

# **NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA.**

## **FAREM-MATAGALPA**



### **Bachelor Degree English Thesis**

### **RESEARCH PAPER**

The impact of using games in the English learning process of seventh grades students, Quebrada Honda School, afternoon shift, during the first semester 2016.

#### **AUTHORS**

José Francisco Cruz Hernández

Marbely Rodriguez Aguilar

Wilmar Martínez Urroz

#### **TUTOR**

Lic. Brigida Mendoza

**Matagalpa, July, 2016**

# INDEX

|  |     |
|--|-----|
| Dedication.....                          | I   |
| Acknowledgment.....                      | II  |
| Abstract.....                            | III |
| Introduction.....                        | 1   |
| Background.....                          | 2   |
| Justification.....                       | 4   |
| Problem statement.....                   | 5   |
| General topic.....                       | 5   |
| General objective.....                   | 6   |
| Spetic objectives.....                   | 6   |
| Hypothesis.....                          | 7   |
| Theoretical framework.....               | 8   |
| 1. Games definition.....                 | 8   |
| Games as a teaching method.....          | 8   |
| The impotent of games.....               | 9   |
| How to use games in the classroom.....   | 9   |
| 2. Games for the four skills.....        | 10  |
| Writing.....                             | 10  |
| Listening.....                           | 10  |
| Speaking.....                            | 11  |
| Reading.....                             | 11  |
| 3. Benefits of games.....                | 12  |
| Benefits for the students.....           | 12  |
| Benefit for the teacher.....             | 12  |
| 4. Kind of games.....                    | 13  |
| Word games.....                          | 13  |
| Group games.....                         | 13  |
| How these games fill a need gap.....     | 14  |
| Educational card games.....              | 14  |
| 5. Games suggested in the classroom..... | 15  |
| Act out.....                             | 15  |
| Acting songs.....                        | 16  |
| At the zoo.....                          | 17  |
| Change places, please.....               | 18  |
| Methodological design.....               | 20  |
| Kind of focus.....                       | 20  |
| Kind of study.....                       | 20  |
| Area of study.....                       | 20  |
| Sample of population.....                | 20  |
| Technique an method of analysis.....     | 20  |
| Analysis of results.....                 | 22  |
| Conclusion.....                          | 32  |
| Recommendations.....                     | 33  |
| References.....                          | 34  |
| Appendices.....                          | 36  |

## **DEDICATION**

This work is firstly dedicated to our God, because he has given the life for us, the strengths, the wisdom and above all the health to conclude our major.

We thank our language Proffesor Brigida Mendoza for providing her full time, knowledge and experience in this research paper.

We also thank our family, mainly our parents for helping economically and motivating us along with their pieces of advice and our professors for preparing our sense of vocation.

## **ACKNOWLEDGMENT**

We are very grateful with God for giving us the opportunity to be an ilimited resource and the staff of this university for the options supplied us along five years. We are very grateful with the teachers from the UNAN University as an institution that provided us the opportunity for our formal education in this degree.

## **ABSTRACT**

The applications of games in the classroom are essential for the improvement of the quality in the learning process as a second language. It is considered that the use of games helps students to acquire the language in a spontaneous way for the students of seventh grade at Quebrada Honda school, afternoon shift during the first semester 2016 in which the main objective is to demonstrate the impact of games in the classroom. Also, the benefits with the implementation of games in order to provide students different kinds of games that make them feel motivated. This study has a quantitative approach with qualitative implications. Qualitative because a hypothesis established measurement was changed into numerical value. Qualitative because surveys, observation and deep interviews were applied that allowed to understand the problem of study in which a group of ten students and a teacher were selected. When the results were analyzed, it was concluded that there was a close relation between the use of games and the quality of education. In other words, the students enjoy and at the same time they learn in English class because the teacher implements games in most of the contents. According to the information obtained from the research instruments applied, it was demonstrated that the impact of games have taken advantages by helping the students to develop the cognitive thinking and teacher practices several kinds of games related to listening, speaking, reading and writing.

## **INTRODUCTION**

The use of games in the learning process is a significant tool for students in order to increase their use of language while familiarizing with it.

Due to several factors the use of games in the teaching of English has rarely been used by teachers in the classrooms of secondary education.

The main purpose of this research is to verify the impact of games in the teaching process which is focused on the implementation of games as a motivational strategy in the process of learning English with students of seventh grade afternoon shift during the first semester 2016.

This research project came up with the idea of demonstrating the impact of games in the process of learning English .On the other hand it, provide our contribution to English teachers to achieve quality language teaching due to using the game as a strategy increases the motivation and generate a spontaneous communication between students and teacher.

This monograph helps to improve the process of learning and it allows teacher's reflection about using the games as an useful tool in the learning process.

## BACKGROUND

In Nicaragua the English language is becoming a fundamental requirement for all professionals of this country, for that reason, it is a big challenge for teachers of English to provide quality education in which the students are motivated to learn this language.

The use of games has been poorly implemented in the classroom , being this a limited factor to learn the language in a spontaneous way .The game is a strategy that little is taken into account, due to the teachers of English are accommodated to teach the class in the traditional way by several factors such as : lack of motivation , lack of research on games ,lack of resources , lack of creativity, large groups of students ,noise ,indiscipline etc. For that reason the classes are converted in monotonous, therefore the lack of motivation is a problem that affects the language acquisition.

The use of games in seventh grade of Quebrada Honda school is not frequently applied .It was found that sometimes the teacher uses the games , however teacher knows the importance of using games in the classroom like a useful tool in order to get learner's interaction.

Firstly, it is known that in February 2013 it was presented the research project of the use of games in the Politecnica's University from Cartagena , the journal of university Educative innovation , the research project of The use of Games in the English Teaching in the Primary School.

The use of games is connected to the culture, the social value of games for children is generally assumed by most of the teachers that spark interest in the students standing out their emotional, social cognitive, and linguistics values.

This study was done with the purpose of helping the English teaching process in High School. The information inquired was collected through observation and interview .In the analysis of results, the interviewer sets suggestions for example: Games must stimulate a positive and relaxed classroom, for motivating the student's participation and also for improving the games strategies.

It was also inquired in the research project the Importance of Games in Second Language as a requirement for looking out executed in September 2011 as a “Qualitative study of foreign language teacher “.This project connects to the use of games in the classroom for helping the English teaching as a foreign language .

Based on our research project through the instruments used,games are being implemented in Quebrada Honda school by using different methods and resources. On the other hand it was seen the creativity of the teacher.



## **JUSTIFICATION**

This monograph is about the use of games in the classroom for helping the student in the English learning process of seventh grade of Quebrada Honda school afternoon shift, during the first semester 2016.

Considering the results obtained from the diagnosis conducted in Quebrada Honda school with a group of students and knowing the importance of the use of games in the second language because it helps the teacher to facilitate the teaching and the students to acquire a good learning of a natural way .On the other hand, the different games strengthen the learning process and contribute with a better education quality.

## **PROBLEM STATEMENT**

What is the impact of using games in the English learning process of seventh grades students, Quebrada Honda School afternoon shift, during the first semester 2016?

## **GENERAL TOPIC:**

Impact of using games in the English learning process of seventh grades students, Quebrada Honda School afternoon shift, during the first semester 2016.

## **GENERAL OBJECTIVES**

- To demonstrate the impact of using games in the English learning process of seventh grades students,Quebrada school afternoon shift,during the first semester 2016?n.

## **SPECIFIC OBJECTIVES**

- To determine the main impact produced by using games in the English learning.
- To describe the benefit produced by this impact in English learning.
- To suggest different kinds of games that improve the quality of the English learning process.

## **HYPOTHESIS**

Using games in the language classroom is a very helpful tool for teachers of English as a foreign language.

