

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION
OF THE REPUBLIC OF UZBEKISTAN**

THE UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

THE MODERN PEDAGOGICAL TECHNOLOGIES DEPARTMENT

ENGLISH FACULTY III GROUP 403

QUALIFICATION PAPER

Teaching English to Primary School Learners through Games

**5120100– Philology (The English language) for granting the bachelor's
degree**

**“THE QUALIFICATION PAPER IS
ADMITTED TO DEFENSE”**

**The head of
department**

“ ” 2015

SCIENTIFIC SUPERVISOR:

“ ”

2015

Abstract

Language learning is a hard work. Effort is required at every moment and must be maintained over a long period of time. As we need meaningfulness in language learning, and authentic use of the language it is useful to follow and create many different techniques and procedures. That through creative procedure we can have an interactive environment which may lead to an improvement in learning a foreign language. According to learners' achievements we can assess through utilizing pre, and post-tests if our learners have improved or not, and if our procedure is useful, effective or not. Games and especially educational games are one of the techniques and procedures that the teacher may use in teaching a foreign language. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All agree that even if games resulted only in noise and entertained learners, they are still worth paying attention to and implementing in the classroom, since they motivate learners, promote communicative competence and generate fluency.

I. Statement of Intent

This study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage.

To determine the relationship between learning a foreign language and educational games among the participants, it is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition.

Although primary school learners need colorful and funny games, foreign language teachers try to teach the language in a more theoretical way. This attitude of teachers results in unsuccessful and unwilling young learners who hate English lesson and never want to take foreign language courses. They get bored during the lessons because they cannot always pay their attention to what teacher tells. At one point, they lose their attention and as the pedagogical theorists urged that they do not attend the courses in which they feel themselves insufficient and bored. So the teachers should find interesting games to add their activities. When applying different and funny games in teaching a specific subject, teacher will realize that the subject can be comprehended much more easily and the lesson goes on without any obstacle as the learners never think about stopping the lesson and having a break. Thanks to games, the lesson which is very efficient and enjoyable can be treated.

In this case, we put forward the following questions during our research:

1. Do games encourage learners to solve unstructured problems, communicate, navigate, and evaluate and use language effectively?
2. What effect does games use have on learners' motivation?

II. Literature review

One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture learners' attention; lower learners' stress; and give learners the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

However, because of the limitations of the syllabus, games often cannot be used, as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop learners' English proficiency of the target language. Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact, games can provide English as a foreign language (EFL) and English as a second language (ESL) learners more than that. Among several strategies used to improve learners' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote learners' language proficiency (Richard - Amato, 1996). This paper aims to give a clear understanding of what games are and why and how games are used in the classroom. Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target Language. Well Chosen games are invaluable as they give learners a break and at the same time allow learners to practice language skills.

Games are highly motivating since they are 5 amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of

communication." (Ersoz, 2000) Language games are not activities mainly aimed to break the ice between learners or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun." There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their learners, teachers must take many factors into account. According to Carrier (1990) teachers should first consider the level of the game to fit their learners' language level. They should choose the game that fits the purposes of that class or the content.

Moreover, teachers should consider learners' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower learners' stress, and give them the opportunity for real communication.

The main reason why games are considered effective learning aids is that "they spur motivation and learners get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971). Naturally when playing games, learners are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities.

Therefore, it is possible for a teacher to introduce learners to new ideas, grammar, and knowledge and so on. As in the dictation game, learners are so competitive that they want to finish first and win. It can be clearly seen that games can capture learners' attention and participation. They can motivate learners to

want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used in language classes is that they lower learners' stress in the classroom. In conventional classrooms, there is a lot of stress put on learners trying to master the target language. Schultz (1988) said that "...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... ... raise the stress level to a point at which it interferes with learner attention and efficiency and undermines motivation. One method has been developed to make learners forget that they are in classrelax learners by engaging them in stress reducing task (games)." There is a high level of stress in the classroom because learners have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, learners often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when learners play games, they relax and have fun. Since learners know that they are playing games and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When learners are free from worry and stress, they can improve their fluency and natural speaking styles. Next, learners learn without realizing that they are learning (Schultz, 1988.) For instance, when playing a game called "What Would You Do If?" learners will have to pick one hypothetical question from those that they have written in a box. They might get a question like "What would you do if a lion came into this classroom?" Next they have to pick one answer that they have written before. The answer they get may be "I would be a fly." Usually the question and the answer they get do not match each other, so learners have to use their own imaginations to explain their bizarre answer, and everyone has fun listening to it. The explanation might be "If a lion came into this classroom, I would be a fly because I am a good person, so an angel would come and rescue me by turning me into a fly." While trying to explain, learners do not worry too much

about grammar mistakes because they want to communicate and to explain why it can happen. Apart from having fun, learners do not worry about errors and punishment; moreover, they will learn a grammatical rule and have a chance to use it.

Thus, they learn unconsciously-learn without realizing they are learning. Learners stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schutz, 1988.) Another advantage is increasing learners' proficiency. Playing games in the classroom can enormously increase learners' ability in using language because learners have a chance to use language with a purpose in the situations provided. Hadfield (1990) confirms that "games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real word." Like in a traditional classroom, learners have an opportunity to drill and practice using grammatical rules and other functions. On the other hand, Lee mentioned that there is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using games in the classroom:

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

In a research paper done by Mei and Yu-jing they said that Games are fun and children like them.

Through games children experiment, discover, and interact with their environment. Through playing games, learners 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 learners can participate positively. They point how to choose a game. • A game must be more than just a fun. • A game should involve "friendly" competition. • A game should keep all of the learners involved and interested. • A game should encourage learners to focus on the use of language rather than on the language itself. • A game should give learners a chance to learn, practice, or review specific language material. Learners may wish to play games purely for fun. Teachers, however, need more convincing reasons.

Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, text book or programmed, and how, more specifically, different games will benefit learners in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun. A dissertation was written on the role of word games in second language acquisition second language pedagogy, motivation and ludic tasks, the study attempted to determine the role of word games and learner motivation in the second-language classroom environment; and to compare games with more traditional practices as effective learning tools.

The games were selected for their adherence to principles of task-based instruction and communicative approaches to pedagogy. Results of the quantitative analysis showed that one game yielded results that lent support to the hypotheses that drive this study. Namely, learners who play certain types of word games will be more motivated to learn than learners who use more traditional activities; that games enhance the classroom environment, create a sense of community and enhance the learner / teacher relationship. Results for the remaining three games did not support the hypotheses. Those games yielded negative results concerning word games in pedagogy. The learners described those games as boring and pointless, learners stated that word games should not be integral part of the curriculum, and they sensed that their peers did not enjoy the games. However, results showed that having fun and creative activities, are highly valued. The qualitative analysis was more favorable for all four games. Together, the data (quantitative and qualitative) suggest that word games may be motivating and

effective, provided they are sound academically fun, competitive, closely linked to material being studied and timely. Otherwise, learners do not embrace the use of games enthusiastically, (Ojeda, 2004) The use of innovative educational games in the classroom can increase enthusiasm and reinforce previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational games. (Bailey, 1999)

Games increase learners' involvement, motivation, and interest in the material and allow the instructor to be creative and original when presenting topics. (Odenweller, 1998). Games also challenge learners to apply the information, thus allowing them to evaluate their critical thinking skills. They create a challenging constructively competitive atmosphere that facilitates interaction among learners in a friendly and fun environment.

Language is a very complex thing, and it cannot yet be fully accounted for by anyone within one wholly consistent and comprehensive theory. Certainly linguists have found it so. For this reason, when asked the question What is language? the linguist is likely to reply by asking another question Why do you want to know? If we teach language, the way we approach our task will be influenced, or even determined, by what we believe language to be. There are some definitions about what language is:

In language classes, this will mean each learner spending a maximum of time using new vocabulary, speaking, listening to and reading the language. Most learners will make much greater progress if they work individually, in groups or pairs on materials the teacher has already prepared. Learners often relish working through a 'problem-solving' but the majority respond to opportunities for working out basic principles, doing projects and research and other similar activities which fully engage their intelligence and interest.

The games should be used as teaching devices in school settings. Games fit the life style of children, and they engage children in learning experiences. These learning styles differ from those usually required of them at school, since

ordinarily children are free to engage in games for their own private reasons. Furthermore, games can absorb the participants for extended periods without their seeming to be aware of the passage of time. All these observations point to the fact that for children games are fun and constitute potentially powerful educational tools (Thomas 1972: ix, x).

