motivation in students for learning and using the new language. The main characteristic of game is that children usually participate in it without a particular desire to reach a definite result; the motive of playing a game is hidden in the participation and performance. Motivation is very important for learning as the absence of it can lead to negative attitude of students to studying and consequently negative grades. According to Ormrod, motivation has several effects on students' learning and behavior. First of all, it leads to increased effort and energy that learners expend in learning activities. Motivation determines whether the students pursue a task enthusiastically or apathetically. Second, motivation increases initiation and persistence of the students in activities, because students are more likely to do such tasks they actually want to do. Third, motivation affects cognitive processes, because motivated students are more attentive and try to understand the classroom material better (learn it meaningfully and consider how they might use it in the future). Forth, motivation directs students' behavior toward particular goals. Motivated students set goals for themselves and then direct their behavior accordingly. It affects the choices students make, for example a student can actively participate in some game or be a

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passive observer of what is going on in class. Finally, motivation leads to improved performance, because motivated students tend to be highest achievers (Ormrod 2008: para 4,5,6,7,8).

Because of their attractiveness, games can help to improve attention, concentration and, consequently, memory of the students (Brewster et al. 2002: 173). Games can make learning more memorable, because students often memorize the information better, when they learn it without any enforcement and through active participation in pleasant and interesting activities. Without attention and concentration the information hardly remain in the memory of the students and the performance of the students can become poor.

Games allow teachers to use as many approaches as possible, such as mime and movement, use of patterns and colours, or personalization. Thus, games bring a great variety to the lesson planning and the range of learning situations (Brewster et al. 2002: 173). The activities of the same kind make lesson boring and students usually lose attention, concentration and motivation to be active participants in such activities. Games can even allow the teacher to detach the students from the classroom and place them in some imaginary world or abstract place (for example, through a role play where the students have to try playing some fantasy roles).

It has been already mentioned above that games require communication and interaction among the students and the teacher. The other advantage of game inclusion in pedagogy is that it can also help the students to develop their communicative and interactive skills. Those skills are extremely important for people. People are surrounded by other people, they cannot survive independently. Good communicative and interactive skills are important in the kindergarten, at school, at work, at home. Beginning from the early childhood children have to be taught to interact with each other, to be friendly, kind and helpful, to be eager to meet new people and make new friends, to co-operate and to work together for common good. If little children are more often involved in different interactive activities, they will be better prepared for adult independent life. Good communicative skills should be taught and practiced, they cannot appear by themselves.

According to Gordon Lewis and Gunther Bedson, in the foreign language lesson, the language learning is usually not the key motivational factor (2010: 5). They suggest that games can provide students with the stimulus of learning a foreign language.

1.1.3. The Correlation between the Value of Game in Pedagogy and the Requirements Presented in the National Curriculum

The National Curriculum for Basic Schools is a regulation which establishes the national standard for basic education. It shall be applied in all basic schools in the Republic of Estonia. It is a document, which describes the requirements necessary for ensuring the provision of education to the students (Haridus- ja Teadusministeerium 2011: 1). The National Curriculum is a very important element of the school curriculum and the teachers should follow the requirements presented there. The Curriculum was developed by a council of experts: education theorists, officials of the Ministry of Education and Research, and the National Examinations and Qualifications Centre (now the Innove Foundation). This fact proves the importance of the requirements listed in the Curriculum and the necessity to follow the requirements developed by professionals.

The National Curriculum of Estonia includes the following requirements for the foreign language subject field. When planning study activities the National Curriculum suggests putting emphasis on interactive learning and practicing the language studied. Pair and group work are essential at all stages of study: the first, the second and the third. According to the Curriculum it is essential to motivate learners at all stages of study and develop their positive attitudes towards language learning. A positive atmosphere should be created in the classroom. The National Curriculum also suggests that the teacher's role has to be changed from intermediary of knowledge to partner who guide students in their studying (Appendix 2 2011: 14). Those requirements are made for all three stages of basic school without exceptions.

All the listed requirements can be fulfilled through integrating games into the plan of the lesson, because all the requirements are reflected in the pedagogical value of games. Briefly, games provide interaction, communication, practice of the language learned, and motivation. Also they make an atmosphere in the classroom positive, relaxed and informal, and that allow the teacher to become a partner and a person to whom they will never hesitate to turn for help and assistance. It is obvious, that game implementation is a teaching method which perfectly answers all the requirements for the foreign language lessons listed in the National Curriculum.

1.1.4. What is a Language Game?

The games played in the English language lesson for the purpose of developing different skills in the foreign language (reading, writing, listening or speaking) are called "language

games". The concept "language game" was first developed by an Austrian-British philosopher Ludwig Wittgenstein in 1953. He wrote in his work "Philosophical investigations" that language games combine the simple examples of language use and the actions into which the language is woven (Wittgenstein 1953). It is possible to highlight two main ideas of language games that Wittgenstein proposed. The first main idea is that the examples of language use are simple (simpler that everyday language use). The second idea is that some particular language and its employment should be in the center of language game.