## **II- THEORETICAL FRAMEWORK**

The use of games in classroom for teaching English has been a necessity in order to get learners involved in the process of learning English; there have been many factors which hinder the use of games in the classroom. For instance, teachers do not like to look for specific games for creating a nice environment in the classroom, large groups of classes provoke too much noise and indiscipline and teachers lacks motivation".(p.7)

### **1. Games definition**

"A game is structured form of play usually undertaken for enjoyment and sometimes used as an educational tool. Games are distract from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements" (Retrieved from [www.merriam.webster.com/dictionary/game](http://www.merriam.webster.com/dictionary/game)).

In short, a game is an easy and fun way to make individuals in order to produce a result through any specific activity which entails the participation of a group or community.

Teacher implements strategies to teach the class and so spark interest in the students in the English teaching, the games are implemented by using material of the environment to make specific activities connected to the topic.

At the Quebrada Honda School, the students of seventh grade are constantly playing games in the classroom, so it is noticeable that the teacher makes use of several strategies by using games to convey the student's interaction in the process of learning.

### **1.1. Games as a teaching method**

Erlend (cited in Dogg,2010) states that "A more specific way that the teachers can use in order to keep diversity within the classroom is not be afraid of using games as a teaching method along with other methods"(P.7)

In other words, the use of games as a teaching method is a very effective way to keep diversity within the classroom and to get the students involved actively in different subjects through a variety of output activities.

The English teacher from the school Quebrada Honda implements several games as a good method inside the classroom so when teaching either a new topic or providing feedback the class conveys interaction combined with games.

## **1.2- The importance of games**

Langran (cited in Dogg,2010) states that “Games are good for shy students and so with low confidence , and that application specifically when playing takes place in smaller groups because then they get a chance to chance to speak in front of fewer audience instead of the whole class” (P.8)

In other words , playing games in the classroom helps create a friendly and positive atmosphere among shy students with low confidence and those who are talkative and smarter which helps the teacher to get learners’ interaction and active participation inside the classroom.

This technique has taken a good role in the visited school because teacher and students have given importance to this technique implemented to teach topics of grammar so that enrich the class there.

## **1.3. How to use games in the classroom**

According to Jones, A. (1998.) Those Activities That Build: self esteem, teamwork, communication, anger management, “Another thing that is important to acknowledge is the fact that not all games fit the classroom environment, it is good to keep in mind when selecting a game is one that balances both fun and challenge” (P.9)

Teachers must be careful when selecting a game because not all games wok with all students and the environment so the teacher must find the appropriate games, especially those that involve fun and challenge.

After visiting the school Quebrada Honda we realized that the teacher plans the activities taking into account the achievement indicator adapting it to the games.

## **2. GAMES FOR THE FOUR SKILLS**

### **2.1- Writing**

Hadfield (cited in Dogg,2010) states that “A variety of interactive writing games can be found on the internet and teachers can, without much effort, create a game that practices writing .For example, when teaching students how to write a formal letter, a game where participants would have to arrange sentences to position them correctly, so they make a letter, could be a good game“(P.15)

In short ,a great variety of games are used in the classroom to get students more interested in developing their tasks , so the writing skill becomes more and more interesting and funny.

It was seen that the teacher didn't use a resource like specify to write a letter or E-mail, nevertheless, he made the techniques as a paragraph because it can be written faster on the whiteboard where the students participated motivated.

### **2.2 Listening**

Hadfield(cited in Dogg,2010) Argued that “By combining listening with games, teacher might prevent their students from getting bored ,and by keeping them interested they are increasing the chance for students achieving their goals” (P.15)

In addition, when using traditional listening activities such as listening on a tape recording, a lecture etc, the students usually tend to get bored, but when combining these activities with games the students show a positive attitude to the listening skill practice.

After having observed the teacher performance at the School Quebrada Honda during a listening activity, we could observe that the teacher uses technology for teaching listening, so his students do not get bored and the class becomes interesting for the students.

## **2.3 Speaking**

Hadfield (cited in Dogg,2010) argued that “Fluency is a very important skill to practice the speaking ,because it is what is needed in the real world, and in that sense it could be said that games provide a necessary connection between the classroom and real world”(P.16)

In other words, Speaking is a productive skill, where the main goal to reach is fluency, so when teachers use games combined with the listening activities, fluency tends to be easier to be gotten by the students. It should be noted that when using games, learners use the language naturally.

In fact this school didn't see the speaking as a skill, because teachers demonstrated several games to focus the grammar about topics in seventh grades, maybe teacher practices this technique in other levels.

## **2.4- Reading**

Harmer (cited in Dogg, 2010) argued that “Because of how important the reading skill is, it is crucial that teachers seek appropriate means in order to keep students interested .As the other skills, games can provide diversity and keep subjects fun and interesting”(P.17)

In other words, reading is a very important skill in communication, so the teacher should seek appropriate games in order to make students feel confident and get interested in reading and practicing the skill. Teacher must look for the most appropriate games to provoke learner's interest through the use of games.

It was observed that this skill is just taken into account a little when teacher sets some examples in the grammar implemented, in fact, it is sometimes let only as homework and the teacher does not give the importance that this important skill must have.



## **3-BENEFITS OF GAMES**

### **3.1 Benefits for the students**

Ersoz (cited in Louise, 2012) argued that “Games have a great educational value and they can be used in the classroom to make learners use the language instead of just thinking about the correct forms. Games encourage learners to interact, cooperate, be creative and spontaneous in using the language in a meaningful way” (P.1)

In short, the benefits that games provide students in the language acquisition are meaningful and valuable indeed the process of learning.

After having observed the students proficiency levels at the school Quebrada Honda, during our visit we summed up that the strategies used by the English teacher combines games indeed for the students.

### ***3.2- Benefit for the teacher.***

Gaudar (cited in Louise, 2012) argued that “Teachers can use directed activities related to texts to present or practice the target language , at the same time it can develop into a game” There are a lot of strategies for teachers to get students performance through the combination of game along with the language skills”(P.4).

During the visit developed in the school Quebrada Honda, we had the chance to observe that the English teacher is aware of the benefits of using games when teaching English as a foreign language given those games entails a lot of strategies focused on the best way of the students learning.

## 4. KINDS OF GAMES

### 4.1. Word games

Sigurgeirsson (cited in Dogg, 2010) argued that “Wordgames can be especially good for language teaching, Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also it is easy asking students to use the target language in the game Filling in a chart, where participants have to find, for example a country, a city, an animal, or a type of food”(P.14)

It is necessary to implement the native tongue when a foreign language is taught in order to connect and build a meaningful learning process and use the language as a natural way and so much that the teacher must be using this technique to facilitate the students learning in the second language teaching.

Based on the reality after visiting the school, it was appreciated that the teacher uses a diversity of games, material in the classroom, nevertheless the word games are sometimes used by the teacher in classroom language.

### 4.2. Group games

Sigurgeirsson (cited in Dogg,2010) states that “An example of a group game is the game “Fruit basket” which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to “be”. One participant does not have a chair and has to stand in the middle. Then he calls out a name of a fruit, for example an orange, and then all the students who are oranges have to stand up and switch seats. The one in the middle has to try and “steal” a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit”(P.12).

It is proved that for teaching vocabulary such as adjectives ,prepositions,nouns and verbs is more effective by using real objects This game could easily be augmented to suit different

situations or to train some other type of vocabulary , for example clothes, names of relatives, or different types of food instead of fruit.

After observing the class of English in seventh grade from Quebrada Honda's school it was proved that the teacher knows about group strategies and he implements this kind of techniques because it was easily seen in the classroom during the process of the classes.

