

**ARMY POLYTECHNIC SCHOOL  
SCHOOL OF LANGUAGE  
APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**TITLE**

**INCIDENCE OF THE USAGE OF INNOVATIVE GAMES IN THE  
TEACHING-LEARNING PROCESS OF ENGLISH WITH THE STUDENTS  
OF FOURTH BASIC "A" AND "B" AT ANGEL POLIBIO CHAVES  
SCHOOL, DURING THE YEAR 2004-2005**

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## CERTIFICATION

We Ms. Lilian Avalos Director and Lcdo. Daniel Herrera Co-Director, duly certify that the thesis under the title: **INCIDENCE OF THE USAGE INNOVATIVE GAMES IN THE TEACHING-LEARNING PROCESS OF ENGLISH WITH THE STUDENTS OF FOURTH BASIC “A” AND “B” AT ANGEL POLIBIO CHAVES SCHOOL, DURING THE YEAR 2004-2005**, has been reviewed and found it apt for oral sustain.

Ms. Lilian Avalos  
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## **DEDICATION**

Thanks to heaven!, to my parents, specially to my mother for being my support during this period of time, for her effort, for her confidence, for giving her love, thanks mom for being as you are. Thanks to my sister that although no is near me, she always gives me her courage to go ahead, she always is on my mind. Thank you Daddy, you have support too, thanks for those moments that shared with me.

Thanks! My little family  
I love so much!

**Alex**

To my family, Jacqueline, Carolina and Santiago who have been my support, specially to my father who has guided in my whole life and thanks to him I became a good man with all moral values that he taught me.

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**Alexandra and Iván.**

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## RESUME

During a period of time teachers has been looking for new strategies to wake the interest of the students in the English learning and do not continue with the traditional methods, in this way we use the INNOVATIVE GAMES as a new strategy for the students in order to learn in an active and funny way.

Chapter I focuses on a brief description about the need to give to the students an active learning through new strategies, new ideas that awake the interest in English learning as a foreign language. We show how to usage of innovative games incidence in the Teaching-learning process of English in the 8-9 years old children of fourth basic year at Angel Polibio Chaves School. We can see how the traditional methodology have influenced in the English learning an which ways the innovative games can help the students in their learning process. The importance of the usage of innovative games as the best vehicle to make a positive interaction between teachers and students. So the use of innovative games are very useful as reinforcement of the four skill of the language: reading, speaking, listening and writing, in the same way developing grammar activities. We also support the hypothesis that the innovative games are consider a valuable strategy in the teaching of English as a foreign language.

Chapter II , We focus on elements and principles of the teaching learning process, a clarification of what you tent to do and a mark of reference to organize the formative process, so the formula of teaching objectives is responsibility and decision from the teacher that is in front of a group of students. The teaching activities that focus on grammatical accuracy maybe quite different from those that focus on communicative skill, the learning process that refers to the formal study of language rules and is a conscious

process. The active methods that may supposedly solve the teaching problems or at least make the job easier. The techniques from direct experience based on the old saying: “when I listen I understand, when I see I comprehend when I do I learn”. The experimental technique that can be consider as an essential part of the discovery and investigation method, games as a didactic method that have always been considered an imponderable resource for developing of personality in youngsters.

We deal with games used for language learning which were introduced in the APCH school as something more than just entertainment. Games encourage, entertain, teach and promote fluency, games are used a short warm-up activities or when there is some time left at the end of a lesson, so these create the motivation for learners of English to get involved and participate actively in the learning activities. The importance why the games must be used in a class time, through the children experiment, discover and interact with their environment, so games have a great potential for achieving desirable personal or social values and outcomes. We can see at games have advantages and effectiveness in learning vocabulary in various ways. They can be used to give practice of the language skills and be used to practice many types of communication. Each game was chosen according to the grammar activity: speaking, writing, listening and reading. The type of games to be used such as: Three on line, Millionaire game, Reading game, Guess the meaning, balloon written, Spelling chair, Word association, Stop the hand, Active A B C, Unscramble words and Sequence picture. We focus games also as part of educational strategies that serve as an excellent communicative activities and then they offer students a fun-filled and relaxing learning atmosphere. It is important to mention that games as a natural resource or strategy for teachers have been well demonstrated as benefit students in a variety of ways, for that reason teachers turn to games and the

general benefits or advantages of games are affective, cognitive, class dynamics and adaptability.

Chapter III, Our investigation is an experimental method, where we have two groups A and B , A is a control group and B is an experimental group, we have developed a modern strategy in order to teach the students in an active a funny way that is using INNOVATIVE GAMES, in this way we do not use a traditional methods or approaches that the students are accustomed.

We use two Pre-test with the purpose to find the level of knowledge that the students had before to use games, the students were encouraged to answer according to the questions, selecting the best and logical option, the Pre-testis divides in four basic skills. After the Pre-test we perform a Pos-test where the children use all of the games mentioned in the Chapter III, in the same way divided in four basic skills.

In the Chapter IV, we analyzed the results of data obtained on first and second Pre-test, and Post-test applied after to play the Innovative games, in order to establish their level of effectiveness, and also we refer to the hypothesis verification. The conclusions and recommendations are presented in the Chapter .

## **1. SITUATIONAL FRAME**

### **1.1 PROBLEM SETTING**

The subject to be studied will be Angel Polibio Chaves (APCH). APCH is a private and bilingual school located in Valle de los Chillos, Sangolquí Ecuador. It was created 25 years ago. The school has been allowed to work according to the experimental system by the Ministry of Education. With this system, the syllabus can be changed up to a certain extent. As a consequence, teachers are able to try out new ideas. The school is made up of three sections: Pre-school, Primary and Secondary school. 850 students are currently receiving education into the Pre-school, Primary and secondary levels. All the levels have male and female students. All the grades from Pre-school to Seventh Basic Year are divided into three sections, which correspond to A, B and C. Secondary section is made up of six courses. Each course is divided into two sections: A and B.

The Fourth Basic Year level has 46 students distributed into two sections A and B . The students of this level receive 39 periods of instruction per week for English, Spanish and Arts.

The school possesses an excellent substructure. All the rooms have enough space for the students to acquire knowledge in an appropriate environment. It also has a library with update material, a video room, a conference room, a game room and basketball an soccer courts. The authorities at APCH aim to maintain a high level of reputation and education in the community.

On the other hand, APCH provides the teaching staff with regular training that help to prepare its teachers with all of necessary skills aiming to achieve personal and professional development all of them. However according to the

teachers there are not workshops that show new and recreational strategies that let the students learn in an efficiently and active way.

Students have been forced to experience the same traditional methods or strategies throughout the same school year. Due APCH school has many opportunities to participate in different events in order to exchange ideas with other schools through reading, speech, open house, work exhibition and expositions.

APCH need to give ideas that awake the constant interest of their students and to show its quality of knowledge of English as a foreign language.

## **1.2 PROBLEM FORMULATION**

¿ What is the incidence of the usage of innovative games in the English Teaching-Learning Process with the students of fourth basic year at Angel Polibio Chaves School, during the year 2004-2005?

### **1.2.1 SECONDARY PROBLEMS**

- Why do students find problems in the teaching-learning process?
- How the traditional methodologies have influenced in the teaching of English as foreign language?
- In which ways can the innovative games help the students in the teaching-learning process of English?

### 1.3 PROJECT JUSTIFICATION

For many years the methods used in the process of English as foreign language learning have been analyzed and studied by researchers with special interest. Due the same methods or strategies have been used in the activities of the classroom and the little interest of the students to study or reinforce the subject, the same teachers have been trying to prove a new alternatives that awake the interest of the students, something that keep them active and at the same time they can enjoy doing it.

For that reason teachers wish to apply traditional and innovative games in the English language learning adapting them to the classroom activities. So they can practice with their students the subject with the same activities but the best way to learn is using all of the kinds of games in order to improve the different skills. Besides games develop motor, intellectual, affective and social aspect.

Games are an indispensable vehicle to make a positive interaction between the teacher and the students, accelerating the learning of the subject in an active way by just hearing the word "GAME" they fell motivated and happy, because the students show and use their energies doing the activities through games.

In this way, the institution tries to prove new teaching methods through which ist students maintain its high level of bilingual education. Students want to achieve the necessary competence to face the demands of the society with respect of their knowledge and skills, and one of the best ways is presenting a new method that can help creativity and learning such as games.

## **1.4 FEASIBILITY**

We think this research has high grade of feasibility, due that Angel Polibio Chaves school's authorities are very interested on development of this project, so they will give all the facilities that this case needs. All of the human resources and materials that we need to employ in Teaching-Learning English as foreign language are coordinated, and all of the project cost are direct responsibility to the researches, so the investigation is feasible due there is enough material of reference such as: Bibliography, experts opinion about the theme and internet consult. Furthermore this project will has two advisers; a Director and Co-director who have big knowledge about it, then they will guide us during the investigation process.

## **1.5 GENERAL OBJECTIVE:**

- To propose the usage of innovative games to reinforce four basic skills in the foreign language teaching-learning process.

## **1.6 SPECIFIC OBJECTIVES:**

- To develop grammar activities: reading, speaking, writing and listening through the usage of innovative games.
- To improve the teaching of English using innovative games.
- To establish strategies in order to improve the quality of teaching.
- To include innovative games as a part of methodology.



## **1.7 HYPOTHESES FORMULATION**

### **1.7.1 GENERAL HYPOTHESES**

The innovative games are considered a valuable strategy in the teaching of English as foreign language.

### **1.7.2 PARTICULAR HYPOTHESES**

- The use of grammar activities isolated do not develop the writing, speaking, reading and listening skills. It is necessary to include innovative games as a strategy.
- The use of innovative games as part of methodology may to improve the teaching English.

## 2.1 ANTECEDENTS

To play is human characteristic, the existence of games appears in the most wide –ranging of culture. Until the end of the nineteenth century, games have been associated with entertainment, but with the influence of John Dewey (1944).

Games began to play a major role in the teaching methodology. Games are introduced in the school as something more than just entertainment, games have a major educational potential. Not only do they motivate, but they can help the students develop skills, abilities and strategies. This makes them an important part of teaching material in the school. Most educators consider that it is possible to learn through play.

Games form a part of educational strategies used by teachers at most levels of the school and university system in fact it is not only children that play: games are devised for language learning, for adult education and even in organizations (Prensky).

A long time ago the traditional games have been one of the useful activities in the foreign language learning process. Inside of the classroom the games have been one of the most important teacher's repertoire, which the main interest is to achieve that the students feel encouraged with the fun activity.

The application of the innovative games could help to develop the main language skills such as: reading, speaking, listening and writing. Agree the own opinions of the students and parents the games made in the classroom activities have had successful, so the students have improved their academic performance.

Games are transformed when they are used for educational purposes, they are still games but are used for a specific aim, to learn particular things and to develop certain strategies and/or abilities. The game is integrated in a context that establishes its own rules as to how it should be used in order to derive maximum educational benefit. In this respect, we consider that there are more forms of playing than there are games.

## **2.2 LEGAL FOUNDATION**

This project provides some strategies about innovative games that are applied in the learning of the English language and the teacher's role.

The purpose of our study is to apply innovative games to the English learning in order to reinforce what the students have learned and to search for strategies so the students do not realize that at the same time they are playing they are learning too.

Besides we point out the importance of the video games, they are the most direct means of access that children and young people have in the world of technology, the first contact students have the computers is through computer games, we suggest that while playing children are learning basic strategies and skills that will enable them to gain access to the virtual world.

## **ELEMENTS AND PRINCIPLES OF THE TEACHING-LEARNING PROCESS**

### **2.3 THE OBJECTIVES AND GOALS**

It is important the role of the objectives you reflex on how you have been confronting the formulation of the objectives.

Remember that when you begin the development of your theme or when you should teach a unit, in an obligated manner, you should plant objectives that will help you reach the teaching performance of the determined contents. It is pertinent to reflex on ¿ How do you proceed to formulate the objectives?  
¿ From where do these objectives come? And ¿ How do you express them?.

The objectives consist of a primary component, that of any didactic model that seeks to begin teaching. “According to Zabala the objectives support teaching<sup>1</sup>.”

1. A clarification of what you tend to do, and
2. A mark of reference to organize the formative process.

The formula of teaching objectives is responsibility and decision from the teacher that is in front of a group of students. For the teacher it requires determine the most specific purposes that he or she wishes to accomplish with his/her work.

If curriculum goals are defined as statements of the desirable and attainable curriculum purposes and aim based on the perceived language and situation needs of the participants in a program, What makes objectives different? **Instructional objectives** will be defined as specific statements that describe the particular knowledge, behaviors, and/or skills that the learner will be expected to know or perform at the end of a course or program.

The exploitation of objectives looks like a didactic formality that can not be held to interpretations that are too elaborate or that intricate conception, nevertheless the reality is another around the **educational attempts**

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<sup>1</sup> ZABALA, General Didactic, p.158.

according to the Hameline denomination, they have woven a variety of pedagogy focus and even ideological conceptions, the same that have deep relation with the theoretical currents.

Program goals are defined as general statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs.

### **2.3.1 THE FORMULATION OF OBJECTIVES IN THE CONDUCTIVE MODEL**

For the technology model, the planting of objectives consist as an element of priority in all principal ranks of teaching. The defenders of this current have over estimate the role of the objectives. For them, the contents, methods, means, and obviously the evaluation are subordinate to the educational goals. Like Gimeno expressed “objective pedagogy is born with the protection from social efficiency that is seen in school and in the curriculum, an instrument to obtain the products that society and the production system needs at a moments notice.<sup>2</sup>”

According to the defenders of conduct, to plan objectives in terms of conducts that are observable and attainable has evident advantages for the teacher and for the teaching.

### **2.3.2 NEW ALTERNATIVES TO FORMULATE OBJECTIVES**

You can have similar doubts in trying to formulate the purposes of your teaching according to the new didactic conceptions. The role of the objectives

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<sup>2</sup>GIMENO, Perez ” Comprender y transformar la enseñanza”, p.159

in the process of teaching and learning, a time of reaching the skill to formulate the educational intentions. It is necessary to examine some theoretical lineaments:

1. The objectives constitute an essential condition for the rational planning of the teaching
2. It allows programming in a more precise way the direct activities to the concrete objectives
- 2 They contribute to the perfection of the teaching-learning process.

## **2.4 THE CONTENTS**

The contents are obligated components of any teaching –learning process, this element is so needful that we wouldn't be able to talk about teaching if there didn't exist contents. The contents have so much importance in the educational system that even in actuality they predominate the rooted idea of the traditional pedagogy that the only important thing in school is the know how. There is the famous "Centered teaching in the contents". According to the pupils assist the school to learn about mathematics, English, and drawing... to learn adding and how to resolve equations, to know about the grammatical elements. And to assimilate another language.

In our educated midst we understand the resumes of cultural academics that make up the study programs about different subjects or a diversity of courses. This interpretation coincides with the classical mission given to the school and to the teachers "transmit the knowledge" that requires a study program.

### **2.4.1 DIMENSIONS THAT SHOULD BE TAKEN INTO ACCOUNT IN THE CONTENTS**

Nowadays, the school is looked on as a place of social structure that impart culture. In these actual times, the attending of school is more to assimilate and know how than to increase the intellectual potential, affectivity and manually for a critical and productive integration of the society. According to Gimeno:

“ The contents contain all the learning that students need to reach to progress in the direction that marks the lines of fine education in a secular time, in any area or out, for that reason it is precise to stimulate behavior- to get values, attitudes, ability of thought as well as knowledge” <sup>3</sup>.

This new perspective in learning obligates us to banish the belief that contents of one subject only refer to the practical side of the concepts. In other words when we talk of Knowledge, the most common is that teachers think that their mission is to teach to students to memorize dates, names, formulas, process, information, etc. And y lower grades that students understand and apply this knowledge.

### **2.4.2 ORGANIZATION OF CONTENTS**

Once they have selected the contents, another problem arises, how do you organize them? On this depends, a great part, the success of teaching. Like Hernandez expresses, “ The manner and the order in which information is available in teaching influences in its best acquisition and informational development” <sup>4</sup>. The Contents presented have incidence in the result of the

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<sup>3</sup> GIMENO, Jose “El curriculum una reflexion sobre la practica”, p.172

<sup>4</sup> HERNANDEZ, Pedro “Diseñar y Enseñar”, p.176

learning. The study of organization of contents show us that there exist three principals forms: Discipline, activities, and projects.

Different authors quote:

“ In school each teacher works for their subject and defends it at all cost, which provokes carelessness in the objectives of the formation and preparation of the students. It generates a competition that is totally contrary to the integration that should exist between the teachers of an institution”

“ The importance for this model is discipline, for discipline and not like these can support the understanding of reality and the common problems that the students live with”

“Too much importance given to the academic-theoretical contents, in detriment to the application of the same” <sup>5</sup>.

### **2.4.3 SELECTION OF THE CONTENTS**

The selection of contents is another disjunctive key that teachers have to confront. The exposition of knowledge, the enormous flux of information and the possibilities to agree with the knowledge outside the class room, breaks with the ancestral idea of contents.

The teacher has the great dilemma of the rapid caducity in which the majority fall, they need to elucidate which contents are the most stable and the capacity which they develop, to continue agreeing and to renew the required knowledge.

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<sup>5</sup> VILLRROEL Idrovo Jorge, “General didactic selflearning model”, p.177



#### **2.4.4 THE CONTENTS USED AN INSTRUMENT FOR THE DEVELOPMENT OF THE MIND**

The contents serve to develop the structures of thought or simply to record them in our heads, which will take us to futile knowledge. The words of Zairian are eloquent: If curricular contents center around the transmission of knowledge, norms and know-how, or if they push students to construct cognitive, values, and technical ability, the educative product will emerge absolutely uneven according to the first or second, what is relevant of the topics is such that it deserves a detailed study.

Obviously this change breaks whit the classical schemes that considered the contents as structures that should be learned for their own intricate value and not as a means to exercise the thinking process. The essential purpose of the contents will be to contribute to the students so they can reach higher levels of thinking. The goal would be for our students to reach the categorical period of thinking, Piaget say: “ The contents are “stimulants” that should obligate the actors to think in the process of teaching and learning” <sup>6</sup>.

#### **2.5 THE PRINCIPLES OF THE TEACHING-LEARNING PROCESS**

“First of all, a method is seen as super ordinate, comprising both “principles” and “techniques”.

The principles involve five aspects of second- or foreign language teaching: the teacher , the learner, the teaching process, the learning process and the target language/ culture . Taken together the principles represent the theoretical framework of the method. The techniques are the behavioral

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<sup>6</sup> PIAGET, Didactic method, p.156

manifestation of the principles, in other words, the classroom activities and procedures derived from an application of the principles. Certain techniques are associated with particular methods and are derivable from particular principles, most techniques can be adapted to any teaching style and situation.

### **2.5.1 THE LEARNER ROLES**

A method reflects explicit or implicit responses to questions concerning the learners contribution to the learner process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning of others, and the view of the learner as processor, performer initiator, problem solver.

Much of the criticism of audiolingualism came from the recognition of the very limited roles available to learners in the audio lingual methodology. Learners were seen as stimulus-response mechanism whose learning was a direct result of the repetitive practice. Newer, methodologies customarily exhibit more concern for learner role and for variation among learners.

Johnson and Paulston (1976) spell out learner roles in an individualized approach to language learning in the following terms:

- a) Learners plan their own learning program and thus ultimately assumed responsibility for what they do in the classroom.
- b) Learners monitor and evaluate their own progress.
- c) Learners and members of a group and learn by interacting with others.
- d) Learners tutor other learners.
- e) Learners learn from the teacher, from other students, and from other teaching sources.

## 2.5.2 THE TEACHER ROLES

Learner roles in an instructional system are closely linked to the teacher's status and function. Teacher roles are similarly related ultimately both to assumptions about language and language learning at the level of approach. Some methods are totally depended on the teacher as resource of knowledge and directions; others see the teacher's role as catalyst, consultant, guide, and model for learning; still other try to "teacher-proof". The instructional system buy limiting teachers initiative and by building instructional content and direction into text or lesson plans. Teacher roles and learner roles define the type of interaction characteristic of classroom in which a particular method is being used.

Also teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. This help students " to integrate the foreign language with their own personality and thus to feel more emotionally secure with it "

Teacher roles in methods are related to the following issues:

- a) The types of functions teachers are expected to fulfill, whether that of practice director counselor, or model.
- b) The degree of control the teacher has over how learner takes place.
- c) The degree to which the teacher is responsible for determining the contents of what is taught .
- d) The interact ional patterns that develop between teachers and learners.

For some methods, the role of the teacher has been specified in detail. Individualized approaches to learning define roles for the teachers that create specific patterns of interaction between teachers and learners in classrooms.

### **2.5.3 THE TEACHING PROCESS**

Teaching activities that focus on grammatical accuracy maybe quite different from those that focus on communicative skill. Activities designed to focus on the development of specific psycholinguistic process in language acquisition will differ from those directed toward mastery of particular features of grammar. The activity types that a method advocates the third component in the level of designed in method analysis often serve to distinguish methods.

Different philosophies at the level of approach maybe reflected both in the use of different kinds of activities and different uses for particular activity types. For example, interactive games are often used in the audiolingual courses for motivation and to provide a change of pace from patterns-practice drills.

Teaching language as Communication (1978), Widdowson presented a view of the relationship between linguistic systems and their communicative values in text and discourse, he focused on the communicative acts underlying the ability to use language for different purposes.

Canale and Swain (1980) found four dimensions of communicative competence are identified : Grammatical competence, Sociolinguistic competence, discourse competence, and strategic competence.

### **2.5.4 THE LEARNING PROCESS**

Learning refers to the formal study of language rules and is a conscious process. According to Krashen, however learning is available only as “monitor” the monitor is the repository of conscious grammatical knowledge about the language that is learned through formal instruction and that is

called upon in the editing of utterances produced through the acquired system. Krashen describes these in terms of the type of “input” the learner receives. Input must be comprehensible, slightly above the learner’s present level of competence, interesting or relevant, not grammatically sequenced in sufficient quantity, and experienced in low-anxiety contexts.

At the level of approach, we are hence concerned with theoretical principles. With respect to language theory we are concerned with a model of language competence and an account of the basic features of linguistic organization of language use. With respect to the learning theory we are concerned with an account of the central process of learning and account of the conditions believed to promote successful language learning. These principles may or may not lead to “a” method.

### **2.5.5 THE TARGET LANGUAGE / CULTURE**

The target of language learning is seeing to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g., phonemes), grammatical units (e.g., clauses, phrases, sentences) grammatical operations (e.g., adding, shifting, joining, or transforming elements), and lexical items (e.g., function words, and structure words).

Target language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interactional approaches to language teaching include interaction analysis, conversation analysis, and ethno methodology. Language teaching content may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by inclinations of learners as interactors.

Rivers (1987) defined the interactive perspective in language education: “Students achieve facility in using a language when their attention is focused on conveying and receiving authentic message, this is interaction”. Rivers (1987) The notion of interactivity has also been linked to the teaching of reading and writing as well as listening and speaking skills. Despite this enthusiasm for “interactivity” as a defining notion in language teaching, a model of “ Language as Interaction”.

### **2.5.6 TECHNIQUES AND MATERIALS**

- a) Authentic materials
- b) Scrambled sentences
- c) Language games:** Games are used frequently in the Communicative Approach. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Games that are truly communicative, according to Morrow, have the three features of communication: information gap, choice and feedback.
- d) Picture strip story
- e) Role-play.

### **2.6 METHODS OF TEACHING**

We are referring to the methodology strategies that teachers should use so that the students can get a significant learning. The methodology refers to the didactic strategies that the teacher has proven and applies in the classroom, to take the students to the learning of conceptual, procedural and attitudinal contents. We would also like you to describe how you proceed in selecting the methodology and techniques when teaching your subject or topic.

We will begin our study, highlighting the value of knowing and dominating the various methods and techniques of teaching. Teachers/Professors have achieved skill in the didactic forms that make the learning of their students easier. Even though this axiom does not have a faithful accomplishment, in reality, at least theoretically, we should accept it as among the manner of teaching of a professional of education and another which by determined circumstances of life has carried out the role of a teacher. At our study's length we have insisted that the major attribution that the professors perform is a low quality teaching that imparts to institutions in charge of forming and capacitating the new generations. On the other hand a great part of this ineffectiveness is attributed to the predomination of the methods and technical traditions that provoke an insignificant and weak learning.

Real teaching generates a high learning level but this can only be done with an excellent knowledge of the execution of the objective and the practice of the same, without this knowledge we will continue to be speaking air about the low teaching level schools.

New approaches and methods proliferated throughout the twentieth century. Some achieved wide levels of an acceptance and popularity at different times but were then replaced by methods based on newer or more appealing ideas and theories. Examples of this kind include The Direct Method, Audiolingualism, and the Situational Approach. Some, such as Communicative Language Teaching, was adopted almost universally and achieved the status of methodological orthodoxy. At the same time, alternatives to mainstream approaches have always found some level of support within language teaching, though often this has not led to wider acceptance or use. Methods in this category include those from the 1970s such as: The Silent Way, Counseling-Learning, Suggestopedia, and Total Physical Response, as well as more recent alternative methods and

approaches such as: Multiple Intelligences, Neurolinguistic Programming, and the Lexical Approach.

In the Audio Lingual Method we use grammar game, these games are designed to get students to practice a grammar point within a context, then students are able to express themselves, although it is rather limited in this game.

In the Communicative Approach the most obvious characteristic is that almost everything that is done with the communicative intent. Students use the language a great deal through communicative activities such as GAMES, role-plays, and problem-solving tasks. Another characteristic of the communicative approach is the use of authentic materials.

One of the basic assumptions of the communicative approach is that students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study

### **2.6.1 THE METHODOLOGY AS A THEORETIC-REFLEXIVE PRODUCT**

Maybe this obsession for methodology and techniques is owed to the majority of teachers that have encoded in them the hopes to improve their didactic execution, teachers share the same belief that the more they know about methodology and dominate, the more exit (success) they will have in teaching. “Active methods” that it may supposedly solve the teaching problems or at least make the job easier.

Like Diaz Barriga explains “This vision of the method has its origin, between other things, in a reduced conception of the didactic process it is just an instrumental discipline that makes the application possible of the theoretical



principals of the pedagogy. This conception explicitly negates the level of theoretical formation”<sup>7</sup>.

Diverse investigations have demonstrated that not all contents and subjects can be taught with the same methodology or specifically with the same technical steps. It is also false that there exists a “better” method pedagogy to anything on the other hand it is evident that with the surrounding contents the groups of students vary according to certain circumstances.

The didactic processes are taken in a simplistic manner, for the teaching of the contents, not even taking into account the dynamic of the process that obligates you to redo the process confronting this interpretation, the methodology requires to be seen from a point of view that’s theoretical-reflexive this means that the methods and techniques can not come from experts.

### **2.6.2 DIDACTIC - ACTIVE METHODS**

To be coherent with the pedagogy / theories, psychological, social and curriculums that we have support at large of the model, we would limit ourselves with a succinct description of the active techniques and methods. It is necessary to consider some theoretical considerations about this way of teaching.

Techniques from direct experience: based on the old saying : “ When I listen I understand, when I see I comprehend , when I do I learn”. It shows that when a person lives through a real experience, an occupation or/an intellectual job they can reach a much more effective learning that if it was presented in an

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<sup>7</sup> DIAZ, Barriga, “Didactica general”, p.187

indirect manner. When direct contacting of a job is introduced to students there exists many more opportunities for learning

#### **2.6.2.1 TECHNICAL INVESTIGATION**

Investigation as a method of teaching had an ample acceptance in the classrooms. By investigators that support the betterment of the scientific-technology dependency principally because of the scarce use of the process on part of the teacher.

#### **2.6.2.2 DISCOVERY TECHNIQUE**

The main idea of this method is to get the students to discover for themselves, with the mediation of the teacher, new knowledge. This intention is very valuable as it eliminates the old conception of transmitting to student's knowledge what is already known or discovered by the experts.

#### **2.6.2.3 RE-DISCOVERY TECHNIQUE**

The main idea of this technique is that the teacher and the students succeed in the reproduction of the studies, investigations or experiments that have already been done, the same contributing to the obtained of new discoveries or inventions.

#### **2.6.2.4 EXPERIMENTAL TECHNIQUE**

The experiments can be consider as an essential part of the discovery and investigation method.

#### **2.6.2.5 THE PROBLEMATIC METHOD**

This method has grown, its grown so much its created a true pedagogy around the method named “ Problematic teaching”. All materials can obtain benefits in the application of this method, since different disciplinary methods should be taken as instruments to attend to the problems and needs of society.

#### **2.6.2.6 PROJECT METHOD**

The method is similar to the problematic method; its difference take in that the projects can include jobs, fulfillment, problems or tasks. To carry out a projects the students and the teacher design it according to the basis of the contents that they study.

#### **2.6.2.7 WORKSHOP METHOD**

This method is one of the most productive method for teaching the advantage of the workshop compared to past technique is that it does not imply a lot of time, neither does it need much materials or change in the substantial curriculum. The workshops are also methods that blow up the activist of the students and above all it is highly productive which coincides with principals of the constructive theory and infinitive learning.

#### **2.6.2.8 GAMES AS A DIDACTIC METHOD**

Games have always been considered an imponderable resource for the development of personality in youngsters. An all principal is “IN PLAYING, THE CHILD LEARNS TO BE”. But nevertheless its didactic technique has

been praised by many and questioned by few. The majority of authors are in agreement that learning is one of the mayor successes of the child’s activity.

## 2.7 TEACHING RESOURCES

On commenting about the teaching method, we see the need that the teachers not only limit themselves to oral exposition, because it runs the risk of that information transmitted has scare meanings to the student and it leaves a much smaller footprint. The active method constitutes of the only alternative to achieve the oratory magistracy sin, buy many methods can not leave aside the didactic resources that gives them major effectiveness: we could say that without resources that are creative and varied, it would be difficult to accept that there is not active method. In effect diverse experiments have proven, in a precise manner the grade of retention that a person reaches with the implementing of divers methods, in the following chart presented by Norbis it exhibits many results.

Teaching technique	States retained after three hours	States retained after three days
Orally	70%	10%
Visually	72%	20%
Visually and orally simultaneously	85%	65%

## 2.8 TYPES OF RESOURCES

We are entering into the most complex theme, not because it is difficult to get a classification where all needs are satisfied but because of the length of resources that there are.

The surrounding as a didactic resource: even though counted authors refer to the natural, social, economic, and cultural means as a didactic resource, to our judgment constitutes the principal and major support to teaching. We coincide plainly with the opinion of Jaume: It consists in making this process reversible and that the school and its surrounding leave behind the “stranger” between them, because without doubt, one of the causes for its failure is that the educational institutions consist of ignorance of its surroundings and its nature, and social function.

### **2.8.1 MEANS OF COMUNICATION**

In intimate relation with the above resources is the means communication which plays out a decisive role in the cultured education of the great masses.

### **2.8.2 THE TEXT**

We have insolated this resource that should be associated with the above group for the market diffusion of the text book in our education. Most likely the problem is not in the text, as it is in the teachers, who should value and justify plainly it job as a means that can support the betterment of the teaching and learning process.

### **2.8.3 THE AUDIO VISUAL MEANS**

Under this title we are going to group together all the traditional means that have had the most utilization in the classrooms. Even though these helps do not have the impact and the efficiency of the new technologies they consist as valuable instruments, the most known are: retrospector, slide projector, patterns, photos, charts, flashcards, pictures and so on.

## 2.9 THE EVALUATION IN THE TEACHING –LEARNING PROCESS

In short, the heart of the systematic approach to language curriculum design is evaluation: The part of the model that includes, connects, and gives meaning to all the other elements.

Richards. et. al. Define evaluation as “the systematic gathering of information for purposes of making decisions”. At first glance, this seems to be a serviceable definition, but reflection reveals that it is too broad and could equally well be used to define other curriculum components such as needs analysis and testing, both of which are ways of systematically collecting information for “purposes of making decisions”.

Another definition was proposed by Popham, who noted that “systematic educational evaluation consists of a formal assessment of the worth of educational phenomena”. If Richards definition was too broad, Popham’s is too restrictive.

The students in any one classroom always exhibit a wide range of abilities, interests and academic backgrounds. The first purpose of evaluation, providing for a system of quality control, is to furnish the information required to maximize the achievement of each individual student. Evaluation has a role to play before, during, and after instruction. Every lesson assumes certain entering behavior, skills, and concepts that the student must already possess if he is to learn much from the lesson. There are some skills and knowledge the student does not possess already, namely those the lesson is intended to teach him. Evaluation should follow every explanation, reading, program, film, exercise, and laboratory activity.

The evaluation is taken only as a control for what is learned or for the performance of the students and not the teacher. The results of the evaluation are not used to rectify plans, methods and reports.

The evaluation is seen as the culmination of the teaching-learning process and not a phase for possible new executions.

### **2.9.1 EVALUATION IN DIDACTIC PROCESS**

There are many definitions for the concept of Evaluation, Brown defines as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved<sup>8</sup>. This definition requires that information be gathered and analyzed in a systematic manner and that only relevant information should be included, that is, information must necessarily be filtered so that irrelevant information can be ignored.

In agreement with this conception and with the support of other theories the educational evaluation should possess determined characteristics that permit it to be considered such as:

- 1) Integrity
- 2) Systematic
- 3) Continuous
- 4) Accumulative
- 5) Scientific
- 6) Participation and cooperation
- 7) Formative.

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<sup>8</sup> BROWN, J. D. “language program evaluation”, p.223

## **2.9.2 OBJECTIVES OF EVALUATION**

Tyler felt that programs should be built on explicitly defined goals, specified in terms of society, the students, and the subject matter, as well as on measurable behavioral objectives. The purpose of a program evaluation is to determine whether the goals have been met. To this end, the objectives should be measured at the end of the program with one of two possible outcomes. If the objectives have not been achieved, there has been a failure to attain the goals of the program. If the objectives have been achieved, the program has been successful in meeting its goals.

The most important function of evaluation in education is to provide for a system of quality control. There are two aspects to this system. The first is to monitor student attainment of instructional objectives in order to determine what remedial or supplementary instruction is needed. The second is to locate defects in lesson materials and to determine the reasons for defects.

Educational evaluation also has several subsidiary functions. These include facilitating student learning, describing and judging student progress, making decisions about the relative merits of instructional methods or materials, and providing individualized guidance and counseling for students.

## **2.9.3 FUNCTIONS OF EVALUATION**

Another fundamental theory that is important, to understand the truthful nature of the educative evaluation, is the reference of the role that is fulfilled inside the wide range of the educational process.

- a) DIAGNOSTIC
- b) PROGNOSTIC



- c) OF CONTROL.
- d) ORIENTATOR
- e) CLASSIFIER
- f) PROMOTIONER

#### **2.9.4 KINDS OF EVALUATION**

“Evaluation” is a term that is used in a number of different ways, we have taken care to use it differently from the term “testing” and “measurement”. We use the term testing only to refer to procedures that are based on tests, whether they be criterion-referenced or norm-referenced in nature, placement, diagnosis, or achievement.

We employ measurement more broadly to include testing, but also other types of measurements that result in quantitative data such as attendance records, questionnaires, teacher ratings of students (or student ratings of teachers) and so forth. The still broader term evaluation includes all kinds of testing and measurements, as well as other types of information, some of which may be more qualitative in nature. Such qualitative data-gathering procedures as interviews, case studies, classroom observation, meeting, diaries, can serve useful purposes-as useful, in fact as the quantitative information gathered using various measurements.

#### **2.9.5 EVALUATION OF LEARNING**

Inside of the planning of our study it corresponds to us to analyze the specific aspect of the teaching-learning process and its evaluation. Even though, as we have warned, there can not be differences between the educational evaluation and that of the learning, for our didactic process. The educational evaluation embarks on areas like the diagnostic psychological in

the educator, the study of the familiar contexts, social and economic of the student, the comprehension of the school environment and of the classroom, and of course the teaching of the teacher and the student retention of what ´s taught. We urge you to use concrete phrases to describe the phases you accomplish from the beginning of the evaluation to the end of the same.

## **2.9.6 TYPES OF EVALUATIONS THAT SHOULD BE USED IN THE TEACHING-LEARNING PROCESS**

The first question you should ask yourself is , to apply an evaluation what responds to the theoretic and technical principals? That ´s to know why we evaluate?. According to Coll, the evaluation has two primary functions:

- a) "Permit adjusting of the pedagogical to the individual characteristic of the student and determine what are progresses and difficulties given to the process of learning, to establish the pedagogy help that is needed.
- b) Determine what grade has been reached by the educational objectives"<sup>9</sup>.

### **2.9.6.1 INITIAL EVALUATION**

The teacher should manage previous questionnaires that have already been done, individuals interviews, group diagnosis that can give the information that is necessary. The initial evaluation is an indispensable task that you as the teacher should apply before starting a new content.

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<sup>9</sup> COOL, Cesar "psicologia y curriculum", p.123

### **2.9.6.2 FORMATIVE EVALUATION**

It is the evaluation of the process of learning with the proportioned help from the penology that the student require. All teachers during the trans-course of teaching need to follow up the learning of the student. This model of evaluation has a marked difference with the conventional test that the teacher does to obtain qualifications for the trimester notes.

### **2.9.6.3 ADDED EVALUATION**

This is the classic evaluation that has had ample use among teachers. In effect at the end of a unit the teachers consider it is time to evaluate to detect the assimilation of the contents that were transmitted. Further more, the added evaluation is an essential purpose, if it is reached or not, and puts to what point the educational objectives are seen with anticipation, of course , it does not mean that the educational evaluation only refers to the behavior of the students.

## **2.9.7 TECHNIQUES OF EVALUATION**

### **2.9.7.1 QUANTITATIVE EVALUATION STUDIES**

Mostly for quantitative information gathering: proficiency tests, placements tests, diagnostic tests and achievement tests, inventories biodata surveys, self-ratings, judgmental ratings and Q-short.

### **2.9.7.2 OBJECTIVE NEEDS VERSUS SUBJECTIVE NEEDS**

Brindley, “provides another dichotomy related to the types of information in needs analysis. Objective needs are those needs determined on the basis of

clear-cut, observable data gathered about the situation, the learners, the language that students must eventually acquire. Their present proficiency and skill levels, and so forth. Subjective needs are generally more difficult to determine because they have to do with “wants”, “desires”, and “expectations” This distinction between objective needs and subjective needs should not be confused with the two types of data, quantitative and qualitative, that could be gathered on either objective needs. In others words, quantitative data can be gathered on both subjective and objective needs, and so too can qualitative data” <sup>10</sup>.