At school what differentiates language games from other activities in the foreign language lesson is a distinct set of rules which guide the actions of children and a clear strategy - children must apply their foreign language knowledge and skills in game. All those restrictions do not mean that the game will lose fun and enjoyment it can bring to a child. On the contrary, it will challenge the child's analytical thought, and will bring not only fun to a child, but necessary knowledge of the language learned as well. Furthermore, during the game children's attention is often so focused on the completion of the task that they do not realize that language items are being practiced (Toth 2008: 6). This removes the learning stress and pressure from the students and makes studying more enjoyable and relaxed.

1.2. Defining Speaking Skills and Their Importance

Games can be a very helpful teacher's tool in developing speaking skills in the students. To understand better the concept of speaking skill, it is rational to start with the definition of speaking. According to David Nunan, speaking is the productive oral skill, which consists of producing systematic verbal utterances to convey meaning (2003: 48). But it is a general idea of speaking. Actually it is a much more complex process. Speaking includes thinking of what one wishes to say, choosing the right words from the existing vocabulary, putting the words in the proper grammatical forms, transmitting the feelings we have about spoken things.

The best way to communicate with other people is definitely speech. It is very helpful and advantageous for every person to have a capacity to put words together in a meaningful way to reflect thoughts, feelings and opinions. There are three components which constitute speech and are extremely important for making the speech being understood: the logical, the mechanical and the emotional components of speech (Duperval 2007: para 2). The first component is the logical component and it deals with the content of

speech and with words one uses to deliver some message. The second component is mechanical components and it deals with how a person says a word, how he pronounces it. And the last component is the emotional component, and this component transmits the feelings one has towards the things said (Duperval 2007). This includes intonation, gestures, mimicry. People need speaking every single day, at school, at work, at home, in the supermarket, on the bus, etc. The skill to speak well is important and can influence both positively and negatively the quality of people's lives.

According to the National Curriculum for basic schools in Estonia, speaking skill is one of four constituent skills that must be necessarily mastered while learning a foreign language (Appendix 2 2011). It is necessary to remember that speaking is a two-way process, which involves the speaker and the listener. Thus, good speaking skills assume that the listener clearly understood what the speaker said and what meaning he or she intended to deliver. Good speaking skills can be defined as the person's ability to generate words and phrases that can be understood by listeners. A good speaker should be very clear and informative. To be a good speaker a person should be definitely self-confident, otherwise how will he be able to produce clear speech in front of other people?

Speaking in a new language is a difficult task, because there is a limited time for planning and editing speech during conversation (Nunan 2003: 50). Thus, speaking happens in real time, a listener is usually waiting for the interlocutor to speak right then. For a person who is not confident enough this can be very stressful. Learning speaking skills in a foreign language is very challenging for students, because they have very few opportunities to use the language outside the classroom. In Narva, it is extremely difficult to meet native speakers of the English language or people who can speak English very well. Thus, a classroom at school is often the only place where students can actively practice their foreign language speaking skills.

Speaking skills can be taught only through regular practice and interaction. It is not enough to learn foreign words by heart; they should be regularly used in speech (Nunan 2003: 50). This fact can be proved with the proverb "Practice makes perfect" (Idioms, 2014). Only the active usage of a language and frequent repetition of words and phrases can help mastering a foreign language and reaching the desired level of speaking skills. According to David Nunan, language can be learned only by interacting; learners should actively interact during lessons (2003: 50). Teachers must provide as many opportunities for the students to talk in the foreign language as possible during the lesson. Games can increase the amount of time that students get to speak in the language learned. Words,

phrases and sentences, which are disembodied and only connected with rules, do not carry language learning far (Lee 1993:1). To be understood and learned better they should be used in situations and communicatively, they should be often pronounced and used in speech.

1.3. The Diversity of Games for Developing Speaking Skills

There is a big variety of games which can be played with students during a lesson. They can vary in content, rules, goals, duration, materials needed, class organization. Games played in the lesson can be simple and require little preparation or can be more complex and need more planning and consideration of the use of special materials, such as pictures, cards, boards. Games can be competitive, where the teams or individuals work together towards being the winner. And there are cooperative games, where teams or pairs work together to achieve a common goal, for example solving a puzzle or drawing a picture (Brewster et al. 2002: 173).