### **4.3. How these games fill a need gap**

Erlend (cited in Dogg,2010) argued that "Although there are many books and websites that contain hundreds or even thousands of game ideas there is always room for more and especially if it is linked directly to a specific subject and if the games objectives, preferred age group, duration and preparation are described in detail".(P.18)

In other words, since those games have been used in teaching as an activity being used as a reward or as a fun activity to do at the end of the day or week, the teaching has improved in all the subject pointed by the National Curricula, it is also said that it has been argued that games can and should be used for more educational purposes than just to have fun, when the teacher wants to create games that can be used in a specific way in the learning process.

These skills are evident at Quebrada Honda's school, including reading, writing, listening and speaking, such abilities should be emphasized in teaching and assessment from other local Schools of teaching to categorize most of games based on the language skill they train.

### **4.4. Educational card games**

Sigurgeirsson (cited in Dogg,2010) states that "One educational card game is Bingo which is an excellent activity to use in language teaching because the teacher can draw words and the students only have pictures on their bingo cards or vice versa. That way the students have to understand the words to be able to match it to the right picture". (.Pag.14)

In other words, bingo is a game that motivates the interest in the students for learning a new vocabulary in a simple way, this game is implemented by most of the teachers due to its easy

way to be implemented in the classroom, this demonstrates that it can be used in different grammar topics

In Quebrada Honda school, this game is not being used, but the teacher is doing games similar to this, for example: the flashcards and the wordgames by using the counter.

## **5. GAMES SUGGESTED IN THE CLASSROOM**

### **5.1: ACT OUT (Verbs) Suggested by (Eleana Fernandez, 2012, pag. 10)**

Age: All ages 15–30 minutes Large classes? No Mixed level? Yes

Materials: Cards illustrating action verbs (e.g. dance, eat, walk, etc.), sand clock or timer.

Organisation: Pair work, group work, whole class. Aim: To revise and practise the present continuous tense. Description: This is a simple but fun way for children to practise a grammar point through a guessing game with mime. Preparation: Make flashcards with a picture of a different action on each one. Actions could include, run, jump, cry, laugh, run, sleep, cough, stretch, brush, clap, smile, walk, sit, stand, write, read, listen, speak, wash, wriggle, sneeze, blink, wink, turn.

#### **Procedure**

1. Show the picture cards one at a time to the whole class. Elicit the verbs illustrated and practice the pronunciation of each one. Ask the children to mime the action.

1. Pre-teach the main words 'bridge, fall down/build up, lady, sticks, stones'. Use a mixture of actions, mime, objects and pictures to make the words memorable. 2. Divide the class into groups of two or three. Each group decides who will mime and who will guess. Decide which group will go first and say that each group will have two minutes to guess as many actions as they can.

3. Bring the first group to the front of the class. Ask the child who will mime to stand so all the children in the class can see. Give the child the first card. They mime the action on the card. The group has to guess what the mime is by calling out, for example, 'you are running/you're

running'. If they guess correctly, they take the card and the teacher gives the child a new card. If they don't know, they say 'next one', the card goes back to the bottom of the pile and the child continues to the next card.

4. After two minutes, the group counts the number of cards it has collected and recorded the number on the board. The cards are given back to the teacher, and the second group comes to the front to guess.

5. The winning group is the one with most points has recorded on the board.

## **5.2: Acting songs (pronunciation) Suggested by (Natalia Paliashvili, 2012, p.12)**

1. Natalia Paliashvili – Georgia
2. Age: 4 –7 15 minutes Large classes? Yes Mixed level? Yes
3. Materials: Song words and recordings of the songs, equipment to play the song, flashcards, pictures and objects to illustrate the words from the song. Organisation: Whole class. Aim: To develop stress and rhythm through song. Description: This activity involves children learning the words and doing actions to songs. Traditional songs are ideal as they are melodic, repetitive and easy to memorise. Look for songs such as London's Burning, Old Macdonald had a Farm, London Bridge is Falling Down, Oranges and Lemons, Twinkle Twinkle Little Star etc. See, for example, [www.freekidsmusic.com/traditional-childrens-songs/](http://www.freekidsmusic.com/traditional-childrens-songs/). The activity below is for London Bridge is Falling Down. Preparation: You will need to download the song and the words you wish to use.

### Procedure

2. Play or sing the song to the children two or three times while they just listen. Use actions, mimes and gestures to illustrate the song as you sing it. Encourage the children to join in miming and singing.
3. Ask the children to repeat any words/phrases they have understood. Write these words on the board.

4. Play or sing the song and do the actions again, but this time stop after each line and ask the children to repeat both the words and actions. 5. Play or sing the whole song again, with the children singing along and doing the actions.

6. Repeat stage 5 but this time give individual children different parts to act out.

### **5.3. At the zoo (Nouns) Suggested by (Raisa Dukalska, 2012, p.16)**

Age: 5 –10 5–20 minutes Large classes? Yes Mixed level? Yes

Materials: Pictures of animals and dice.

Organisation: Whole class. Aim: To practice or revise animal vocabulary and to produce simple descriptions. Description: Pictures of animals from the zoo are put on the board and numbered 1– 6. Children take it in turns to throw a dice. The number thrown corresponds to an animal on the board, and the child must make a sentence about the animal. Preparation: You will need pictures of zoo animals to put on the board, ensuring they are big enough for the whole class to see. Clipart is a good source, or you can draw the animals yourself.

#### **Procedure**

1. before playing the game, revise the numbers 1– 6, the names of some animals, and some adjectives to describe the animals. 2. Put the pictures of the animals on the board and give each animal a number from 1– 6.

1. 2. 3. 4. 5. 6. 3. Ask for a volunteer to throw the dice. When the dice lands on a number, the child must say which animal corresponds to that number. The teacher (or the child) writes the name of the animal on the board under the picture:

It is a lion

TeachingEnglish Young Learners Activity Book Activities

15© British Council 2012

4. Another volunteer throws the dice. If the number lands on the same number, the volunteer must say something about the animal (for example, 'it is big'). The teacher can write this on the board. If the number is different, the volunteer names a different animal. The text might look something like this:
5. The game continues until all the animals are named and have been described. The number of sentences you write for each animal depends on the level of the children.
6. Once all the texts are on the board, erase key vocabulary to create a gap fill. Ask for volunteers to read out the texts and
6. fill in the gaps.

It is a lion. It is big. It is golden. It likes sleeping and eating.

It is a \_\_\_\_\_. It is \_\_\_\_\_. It is \_\_\_\_\_ It likes \_\_\_\_\_ and \_\_\_\_\_.

#### Alternatives

- This game can be played in groups but you will need more pictures and more dice.
- You could also add animal sounds as these tend to be different in different languages!
- As the descriptions of the animals build up, you can ask the children to read out or remember all the descriptions given so far before adding another sentence. For example, 'It is a lion. It is big. It is golden. It likes sleeping and...'
- for older children, choose a different category such as pop or music stars.

#### No resources?

You can write the names of the animals on the board, or you could draw them. You could ask confident children to come to the front to mime being the animals. You could also ask children to respond to cues, such as, 'jump like a monkey', 'roar like a lion', 'snap like a crocodile' If you have no dice, you can write numbers 1– 6 on different pieces of paper, which the children can pull out of a box when it is their turn to shake the dice and make a sentence.

## 5.4. Change places, please (Organisation)

Suggested by (Mariana Burlina, 2012, p.24)

Age: All ages 5–20 minutes large classes? No Mixed level? Yes

Materials: None. Organisation: Whole class. Aim: To listen and respond to requests and to make requests. Description: This is a whole class activity which involves children changing places in response to cues. Preparation: No preparation is needed for this activity.