Longman Dictionary of Contemporary English (2005: 662) defines game as an activity in which people compete with each other according to agreed rules. Cambridge Advanced Learner's Dictionary (2003: 513) defines game as an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity or a particular competition, match or occasion when people play a game. But when we use a game in the classroom as a teaching tool for teaching English or an interactive classroom technique its definition changes as a form of play governed by rules (Byrne: 1995), an activity with rules, a goal and an element of fun (Hadfield: 1990). A game is a simplified, operational model of real life situation that provides learners with participation in a variety of roles and events.

According to Wright a game is an activity which is entertaining an engaging, often challenging, and an activity in which the learners play and usually interact with others. A testing question might be: "Would the learners be happy to do this activity in their own language?" We would like all our games to pass this test. Competition against others is not an essential ingredient of games, but challenge often is. In selecting and describing our games we have tried to minimise competition, with winners and losers, and to maximise challenge, where everyone feels inspired to 'have a go' and do their best. Competition may be stimulating for some, but it can also be destructive, making players anxious, with losers categorising themselves as 'no good' and the winners categorising themselves as 'very good'. Neither of these things may be true, and neither helps learning. One useful way to encourage language acquisition is using language games during the teaching process. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of the game which

usually is defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider not only consider the advantages of the games: the ability to capture learners' attention, lower learners' stress, and give learners the chance for real communication but also the disadvantages in order to reduce their effect.

Some teachers think that language games are a waste of time and prefer not to use them in their classroom since games sometimes have been considered only its one element, that is fun. In fact, games can provide learners more than that, When the learner plays a game in the classroom he assumes a role and participates in the decision making process. Games and game like activities have an obvious and important place in the theory of language learning based on the development of COMMUNICATIVE COMPETENCE. What the game provides is genuine language behaviour. Learners speak spontaneously. They do not wait for arrange speech. They are not pre-programmed. Such kind of game activities facilitate the acquisition of the foreign language rather than its learning. Because learners answer unconsciously. It is peripheral, effortless and long-lasting. Learning is consciously involving effort.

Language games are not activities mainly aimed to break the ice between learners or to kill time. Games involve many factors such as a small fixed set of players striving to reach goal, rules which define the legitimate actions of the players, a basic sequence and structure within which the actions take place, competition, relaxing, a time limit, fun and learning. The main focus of using game in class is to help learners learn and during this learning process have fun. However, to use games in classrooms, it is equally important that before playing the rules of the games are clearly explained and well understood by the learners. There should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help learners understand the game and help them follow the rules. Otherwise, they will misunderstand the purpose of the game and they may not get the benefits they should from the game. For example, if learners do not understand the rules of the game called "Dictation Game in which learners work in

pairs and one has to run and read the article posted and tell his partner who has to write down what his partner tells him and just write without following accuracy, pronunciation, or spelling at all. When playing games, competition is very important because it can stimulate and encourage learners to participate in the activity since naturally they want to beat the other teams or learners. As it happens, in the dictation game learners run as fast as possible, remember as much as they can and speak as loudly and clearly as they can. They run quickly back and forth, trying to memorize the content as much as possible. While playing, learners have fun, relax, exercise, and tease their friends. Apart from having fun, learners learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Learners begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

Games are puzzles to solve, just like everything else we encounter in life. They are on the same order as learning to drive a car etc. The only difference between games and reality is that the stakes are lower with games. Games are something special and unique. They are concentrated chunks ready for our brains to chew on. In other words, games serve as very fundamental and powerful learning tools (Koster 2005: 34, 36).

The remarkable power of games to engage our attention is evident all around us. Basic principles of psychology tell us that anything done so often, by so many, must be motivating in its own right. There are all sorts of interesting theories about why games are motivating, but the bottom line is that there is something rewarding about games and that something is very powerful. Games are fun and fun is motivating. Along with the food and the shelter fun is one of the basic of life people will seek. We will do something fun over and over again, just to have the experience. The fact is that most people willingly engage in difficult and even arduous tasks if those tasks are in the context of a game. This is the rationale for taking school skills and wrapping them up in some fun to harness the power of games for learning. Each game is an opportunity to bring playfulness to skill

practice in a way that increases the “fun quotient” and fuels the desire to engage in the game again and again (Ludewig& Swan 2007: xi).

Games and simulations permit learners to experience life-like situation in which there is a social interaction and observable outcome. Games contribute more to the development of social process than the acquisition of information or basic learning context. There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using games in the classroom:

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

- *Learning a language requires a great deal of effort. Games help learners to make and sustain the effort of learning.

- *Games provide language practice in the various skills- speaking, writing, listening and reading.

- *They encourage learners to interact and communicate.

- *They create a meaningful context for language use. Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help to the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it. Many games cause as much use of particular language items as more conventional drill exercises; some games do not. What matters, however, is the quality of practice.

The contribution of drill exercises lies in the concentration on a language form and its frequent occurrence during a limited period of time. Many games similarly provide repeated occurrence and use of a particular language form. By making language convey information and opinion, games provide the key features ‘drill’ with the added opportunity to sense the working of language as living communication. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher’s repertoire and not merely a way of passing time. According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower learners’ stress, and gives them the opportunity for real communication.

The main reason why games are considered effective learning aids is that “they spur motivation and learners get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses” (Avedon, 1971). Naturally when playing games, learners are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities willingly. Therefore, it is possible for a teacher to introduce learners to new ideas, grammar, knowledge and so on. As in the dictation game, learners are so competitive that they want to finish first and win. It can be clearly seen that games can capture learners’ attention and participation. They can motivate learners to want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used during the teaching process is that they lower learners’ stress in the classroom. In conventional classrooms, there is a lot of stress put on learners trying to master the target language. Schultz (1988)

states that stress is a major hindrance in language learning process. This process (Learning language in traditional way) is by its nature time consuming and stress provoking.... raise the stress level to a point at which it interferes with the learner attention and efficiency and undermines motivation... one method has been developed to make learners forget that they are in class... relax learners by engaging them in stress-reducing task (games). There is a high level of stress in the classroom because learners have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, learners often feel uncomfortable and insecure in class, which inevitably affects their ability to learn more. It is believed that when learners play games, they relax and have fun. Since learners know that they are playing games and want to communicate efficiently. They do not worry about making mistakes and do not try to correct themselves in every single sentence. When learners are free from worry and stress, they can improve their fluency and natural speaking styles.

Next, learners learn without realizing that they are learning (Schultz, 1988). For instance, when playing a game called “What would you do if a lion came into this classroom?” learners will have to pick one hypothetical question from those that have written before. The answer they get may be “I would be a fly.” Usually the question and the answer they get do not match each other, so learners have to use their own imagination to explain their bizarre answer, and everyone has fun listening to it. The explanation might be “If a lion came into this classroom, I would be a fly because I am a good person, so an angel would come and rescue me by turning me into a fly.” While trying to explain, learners do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Apart from having fun, learners do not worry about errors and punishment: moreover, they will learn a grammatical rule and have a chance to use it. Thus, they learn unconsciously-learn without realizing they are learning. Learners stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schutz, 1988).

Classroom can enormously increase learners' ability in using language because learners have a chance to use language with a purpose in the situations provided. Hadfield (1990) confirms that “ games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real world. “Like in a traditional classroom, learners have an opportunity to drill and practice using grammatical rules and other functions. For example, look at the “Find Someone Who” game in which learners have to ask classmates the questions implied by the chart such as: “Can you swim?”, “Do you have a pet?” etc.

Find Someone Who

Likes rock music.	Loves watching movies.	Likes to cook.	Has a pet.
Can sew.	Cannot swim.	Is reading a novel.	Loves chocolate
Has a big family.	Likes green.	Hates orange.	Loves English
Watches TV every day.	Is having a good time.	Has visited three countries.	Can speak two languages.

Learners have to mingle around the classroom to find whoever these statements apply to and then write their names in the appropriate places. Whoever can fill their page first will be the winner. While playing, learners practice asking and answering questions. They may have to repeat the same questions several times until they get to the right person. This provides the opportunity to drill and repeat as in a conventional classroom, but with playing games it is more communicative and meaningful. Moreover, it will link learners to the real world because they can actually speak like this outside the classroom. Therefore, playing games in classroom does not only give learners a chance to use English, but it can also connect them to the real usage of language outside to the classroom.

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 (1979: 2) holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato (1988: 147), who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are other 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 learners 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 not only 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 regular which is created by using games, learners remember things faster and better (Wierus, 1994: 218). 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 learners see the beauty of a foreign language and not just problems that at times seem overwhelming.

Games also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful

to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term (Wright, Betteridge, Bucky, 1984: i).

Since language learning is a hard task which can sometimes be frustrating and constant effort is required to understand, produce and manipulate the target language, well-chosen games are invaluable as they give learners a break and at the same time allow learners to practice language skills. They can be used give practice in all language skills and be used to practice many types of communication games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real context. They also encourage and increase cooperation (Ersöz, 2000: VI).