The most well-known type of game which helps to develop speaking skills in learners is a role-playing game. A role-playing game is a simulation of some situation in the classroom, where the participants adopt roles which belong to this situation (Lee 1993: 147). This game gives children an opportunity to adopt different roles, pretend to be someone different from themselves. This kind of game definitely needs fantasy and imagination, self-confidence, bravery, good interactive skills. Role playing brings the language to life and gives the learners some experience of the language use. The biggest advantage of such game is that it takes the learners away from their desks and gives them a chance to move in the classroom. But to make this type of activity interesting for students, teacher should know how well they know the roles they are going to play. Roles played in a game differ and should be given according to the interests and demands of the students. There are several different types of roles: roles which correspond to real need in the students' lives (doctors and patients, customer and shop manager); roles, where the students play themselves in various situations of which they may or may not have direct experience (a complaining customer); roles which students will never experience themselves, but can easily play because they have indirect experience of them (movie stars) and fantasy roles (fictitious or absurd, having nothing to do with real life) (Ladousse 1994: 13).). In a role play the students are given particular roles in the target language. For example, a teacher can ask one student to play a tourist telephoning the police to report his stolen wallet. The other student plays the role of the police officer trying to help the

tourist (Nunan 2003:57). But it is important to remember, that role-play is not a simple dialogue presented in class. To become a role-play, it should be funny, interesting and saturated with emotions and feelings of the people the roles of which students play. In the hands of a friendly and kind teacher a role-playing game can become a very interesting and educative type of activity. Role play is an extremely social act; this activity helps to develop social and language skills at the same time. In order to participate well in the game students need to perform themselves, listen to others in order to respond and follow the game in an appropriate manner. Thus, role playing promotes the use of speaking and also promotes collaborative and listening skills.

The other well-known type of game intended for developing speaking skills in the class of foreign language is an information gap game. In an information gap game, one student has certain information that must be shared with others in order to solve a problem, gather information or make decisions. The information gap game forces the students to negotiate meaning because they must make what they are saying comprehensible to other students in order to accomplish the assignment (Raptou 2001: para 2). Usually such kinds of games require the presence of additional supporting materials, such as pictures, objects or maps. One of the examples of the information gap game can be the following task: the pair of students has two similar pictures with only few distinctions on each picture; the goal of the game is to find those distinctions without looking at the picture of the partner. Both students have to describe the pictures they have to each other and find the missing things in the pictures (The essentials of language teaching 2004: para 6).

The list of games intended for developing speaking skills in foreign language learners is not limited to role-playing and information gap games. All games, which imply speaking, can be considered as games for developing speaking skills. They can be picture games, guessing games, question and answer games, story games, true-false games and others. Games for developing speaking skills can require usage of pictures, objects, tape or video records. W. R. Lee in his book "Language Teaching Games" called games intended for developing speaking skills as "communication games" (1993: 2). There is no definite list of groups of such games, and different sources give different titles and divide them differently. But the variety of such games really impresses and gives teachers opportunity to choose or invent something by themselves. "Communication games" are not necessarily complex or lengthy, there are games which are simple and not time consuming.

A lot of games intended for developing speaking skills are based on the system of repetition of words, phrases and sentences. This gives a good practice for learners, because

repetition is one of the most important and effective tools in learning. The more frequently a child repeats a particular word or phrase, the more likely that a child will remember it and recall it when necessary. Aristotle once said, that "It is frequent repetition that produces a natural tendency", and this great philosopher was absolutely right (Goldberg 2013). Even thousands years ago this rule already worked. Only repetition can help a person to make something well and in a free manner.

When a teacher chooses the game to be played during the lesson, he or she should consider physical, emotional, intellectual and social abilities of the players or be prepared to make adaptations. The teacher should know the group well to make all the necessary preparations for the game. The goal of the game is to actively engage the players in it and it is possible only when the game is chosen correctly and it meets all the abilities and demands of the students.

1.4. Integrating Games into the Syllabus

1.4.1. The Possible Ways of Game Inclusion in the Plan of the Lesson

Lesson planning is a vital component of the teaching-learning process. When making a plan for a lesson, a teacher has to make different types of decisions: the aims to be achieved, the content to be taught, the tasks to be presented and resources needed (In-service training 2012). Lesson planning can ensure that the teacher is prepared for lesson and it will run smoothly. Planning is imagining the lesson before it happens. Good imagination and creativity is a key to successful lesson planning. Teachers are all different; some are more creative than others, but all of them have to do their best for making their lessons as interesting and educative as possible. To assist teachers in the creation of the plan for a lesson, there are different teaching techniques and methods, which can be used during the lesson for particular purposes.

Every teacher usually has a course book, which he or she is required to work through over the course, but it does not mean that the teacher cannot add something from him or herself. The National Curriculum of Estonia, for example, suggests the inclusion of additional activities by the teacher into the lesson plan. And it also suggests that the additional activities should represent active learning methods and be playful (Appendix2 2011: 15). Thus, different interesting and playful kinds of activities can become a good supplement to the core material which is needed to be learned. And one of such interesting to the students kinds of activities is definitely game. Games can even make the lesson planning easier. A teacher does not have to invent something new; he or she can just take a

book with different games, which can be played in the class and implement this game into the plan. The number of books, which include a great diversity of class games, is big enough. They can be found in the libraries, book stores or the Internet.

