



**COTOPAXI TECHNICAL UNIVERSITY**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC**  
**SCIENCE**

**ENGLISH CAREER**

**RESEARCH PROJECT**

**“THE USE OF EDUCATIONAL GAMES AS A DIDACTIC RESOURCE  
TO MOTIVATE ENGLISH LEARNING”**

Project submitted previous to obtain the Science of Education Degree  
with major in the English Language.

**Authors:**

Chaluisa Ante Nancy Ofelia

Ulco Espín Edison David

**Tutor:**

Lic. Olga Lorena González Ortiz, MSc.

Latacunga - Ecuador

October 2016

## **AUTHORSHIP**

We, Chaluisa Ante Nancy Ofelia and Ullco Espín Edison David declare to be authors of the present research project “THE USE OF EDUCATIONAL GAMES AS A DIDACTIC RESOURCE TO MOTIVATE ENGLISH LEARNING”, being MSc Olga Lorena Gonzalez Ortiz tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

.....  
Chaluisa Ante Nancy Ofelia

C.I: 050327713-9

.....  
Ullco Espín Edison David

C.I: 050397210-1

## TUTOR'S ENDORSEMENT

As a tutor of the research work titled: "THE USE OF EDUCATIONAL GAMES AS A DIDACTIC RESOURCE TO MOTIVATE ENGLISH LEARNING" presented by Chaluisa Ante Nancy Ofelia and Ullco Espín Edison David, of English major, I certify this research report meet the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

.....  
Lic. Olga Lorena González Ortiz, MSc.  
**Project Tutor**

## COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Chaluisa Ante Nancy Ofelia and Ullco Espín Edison David with the research project title: **“THE USE OF EDUCATIONAL GAMES AS A DIDACTIC RESOURCE TO MOTIVATE ENGLISH LEARNING”**, has considered the recommendations presented and the work has all the requirements to be deserted.

Therefore, it is authorized to present the project, according to the institutional regulations.

Latacunga, July 2016

Yours faithfully,

.....  
Reader 1  
Lic. Rosero Menéndez Jorge Luis, MSc.  
C.I.

.....  
Reader 2  
Lic. Romero Palacios Amparo, MSc.  
C.I.

.....  
Reader 3  
Lic. Abata Checa Fanny Mercedes, MSc.  
C.I.

## **GRATEFULNESS**

*Thanks to God to permit us culminate one more goal in our lives and to our parents who with their love, patience, during our formation as professional, they always took care of us and taught the truly friendship. At the same time, my gratitude to my all teachers who have shared their knowledge with mystic and professionalism to make us great professionals.*

*David and Nancy*

## **DEDICATION**

*We dedicate our research work to our family. A special feeling of gratitude to our parents whose words of encouragement and tenacity have motivated us throughout our lives.*

*David and Nancy*



**TECHNICAL UNIVERSITY OF COTOPAXI**



Licenciatura  
Inglés

ACADEMIC UNIT OF ADMINISTRATIVE AND  
HUMANISTIC SCIENCE

**TITLE:** “THE USE OF EDUCATIONAL GAMES AS A DIDACTIC  
RESOURCE TO MOTIVATE ENGLISH LEARNING”

**Authors:** Chaluisa Ante Nancy Ofelia  
Ullco Espin Edison David

#### ABSTRACT

This research project addressed the demotivation problem in the students toward English language learning because teachers do not use appropriated didactic resource to make English classes funnier. The main aim of this research is to implement the use of educational games as an effective didactic resource in order to motivate English study as a foreign language. The research methodology used was a qualitative method where the data extracted were from three sources such as surveys that were guided to 93 Students at “INES COBO DONOSO” Educational Unit, the researcher’s observation and the interview applied to the English teacher area. By applying qualitative research method, the major findings demonstrated clearly, that is feasible to implement educational games into English language classes in order to motivate the student’s learning and develop learners’ skills. For this reason, to apply the educational games to make English classes funnier was so important because the outcome of application into English classes showed that using educational games increase students’ skills and motivate toward English language learning. Therefore, with the use of educational games into English classes reduced the demotivation problem in the English language learning process where teachers and students were the directly beneficiaries. Above all, it could verify that using educational games as a didactic resource improved the student’s enthusiasm toward the development of the four English language skills such as listening, reading, speaking and writing. To sum up, the present research project facilitated the English language teaching-learning process, solving the social problem about student’s demotivation toward English learning.