There are also some other reasons why teachers should prefer using games in their lesson

- 1-The learner seeks to solve problems in which he is intimately involved.
- 2-They are motivating and challenging.
- 3-The learner is satisfied when he senses a new insight as new ideas and concepts are formulated.
- 4-Games provide language practise in the various skills.
- 5-The learner is place a more realistic environment than in any other form of learning.
- 6-They encourage learners to interact and communicate.
- 7-A full range of audio-visual media can be used to create realistic simulated environments. Audio tape, films, television and other media offer opportunities to capture and distribute useful stimuli.
- 8-A high degree of interest is generated through realistic participants. 9-They create a meaningful context for language use.

Lewis (1999) states some advantages of games:

*Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.

*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.

*The game context makes the foreign language immediately useful to the children. It brings the target language to life.

*The game makes the reasons for speaking plausible even to reluctant children.

*Through playing games, learners 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 learners can participate positively.

The advantages of using games are summarized by Michael Carrier (1980: 6) as:

- 1- Games add variety to the range of learning situations.
- 2- Games can be used to change the pace of a lesson and so maintain motivation.
- 3- Games can be used to punctuate long form of teaching units and renew learners' energy before returning to more formal learning.
- 4- Games can give "hidden" practice of specific language points without learners being aware of this.
- 5- Games encourage learner participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.
- 6- Games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that learners enjoy participating in. This can be useful in reducing teacher-learner distance or conflict.
- 7- Games can increase learner-learner communication, and so reduce the domination of the classroom by the teacher.
- 8- Games can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for the remedial work.

Rinvoluceri (1990: 4) categorized four advantages of grammar games. These

are;

- 1- The learners have to take individual responsibility for what they think the grammar is about.
- 2- The teacher is free to find out what the learners actually know, without being the focus of their attention.
- 3- Serious work is taking place in the context of a game. The dice-throwing and arguing lightens and enlivens the classroom atmosphere in a way that most people do not associate with the grammar part of a course. The game locomotive pulls the grammar train along.

We can categorized games in some ways. First we can categorized them as:

- 1-Based on observation.
- 2-Based on interpretation.
- 3 Based on individual/group interaction.
- 4-Board games.
- 5-Card games.
- 6-Pencil and paper games.

Another way of categorizing them is to say there are two kinds of games that are competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal. We can also say that there are two types of games which are linguistic games and communicative games. In linguistic games, the goal of the game is linguistic accuracy, i.e. producing a correct structure. Communicative games, however, are activities with a goal or an aim that is not linguistic. Successful completion of the game will involve the carrying out of a task such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct production of a structure. However, in order to carry out this task it will be necessary to use language, and by careful construction of the task it will be possible to specify in advance what language will be required.

The emphasis in linguistic games is on accuracy, in communicative games the emphasis falls on fluency, on successful communication rather than on correctness of language. The games make use of a variety of techniques. Variety is important in language teaching, and a succession of games based on the same principles, though exciting and novel at first, would soon become boring. Techniques used include information gap, guessing, search, matching, exchanging, collecting, combining, arranging, and card games, board games, puzzles and role-play.

The simplest activities are based on the information gap principle. In these activities Learner A has Access to some information which is not held by Learner B. Learner B must acquire this information to complete a task successfully. This type of game may be one-sided, as in the above example, or reciprocal, where both players have information which they must pool to solve a common problem. The games may be played in pairs or small groups, where all the members of the group have some information.

Guessing games are a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be. Search games are another variant, involving the whole class. In these games everyone in the class has one piece of information. Player must obtain all or large amount of the information available to fill in a questionnaire or to solve a problem. Each learner is thus simultaneously a giver and a collector of information.

Matching games are based on a different principle, but also involve a transfer of information. These games involve matching corresponding pairs of cards or pictures, may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding card or picture; or as a pair work or small group activity, where players must choose pictures or cards from a selection to match those chosen by their partner from the same selection; or as a card game on the 'snap' principle.

Matching-up games are based on a jigsaw or “fitting together” principle. Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise the group must reach an agreement. Exchanging games are based on the ‘barter’ principle. Players have certain articles, cards or ideas which they wish to Exchange for others. The aim of the game is to make an Exchange which is satisfactory to both sides.

In collecting games, players need to collect cards in order to complete a set. These may be played as a whole class activity, where players circulate freely, exchanging articles or cards at random, or as an ordinary card game.

Combining activities are those in which the players must act on certain information in order to arrange themselves in groups such as families or people spending holidays together. Arranging games are also sometimes called sequencing or ordering games. These are games where the players must acquire information and act on it in order to arrange items in a specific order. Items to be arranged can be picture cards, events in a narrative, or even the players themselves! According to Games and Activities for the Learner there are 7 type of games. The first one is “Language Points Game” which provides the teacher most major English structures. This type of game aims to give extensive practice in that structure as well as providing welcome relief for the learner from more rigorous methods of learning. Although many of the games are in fact hidden types of drill, they need not be perceived as such by the learners as long as the teacher stresses the game aspect in his introduction to the activity. It may be important that the learners are not told that they are going to practice structure X in a game, as this might destroy their motivation. For other learners, however, it might actually provide a necessary incentive to participating.

One problem with games which practice specific language points is how to handle learners who use (correct) forms other than the target structure. Here, learners should never be told they are wrong, but should be encouraged to try an alternative – the ‘right’ structure.

The second one is “Production Games”. This type of games practise language points, giving learners an opportunity to produce more imaginative language, less carefully predicted and controlled by the nature of the game. They are thus most appropriate for the production or post-practice phase of a lesson or teaching unit, where learners are anxious to get away from teacher-guided language and express themselves more creatively. Those games suggested for Elementary learners will, of course, still be relatively restricted in the range of language required.

The third one is “Word Games”. The games in this type are divided into three categories: 1- Word games, 2- Letter and spelling games, 3- Crosswords. Most of the games are concerned primarily with developing reading and writing skills, but some of them are more actively oral and hence will be suited to situations where the teacher wishes to provide light relief. The quieter reading and writing games can be effectively used to break up a long lesson without causing the problems of noise or reorganization that oral games can involve. Crosswords practice spelling and vocabulary. They involve both reading and writing skills. An overhead projector or prepared handouts are useful aids to presentation so that all the learners tackle the same crossword.

The forth one is “Pronunciation Games”. These games practice both pronunciation and sound discrimination in a simple and light-hearted way. The advantage of them is that they can be adapted by the teacher to practice the sounds that learners need most revision in using.

The fifth one is “Fillers”. These games are divided into three groups: 1- Quizzes 2- Puzzles and riddles 3- Filler games. The overall aim is to provide short, stimulating activities to break up or finish off long lessons or teaching sessions. Language skills are practiced and developed through these games but, on the whole, there is no specific language point associated with the games. The fillers provide variety and a change of pace.

The main skills practiced in quizzes are listening and speaking. They can be used at Intermediate or Advanced level with no adaptation. Lexically simplified versions can be used with Elementary classes. Quizzes can be used in two ways.

They can be presented as a class activity where any learner can answer or be chosen to answer. This is obviously a very quick way of exploiting a quiz and could be useful as an end-of-lesson activity. Alternatively, the quiz or quizzes can be tackled in small groups or teams where the learners may discuss and agree on a set of answers that they will present in competition with other groups.

The puzzles and riddles generally practice intensive listening and speaking skills. Learners are required to listen carefully, think logically about the problem set them, ask the teacher questions for clarification if necessary, discuss the problem in pairs or small groups, and report back their answers in oral or written form. The important point is that the task is on the whole non-linguistic and therefore perhaps more novel and motivating to the learners. At the same time it provides useful listening and speaking (questioning/discussing) practice. In this sense these games are similar to the Communicative games.

The filler games are either extended puzzles or entertaining filler activities aimed at enlivening more traditional lessons.

In each case, time taken for the Filler varies according to the class and the teacher's purpose. But generally 5 to 10 minutes should be sufficient to give a quiz, set a puzzle or play a filler game.

The sixth one is "Projects and Activities". These activities are very varied in scope and in the linguistic demands made upon learners. Some are extended games, others role-playing activities that need up to a full lesson to develop properly, and others long-term activities or projects that could be developed over a number of weeks, filling a regular slot in the teaching programme. In each case the emphasis should be on the learners taking over as much of the organization of the activity as possible. Although the method descriptions refer to the teacher presenting topics and activity plans, it is important that wherever possible the teacher passes this responsibility for choice and planning to the learners as individuals or groups.