The choice of time, when the game can be played in the class, is very individual. Every teacher can choose the time which he or she finds the best for reaching definite academic goals. Games can be played at the beginning, in the middle or at the end of a lesson. It depends on the choice of the teacher and the objectives the teacher has. The objectives of game inclusion in the plan of a lesson can be the following: games can be used for relaxation after hard studying; they can be used for presenting new material. Also games can help to practice or revise already learned material. And of course they can be used for warming up the students before studying difficult theory. A warming up game is good at the beginning of the class to wake everyone up; it can serve as an energizer.

1.4.2. The Organization of Games: Introduction, Scoring, Monitoring, Class Organization

Game inclusion in the plan of a lesson implies a very careful preparation for its realization. The teacher him or herself needs to understand the rules and conditions of the game clearly. Also, all needed materials for the game should be well prepared.

Before beginning the game, it is important to introduce it to the students. All students should know exactly what, when and how they are supposed to do. The introduction of the game by the teacher to the students can be successful only if the teacher him or herself perfectly knows the game. Teacher's uncertainty about something connected to the game can distract and mislead the students. Thus, to implement the game, every teacher should understand the rules and the goals of the game and only then introduce the game to the students and make sure that all rules are clear to the students and the goals are well defined.

It is not necessary to use point-scoring in the lesson, as it can evoke a severe competition sometime. But if the teacher knows that his or her class needs it and can handle it, he or she must think over the method of scoring. Scoring can be shown with ticks, crosses or other figures on the board opposite to the names of the students, group names and etc. It depends on the choice of the teacher, what kind of scoring s/he will choose. But it is important to tell the students about what will be scored and how. Also it is not necessary to use point-scoring every time, procedures must be varied.

Monitoring by the teacher is very important during the game. The teacher has to control not only the students' usage of the English language, but also to help them with any

doubts that can arise (Toth 2008:7). The main condition of the language game is to use only language learned while playing. If the students begin using their mother language for game completion, the whole aim of the language game disappears and the time spent become worthless. Thus, it is very important to control that the students use only the English language during the game.

The next important step in game implementation is class organization. Many of the games depend for their success on good class organization. Different games imply different class organization. The whole class can play a game as a big group, with no concrete winners in the end. Players can present themselves individually, some games demand work in pairs, and other games imply division of class in groups. Games where each student plays for him or herself do not need any class organization and are easy to start. Pair work is also easy and fast to organize. Pair work is "better than group work if there are discipline problems" (Wright 1991: 5). Pair work "provides opportunities for intensive listening and speaking practice" (ibid). Some games require more than two players, in these cases group work is essential. If a chosen game is to be played by groups, the teacher will probably face a problem of dividing students into groups. How to divide the groups if there are always weak students and strong, those who like each other and who not? Maria Toth (2008:7). advises teachers to combine in one team stronger learners with weaker ones, and suggests that they can learn from each other. This difference in language ability can be exploited in some games with the help of team-work, as the stronger students will help and give an example to the weak ones. She also recommends making membership in the groups or pairs permanent, it can save time in the beginning of the game, as there will be no need for class organization and division, and children can become used to their groups and their cooperation can become more successful. But definitely children who do not like each other or have tense relationships cannot become members of one team, as this tension will always distract them and the goal of the game will not be reached.

1.4.3. Should There Be the Winner?

Games played in lessons can be competitive or cooperative (Jean Brewster et al 2002:176). Competitive games always have a winner, who is the first to do something. According to Jean Brewster and her co-writers, games do not always have to be about winning. They can be based on cooperation and getting the task done together. Both games, competitive and cooperative, are pedagogically effective. But there are cases when only one type of game is

acceptable or suitable for a definite group of students. Not all students can equally adequately accept the competitive side of the game played in the class. Some students can get aggressive with competition; some can lose attention from the learning aspect during the game, some can become closed and ashamed from uncertainty in their strength and capability (Ragsdale, Saylor 2010: 12). Such reactions make it visible that those children cannot benefit from such learning activities and they need a special approach. Cooperative types of games, which goal is to get the task done, can be more effective in such classes and can help the teacher to overcome the aforesaid difficulties.

Also it is possible to use a relay in class. Susan Ragsdale and Ann Saylor (2010:12) in their book suggest to those teachers who want to avoid a severe competitive spirit in the contestants using a relay. In such form of game students will have to perform one after another or one group will start when another group will stop.

All children react differently to the winning point and it is the teacher's task to trace the behavior of the students during the game and make reasonable conclusions about whether to have a winner or not.

1.5. Disadvantages that Language Games Can Have During the Lesson

Language games played in the class are advantageous, but they can have some disadvantages as well. They are time consuming, they can become too loud, are difficult to control, need teacher's time for preparation and sometimes students become too excited and difficult to be managed after the game (Toth 2008: 7-8).