### **2.9.7.3 TYPES OF QUESTIONS**

In the process of gathering information, different types of questions should be considered. Rosset, “identified five categories of questions designed to identify the following:

- a) Problems
- b) Priorities
- c) Abilities
- d) Attitudes
- e) Solutions<sup>11</sup>.

### **2.9.7.4 TYPES OF INSTRUMENTS**

From Brown, “are related and can be considered similar enough to form a single type of instrumentation, and also indicates that of three of the categories of instrumentation:

- a) Existing information

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<sup>10</sup> BRINDLY, G. Needs analysis and objective setting in the adult migrant education”, p.31

<sup>11</sup> ROSSET, A. “A typology for generating needs assessment”, p.120

- b) Tests
- c) Observations<sup>12</sup>.

Leave the needs analysts more or less in the position of being an outsider passively looking in on the existing program ( as the needs analysis process goes on). The other three are:

- a) Interviews
- b) Meetings
- c) Questionnaires.

#### **2.9.7.5 QUALITATIVE STUDIES**

In general, the goal of qualitative research is ultimately very similar to that for quantitative research: to collect data in order to analyze them in such a way that patterns emerge so that sense can be made of the results and the quality of the program can be evaluated.

#### **GAMES FOR EVERY OCCASION**

#### **2.10 USING GAMES FOR LANGUAGE LEARNING**

The existence of games appears in the most wide ranging of culture. Games were introduced in the school as something more than just entertainment.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms (1979:2). He

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<sup>12</sup> BROWN, J. D. "Language program evaluation". P.45

also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, add diversion to the regular classroom activities," break the ice, "(but also) they are used to introduce new ideas" (1988:147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218) . S. M. Silvers says many teachers are enthusiastic about using games as " a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier (1982:29). Further support comes from Zdybiewska, who believes games to be a good way of practising language, for they provide a model of what learners will use the language for in real life in the future (1994:6).

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

### **2.10.1 WHEN TO USE GAMES**

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game “should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do” (1979:3). Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students since they motivate learners, promote communicate competence, and generate fluency.

The use of games is very useful to teach the vocabulary learning:

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

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

### **2.10.2 WHY TO USE GAMES IN CLASS TIME**

Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. (Lewis, 1999).

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus (Lewis, 1999) The game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999).

The game makes the reasons for speaking plausible even to reluctant children (Lewis, 1999). Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying, thus without stress, they can learn a lot. Even shy students can participate positively.

### **2.11 VALUES IN GAME PLAYING.**

Games have a great potential for achieving desirable personal or social values and outcomes, but this does not happen automatically. Children, or even adults, left to their own devices, may play a game teasingly or sadistically, or deliberately breaking the rules with short cuts and cheating.

This simply reflects their previous experiences or their concept of the purpose of game - playing. Thus, it is important that the teacher or leader have a clear-cut set of purposes in mind. In terms of desired outcomes for participants, he should include the following goals. Players or Students should learn to:



- (a) Take turns
- (b) Accept boundary limits ( either in a physical sense, or in terms of personal behaviour)
- (c) Accept and abide by the rules of the game willingly
- (d) Accept defeat or elimination in good spirit, although they should also learn to persevere and keep trying.
- (e) Accept the decisions of others (team captain, group members, teachers)
- (f) Learn new skills and improve existing skills
- (g) Improve their powers of observation and decision-making in situations that call for quick thinking.
- (h) Develop their own leadership abilities, and
- (i) Develop the ability to cooperate effectively with others

Whatever the game structure, the teacher's goal at all times should be to insure that all are involved as successfully as possible, and that all are gaining satisfaction from the activity. Throughout, his own values of acceptance, friendship, and good humour should be stressed. Before long, the group should grow to understand and believe that it is the process of playing the game that is more important than the outcome and that winning-although desirable-does not overpower other goals of participation. Playing the game should be its own reward.

In some collections, games are classified rather rigidly, according to the size of the group with which they may be used and also the age category: young children, preteens, teen-agers, adults and older persons.

Since these limits are usually arbitrary, and since a game may often be used successfully on several levels. The teacher should use his judgement in determining whether a game will be appropriate for a given group.

(Gross, 1898), have long been questioned or discarded. The view that appears to be most commonly held in biological circles today is that play is valuable as preparation for adult life.

Throughout infantile and juvenile play, members of a species become familiar with their natural environment, gain experience in socializing with other members of the species, and acquire motor and other skills needed in adult life for survival.

An important question about play that has concerned biologists since the late nineteenth century is the nature of this adaptive value. A common assumption has been that play has such significance for species displaying this behaviour. It is held that genetically transmitted traits which are characteristic of or universal among living forms must have such value. If such traits are deleterious to survival in any way they are eliminated by the process of natural selection, that is they lead to extinction of the individuals or of the species having them.

Early interpretations by biologists of the adaptive significance of play, such as the idea that play served as an outlet for surplus energy which might otherwise be somehow disadvantageous biologically (Gross, 1898) have long been questioned or discarded. The view that appears to be most commonly held in biological circles today is that play is valuable as preparation for adult life.

Throughout infantile and juvenile play, members of a species become familiar with their natural environment, gain experience in socializing with other members of the species, and acquire motor and other skills needed in adult life for survival.

In the social sciences, a similar view has often been stated explicitly or, as in many studies of the play of human children, has sometimes been implicit.

A relevant question to which this view does not offer an answer is the reason for the uneven development of play behaviour among the different species and genera of mammals and the great identification play among human beings. This question has two faces. It asks what are the circumstances that led to the climax of play among human beings and inquires specifically how their intensified activities of play may have survival value for them as a means of learning or in other ways.

## **2.12 ACTIVE GAMES AND CONTESTS**

These games involve a certain amount of physical activity, some are quiet strenuous and others only mildly so. They are therefore most appropriate for children and youth in camp or playground situations, or into the class, they may be played by both boys and girls, and in mixed groups. Most tend to be of the “tag” or “relay” type.

Here is varied sampling such as: Teakettle, Guess the Word, Word Games, Vocabulary Games, Memory Game, etc.

## **2.13 MENTAL GAMES, QUIZZES, AND PUZZLES**

Particularly with smaller and older groups of participants who are somewhat more intellectually inclined, games stressing mental, verbal, or mathematical ability are extremely useful. This does not mean that even little children will not be captivated by simple puzzles, “magic” stunts, or quizzes. They enjoy them as they do all kinds of play activities. But mental games as such are

most useful with groups that are less interested in physical performance but enjoy tackling intellectual challenges.

In addition to spelling and grammar, games can provide practice in another language area: vocabulary. Such games facilitate initial practice and periodic revision of vocabulary in an enjoyable context, thus making classroom vocabulary study all amusing and satisfying experience for teacher and student alike. Some games are played with the whole class often with the students divided into two teams, while others can be played in pairs or small groups.

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

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

## **2.14 ORGANIZATION OF THE GAMES:**

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

Each game is chosen according to each grammar activity: speaking, writing, listening and reading , at the same time they develop the four skills of the language such as: speaking, writing listening and reading.

Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging.

Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase co-operation.

\*A game must be more than just fun.

\*A game should involve friendly competition.

\*A game should keep all of the students involved and interested.

\*A game should encourage students to focus on the use of language rather than on the language itself.

\*A game should give students a chance to learn, practice, or review specific language material.

There are many advantages of using and organize games in the classroom.

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills-speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

### **2.14.1 TYPES OF GAMES**

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

John Von Neumann (1928) demonstrated that the games offer a profit or results in each one of the ways to finish to play the game. Three on line, Words game, and others are examples of the different games we can adapt according to the activities of the classroom and through them we can get to develop the four skills of the language. This activity can be very useful not only for children but adult people, because the important objective is to get that the students enjoy and learn at the same time.

Three on line where the children write many words of the vocabulary , the developing the skill of writing and listening.

Millionaire Game, through it, the children will answer many questions about grammar such as: dictation, unscramble, spelling etc, that's mean this games is very useful to develop the four skills at the same time.

Reading game is very fun, the children read a short story, this game encourage students' productive skills of speaking and listening by improving the pronunciation of the words.

Guess the meaning or Missing Words ,through it the students try to find the word relating to text. They develop the skill of listening and writing.

Balloon written, the students find a instruction as write sentences, change to questions, or unscramble words, they develop the skill of listening and writing.

Spelling chair , the students listen to the music and when it stops, they spell one word of the vocabulary, they develop the skill of speaking and listening.

Miming Game , the children enjoy it because they try to dramatize something through move their body, this dramatization can be a sentence or a question, they develop the skill of speaking and elicits their speech fluency.

Words Association, they say or write words that have association with other, this can a verb or noun, they develop the skill of listening, writing and speaking and tests their understanding of vocabulary.

Stop the hand a game very fun, the students listen to the instructions of the teacher and they write, it can be a sentence, or dictation spelling words, when one of them say Stop the hand, they stop to write, they develop the skill of listening and writing.

Active ABC they write many words with one letter of the alphabet, they develop the skill of listening and writing and tests their understanding of vocabulary too.

Unscramble words they order different words of the vocabulary, they develop the skill of writing.

Pictures sequence the students look at the pictures and they describe image picture in five sentences to complete the task, they develop the skill of writing and speaking.

### **2.14.2 DIGITAL GAMES:**

According to Mc Luhan (1994), Gutenberg's printing press created the illiterate public.

Printing was a watershed in the history of technology. It drew the line between the medieval and the modern. As nobody is born with the ability to read and write, the printing press paved the way for these two skills to become pillars of the educational system.

Today we are in a similar situation to the one that faced industrial society: how to acquire the knowledge necessary to coexist in the new social, political and economic system. What is the special about the challenge confronting us today is that the internet era presents us with " and ever changing environment to which we must adapt at an unprecedented speed, we must accept that education should equip the individual with the cognitive instruments necessary to cope with this environment (Fernandez Hermana, 2001)

The use of video games is a good example of this situation. Video games are among the most direct means of access that children and young people have to the world of technology. Most children in the West play with consoles and their first contact with computers is through a computer game.



Throughout this article we will suggest that while playing children are learning basic strategies and skills that will enable them to gain access to the virtual world. Furthermore, video games are programs that can easily be introduced in schools to teach specific curricular contents or to develop strategies and procedures.

The computer environment not only influences the people who use it, but also has a bearing on the whole of the social context. Several of its effects can already be seen in society at large. Although we do not know their scope and their repercussions in the long run, we believe should try to take them into consideration in the design of teaching-learning situations.

## **2.15 INNOVATIVE GAMES**

Games are an expression of culture, they are a summary of a dynamic reality and for that reason they change according to the social conditions that change everyday. This is a part of the recreation as a discipline that pretends to understand to the human race.

Sanchez 2001 holds that : “it is a conjunction of knowledge, activities and free process that people are implicated in each cultural expression introduced in a ludic zone of natural characteristic apt to strength them in the development of a human integrity”.

There is a nostalgic about traditional things, this reflects in the games and the actors of recreational in different activities, now the object is rescue the traditional games or the rescuing of the values, in summary they are a group of games at the end, it suppose that when we make these activities we are rescuing values that means that through the traditional games we live and put

in evidence or we practice these values, and besides it is true that the traditional games can create several purposes in the learning.

The traditional games are a ludic activity surged of the traditional living and conditioned by the social, economic, cultural, historic and geographic situation that do part of the specific reality and concrete according to a determined historic moment. Oscar Vahos says: each culture has a ludic system made by the set of games, toys and traditional ludic that surges of the reality of that culture.

Each traditional game, are made by particles of reality in which one we can see the social and cultural structure that belong to each society. It is possible that the same game has a different names in each society.

But the important is to be conscious about what we can rescue these traditional games and make them useful not only in the recreational aspect of our life but in the learning process into the schools. We must open our mind to modern ideas about the traditional games and applying the past to the present that means, use of the traditional games into the activities of learning, in a fun and active way. For instance in the English learning process.

## **2.16 GAMES AS A PART OF EDUCATIONAL STRATEGIES**

Games as a part of educational strategies serve as excellent communicative activities ( Chen, I –Jung). The use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to use “use the language”, however, during the game the learners play , they also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously.

In recent years language researches and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speakers's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. Games, which are task-based and have a purpose beyond the production of correct speech, serve as excellent communicative activities (Saricoban & Metin 2000). On the surface, the aim of all languages games is for students to "use the language", however, during game play learners also use the target language to persuade and negotiate their way to the desired results. This process involves the productive and receptive skills simultaneously.

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practising new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman 1998). While playing games, the learners' attention is on the message, not on the language. Rather than to pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz, Horwitz and Cope 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated-thus communicative competence is achieved.

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purpose.

Use of language (Prasad 2003). In other words, these activities create a meaningful context for language use. The competitive ambient also makes learners concentrate and think intensively during the learning process, which

enhances unconscious acquisition of inputs. Most students who have experience game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, teachers in Huyen & Nga's (2003) reported that action research reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment.

Games as a Natural resource or strategy for Teachers have been well demonstrated as benefiting students in a variety of ways, for that reason teachers turn to games. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.

These general benefits or advantages of games are:

Affective:

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

Cognitive:

- reinforces
- review and extends
- focuses on grammar communicatively

Class Dynamics:

- student centred
- teacher acts only as facilitator
- builds class cohesion
- fosters whole class participation
- promotes healthy competition

Adaptability:

- easily adjusted for age, level, and interests
- utilises all four skills
- requires minimum preparation after development

## **2.17 THE GAMES THAT HAVE BEEN USED IN THE TEACHING LEARNING PROCESS AS ENGLISH FOREIGN LANGUAGE.**

The games chosen for this study has been created and innovated for us.

The games that we use are:

**Stop the Hand:** It is a game very fun, the students listen to the teacher instructions and they write, it can be a sentence, or dictation spelling words, when one of them says stops the hand they stop to write, they develop the listening and writing skills.

**Spelling Chair:** In this activity the student listen to the music and when it stop, they spell one word of the vocabulary, they develop speaking and listening skills.

**Guess the meaning :** In this game the students try to find the word relating to text, they develop listening and writing skills.

**Word association :** It is an activity where the students say or write words that have association with other, this can be a verb or noun, they develop listening, writing, and speaking skills, and tests their understanding of vocabulary.

**Active ABC:** In this game students write many words with one letter of the abecedary, they develop listening, and writing skill, and tests their understanding of vocabulary too.

**Millionaire Game:** This activity is fantastic, the children will answer many questions about grammar such as: dictation, unscramble, spelling, etc. That means these games are very useful to develop the four basic skills at the same time.

**Miming Game :** In this game the children enjoy it because they try to dramatise something through move their body, this dramatisation can be a sentence or a question, they develop the skill of speaking and elicits their speech fluency.

**Pictures Sequence :** the students look at the picture and they describe the picture that they look at, this activity likes as tell a story, they develop writing and speaking skills.

**Unscramble words :** In this activity the students order different words of the vocabulary in different ways, then they develop writing skill.

**Reading Game :** This game is very fun, the children read a short story aloud this game help to improve their pronunciation.

**Three on line :** In this activity the students write many words of the vocabulary, they develop the writing and listening skills.

**Balloon Questions:** the students find a instruction as write sentences, change to questions, or unscramble words, they develop listening and writing skills.

### 2.17.1 GAME APPROACH

#### a) STOP THE HAND

**Language focus:** simple present, there is/are, how many/much, some and any, going to , simple past ( sentences with regular verbs/irregular verbs, sentences with did not, questions with did and vocabulary.

**Interaction:** Pairs and individual way.

**Time:** 30-40 minutes.

**Materials:** board, markers, notebook

**Procedures:** the teacher asked the structures in which the students had doubt in order to reinforce them to do the exercises through games correctly.

The teacher demonstrated the game writing on the board the sentences or questions that they had to do using the structures pointed above. Example: We're going to the park. Now, teacher said change the sentence to question .

#### **Playing the game:**

1. Players passed to the board, in pairs
2. Teacher divided the board in two sides in order to have both groups with different names.
3. Each group or side had a singular name, it could be in English or Spanish. The first player who finished and say stop the hand was the winner, if the

answer was the correct; on the other hand the player who did not finish first had an opportunity if her/his answer was correct.

4. Teacher and players counted the points, the group that had more points was the winner.

### **b) ACTIVE ABC**

**Language focus:** vocabulary

**Interaction:** group of 23 children

**Time:** 25-30 minutes

**Materials:** notebook, board

#### **Procedures:**

1. The teacher reinforced the alphabet pronouncing each one of the letters in order to avoid the confusion them when they listened.

2. The students gave examples of some words with some letters that started with each letter of the alphabet.

#### **Playing the game:**

1. Teacher selected any letter of the alphabet, A,F or G

2. Students listened to the teacher says the letter and they wrote only one word with the letter listened by them. Example: Write one word with the letter C, then they wrote Car.

3. Only one player who wrote and said Active ABC first, had the opportunity that the teacher review his/her exercise. If it was correct the student got one point and so on, until accumulate 20 points.

3. The teacher put a big ABC stamp on his/her paper, and this player was the winner.

### **c) BALLOON WRITING**

**Language focus:** general questions about the structures: unscramble, complete, listen, draw, etc.

**Interaction:** pairs



**Time:** 30-40 minutes

**Materials:** board, balloons

**Procedures:**

1. The teacher asked for the students do exercises about writing sentences, unscramble words, dictation spelling, etc on the board.
2. The students blew up the balloons, the teacher folded short pieces of paper with the questions and put into them

**Playing game:**

1. The teacher put together the balloons in front of the players.
2. The players ran to the balloons, the first player who sat down on the balloon had the opportunity to answer the question, the questions were about one of different exercises write above, if it was correct he/she got 20 points.
3. The teacher played again with the players who did not have opportunity to break and answer the question in order to complete the task with all of them.

#### **d) SPELLING CHAIR**

**Language focus:** vocabulary (nouns/verbs)

**Interaction:** whole class

**Time:** 30-40 minutes

**Materials:** board, cards

**Procedures:**

1. The teacher looked for different kinds of music, in English or Spanish, the important was the players feel enthusiastic and enjoy this game.
2. The teacher put in row 6 chairs so only 6 players could sit down on them when the music stop.
3. The teacher spelled each one of the letters from the alphabet to remind to the students its pronunciation, in order to say the word correctly.

Playing game:

1. The players danced around the chairs listening to the music.

2. When the music stopped, the players hurry up to sit down on the chairs just the children that got the seat spelled the word.

4. The teacher showed the card and each one of the players spelled the word, he/she got 1 point, if it was correct.

Note: It was not necessary to look at the words but the important was the students identify the letters to spell them.

### **e) WORD ASSOCIATION**

**Language focus:** vocabulary words (nouns/verbs )

Interaction: pairs

**Time:** 30-40 minutes

**Materials:** board, markers

#### **Procedure:**

1. The teacher gave examples of some words that had association with them practising the fluency of the vocabulary, example CAT: animal, pet , domestic.

2. The teacher asked to the students more examples to make sure if they understood or not the process of the game.

3. The teacher divided the board in two sides to play in pairs.

#### **Playing the game:**

1. The teacher said one word and the players had to write three words that have association with in.

2. The first player who said word association was the winner if the words had association with the noun or verb.

Note: The important was not the writing but that the students find words that could be associated with the same.

### **f) THREE ON LINE**

**Language focus:** verbs in simple present and past tense.

**Interaction:** pairs

**Time:** 40 minutes

**Materials:** boards, markets

**Procedures:**

1. The teacher asked to the students say the progressive tense or the past tense of the verbs to reinforce them. Example: eat, ate eating.
2. The teacher repeated many times the pronunciation in past and present to make sure the student listen and identify the verbs correctly.

**Playing the game:**

1. The teacher drew the sing of three on line.
2. The teacher said the verbs, example: he/she ate, or he/she eats.
3. They listened to the verbs and the players passed to the board and teacher said to each one to the players the name of the each verb then each player had his/her turn, and he/she said the verb aloud and wrote it on each square of the sing. This was made in order to know if they pronounced and wrote in wrong or correct way.
4. When one of the player crossed three verbs on line he/she was the winner.

eat ate ate

eat ate eat

ate eat ate

Note: In this game the important was not make three on line but write and pronounce the verb in correct way to develop the writing, listening, speaking. The game had to be made quickly an to wake up the interest of the players, but this changed to a bored activity.

**g) GUESS THE MEANING**

**Language focus:** vocabulary

Interaction: pairs and individual

Time: 25-30 minutes

**Materials:** board, flashcards

**Procedure:**

1. The teacher reviewed some words or meanings of the vocabulary, teacher always looked for that the students say the meanings in their own words.

Example: It is a vegetable, it is green and long and you can eat in salad. The answer is: it is a cucumber.

2. The teacher divides in two sides the board, to play in pairs.

**Playing the game:**

1. The teacher said the principal characteristics of the word example: thing, animal, person or fruit, then the students tried to guess the word or the meaning that the teacher was talking about.

2. The first player who say guess the meaning, he/she said the word that the teacher explained.

Note: this game was made in oral and written way.

**h) MILLIONAIRE GAME**

**Language focus:** answer, wh questions, write sentences, unscramble words, dictation spelling, etc, focusing to the skills of writing, reading, speaking and listening.

**Interaction:** individual

**Time:** 30-40 minutes

**Materials:** board, envelopes whit questions.

**Procedure:**

1. The teacher stuck the envelopes with questions into them on the board, the envelopes had any picture drew on it such as happy face, a sun, a question mark, etc. To distract to the students and they feel motivated and think if the picture had association with the question. Example:

Unscramble verbs:

O p n e

L p y a     3 points

E t a

**Playing the game:**

1. The teacher said the names of the students at random in individual way.
2. He or she passed to the board and select one envelope, then he/she took out the question.
3. The teacher read the question and the player answer in oral or written way.
4. If the player answered in a good way, he/she had points according to the items of the questions.

**i) READING GAME**

**Language focus:** stories with different structures: simple present, going to and simple past.

**Interaction:** whole class

**Time:** 30-40 minutes

**Materials:** student book

**Procedure:**

1. The teacher looked for any reading in the book with the structures mentioned above.
2. The teacher read the story first, so the students listened to her pronunciation correctly.
3. She put one number to each one of 23 players.
4. The teacher divides the class in two sides to put one name to each group and write the points on the board.
5. The teacher put points according to the number of mistakes that the player had.
6. The group that had more points, because of the mistakes was the lose and the group that had less points was the winner. The contrary of the other games when the teacher adds the points.

**Playing the game:**

1. The teacher read the first paragraph of the story and mention one number at random.
2. The player read the paragraph aloud trying to pronounce the words correctly.
3. Then the teacher selected other number at random too and the player continued, but if he/she pronounced in incorrect way he or she repeated three times the word in which she or he was wrong, in order to memorize the pronunciation of the words correctly.
4. The group that had more points was the winner. The contrary to the other games when the teacher adds the points.

**j) UNSCRAMBLE WORDS**

**Language focus:** with different structures: simple present, going to, simple past.

**Interactions:** groups

**Time:** 30-40 minutes

**Materials:** student book

**Procedure:**

1. The teacher did exercises of unscramble with sentences or words of the vocabulary.
2. The teacher makes cards with the words or sentences in order to put together them.
3. The teacher divides the board in 5 sides in order to play in groups.

**Playing the game:**

1. The teacher put the cards on the chair in disorder.
2. The teacher count 1-2-3 and the players ordered the cards sticking them on the board.
3. The first group that finished to order the words or sentences said unscramble words and if they answered correctly they get one point, if they

did not have the correct answer the teacher gave preference to the group that had the correct order of the words or sentence.

### **k) SEQUENCE PICTURE**

**Language focus:** different structures, can, Ing - form, going to, simple past.

**Interaction:** individual

**Time:** 40 minutes

**Materials:** pictures, cartoons

#### **Procedure:**

1. The teacher reinforced the speaking, talking about some pictures as a cartoon picture.
2. The teacher stuck pictures about cartoons on the board.

Playing the game:

1. The students had to talk or describe what happened into the picture inventing a short story about it.
2. If they told the story in correct way, with the structures learned, they had a good grade like 20.

### **3. RESEARCH METHODOLOGY**

#### **3.1 STUDY DESIGN**

Our research is an experimental method, where we have two groups A and B. A is a control group and B is an experimental group. The students will be assigned to form two groups: both A and B have 23 children in total.

We have developed a modern method in order to teach to the students in an active and funny way that is: using “INNOVATIVE GAMES” in this way, we do not use a traditional methods, that the students are accustomed.

The time that maybe be spent in the teaching learning process using games can be ranged from four to eighteen months. This affirmation was legitimised by Brown Douglas.

With this process, we are looking for a learning through innovative games and in this way we will try to develop the four basic skills of the language such as: Speaking, reading, writing and listening.

To develop these skills, the students will improve their speech, their writing, their reading and their listening that at the same time are the same skills or activities made in the classroom.

#### **3.2 ELICITATION TASK**

Elicitation task refers to the techniques used by the researches to elicit the type of responses he wants the learner to produce. According to Dullay and Burt, the elicitation can be made and focus. The task mode refers to the language mode tapped (speaking, reading, writing and listening) the task



focus is the kind of focus required from the samples to perform the task. Thus, the learners may be required to concentrate on the content of their statements.

### 3.4 THE SAMPLE

SCHOOL	No. OF CHILDREN		GRADE	AGE	SCHOOL YEAR
APCH	BOYS	GIRLS	4 th	8-9	2004-2005
	17	29			

The reason for choosing this age is:

According Inhelder and Piaget (1958) claim that during this stage, children are in a cognitive development of what is called “concrete operations”. Even though they may be able to assimilate slight abstract talk about language, they are centred on the functional purposes of language in which games can be used in the classroom in order to improve teaching-learning process.

### 3.5 PRE-TEST DEVICES

The purpose of the pre-test was find the level of knowledge that students had in this moment without have used any games. The test was administered to the students the same day, in two groups of 23 children.

The time spent in the hole test ranged from 40 to 50 minutes. The teacher explained the way to answer the questions, the students were encouraged to answer according to the questions, selecting the best and logical option. The pre-test was divided in four basic skill: reading, writing, listening and speaking. The questions to develop the reading skill were five which had match, circle, read and circle, and select the better answer.

The questions to develop writing skill was also five: unscramble nouns and verbs, complete with verbs in simple present, order sentences, look at the pictures and complete with the correct word according to the meaning. The students stopped to answer the listening questions because they had to listen to the pronunciation of the words selected, then the students circle the best option according to the pronunciation that they listened.

The questions to develop the speaking were made in a personal way, in order to know if they understand or not the oral questions.

Example: **What is your name?**

The options in this question were:

- a) You are a boy
- b) You are a child
- c) Your name is
- d) My name is

Then the logical and correct answer was **my name is** , then the teacher circled the best option that the student choose when they listened to the question.

In order to test the first pre-test we used the following worksheet:

QUESTIONS	SKILLS	STRUCTURES
1 to 5	Reading	Going to, vocabulary, reading wh-questions, prepositions of time
6 to 10	Speaking	Wh-questions: where, what, why
11 to 15	Listening	Circle the correct pronunciation of the vocabulary: verbs and nouns
16 to 20	Writing	Unscramble nouns/verbs, verbs in simple present, order sentences, vocabulary meaning, write words with the vocabulary

CODE	TYPE OF ERROR
0	Correct
1	Incorrect

**QUESTIONS**

READING

SPEAKING

LISTENING

WRITING

No.St.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1																					
2																					
3																					
4																					
5																					
6																					
7																					
Etc.																					

In order to test the second pre-test we used the following worksheet

QUESTIONS	SKILLS	STRUCTURES
1 to 5	Reading	Circle there is/are, questions, with is there, any/are there, some, going to, vocabulary meaning, how much/much/many.
6 to 10	Speaking	Tell sentences with simple present, ING form, future going to, simple past, modal Can.
11 to 15	Listening	Circle the correct vocabulary and dictation spelling words.
16 to 20	Writing	Unscramble words, complete with some/any, order sentences, write words with the alphabet, write sentences with there is/are according to the pictures.

CODE	TYPE OF ERRORS
1	Correct
0	Incorrect

### QUESTIONS

READING

SPEAKING

LISTENING

WRITING

No.St.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1																				
2																				
3																				
4																				
5																				
6																				
7																				
Etc.																				

### 3.6 POST – TEST METHODOLOGY

After the two pre-tests, of instruction was three days a week , during a 40-minutes class per day.

With the purpose of eliciting easily and naturally the statements for the analysis of the four basic skills such as: Reading, Speaking, Listening and Writing. The test was administered to the children different days, first the experimental and after the control group. The time spent in the whole test ranged from 30 to 40 minutes.

The control group did not receive the instruction through innovative games, they received the instructions just with traditional methods, the experimental

group focus on the simple present, simple past tense, future (going to), present progressive the use of how much, how many, some, any, and vocabulary in sentences.

The instructions of these activities were developed with all the innovative games such as: Stop the hand , Active ABC, Writing balloon, , spelling chair, three on line, word association, the students develop the writing and listening skills.

Guess the meaning, millionaire game, reading game, unscramble words were used to develop the writing, speaking, listening, and reading skills.

Picture Sequences was used to develop the speaking skill. All the activities with games were made according to the structures that the teacher taught them and depending what structures the students need to reinforce, then the teacher selected the best game in order to improve what they learned.

The teacher evaluated every day after the students played with the games giving them a short assessment .

### **3.6.1 TECHNIQUES FROM THE CLASSICAL METHOD.**

**Deductive application of rules.-** The teacher presented the rule for each structure with examples and the structures were asked to apply it with their own examples. The students were also asked to memorize the grammar rule and to make up sentences in which they will have to use the new rules and vocabulary words with their meanings in Spanish. Spanish was also used to translate certain words that students did not understand.

The test developed to evaluate the students after the application of innovative games is presented in Annex C.

### 3.7 POST TEST DEVICES

The following is the worksheet used to record the data obtained from the post test.

QUESTIONS	SKILLS	STRUCTURES
1 to 5	Reading	Vocabulary meaning, reading, wh -questions, verbs in past tense, prepositions of time.
6 to 10	Speaking	Tell sentences using past tense of regular/irregular verbs, verb to be: was/were, and talk about some topic, mixing the structures in simple past tense.
11 to 15	Listening	Dictation verbs, nouns, sentences, questions, and paragraphs.
16 to 20	Writing	Unscramble verbs, sentences with was/were, regular/ irregular verbs, write a short paragraph mixing the structures in simple past tense.

CODE	TYPE OF ERROR
1	Correct
0	Incorrect

#### QUESTIONS

READING

SPEAKING

LISTENING

WRITING

No.St.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1																				
2																				
3																				
4																				
5																				
6																				
7																				
Etc.																				

## 4.1 FIRST PRE-TEST

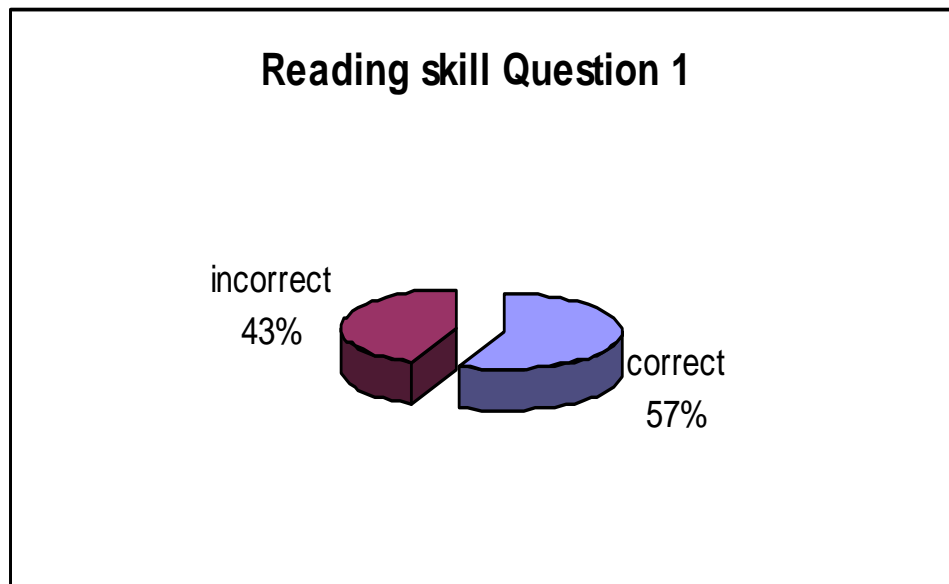
### 4.1.1 Question 1 Reading Skill

Match the correct tense

John.... Barbecue tomorrow

- a. eats
- b. is eating
- c. is going to eat

Correct	13	56,52
Incorrect	10	43,48
Total	23	100,00



In this question of matching to the correct tense the students recorded 57% correct and 43% incorrect form, they were confused with the tenses: going to with present progressive, then they omitted the expression “tomorrow” that showed the future tense with going to, for that reason they could not identify the correct tense and matched the progressive form of the verb.

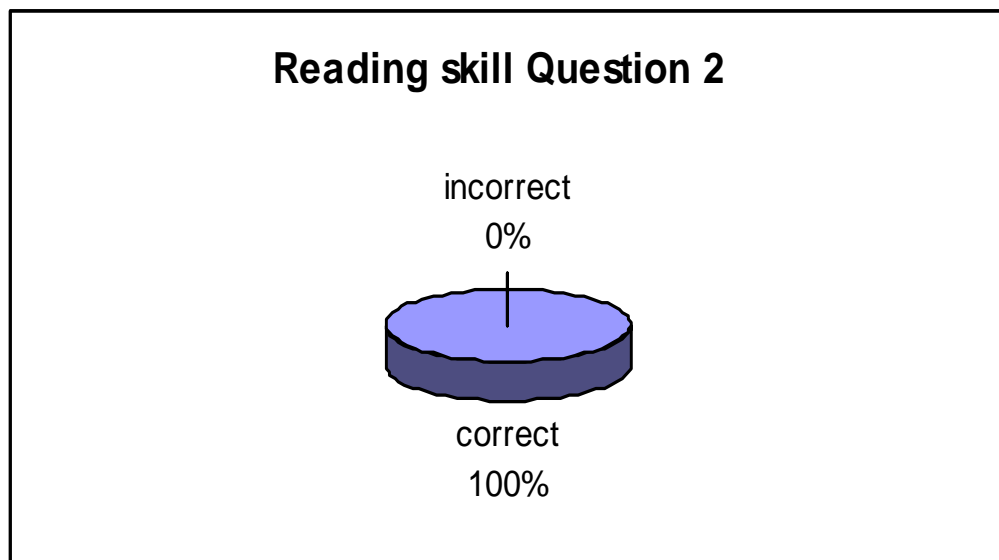
#### 4.1.2 Question 2 Reading Skill

Circle the correct

Do you like lemonade?

- a. it is juice
- b. it is chicken leg
- c. it is salad

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00



In the question two, the students had to guess the meaning of the vocabulary and circle the correct option they recorded 100% correct, they related the words to its meaning quickly so they knew the meaning of the vocabulary so it was an excellent performance.



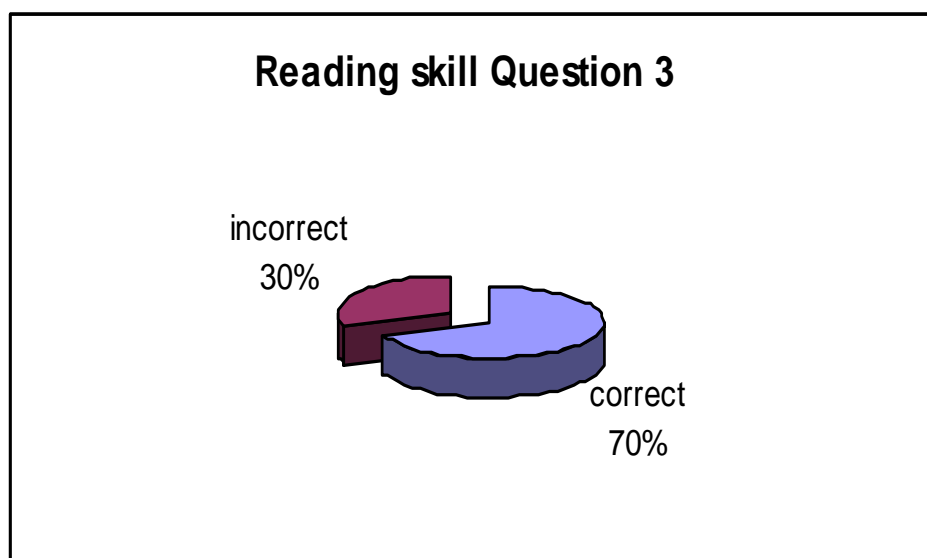
### 4.1.3 Question 3 Reading Skill

Read and circle

The friend of Birdex who can fly through the space is going to visit his mother and his father who are coming from the earth .

- a the friend
- b Birdex
- c through the space
- d father

Correct	16	69,57
Incorrect	7	30,43
Total	23	100,00



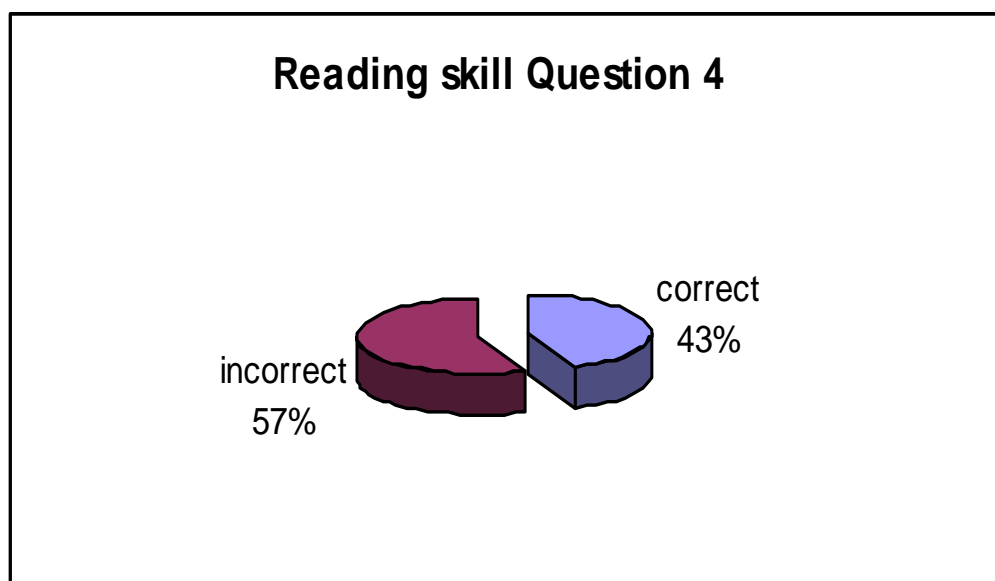
In the question three, the students recorded 70% correct and 30% incorrect , as we can see there was a good comprehension of the reading, identification of the vocabulary and also the identification of the tenses into the same reading, so the major of the students identified the principal character of the story that was the correct option, in the other hand other students had not clear the interpretation of the reading.