**Keywords:** demotivation, didactic resource, educational games, English language.



**UNIVERSIDAD TÉCNICA DE COTOPAXI**



UNIDAD ACADÉMICA DE CIENCIAS  
ADMINISTRATIVAS Y HUMANÍSTICAS

**TITULO:** “EL USO DE JUEGOS EDUCATIVOS COMO UN RECURSO DIDÁCTICO PARA MOTIVAR EL APRENDIZAJE DEL IDIOMA INGLÉS”

**Autores:** Chaluisa Ante Nancy Ofelia

Ullco Espin Edison David

## RESUMEN

Este proyecto de investigación abordó el problema de la desmotivación en los estudiantes hacia el aprendizaje del idioma Inglés ya que los profesores no utilizan recursos didácticos apropiados para hacer las clases de inglés más divertidos. El objetivo principal de esta investigación es: implementar el uso de juegos educativos como un recurso didáctico eficaz para motivar el estudio del inglés como lengua extranjera. La metodología de la investigación utilizada fue un método cualitativo, donde los datos extraídos fueron de tres recursos: encuestas dirigidas a 93 estudiantes de la unidad educativa Inés Cobo Donoso, la observación del investigador y la entrevista aplicada a los profesores del área de Inglés. La aplicación del método cualitativo demostró claramente que es factible implementar juegos educativos dentro de las clases de inglés para motivar el aprendizaje de los estudiantes. El resultado de la aplicación de juegos educativos en las clases de Inglés mostró incrementar la habilidad de los estudiantes y motivar el aprendizaje del inglés. Además, con el uso de juegos dentro de las clases de inglés redujo el problema de la desmotivación en el proceso de aprendizaje del idioma Inglés de esta manera profesores y estudiantes fueron directamente beneficiados. Sobre todo, se pudo verificar que utilizando juegos educativos como un recurso didáctico mejoro el entusiasmo de los estudiantes hacia el desarrollo de las cuatro habilidades tales como: escuchar, leer, hablar y escribir. En resumen, el presente proyecto de investigación facilitó el proceso de enseñanza aprendizaje del idioma Inglés, resolviendo el problema social acerca de la desmotivación del estudiante hacia el aprendizaje del idioma Inglés.

**Palabras claves:** desmotivación, recurso didáctico, juegos educativos, inglés.

## INDEX

TITLE PAGE.....	i
AUTHORSHIP.....	ii
TUTOR’S ENDORSEMENT.....	iii
COMMITTEE APPROVAL.....	iv
GRATEFULNESS.....	v
DEDICATION.....	vi
ABSTRACT.....	vii
RESUMEN.....	viii
INDEX.....	ix
CHART AND GRAPHIC INDEX.....	xii
1. GENERAL DATA.....	1
2. PROBLEM DESCRIPTION.....	2
3. PROJECT RATIONALE.....	4
4. BENEFICIARIES OF THE PROJECT.....	5
5. RESEARCH PROBLEM.....	5
6. OBJECTIVES.....	7
General Objective.....	7
Specific Objectives.....	7
7. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY.....	8
8. SCIENTIFIC AND TECHNICAL FOUNDATIONS.....	9
Educational games.....	9
Didactic.....	11
Resources.....	11
Didactic resources.....	12
Didactic Resources for Teaching English.....	13
The Games.....	17

Advantages of games .....	18
Reasons for using games .....	19
Deciding the game to apply .....	20
Educational games in teaching English .....	21
Engaging educational games for all grades .....	21
The Motivation.....	22
Motivation in Education.....	22
Motivation in second and foreign language learning.....	23
Motivation in the ESL/EFL Classroom .....	23
How Motivation Affects Learning and Behaviour .....	24
Five key ingredients for improving student motivation.....	24
Ingredient 1: Student .....	25
Ingredient 2: Teacher .....	25
Ingredient 3: Content.....	26
Ingredient 4: Method/Process.....	27
Ingredient 5: Environment .....	27
9. SCIENTIFIC QUESTIONS .....	28
10. EXPERIMENTAL AND METHODOLOGY DESIGN.....	29
11. ANALYSIS AND DISCUSSION OF THE SURVEYS APPLIED TO STUDENTS AT “INES COBO DONOSO” EDUCATIONAL UNIT .....	30
CLASS OBSERVATION SHEET .....	38
RESEARCHER'S OBSERVATION.....	38
ANALYSIS OF INTERVIEW APPLIED TO THE ENGLISH TEACHER AREA .....	39
LESSON PLAN .....	42
12. IMPACT .....	43
14. CONCLUSIONS AND RECOMMENDATIONS .....	44
CONCLUSIONS.....	44
RECOMMENDATIONS .....	45