Games played in the class can be time consuming. According to the instructions given in the books containing different games to be played in the class, the average duration of language games is approximately 15-20 minutes; some games can take even more time. This time does not always include time for instructions given to students. Time spent on instructions also varies, as different students perceive information differently. Some children even need visual demonstration of the game performed by other students or the teacher. Some children will need the instructions to be told twice. But the teacher cannot escape this important step in order to save some lesson time, as "one of the golden rules for using games successfully with children is that they all know exactly what they are supposed to do, how they are supposed to do it and when" (Toth 2008: 7).

Some students can make too much noise while playing games in the class. This noise can disturb other students at school and teachers from other classes can get annoyed. Classes where students use their language orally are inevitably noisier than those classes

where students are doing written exercises. And games make those classes even noisier than they usually are. The teacher can set up certain rules for a game in order to minimize the noise level: for example he or she can allow students only to whisper when communicating with each other and promise that anyone who will break the rule will be penalized (Toth 2008: 8). But this rule can have different impact on the students, and sometimes the level of excitement can even rule them and make forget about everything. One more way out of this situation is to talk to colleagues and negotiate times when noise will be less disruptive to other classes.

Games need constant teacher's control, and if there are many students in the class the teacher can find it very difficult to control the whole class and can sometimes even feel stress while controlling discipline and players. But the monitoring of students is an inevitable part of game implementation in the class and no teacher can omit this requirement. Without it the students can begin using their native language or breaking the rules of the game with only goal to be the first who ends the game or achieves the goal.

Games usually need teacher's time for preparation. The teacher should carefully learn the rules, prepare needed materials, analyze how to explain instructions to the students and effectively control class during the game.

Teacher never knows what effect the game will have on students. Some games can excite students so much, that after the end of the game it will be very difficult for them to relax and concentrate on a totally different activity. Or, on the contrary, the game will not raise interest in the students and they will play it without enthusiasm.

Also, games played in the lesson can lose their pedagogical value if they are not well-selected or planned (Brewster et al. 2002: 172). The game should be selected according to the interests and language level. Games should meet all the abilities (intellectual, physical, emotional, social) and demands of the students. The game should be interesting to the students and motivating, otherwise it will turn into a mere time-filler. And it is not always easy for the teacher to predict the level of interest the game will arise in the students.

CHAPTER II
PRACTICAL APPLICATION OF GAMES

2.1. The Analysis of Surveys and Personal Observations Made for Revealing the Actual Tendency of Game Usage in the Lessons

In October 2013 I had an observational practice in Narva schools. During that practice I visited many classes and participated in different lessons. But most of my attention I paid to English language classes. I attended 4 classes of the first stage of basic school, 3 classes of the second stage and 5 classes of the third stage. The observation made me notice that at stage 3 of basic school the majority of teachers of English language used game activities in their lessons rarely, whereas at stages 1 and 2 games were included in every lesson. The lessons without game activities were boring and endless, and even I could not wait till the end of the lesson. But those lessons with game inclusion were much more interesting and educating; I was so absorbed in all what was happening in the classroom, that sometimes even forgot that I was a mere observer. These facts raised a question whether it is really good that teachers minimize the volume of game activities in their lessons at stage 3 of basic school and gave me an idea for the topic of my bachelor's thesis. The methods and teaching techniques that teachers used in the lessons of stages 1, 2 and 3 differed. At the first school stage teachers included game activities in their lessons very often, making their lessons more active and entertaining. Every lesson of the first stage had several game activities. The students eagerly took part in all game activities, trying not to miss a thing from that. At the second school stage the quantity of time spent on games was less, the teachers were more concentrated on doing different writing, reading, and speaking assignments which were proposed by the course books. In the classes of stage 3 I noticed that only two teachers out of five included fun activities in the learning process. The students of 7th and 9th grades were playing games with great pleasure and enthusiasm; they were very active and wanted to receive a positive feedback from the teacher. The teachers using games were very friendly and positive. The atmosphere in the classes where the games were used was positive and relaxed, the students were not afraid of making mistakes, they talked a lot in the foreign language, the teachers helped the students where it was needed and the students did not hesitate to ask for help. The other three teachers who did not use games in the lessons proposed to make dialogues in pairs or to discuss the proposed topics in pairs. Dialogue in pairs and discussion are also interactive activities like

games are, but they did not bring any pleasure or enjoyment to the students, the students were doing them as the assignments they were obliged to do. It was obvious that the students were afraid of making mistakes in their speech, they were strained. All three teachers were strict and always were correcting the mistakes which the students did. The students had to talk a lot in the class, the teachers picked out the activities for developing speaking skills in students. All three teachers wanted to make their students active participants of the learning process, but it was obvious that the students' participation was forced; they did not receive pleasure from such kinds of activities. The students were very glad when they heard the ring, notifying the end of the lesson. When I studied at school in grades 7-9, I also had game activities very rarely in the lessons, usually we played approximately once a month. And the only type of game our teacher used in her lessons was a role play. I did not like this kind of activity, because our class was not friendly and our communication was tense. My teacher was very strict and all the students were afraid of doing or saying something wrong. The same situation I observed during the observational practice, where in three classes of the 3rd stage the students were afraid of making mistakes in their speech while answering the teacher's questions.