### Procedure

1. Put all the chairs in a circle facing the middle. There should be chairs for all the children but not one for the teacher. 2. Stand in the middle of the circle of chairs and nominate two children to change places (for example, 'Marco and Anna, change places please')
3. When the children are used to moving around, say a sentence such as 'If you have brown eyes, change places'. The children who have brown eyes get up and try to sit in another chair. While the children are moving, the teacher tries to find a chair. Someone will be left without a chair and this child then makes the next 'change places please' sentence. 4. At the end of the game, say 'there will only be one more sentence'. At this point, the child who is in the middle can say, 'If you are a teacher, change places, please' making sure that the teacher always loses the game!



## **METHODOLOGICAL DESIGN**

### **Kind of focus**

This study is a quantitative approach with qualitative implications. Quantitative because a hypothesis, statistics was established, measurement was changed in numerical value. Qualitative because surveys, observation and depth interviews these instruments were applied allowed to understand the problem of study.

### **Kind of study**

This research is explanatory; the analysis consists of applying three instruments to prove the impact of games inside the classroom in seventh grade of Quebrada Honda School during the first semester 2016.

### **Area of study**

This research was applied at Quebrada Honda School in Matagalpa.

### **Sample of population**

This research was done with a population of 50 students in which a group of ten students was selected

### **Technique and method of analysis**

In this research, it is recommended to use games like a learning strategy in the teaching of the English language with 7<sup>th</sup> grade students of Quebrada Honda school from Matagalpa in the first semester 2016. The universe was of 50 students and one teacher. The application of

study was with one seventh grade. The school was visited twice a month with a time of one hour of classroom.

The instruments used in this research were interview, survey and observation in order to get information about the use of games in the classroom that influences in the learning process.

## ANALYSIS OF RESULTS

The results of the observation at the school Quebrada Honda, afternoon shift, during the first semester, municipality of Matagalpa.

The mainly

- The observation was applied to a teacher in seventh grades in the first activities of the classroom. According to the observation to the teacher, it is proved that teacher is acquainted with games.
- During the developing of the activities, 90% of the observation is proved that teacher uses games in the classroom every day.
- According to the survey, it is found that games benefit the students in a 70%.
- It is suggested that, games help the students to develop the cognitive thinking in a 90%.

The interview determines in 80% that teacher uses games as a strategy in the classroom for developing his classes .

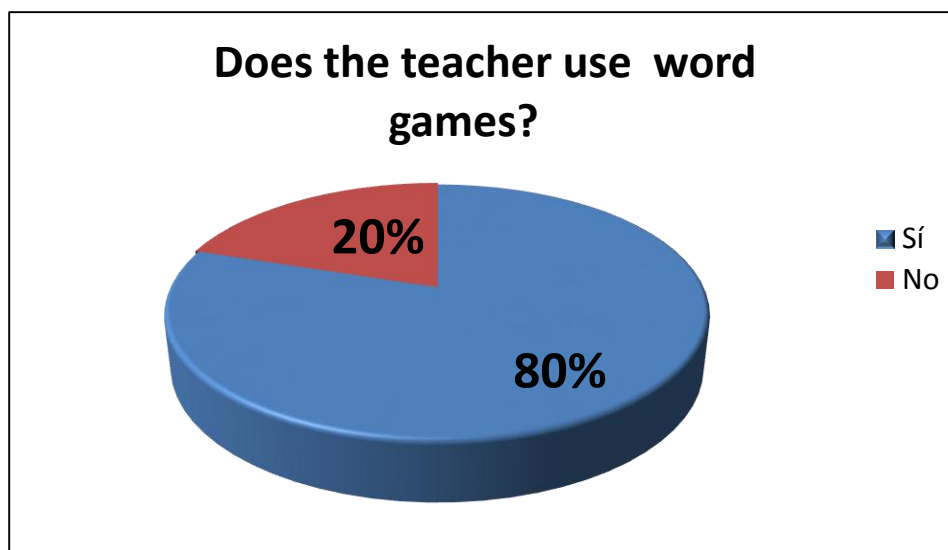
- It is also proved that a 70%, when the teacher uses games, he respects skills as writing, Reading, listening and speaking.

With regard to the indicator **wordgames** Does the teacher use wordgames?

20 % answered NO, whereas the 80% answered YES.

Sigurgeirsson (cited in Dogg, 2010) argued that games word games can be especially good for language teaching, Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also, it is easy asking students to use the target language in the game Filling in a chart, where participants have to find, for example a country, a city, an animal, or a type of food” See graphic.

During the time we were interviewing the teacher, we could observe that the teacher uses wordgames in an 80 percent. This means that wordgames have become a good tool in the English learning process in these activities used for doing an easier and funny class with the students in the classroom.



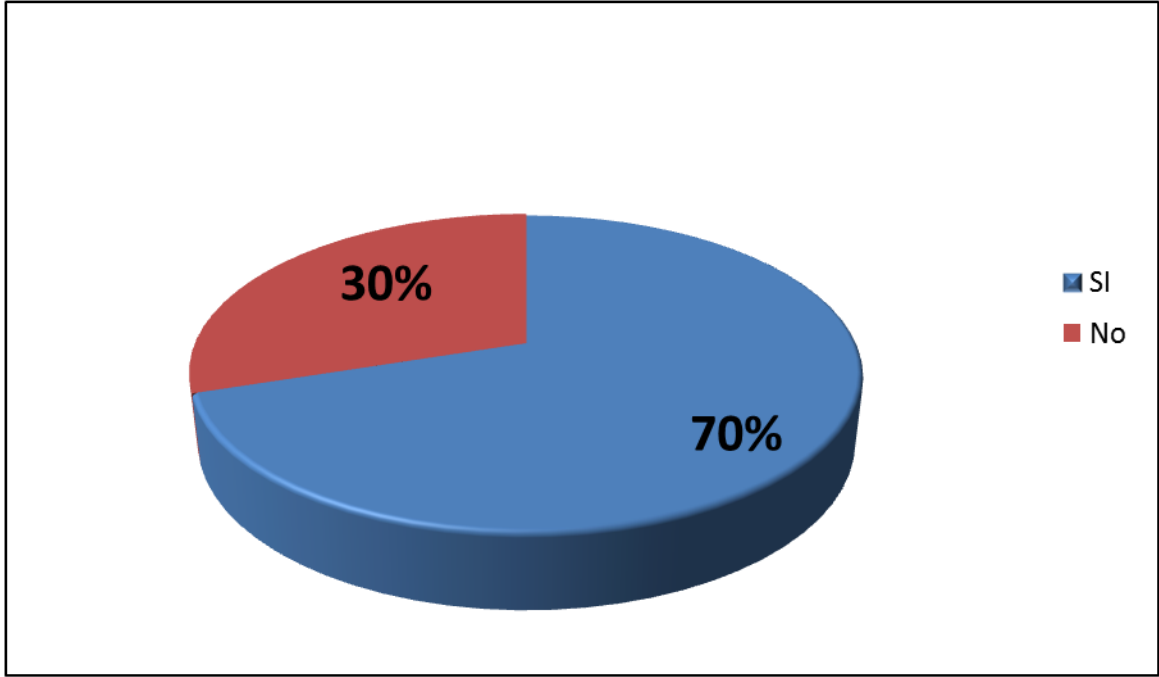
**Graphic 1.** Wordgames 20 %YES,80% NO.

**Resources:** survey to the students

With regard to the indicator **games benefit students**, they were asked, Do games benefit students?

30% of the students answered and 70 % answered YES .This demonstrates that games take advantages in the foreign language.According to Louise, A (2012) Teachers can use related to texts for presenting of practice the target language at the same time it can develop it into game”

According to the interview, the students said that games are a meaningful tool in the learning process what indicates that the students show interest and motivation in the learning.