#### 4.1.4 Question 4 Reading Skill

Circle the correct question

- a. Are you drinking?
- b. you drink
- c. you are drinking?
- d. are you drink?

Correct	10	43,48
Incorrect	13	56,52
Total	23	100,00



In the question four, the students recorded 43% in the correct way and 57% Incorrect, the confused the way to make sentences with the way to make a question, they forgot that the verb to be is at the beginning of the sentence, and after is the personal pronoun, besides they omitted the question mark at the end of the same, there were a few who identified the correct way to make questions.

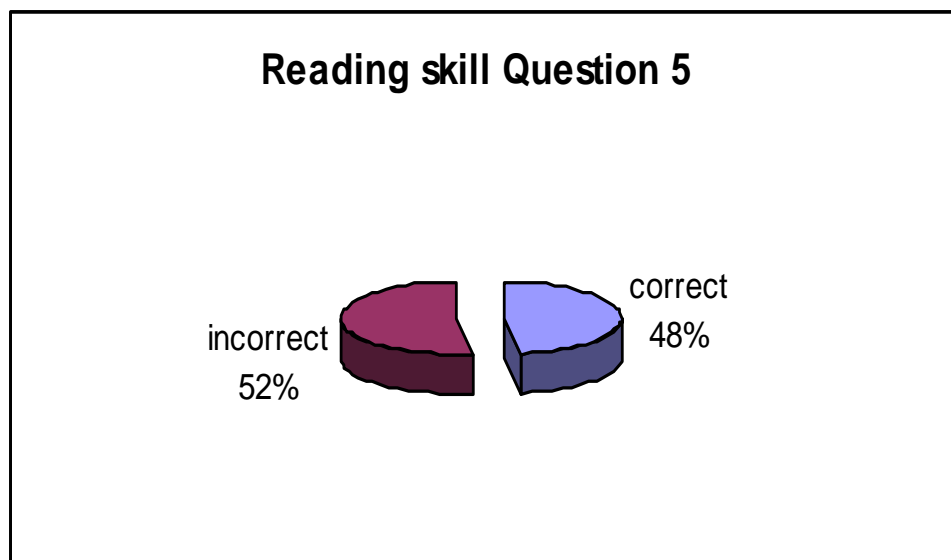
#### 4.1.5 Question 5 Reading Skill

Circle the correct option

The party is going to start at 7:00 pm  
It is going to start at:

- a. in the evening
- b. in the afternoon
- c. at night

Correct	11	47,83
Incorrect	12	52,17
Total	23	100,00



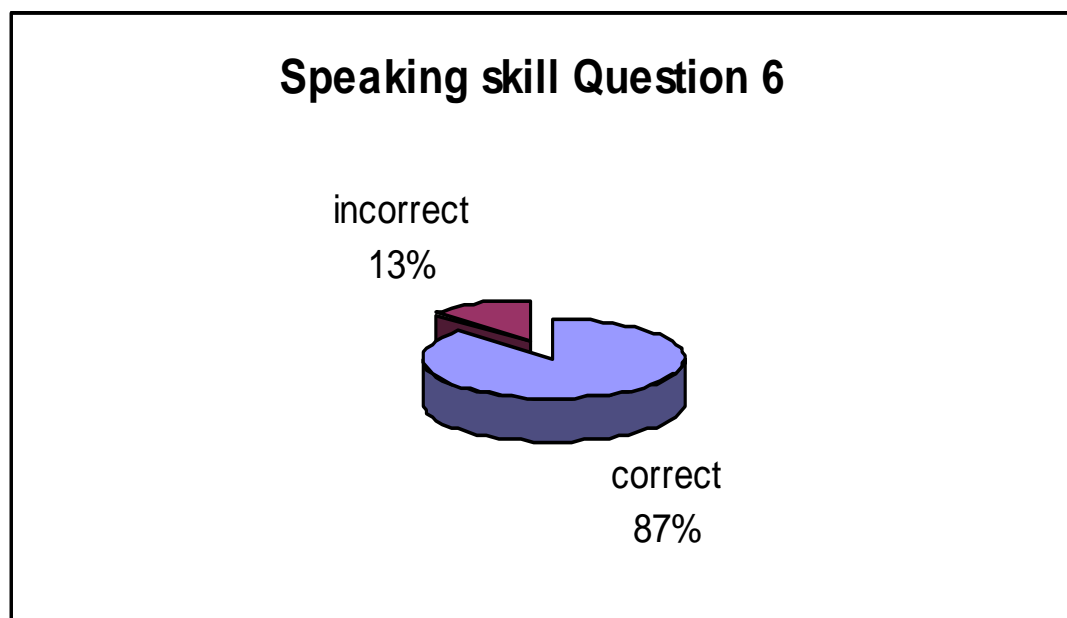
In the question 5, the students recorded 48% in the correct way and 52% incorrect , they did not relate the hour with the preposition of time that in this case was “night”. According this they did not know the vocabulary and they chose the incorrect answer. This lead us to think that the students never use these expressions and for the same reason they showed a regular performance.

#### 4.1.6 Question 6 Speaking Skill

Answer this question

Where do you live?

Correct	20	86,96
Incorrect	3	13,04
Total	23	100,00



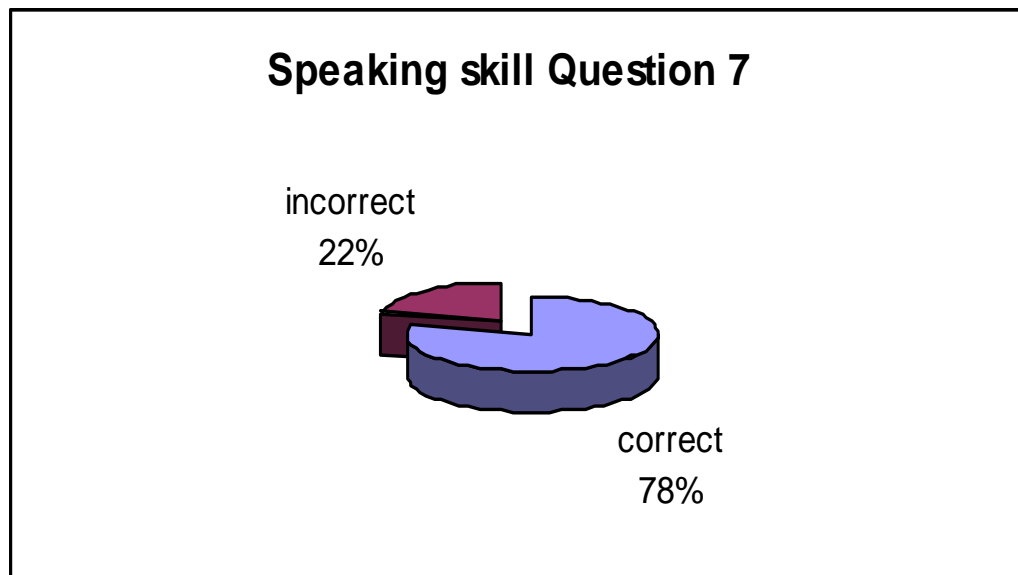
In the question 6, most of the students recorded 87% in a correct way just 13% incorrect, in first instance we can see they knew the way to make wh-question in present tense using the auxiliary Do and for the same they knew how to answer this. In the other way few students omitted the auxiliary and answered in simple present tense. There was a very good performance

#### 4.1.7 Question 7 Seaking Skill

Answer this question

What is your favourite food?

Correct	18	78,26
Incorrect	5	21,74
Total	23	100,00



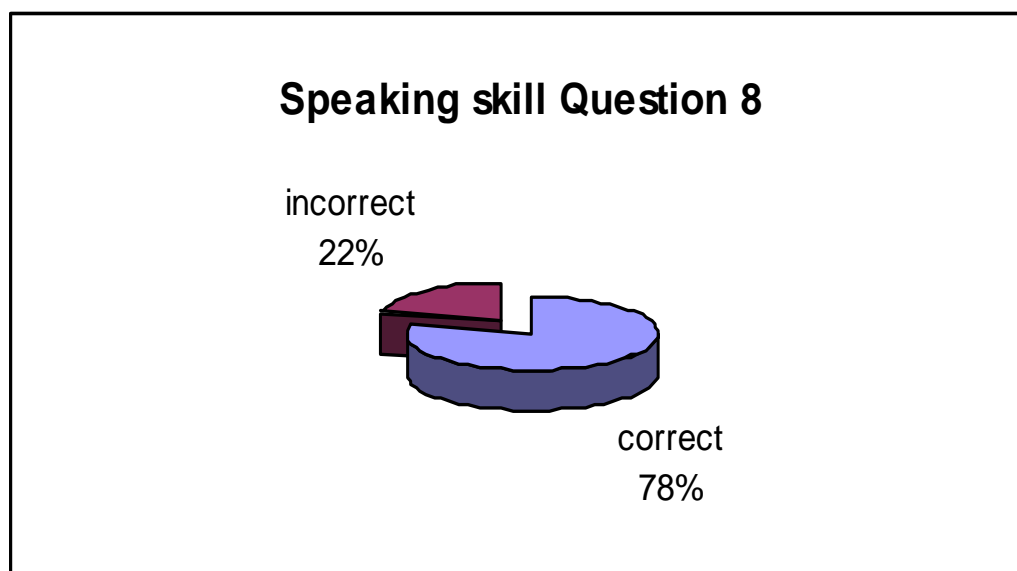
The students recorded 78% correct and 22% incorrect, most of them answered correctly, because they knew the structures of the question in simple present, the meaning of the verb and the vocabulary which they might answer. Only few students did not know how to answer it, so they had a good performance.

#### 4.1.8 Question 8 Speaking Skill

Answer this question

Where do you study?

Correct	18	78,26
Incorrect	5	21,74
Total	23	100,00



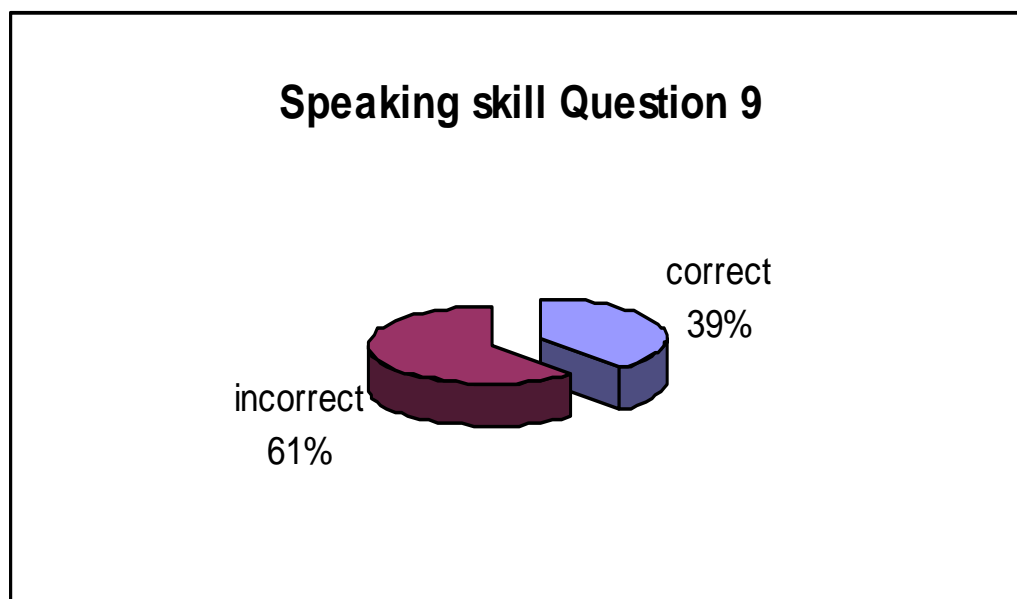
In this question most of the students had a good performance, they recorded 78% correct and 22% incorrect, so the students answered correctly. They used the correct vocabulary and they answered according to the tense of the question, meanwhile that the others confused the meaning of were with what so answering incorrectly.

#### 4.1.9 Question 9 Speaking Skill

Answer this question

Why do you study at APCH school?

Correct	9	39,13
Incorrect	14	60,87
Total	23	100,00



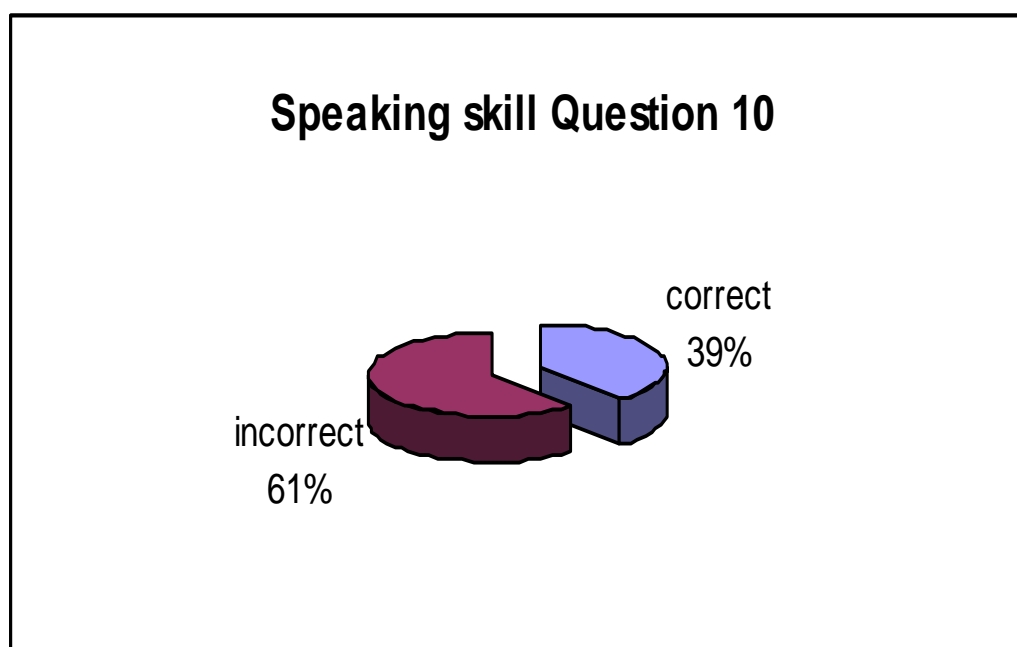
The students recorded 39% correct and 61% incorrect, most of them had a regular performance, they did not know the meaning of the wh-question Why and the correct use of the preposition at, so they confused why, what or where and so they could not realize that the teacher asked them.

#### 4.1.10 Question 10 Seaking Skill

Answer this question

Where do you go on vacation?

Correct	9	39,13
Incorrect	14	60,87
Total	23	100,00



The students recorded 39% correct and 61% incorrect, they confuse the vocabulary that they have learned, so they could answer with the appropriated expressions, besides when they answered it they omitted the personal pronoun, then the performance was not good.



#### 4.1.11 Question 11 Listenind Skill

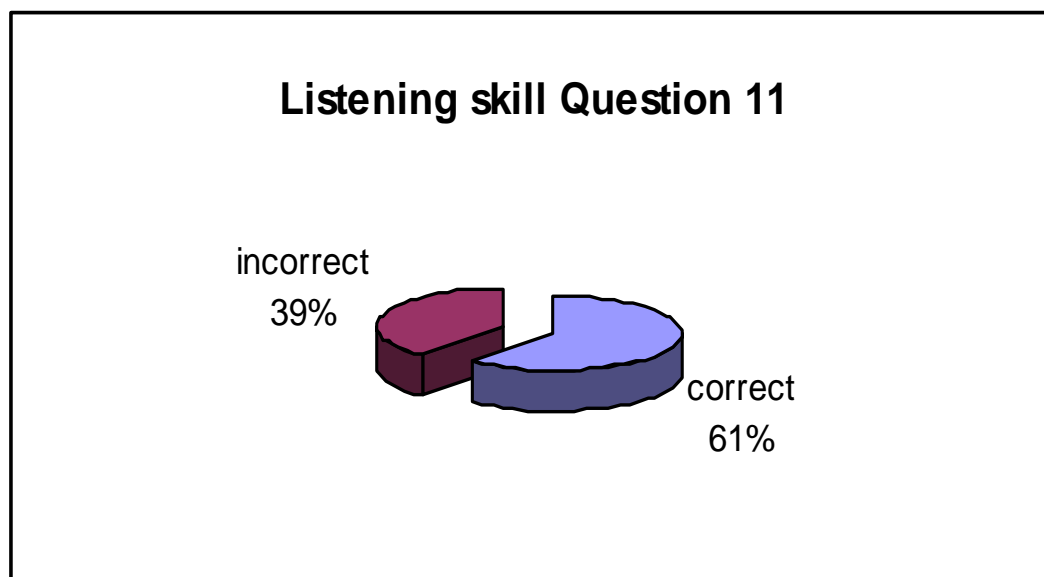
Listen and circle:

It is white and curly

a. ship

b.sheep

Correct	14	60,87
Incorrect	9	39,13
Total	23	100,00



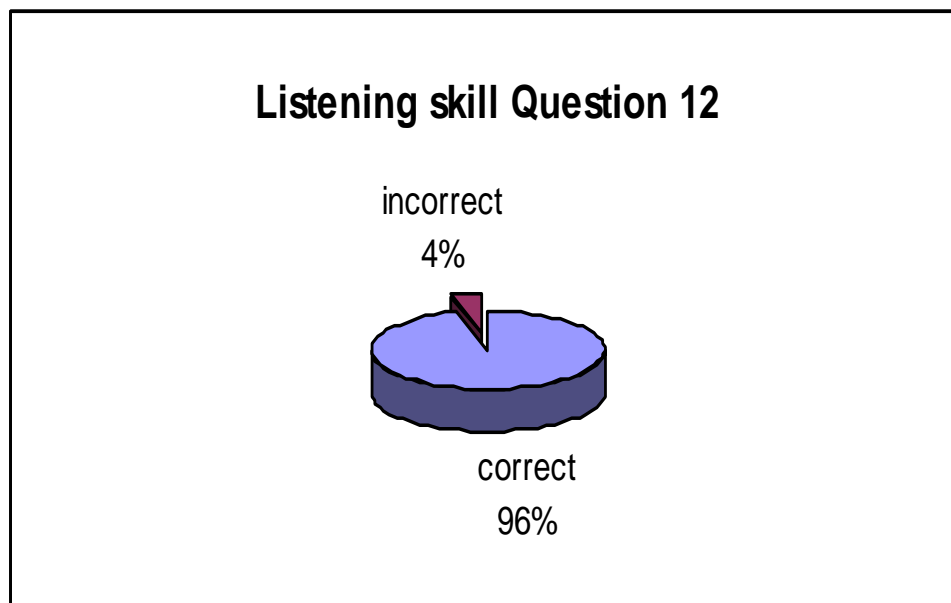
In this question the students recorded 61% correct and 39% incorrect, the students that made correctly put more attention not only in the pronunciation but in the writing of the words to be selected., meanwhile the rest of the students did not identify the correct pronunciation of the two words.

#### 4.1.12 Question 12 Listening Skill

Listen and circle:

- a. three / tree
- b. can / can` t
- c. apple / apol

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00



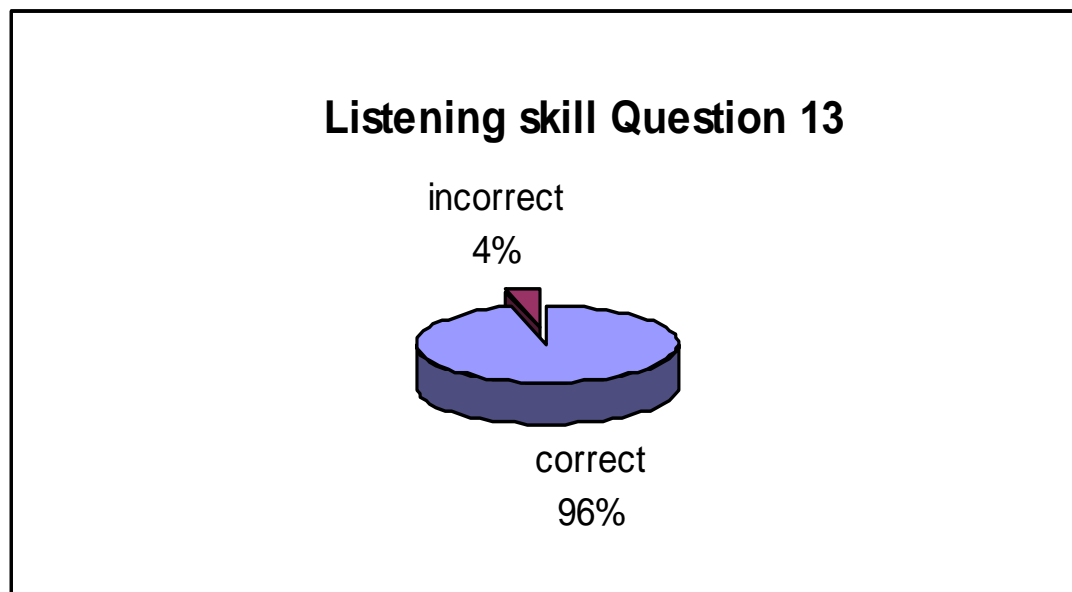
In this question the performance of the students was excellent, they recorded 96% correct this lead us to think that they put attention to the pronunciation and the writing of the words that they had to circle, so it was easier to identify the correct answer. Only one student confused the pronunciation due he/she did not understand the question

#### 4.1.13 Question 13 Listenind Skill

Listen and circle: It is a delicious salad

- a. liquid
- b. food
- c. exercise

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00



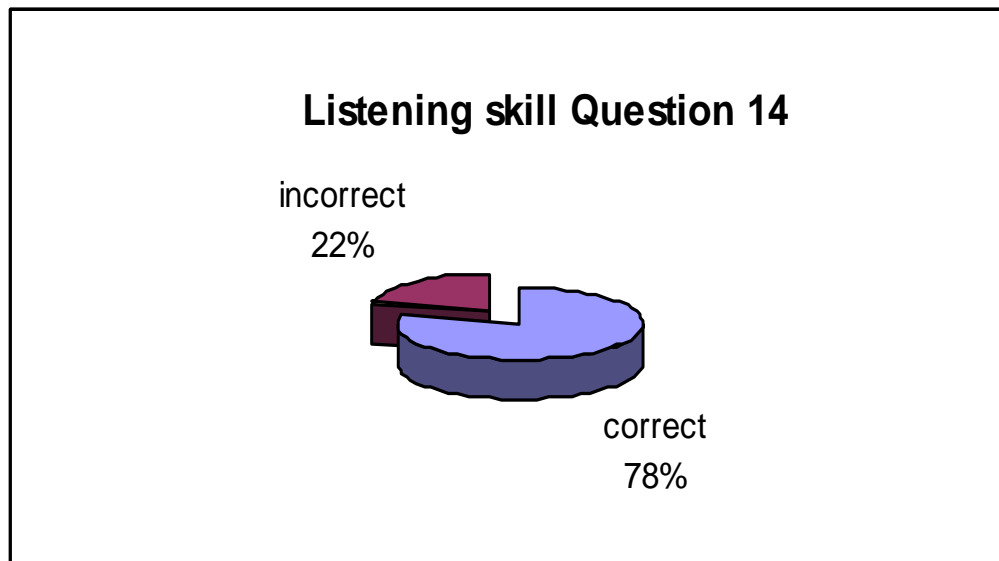
In this questions the students recorded 96% correct and 4% incorrect, it was due they knew the meaning of the vocabulary in other words , in this case the question was It is a delicious salad and the correct option was it is a food. The result was positive due the children always practiced the meaning of the vocabulary .

#### 4.1.14 Question 14 Listenind Skill

Listen and complete

I am going to the .....at.....o'clock, I am going to ..... with my..... At.....

Correct	18	78,26
Incorrect	5	21,74
Total	23	100,00



The students recorded 78% correct and 22% incorrect, the most of the students understood the pronunciation of the whole sentence that the teacher said and they put more attention. The rest of the students maybe did not understand the order how they had to complete the sentence.

#### 4.1.15 Question 15 Listenind Skill

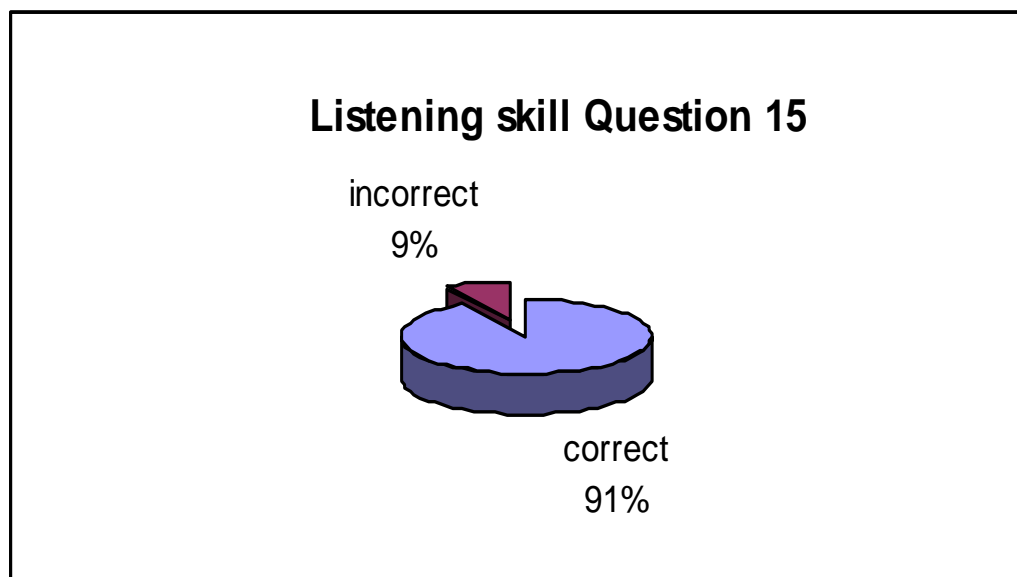
Listen and circle

John goes to the school by. (bus)

It is:

- a. transport
- b. fruit
- c. house.

Correct	21	91,30
Incorrect	2	8,70
Total	23	100,00



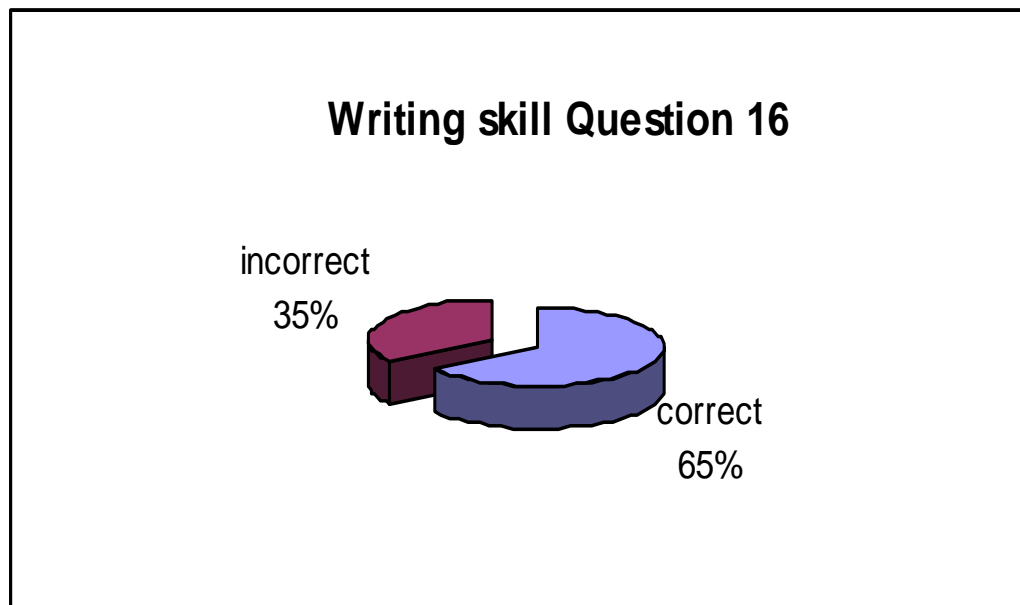
The students recorded 91% correct and 9% incorrect, the result was very good because they knew and understood the meaning of the vocabulary according to the statement that the teacher said.

#### 4.1.16 Question 16 Writing Skill

Unscramble verbs and nouns

y p t r a  
y l p a - h t e - u i t r g a  
k m a e

Correct	15	65,22
Incorrect	8	34,78
Total	23	100,00



In this question they recorded 65% correct and 35% incorrect, there was a problem in this question because the students confused when any words are in disorder , then they did not know how to order the words. But the rest identified the correct order of the words due they practiced so much the vocabulary into the class.

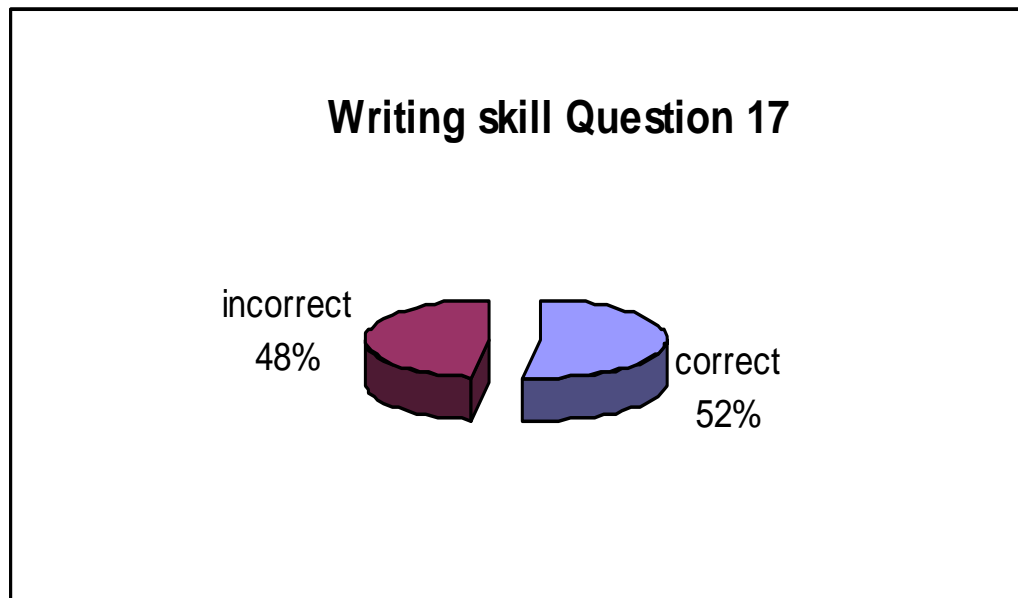
#### 4.1.17 Question 17 Writing Skill

Complete with verbs in simple present

Natalia.....to the school, she..... Math, in the recess, she.....  
soccer and basketball. She.....very happy.

is - studies - goes - plays

Correct	12	52,17
Incorrect	11	47,83
Total	23	100,00



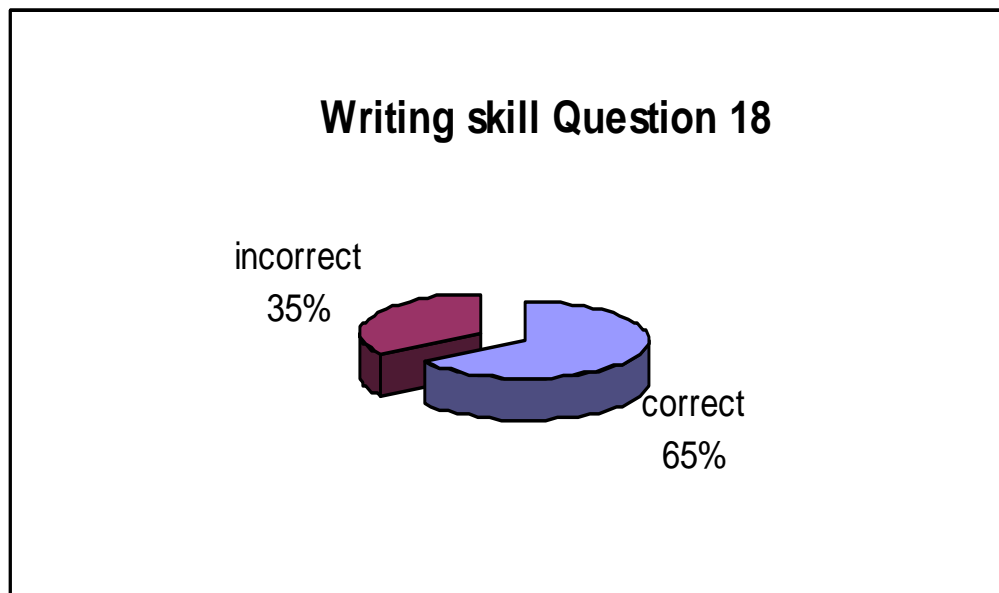
The students recorded 52% correct, 48% incorrect, the half of the students had difficult to complete the sentence with the verbs although the verbs were in third person according to the subject of the sentence (she). This result was bad . we guess they forgot the S goes at the end of the verb.

#### 4.1.18 Question 18 Writing Skill

Order this sentence

Valeria and Santi/ going / are / to/ the / write / story.

Correct	15	65,22
Incorrect	8	34,78
Total	23	100,00



In this question the students recorded 65% correct and 35% incorrect, the most of them knew the correct order of the structure of the sentence besides they understood the meaning of the vocabulary into the sentence. The rest of them did not know how was the order of the same.

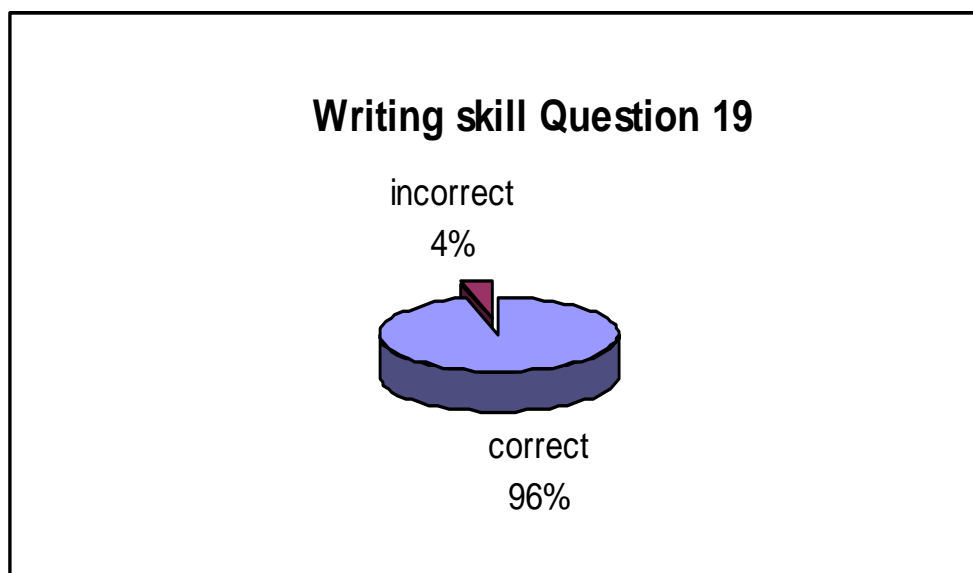


#### 4.1.19 Question 19 Writing Skill

Guess the meaning of the following cues.

It is green and long, it is....  
it has fruits and vegetables, it is.....  
it is red and round, it is.....

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00



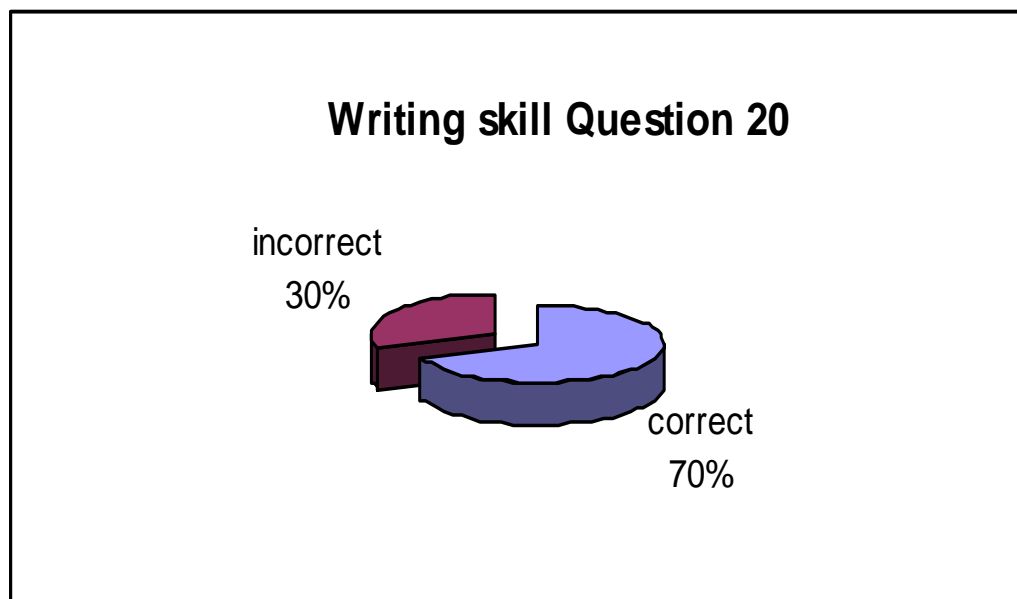
The students recorded 96% correct and 4% incorrect, the students had an excellent performance due they knew the meaning of all the vocabulary , although the teacher did not say the complete assessment or cue they only just looked at the first word.

#### 4.1.20 Question 20 Writing Skill

Write one word with each one of these letters

m  
o  
n  
d  
a  
y

Correct	16	69,57
Incorrect	7	30,43
Total	23	100,00



In this question , the students recorded 70% correct and 30% incorrect, the most of the students knew the vocabulary and they had not problems to write Words with each one of the letters, a few students could not remember words with these letters, so they failed in this question.