15. REFERENCES .....	46
16. ANNEXES.....	50
BOOKLET OF GAMES TO MOTIVATE ENGLISH LANGUAGE LEARNING.....	58
Purpose .....	58
Structure of the games.....	58
REASONS TO USE GAMES IN TEACHING ENGLISH LANGUAGE .....	59
GAMES TO DEVELOP THE LISTENING SKILL .....	60
1. TRIVIA GAME .....	60
2. BE A DETECTIVE GAME .....	62
3. MAGIC BOX GAME .....	64
4. REMEMBER ME GAME.....	66
GAMES TO DEVELOP THE SPEAKING SKILL .....	68
1. HANGMAN GAME .....	68
2. WHO AM I? GAME .....	70
3. HIDE AND SPEAK GAME .....	72
4. FIND YOUR PARTNER GAME .....	73
5. BASKETBALL GAME .....	74
GAMES TO DEVELOP THE READING SKILL.....	76
1. RUNNING DICTATION GAME .....	76
2. CONNECTING IDEAS GAME.....	77
3. READING TO DRAW GAME.....	79
GAMES TO DEVELOP THE WRITING SKILL .....	80
1. MINI BOARD GAME .....	80
2. SEARCHING WORDS GAME .....	82
3. MAGIC BOOK GAME .....	83
4. THINK FAST GAME.....	86
5. TIC TAC TOE GAME.....	87

## CHART AND GRAPHIC INDEX

Chart 1 and Graphic 1: Implementation of Games .....	31
Chart 2 and Graphic 2: Teacher uses didactic games?.....	32
Chart 3 and Graphic 3: Games to improve learning .....	33
Chart 4 and Graphic 4: Working effectively during the class.....	34
Chart 5 and Graphic 5: Kind of didactic resources used inside the class .....	35
Chart 6 and Graphic 6: Making learning more easily .....	36
Chart 7 and Graphic 7: Increasing academic level.....	36

**1. GENERAL DATA****Research Title:**

“The use of educational games as a didactic resource to motivate English learning”

**Starting date:**

April 4<sup>th</sup>, 2016

**Completion date:**

July 15<sup>th</sup>, 2016

**Place:**

Pujili Canton-Cotopaxi Province “Ines Cobo Donoso” Educational Unit

**Academic Unit Sponsor:**

Academic Unit of Administrative Science and Humanistic

**Major Sponsor:**

English Career

**Work team:****Project Coordinator:**

Fabiola Soledad Cando

0999865286

Fabiola.cando@utc.edu.ec

**Project Tutor:**

Dra. Olga Lorena González Ortiz

Phone Number: 0987698514

E-mail Address: olga.gonzalez@utc.edu.ec

**Researchers Names:**

Chaluisa Ante Nancy Ofelia and Ullco Espin Edison David

**Phone Numbers:**

0983036040-0991985980

**E-mail Address:**

nancy\_sol15@yahoo.com – nancy.chaluisa9@utc.edu.ec

uedisondavid@yahoo.es- edison.ushco@utc.edu.ec

**Knowledge area:**

The Research Project is focused on the Educative area for helping in the learning-learning teaching process of English Language.

**Research Line:**

Education and Communication as Human and Social Source Development

**Research sub-line:**

Methodologies to teach General English

## **2. PROBLEM DESCRIPTION**

The problem of this research involves that teachers do not use appropriated didactic resources to make English classes funnier causing demotivation and lack of interest in the students' learning process, namely, students feel tired, bored, without interest of learning. For these reasons, the principal aim of this research is to implement the use of educational games as an effective didactic resource in order to motivate English study as a foreign language. To analyse the problem, it was very necessary to know why students are demotivated toward English Language learning. The research determined that teachers do not use educational games as an effective didactic resource to impart the English classes. For this reason, educational games were implemented as a didactic resource to make English classes funnier and motivate students toward English language learning in students. As result, the implementation of educational games facilitated the foreign language learning because the games became crucially important in the

English language teaching learning process, not only because games provide enjoyment and relaxation, but also as games encourage students to use English language in a creative and communicative way. The research used an exploratory-descriptive design. It is explorative because it allows obtaining information on the possibility to carry out a more complete research about a particular context of the real life. It is descriptive because it relates with conditions and connections existences, practices that have validity, people opinions, and people point of view in which it helped to select information that demonstrates the educational values of games into English language teaching-learning process.

Nowadays engagement and motivation has been a challenge in the teaching English language; that is why teachers are constantly looking for some useful tools and innovative didactic resources to implement in their classes in order to satisfy their student's needs. According to Moayad Mubaslat (2012) "The Effect of Using Educational Games on the Students" mentions that one didactic resource that has proved to have very good results with learners is the use of educational games in the English language teaching-learning process because it creates an interactive environment in which students can interact and get a good learning. Furthermore, learners improve their communicative competences and develop their skills. Educational games are helpful for teachers as a didactic resource for teaching in which it facilitates students learning toward English language acquisition. (p. 3)

It is considered essential the implementation of educational games as a didactic resource to motivate English language learning for this reason the importance of this didactic resource is to create an environment that encourages students' motivation toward learning and it allows students to feel the need of learning.