To analyze better the question of the teachers' usage of game activities in the classes of the 3^{d} stage of basic school I have conducted a survey among the teachers of English language. In April 2014 I distributed 15 questionnaires to the teachers of different working experience and of different age (see Appendix 1, page 35). The reason for questioning teachers of different working experience and age was curiosity about the difference in the usage of game activities by young teachers and by those who are more experienced. Most questionnaires were distributed electronically; this helped to avoid the disturbance of teachers in their work time and work place. They had an opportunity to answer all the questions at their free time. First three questions of the questionnaire were included for revealing the tendency of using games in the lessons at the first, second and third stages of basic schools. The questions asked were the following: *How often do you play games with your students in grades 1-3, 4-6 and 7-9*? The answers to the following questions have to help to prove or refute the hypothesis made at the beginning. The next question was inserted in purpose of revealing whether games really increase interaction among students and make them active participants in the learning process. After that it was interesting to find out whether there are the outsiders during the game implementation, students who do not want to take part in joint activity. Chapter I of the thesis has a part about disadvantages of games in the lessons, where the possible difficulties which teachers

can face during game implementation in the class are described. The next three questions are bound to reveal whether teachers really have the problems earlier described and if they find it difficult to overcome or avoid them. The difficulties discussed are the difficulty of concentrating the attention of students after playing the game, the difficulty of preparation before the game implementation, noise, time consumption and difficulty to control the whole class.

I have distributed 15 copies of the questionnaires, but received back, unfortunately, only 10. Co-operation of the teachers was not satisfying, but still existing. The analysis of the survey results revealed that the tendency of using games during the lessons starting from stage 1 and ending with stage 3 of basic school strongly decreases. The sharp decline in the number of teachers using games during their lessons is depicted in Figure 1.
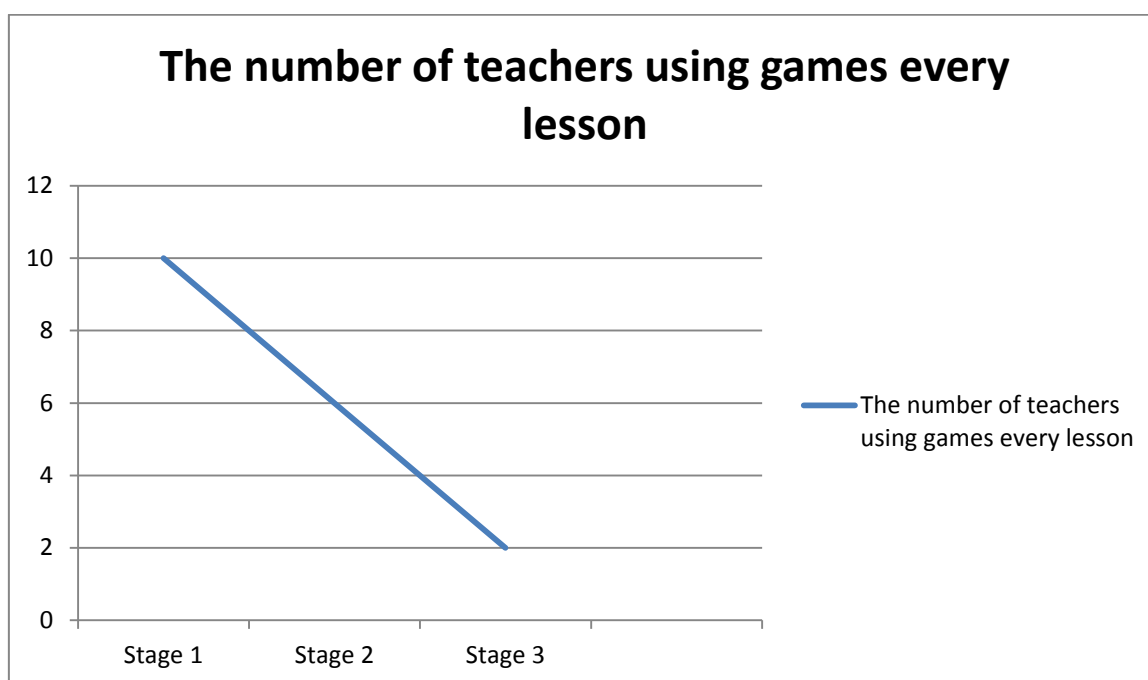

The number of teachers using games every lesson

Figure 1. The tendency of game activity inclusion at the first, second and third stages of basic school

All the teachers asked use game activities several times during one lesson at the first stage of basic school. The number of teachers who answered that they use game activities every lesson at the second stage was 60 %. The number of teachers who play games with their students every lesson at stage 3 was only 20 %. 20 percent of the teachers asked said that they use game activities once a week, 20 percent − once in two weeks, and the remaining 40 percent of the surveyed teachers answered that they use game activities

quite rarely at stage 3 of basic school. The survey results showed that the age and the working experience of the teachers do not influence their preferences in using game activities in the lessons. It is most likely that the preferences depend on the personality of the teacher and devotion to the teacher's occupation.