The role playing situations are particularly important as they enable learners to adopt a fictitious character and thus express themselves more forcefully than

they would otherwise have the confidence to do. Also, the group work involved in preparing roles and then acting them out leads to better learner-learner cooperation.

The last one is “Communication Games”. They are intended to develop and practice learners’ skills in communication, rather than specific language skills. In each case there is a non-linguistic task to be performed, which entails the use of language as a means of communicating information about the task. For this reason, the language used cannot be easily predicted or controlled, as is the case with many traditional games. Communication games are designed to give learners an opportunity to use language in more realistic situations. They have no specific language aim in the sense of teaching a particular structure or providing vocabulary practice. Instead, they are designed to develop general communicative skills: the learners are given a non-linguistic task to complete, and their success will depend on their ability to communicate instructions, directions, descriptions, and so on. The emphasis is on learners working together to achieve something through the use of language, with the hope that this will encourage positive transfer to real-life communicative needs. Communication games include 1- ‘Information gap’ games where one learner has information which the other learner does not have. This information has to be transmitted in some way. 2- Discussion games where learners exchange viewpoints and may reach decisions. Here the aim is for learners to become so involved in the topic or the game that their communication is totally natural. Apart from general discussion activities, many commercial board and card games can be adapted to stimulate this kind of communication. Again, the primary aim is to win the game: learners’ full language resources are called upon to achieve this end. Because most of these games require pair interaction it would be advisable where possible to pair learners who come from different mother tongue backgrounds, so that the communicative need is a real and not merely a pedagogical one. (Carrier, 1980) Being aware of the essential character of a type of game and the way in which it engages the learner can be helpful in the adaptation of games or the creation of new games.

The games in the Games for Language Learning are grouped according to their family type within each of the eight sections. The family name is always a verb. This verb summarises the most important way in which the learners are engaged in the game, for example, IDENTIFY or CREATE. In every case this verb refers to the mental engagement on the part of the learners. The use of language arises out of the way the learner is engaged.

CARE AND SHARE

‘Caring and sharing’ games include all those games in which the learner feels comfortable while sharing personal information with other learners. These games relate more to invitation than to challenge. The striving implied by challenge is incompatible with the notion of ‘caring and sharing’.

DO: MOVE, MIME, DRAW, OBEY

The learner is expected to do something non-verbally in response to a read or a heard text.

IDENTIFY: DISCRIMINATE, GUESS, SPECULATE

The learner is challenged to identify something which is difficult to identify or to hypothesise about something which is then compared with the facts.

DESCRIBE:

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and associations.

CONNECT: COMPARE, MATCH, GROUP

The learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or groups of information.

ORDER:

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

REMEMBER:

The learner tries to remember something and then communicate what he or she has remembered.

CREATE:

The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination. Here the distinction between 'challenged' and 'invited' is worth making. 'Challenged' might include those story-making starters in which you stipulate certain features: for example, you stipulate that a certain tense form must occur very often, or that the story must be exactly 50 words long. 'Invited', because sometimes the best way to stir the creative forces is to 'invite', 'encourage', 'show interest', and so on.

Rinvolucris&Davis (2000 x-xv) divide the grammar games into nine sections:

- 1- Competitive Games: Competitive activities that pit pairs against pairs and threes against threes are excellent for fostering collaboration and mutual help within each team. In this heightened atmosphere a lot of learning takes place without the learners noticing they are studying.
- 2- Cognitive Games (Silent Way): By these games, you will find out about grammar thinking. They may learn as much from wrong transformation as they do from being right first time. This kind of games are based on Caleb Gattegno's Silent Way approach in which the learners discover the regularities of the language by tightly teacher-guided trial and error work. Gattegno gives the learners a narrow frame and then complete creative freedom within the frame.
- 3- Feeling and Grammar: While the competitive and cognitive games sections focus the learners' attention on the grammar, in feelings and grammar games learners concentrate on expressing real things about themselves and people around them. They do this using prescribed structures. They absorb the grammar, as it

were, through peripheral vision. With some types of learners this is much more affective than direct, primary focus on the grammar.

4- Listening to people (Grammar in a counselling frame): The grammar is being practiced in a person-centred atmosphere of concentration on meaning. People are very much in each other's presence and often the speakers are saying important things about themselves. If you have the right class atmosphere, this counselling section maybe just right for your group.

5- Movement and Grammar: All language learners need to be asked get up and do things in the course of their learning. A percentage of people of any age cannot be comfortable unless their periods of stillness are broken up by regular oases of moment.

6- Meaning and Translations: This games allows the intermediate to advanced learners to play in this area of translation and meaning.

7- Problem Solving: In these games learners are asked to find multiple solutions to technical, human and cultural problem and to express themselves within a given a set of grammar structures. The kind of thinking involved is the divergent variety, popularised by the Bono.

8- Correction: In this games, you have a mixed bag of correction techniques that you need to select from carefully. Our feelings is that a great deal of correction in language classes flows past the learner without having any affect whatsoever. It is part of the teacher's traditional job to correct and if she doesn't correct some learners will complain.

9- Presentation: In these games intermediate and advanced learners can pick useful bits of language from a stream of native speaking speech and then present these patterns to each other. The presentation can then be filled out a bit by the teacher.

Jones (1993: v) groups "Vocabulary Games" into nine sections: Ice-breaker activities, Bingo activities, Matching pairs activities, Crossword and word square activities, Word grouping activities, Pair-work and board games, Teacher-led activities, 20-square activities, and miscellaneous activities.

Rooyackers (1998) divides “Drama Games” into ten sections, each based on a certain theme or use of materials. The first one is “Introductory games” which help to put people at ease in a group when they don’t know each other very well. The second one is “Sensory games” which help members use their senses and develop their concentration. The third one is “Pantomime games” in which emotions, actions, and situations are portrayed without talking, sound effects, or props. The next one is “Story games” which explain the elements of a story and how to put them together to act out its different parts. The fifth one is “Sound games” which makes players more aware of the sounds around them. The sixth one is “Games with props”. Props are aids that players sometimes need when performing a play. The seventh one is “Games with masks” whose advantage is that you are invisible; no one will notice if you blush or make the wrong expression. The eighth one is “Games with puppets”. A puppet is an inanimate object into which a puppeteer breathes life. The ninth one is “Games with costumes” which many children enjoy. The last one is “Character choices” in which groups discuss different types of people and the different clothes and accessories they wear.

In a drama game, you inhabit a world different from the one in which you live. You use your imagination to dramatize something. There are some reasons for playing drama games such as they are relaxing, they develop your creativity and personality, they contribute to social and emotional development, they improve your composition skills and finally they develop oral and physical expression. There is also another game which is called simulation games. They are detailed models intended to reflect a situation found in the real world. They have winners and losers, and the roles are usually more structured than in role-playing. In addition, a simulation sets the number of participants, time, place, equipment, and rules. Often simulation games are divided into two types: one dealing with the way man operates in his social environment; the other with the way he operates in his physical environment.

The use of either social or physical simulation games in classrooms is based on the idea that meaningful learning can come about by participating in an

instructional environment. The learning that takes place in such a situation might be called “active” learning. Simulations are children playing with particular aspects of reality. Since they are self-motivating, they are ideally suited to motivating learners when the topic being considered is too remote from their interests to be studied by other means. Games have the capacity to interest learners in a field of study and to arouse their curiosity while at the same time introducing them to some of the terms and concepts of a particular subject.

One of the most important characteristics of simulation is fun. Games can be active or even fairly quiet, emotional or involve all five senses. But all games are, or at least should be, fun. Helping learners to have fun in the classroom is a solid approach to learning and has all kind of results. One result is that children will be more motivated; another is that the classroom atmosphere is less anxious and less fearful. Anyone can make mistakes without fear of a negative repercussion. As a result of enjoying what he is doing and involvement the learner is able to experiment more intensely and assimilate what he learns in a more complete way. He has opened himself up (Adams 1973: 4- 10). The games can be categorized as four skill games such as speaking games, writing games, reading games and listening games. An example for speaking games is “Tell Me About” which teaches self-expression, connects cognitive, affective, and physical domains and relevance to events in children’s lives. An example for writing games can be “Show Me the Letter” which teaches the letter recognition and the ability to physically replicate what the eyes see. An example for reading games can be “Happy Endings” which teaches word comprehension, self-expression and an introduction to suffixes. An example for listening games can be “Listen Up” which teaches auditory discrimination and deal with the memory (Pica 2007).

We can also teach grammar through games. Murcia&Hilles (1988: 132) suggest that when ESL learners are engaged in games, their use of language is task-oriented and has a purpose beyond the production of correct speech. This makes these activities ideal for communication practice of grammar if, in fact, the activities can be structured to focus learners’ attention on a few specific forms

before the communicative practice. When this is successfully achieved, games help reinforce a form-discourse match, since the form targeted for attention occurs naturally within the larger discourse context created by the game.