**Graphic 2.** Games benefit the students,30 % said NO and 70% said Yes

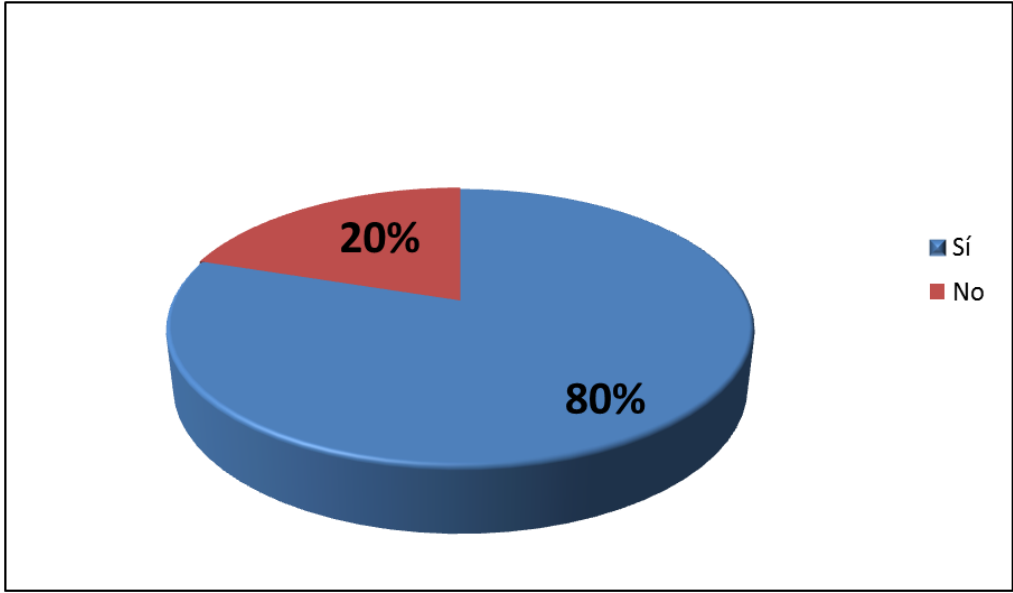
**Source:** interview of the students

In the indicator **practice several kinds of games**. Does the teacher practice several kinds of games? The students answered in a 80% YES, 20% NO

This demonstrates that the situation reflects positive effects where teacher is practicing several games for doing a more dynamic class when he applies topics of grammar in the classroom, practicing several kinds of games.

Dogg, S (2010) argued that “Wordgames can be especially good for language teaching, Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also, it is easy asking students to use the target language in the game Filling in a chart, where participants have to find, for example a country, a city, an animal, or a type of food”

According to the observation, it was seen that the teacher implements several kinds of games that allow to students to increase the participation.



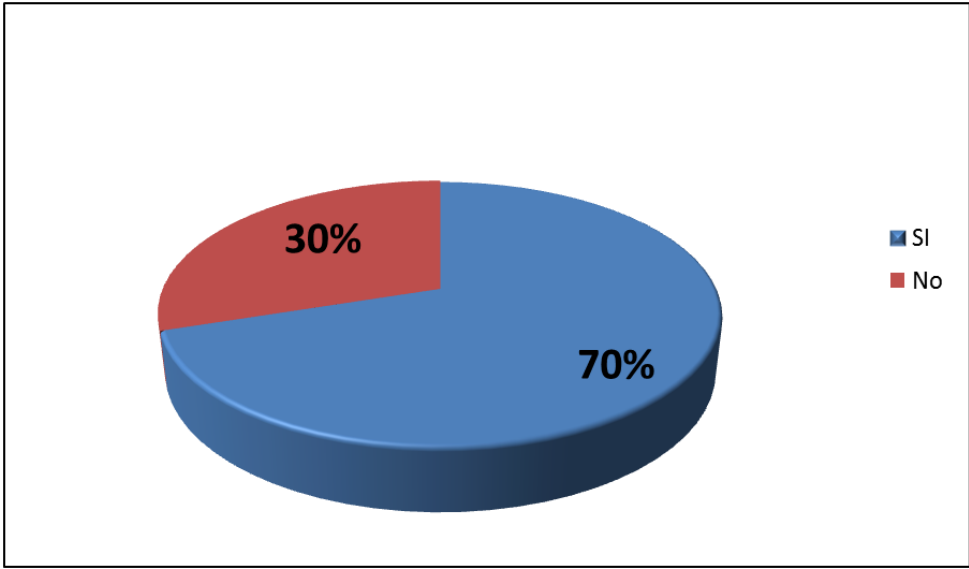
Graphic 3. Practice several kinds of games. Twenty percent of student said NO and 80% said YES. Resources: Interview the students

In the indicator **teacher using games focused on Reading, Listening, Writing and speaking**.Have you seen the teacher using games focused on Reading, Listening, Writing and Speaking?

70% of student answered YES, and 30 % answered NO, It is demonstrated that the teacher uses games in some skills,but he is probably neglecting some of them.

Dogg, S (2010) stated that “A variety of interactive writing games can be found on the internet and teachers can, without much effort, create a game that practices writing .For example, when teaching students how to write a formal letter, a game where participants would have to arrange sentences to position them correctly, so they make a letter, could be a good game”.

In the interview made, it is evident that teacher implements games in the four skills focused on the students’ motivation.



**Graphic. 4** Teacher uses games in listening, speaking, reading and writing, one 70% of students answered Yes and one 30% answered NO

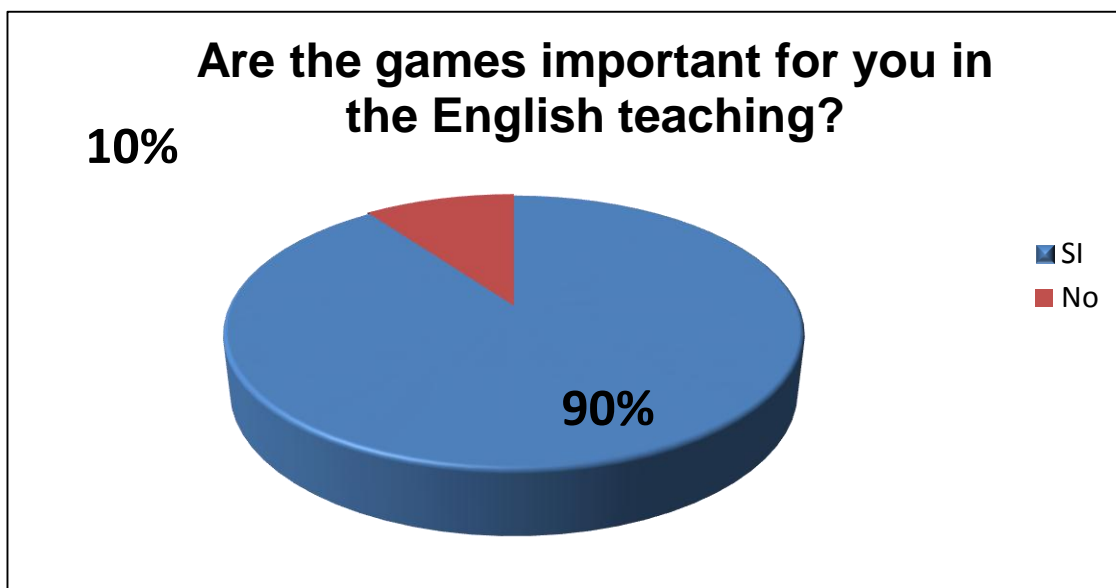
**Resource:** Interview 24

In the indicator. **The importance of games** It is important to implement games in the classroom for the students. Are games important for you in the English learning? Ninety percent of student said yes and ten percent said NO.

It is evident that games are very important for English learning because it promotes the interaction between themselves.