This research project is done by stages: Stage 1 is the problem statement in order to determine the current situation of causes and effects. Stage 2, the researcher tries about theoretical foundation; it was based on different theories such as educational games, didactic, resource, didactic resource, games and motivation. Stage 3, it was done in reference to the research methodology. It was used a qualitative method and surveys as a technic which was applied to the students and

the researcher's observation. Stage 4, it was made analysis and discussion of results in order to know preferences by students, it was represented by statistics graphic. Finally Stage 5, it was done the conclusions and the recommendations according to the framework and analysis and discussion of results.

### **3. PROJECT RATIONALE**

This research project is done by the necessity to help teachers to use educational games as an effective didactic resource to motivate English learning because teachers do not use games as didactic resource to make English classes funnier, causing demotivation in students' learning toward English language. Moreover, it is essential in the L2 (second language) because it permits to facilitate the English language knowledge acquisition. That is why, this research is important because it contributes to solve the problem in the educative process having as main aim to implement the use of educational games as a didactic resource in order to motivate English study as a foreign language. Finally, the implementation of educational games during this research let the researchers to collect data in order to demonstrate how games can be used to create a relaxing environment allowing motivate students' learning.

Using educational games as a didactic resource to make English classes funnier would help to motivate students toward English learning, which means that students would be aware about what students learn in class. Therefore, with this combination using educational games and motivating students' learning, teachers can help students to develop the English language skills and acquire knowledge. Through it, teachers would promote the satisfactory learning in students.

Additionally, this data would be useful for teachers who want to implement games as didactic resource to motivate English learning. Besides, the use of this didactic resource would help to improve student's enthusiasm to develop the four English language skills such as listening, reading, speaking and writing.

#### **4. BENEFICIARIES OF THE PROJECT**

The direct beneficiaries of the present projects are four English teachers and ninety-three students of 9<sup>th</sup> year from INES COBO DONOSO HIGH SCHOOL. Because, teachers can implement the use of educational games as an effective didactic resource in order to motivate English study as a foreign language and make English classes more motivating. For this reason, the students who follow from (5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup>) to 8<sup>th</sup> year who are in lower grades will be indirect beneficiaries due to teacher will apply educational games to make English classes funnier, and it will reduce the problem of the demotivation in English language learning process.

#### **5. RESEARCH PROBLEM**

Students are demotivated in learning English language because teachers do not use adequate resources to make English classes funnier and motivate students toward English learning, which it produces that learners do not acquire knowledge in the second language. However, it does not depend only on students but also in teachers. Perhaps, teachers do not have the fundamental didactic resources to teach English or teachers have didactic resource, but most of the time, teachers do not apply adequately. For this reason, students feel demotivated into the class.

A necessary condition to achieve excellent learning in the students is that teachers must use didactic resource that generates motivation, interaction, and fun. For example, considering the use of educational games inside the English classes which allow developing the students' skills in an adequate way where students interact, feel and enjoy freely in a motivating and relaxing manner while learn is the best way to introduce a significant learning in the students. Through the implementation of educational games as didactic resource, teachers can motivate students toward English language learning.

Mahmoud & Ziyad (2012), made an empirical study about "Using Games to Promote Students' Motivation towards Learning English". The researchers used a 30-item questionnaire, which was given to 20 males, and female UNARWA teachers who teach English for the Palestinian young children.

The main aims of this study were to find out the effectiveness of using games in teaching English and their role in promoting students' attitudes towards learning English. The researchers found out that most of the English teachers in the above-mentioned schools agree that games have influence on the students' attitudes towards English learning and the use of them in the class is not just for fun it also serves many educational purposes such as creative thinking, critical thinking, problem solving, role-playing and collaborative work among others. The Significance of the Study emerges from the following: It can provide information necessary for developing ways of teaching that suit all learners' interests and abilities. Furthermore, it can activate the process of educational planning to acquire an effective education and elevate our students' level through self-esteem and motivation.

As conclusion, the researchers suggested that using games as a didactic resource to motivate English language is not only to sustain attractiveness for learning, but also to bring real life for learning.

Wang, Shang, & Briody (2011) made an investigation about "Investigating the Impact of Using Games in Teaching Children English". The researcher works examines the overall effects of using games on the improvement of young children's English proficiency in relation to the following criteria: motivation; vocabulary acquisition; and anxiety due to peer pressure. The main aim is to investigate the relationship between the usage of games and student's English proficiency. In this study, the researcher worked with subjects numbered 50 grade-six EFL students from one elementary school. The methodologies used were quantitative and qualitative research methods, which the major findings demonstrate that students evidenced significant improvements in their learning motivation and vocabulary acquisition, and that their anxiety levels due to peer pressure were reduced when learning included games. As conclusion, there is a significant relationship/difference in the utilization of games and student's English performance, most notably concerning proficiency levels.

Unfortunately, teachers from "INES COBO DONOSO" educational unit represent a different reality. Despite the importance that educational games have, it is perceived a poor implementation of the same, which it generates the demotivation

of the students, because teachers do not use educational games as an effective didactic resources to make English classes funnier and motivate learning. The best way to solve all of these problems is to implement educational games during English classes in order to motivate students' learning and make English classes funnier. Moreover, educational games have an important educational value at the moment of impart the classes helping stimulate students' motivation toward English learning.