The teachers who answered that they played games every lesson at the 3d stage of basic school said that they did not play complex and long games every time. Basically they choose short games, which are funny and interesting. All 10 teachers agreed that students of all stages like playing games and they do it without compulsion. Teachers could not even remember the time where there were the outsiders in their classes who did not want to play. Also all teachers agreed that interaction during the game was very high among the students and the teacher; all the participants wanted to take part in the activity and do their best to succeed. When being asked about using games at stage 3 of basic school the teachers who rarely use game activities in their lessons said that the students at this stage are not already so young to play games in the lessons, at this stage they need to become more serious about their studying and techniques used need to be different. Some said that at stage 3 students become more difficult to control. Three teachers who do not often use game activities in their classes say that they do not have enough time during the lesson to play games. Four teachers expressed their opinion that the assignments in the course books are interesting enough and there is no need for inventing additional assignments and wasting time for preparation. The teachers who said that they do not play games even once a week complained about the shortage of time during one lesson. The duration of one class is 45 minutes. They added that in 8th and 9th classes students get prepared to final exams, and they need a totally different approach to prepare for the exams. Unfortunately, they did not clarify which approaches they use. They also added that it is not always possible to manage to include a lot of different activities in 45 minutes of the lesson time. Five teachers stated that the theory of planning a lesson is totally different from what a real teacher can plan and carry out during one lesson. They said that they perfectly know different methods of making lessons interesting and educating, and they know that game is a perfect method for doing it, but the lesson is too short that they do not manage to include such activity often in the plan of the lesson. The majority of teachers actually complained about the shortage of time, but not about difficulties games can bring. Only two teachers admit that they have difficulty to control their classes during games, and three teachers find it difficult to concentrate the students' attention on totally different activity after playing a game. Thus, basically not the difficulties make teachers neglect to include game activities

in their lessons, but the shortage of time and their confidence that preparation for the final state exams demands a totally different approach to lesson planning.

2.2   Recommendations from the Teachers Who Often Play Games

The teachers asked gave recommendations which can help to overcome difficulties connected with the game inclusion in the lesson. First of all, they think that short games are better for playing in the class at the 3^d stage of basic school, as they do not take too much time of the lesson. The game should last approximately 5-7 minutes. Long games, such as role plays, can be played rarely because of their duration. To avoid too much noise during the game, the teachers advise to make an agreement with the students that the ones who cross the acceptable level of noise will be punished with the cutting of their points or the whole class will be punished with the cessation of the game. The teachers are sure that students like playing games in lessons and the following agreement will definitely make them control their behaviour and noise.

Also, the teachers recommend playing games at the end of lessons if students usually become too excited during game activities and it is difficult for the teacher to concentrate their attention on some different activity after playing the game.

A game in the hands of the teacher is a motivating tool, but if they are overexploited they lose their motivating element. That is why teachers advise to use them moderately, keeping the reasonable limits; otherwise, the students will get used to it, lose interest and motivation and the game will not bring any educational benefit.

The atmosphere during the game is very important, that is why the teachers who often use games in their lesson advise to be friendly during the game. They say that it is not advisable to interrupt a game with the correction of a mistake in language use. It is better to note the error down and comment on it later. The participation, exchange of ideas and interaction must be more important than the form. Games should be played with pleasure, but not with the fear of making mistakes in front of classmates. Humor can be the other helpful tool in making atmosphere during the game in the class positive, friendly and relaxed.

Also, teachers advise not to use elimination games, where the player can be eliminated from the game and the play continues without the eliminated player. This kind of a game leaves some students standing or sitting with nothing to do. This is not acceptable, because all the students should be active participants of the game.

The difficulties that games can bring to teachers when using them in the lessons can be overcome. Other teachers' pieces of advice, recommendations from experienced teachers presented in numerous scientific books and personal experience will definitely help to make this activity enjoyable not only to the students but to the teacher as well. Because it is a real pleasure to see and realize that students enjoy taking part in the lesson activities and like attending foreign language classes.