Langran (cited in Dogg, S 2010) states that “Games are good for shy students and so with low confidence , and that application specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of the whole class”

According to the survey made to the students, it was known the level of motivation in the students.



**Graphic: 5** Importance of games for you, 10% of student said NO and 90% said yes

**Resources:** Survey for the students

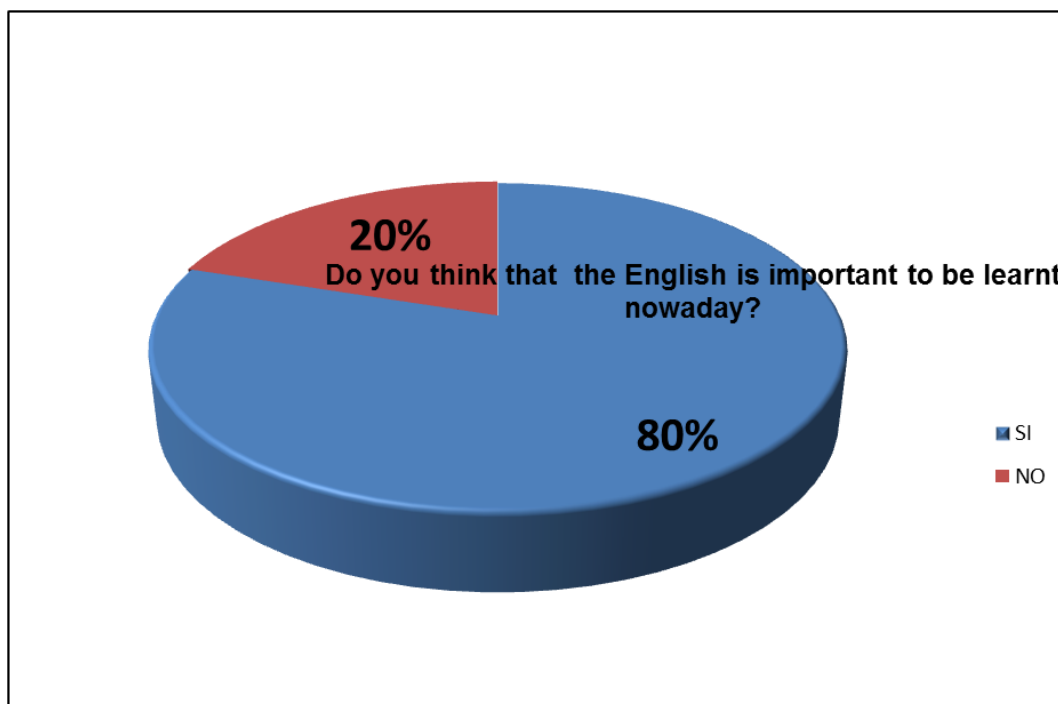


The indicator **it is important to learn English** .Do you think English is important nowadays? eighty percent said YES and twenty percent NO.

Most of students express one opinion about this point. They agree that it is important to learn English,because it is a foreign language that can be used naturally.

Ersoz (cited in Louise,2012) argued that “Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way”(P.1)

According to the survey it is known that most of students think the same idea: English is important because they have the opportunity to build dialogues with native speakers and also to get a good job in a future.



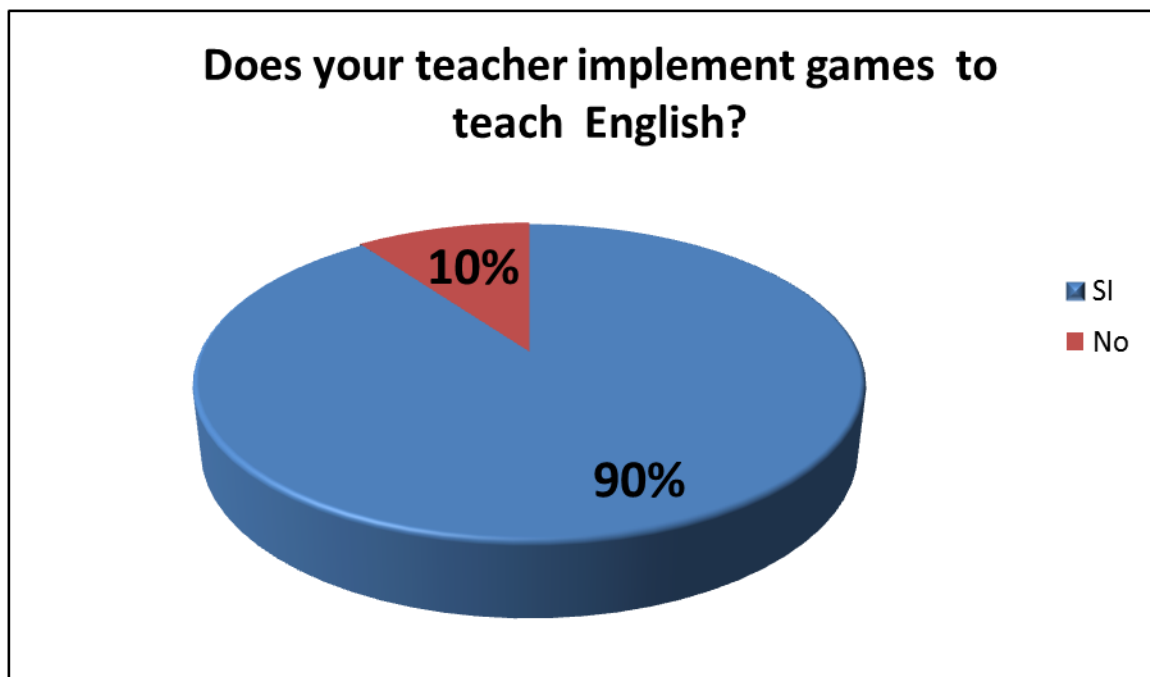
**Graphic 6:**It is important to learn English, eighty percent of the students said yes and 20 said NO.

**Resource:**Survey for the students.

The indicator **teacher implements games to teach English**, Does the teacher implement games to teach English? Students in 90% of students said YES, if only 10% said NO.

Ersoz (cited in Louise, 2012) argued that “Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about the correct forms. Games encourage learners to interact, cooperate, be creative and spontaneous in using the language in a meaningful way. This demonstrates that teacher is acquainted with the games.

In the survey made in Quebrada Honda school, students agreed on that teacher implements games in a 90%.



**Graphic 7:** Teacher implements games to teach English, ninety percent said yes and ten percent said no..

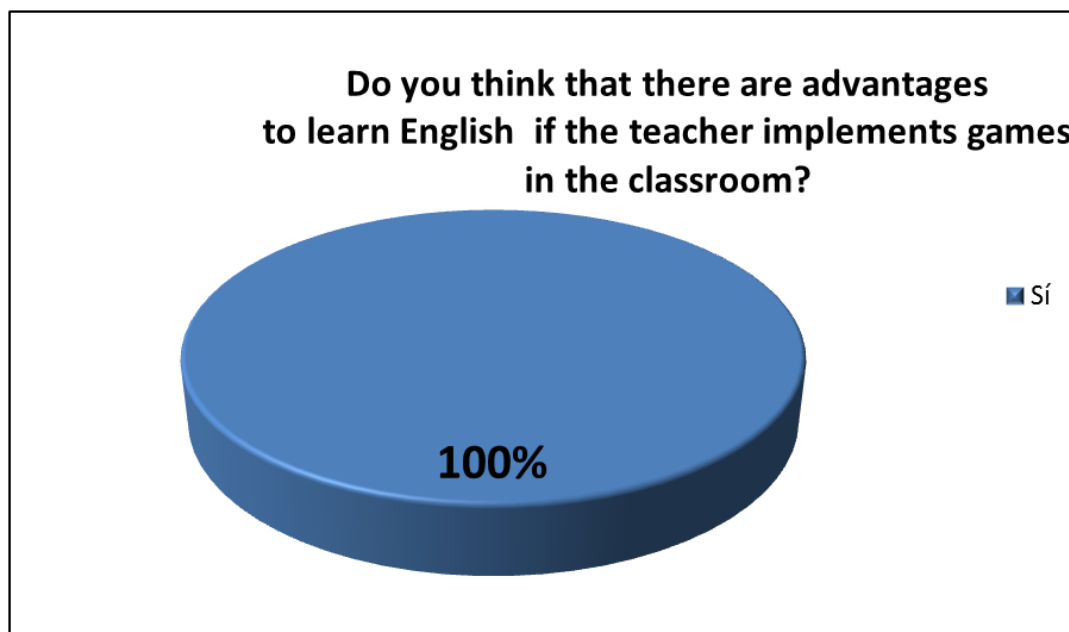
**Resource:** survey to the students.