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate for their learners, teachers must take many factors into account. In using a game as a part of your plan, so you need to think carefully about its selection, learners may wish to play games purely for fun. But the teacher should have more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with syllabus, text or programme, how more specifically different games will benefit learners in different ways.

According to Carrier (1990) teachers should first consider the level of the game to fit their learners' language level. They should choose the game that fits the purpose of that class or the content. Moreover, the teachers should consider learners' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used because there is a big difference between using the game in the morning or in the afternoon, on Monday or on Friday.

In addition to the factors mentioned, teachers should also be able to play and overact sometimes to help learners feel comfortable and want to join the activity. This means teachers should thoroughly understand the game and its nature and be able to lead the game.

The key to a successful language game is that the rules are clear, the ultimate goal is well-defined and the game must be fun. Although a game must be fun, it must be more than just fun. The most important factor is that games should be used when they can give learners both fun and educational meaning otherwise they will be just a waste of time. It is quite difficult to find a game that meets all of the teachers' requirements. Some games must be adapted in order to fit learners' language level, natures, and characteristics.

Tyson (2000) emphasizes how to choose games: *A game must be more than fun

- *A game should involve “friendly” competition.
- *A game should keep all of the learners involved and interested.
- *A game should encourage learners to focus on the use of language rather than on the language itself.
- *A game should give learners a chance to learn, practice, or review specific language material.

These are some questions which we might consider; *Which language does the game target?

*Which skills does it practise? The language skill focus could be any one of the major skills of listening, speaking, reading, writing?

*What type of game is it? *What the purpose for using it?

*Does it fit the learners? How could I simplify or make it more complex if necessary? Many games require modification in use when learners’ need are taken in to consideration.

*How much interaction and participation is there? Maximum involvement is sth. That we are pursuing.

*Do I like the game myself?

The teacher must take many factors into account when deciding which game would be most appropriate and most successful with his learners at any one time. Primarily he will consider the level of the learners but also:

- 1- What is the main aim of having a game? Is it for specific language or skill practice, for general practice, for relaxation or to punctuate a long lesson?
- 2- What will interest the learners? Are they young or old? Serious-minded or light-hearted, highly motivated to learn English or not? Would they prefer an imaginative game or a logical problem solving game?
- 3- When is the game to be used? Learner motivation and interest in a game maybe very different on a Tuesday morning from late on a Friday afternoon, for example. Similarly, learners’ response to a game after a test or grammar practice session will be different to that after a discussion.

Having considered these factors and initial choice of game should only be confirmed if the teacher is certain it is feasible in the classroom. In other words, the teacher should ensure that the aids and materials are available, learners are able cope with the requirements of the game, such as working in groups, and the linguistic demands the game makes are within the learners' capabilities (Carrier, 1980: 7).

It is necessary for those who want to use games as a learning aid to be concerned about how to use them. Hadfield (1990) suggests that "games should be regarded an integral part of the language syllabus, not an amusing activity for Friday afternoon or for the end of the term." Games can contribute to learners' skills if they are incorporated into the classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure. For example in the games called "What Would You Do?" and "Find Someone Who..." learners do not only have fun in class but also they learn about some grammatical rules; they also have a chance to practice and use it with purpose. In "What Would You Do?" learners learn about the conditionals. In "Find Someone Who," learners learn how to form questions and answers. Therefore, as we have mentioned before, it is quite a good idea to incorporate games in daily classes. For example, if teachers are going to introduce present tense or conditional, instead of teaching them in a traditional way, (by simply telling them the rules, have them do some written exercises, drilling and answering questions), teachers may help their learners understand the forms of grammar by playing games, which can also meet all the requirements of the traditional classes involving learning rules, drilling and repeating. Moreover, learners can take this opportunity to use them in real communication.

Games are often used as a short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee (1973: 3) observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do." Games ought to be at the heart of teaching foreign languages. They can be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision

exercises helping learners recall material in a pleasant, entertaining way. Even if games resulted in noise and entertained learners, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

Games provide quite extensive language practice opportunities for both general and specific language skills and so they should be seen as an integral part of teaching program and their use should be planned and monitored. They can be used to open or close a lesson in a stimulating way, to punctuate a lesson, to relieve a tension after a test or concentrated practice session, or at any time that the teacher feels appropriate. It is important they are used positively, to give learners enjoyment and useful practice, as well as being used as palliatives in situations where learners' interest or motivation is flagging. Similarly, although games should be used regularly, this ought not to become a meaningless habit such as playing Hangman every Friday afternoon. The elements of surprise variety should be carefully maintained.

The use of games must, of course, also be matched to learners' reaction and response. Some individuals or classes may not enjoy games and they should not be forced to participate in them. On the other hand, with proper presentation most games can be made attractive and even quite staid adult learners will be happy to participate in game-playing. In this, the relationship between teacher and learners is very important and the teacher must judge how to approach the learners with a game. Some older learners, for example, may wish to be reassured that the game has a linguistic purpose and knowing this may allow them to enjoy it more fully. The amount of teaching time devoted to games will depend on the individual teaching context, but it will probably be a relatively small proportion of the total teaching time.

For some years now the idea that we all have different emphases in the way we perceive and learn has become part of every teacher's life. Learning styles are not considered to be exclusive. For example, the same person may sometimes want to be analytical and at other times may want to be creative. However, each person

will probably have preferences. In any one class there can be many different preferences. The teacher is like a gardener responsible for many different types of plant, some requiring a lot of sunshine and others shade, some requiring pruning and others to be left alone. You can treat all your plants in the same way and watch some die while others flourish, or you can try to offer a range of different approaches and give succour to each and all of them. We have attempted to help you to do this by providing games involving a wide variety of learning styles, from 'visual' to 'dramatic'.

Some people respond best of all to information which is seen: pictures, writing, diagrams, etc.

Auditory

Other people might respond to information which is heard: dialogues, songs, rhythm, etc.

Kinaesthetic

Others might need to move and to touch in order to learn efficiently. Creative

Some people need to use the language creatively even from the beginning.

Analytical

Some people like to analyse language forms, looking for rules. Having understood the 'bricks' of the language they might feel able, tentatively, to use them.

Co-operative

Some people like to work with others. Individual

Some people prefer to work by themselves. Serious

Some people can concentrate better if the approach is serious. Amusing

Some people concentrate better if there is an element of humour and lightness in the experience.

Dramatic

Some people experience and absorb language associated with drama and storytelling.

Real

Some people prefer to deal with real examples from everyday experience.

Having decided which game to use and when to use it, the teacher must prepare the game thoroughly. Games may be good fun but they need to be carefully prepared and organized. Before a game is used with a class the teacher must be sure that the necessary facilities (for example an overhead projector) are available. In some cases this will mean preparing cards in advance as described in the method instructors, preparing overhead projector transparencies, or planning blackboard worked out on paper. If visuals or cards are to be made, these must be clear and legible and attractively presented so that learners feel the teacher has put some effort into the work. Sloppy writing or scrappy peaces of card will not motivate the learner to take the teacher's intentions seriously. When materials are used which have been prepared on a previous occasion (including commercial cards or board games), the teacher must make sure the contents are complete. In some cases pens and paper will be required for learners, and spare sets should be available for those learners without any. The teacher must than work out how the game is progress, what learners will need to do, and they will be instructed in what to do. In will be important here to try and anticipate logistic or linguistic problems that may occur in order to be able to deal with them effectively (Carrier, 1980 6-7).

The teacher must decide in advance how to organise the learners and classroom so that the setting up of a game can be carried out as quickly and smoothly as possible. Many games have an element, often optional of pair or group work, which is described in the method notes. It is advisable to encourage pair and group work where possible as this will increase learner participation, and the amount of language practice offered the each learner will be much greater. In classes where this has not been done before. The learners will need to be introduced to this sort of cooperative work gradually, starting with pairs and reasonably simply tasks. In monolingual classes it will be especially important for learners to be aware of the fact that the teacher is monitoring all the pairs and groups during the game so that they are discouraged from using their mother tongue in this situation.

The formation of groups and pairs should initially be based on the learners' immediate neighbours, to avoid noise and disruption. Thus in pair-work learners choose the learner next to them, behind them or in front of them. As a partner in group work, learners move their chairs and/or tables to form a circle (of chairs) or a square of tables. It is important that they can maintain face-to-face contact while sitting comfortable (not twisting round in their chairs). After a while, however, learners will tire of interacting with the same partners and so a wider more random set of partner choices should be made by the teachers or learners. With younger learners this itself can become a game, e.g. Every second learner should get up and change places with the person sitting three places to the right. Now make a pair with the new person on your right.