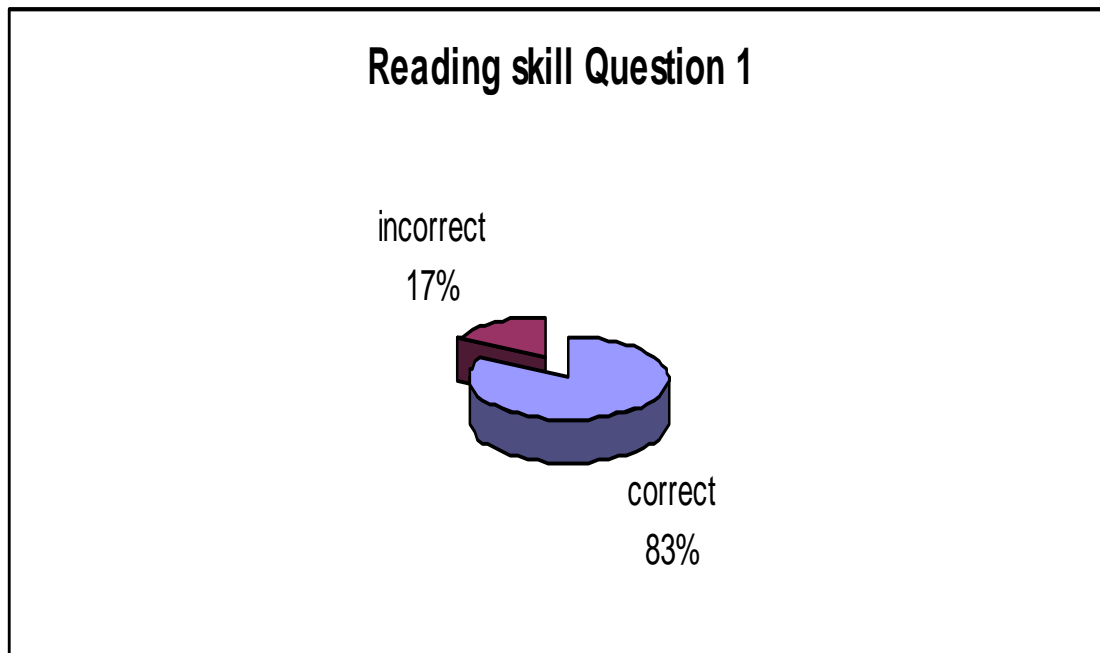
## 4.2 SECOND PRE TEST

### 4.2.1 Question 1 Reading skill

Read and circle the correct

- a) There is/are some milk in the refrigerator
- b) There is/are some tomatoes in the basket
- c) There is/are some butter on the bread
- d) There is/are some oranges on the table

Correct	19	82.61
Incorrect	4	17.39
Total	23	100.00



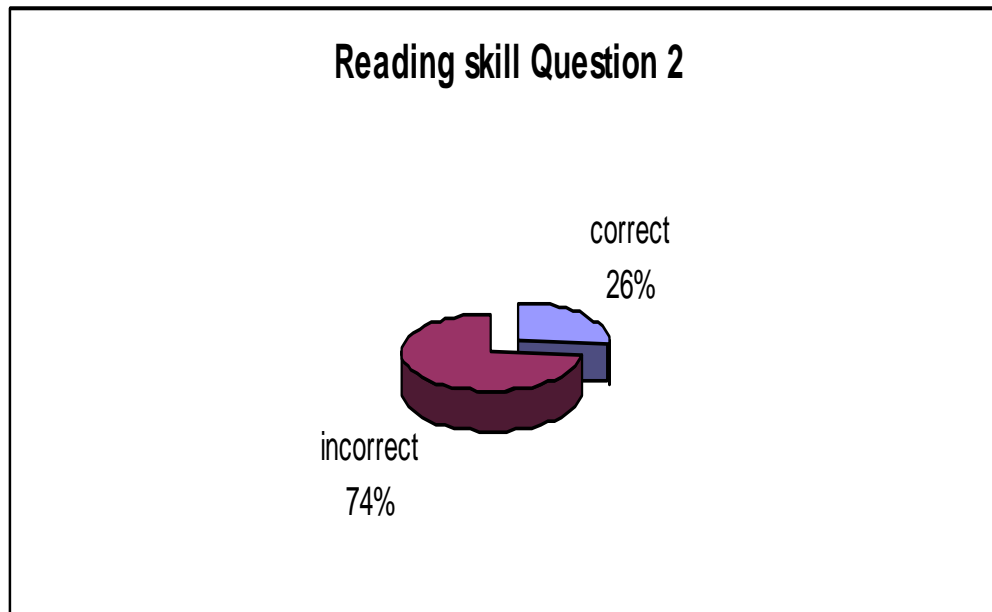
the students recorded 83% correct and 17% incorrect, the most of them identified the correct use of there is /are, few students forgot the correct use of there is/are into the sentences. It was a good performance.

#### 4.2.2 Question 2 Reading skill

Find an circle the mistakes in the following questions

- a) Are there some cushions on the sofa?
- b) Is there any coffee in the cup?
- c) Are they any lemonade into the glass?
- d) Is there some dogs in the pet store?
- e) Are there any milks in the kitchen?

Correct	6	26.09
Incorrect	17	73.91
Total	23	100.00



the students recorded 26% correct and 74% incorrect, they had difficulty to identify the correct way to make questions with are there/is the students did not know the correct use of Some / any /is there/ are there. The most of them confused the structures and the plural with the singular form. it was a bad performance.

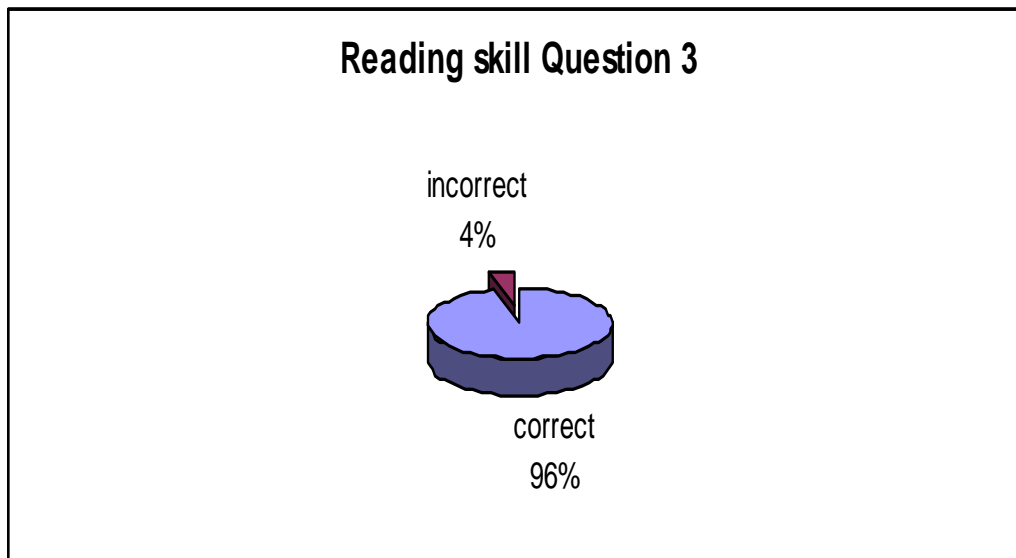
### 4.2.3 Question 3 Reading skill

Complete the sentences with the correct tense:

I am            To drink some water

- a) going
- b) go
- c) goes
- d) is going
- e) are going

Correct	22	95.65
Incorrect	1	4.35
Total	23	100.00



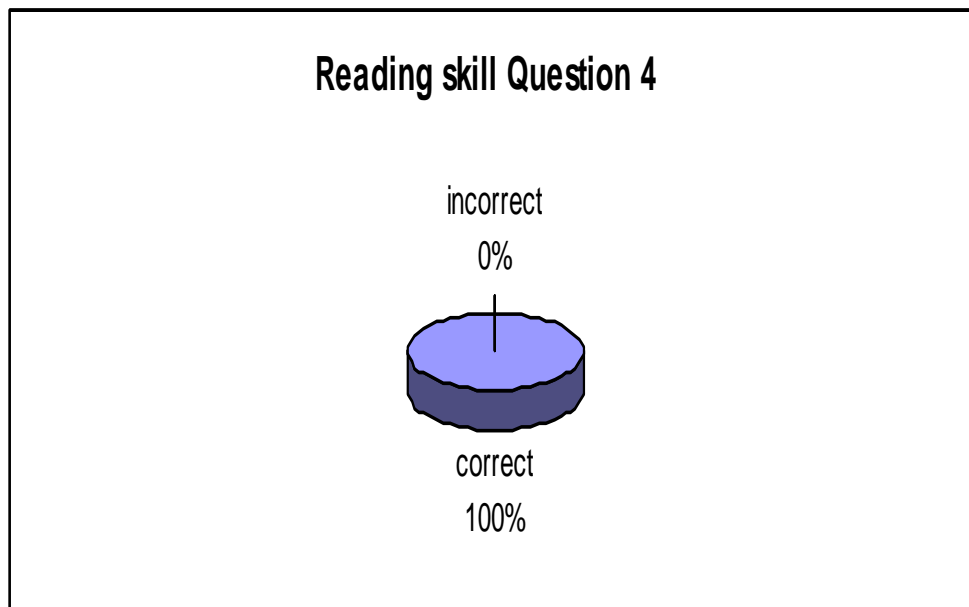
the students recorded 96%,and 4% incorrect, the most of them identified the correct use of Going to, in this case the correct form of the verb go would be going, there was a little confusion with this structures so only four students failed. The performance was excellent.

#### 4.2.4 Question 4 Reading skill

Select the meaning of the following words:

- a) It is white and something to drink: water-bread-milk-tomatoes-eggs
- b) It is a fruit, it is red and round: broccoli-cookies-apple-cat-ball
- c) It is something to eat: meat-ball-poster-door-water
- d) It is an animal lives in the sea: lion-dog-fish-snake-spider
- e) It is a vegetable, it is long and green: mayonnaise-cucumber-carrots-pear-lemonade

Correct	23	100.00
Incorrect	0	0.00
Total	23	100.00



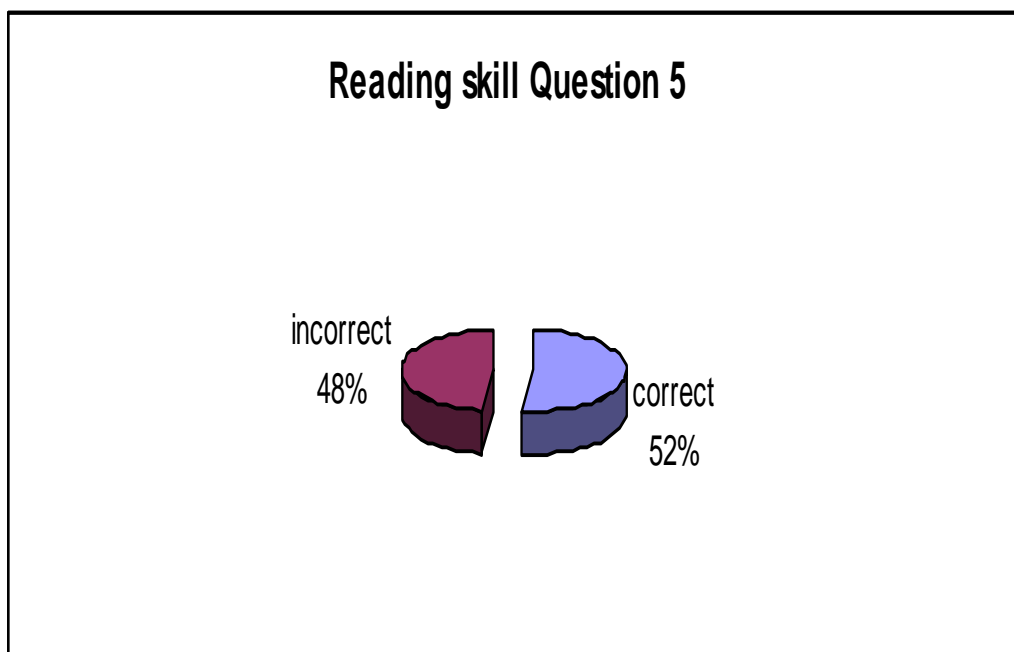
they recorded 100% correct, all of them identified the meaning of the vocabulary, they had not problems in this question due they practiced and reinforced the vocabulary in this way. The performance was excellent.

#### 4.2.5 Question 5 Reading skill

Color the correct:

- a) How much/many milk is there?
- b) How much/many eggs are there?
- c) How much many lemonade is there?
- d) How much/many bananas are there?

Correct	12	52.17
Incorrect	11	47.83
Total	23	100.00

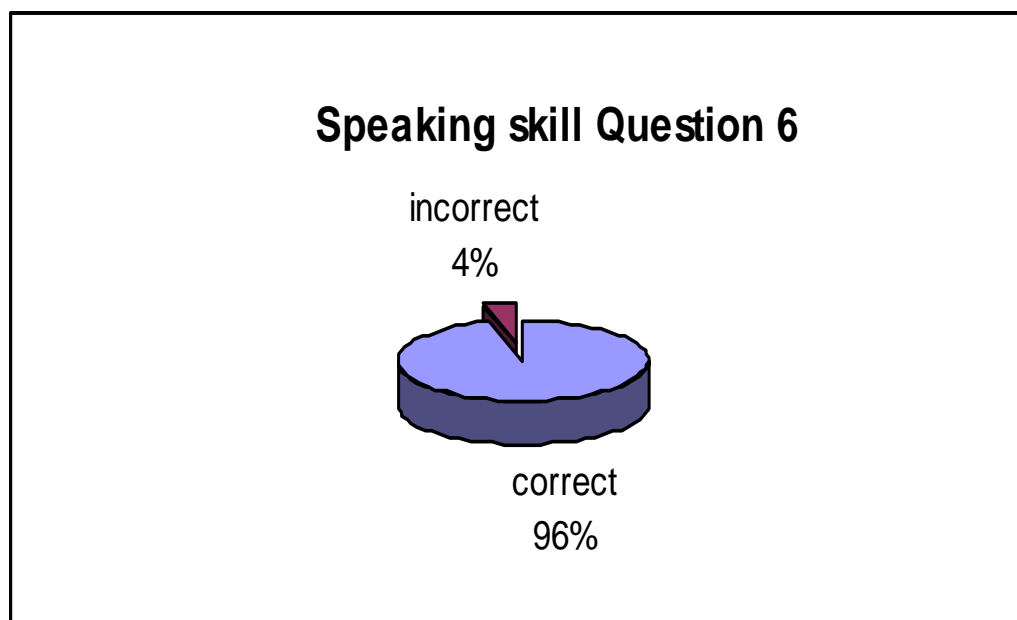


the students recorded 52%, and 48% incorrect, the half of them had difficulty to identify the correct use of how many and how much, they had problems because they confuse the use of countable nouns with uncountable nouns, due this the performance was regular.

#### 4.2.6 Question 6 Speaking Skill

Tell me one sentence with simple present tense.

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00



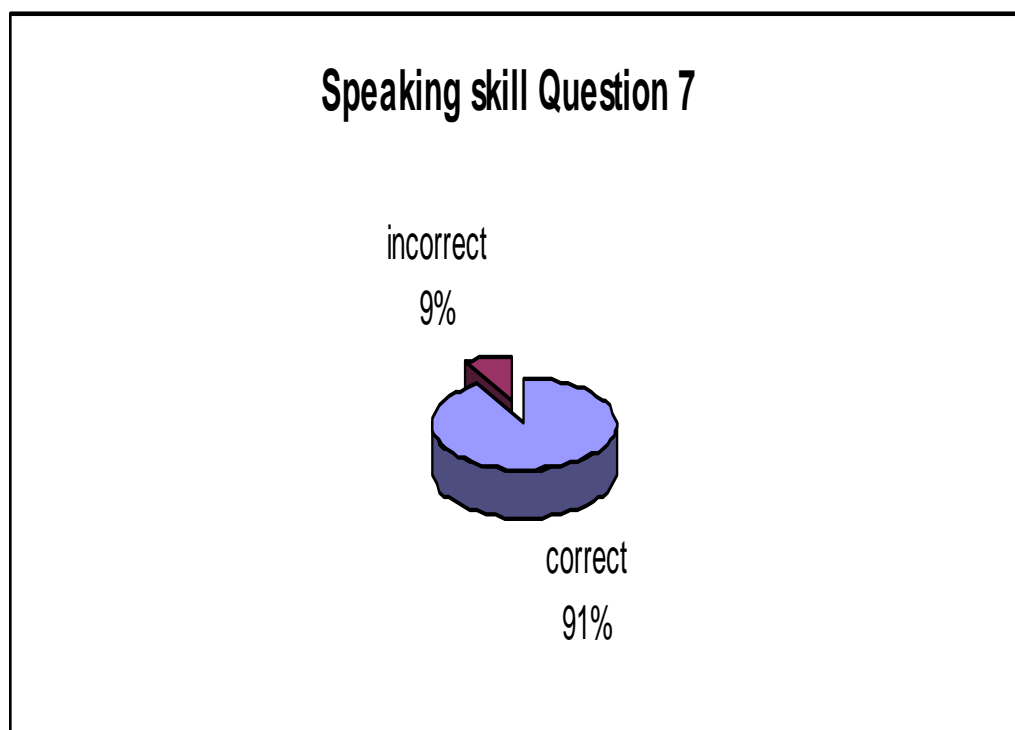
In this question the students recorded 96% correct and 4% incorrect, the majority of them knew the correct use of simple present tense into sentences. Only one student was confused, because he/ she did not use the correct use of the vocabulary .



#### 4.2.7 Question 7 Speaking skill

Speak about it, using Simple Present continuous ING

Correct	21	91.30
Incorrect	2	8.70
Total	23	100.00

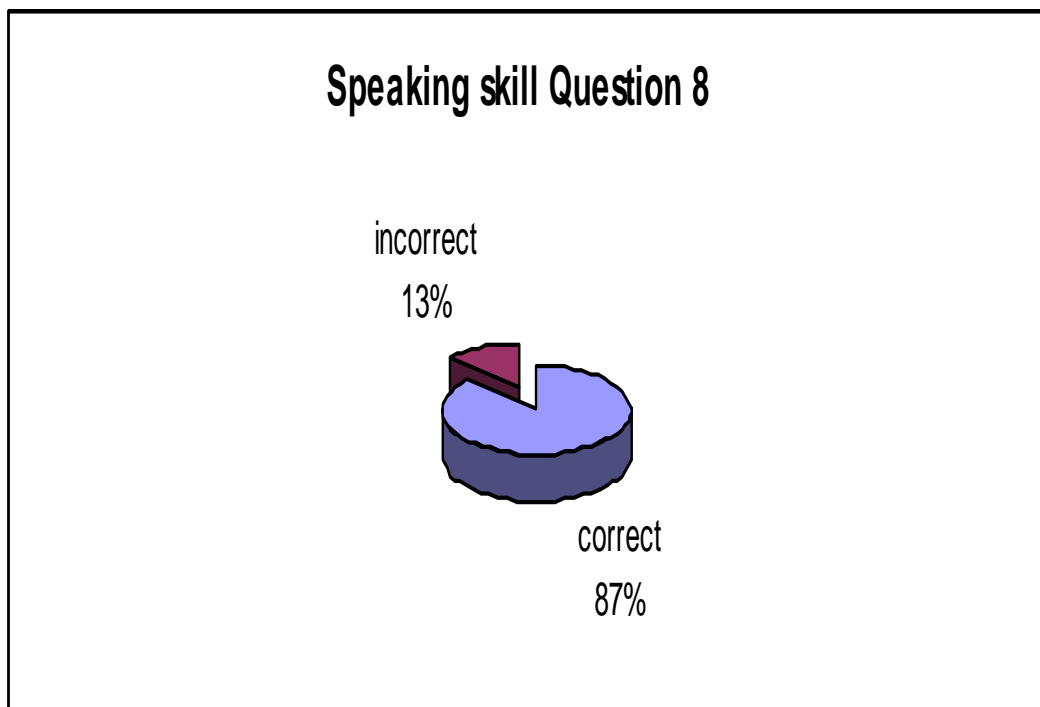


the students recorded 91% correct, and 9% incorrect, most of them identified the correct use of ING into a sentence, only two students confused with the going to form and for that reason they could not answer correctly, it was an excellent performance.

#### 4.2.8 Question 8 Speaking skill

Tell me one sentence with future going to

Correct	20	86.96
Incorrect	3	13.04
Total	23	100.00

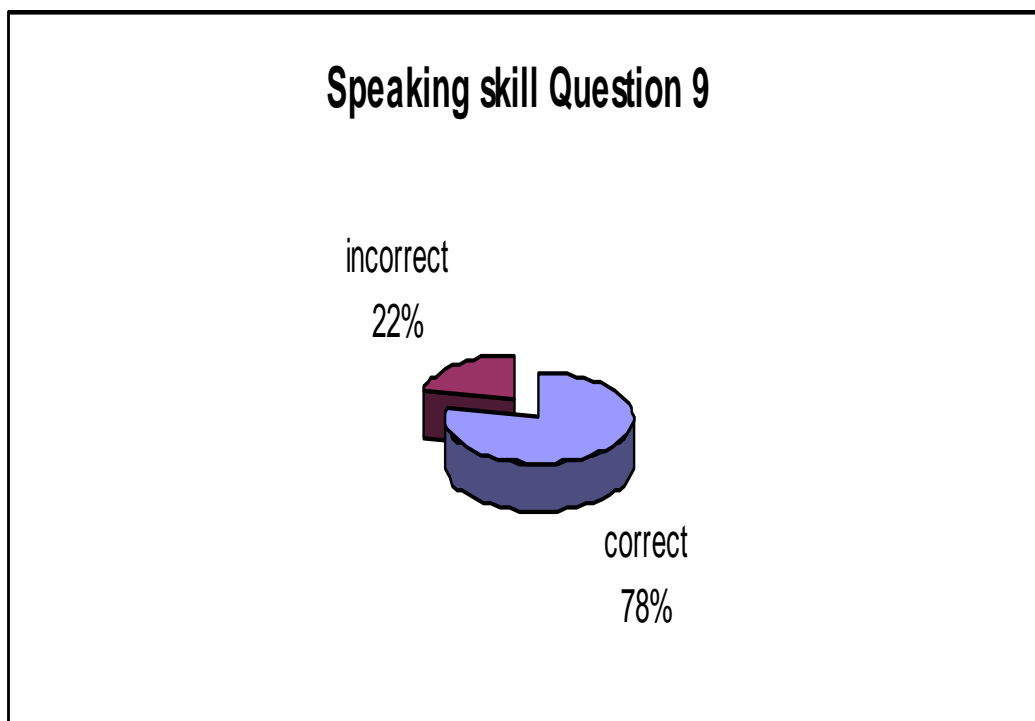


the students recorded 87% correct and 13% incorrect, the most of the students answer correctly due they knew how to use the structure Going to, just only three students confused ING form with Going to, the performance was good.

#### 4.2.9 Question 9 Speaking skill

Tell me one sentence with simple past.

Correct	18	78.26
Incorrect	5	21.74
Total	23	100.00

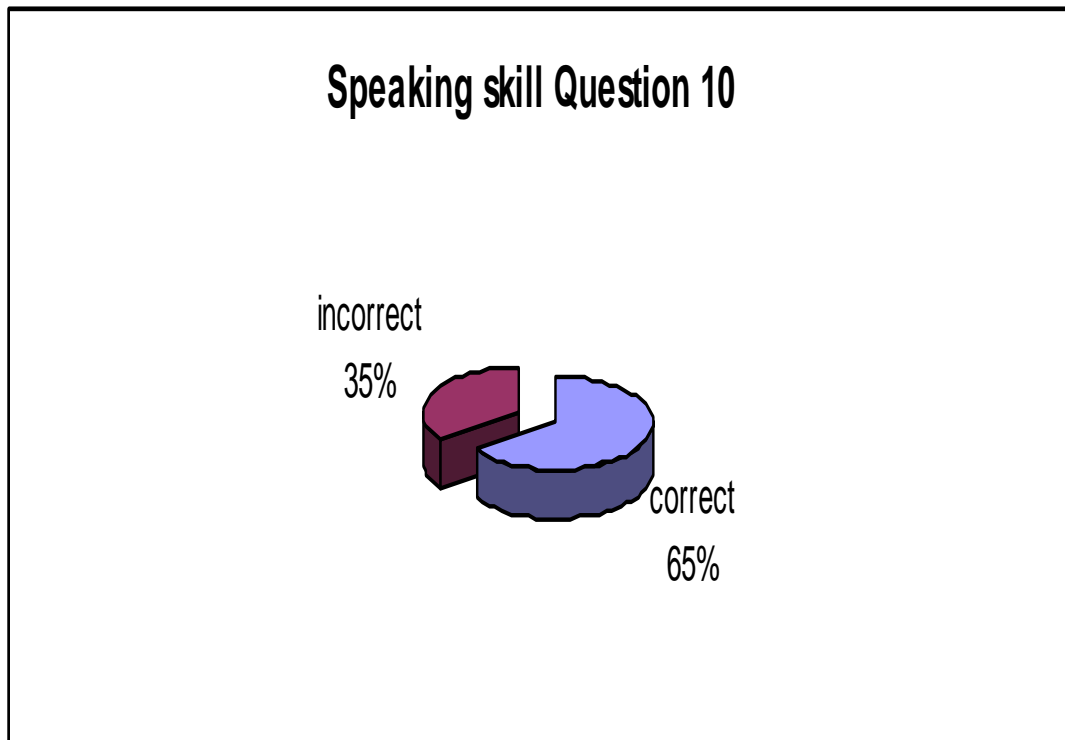


they recorded 78% correct, and 22% incorrect, the majority of the students had no problem with the use of the simple past of the verbs, the rest of the students confused past with present and the writing of the verbs, and for that reason they failed in this question.

#### 4.2.10 Question 10 Speaking skill

Tell me one sentence with the modal Can.

Correct	15	65.22
Incorrect	8	34.78
Total	23	100.00



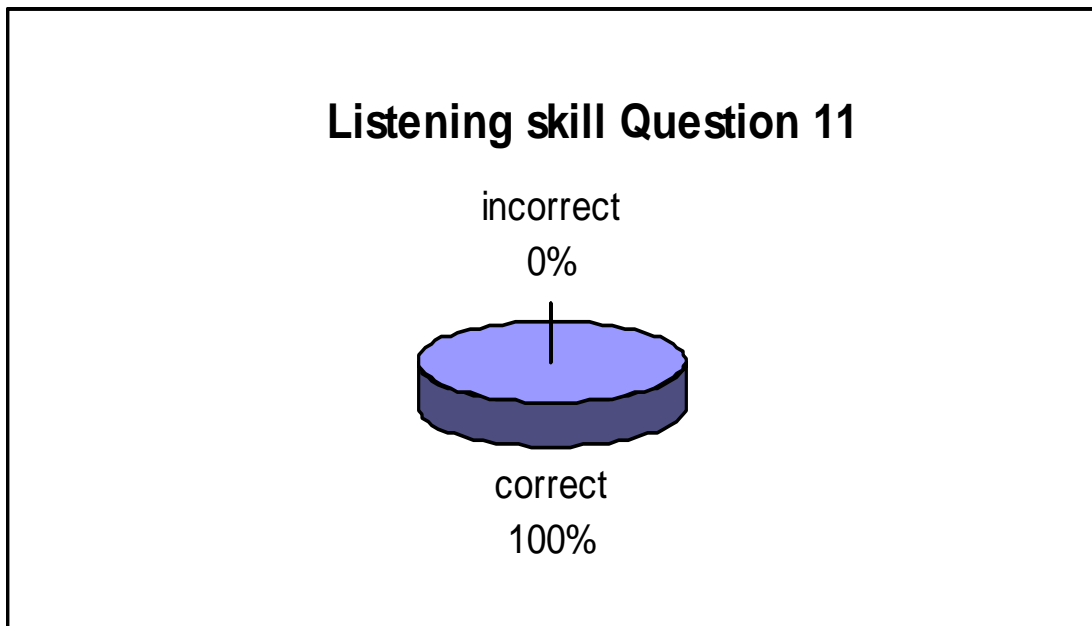
the students recorded 65% correct, and 35% incorrect, the majority of the students knew how to use the modal Can correctly, the other students put the modal after the main verb. So the performance was good.

#### 4.2.11 Question 11 Listening skill

Listening and circle the correct words:

- a) 1 2 3      1 2 3                      1 2 3  
b) 1 2 3      1 2 3                      1 2 3  
c) 1 2 3      1 2 3                      1 2 3

Correct	23	100.00
Incorrect	0	0.00
total	23	100.00



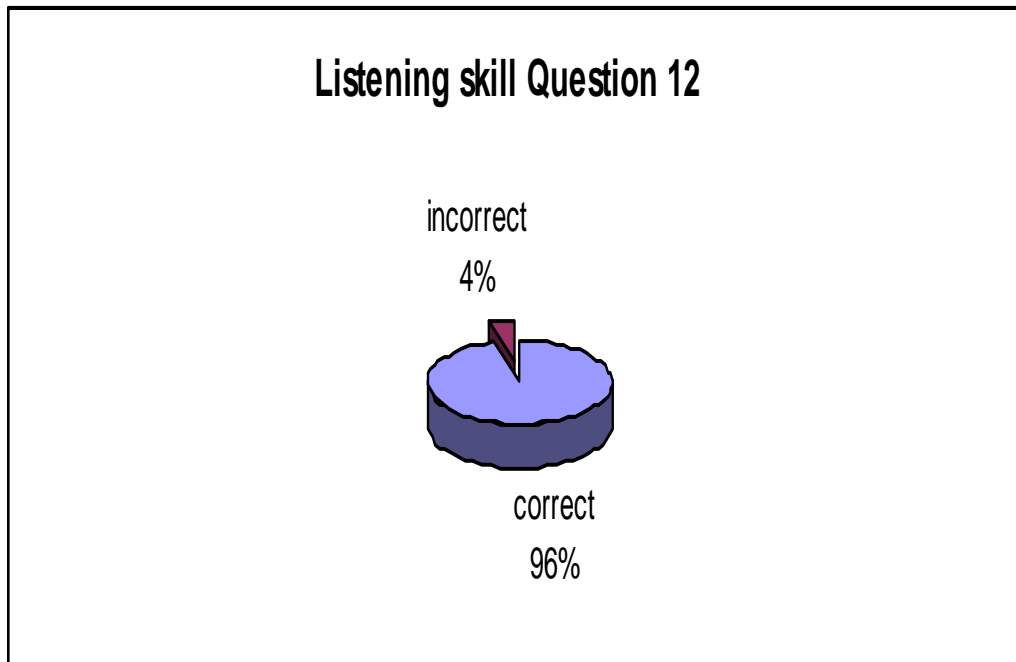
All of the students recorded 100% correct , that means that they, listened the correct word to be circled, and they knew the meaning of the vocabulary too, it was an excellent performance.

#### 4.2.12 Question 12 Listening skill

Listen and circle the correct letter

- 1 a) dish            b) fish            c) sheep  
2 a) book           b) cook           c) cut  
3 a) sick            b) seek            c) silk

Correct	22	95.65
Incorrect	1	4.35
Total	23	100.00

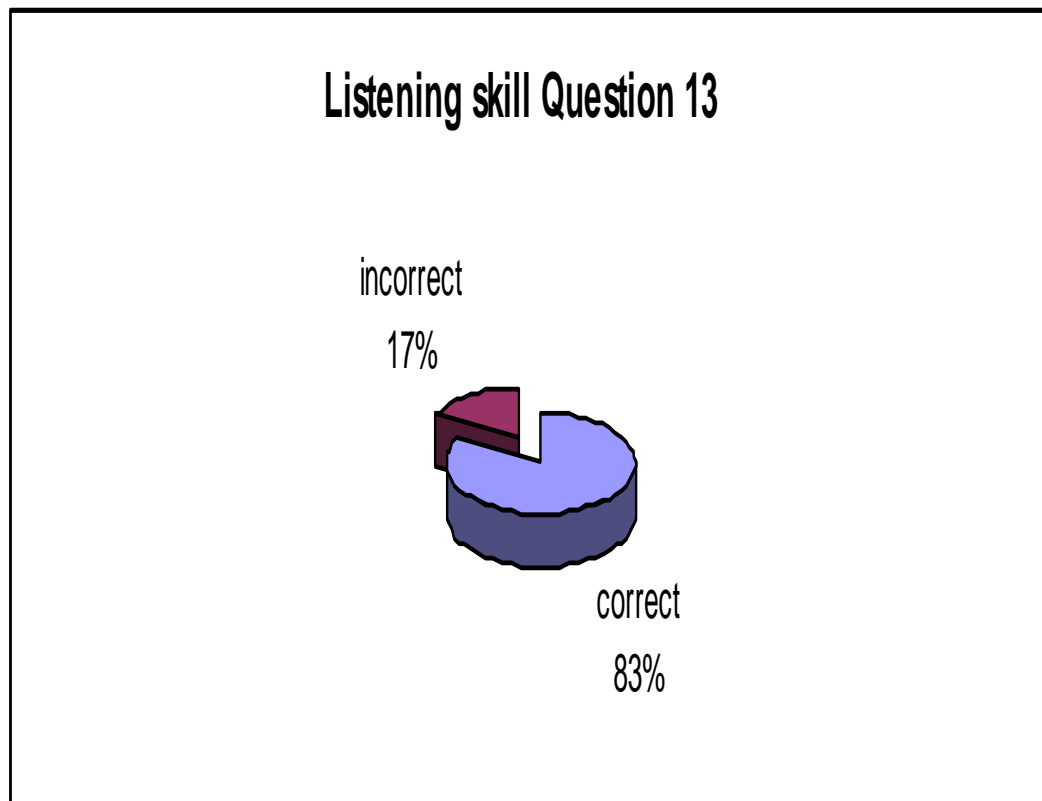


the students recorded 96% correct and 4% incorrect, most of them identified the correct pronunciation of the words and the writing of them. Only one student confused the pronunciation of the words, and he/ she did not look at the pictures that associated with the words.

#### 4.2.13 Question 13 Listening skill

Dictation spelling words:

Correct	19	82.61
Incorrect	4	17.39
Total	23	100.00

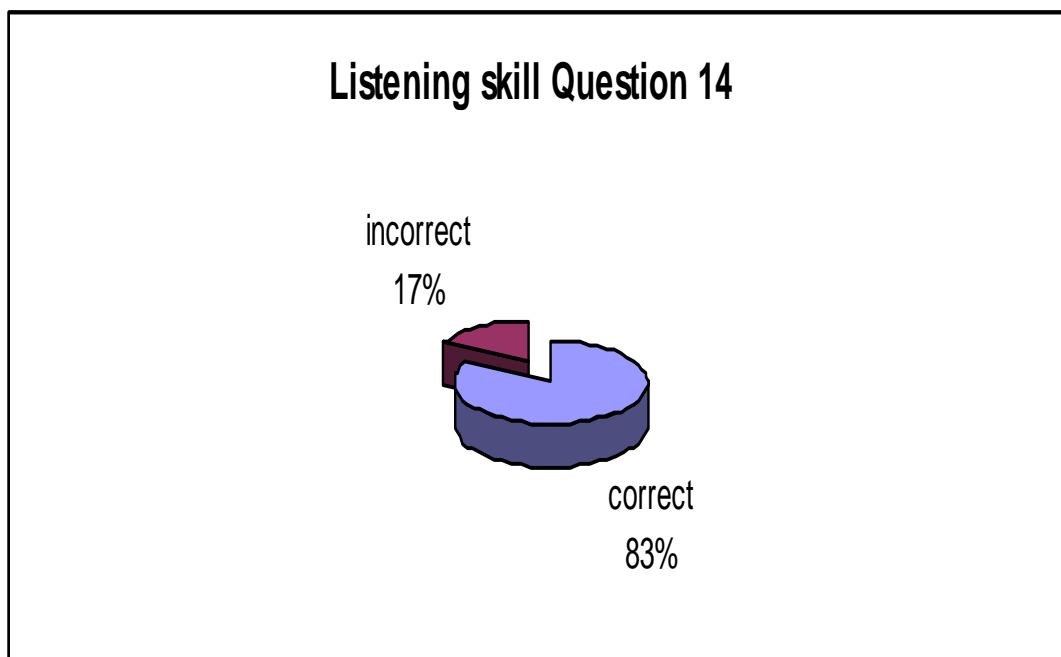


the students recorded 83% correct and 17% incorrect, the most of them identified each one of the pronunciation of the letters to be dictated. Only four students did know how to spell the letters of the alphabet, but they developed a very good performance.

#### 4.2.14 Question 14 Listening skill

Look at the pictures and circle what picture illustrates the spoken word:

Correct	19	82.61
Incorrect	4	17.39
Total	23	100.00



The students recorded 83% correct and 17% incorrect , most of the students identified the words through the pictures, only four students failed because they did not pay attention to the teacher said and they did not look at the pictures and they had a little confusion between them. Although the performance was very good.



#### 4.2.15 Question 15 Listening skill

Answer these questions:

1

- a) Politic
- b) Art
- c) Animals
- d) Health

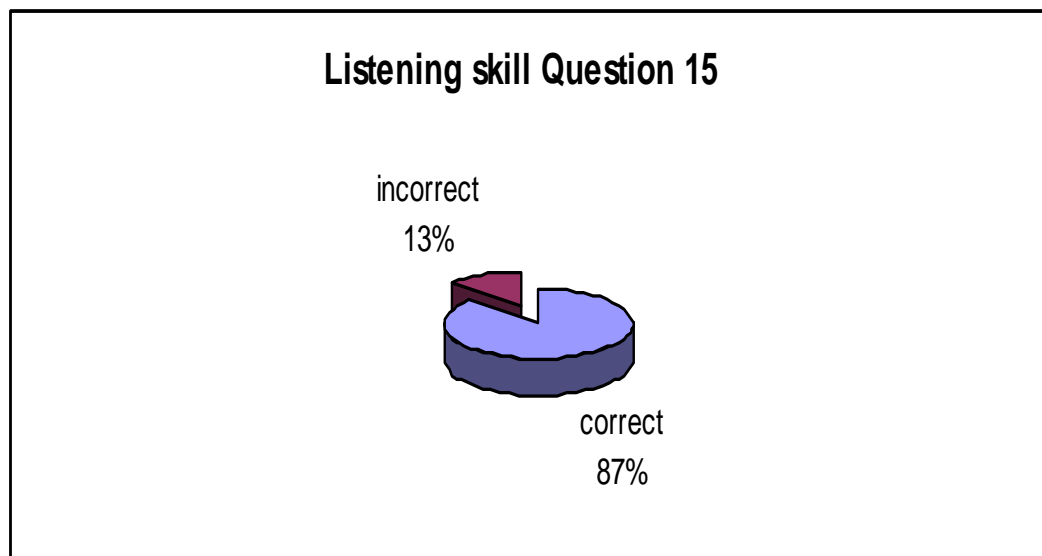
2

- a) Recess
- b) Grammar
- c) Food
- d) Aerobics

3

- a) Tungurahua
- b) Machangara
- c) Cotopaxi
- d) Ilalo

Correct	20	86.96
Incorrect	3	13.04
Total	23	100.00



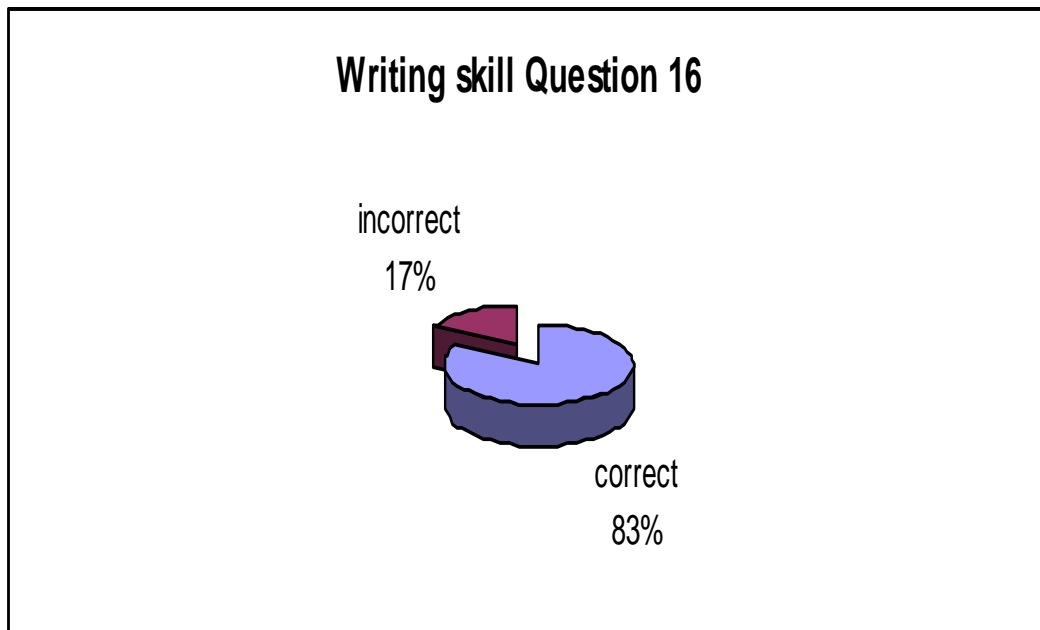
the students recorded 87% correct, and 13% incorrect, they related the meaning that the teacher said with the words written, they knew the meaning of the vocabulary. The rest of them maybe did not understand the meaning of the statement , it was a very good performance.