The indicator **there are advantages to learn English if the teacher implements games**, Do you think that there are advantages to learn English if the teacher implements games **in the classroom**? Students said YES in a 100%.

There are advantages, because it is an easy way to learn through the implementation of different kinds of games.

Langran (cited in Dogg,2010) states that “Games are good for shy students and so with low confidence , and that application specifically when playing takes place in smaller groups because then they get a chance to chance to speak in front of fewer audience instead of the whole class” (P.8)

According to the interview made to the students, it is reflected that the results achieved the proposed indicator in the classroom.



**Graphic 8.** there are advantages to learn English if the teacher implements games. In 100% the students said YES .

**Resource:** Interview the students.

The indicator **it is important for you to apply games**. Is it important for you to apply games in the classroom? The teacher answered that it is important because the students feel motivated at the moment of the class.

Erlend (cited in Dagg,2010) states that “A more specific way that the teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching method along with other methods.(P.7)

According to the interview made to the teacher, it was seen that there is a connection between the fact and the theory said by the author.



**Graphic 9:** the teacher said it is pretty important and gave his reasons.

**Resource:** Interview to the teacher.

## **CONCLUSION**

It was concluded that games are important in the learning process because when students are motivated through games in the class they have better results in the learning process. When there is a motivated class so the quality of education is better.

The students have improved their level of English according to the strategies applied during the semester. They consider that the Alternative of using motivational strategies applied have been very important within the classroom, because they have improved their learning process, as a result, they learned new vocabulary during the strategies applied in the classroom.

According to the results obtained through the survey and interview applied to students and teacher, the results were satisfactory, because students and teacher got involved in the class development through the use of games as a teaching methodology. For this reason, with this monograph we could analyze that use of games help to increase a better performance and interaction in the English classrooms of 7<sup>th</sup> grade in Quebrada Honda School.

## **RECOMMENDATIONS**

It is recommendable the use of games in the classroom because is a methodological teaching tool that helps the students develop the language skills and besides let the teacher perform the class in a dynamical way and make the learning process spontaneous.

At the same time, it is necessary that when using games in the classroom, the teacher gets and utilizes appropriate games related to the topic where all of the students are able to interact each other's and easily get versed with the game.

It is important to mention that all games cited in this research project ease good results in the student, and the improvement of the standards of apprenticeship and establishing a good communication between student and teacher, so that they feel more motivated with the new strategies that teacher can apply in the classroom.

## REFERENCES

- Burlina, M. (2012). *TeachingEnglish Young Learners Activity Book Activities. Italy*, .pag 24.
- Dogg, S. (2010). *The use of games in the language classroom*. Kennaradeild, grunnskólakennarafræði: Lokaverkefni til B., .pagina 7,8,12,14,15,16,17,18.
- Dukaļska, R. (2012). *TeachingEnglish Young Learners Activity Book Activities. Latvia*, .pag 16.
- Fernandez, E. (2012). *TeachingEnglish Young Learners Activity Book Activities*.pag 10.
- Jones, A. (1998). *104 Activities That Build: Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, and Coping Skills: Self-Esteem, Teamwork, ... Management, Self-Discovery, and Coping Skills*. Rec Room Pub, .pag 9.
- Louise, A. (2012). *Using Games in the English Second or Foreign Language classroom*. .(pag.1. 4)
- Paliashvili, N. (2012). *TeachingEnglish Young Learners Activity Book Activities. Georgia*, .pag 12.
- [www.merriam.webster.com/dictionary/game](http://www.merriam.webster.com/dictionary/game). (2016). [www.merriam.webster.com](http://www.merriam.webster.com). [online]  
Available at: <http://www.merriam.webster.com> [Accessed 18 Mar. 2016].

# **APPENDICES**



## Appendices # 1

### OPERATIONALITATION OF VARIABLE

| CONCEPTUAL DEFINITION  | VARIABLE     | SUBVARIABLE   | OBJECTIVES  | INDICATOR                                       | QUESTIONS  | SCALES | INTERVIEWEE | TECHNIQUES | INSTRUMENTS     |
|--|--------------|---|---|---|--|--------|-------------|------------|-----------------|
| According to Harmer (1991)<br>Games are a vital part of a teacher's equipment not only for the language practice they provide but also therapeutic effect they have. | Use of games | Impact of games in the English learning.<br><br>Techniques to teach games in the classroom. | To demonstrate the impact of the use of games in the English learning process.<br><br>To determine the main impact produced by using games in the English learning.<br><br>To find the benefits produced by this impact in English learning process.<br><br>To suggest diferent kinds of games that improve the quality of English learning process | 1-Games definition                              | DO you think games have any benefit for the students?                                    | Closed | Students    | Survey     | Questions guide |
|  |              |   |   | 1.1-Games as a teaching method                  | Do you think games help develop the cognitive thinking?                                  | Closed | Students    | Survey     | Questions guide |
|  |              |   |   | 1.2-Importance og games                         | Does the teacher practice several kinds of games?  | Closed | Students    | Survey     | Questions guide |
|  |              |   |   | 1.3-The functional learning Of asecond language | Have you seen the teacher,using games respect to writing,reading,listening and speaking? | Closed | Students    | Survey     | Questions gude  |
|  |              |   |   |   | In your opinion, is the teacher using games as a wordgame?                               | Closed | Students    | Survey     | Questions Guide |
|  |              |   |   | 1.4-How to use games in the classroom           | Do you apply games in the classroom?   | Closed | Teacher     | Survey     | Questions guide |
|  |              |   |   |   | Why is it important for you apply games in the classroom?                                | Open   | Teacher     | Survey     | Questions guide |
|  |              |   |   | 1.5-Tecniques to teach games in the classroom   | Do you like to teach the class through different kinds of games?                         | closed | Teacher     | Survey     | Questions guide |
|  |              |   |   | 2-Games for the four skills                     | Do you think that the motivation of the students is increased by using games?            | closed | Teacher     | Survey     | Questions gude  |
|  |              |   |   | 2.1-Writing                                     | Do you think that it is important to follow applying games in the English class?         | closed | Teacher     | Inquest    | Questions Guide |
|  |              |   |   | 2.2-Listening                                   | Are the games important for you in English learning? Justify.                            | Open   | Students    | Inquest    | Question guide  |
|  |              |   |   | 2.3-Speaking                                    |  |        |             |            |                 |
|  |              |   |   | 2.4-Reading                                     |  |        |             |            |                 |

|  |  |  |  |                                   |   |        |          |         |                |
|--|--|--|--|-----------------------------------|---|--------|----------|---------|----------------|
|  |  |  |  | 3-Benefits                        | English nowadays? Why?  |        |          |         | guide          |
|  |  |  |  | 3.1-Benefits of the students      | Do you think the teacher must implement games in the classroom? | Closed | Students | Inquest | Question Guide |
|  |  |  |  | 3.2-Benefits of the teacher       | Does your teacher use games to teach English?                   | Closed | Students | Inquest | Question guide |
|  |  |  |  | 3.3-Cognitive development         | Would you like to learn English by playing? Why?                | Open   | Students | Inquest | Question Guide |
|  |  |  |  | 4-Kinds of games in the classroom | Are there advantages for you when the teacher apply games?      | open   | Students | Inquest | Question guide |
|  |  |  |  | 4.1-writing games                 | Do you think that English is easy by playing games?             |        |          |         |                |
|  |  |  |  | 4.2-Listening games               |   |        |          |         |                |
|  |  |  |  | 4.3-Speaking games                |   |        |          |         |                |
|  |  |  |  | 4.4-Reading games                 |   |        |          |         |                |
|  |  |  |  | 5-Kinds of games                  |   |        |          |         |                |
|  |  |  |  | 5                                 |   |        |          |         |                |
|  |  |  |  | 1-The word games                  |   |        |          |         |                |