Alternatively, group composition can be decided on the basis of learners' ability. This can be arranged on an equal ability basis, where able learners are grouped with other able learners and weak learners with weak learners. The advantage of this is that learners can work at their own pace without feeling they are being overshadowed or held back by the other group members. This arrangement also allows the selection or organization of games to be differentiated on an ability level. So, for example, weak learners may play a different version of the same game that able learners are playing. Or the more able learners may have the opportunity to repeat a game several times, while the weaker group(s), working at its own pace, may go through the game only once.

Alternatively, groups and pairs may be composed on a mixed ability basis; that is, weak learners with more able learners. The advantage here can be that weaker learners are helped to gain confidence by being guided by their fellow learners. So, for example, one very good learner in a group of average learners may be able to correct errors and give guidance that will make the groupwork more successful. If too much guidance is given, however, weaker learners may get desponded and de-motivated, as they feel they are not capable of working successfully or alone. Only the individual teacher can decide what working arrangement will best suit the learners in any given situation.

Of course, pair and group work is not always advisable. In many games teacher control is essential for feedback on right and wrong answer. Games involving practice of specific language points, for example, often need to be carefully monitored. In any case, it is often usual for the teacher to keep a close eye on groups to help, to correct, or to stimulate less active.

Specific instructions are given in the notes for each game, but several general points can usefully be made. The teacher must ensure that very clear instructions are given before and during the game so that learners, who in any case have language difficulties, do not become confused. It may therefore sometimes be appropriate to give instructions in the mother tongue. Wherever possible, the teacher should give a demonstration of what is to be done as an expansion of the verbal instructions. This may entail writing sample answers on the board or taking an able learner to the front of the class and acting out what pairs of learners need to do in the game.

This will be especially important in those games where the learners are required to ask questions. Here the teacher should sit with the learners and pose questions himself, both as a demonstration and as a prompt when learners are unsure of what to do next.

It is not easy to predict how long a game may last and so no timings are given in the book. It is, however, important for the teacher to consider these points when preparing for a game:

- What is the minimum amount of time needed to play this game once?
- Is it likely that the class will wish to play the game several times over?
- What is the maximum amount of time available in the lesson?

A lot of the games in this collection have a competitive or point-scoring element in them. This is not necessarily an integral part of the game but a way of shaping or giving external purpose to the activity of the game. In some classes, especially with younger learners, this element of competition can be an important motivating factor. With some older classes, however, it may be a disincentive, and spoil their enjoyment of a game whose linguistic purpose is the central motivating

factor for them. Thus it is important to assess the learners' interest in this area before deciding to use the games in a competitive way. If points are not to be used it will often be necessary to have a time limit to give an end point to the game.

If games are to be used in a competitive way the teacher must decide in advance whether to divide the learners into two or more teams, into small groups, or have each learner competing individually. Similarly, the system of scoring must be decided: how many points for each question? How many penalty point for each mistake? Suggestions are given in the method descriptions, but these can be altered. The method of scoring must also be chosen: is it appropriate to have a learner marking points on the board for all to see, is it better to have scorers sitting down and reporting points back, or should the teacher keep the score? This will depend on the situation, but on the whole the first method creates more involvement in the game.

It must be left up to individual teachers to decide whether or not learners' language errors should be corrected during or after a particular game. It is suggested that this should not be too prominent, as it may reduce learner motivation. It would be preferable for the teacher to make a note of major errors. These can then be referred to and explained in a subsequent language lesson. However, at certain times, such as when a small group of learners are working together and copying each others' mistakes, a certain amount of correction may be advisable. In less structured situations, such as Role-playing or Communication games, correction should be avoided where it would be over-intrusive on the part of the teacher.

Of the four types of grouping, individual, pair, and group work are of especial value in ensuring that each and every learner has optimum opportunity for oral practice in using language, going beyond what is possible in class work.

Pair work: Pair work is easy and fast to organise. It provides opportunities for intensive listening and speaking practice. Pair work is usually better than group work if there are discipline problems. A very wide of experience can be brought into the classroom through role play. Role play also helps many shy learners by

providing them with a mask. Another reason for using role play is fun (Ladousse 1989: 6, 7).

Group work: Some games require four to six players; in these cases group work is essential. If there is to be competition between groups, they should be of mixed ability. If there is to be no such challenge, the teacher might choose groups according to ability: this is very much a personal choice. Many teachers consider it advisable to have a group leader. However, it is our experience that groups can operate perfectly well without a group leader. The leader would normally be one of the more able learners. However, there is much to be said for encouraging a reticent learner by giving the responsibility to him or her. The leader's role is to ensure that the game is properly organised, and to act as an intermediary between learners and teacher. There are a lot of advantages of pair-work and some of them: The learners get a chance to work independently: this is good for motivation and good preparation for group work, when they will have to take a lot of responsibility for what they do.

They can face and talk directly to one another, so it is much closer to the way we use language outside the classroom; Pair-work provides some variety during the lesson. Two or three short pair-work activities a good way of breaking up the lesson. Pair-work is divided into two parts. The first one is fixed pairs and the second one is flexible pairs. Fixed pair is when the learners work with the same partner in order to complete a task of some kind. This is how the learners will practice the short dialogue on page 2, for example. Afterwards they may change partners, either to repeat the activity, or to do something connected with it. For example, for the questionnaire activity on page 2, the learners first have to write the questionnaire, then use it to interview someone and finally report back to their original partners. On the other hand, for flexible pairs the learners keep changing partners. To give a sample example, each learner may have to interview several others in order to find out two or three things about each. For example: Do you like animals? Have you got a pet? What pets would you like to keep? If you are going to do flexible pair-work, you must decide whether you can lead the learners stand up

and move around the classroom freely. This will make the activity more interesting for them because they can then choose the person they want to talk to.

The greatest mistake (if oral ability is an aim) is for the learner not to speak at all! Thus, although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them, there need be few mistakes.

The teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing and, if necessary, correcting.

If you have not organised group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to this games in which rows of learners (if that is how they are seated) play against you or between themselves. Finally, after perhaps several weeks, ask the rows of learners to group themselves together to play a game between themselves.

To minimise difficulties, it is essential that the learners are very familiar with the games they are asked to play. (It is helpful if they are familiar with the game in their own language.)

Once the learners are familiar with group work, new games are normally introduced in the following way:

- Explanation by the teacher to the class
- Demonstration of parts of the game by the teacher and one or two learners
- Trial by a group in front of the class
- Any key language and/or instructions written on the board
- First 'try out' of the game, by groups
- Key language, etc., removed from the board
- The game continues.

Don't think that the use of the word "game" is a guaranteed way of motivating the learners. They are too sceptical. It must be genuinely engaging activity. Find a way of demonstrating the game as well as explaining it, perhaps demonstrating it with the class as a whole or with selected learners so that everybody can get the

gist of it. It is essential that all the learners know what to do before you let them go into pair or group work. Avoid games which need a long introduction and explanation. The learners will just turn off.

Normally, don't interrupt a game in order to correct a mistake, but command on it afterwards or just make a note for yourself to do more practice of that point at a future time. Pair work is easier to organise and control than group work. If there is a competition between groups then make sure that each group represent mixed ability. Success... and particularly how to avoid failure. Find the right level of game for the learners. This makes all the difference between success and failure.

When necessary, be prepared to justify the use the games to the learners in terms of their efficiency: the frequency with which the language point occurs, meaningful use of the language, successful consequence if the language is used appropriately memorability. Discipline is important but can not be established by shouting, which, in any case, ruins the whole spirit created by enjoyable games. Here are some approaches which help discipline:

- Establish a set of agreed general class rules at the beginning of the year.
- If you need to stop the class, use the technique of raising your hand rather than trying shout over the hubbub of a game in process. The raised hand spreads peace and the shout raises tension.
- Make the procedure for playing the game very clear to all the learners.
- Be seen to be very fair to everyone.

Here are some tips and ideas to help you contain your pupils' enthusiasm and manage your large class. There are three sections. Essential basics, useful tips, and attention grabbers.

1- Some essential basics to manage large class

Together with your pupils define the rules in the first lesson, and post them on the classroom wall reference. Knowing why a rule is in place makes it easier to keep. You must establish the rules one by one and stick to them.

Be consistent in applying your rules. If you are arbitrary about how you dish out your rewards or ‘consequences’, or punishments you will undermine the rules themselves.