## **6. OBJECTIVES**

### **General Objective**

- To implement the use of educational games as an effective didactic resource in order to motivate English study as a foreign language.

### **Specific Objectives**

- To do a literature review about the use of educational games as a didactic resource in the English language teaching learning process.
- To select the best educational games that demonstrate the educational values as a didactic resource in order to implement into English classes.
- To apply the educational games in order to make English classes funnier and motivate students toward English Learning.

## 7. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY

OBJECTIVE	ACTIVITY	RESULT	VERIFICATION MEANS
To do a literature review about the use of educational games as an effective didactic resource in the English language teaching-learning process.	Search information  Literature review.	Obtain truthful information about the use of educational games as a didactic resource.	Framework.  References.
To select the best educational games that demonstrates the educational values as a didactic resource in order to implement into English classes.	Literature review.	Selecting games.	Framework.  References.

To apply the educational games to make English classes funnier and motivate students toward English learning.	Lesson plan.	Student increase their motivation toward English language learning.	Booklet with educational games.
---	--------------	---	---------------------------------

## 8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

Second language acquisition is a complex process that develops over an extended period of time. It varies with each individual student and is contingent on many factors that can affect the process. Since language depends largely on the context in which it takes place and is acquired in varying degrees of proficiency, it is useful to examine the various factors that affect it as it relates to the individual student's learning and academic growth. Some typical examples of these factors include: Family Situation, Culture, Teachers, Other Students, School Community, Learning and Motivation.

Knowing this problem is feasible to use didactic resources to motivate students toward English language learning. In this case, the implementation of educational games into English classes as a didactic resource is the best way to wake the students' motivation.

### **Educational games**

According to Prensky (2011) mentions the concept of educational games. "Educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value" (p. 8).

Educational games can be used in an educational environment with the objective to motivate students learning and acquire the knowledge easily. Furthermore, educational games have a purpose inside teaching learning process these games are designed to help students to expand their knowledge and improve their skills

toward one significance learning, principally it is designed to teach students about specific subject allowing interact and motivate the learning. For this reason, using educational games as didactic resource in English class students will feel motivated toward English language learning because games provide motivation and fun, then if there is motivation there is learning.

According to Schuna (2015) sustains that educational games are made with educational purposes.

A variety of educational games for students exist, including board games, card games, interactive puzzles and video games. Most students enjoy the challenge of participating in games, and the process of playing some of educational activities may actually make them smarter and more capable. Games can also bring you and your students closer as you enjoy the activity together. (p. 1)

The use of educational games in the English language teaching-learning process helps to motivate to the students in the new language learning. In this case, in the teaching L2 is necessary as principal objective motivate students' learning in order to give the opportunity of acquire new knowledge in a dynamic and interactive way where it provides motivation toward English language learning. To obtain this result is important to use educational games as a didactic resource in educational process.

Awad & Ziyad (2012 cited in Prensky, 2006 and 2011) made a definition about educational games.

Educational games as interactive plays that teach us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. (p. 22)

Educational games involve in a process that help to motivate the students' learning, creating interaction with others students and discovering the beautiful that is to learn new things through the interaction and motivation. For this reason, educational games must be used for the teaching of a second language.

## **Didactic**

According to the Free Dictionary (2016) mentions didactic as “the activities of educating or instructing; activities that impart knowledge or skill” (p. 1).

Navarro & Piñeiro (2013) cited to Stöcker, 1964) detected that “the word didactic comes from the Greek language “*didaskhein*”. It means teaching and “*tékne*” suggests art; “art of teaching”. Didactic refers to the principles, phenomena, forms, precepts, and laws of teaching with no subject in particular “ (p. 234)

The word didactic is very useful in educational environment because through it teachers can make activities that helps to impart knowledge and develop student’s skills. Didactic is the art of teaching where the educators can use some activities that motivate students toward a significant learning, which it means that students may develop their potentials and improve in the educational aspect.

According to Medina (2003) defines didactic as:

A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human begins through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process. (p. 7)

It is defined didactic as the discipline that impart knowledge and skills, which it makes reference to the study of resources, techniques, procedures, strategies, and methods to enhance the teaching process in order to approach in a wide, deep, and significant way in the students’ knowledge acquisition.

## **Resources**

According to the Free dictionary (2016) mentions resource as “the activities of educating or instructing; activities that impart knowledge or skill” (p. 1).

According to Marchena (1996) declares that “Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process” (p.3)

Resources is similar as didactic because both are involved in the educational aspect and both have the same objective, which is to impart knowledge or skill. In the teaching learning process resource are very useful because it provides very useful elements. Furthermore, it helps to achieve any goal. Using resources appropriately, teachers can make their classes more motivating, and create a good atmosphere into the class allowing students' interaction and facilitating the students' learning.