CONCLUSION

The importance and value of games in pedagogy is great and well-known. It can be a great method for teaching a foreign language in basic school. The most difficult skill to learn in a foreign language is speaking skill and all possible activities should be used during a lesson to develop speaking competence. Games are activities that can turn the difficult learning process into pleasure and at the same time an educational, benefit bringing activity. Games are equally appropriate for inclusion into a lesson for developing speaking skills at all stages of basic school; the third stage of basic school should not be an exclusion. Games usage in the lesson has the same big pedagogical value in grades 7-9 as it does at the first two stages. Even though games can have disadvantages and bring some difficulties to the teachers of English language they should be included into the lessons, because it is one of the activities that can bring a pleasant, informal, relaxed atmosphere into the classroom, favorable to language learning and because it is required by the Ministry of Education and Research of Estonia. But it is important to remember that games like any other activity can be overexploited if used too much and they can lose their motivating elements, but moderate employment of game activities in the lessons will be definitely valuable. Even a very short game, which does not take too much time of the lesson, can bring pleasure, enjoyment and educational benefit to the students and to the teacher as well, because the teacher will be glad to know that he or she fulfills the duty of transmitting knowledge to the students. There is no need to waste time and energy inventing new games or looking for them on the Internet or in the library. It is enough to have several books on a book shelve and to use the books when needed. Such books usually have flash cards which make the preparation even much quicker and convenient because all the material needed is in the hands of the teacher and all the instructions are given in details. It is important to remember that the teacher's role at school today is not just to pass the knowledge to the students, but to motivate and inspire the students in their studying, preserve or develop the desire to learn and support them in their striving. And the motivational element is the element in pedagogy which is not easy to find. And as the game provides the students with the natural motivation, why not to use it in the lessons at all three stages of basic school. And it is also important to notice that enjoyment, positive motivation and pleasant atmosphere, which games can bring to the students, can also increase the students' desire and willingness to attend classes at school. They will attend

classes with an increased interest, and learning at school will change into a pleasant and exciting process.

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SUMMARY IN ESTONIAN

Õpetajad tihti alustavad vähendada mängutegevuste kasutamist tundides kolmandas staadiumis põhikoolis. Need õpetajad alahindavad mängude pedagoogilise väärtust tundides.

Mäng tunnis on mitte ainult meeltlahutav ja puhkust andev tegevus, aga lisaks see on väga kasulik õpetamisvahend võõrkeelte tundmiste ja oskuste arendamiseks. Selle töö eesmärk on välja selgitada mängude kasutamise tundides väärikust, analüüsida nõudmised mis on kirjutatud Põhikooli Riikliku Õppekavas võõrkeelte tundide läbi viimiseks ja selle nõudmiste korrelatsiooni mängude kasutamise väärikusega, ja välja selgitada võimalikuid raskusi, mis võivad ilmuda klassis mängimise ajal. Kuigi mängudes tundides on võimalikud kõrvalnähtused, selliste tegevuste väärikus on ikkagi väga suur. Selle töö tsentris on mängud mõeldud võõrkelte rääkimis oskuste arendamiseks.

See uurimustöö koosneb kolmast tükkist. Sissejuhatus tutvustab mängude kasutamise tähtsust tundides ja eriti Inglise keele klassis.

Esimene peatükk käsitleb teoreetilist seletust mängude kasutamise väärikust ja vajadust tundides koolis. See peatükk avab mängu psühholoogiat, selle väärikust pedagoogikas ja nõudmised esitatud Põhikooli Riikliku Õppekavas võõrkelete tundidele. Peatükk I esitab erinevad mängude liigid, mis võivad olla kasutatud tundides rääkimiste oskuste arendamiseks ja võimalikud mängude integratsiooni variandid tundide plaanisse. Veel Peatükk I esitab raskusi millega õpetajad võivad kokku põrgata oma töös ja mis teevad mängude kasutamist tundides õpetajatele ebameeldivaks tegevuseks.

Peatükk II põhineb mängude kasutamise praktiliste aspektide analüüsil. Analüüs on tehtud õpetajate küsitluse alusel, kes jagasid oma kogemuse mängude kasutamisest tundides.

Analüüsi tulemus kinnitab töö alguses püstitatud hüpoteesi.

APPENDICES

Questionnaire

Underline please the right answers

1. How often do You play games with Your students in grades 1-3?

   Every lesson

   Once a week

   Once in two weeks

   Once in a month

   Rarely

   Never

2. How often do You play games with Your students in grades 4-6?

   Every lesson

   Once a week

   Once in two weeks

   Once in a month

   Rarely

   Never

3. How often do You play games with Your students in grades 7-9?

   Every lesson

   Once a week

   Once in two weeks

   Once in a month

   Rarely

   Never

4. Do You agree that games increase interaction among the students and make them active participants of the learning process?   Yes / No

5. Are there students who want to be outsiders and do not want to participate in game?

Yes / No

6. Do You find games in the lessons at the 3rd stage of basic school:

Time consuming	Yes / No
Too noisy	Yes / No
Difficult to control	Yes / No

7. Do You find it difficult to concentrate the students attention on some different activity after playing the game?   Yes / No

8. Do You find it difficult or time consuming to make all the important preparations before implementing game in class?   Yes / No

9. Please insert, if You have, any recommendations for avoiding or overcoming difficulties that teachers may face during the game played with the students in the classroom

Recommendations

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I, Jutta Gabla (date of birth: 20.09.1981)

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USING GAME ACTIVITIES FOR THE DEVELOPMENT OF SPEAKING SKILLS IN THE ENGLISH CLASSROOM OF THE BASIC SCHOOL

supervised by Niina Raud, PhD

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Narva **27.05.2014**