Praise good behaviour to generate love and self-esteem. Whatever you do, avoid being like so many parents who spend their whole time telling their children, “don’t do this”, and “don’t do that”. By focusing on the positive in order to draw more attention to it you apply the universal law of “you attract what you focus on”.

Start out strict and fair and stay that way. Being strict is not about looking stern and being bossy. It is about making sure the rules are kept, in a firm but fair way. You can still be a really fun, loving teacher and be strict with your class at the same time.

Do not break your own rules by raising your voice to be heard. Instead talk quietly or stop and wait. Your class should know that for every minute you are kept waiting they will receive extra English homework, or whatever consequence you have designated.

Children love the sound of their own name more than anything else. So use an individual’s name for praise and avoid using it when telling someone off. Create teams and deduct or reward behaviour points to a team’s score during a game. Your class will respond naturally by using peer pressure to keep the naughty children from misbehaving.

Empower your children with choices. For example, ask a naughty child, “Do you want me to speak to your Dad?” By asking a question you give the child the power to choose, whereas if you use a threat such as, “I will call your Dad if you do not behave”, you take the initiative away and seem tyrannical.

You can also say things like, “you can either play the game properly or you can sit in the corner”. The child will probably choose to play the game properly, and you make them responsible for their behaviour.

Prevention is better than cure, so try giving boisterous children an important task before they start to play up. They may respond well to the responsibility.

It is important, especially with a large class, to hand things out quickly, or use a system to have this done, such as giving the well-behaved children the task as a reward. Sing a song together or do some counting or a quick game to occupy the class while materials are handed out.

Only play games where you know you can keep a handle on the situation. For example there is no point playing a boisterous game with a lot of movement if you have more than around 20 children. With large classes, including classes of up to 60 children, you need special games where the children have limited movement such as standing up or making gestures but while remaining in their seats.

1-Attention grabbers

Start an English song the children know and love. They will all join in with you and at the end you will have their attention.

Clap out a pattern which the class must clap back, or start a rhyme they know with actions.

Use quiet cues such as heads down or lights off. Vary these with other fun quiet cues such as “Give me five”. 1—on your bottom, legs crossed; 2—hands folded in your lap; 3—face the speaker; 4—eyes and ears open; 5—mouths closed. You teach this repeatedly in the first lessons and after a few weeks, you only have to say “Give me five:1,2,3,4,5”, and the children will do it.

You can also use the Magic 1 2 3 idea. When a child does not comply start counting 1, 2, the child knows that if you get to 3 there will be some sort of consequence, such as missing out on the next game. If you use this and you reach 3, you must follow through with an appropriate consequence consistently.

To summarise, establish the rules and consequences for good and bad behaviour, apply them consistently, set a good example, use peer pressure and points, and use attention grabbing cues such as favourite songs. English rhymes with actions and countdowns. Above all play suitable games where you know you can keep in control of your class.

You can be firm and fun at the same time, and if you cannot manage your class, you should realize that, although it sounds harsh to say it, you are wasting

their time. There are many ways to teach second language to learners but one of the most exiting and rewarding ways to do it by using English games. English games not only engage the children, but also teach through play and most of the time the learners do not even know they are learning until the time comes to show their knowledge! It truly is possible to create a classroom where the learners not only learn but also truly enjoy their time there.

Incorporating English games into the classroom can build interest in the class, put language in an interesting and meaningful context, give learners a break from the pressures of learning a new language while giving the break a purpose, teach real world skills and, most importantly, build the learner/teacher bond.

While many of us might not like to admit it, many learner do not necessarily like the idea of being in our classes to learn a new language. Even more, as teachers we all know that even the most attentive learner can get bored and lose focus on occasion. Incorporating English games is a great way to get out of the rut of language drills, worksheets, boring repetition and individual study. If you can find ways to keep the learners interested in class through fun games, they will also find that they are interested in the topic and will often absorb and retain more knowledge than if they are simply studying to pass a test or complete an assignment.

Friendly competition is also great to keep children interested. It often is the one encourager that they need to actively participate in any classroom activity. The outcome of the game even if it is simply knowing the score at the end of the game gives them a concrete and immediate incentive to use the language as dictated by the game.

Repetition is necessary for fluency, yet there is nothing more meaningless than repetition in a void. If you ask your class to keep repeating words back at you they will start to feel like parrots. Also, if you want the learners to practice conversation you have a few options. The problem with most options is that the class is either practicing this real life usage in small groups that do not have you there to observe and offer assistance or much of the class is left to on their own

while you have a conversation with one or two pupils at a time. English games solve this because they allow you to engage the entire class in activities that require practical use. When learners learning English get this meaningful and contextual practice, the language becomes more vivid in their minds and they are better able to remember what they have learned and used.

Furthermore, English games often encourage pupils to use language spontaneously and to think for themselves and they give children the confidence they need to go out and use the language in real-world settings.

Learning a new language is intense and even sometimes stressful. English games allow pupils to have a break from the rigor of learning a new language. If you find the right kinds of games this break can have purpose and make useful the time spent on the break because they are still practicing their skills. In addition, the learners will be totally immersed in the focus of the game and they will be learning before they even realize what is happening.

Teachers who successfully use English games in their classrooms will tell you there are more benefits than those just related to learning the language. English games give opportunities for shy learners to express themselves in a non-threatening environment. The class will learn to together as a whole or as small groups. English games can also promote competition in a healthy, fair manner, if you chose to use them that way.

If English teachers want to build a bond with their pupils, playing games does this in so many ways. The teachers should show themselves as a people, not just a teacher, as they encourage their learners to do well in the game, or join in with them. Playing games also creates appositve learning environment that allows children to relax and enjoy themselves and those around them.

While some teachers still look at games as “time filters” in a classroom, when used correctly they can actually replace traditional teaching time with activities that give the learner and teachers so much more benefits than lectures, worksheets and boring repetition.

There are three main types activities while playing games. The first one is pair work, involving two partners, small group work, involving groups of three or four, and whole class activities, where everyone moves freely around the classroom. All these activities require some flexibility in the constitution of groups and organization of the classroom.

For group work, divide the class into a combination of groups of three and groups of four. Any number will divide into a combination of threes and fours, for example, thirteen learners will make three groups of three and one group of four, twenty-three learners will make five groups of four and one group of three.

It is best to have the desks in a U-shape if possible. Learners can then work with the person sitting next to them for pair work, and groups of threes and fours can easily be constituted by alternate pairs moving their chairs to the inner side of the U, opposite another pair. Whole class activities, which involve all the learners circulating freely, can take place in the empty area in the centre of the U-shape. Simulation activities may involve special arrangements of furniture. If it is not possible to arrange desks, the traditional arrangement of front-facing desks can be easily adapted to pair-work, with people at adjoining desks working together, while small groups can be formed by two people turning their bodies back to face the people behind them. Whole class activities present a little more of a problem, but often there is a space big enough for the learners to move around in at the front of the class, or desks can be pushed back to clear a space in the centre.

In most cases, whole class games have been designed so that half the class remains seated and only half is moving around so that teachers who experience a great deal of difficulty with the kind of games that require lots of learners to move around, can play these games in a controlled way.

Games are best set up by demonstration rather than by lengthy explanation. The teacher should explain briefly what the game involves, hand out the photocopied cards, giving the learners a little time to study them, and then demonstrate the game with one of the learners in front of the class. It will be found that the idea of the game is probably easier for learners to grasp from seeing the

cards than from a verbal explanation, and that as they become more familiar with the idea of the games and the techniques used, any initial problems caused by unfamiliarity will quickly disappear. Where card games are played in small groups, teachers may like to hand out the appropriate pictorial rules sheets to each group of learners together with the card(s). You can then either let learners 'read' the rules themselves while you circulate to deal with problems or, with less confident groups, take the whole class through each step of the rules.

Teacher's role while playing games is that of monitor and resource centre, moving from group to group, listening, supplying any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback session after the game. In many cases the game could then be played again with different partners or with different role cards.

As long as there is not a major tangible prize for just one winner on one play of the game winning or losing is often just an invitation to play a game. And, since everyone get a chance to experience winning or losing sometime, better empathy and sportsmanship can develop through time (Ludewig&Swan 2007: xiv).

Also here are some ways in which boredom might strike, killing the pleasurable learning experience that games are supposed to provide:

- The player might know how the game works from just the first five minutes, and then the game will be dismissed as trivial. "Too easy," might be the remark the player makes.
- The player might fail to see any patterns whatsoever, and nothing is more boring than noise. "That is too hard."
- The pacing of the unveiling of variations in the pattern might be too slow, in which case the game may be dismissed as trivial too early. "This is too easy now, it is repetitive."

- The game might also unveil the variations too quickly, which then leads to players losing control of the pattern and giving up because it looks like noise again. “This got too hard too fast,” they’ll say.