#### 4.2.16 Question 16 Writing skill

1. Unscramble the following verbs:

- a) m l c i b
- b) t r l e a v
- c) p t a i n
- d) t y d s u
- e) d w a r

Correct	19	82.61
Incorrect	4	17.39
Total	23	100.00



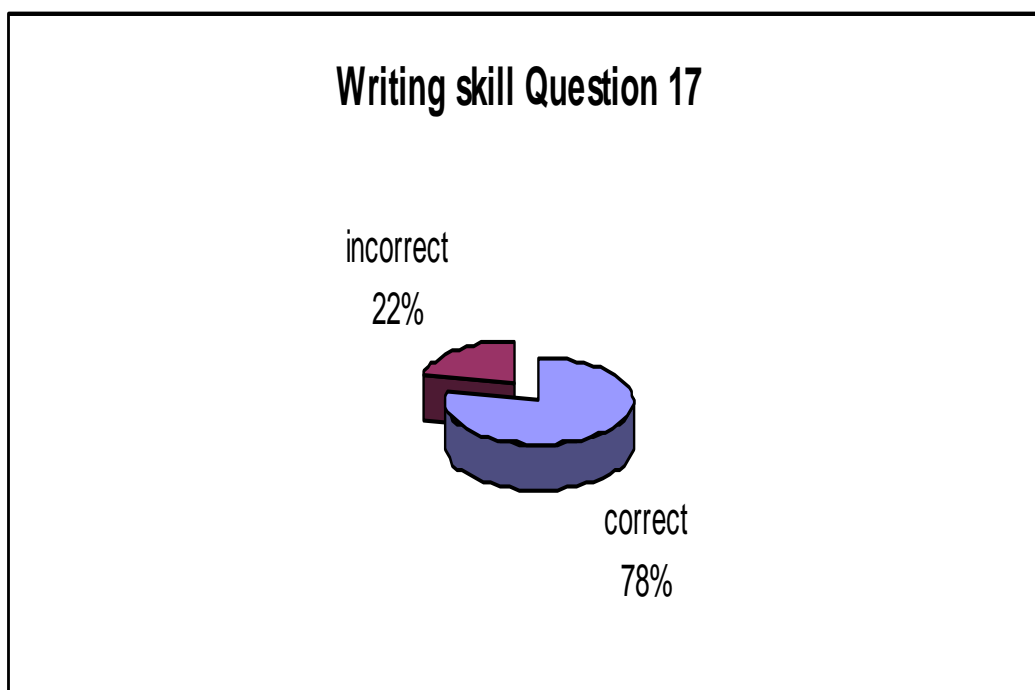
the students recorded 83% correct and 17% incorrect, the most of them knew the words of the vocabulary and for that reason they identified the letters in an easier way the rest of the students did not how to order the letters of the alphabet, although it was a good performance.

#### 4.2.17 Question 17 Writing skill

Complete the following sentences with some / any

There are            potatoes in the basket  
There are not        tomato juice in the glass  
There is            butter on the cookies  
There are not        cats in the store

Correct	18	78.26
Incorrect	5	21.74
Total	23	100.00



the students recorded 78% correct, and 22% incorrect, they identified the correct use of some and any in sentences. The rest of them still confused with the use of some and any, they used some for negative and any for affirmative sentences. They developed a good performance.

#### 4.2.18 Question 18 Writing skill

3. Order and match this sentence.

a) the market    b) is going to    c) she    d) buy some fruit    e) in the

1

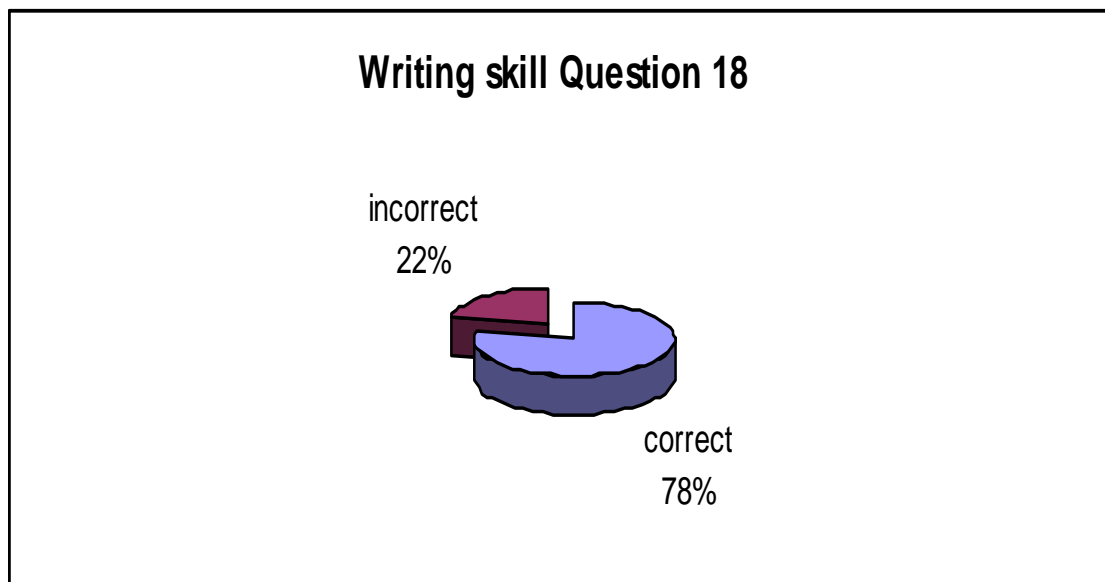
2

3

4

5

Correct	18	78.26
Incorrect	5	21.74
Total	23	100.00



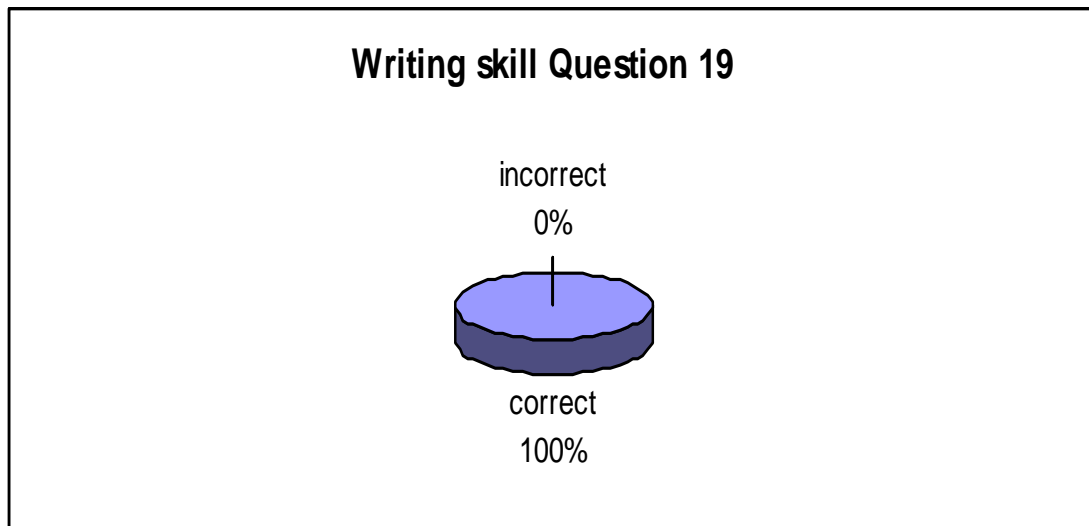
the students recorded 78% correct, and 22% incorrect , the majority of the students knew how to make and order sentences with going to, meanwhile only five students did not know the structure of the sentence., the performance was good.

#### 4.2.19 Question 19 Writing skill

5. Write words with each one of these letters

A  
P  
P  
L  
E

Correct	23	100.00
Incorrect	0	0.00
Total	23	100.00



the students recorded 100% correct, all of them wrote the word with each letter correctly. It showed us that the students improved in writing skill, They developed an excellent performance.

#### 4.2.20 Question 20 Writing skill

5. Look at the pictures and write about them. Use there is / are

a)

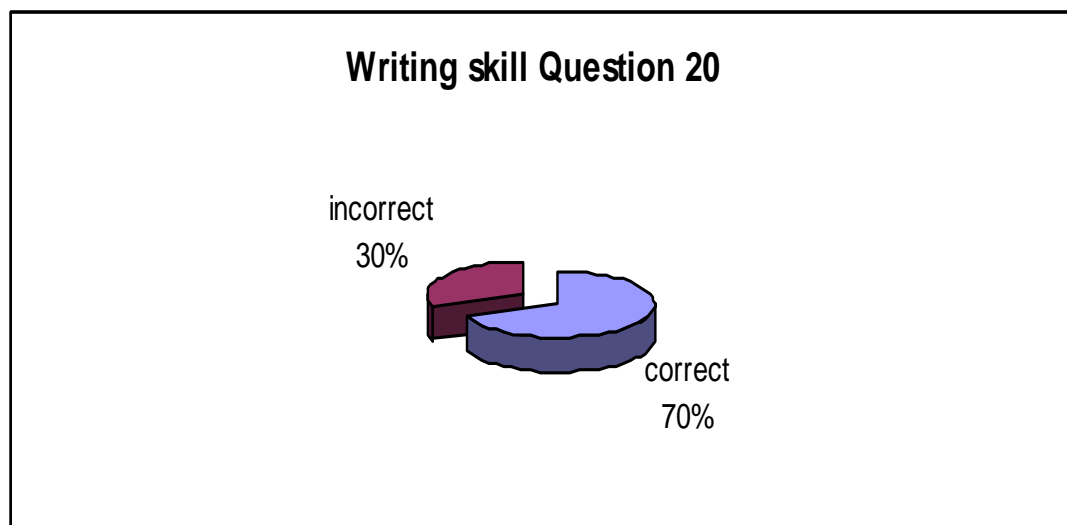
b)

c)

d)

e)

Correct	16	69.57
Incorrect	7	30.43
Total	23	100.00



the students recorded 70% correct and 30% incorrect, the most of the know how to identify the words through pictures, but seven students had not clear the structure of when they should use there is/ are. But the performance was good.

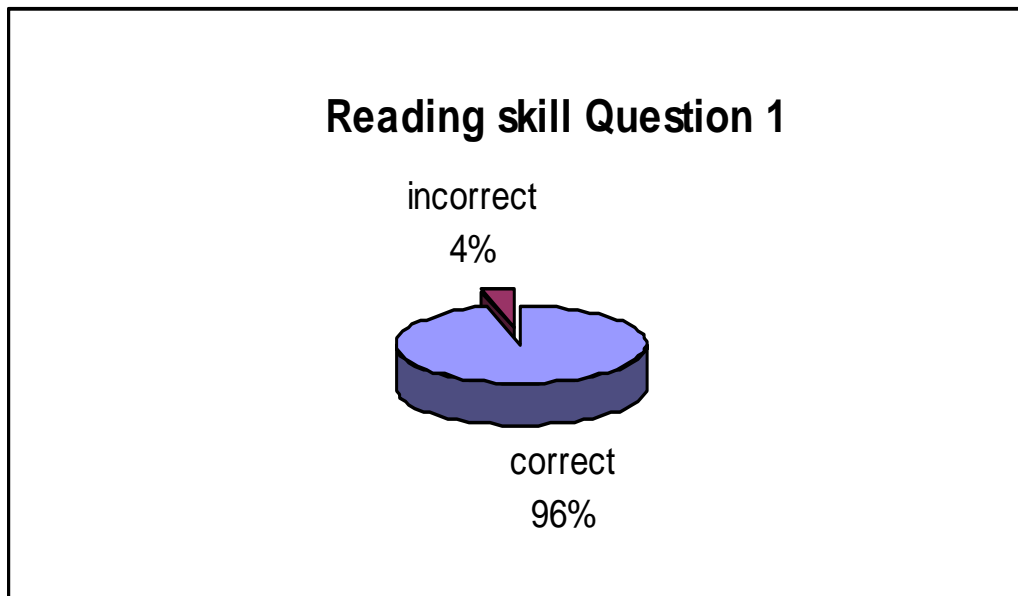
### 4.3 POST-TEST

#### 4.3.1 Question 1 Reading skill

Match the correct meaning

- |                                         |           |
|-----------------------------------------|-----------|
| a. it is a place where you buy books    | Market    |
| b. it is an animal that give us milk    | bookstore |
| c. it is a place where you can buy food | Cow       |

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00



In this question the students recorded 96% correct and 4% incorrect, the majority of them had an excellent performance, due they played the game guess the meaning and Stop the hand, this game helped them to answer correctly , just one student had difficult to solve this, the performance was excellent.

### 4.3.2 Question 2 Reading skill

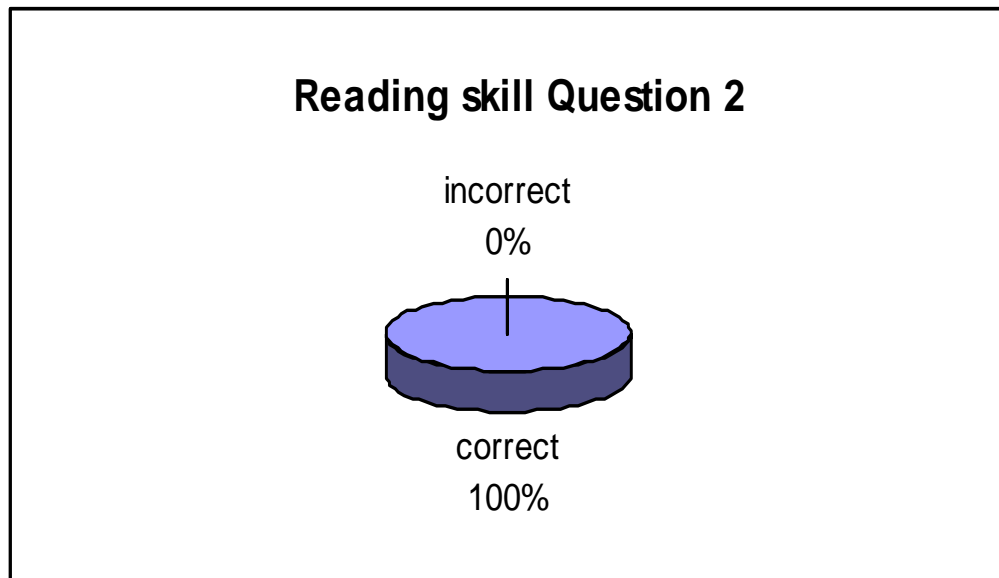
Read and circle

Camila went to the movies yesterday, she ate pop corn,  
She drank soda pop and after she returned her house.

the place where she went after go to the  
movies was:

- a. the park
- b. her house
- c.the school

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00



All of the students recorded 100% correct, we can an excellent performance of them, so they understood the reading and the knew how to select the correct option. The game that help them was Stop the hand because it did they think and write quickly.

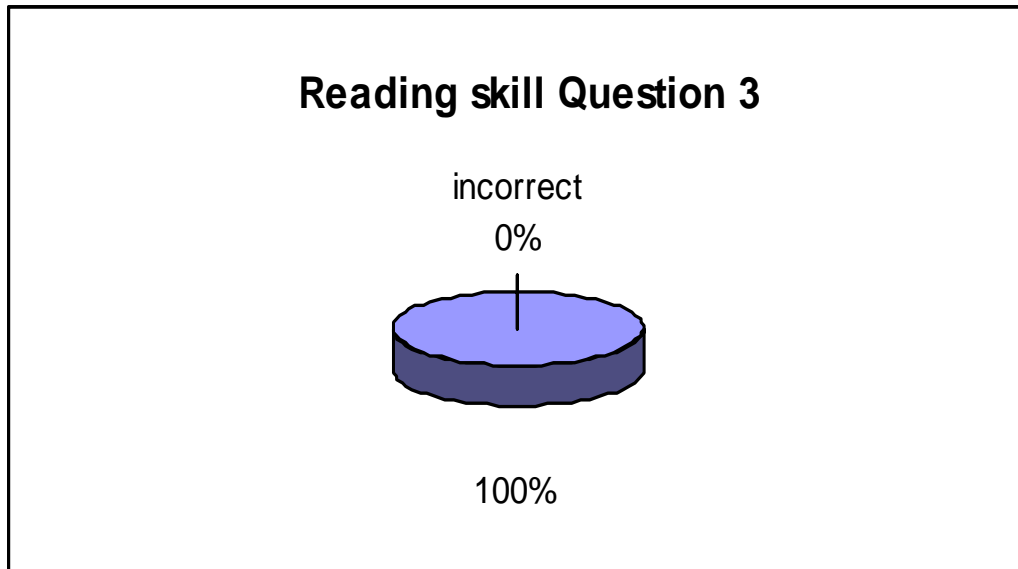


### 4.3.3 Question 3 Reading skill

Match to the correct question

Did you open the door?  
where did you do?  
What did he eat yesterday?

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00



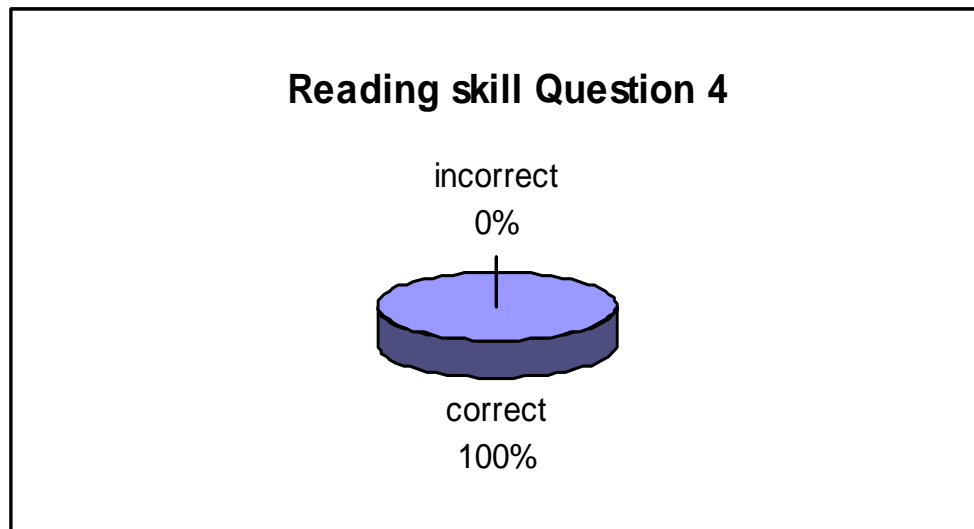
All of the students recorded 100% correct, this showed us that they identified the correct use of wh-question, the game helped them was Stop the hand because they thought and associated the questions quickly, they had an excellent performance.

#### 4.3.4 Question 4 Reading skill

identify the correct past tense

see    Drank            clim            Threw  
ate    climbing

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00



All of the students recorded 100% correct , they could identify the past tense of the verbs, the game that helped them was three on line, spelling chair, and stop the hand because they spelled the letters of the verbs in an active way. So the performance was excellent.

### 4.3.5 Question 5 Reading skill

Circle the correct option

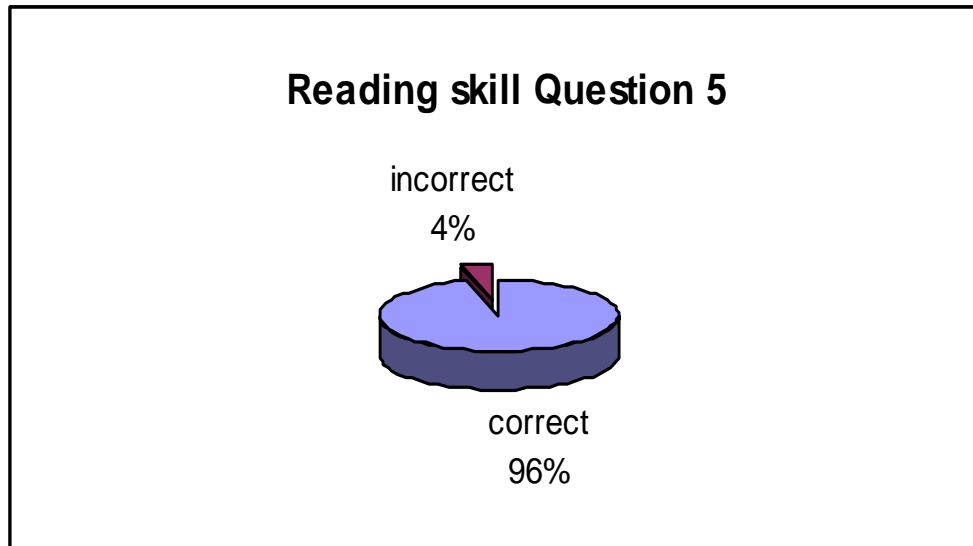
yesterday, the lunch started at  
3:30 pm.

it started at:

- a. at night
- b. in the afternoon
- c. tomorrow

you open the door?  
did you do?

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00

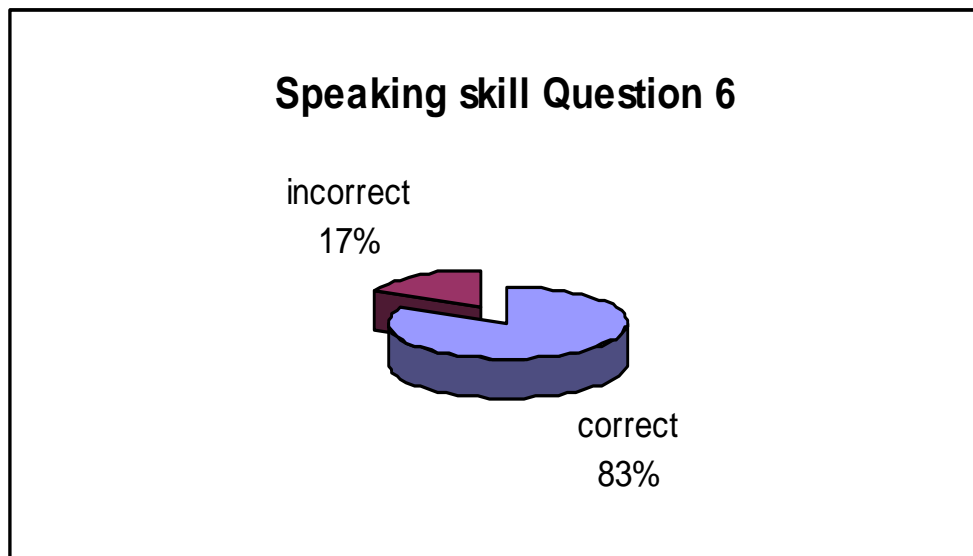


The majority of the students 96% correct and 4% incorrect, only one student did not associate the hour with the preposition of time, the game helped them were Millionaire game and Stop the hand, the performance was excellent.

#### 4.3.6 Question 6 speaking skill

Tell one sentence using a regular verb.

Correct	19	82,61
Incorrect	4	17,39
Total	23	100,00

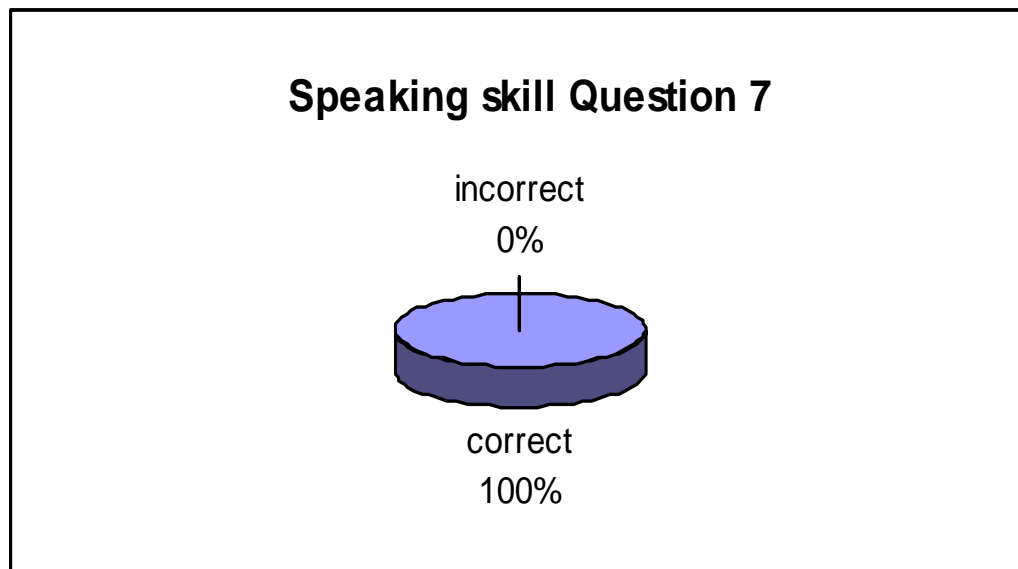


The students recorded 83% correct and 17% incorrect , most of them knew the regular verbs and for the same reason they told the sentence correctly, it was due they played the game Spelling chair, Stop the hand, and sequence pictures, it was a very good performance.

#### 4.3.7 Question 7 speaking skill

Tell one sentence using an irregular verb.

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00

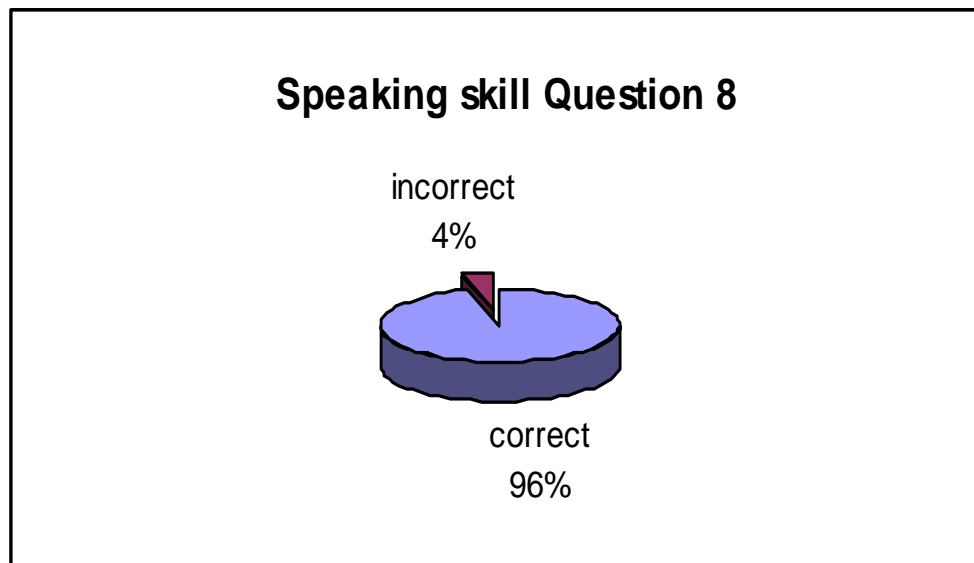


All the students recorded 100% correct, all of the knew the irregular verbs. The game that helped them was Stop the hand, spelling chair, and the sequence pictures. It was an excellent performance.

#### 4.3.8 Question 8 Speaking skill

Tell one sentence using the past tense of the verb to be: singular form.

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00

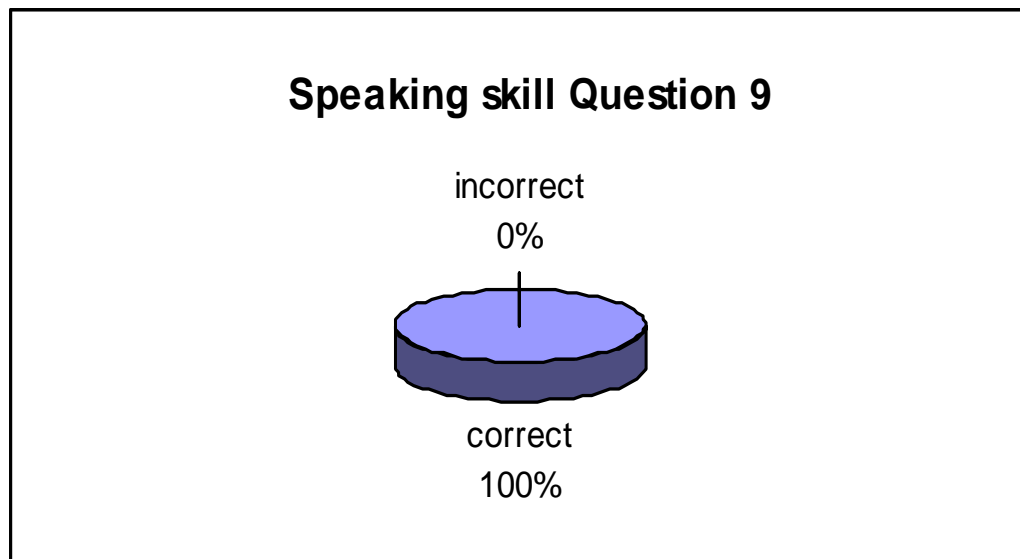


The students recorded 96% correct and 4% incorrect most of them knew how to use the past of the verb be in singular form. Only one student failed . the game that helped them Stop the hand, spelling chair, sequence pictures. The performance was excellent.

#### 4.3.9 Question 9 Speaking skill

Tell one sentence using the past tense of the verb to be. plural form

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00

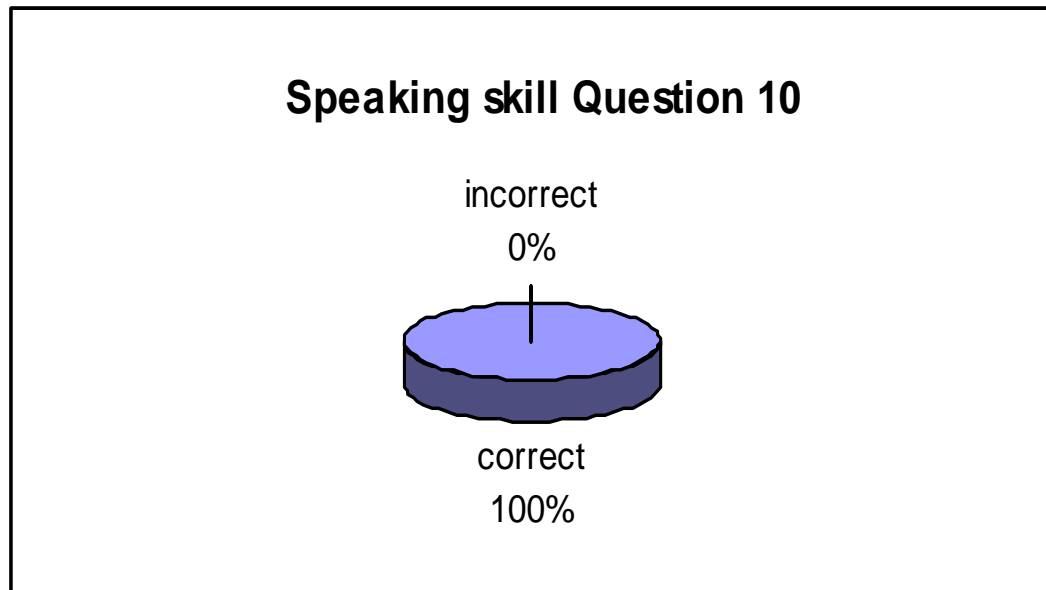


All of them recorded 100% correct, they identified the past tense of the verb be in plural form easily. The games that helped them were stop the hand, spelling chair and sequence pictures, balloon writing., the performance was excellent.

#### 4.3.10 Question 10 speaking skill

talk about this topic:  
when I went to school  
use irregular and regular verbs

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00



All of the students recorded 100% correct, they knew how to use each one of the structures into a short paragraph correctly. The games that helped them were: balloon writing, stop the hand spelling chair, sequence pictures, the performance was excellent.

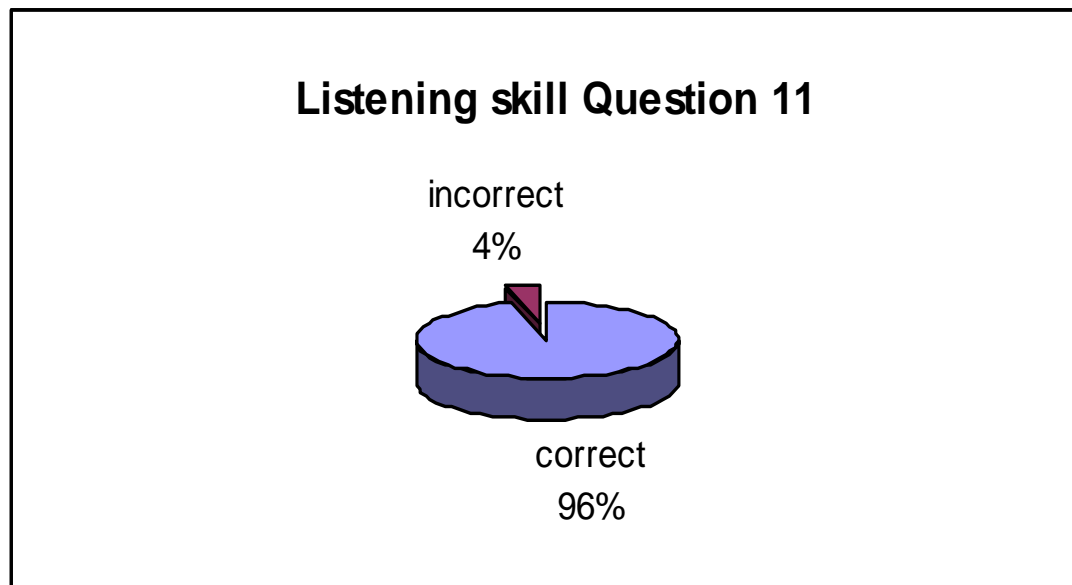


### 4.3.11 Question 11 listening skill

Dictation spelling words

nouns

Correct	22	95,65
Incorrect	1	4,35
Total	23	100,00

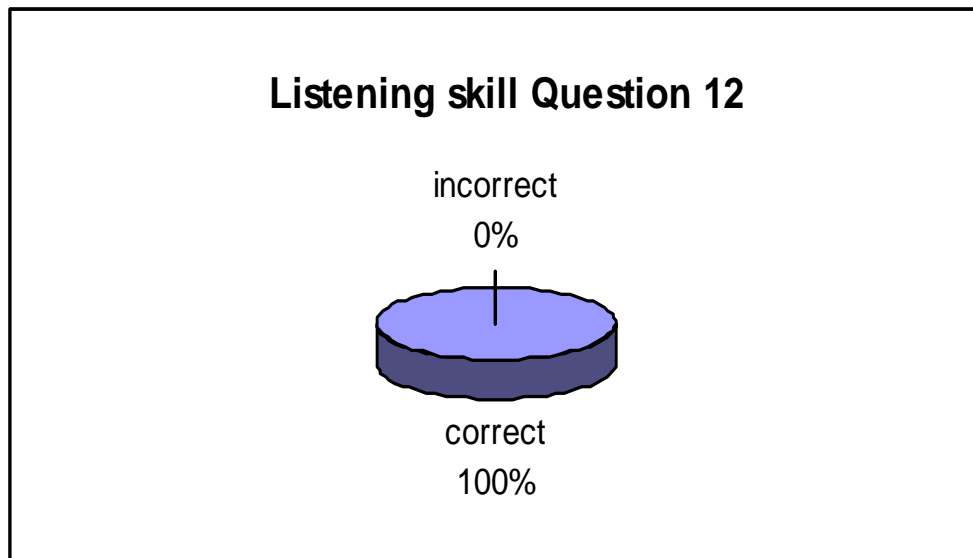


The students recorded 96% correct and 4% incorrect, most of the students identified each one of the letters to write nouns, the games that helped them: were: Spelling chair, stop the hand, sequence picture and balloon writing, just one student failed, then the performance was excellent.