## APPENDIX # 2

### NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA FAREM-MATAGALPA

#### Bachelor of sciences in Education Majoring in English.

Interview to seventh grades students of Quebrada Onda school .

**Objective:**To know about the use of games in the English learning process of seventh grade the students from Quebrada Onda.

#### GENERAL DATA

#### SURVEY

Sex: Male\_\_\_\_\_Female:\_\_\_\_\_

Make a mark by using X on the answer considered appropriated by you.

1-Do you think games have any benefit for students?

YES\_\_\_\_\_NO\_\_\_\_\_

2-Do you think games help to develop the cognitive thinking?

YES\_\_\_\_\_NO\_\_\_\_\_

3-Does the teacher practice several kinds of games?

YES\_\_\_\_\_NO\_\_\_\_\_

4-Have you seen the teacher using using games respect to writing, Reading, listening and speaking? YES\_\_\_\_\_NO\_\_\_\_\_

5-In your opinion is the teacher using games as the workgame?

YES\_\_\_\_\_NO\_\_\_\_\_

## APPENDIX # 3

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA FAREM-MATAGALPA**

**Bachelor of sciences in Education Majoring in English.**

**Interview to the teacher of Quebrada Honda School.**

**Objective:** To know about the use of games in the English learning process of seventh grade the students from Quebrada Onda.

### **General Data**

Sex: Male\_\_\_\_\_Female:\_\_\_\_\_

Answer the following question

1-Do you apply games in the classroom?

2-Why is it important for you to apply games in the classroom?

3-Do you like to teach the class through of different kinds of games

4-Do you think that the motivation of the students is increased by using games?

5-Do you think that it is important to follow applying games in the English class? English? 5-would you like to learn English playing? 6-Are there advantages for you when teacher applies games?

## APPENDIX # 4

### AUTONOMOUS UNIVERSITY OF NICARAGUA FAREM-MATAGALPA

#### Bachelor of sciences in Education Majoring in English.

#### Interview to students of Quebrada Onda School.

**Objective:** To know about the use of games in the English learning process of seventh grade the students from Quebrada Honda

#### General Data:

#### Interview

Age:\_\_\_\_\_

Sex:Male:\_\_\_\_\_ Female:\_\_\_\_\_

1-¿Are the games important for you in English learning?

2-¿Do you think it is important for you to learn English nowadays? Explain why is it important?

3-¿Do you think that teacher must implement games in the classroom?

4-Does your teacher use games to teach?

5. Would you like to learn English playing?

6. Are there advantages for you when the teacher applies games?



Students at the beginning of the class



At the time of applying the instrument.

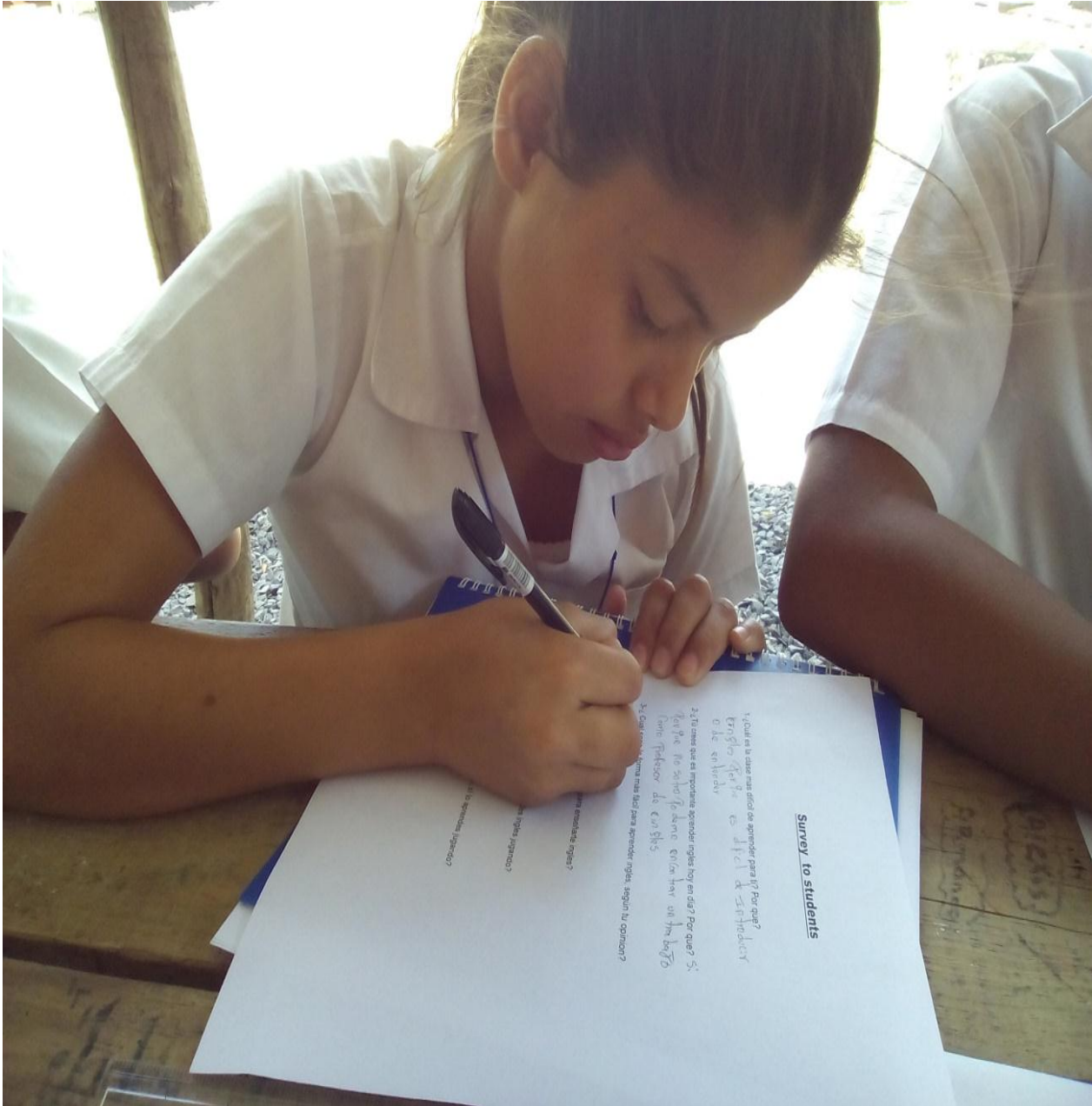


In the course of the survey.





At time of the survey.



Students giving their opinions in our survey.



A general view of Quebrada Honda School.