### **Didactic resources**

Didactic resource is any material that has been developed with the intention of facilitating the teaching learning process. Its function is to guide for learning because it helps teachers to organize the information that teachers want to transmit, of this way teachers offer new knowledge to the student, help them exercise the skills and develop them. Didactic resource awaken motivation in the students' learning. Furthermore, didactic resources allow teachers to assess the knowledge of students at all times, using didactic resources teachers provide an environment for expression from the student; for example, using educational games as didactic resources teachers can create a participative environment in the classroom in which students and teachers interact making English classes funnier.

Marchena (1996) The best didactic resources to the teaching English as a foreign language are real objects that it helps in educational process, which can be used in several ways that it permits facilitate the students learning in an interactive, dynamic and motivating way, at the same time to develop the student's skills such as; listening, reading, speaking and writing. The didactic resources may also can be used or activities such as games, role-plays, video music in order to provide realism and fun.

Didactic resource are all fundamental elements which permits to modify the teaching process, allowing students to have a dynamic, and interactive learning, and as teaching material to motivate students all the time. The teaching didactic resources must be colorful, amusing and interesting and it must be selected according to the needs and interest of each individual.

According to Jiménez & Peñaloza (2011) mention about the contribution of didactic resources in the teaching learning process:

The use of didactic resource into the school teaching learning process has a high importance level, because it is a basic component of curriculum. In language teaching its significance does not decrease, but it becomes still more interesting due to its extraordinary contribution in students' knowledge, motivation, interests and the learning styles stimulated through it. (p. 7)

Didactic Resources are materials that permits work inside the classes, to create a motivating atmosphere that permits to change the routine making English classes, participative, interactive, and collaborative. Moreover, if teacher uses the varieties of tools or resources to impart the class, the students will be motivated to learn new things. Using didactic resources, teachers have many advantages inside teaching- learning process. Some of advantage are; motivate students, create an excellent learning atmosphere, and implement new activities to catch the students' attention.

Didactic resources are materials that the teacher has in hand; s/he uses them almost every day to facilitate the acquisition and the setting of the learning and motivate the learning. (Gavilánez, 2011). The use of didactic resources in the teaching English language have an excellent contribution helping to develop students' knowledge, motivation, interests and the learning styles stimulated through it. Into teaching learning process there are some types of didactic resources such as Conventional resources: printed books (photocopies, newspapers, documents etc.), didactic boards (blackboard), manipulative resources (cut-outs, flashcards etc.), Games (blackboard games, table games, games in sheet of paper etc.) and laboratory resources (radio, computers, books etc.), another is Audiovisual Resource such as: still images projectable (slides, photographs, pictures), sound materials (cassettes, discs, radio), and audiovisual materials (audiovisuals, movies, videos, TV shows etc.).

### **Didactic Resources for Teaching English**

There are lots of very useful didactic resources that help into the teaching learning process; one of this didactic resource is the use of educational games in the

English language teaching which provides interaction and fun. Furthermore, games help to motivate the students' learning, namely, inside educational process the educator needs some materials that permit obtain positive results which provides an excellent change in the academic aspect and it allows to guide the students toward a motivating learning.

According to Marchena (2006) mentions, some basic didactic resources for the teaching English language:

**The overhead projector** has the same advantages of the blackboard, and some more, like the presentation of drawings or charts already prepared without losing time to do it in class. It is also useful that parts of books or notes can be reproduced, and a paper used to keep the focus or hide answers.

**Flash cards** can be extremely helpful if correctly used; word cards containing one single word can be ordered to build sentences and make transformations from affirmative to negative and interrogative.

**Group work** can also be promoted with activities like a contest to write the longest sentence. In the other hand, with picture cards we can practise drills, by showing them in structures of the kind "he's got a...". If the cards represent famous characters, we can practise the physical descriptions, or play to guess whom the card represents. They can also be used to form a story, or to order them according to it. In the same way, wall charts are a useful visual input. Slides, though not so popular are also good devices for their easy change and store. They are especially useful to show images of the other culture, the cities, typical features of Great Britain or USA or any other English speaking country, or even to show drawings to write about. One of the most popular resources is the video, since it is a good motivating force, because it provides a closer approach to reality through the ear and eye and keeps the students active.

**A presentation of the projection through a previous activity** will connect the visualisation with a previous experience, and some exercises can be proposed to keep an active and comprehensive observation, like multiple choice question. The tape can represent communicative situations, like asking for addresses, where some cultural differences can also be perceived and explained. Other controlled linguistic practises can be the repetition of drills, trying to predict what it is going

to happen in the projection, dramatizing or dubbing the dialogues, or ways of using the indirect speech, making a summary of the plot or practising vocabulary or certain linguistic elements. These practises can also be applied when watching a theatre play in the L2, although it is usually quite difficult to find.