#### 4.3.12 Question 12 listening skill

Dictation spelling verbs

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00

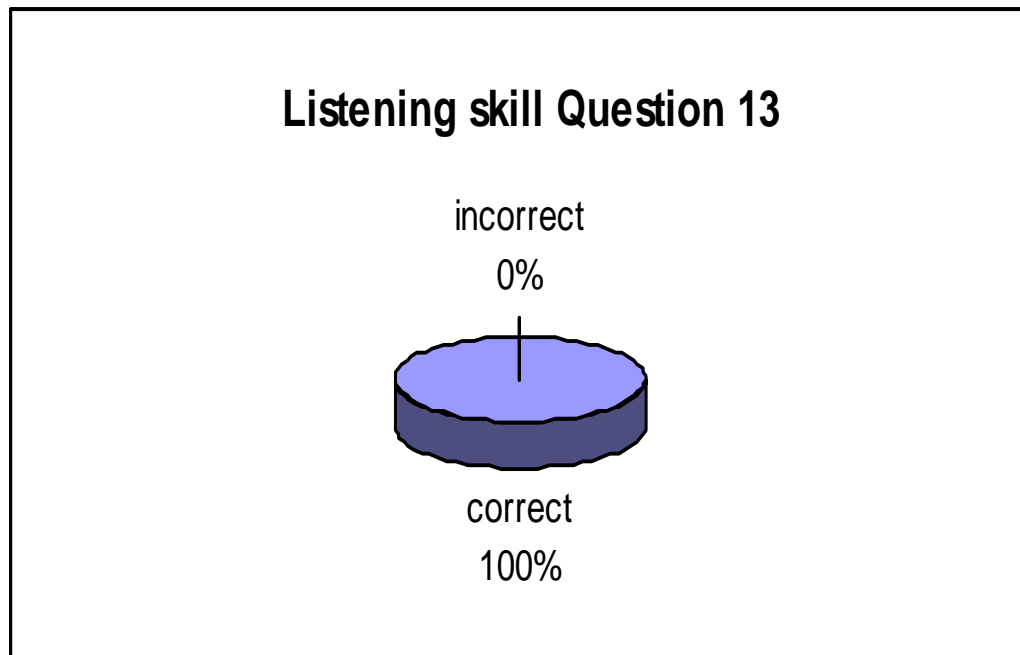


All of the students recorded 100% correct, so we guess that all of them understood and listened very well the verbs, the games that helped them were: stop the hand , reading game sequence picture and so on. The performance was excellent.

#### 4.3.13 Question 13 Listening skill

Dictation sentences

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00

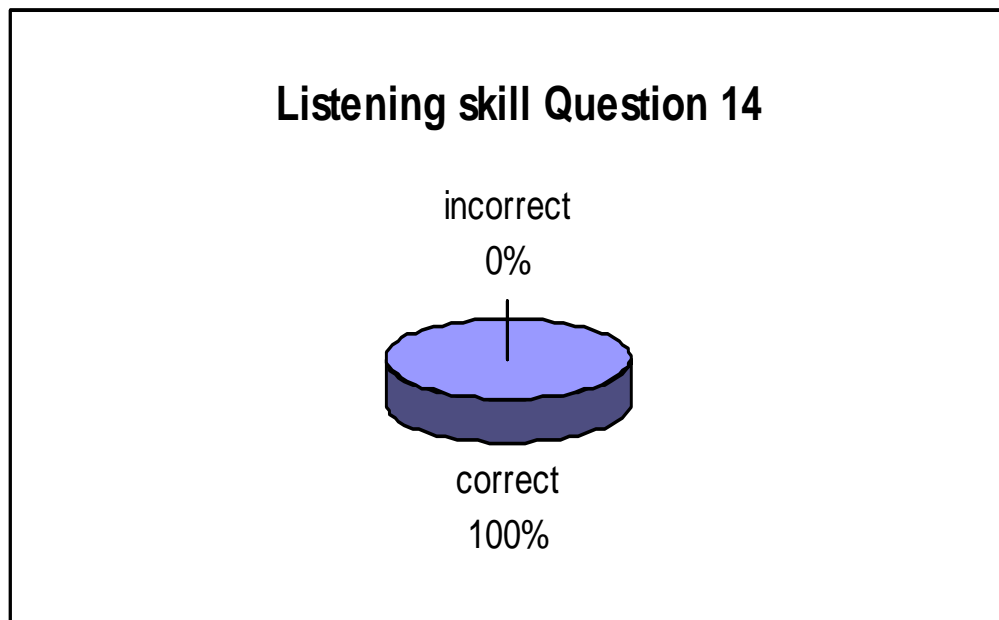


In this question, the same way all of the students recorded 100% correct, so the majority identified, and listened good the sentences that the teacher said. The games which helped were: spelling chair, stop the hand, balloon writing therefore they reached an excellent performance.

#### 4.3.14 Question 14 Listening skill

Dictation questions

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00

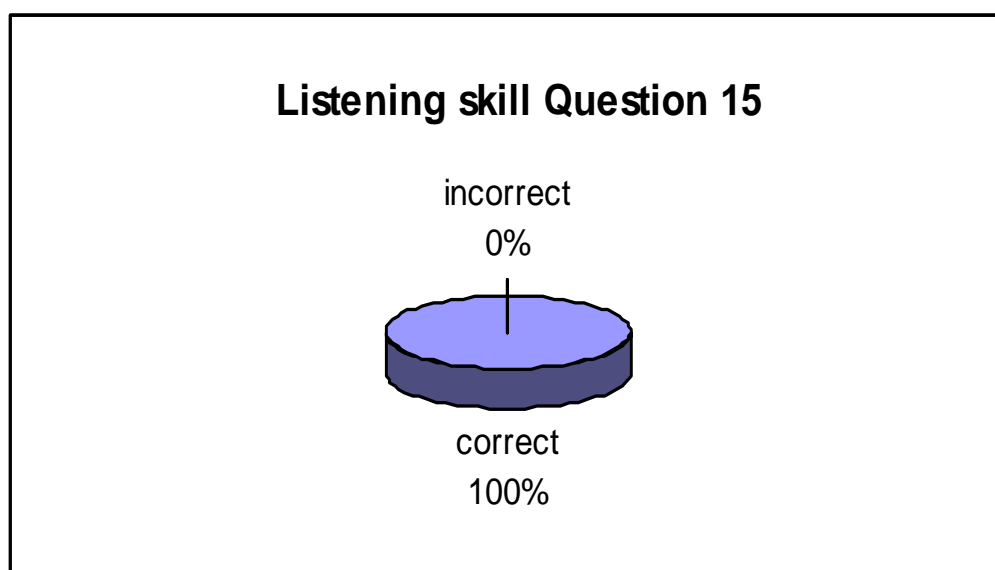


The students recorded 100% correct, so all of them knew to listen and writing the questions that the teacher said. The games that they helped were: spelling chair, stop the hand, active a b c and balloon writing, in this question the performance was excellent.

#### 4.3.15 Question 15 Listening skill

Dictation paragraph using verbs and nouns and wh - questions

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00



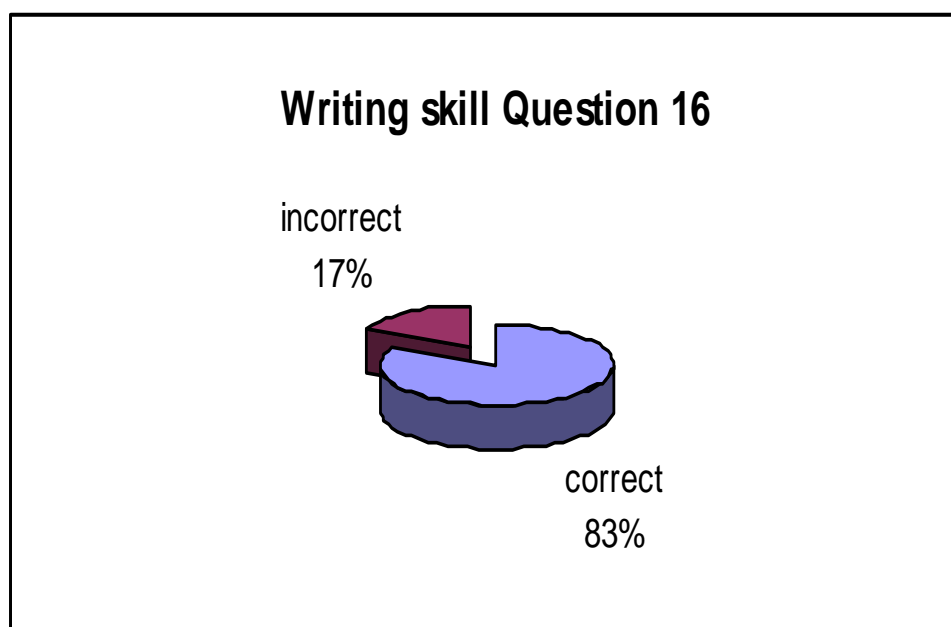
In this question all of the students showed that they knew to listen and writing the verbs, wh – questions and nouns, we think that the games helped them were: spelling chair, stop the hand, balloon writing, therefore the students reached an excellent

#### 4.3.16 Question 16 Writing skill

Unscramble these verbs

w s a  
t h u n e d  
d m e a

Correct	19	82,61
Incorrect	4	17,39
Total	23	100,00

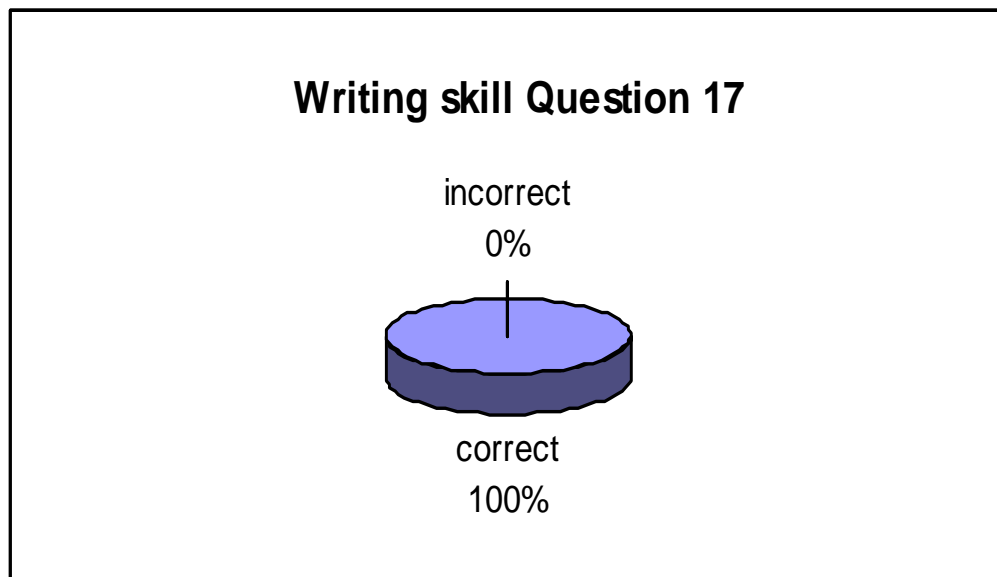


The students recorded 83% correct and 17% incorrect, most of the students could identify the verbs that they had order, just four students had problems, we guess that the games helped them were: balloon writing, unscramble words, spelling chair, stop the hand and three on line, therefore the performance that they reached was very good.

#### 4.3.17 Question 17 Writing skill

Write a sentence with was / were

Correct	23	100,00
Incorrect	0	0,00
Total	23	100,00

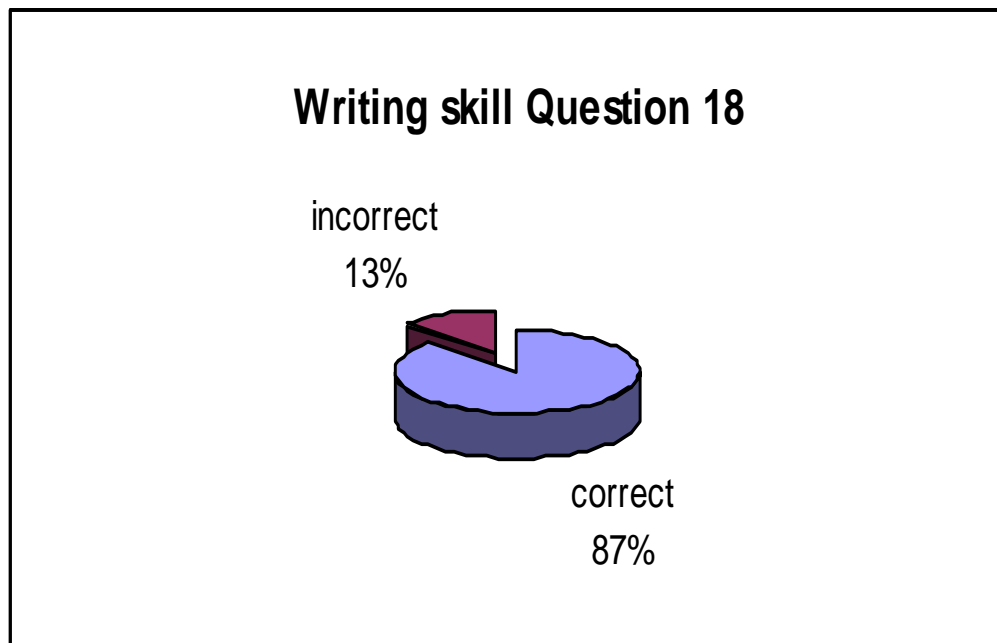


In this question all of the students recorded 100% correct, this showed us that they understood the past tense of verb to be, and they can write sentences with this verb, the games that helped them were: balloon writing, three on line, sequence picture, stop the hand. The performance was excellent.

#### 4.3.18 Question 18 Writing skill

Write a sentence with a regular verb

Correct	20	86,96
Incorrect	3	13,04
Total	23	100,00



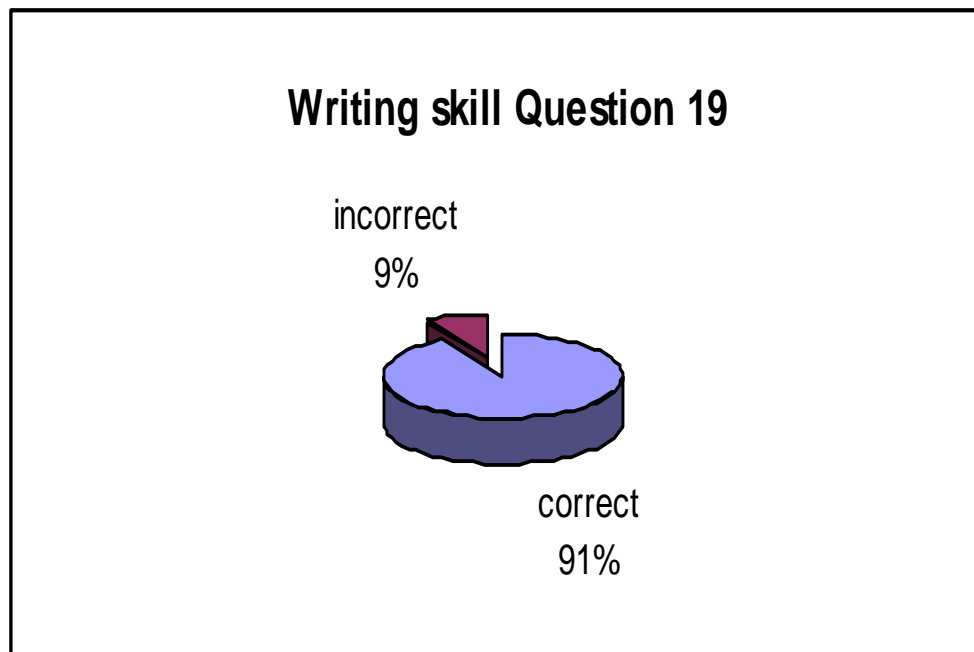
In this question the students recorded 87% correct and 13% incorrect, most of the students could identify and write sentences with regular verbs, only three students had a little problems identifying the verbs. We guess that the games helped them were: balloon writing, three on line, stop the hand. The performance reached was very good.



#### 4.3.19 Question 19 Writing skill

Write a sentence with a irregular verb

Correct	21	91,30
Incorrect	2	8,70
Total	23	100,00

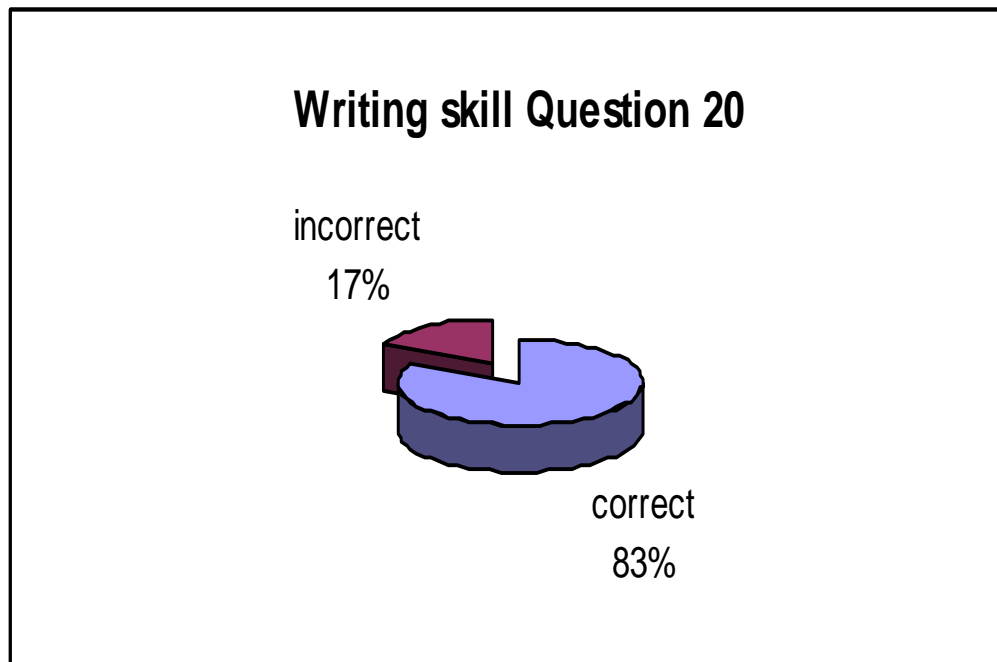


In this question the students recorded 91% correct and 9% incorrect, most of the students could identify and write sentences with irregular verbs, only two students had a little problems identifying the verbs. We guess that the games helped them were: balloon writing, three on line, stop the hand. The performance reached was between very good and excellent.

#### 4.3.20 Question 20 Writing skill

Write a short paragraph using past tense, was, were and regular / irregular verbs

Correct	19	82,61
Incorrect	4	17,39
Total	23	100,00



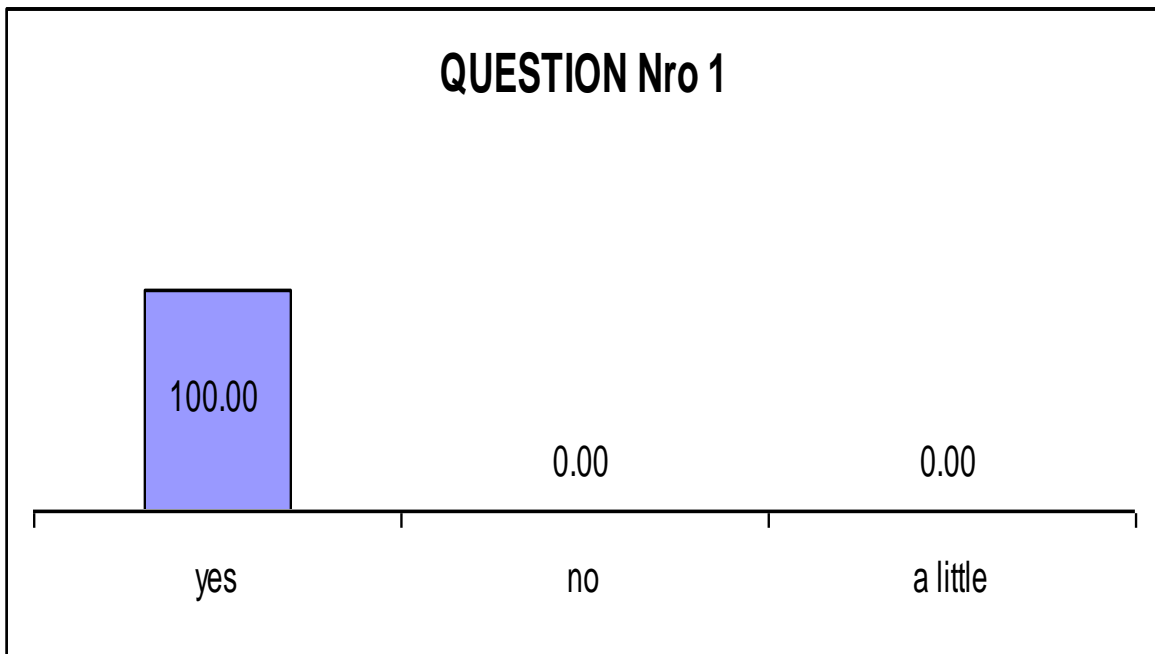
In this question the students recorded 83% correct and 17% incorrect, most of the students could identify and write a paragraph with irregular and regular verbs and the past tense of verb to be, only four students had a little problems identifying the verbs and past of the verb to be. We guess that the games helped them were: balloon writing, three on line, stop the hand. The performance reached was very good.

#### 4.4 QUESTIONNAIRE ABOUT GAMES APPLIED TO THE STUDENTS OF FOURTH BASIC YEAR

##### 4.4.1 Question 1

Do you like games?

yes	23	100.00
no	0	0.00
A little	0	0.00
	23	

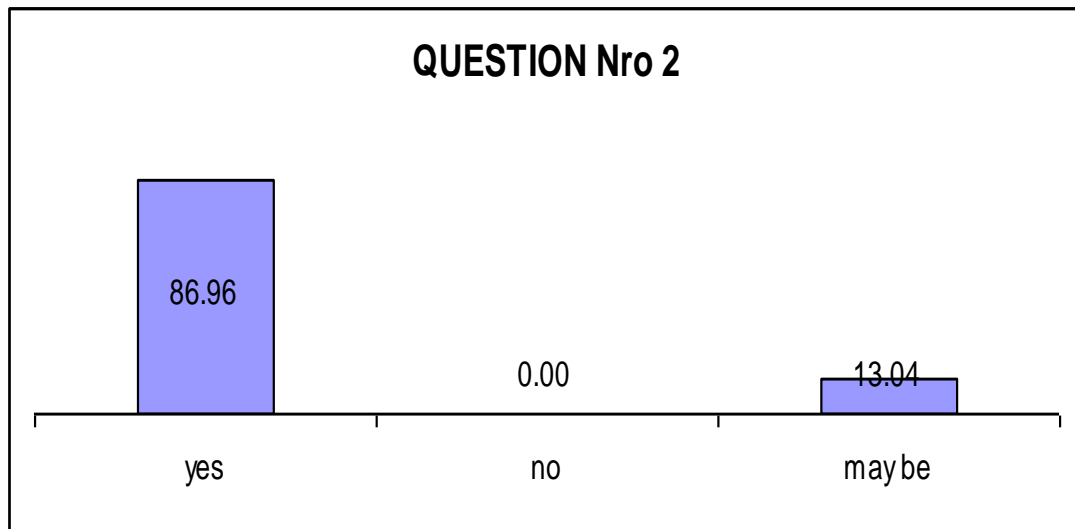


In this question the students recorded 100% , so this shows that they had a positive answer to play all of these games.

#### 4.4.2 Question 2

Do you think that games are useful to learn English language?

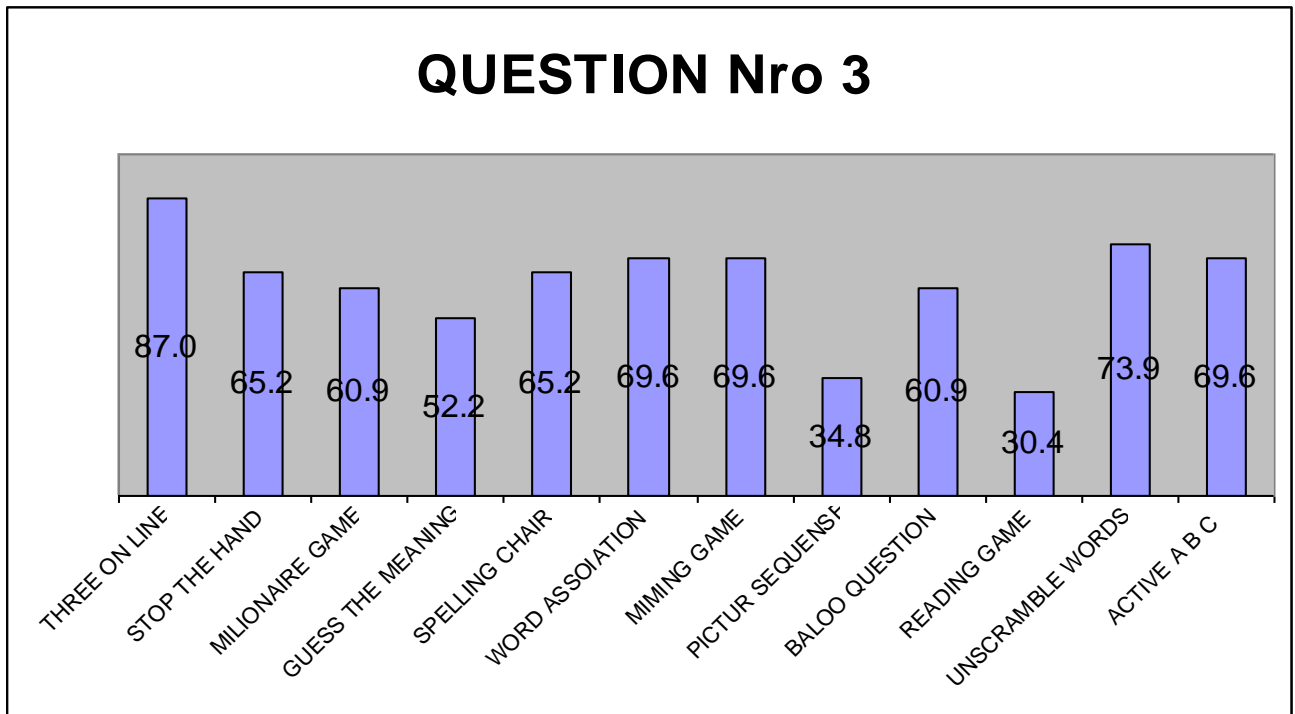
yes	20	86.96
no	0	0.00
may be	3	13.04
	23	



In the second question , the students had a positive answer because they realized that they learned the grammatical structures and vocabulary in an easy and active way.

#### 4.4.3 Question 3

What kinds of games applied to the English Language Teaching do you like?

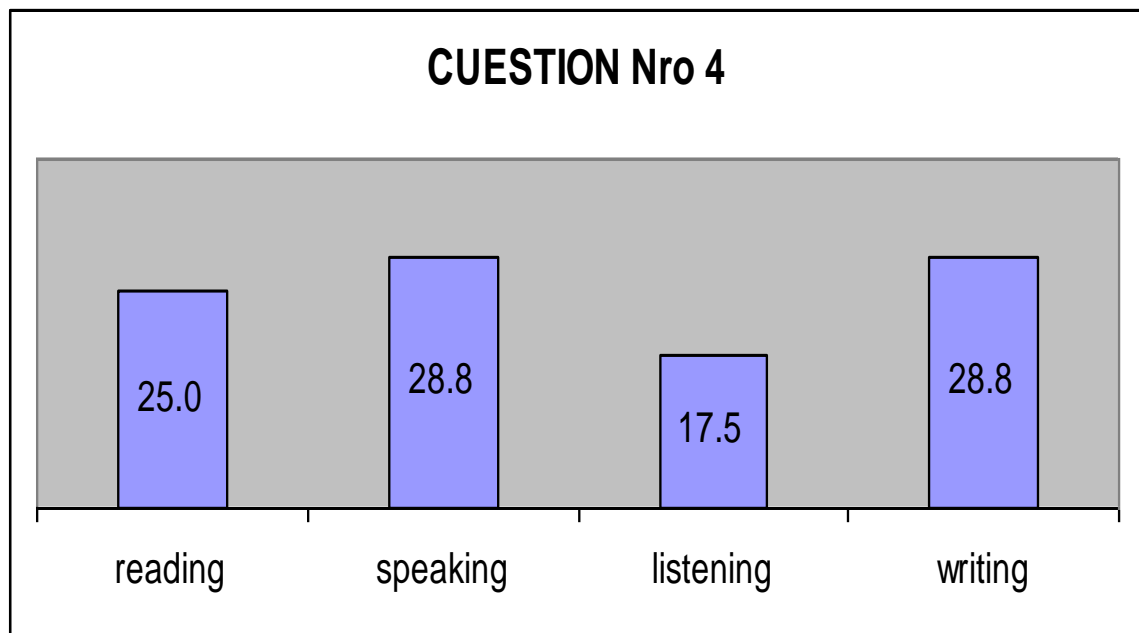


In this questions we realized that the game three on line was the favorite game because they learned much vocabulary, another game that they liked was the unscramble words. Because in this game the students learned to order words , sentences and questions in the correct way, the games words association and miming game reached the same average as unscramble words.

#### 4.4.4 Question 4

**What skills of language do you develop when you use games to learn English?**

reading	20	25.0
speaking	23	28.8
listening	14	17.5
writing	23	28.8
	80	

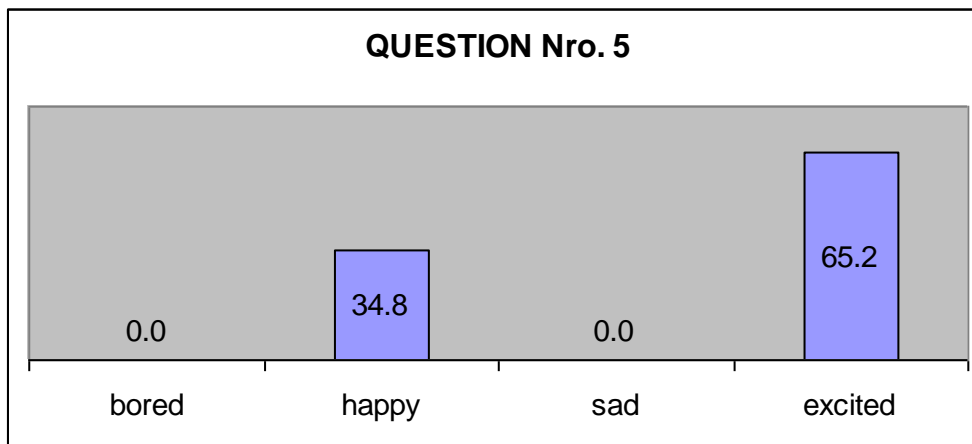


In this question , we analyzed the four basic skills where they developed the speaking and writing skills which had a good approbation.

#### 4.4.5 Question .5

**Do you feel motivated using the games for the English Learning?**

bored	0	0.0
happy	8	34.8
sad	0	0.0
excited	15	65.2
	23	

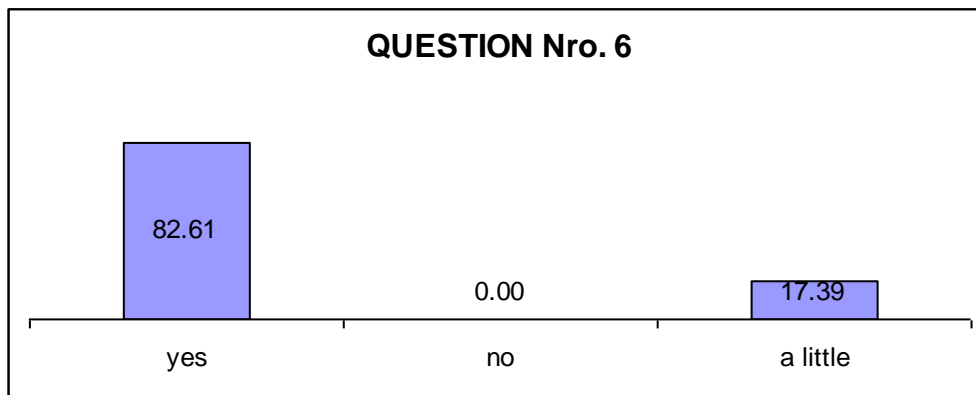


In this question the most of the students had different options to point out the expectation feeling the way how they felt to play games, in this case they felt excited in the moment to play each game.

#### 4.4.6 Question 6

Are you excited, anxious or nervous, when do you play games?

Yes	19	82.61
No	0	0.00
A little	4	17.39
	23	



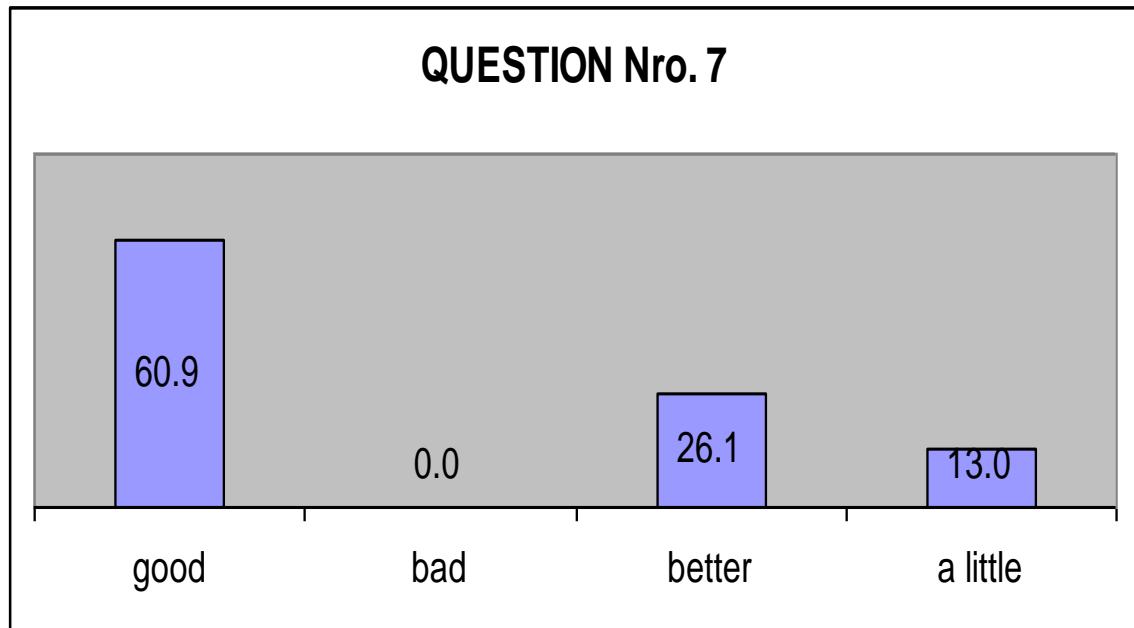
In this question the students had different options to choose as the question above, in this case they showed a mix of feelings, in this way the answer was positive because they felt happy, anxious and nervous so they did not know what game we are going to use.



#### 4.4.7 Question 7

Do you think that the games help for the English Learning?

Good	14	60.9
Bad	0	0.0
Better	6	26.1
a little	3	13.0
	23	

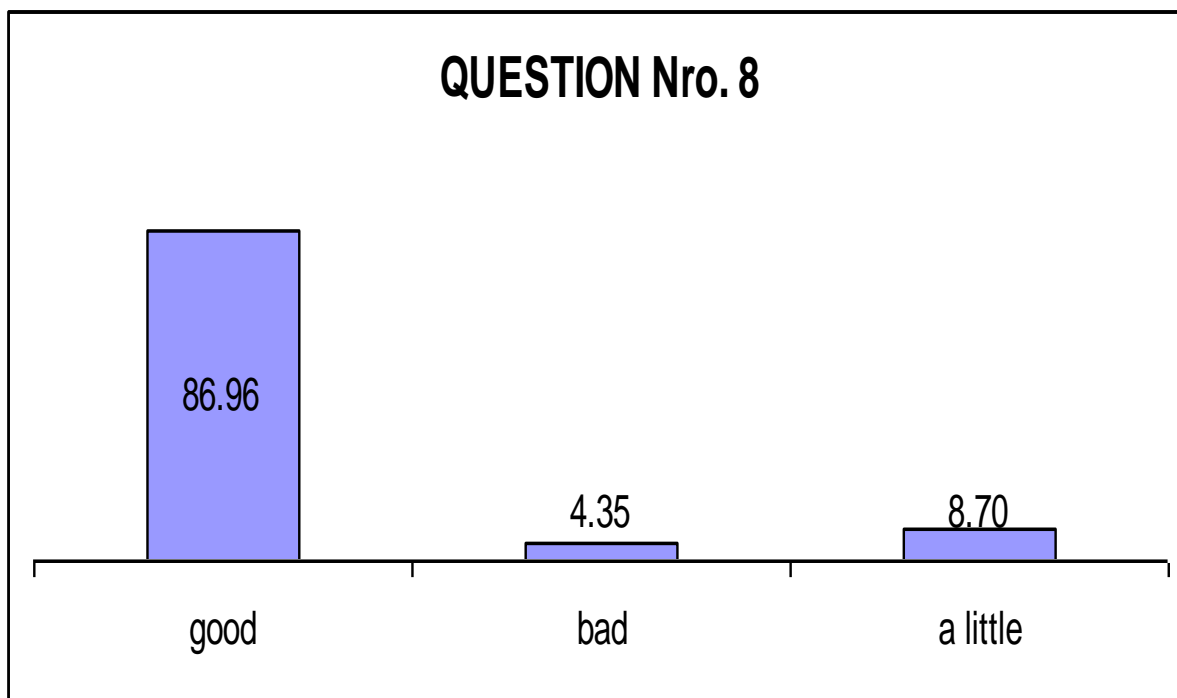


In this question , they thought that the games were very useful because they developed. Any ability skill in free and spontaneous way.

#### 4.4.8 Question 8

**Do your Parents know about the English Learning through the games?  
In what way?**

good	20	86.96
bad	1	4.35
a little	2	8.70
	23	

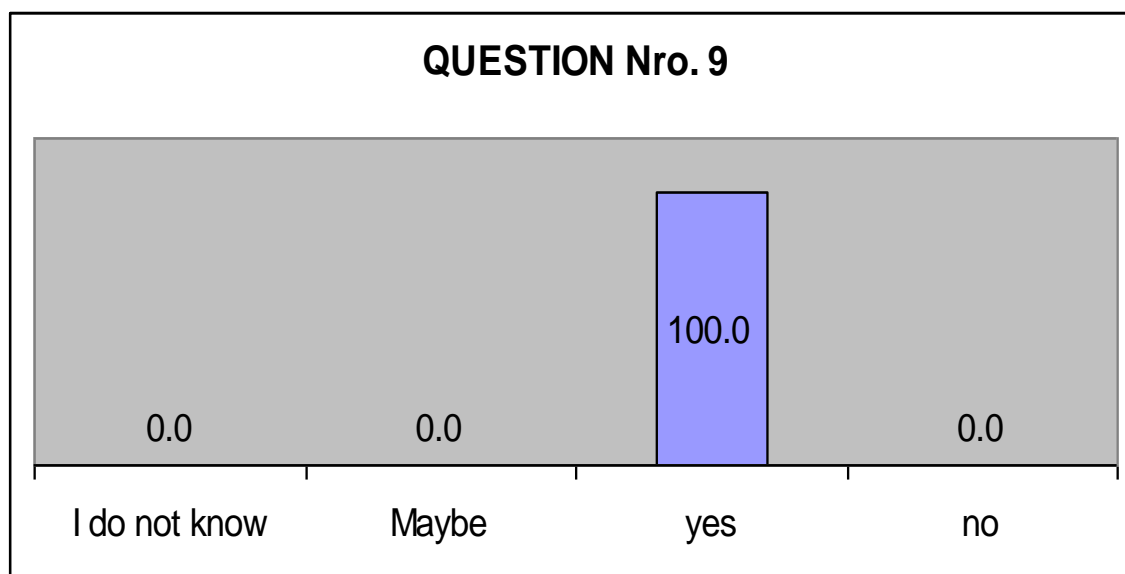


In this question , the students answered that their parents knew about the learning with games, this question scored 86,96% in a good way.