- The player might master everything in the pattern. They have exhausted the fun, consumed it all. “I beat it.”

Any of these will result in the player stating that they are bored. In reality, some of this are boredom+frustration, and some are boredom+triumph, and so on. The definition of a good game is therefore “one that teaches everything it has to offer before the player stops playing. Fun is just another word for learning (Koster 2005: 45,46).

III. Research plan

The pragmatic parallel mixed-method of research was applied in this study. Questionnaire, interviews, and document collection were utilized to explore the effects of using games in teaching elementary school EFL learners. For the questionnaires, correlational designs were used to investigate the relationship between the variables of - using games and - children's English proficiency. The variables of English learning experiences in using games included learner motivation, learner vocabulary acquirement, both in school and cram school, and learner anxiety from peer pressure. Furthermore, interviews were practiced to explore learner perceptions toward the use of games while learning English. In the following sections, the method in terms of instruments, data collection and analysis procedures are further introduced.

Subjects

The subjects in this study consisted of 50 grade-six EFL elementary learners (23 boys and 27 girls) from a primary school. According to the result from a demographic questionnaire, it showed that the participants all had experiences concerned with learning English while playing games. The results also showed that all participants had played „arranging games“, „guessing games“, and „matching games“, before, either from their school or from their cram school. In order to evaluate learner English proficiency, the final score of the whole semester for each subject was obtained from the school teachers. The results which ranged from 65 to 99.54 points, with the mean score of 86.82, were applied to categorize those subjects into three groups or levels -- low, intermediate, and high levels. The detailed information regarding the distribution of subjects is shown in Table 1. Additionally, a *t*-test was computed to further examine the appropriateness of categorizing the high and low groups, finding that there was a significant difference between the high and low groups. Thus, the number of subjects in each group is appropriate. Furthermore, a pilot test for the section of teaching vocabulary was done before conducting this research in order to confirm that none of the subjects had learned the chosen words previously.

Table 1 *Classification of Three Groups*

Level	N	Rate	Score	Mean	SD
H	14	27%	93.21 – 99.54	96.04	1.83
I	22	46%	82 – 93.17	87.61	3.08
L	14	27%	65 – 81.67	76.36	5.22

Note: N=50, H=High, I=Intermediate, L=Low

Instruments

Two instruments were applied to the present study. First of all, a questionnaire, following the design, and adopted from the studies of Kuo (2008), Wu (2002), Zeng (2005), and Zheng (2008). Twenty multiple-choice questionnaire items were composed regarding the subjects' self-reports of using games to influence their motivation, vocabulary acquisition, and anxiety due to peer competition. Fourteen questions were composed including five items in the motivation section, five items in the vocabulary acquisition section, and four items in the anxiety section. The questionnaire consisted of a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was provided in a Chinese version because most of the participants are English learning beginners. In order to testify to the validity and reliability of the questionnaire, each item of the questionnaire was examined by using the software, SPSS 17.0, showing that there was a significant difference in each question item, so all the items were retained. Additionally, the results of reliability showed that Cronbach's alpha (α) of motivation, vocabulary acquisition, and anxiety from peer pressure were .83, .81, and .61 respectively. The second instrument, a semi-structured interview, was employed to explore participants' past experiences, present experiences, and their opinions toward the effect of using games in learning English.

IV. Data collection, analysis, and interpretation of the results

4.1. Presentation

In this chapter the goal is to present the analysis and interpretation of the data which have been collected from the learners by this experiment about the effects of games on teaching English. The explanations, analysis and interpretation will be done by statistical calculations.

4.2. Subjects

The subjects of this study are eighty learners Primary School. The groups of this study are 4-B, experimental group, consisting of forty learners, and 4-A consisting of forty learners that has been my study's control group.

4.3. Evaluation Instruments

At first the pre-tests and post-tests are used to measure the knowledge of the learners. These test consist of twenty multiple choice questions. Not only the control but also the experimental group have been applied this multiple choice test.

At first the pre-test applied to these groups. The control group was taught by communicative approach but without any games. On the other hand, the experimental group was taught by communicative approach but with games. By doing this we could measure the possible difference which may occur after using games or not using games as a teaching tool. After this, the post-test has been applied to both groups and the results have been analyzer by t-test.

4.4. The Analysis and Interpretation of the Experimental Study

In this part, both the results of pre-tests and post-tests are analyzed in the comparing the control and experimental group.

Table 1. Group Statistics of Pre-test

	Groups	n	\bar{X}	Std. Deviation	t	p
PRE- TEST	Experimental	40	11,84	4,33	1.96	0,405
	Control	40	10,04	3,82		

The first table shows the pre-test results. By using the t-test before the research, the comparison of the parts of the body levels of the two groups has been tested. As a result of the pre-tests the mean of control group is 3,82 while the experimental's mean is 4,33.

Also the 't' value is just 1,96 which has been proved us there is no difference between the levels of the two groups. According to all of these results, there is no meaningful difference between these groups. The calculated values show us the pre-test results which were taken by each groups are very similar and this also proves that the group levels are close or almost the same.

Table 2. Group Statistics of Post-test

	Groups	n	\bar{X}	Std. Deviation	t	p
POST- TEST	Experiment al	40	16,7	3,48	3,11	0,003
	Control	40	11,3	3,88		

In the table 2, we can see the post-test results of the experimental and control group learners. According the table two, the mean of control group is 11,3 whereas the mean of experimental group is 16,7. At the beginning pre-test results are so closer but when we look at the results of the post-test, this situations has been changed in the favour of experimental group. On the other hand, when we think that there are twenty questions, the highest score the learners are expected to have is twenty, both of the groups pre-test results were normal whereas post-test results of the experimental group have been increased after the experiment.

Table 3. Group Statistics of Results

Groups	N	PRE-TEST		POST-TEST		t	p
		\bar{X}			Std. Deviation		
Experimental	40	1,84	4,33	16,7	3,48	3,11	0.003
Control	40	0,04	3,82	11,3	3,88		

*p<.001

When we look over the table, While the mean of pre-test (\bar{X} =11,84) and post-test (\bar{X} =16,7) of the experimental group learners have a difference of five point, the mean of pre-test (\bar{X} =10,04) and post-test (\bar{X} =11,3) of the control group learners have a difference of one point.

The comparison has been made between the results of the both experimental and control groups pre and post-tests. In the table 3, we can see the score attained

from the test results of the learners. This outcome scores have been calculated by subtracting the result points of he each learner's pre-test from the post-test scores. The 't' value applied to describe if the difference is meaningful or not. The value which has been found by the comparing the results of the pre and post-tests ($t=3,11$, $p<.005$) is meaningful.

This results in that the using of the games during the teaching period is more effective than not using them.

V. Results and discussion

VI. Conclusion

The aim of this study is to find out whether English can be taught more effectively and permanent through games especially designed with the guiding principle of Communicative Approach. For these purposes of this study, the two 5th grade class in Primary School were selected. 4-A the control group was taught the parts of the body by Communicative Approach but without any games. On the other hand 4-B the experimental group was taught the parts of the body by Communicative Approach but by using games wherever needed.

There is a saying “Tell me.... and I forget. Show me... and I remember. Involve me... and I understand!” This is just a fact. If we just using classical methods which depend on just telling the subject, the learning process will not be so enjoyable, motivated and permanent. After probably one month, the learners probably will forget nearly all of the things the teacher has taught. If as English language teachers we use visual materials during the courses, the learners will remember easily. But if we use more effective ways to teach English the learners not only remember but also understand what has been taught. If a learner memorize something like a parrot, he is going to forget it. Because it is meaningless to him. It makes no sense to him. Whereas he involves the teaching and learning process, he is going to understand the subject. How can we involve our learners in teaching and learning process? The answer of this question is so easy: “just using language games as an educational tools in our classrooms.

There are a lot of factors which effect success and desire of a learner. One of them is motivation. Games are so motivational. So by using games, our learners not only involve the lesson, but also they are motivated. By involving in the games, learners learn consciously and also unconsciously. They both learn and acquire the subject. Because they exposure the language. They use the language into the context to communicate. This is so important. By using Communicative Approach in our classrooms, we give opportunities to our learners to focus on their own learning process through an understanding of their own styles of learning and

through the development of appropriate strategies for autonomous learning. The Communicative Approach in language teaching starts from a theory of language as communication. Whenever possible “authentic language” which means language as it is used in a real context should be introduced. One of the ways to apply it in our classrooms is teaching English through games.

Finally using games when needed during the teaching process help to the learners to take a more active place in the class environment. They enjoy the lesson, they involve the lesson, therefore they both learn and acquire the subject more easily and permanently.

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