**Dramatizations** involve the pupils directly, raise their self-esteem and make them have a positive attitude to learning the L2. They are especially useful for developing oral communication and practising the four skills. Computers are becoming increasingly popular for TEFL for its exclusive advantages: they allow a kind of interaction –with a program- and the process of learning is individualised, according to the abilities of the student. As it implies an active working, it improves the assimilation of contents and create an autonomous learning –the pupils learn to learn by themselves; also, the combination of the visual, sound and movement provides a very attractive presentation.

**Working with a computer** may be similar to the textbook, but we can present the activity with a particular task, and test at the beginning and end, to check previous knowledge and learning. Graded reading books are also very suitable, since they provide an individual access to culture in general, and develop reading skills, as well as an autonomous learning and an interest on reading.

**The reading** must be comprehensive, not oral, and selected according to the possible motivations of the pupils and the topic we want to deal with. The evaluation of the readings can be done by true/false or multiple choice questions, giving answers to make questions on them, completing mutilated texts, translating, relating drawings to the text, ordering different excerpts, summarising the plot, asking about vocabulary and for a personal opinion and evaluation.

**Games** are also an important context to practise the L2, since it presents real communicative situations, not mere simulations, and have certain advantages: they encourage teamwork and the practise of all skills, the use of language in a creative way; they develop the communicative competence and stimulate the learning of a L2. Nevertheless, the game must be integrated in the didactic unit, and the goals intended subjected to: the classroom and the number of pupils, their previous knowledge and interest and the time and material available. Some interesting games are plays on words, action games, table games and logical problems.

**Finally, songs** are one of the most successful resources, but must be selected carefully, according to the pupil's interest, need, level of difficulty and motivation. A presentation must be done before, dealing with the theme of the song, the group, etc. And, after it, some extension activities can be done, asking for relations between the pupil and the content, their opinion, and their account of similar situations. Discussing the theme can be motivating, and some exercises about pronunciation and vocabulary can be done. (pp. 3-5)

Using games as didactic resources in order to motivate students' learning is the best option that allow to create motivation, participation, and acquisition of a good knowledge in the English area. Moreover, others basic didactic resources that help in the teaching English are the use of flash cards, it helps to students to visualize and learn through participation, flash cards contribute as an elemental material of teaching. Another is slides, it permits students to show visual presentation in order to create positive environment inside the classroom. Others such as Video graduated reading books: are good material to help students to acquire new knowledge in the English learning and develop some skills. All of these didactic resources can be used during the games application like one more didactic resource. As conclusion, Games as a didactic resource allow to motivate to the students during their application, namely, that games can be used principally to maintain a good atmosphere in the class time and motivate students toward the English language learning.

In the investigation made by Izabella & Garces (2011) mention that games are used as didactic resources.

There exist multiple traditional games which use can be brought to the teaching-learning of a foreign language as for example the domino, the games with a board and dice of the type of —La oca, the multiple card games, etc. There is also a series of games directly thought to work with words: The Pictionary, the Scrabble, the Trivial Pursuit, etc. Once again, we have to insist on that we will have to adapt their use to the level of the students, but that they result very interesting because they bring a ludic dimension to the process of teaching-learning. This way, the students learn in a way that is familiar and significant. (p. 383)

One of the didactic resource to motivate students' learning is the use of educational games that allow adapting their use to the level of students and result dynamic, which it permits to feel motivated during the English classes. Implementing educational games as didactic resources in English classes facilitates the learning toward the acquisition of English language knowledge and the skills development.

### **The Games**

Deesri (2002 cited to Byrne, 1995) mentions the concept of games as a way of teaching.

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. (p. 2)

Games involve many factors such as rules, competition, relaxation, learning, and motivation in particular. Using games in class is to help students to learn in a fun way. It is very important that before playing the rules of the games must be clearly explained and well understood by the students. To apply the games, the demonstration is very helpful because it can help students understand the game and help them follow the rules.

In playing games, competition is very important because it can stimulate and encourage students to participate in the activity since naturally students want to beat the other teams. As it happens, in the dictation game students 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, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying. Deesri (2002)

Mubaslat & Amman (2012 cited to Richard-Amato, 1996), mention;

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 students' stress, and give them the opportunity for real communication. (p. 10)

Games help teachers to make their English classes more motivating. Using games into the classroom promote the dynamic and interactive learning. It helps to student's motivation, confidence, and the development to the skills also; it allows students to be more active participants into the class. Furthermore, games act as a didactic resource that helps to teacher to impart the classes making more fun and motivating to the students toward the learning English language. To sum up, the use of educational games is an effective resource for teaching English language in the classroom.

### **Advantages of games**

Games are considered a valuable resource; it can be applied in the teaching learning process. Using games to motivate students is the best way to encourage learning of new language.