#### 4.4.9 Question 9

**Do you think that the games are a good method for the English Learning?**

I do not know	0	0.0
Maybe	0	0.0
yes	23	100.0
no	0	0.0
	23	

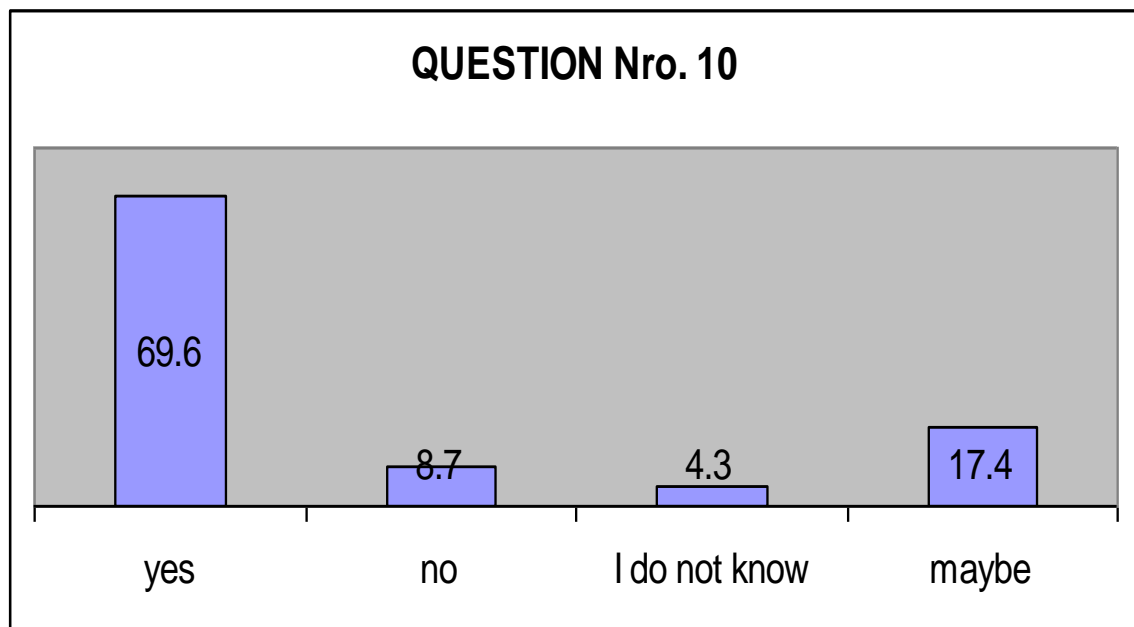


In this question we proved that the games were used as an excellent method in the teaching learning foreign language, because all of them answered on 100%.

#### 4.4.10 Question 10

**Do you think that the use of games is a better learning method than the traditional methods?**

yes	16	69.6
no	2	8.7
I do not know	1	4.3
maybe	4	17.4
	23	



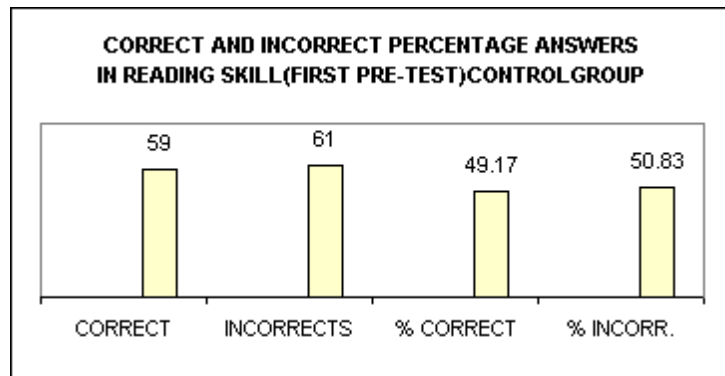
In this question the students had a little confusion to answer it , but the majority gave a positive answer and also 17,4% of the students answered as a possibility, others did not know how to answer this question.

### 4.5 FIRST PRE-TEST, CONTROL GROUP

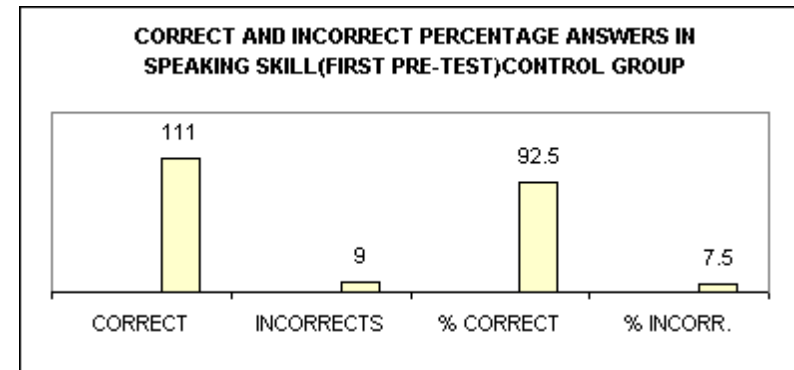
	READING					SPEAKING					LISTENING					WRITING					TOTAL		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	C	I	
1A	0	1	0	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	12	8		
2A	0	1	0	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	13	7		
3A	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	16	4		
4A	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	2		
5A	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	15	5		
6A	0	1	0	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	13	7		
7A	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	15	5		
8A	0	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	14	6		
9A	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	16	4		
10A	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	13	7		
11A	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	16	4		
12A	1	1	0	0	1	1	1	1	1	1	0	1	0	0	0	0	0	1	0	11	9		
13A	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	15	5		
14A	1	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	1	1	1	14	6		
15A	1	1	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	1	12	8		
16A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	1		
17A	1	1	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	15	5		
18A	1	1	0	1	0	1	0	1	1	1	0	1	0	0	0	0	0	1	0	9	11		
19A	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	15	5		
20A	0	1	0	0	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	12	8		
21A	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	17	3		
22A	1	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	12	8		
23A	0	1	0	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	12	8		
24A	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	0	0	1	1	12	8		
	16	24	2	7	10	23	22	23	23	20	13	21	13	19	9	15	<b>TOTAL</b>					336	144
						<b>CORRECT</b>										<b>MEAN</b>					14	6	
						<b>INCORRECTS</b>										<b>MODA</b>					12	8	
						<b>% CORRECT</b>										<b>DESVSTAN</b>					2.83	2.8	
						<b>% INCORR.</b>										<b>MAXIMUM</b>					19	11	
																<b>MINIMUM</b>					9	1	

14    23    21    18

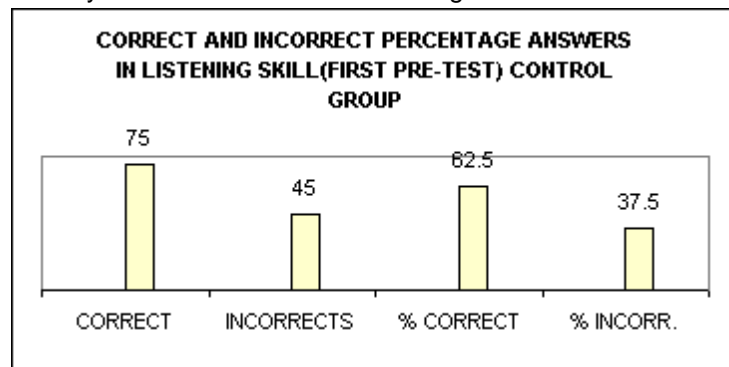
CODE  
 0    INCORRECT  
 1    CORRECT



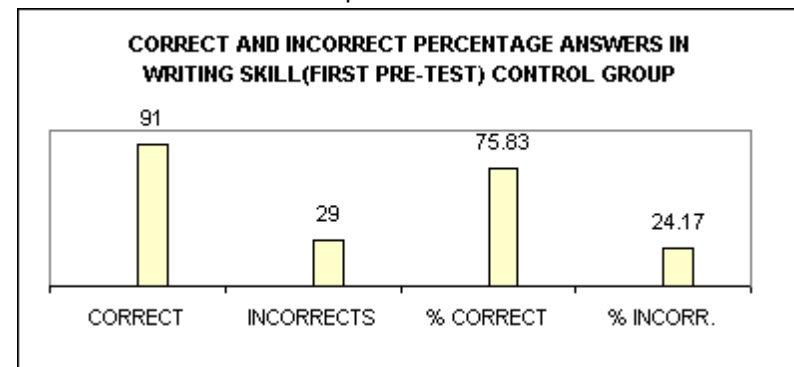
In the reading skill the students of the control group got 59 correct from 120 possible items, this recorded 49,17% .That means a regular performance we mention that the students did not use the correct tense and they confused ING form with Going to structures.



In the speaking skill the control group the students got 111 correct from 120 possible items, so the students recorded 92,50% answering the wh-questions correctly. the percentage reached in this skill was excellent performance.



In the listening skill the control group obtained 75 correct items from 120 possible items, this shows us 62,50% recording a high level of mistakes by the 120 confusing the pronunciation of the vocabulary. The percentage reached in this skill was good performance.



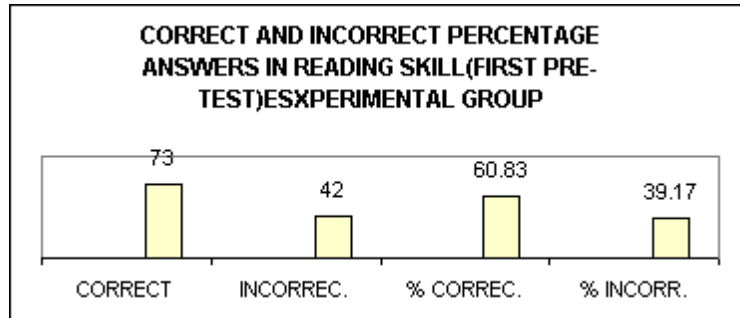
In the writing skill they had 91 correct from the 120 possible items, this records 75,83% identifying the correct form of the verbs writing, or unscrambling in simple present and going to structures. The percentage reached in this skill was very good performance.

### 4.6 FIRST PRE-TEST, EXPERIMENTAL GROUP

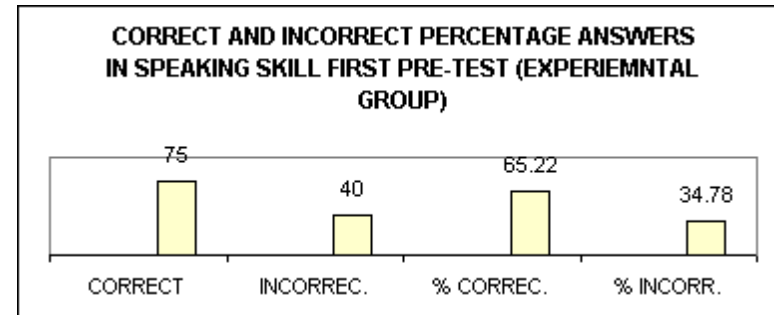
	READING					SPEAKING					LISTENING					WRITING					TOTAL					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	C	I				
1B	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	1				
2B	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	1				
3B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0				
4B	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	11	9				
5B	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16	4				
6B	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	17	3				
7B	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	15	5				
8B	0	1	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	0	1	1	11	9				
9B	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	13	7				
10B	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	14	6				
11B	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	18	2				
12B	1	1	1	0	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	10	10				
13B	1	1	0	0	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	9	11				
14B	1	1	0	1	0	1	0	1	1	0	0	1	0	0	1	1	0	1	0	1	9	11				
15B	0	1	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	14	6				
16B	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	13	7				
17B	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	16	4				
18B	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	15	5				
19B	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	15	5				
20B	0	1	1	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	14	6				
21B	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	17	3				
22B	0	1	1	1	0	1	0	0	0	0	0	1	1	1	1	0	0	1	1	0	10	10				
23B	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	16	4				
	13	23	16	10	11	20	18	18	9	9	14	22	22	18	21	15	TOTAL					331	129			
CORRECT	73					75					98					81					AVERAGE		14.39	5.61		
INCORREC.	42					40					17					34					MODA		16	4		
% CORREC.	60.83					65.22					81.67					70					DESVSTAN		3.258	3.258		
% INCORR.	39.17					34.78					18.33					30					MAXIMUM		20	11		
																					MINIMUM		9	0		
																							12	15	22	16

CODE:

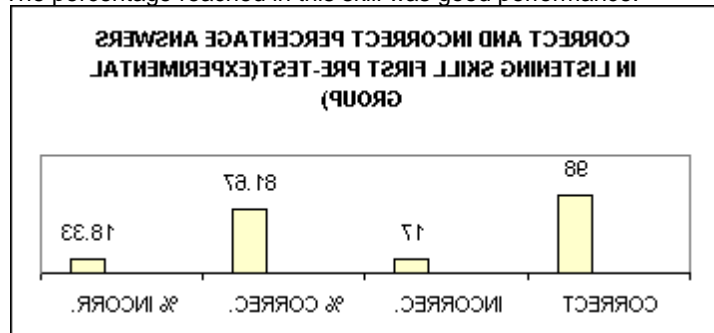
- 1 CORRECT
- 0 INCORRECT



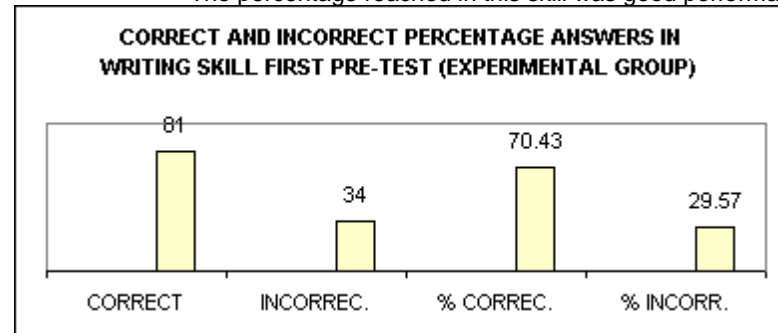
In the reading skill the experimental group got 73 correct items from the 115 possible this shows us 60,83% answered in the better way compared with the another group. The percentage reached in this skill was good performance.



In the speaking skill the experimental group had 78 correct items from 115 possible in this way this shows us 65,22% they recorded a low level in the speech, they did not use the correct form of the verb. The percentage reached in this skill was good performance.



In the listening skill, the experimental group got 98 correct items from 115 possible they recorded 81,67% showing a low level of mistakes identifying the pronunciation of the words. The percentage reached in this skill was very good performance.



In the writing skill, the experimental group got 81 correct items from 115 possible so they obtain 70,43% recording an acceptable level of knowledge, they committed few mistakes by completing, unscrambling the sentences with the correct form of verb. The percentage reached in this skills was very good performance.



### 4.7 SECOND PRE-TEST, CONTROL GROUP

	READING					SPEAKING					LISTENING					WRITING					TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	C	I
1A	1	1	0	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	0	0	9	11
2A	0	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	14	6
3A	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	14	6
4A	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17	3
5A	1	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	1	1	12	8
6A	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	1	1	0	10	10	
7A	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	15	5
8A	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	0	1	1	1	13	7
9A	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	14	6	
10A	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	0	1	13	7	
11A	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	15	5	
12A	1	1	1	0	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	13	7	
13A	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	15	5	
14A	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	13	7	
15A	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	0	0	13	7	
16A	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	18	2	
17A	0	0	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	14	6	
18A	1	1	1	0	0	1	1	1	1	1	0	0	0	0	0	0	1	1	0	10	10	
19A	1	1	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	14	6	
20A	0	0	0	0	0	1	1	1	1	0	1	1	1	1	0	0	0	0	0	9	11	
21A	1	1	1	1	1	1	0	0	0	1	1	0	0	0	1	1	1	1	1	13	7	
22A	1	1	0	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	0	13	7	
23A	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	12	8	
24A	1	0	0	0	0	1	1	1	0	0	1	1	1	0	0	0	1	0	0	9	11	

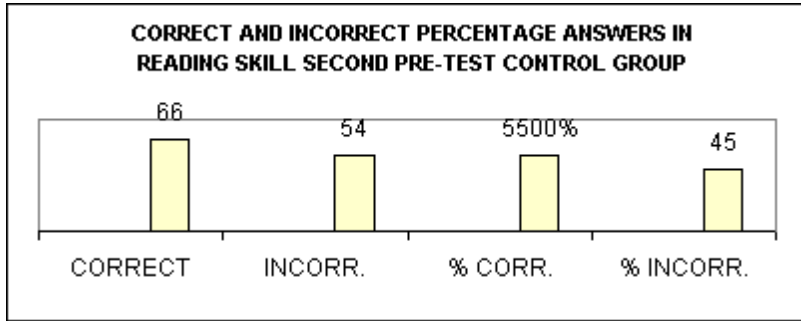
18    16    13    11    8    21    18    18    15    12    18    16    16    19    11    19

CORRECT	66	84	80	80
INCORR.	54	36	40	40
% CORR.	####	70	66.7	66.7
% INCORR.	45	30	33.3	33.3

TOTAL	312	168
PROMEDIO	13	7
MODA	13	7
DESV EST	2.34	2.34
MAXIMO	18	11
MININIMO	9	2

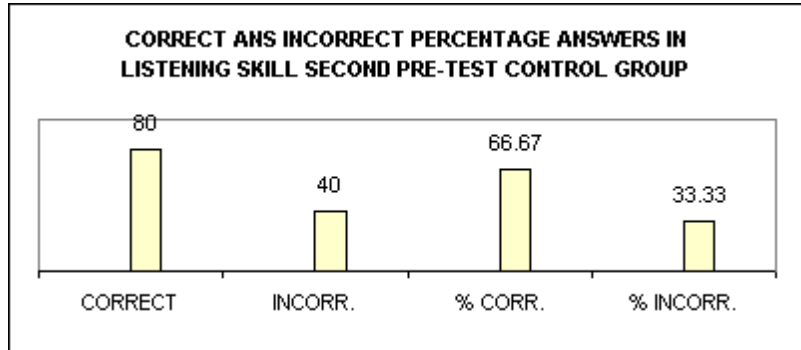
17    15    15    14

LEYENDA  
 1    CORRECT    <  
 0    INCORREC



In the reading skill the control group got 66 correct items from 120 possible so this recorded 55% . They had difficulty in the identification of the structures of some/any how much/many in completing sentences/questions. performance.

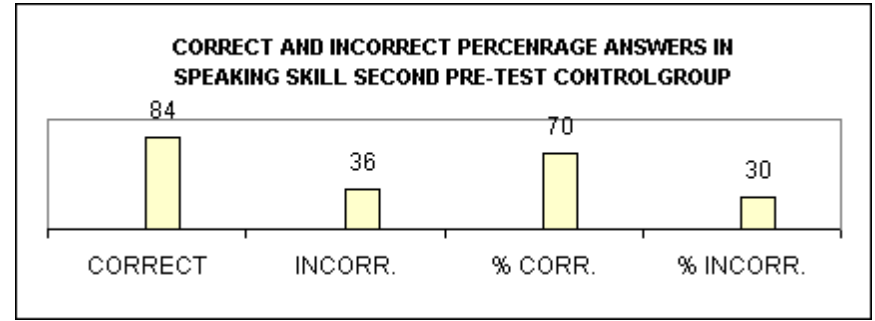
The percentage reached in this skill was good



In the listening skill the control group got 80 correct items from 120 possible, in this way they had

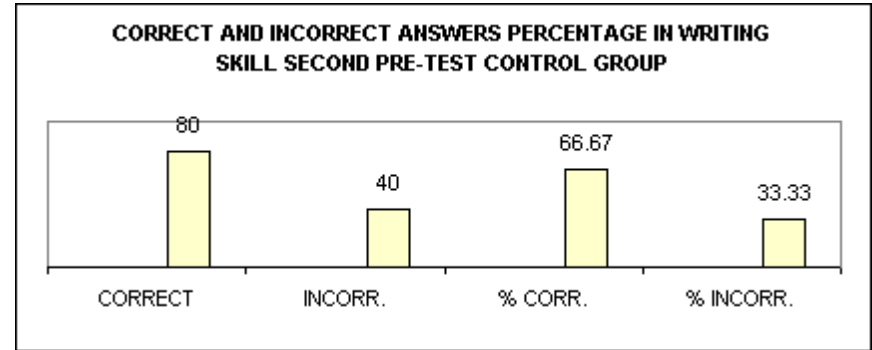
66,67% identifying the pronunciation of the words in the exercises of dictation spelling words.

This percentage reached in this skill was good.



In the speaking skill the control group got 84 correct items from 120 possible recording 70%the most of the students used the simple present /going to when they talked aboutshort paragraphs.

This percentage reached in this skill was very good performance.



In the writing skill the control group obtained 80 correct items from 120 possible,

they recorded 66,67the most of the students identified the affirmative use of some in entences and the negative use of and any in sentences

The percentage reached in this skill was good performance.

### 4.8 SECOND PRE-TEST, EXPERIMENTAL GROUP

	READING					SPEAKING					LISTENING					WRITING					TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	C	I
1B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0
2B	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	1
3B	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	1
4B	0	1	1	1	0	1	1	0	0	0	1	1	1	1	0	0	1	0	1	0	15	5
5B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	18	2
6B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	1
7B	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	3
8B	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	15	5
9B	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	15	5
10B	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	17	3
11B	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	17	3
12B	0	0	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	12	8
13B	1	0	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	0	12	8
14B	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	17	3
15B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0
16B	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17	3
17B	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	3
18B	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	15	5
19B	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	16	4
20B	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17	3
21B	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	1
22B	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	13	7
23B	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	14	6

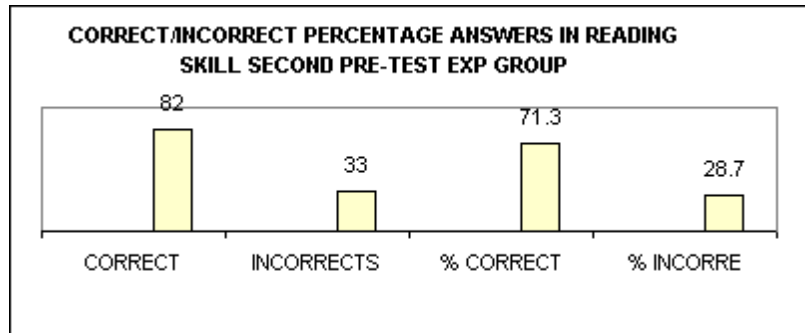
CORRECT	19	6	22	23	12	22	21	20	18	16	22	23	19	19	20	19
INCORRECTS																
% CORRECT			71.3					84.35					89.57		82	
% INCORRE			28.7					15.65					10.43		18	

<b>TOTAL</b>	380	80
<b>AVERAGE</b>	16.52	3.478
<b>MODA</b>	17	3
<b>DESVESTAN</b>	4.243	2.121
<b>MAXIMUM</b>	20	8
<b>MINIMUM</b>	12	0

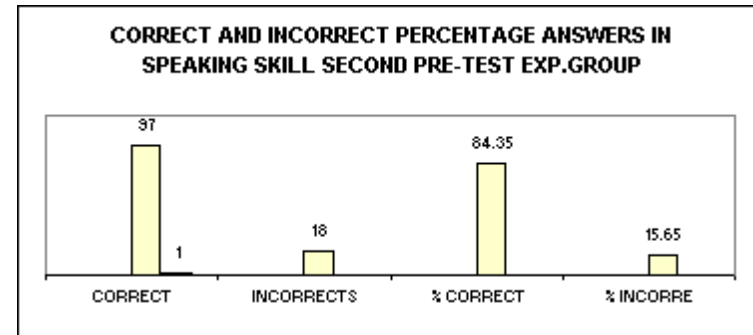
18 18 23 16

CODE.

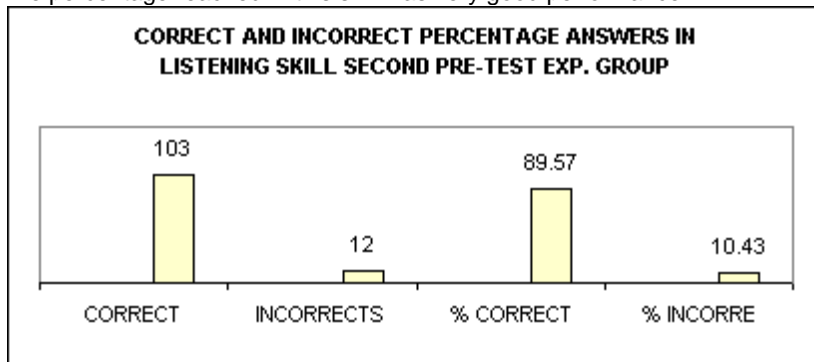
- 1 CORRECT
- 0 INCORRECT



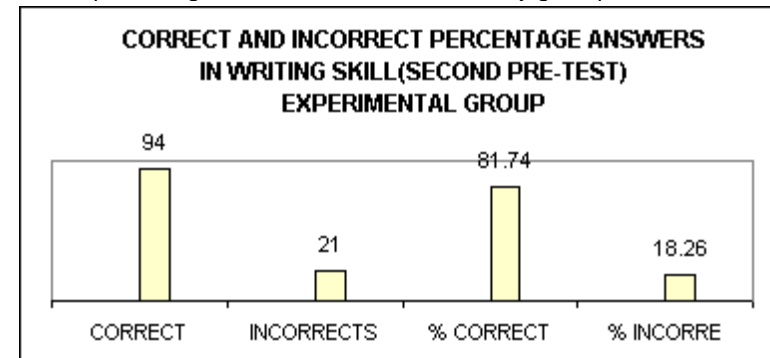
In the reading skill, the experimental group got 82 correct items from 115 possible showing 71,3% in this way the most of the students identified the correct use of some/any, how much/many. The percentage reached in this skill was very good performance.



In the speaking skill the experimental group got 97 correct items from 115 possible recording 84,35% to talk about short paragraphs using the ing and going to structures correctly. The percentage reached in this skill was very good performance.



In the listening skill the students of the experimental group obtained 103 correct items from the 115 possible. They recorded 89,57% identification of the pronunciation of dictation spelling of the letters in the exercises showing a high level in the words. This percentage reached in this skill was very good performance.



In the writing skill the experimental group got 94 correct items from 115 possible recording 81,74% . They identified the correct use of some and any in affirmative and negative sentences. the percentage reached in this skill was very good performance.

### 4.9 POST –TEST, CONTROL GROUP

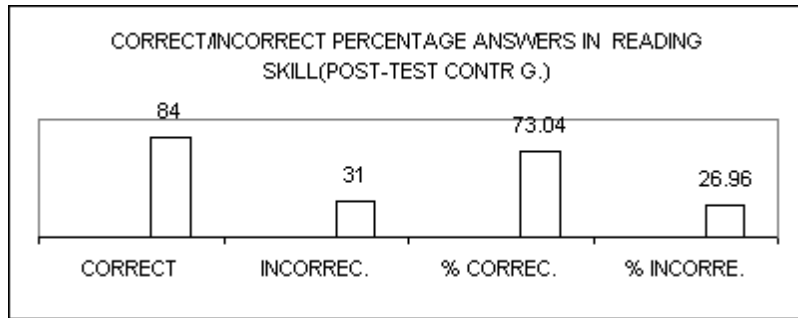
	READING					SPEAKING					WRITING					TOTAL					
	1	2	3	4	5	6	7	8	9	10	11	13	14	15	16	17	18	19	20	C	I
1A	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	16	4
2A	1	0	0	0	1	0	0	1	0	1	1	0	0	1	1	1	1	1	1	9	11
3A	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	16	4
4A	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	14	6
5A	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	18	2
6A	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	14	6
7A	0	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	12	8
8A	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	16	4
9A	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	16	4
10A	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	17	3
11A	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	14	6
12A	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	14	4
13A	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	1	0	13	7
14A	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	1	1	14	6
15A	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	15	5
16A	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	1	10	10
17A	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	17	3
18A	0	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	13	7
19A	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	17	3
20A	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	16	4
21A	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	1	0	1	10	10
22A	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	14	6
23A	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	18	2
	17	15	19	16	15	16	13	17	18	17	14	18	17	17	18	<b>TOTAL</b>				333	125
CORRECT			84					81				80			89	<b>AVERAGE</b>				14.5	5.43
INCORREC.			31					34				35			26	<b>MODA</b>				14	4
% CORREC.			73					70.4				69.6			77.4	<b>DESVSTAN</b>				2.5	2.52
% INCORRE.			27					29.6				30.4			22.6	<b>MAXIMUM</b>				18	11
																<b>MINIMUM</b>				9	2

CODE:

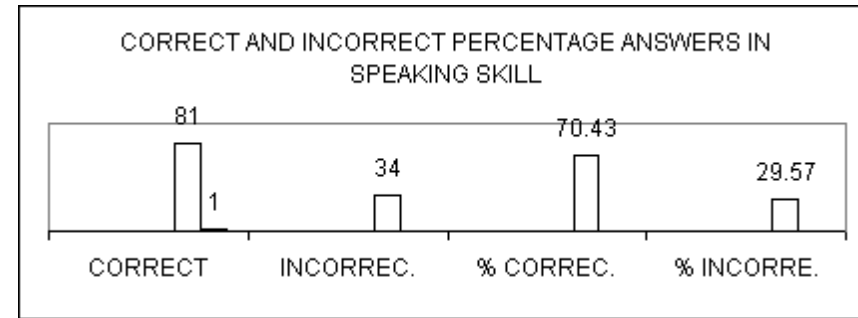
- 1 CORRECT
- 0 INCORRECT

IN THIS CHART IT IS IMPORTANT TO POINT OUT, JUST THERE WERE 23 STUDENTS DUE ONE STUDENT WAS RETIRED.

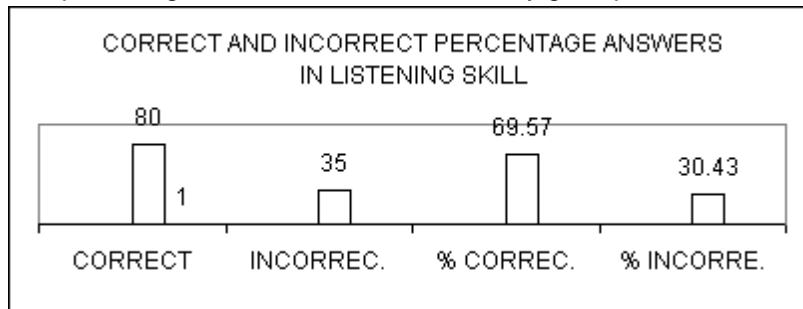
21 16 16 18



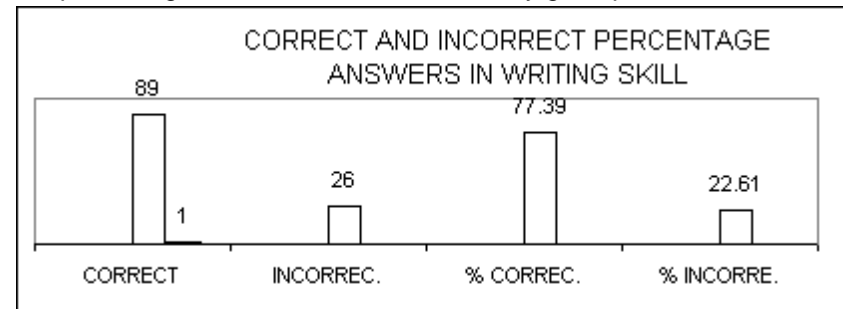
in the reading skill the control group got 84 correct items from 120 possible. They recorded 73.04% they understood short paragraphs in simple present, matching questions and identifying the meaning of the vocabulary. The percentage reached in this skill was very good performance



in the speaking skill the control group got 81 correct items from 120 possible. They recorded 70,42% the students had few problems in the speech, they talked about short paragraphs in simple past. The percentage reached in this skill was very good performance.



in the listening skill the control group got 80 correct items from 120 possible. They recorded 69,57% the students had problems in dictation spelling words confusing the pronunciation of the letters e by l, a by e, g by j. the percentage reached in this skill was very good percentage.



in the writing skill the control group got 89 correct items from 120 possible. They recorded 77,39% the students wrote short paragraphs using was/were. the percentage reached in this skill was very good performance.

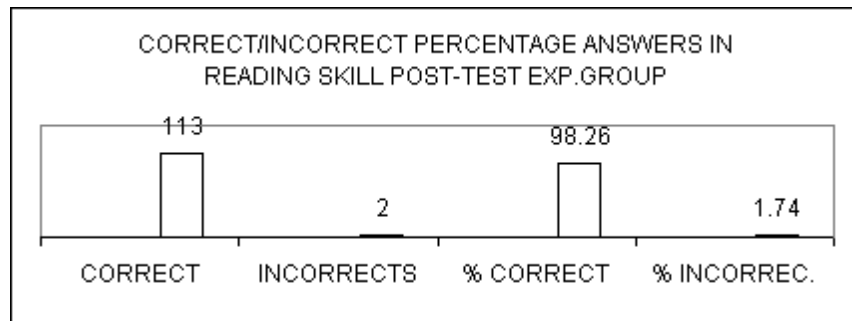
### 4.10 POST-TEST, EXPERIMENTAL GROUP

	READING					SPEAKING					LISTENING					WRITING					TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	C	I	
1B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
2B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
3B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	1	
4B	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	17	3	
5B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
6B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
7B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
8B	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	16	4	
9B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
10B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
11B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
12B	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	16	4	
13B	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	17	3	
14B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
15B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
16B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
17B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19	0	
18B	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	18	2	
19B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	1	
20B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
21B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
22B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	
23B	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	0	
	22	23	23	23	22	19	23	22	23	23	22	23	23	23	19	<b>TOTAL</b>					439	18
CORRECT			113					110						102	<b>AVERAGE</b>					19.1	0.78	
INCORRECTS			2					5						13	<b>MODA</b>					20	0	
% CORRECT			98.3					95.7						88.7	<b>DESVSTAN</b>					1.38	1.38	
% INCORREC.			1.74					4.35						11.3	<b>MAXIMUM</b>					20	4	
															<b>MINIMUM</b>					16	0	

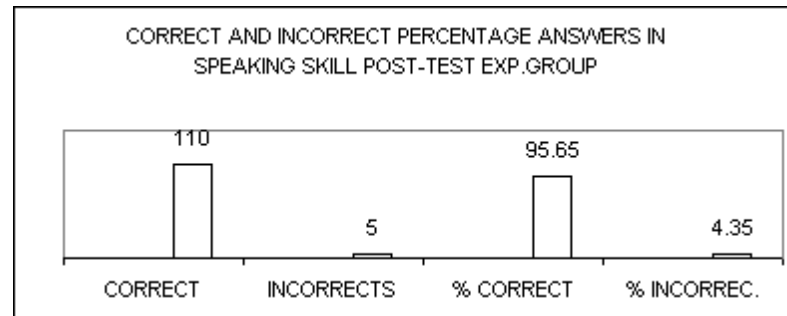
CODE:

- 1 CORRECT
- 0 INCORRECT

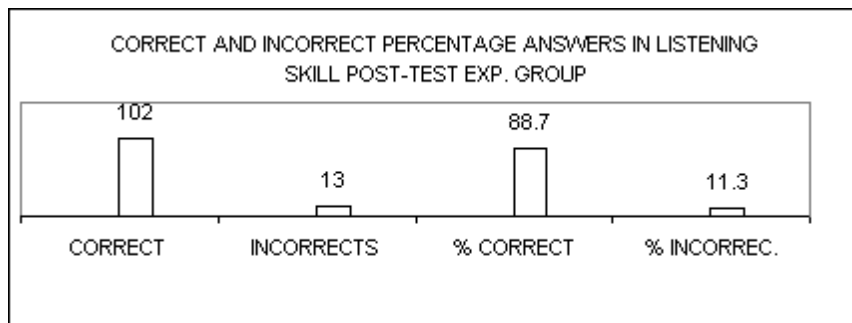
23 20 21 19



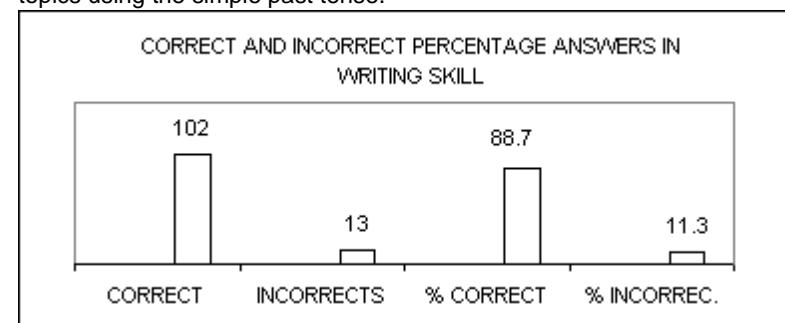
In the reading skill the experimental group got 113 correct items from 115 possible. They recorded 98,26% the most of the students answered according to the structures correctly, simple past, matching questions, unscrambling and identifying the meaning of the vocabulary. The percentage reached in this skill was excellent.



In the speaking skill the experimental group got 110 correct items from 115 possible. The most of the students recorded 95,65%. The percentage reached in this skill was excellent, the students improved their speech identifying the regular verbs from the irregular when they were talking about some topics using the simple past tense.



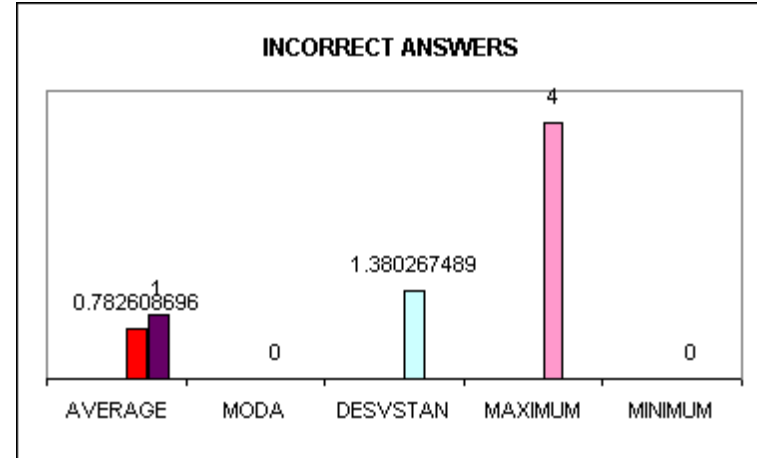
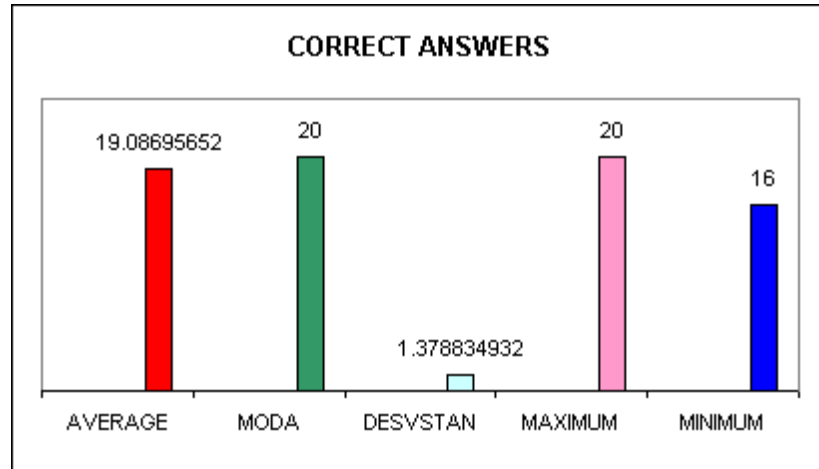
In the listening skill the experimental group got 102 correct items from 115 possible. The students recorded 88,7% identified the pronunciation of the letters of the words in the exercises of spelling dictation words. The percentage reached in this skill was excellent, improving their listening in a fast and active way.



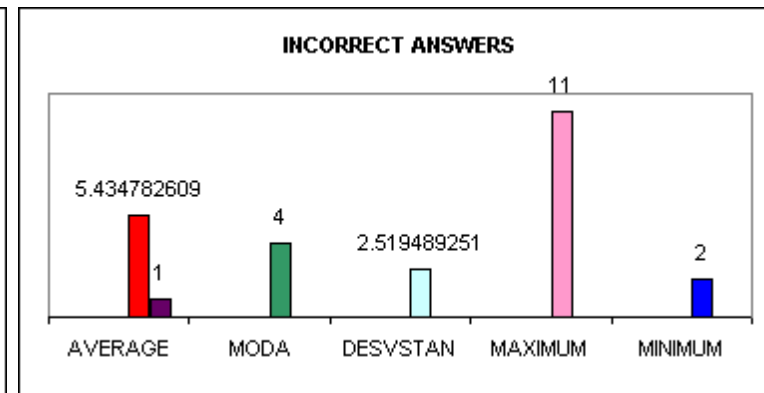
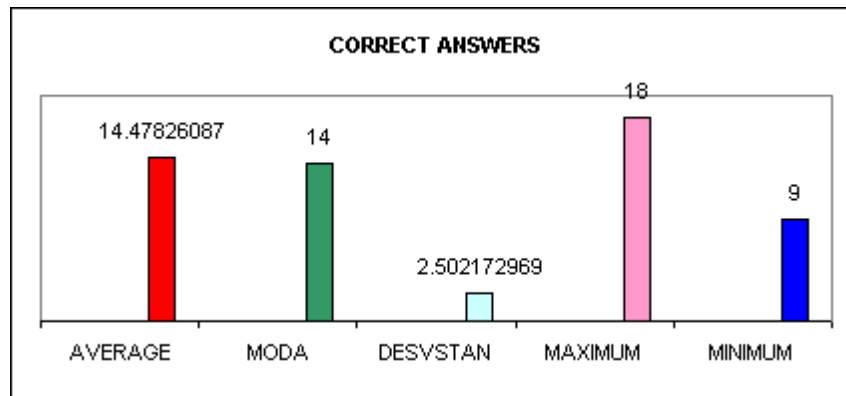
In the writing skill the experimental group got 102 correct items from 115 possible. The students recorded 88,9%. The most of the students wrote short paragraphs identifying their use of was/were in past tense. The percentage reached in this skill was very good, so they kept their level.



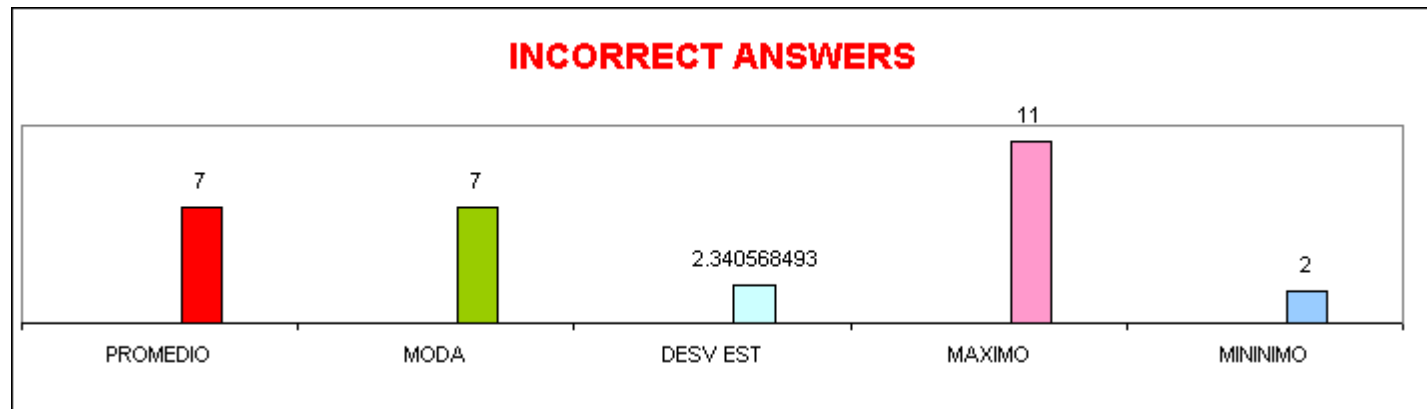
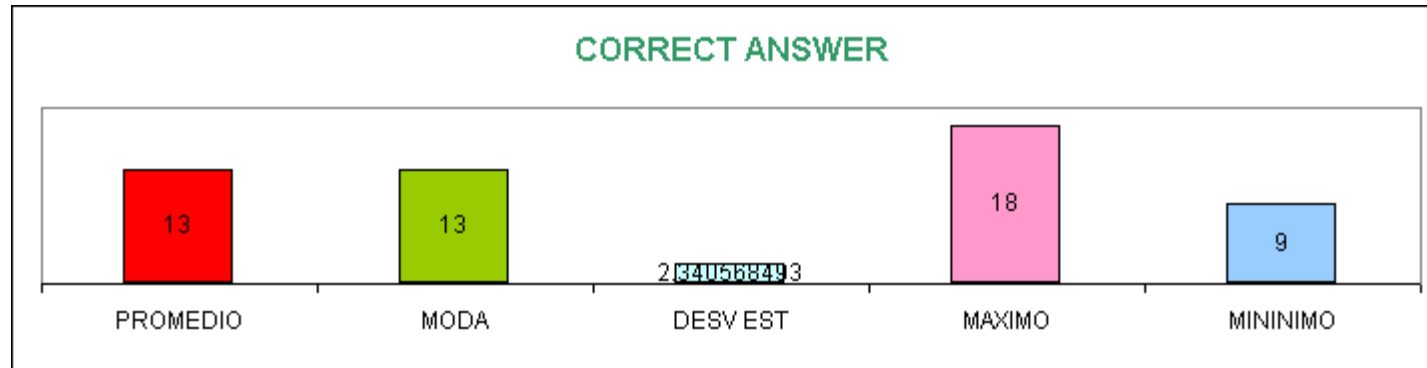
### 4.11 POST-TEST GRAPHIC EXPERIMENTAL GROUP



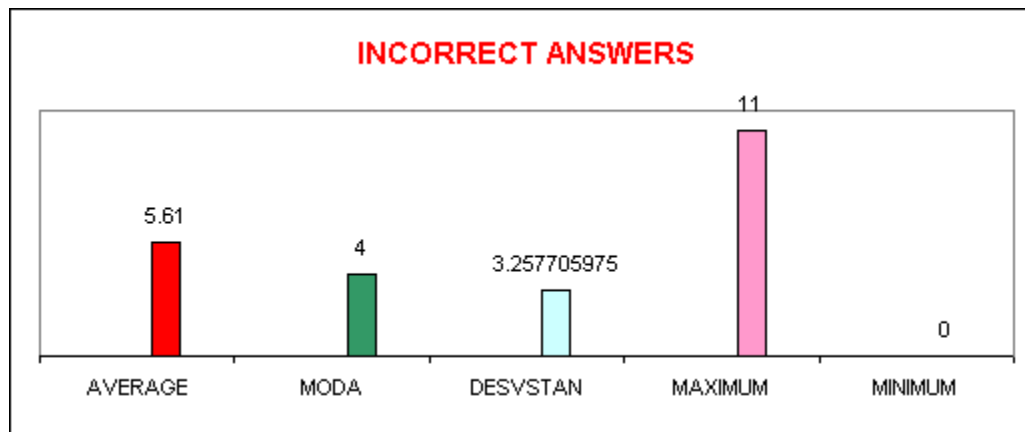
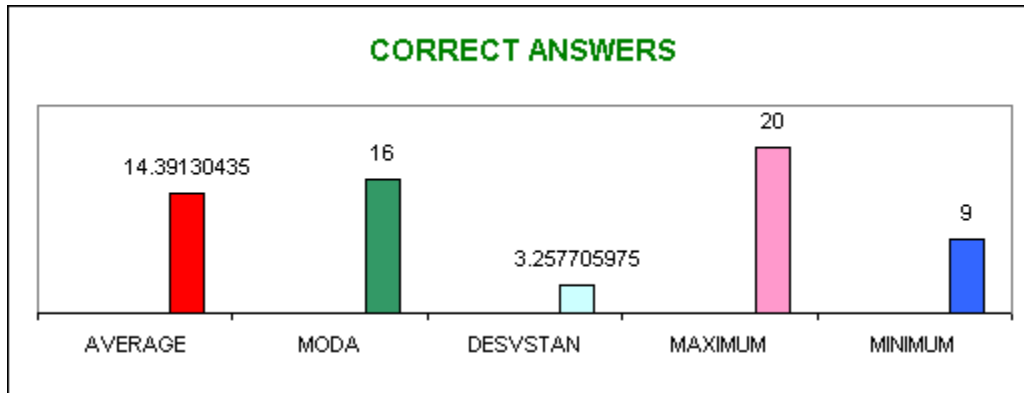
### POST-TEST GRAPHIC CONTROL GROUP



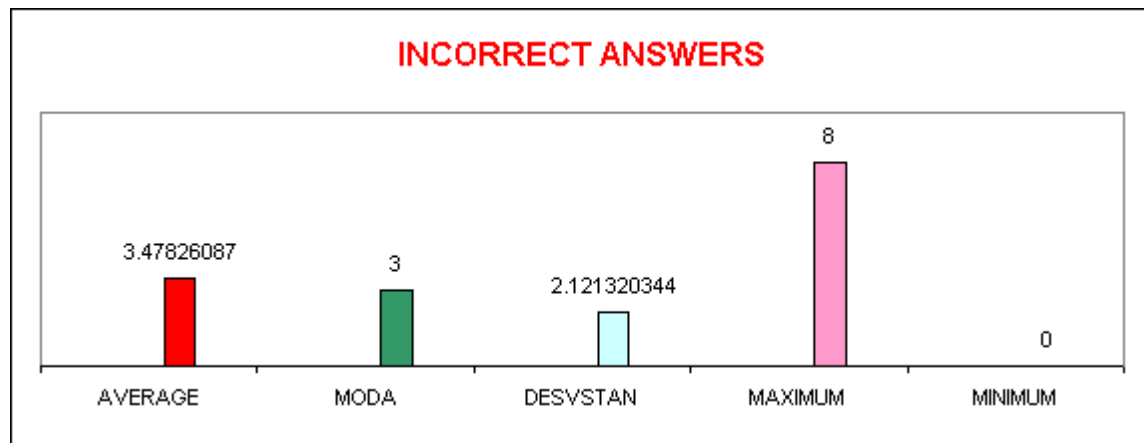
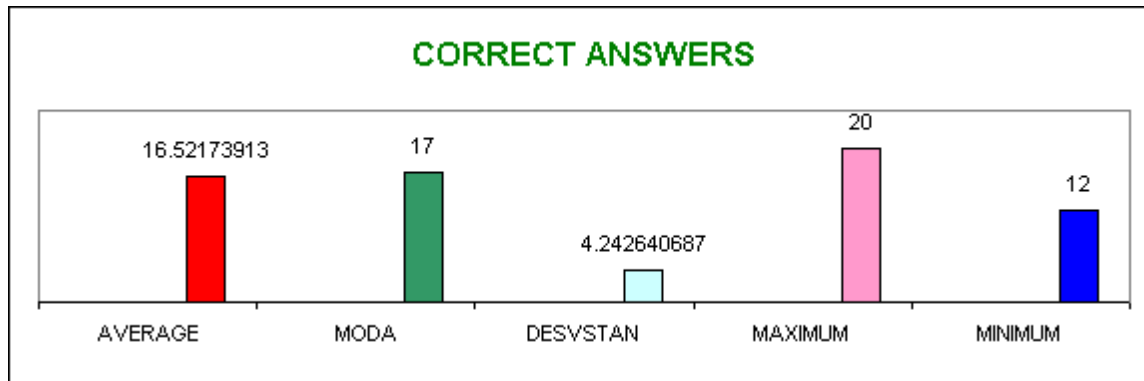
#### 4.12 SECOND PRE-TEST GRAPHIC CONTROL GROUP



#### 4.13 FIRST PRE-TEST GRAPHIC EXPERIMENTAL GROUP



#### 4.14 SECOND PRE-TEST GRAPHIC EXPERIMENTAL GRPUP



#### **4.15 HYPOTHESIS VERIFICATION**

We define the hypothesis “as a supposed advanced” by the researcher, with the goal to establish the reality between variables. So this proof of the hypothesis is verify the recorder and analyzed facts and later interpreted.

In order to proof our general hypothesis ,we used the experimental way, so we made 2 Pre- test and one post test, with these instruments and according to the results we see that the innovative games are involved as a methodology in the English foreign teaching learning process because the control group, in the first pre-test obtained good results but the experimental group in the post-test obtained excellent results.

Other particular hypothesis, we demonstrated was that the use of the grammar activities such as reading, speaking, listening, and writing were developed through innovative games as a methodology as shows the implementation of games such as: stop the hand, reading game, balloon writing, unscramble words and so on.

All of these games helped to improve the four basic skills and these activities were an important part of the post-test.

The use of the information games can be applied as a methodology therefore the students improved doing the exercises of grammar, playing the games Spelling chair, Active ABC, Words association, Stop the hand, and Sequence pictures so, they improved their knowledge in the four skills mentioned above.

## 5. CONCLUSIONS

5.1 With this study we have proved that the use of the innovative games help to improve the performance of the students in the foreign learning teaching process, the students developed the four basic skills of the language in a better way.

5.2 In spite of some students did not like two or three games they were motivated with the use of this strategy created by ourselves. For some students certain games were boring but however they improved their performance in the learning of the foreign language.

5.3 The students felt anxious and had mush expectation before starting this activity.

We point out when the students received the instruction with the classical method, they worked in a monotonous way, so they did not feel interest in developing their learning. In other hand when they received the instruction through the innovative games they had a high interest in the subject, it contributed to the development of the four basic skills mentioned above.

5.4 The games: spelling chair, three on line, guess the meaning, millionaire game, reading game and unscramble words helped to improve the skill of speaking recording 95,65% in the performance of the students.

5.5 All the games used , stop the hand, active ABC, balloon writing, spelling chair, word association, three on line, guess the meaning, millionaire game, and unscramble words helped to improve the writing skill, improved the performance of the students recording 88,7%. All of these results were taken from the post-test.

5.6 To conclude when we used games we found an important factor, this was an interaction and communication among the teacher and the students therefore they showed a confidence and spontaneously behavior.

## **6. RECOMMENDATIONS**

6.1. We recommended that the innovative games should be used as a strategy for the teaching learning in the foreign language in the most of schools, because all of the results were positives, increasing the performance of the students, specially in the four skills.

6.2. We recommended that the teachers should be more flexible in the teaching learning process due the students tend to work in an inactive way, then is necessary use the games in order to encourage them, so with different innovative games that we used they showed a big interest in the game.

6.3. It is very important to point out when the students hear the word “game” in spite of they do not know which is the game that will help in the teaching learning process they feel happy, anxious and very motivated to learn.

6.4. In our case the games more exciting and requested by the students were Guess the Meaning, Stop the hand, Active ABC, and Spelling chair, due these games to develop thinking and writing in a fast way, but we recommended the use of all of the games as an active methodology, because they help to improve the four basic skills of the language.

6.5. Games as any other type of technique aimed to decrease language learning problems specially in the grammar, pronunciation, speech, reading, and writing,. Therefore teacher’s participation in language experiences based on different methods and approaches are also important in order to establish the most suitable ones for students.

6.6. As teacher as the students must have the same participation using innovative games in the instruction, it will be possible only when there are a better interaction between both: teacher and students.



## FIRST PRE - TEST

### READING

1. Match with the correct letter  
He..... barbecue tomorrow  
a. eats  
b. is eating  
c. is going to eat

2. Circle  
Do you like lemonade?  
It is juice  
It is chicken leg  
It is salad

3. Read and circle  
The friend of Birdex that can fly through the space is going to visit his mother and his mother who are coming from the earth.

The person who can fly through the space is  
a. the friend      c. through the space      e. mother  
b. Birdex      d. father

Complete with the correct

4. Where.....the coffee?  
a. you are drinking      c. are you drinking  
b. you drink      d. are you drink

Complete with the correct option:

5. the party is going to star at 7: 00 pm.  
It is going to start at:  
a. in the evening      b. at night      c. in the afternoon.

## **SPEAKING**

Answer the following wh-questions

1. Where do you live?
2. Where do you study?
3. Why do you study at APCH school?
4. What is your favorite food?
5. Where do you go on vacation?

## **LISTENING**

1. Circle the correct:

It is big and white

- a. sheep
- b. ship

2. Listen and circle

- a. three / tree
- b. apple / apol
- c. can / can't

3. Listen and circle:

liquid food exercise

4. Complete:

I am going to the.....at.....o'clock, I am going to.....with my..... at.....

5. John goes to the school by:

transport  
fruit  
house.

## **WRITING**

1. Unscramble with verbs/nouns

y p t r a.....  
y l p a - h t e - u i t r g a.....  
k e m a.....

2. Complete with verbs in simple present:

Is - studies - goes -

Natalia .....to the school, she .....math, in the recess, she  
.....soccer and basket. She.....very happy.

3. Order sentences

Valeria and Santi / going / are / to / the / write / story.

.....

4. Look at the pictures and complete with the correct word according to the meaning.

It is green and long, it is.....



It has fruits and vegetables, it is.....



It is red and round, it is.....



5. Write words with each one of these letters.

M

O

N

D

A

Y

.....

.....

.....

.....

.....

.....

## SECOND PRE –TEST

### READING

1. Read and circle the correct:

there is/are some milk in the refrigerator  
there is/are some potatoes in the basket  
there is/are some butter on the bread  
there is/are some lettuce in the bowl  
there is/are some tomatoes on the table

2. Find and circle the mistakes in the following questions:

Are there some cushions on the sofa?  
Is there any coffee in the cup?  
Are there any lemonade into the glass?  
Is there some dogs in the pet store?  
Are there any milks in the kitchen?

3. Complete the sentences with the correct tense:

I am..... To drink some water.

a. going    b. go    c. goes    d. is going    e. are going

4. Select the meaning of the following words:

It is white and something to drink: water – bread – milk – tomatoes – eggs.

It is a fruit, it is red and round: broccoli – cookies – apple – cat - ball

It is something to eat: meat – ball – poster – door – water

It is an animal lives in the sea: lion - dog - fish – snake – spider

It is a vegetable, it is long and green: mayonnaise - cucumber – carrots – pear  
- lemon.

5. Color the correct:

How much/many milk is there?

How much/many eggs are there?

How much/many lemonade is there?

How much/ many bananas are there?

### SPEAKING

1. Tell me one sentence with simple present tense.

2. tell me one sentence with Present continuous ING

3. Tell me one sentence with Future Going to.
4. Tell me one sentence with Simple past
5. Tell me one sentence with the modal Can.

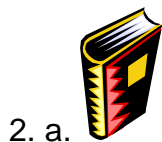
## LISTENING

1. Listen and circle the correct words:

- |    |   |   |   |    |   |   |   |    |   |   |
|----|---|---|---|----|---|---|---|----|---|---|
| 1. | 1 | 2 | 3 | 1. | 1 | 2 | 3 | 1. | 1 | 2 |
|    | 3 |   |   |    |   |   |   |    |   |   |
| 2. | 1 | 2 | 3 | 2. | 1 | 2 | 3 | 2. | 1 | 2 |
|    | 3 |   |   |    |   |   |   |    |   |   |
| 3. | 1 | 2 | 3 | 3. | 1 | 2 | 3 | 3. | 1 | 2 |
|    | 3 |   |   |    |   |   |   |    |   |   |

2. Listen and circle the correct letter.

1.



b.



3. Dictation spelling words:

.....

4. Look at the pictures and circle what picture illustrates the spoken word:

5. Answer these questions:

1. a. Politic
- b. Art
- c. Animals
- d. Health

2. a. Recess
- b. Grammar
- c. Food
- d. Aerobics

3. a. Tungurahua
- b. Machangara
- c. Cotopaxi
- d. Ilalo

## WRITING

1. Unscramble the following verbs:

m l c i b.....

t r l e a v.....

p t a i n.....

t y d s u.....

d w a r.....

2. Complete the following sentences with some /any

There are.....potatoes in the basket

There isn't .....water in the kitchen

There aren't tomatoe juice in the glass

There is.....butter on the cookies

There aren't.....cats in the store

3. Order and match this sentence.

a. the market    b. is going to    c. she    d. buy some fruit    e. in the

1.....    2.....    3.....    4.....    5.....

4. Write words with each one of thee letters

a

p

p

l

e

.....

.....

.....

.....

.....

5. Look at the pictures and write about them. Use there is/



.....



.....



.....



.....

## POSTEST

### READING

1. Match to the correct meaning

- a. it is a place where you buy books .....market
- b. it is an animal that give us milk.....bookstore
- c. it is a place where you can buy food.....cow

2. Read and circle

Camila went to the movies yesterday, she ate pop corn, she drank soda pop and after she returned to her house.

The place where she went after going to the movies was

- a. the park
- b. her house
- c. the school

3. Match to the correct questions

- |       |                       |
|-------|-----------------------|
| did   | you open the door?    |
| Where | did you do?           |
| What  | did he eat yesterday? |

4. Identify the correct past tense.

see drank climbs threw climbing ate

5. yesterday, the lunch started at 3: 30 pm.

It started at :

- a. at night
- b. in the afternoon
- c. tomorrow.

### WRITING

1. Unscramble these verbs

w s a.....

t h u n e d.....

d m e a.....

2. Write a sentence with was/were

.....

3. write a sentence with a regular verb

.....

4. Write a sentence with an irregular verb

.....

5. Write a short paragraph using past tense: was, were, regular/irregular verbs.

## LISTENING

1. Dictation spelling words:

.....

.....

.....

2. Dictation spelling verbs

.....

.....

.....

.....

3. Dictation sentences

.....

.....

4. Dictation questions

.....

.....

5. Dictation paragraph

.....

.....

.....

## SPEAKING

1. Tell me one sentence using a regular verb.

2. Tell me one sentence using an irregular verb

3. Tell me one sentence using the past tense of is (be)



4. Tell me one sentence using the past tense of are (be)

5. Talk about this topic: when I went to the school. Use regular and irregular verbs.

**QUESTIONNAIRE APPLIED TO CHILDREN OF FOURTH BASIC YEAR ABOUT INNOVATIVE GAMES**

**Answer the following questions about games**

1. Do you like Games?

Yes No A little

2. what do you understand about the word Games?

.....

3. Do you think that Games are useful to learn English language?

Yes No Maybe

Why?.....

4. What kinds of Games applied to the English language teaching do you like?

Three on line Stop the hand Millionaire Game

Guess the meaning Spelling Chair Word Association

Miming Game Picture Sequences Balloon Writing

Reading Game Unscramble Words Active ABC

5. Which is the game that do you like much? Why?

.....

6. What skills of language do you develop when you use games to learn English?

.....

7. Do you feel motivated using the games for the English learning?

Bored          happy sad          excited

8. Are you excited, anxious or nervous when you play games? Why?

Yes    No    A little

Why?.....

9. Do you think that the games help for the English learning?

Good          Bad          Better          Alittle

10. Your parents know about the English learning through the games? In what way?

Good          Bad          A little

11. What do you learn through the games?

.....

12. Do you think that games is a good method for the English learning?

I don't know          Maybe          Yes          No

13. Do you think that the use of games is a better learning method than the traditional methods?

Yes          No          I don't know          Maybe

## **1. SITUATIONAL FRAME**

### **1.1 PROBLEM SETTING**

The subject to be studied will be at Angel Polibio Chaves (APCH). APCH is a private and bilingual school located in Valle de los Chillos, Quito, Ecuador. It was created 25 years ago. The school has been allowed to work according to the experimental system by the Ministry of Education. With this system, the syllabus can be changed up to a certain extent. As a consequence, teachers are able to try out new ideas. The school is made up of three sections: Pre-school, Primary, and Secondary School. 850 students are currently receiving education in the Pre-school, Primary and Secondary levels. All the levels have male and female students. All the grades from Pre-school to Seventh Basic Year are divided into three sections, which correspond to A, B, and C. Secondary section is made up of six courses. Each course is divided into two sections: A and B.

The Fourth Basic Year level has 70 students distributed into two sections A, B. The students of this level receive 39 periods of instruction per week for English, Spanish and Arts.

The school possesses an excellent substructure. All the rooms have enough space for students to acquire knowledge in an appropriate environment. It also has a library with updated material, a video room, a conference room, a game room, and basketball and soccer courts. The authorities at APCH aim to maintain a high level of reputation and education in the community.

On the other hand, APCH provides the teaching staff with regular training that help to prepare its teachers with all of the necessary skills aiming to achieve personal and professional development all of them. However according to the

teachers there are not workshops that show new and recreational strategies that let the students learn in an efficiently and active way.

Students have been forced to experience the same traditional methods or strategies throughout the same school year. Due APCH school has many opportunities to participate in different events in order to exchange ideas with other schools through reading, speech, open house, work exhibition and expositions.

APCH need to give their students an active learning through new strategies, new ideas that awake the constant interest of their students and to show its quality of knowledge of English as a foreign language.

## **1.2 PROBLEM FORMULATION**

What is the incidence of the usage of innovative games in the English Teaching Learning process with the students of fourth basic year at Angel Polibio Chaves School during the year 2004-2005?

### **1.2.1 SECONDARY PROBLEMS**

-Why do students find problems in the teaching learning process?

- How the traditional methodologies have influenced in the teaching of English as foreign language?

-In which ways can the innovative games help the students in the teaching learning process of English?

### **1.3 PROJECT JUSTIFICATION**

For many years the methods used in the process of English as foreign language learning have been analyzed and studied by researches with special interest.

Due the same methods or strategies have been used in the activities of the classroom and the little interest of the students to study or reinforce the subject , the same teachers have been trying to prove a new alternatives that awake the interest of the students, something that keep them active and at the same time they can enjoy doing it.

For that reason teachers wish to apply traditional and innovative games in the English language learning adapting them to the classroom activities. So they can practice with their students the subject with the same activities but the best way to learn is using all of the kinds of games in order to improve the different skills. Besides games develop motor, intellectual, affective, and social aspect.

Games are an indispensable vehicle to make a positive interaction between the teacher and the students, accelerating the learning of the subject in an active way by just hearing the word "GAME" they feel motivated and happy, because the students show and use their energies doing the activities through games.

In this way, the institution tries to prove new teaching methods through which its students maintain its high level of bilingual education. Students want to achieve the necessary competence to face the demands of the society with respect of their knowledge and skills, and one of the best ways is presenting a new method that can help creativity and learning such as games.

### **1.4 FEASIBILITY**

We think this research has high grade of feasibility, due that Angel Polibio Chaves school ´ authorities are very interested on development of this project,

so they will give all of the facilities that this case needs. All of the human resources and materials that we need to employ in Teaching-Learning English as foreign language are coordinated, and all of the project cost are direct responsibility to the researchers, so the investigation is feasible due there is enough material of reference such as: Bibliography, experts opinion about the theme and internet consult.

Furthermore this project will has two advisers; a Director and Co-director, who have big knowledge about it, then they will guide us during the investigation process.

### **1.5 GENERAL OBJECTIVE:**

- To propose the usage of innovative games to reinforce four basic skills in the foreign language teaching-learning process.

### **1.6 SPECIFIC OBJECTIVES:**

- To develop grammar activities: reading, speaking, writing, and listening, through the usage of innovative games.
- To improve the teaching of English using innovative games.
- To establish strategies in order to improve the quality of teaching.
- To include innovative games as part of methodology .

## **1.7 HYPOTHESES FORMULATION**

### **1.7.1 GENERAL HYPOTHESES**

The innovative games are considered available strategy in the teaching of English as the foreign language.

### **1.7.2 PARTICULAR HYPOTHESES**

-The use of grammar activities isolated do not develop the writing, speaking, reading, and listening skills. It is necessary to include innovative games as a strategy.

-The use of innovative games as a part of methodology may to improve the teaching English.

## **2. THEORETICAL FRAME**

### **2.1 ANTECEDENTS**

To play is a human characteristic, the existence of games appears in the most wide-ranging of culture. Until the end of the nineteenth century, games have been associated with entertainment, but with the influence of John Dewey (1944).

Games began to play a major role in the teaching methodology. Games are introduced in the school as something more than just entertainment, games have a major educational potential. Not only do they motivate, but they can help the students develop skills, abilities, and strategies. This makes them an important part of teaching material in the school. Most educators consider that it is possible to learn through play.



Games form a part of educational strategies used by teachers at most levels of the school and university system in fact it is not only children that play: games are devised for language learning, for adult education and even in organizations (Prensky 2001)

A long time ago the traditional games have been one of the useful activities in the foreign language learning process. Inside of the classroom the traditional games have been one of the most important teacher`s repertoire, which the main interest is to achieve that the students feel encouraged with a fun activity.

The application of the innovative games could help to develop the main language skills such as: reading, writing, speaking and listening. Agree the own opinions of the students and parents the games made in the classroom activities have had successful, so the students have improved their academic performance.

Games are transformed when they are used for educational purposes, they are still games but are used for a specific aim, to learn particular things and to develop certain strategies and/or abilities. The game is integrated in a context that establishes its own rules as to how it should be used in order to derive maximum educational benefit. In this respect, we consider that there are more forms of playing than there are games.

## **2.2 LEGAL FOUNDATION**

This project provides some strategies about innovative games that are applied in the learning of the English language and the teacher`s role.

The purpose of our study is to apply innovative games to the English learning in order to reinforce what the students have learned and to search for strategies so the students do not realise that at the same time they are playing they are learning too.

Besides we point out the importance of video games, they are the most direct means of access that children and young people have in the world of technology, the first contact students have the computers is through computer games, we suggest that while playing children are learning basic strategies and skills that will enable them to gain access to the virtual world.

## **2.3 THEORETICAL AND CONCEPTUAL FOUNDATION**

### **CHAPTER 2**

#### Elements, and Principles of the Teaching-Learning process

##### 1.1 The Objectives and Goals

##### 1.2 The Contents

##### 1.3 Principles of the Teaching-Learning process

###### 1.3.1 The learner roles

###### 1.3.2 The teacher roles

###### 1.3.3 The teaching process

###### 1.3.4 The learning process

###### 1.3.5 The target language/ culture

##### 1.4 Methods of Teaching

###### 1.4.1 Methodology as a Theoretical-Reflexive Product.

###### 1.4.2 Methods and Didactic Approaches

###### 1.4.3 Didactic-Active Methods.

##### 1.5 Teaching Resources

##### 1.6 Types of Resources

##### 1.7 Evaluation in teaching learning process

###### 1.7.1 Evaluation in Didactic process

###### 1.7.2 Objectives in Evaluation

###### 1.7.3 Functions of Evaluation

###### 1.7.4 Kinds of evaluation

###### 1.7.5 Evaluation of learning

###### 1.7.6 Types of Evaluation that must be applied in Teaching Learning process

## 1.7.7 Techniques of Evaluation

### **CHAPTER 2**

#### Games for every occasion

##### 2.1 Using games for language learning

###### 2.1.1 When to use games

###### 2.1.2 Why use games in class time

##### 2.2 Values in Game Playing

##### 2.3 Active Games and Contest

##### 2.4 Mental Games, Quizzes and Puzzles.

##### 2.5 Organization of the Games

###### 2.5.1 Types of Games

###### 2.5.2 Digital Games

##### 2.6 Innovative games

##### 2.7 Games as a part of Educational Strategies.

### **3. METHODOLOGICAL FRAME**

#### **3.1 RESEARCH DESIGN**

The students will be assigned to form two groups of 23 children, then Group A (control group) and Group B (experimental group)

At first, both groups will be exposed to the first pre-test.

The Control Group has not received the instruction through innovative games, they have received instruction just with traditional methods.

The Experimental Group will receive all the instruction through innovative games.

The control group is receiving the instruction with traditional techniques and principles in language teaching process such as:

-The Grammar Translation Method.

-The Direct Method.

- The Audio-lingual Method.
- The Silent Way.

All these methods have been applied in the English learning, we hope a good results, but at the end of this process they reinforce with all of the activities made with another group too.

The experimental group is who will receive instruction through innovative games, after it they will be exposed to eight weeks of instruction, three days a week during 40 minutes per day with traditional games. Then a second pre- will be given again to both groups A and B, after that they will be exposed to last post-test, in order to evaluate each group's performance. And, we can know if the instruction through innovative games was effective.

The experimental group will be exposed to the following games:

Who does not know the innovative games? Such as: "Three on line", "Chair's dance", "Stop the hand", "Millionaire Game", Frozen, "The reading Game" and so on. Each one has its own rules. All of these games are classified according to the abilities and skills that students have, we are not going to prove that games are useful to any ability but it is better that games have the four grammar abilities. After we could establish which one of these games is useful for it.

In this way, we try to teach the reading activity playing the "reading game" in order to improve the pronunciation of the different words found within a story.

The teacher divides the students into two groups: boys and girls, she reads the story and the children listen to the pronunciation of the different words in the story. The teacher mentions the name of any student and the student must continue the reading but if the student is wrong, he/she will accumulate points and the group who has less points will be the winner.

We reinforce the written activity playing the “Three on line” in order to improve the writing of vocabulary, grammatical structures, the writing of short paragraphs, etc.

We reinforce the speaking activity playing the “spelling chair” to develop the pronunciation of the words, and memorise of written words.

We are going to use the missing words game, to reinforce the writing of the vocabulary this game is about that the student must find the correct words in order to complete any sentences, before that the students will receive some flash cards which contain different writing words.

### **3.2 VARIABLE OPERATION**

Games are universal in their appeal. What is the nature of this appeal? Huizinga, the noted Dutch historian of culture, he suggests that mankind ´s urge to play is fundamental and that , in effect, many of life ´s most serious rituals and activities represented disguised or sublimated forms of play.

In some innovative games, the object is to cooperate so cleverly that the coparticipant is enabled to achieve a desired goal, because not all games are highly competitive.

Games tax a variety of abilities: Physical, in that they test speed, agility, or strength; Mental, in terms of memory, deduction, the ability to calculate rapidly or make necessary associations; Dramatic, in terms of physical pantomime or the ability to improvise with words and many others.

In the course of the innovative games, learners are engaged in a enjoyable and challenging activity with the clear goal, Often students are so involved in playing the games that they do not realize they are practising language.

Innovative games are intended to be integrated into the general language syllabus of any course book and can be an important and enjoyable way of practising vocabulary, spelling, speaking, and so on for learners. A teacher may also modify any game to suit different teaching environments.

### 3.3 POPULATION AND SAMPLE

The subject of this study are seventy 8-9 years old children who are enrolled in Fourth Basic Year at APCH School. They will be randomly selected regardless of their level English, from seventy students. In this project we are going to use the experimental method, and also we will consider the use of statistics in research.

### 3.4 STATISTICAL PROCEDURES FOR DATA COLLECTION

The data collected for pre- test and post-test will be classified using the following chart invented by us.

#### BASIC SKILLS

READING

SPEAKING

LISTENING

WRITING

N. Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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22																				

CODE            SCORE  
1 =              Correct  
0 =              Incorrect

Experimental group as well as Control group will be exposed to the post test in order to establish differences in the foreign language teaching-learning process between both groups, and also to prove that games are the best way to learn and to teach English as foreign language.

The data will be collect in the following way:

Each one of the students in the research will be given a test which will evaluate each one in four strategies. The following are games to be used in order to evaluate the teaching learning process.

- 1.- Three on line
- 2.-Millionaire game
- 3.-Reading game
- 4.-Missing words
- 5.- Hot ball
- 6.- Spelling chair

All the data collected will be analysed using chi-square test. The means and the frequency of distribution will also be determined.

#### 4. ADMINISTRATIVE FRAME

##### 4,1 SOURCES

- a) School authorities
- b) The students from fourth basic year
- c) The researchers
- d) The teachers of the students and the major professor

##### 4.1.2 MATERIAL

- a) Library
- b) Worksheets, charts, pictures or posters, flashcards, board games, classroom, tape recorder, books and markers

##### 4.1.3 TECHNICAL

- a) Computer
- b) Printing
- c) Scanner
- d) Data projector

#### 4.2 TIME TABLE

Activity	October	November	December	January	February	March	April	May
Development of the project	Xxxx							
Project approval		Xxx						
Pretest			xxxx					
Development of the experiments				xxxx	xxxx			
Evaluation phase 1				X				



Evaluation phase 2					X			
Tabulation of data				xx	xxxx	Xxxx		
Thesis development and revision					xxxx	Xxxx		
Oral defense								X

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