In the research of Sánchez, Pérez Morfín, & Portillo Campos (2007 cited to Carrier, 1980) mentions some advantage about the use of games in the classroom.

- (1) Games give a variety of tools to facilitate the teaching-learning process;" in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.
- (2) Games raise the students' motivation" in such a way that students enjoy their learning so much that they might not realize they are doing so.
- (3) Games make students produce language subconsciously." This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without

worrying if they are doing right or wrong; they just produce it and achieve it.

- (4) Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class." In other words, games reduce the domination of the classroom done by the teacher. Ergo, there is not too much teacher talking time any more, only the necessary to model and moderate the activity. The teacher mainly observes students while they carry out the activity rather than exposing, explaining and correcting. (pp. 50-51)

There are many advantages using games inside teaching learning process. One of them is to help teachers to make their English classes more motivating, using games help teachers to maintain a good atmosphere inside the classroom, which it allows to motivate students toward the learning process. Besides, it helps students to have interest in the English language learning. Another advantage of using games inside teaching learning process is that it produces an interactive learning between students; it contributes to have an atmosphere of healthy competition, providing an outlet for the creative use of English language in a no stressful situation. To sum up, games have a great pedagogical value that help in the teaching-learning process.

### **Reasons for using games**

Games are positives at any moment that are applied because this makes students enjoy the activity. Furthermore, it helps teachers because teachers can use in any moment during the classes, for example, in the introduction, in the middle of classes and in the end of the classes, these are the reasons that games help to make English classes funnier. Games are very useful in a class because games provide an opportunity for students to use their language in a less formal situation.

Sánchez, Pérez Morfín, & Portillo Campos (2007 cited to Carrier, 1980) Say that there are three appropriate stages in a lesson where games can be used:

1. “As an introduction” to open the class in a stimulating way. At this point the teacher gets students’ interest in the language from the very beginning of the class.
2. “After the development of the lesson” to reinforce an item that the teacher considers necessary to review and/or to practice.
3. “At the end of the class” for closing lessons in a stimulating way, so students can have some practice of the item studied and the teacher can realize if the item is well achieved by students. (p. 52)

There are some reasons for using games because games are very useful in a class. Games provide an opportunity for students to learn the new language; students are motivated to learn when learners playing games. Using games automatically stimulate students' interest; a correctly introduced game can be one of the highest motivating techniques. Others Reasons for using games are; students experiment, discover, and interact with their environment. Through of playing games, students can learn English as the way children learn their mother tongue without being aware students are studying; thus without stress, students can learn a lot of. Even, using games help shy students to participate positively. To sum up, the reason for using games is to stimulate students’ interest in classroom activities and as a result, students become motivated and disposed to learn.

### **Deciding the game to apply**

The teacher' role is to decide when to use games and which games would be appropriate for students to develop in a class. It would seem easy; however, the teacher must consider many factors when deciding which games would be the most appropriate and most successful with his students at any time.

The principal factors teachers have to consider are related to the game itself, the students, the moment in which the game is applied, the time, the preparation but essentially on the objective: as to the game it is necessary to know: The main aim of having a game, in other words, to analyze perfectly the purpose of the activity. (Maritza, Perez, & Portillo, 2007). To apply games, the teacher must consider some aspects such as time, objective, preparation, and conclusion, it is important to know the purpose of each game that it is going to be applied in order to capture

the students' attention and facilitate the learning. The game is a resource that can be used at any level or type of education but usually the teacher uses very little because it ignores its many advantages. One of the advantages is that through of games the student has the opportunity to use the English language in the authentic communicative situations, with the purpose of interchange messages, and don't to be in the mechanic repetition activities that in several time it results boring.

### **Educational games in teaching English**

According to an article about ESL games (2016) mentions.

In teaching English as a second language to adult learners, educational games and fun activities are just as important as they are when teaching younger age groups. These adult oriented ESL games and activities help to build class cohesion, raise energy levels and most importantly, provide a framework in which learners are motivated to produce target language. (p. 2)

In teaching English language, educational game is the best option to motivate students' learning because educational games provide fun activities where students are active to participate, communicate and interact. In fact, using educational games in English language learners are motivated to acquire English language knowledge. Moreover, educational games help to stimulate the motivation in the students' learning toward English language.

### **Engaging educational games for all grades**

According to Pak (2015) argues that “Educational games add flair and student engagement to more tedious, yet necessary tasks like teaching math facts, grammar rules and vocabulary, reviewing for tests or even completing lab experiments. Adding an element of competition motivates and energizes students” (p. 3).

Fortunately, teachers can use educational games as didactic resource, which it helps to motivate English learning. The use of educational games inside teaching English language have a lot of benefits such as make interactive classes, produce

good learning where students can develop their skills and students feel energized and motivated toward English language learning. Furthermore, using games as motivational resource play a very important paper inside teaching learning process because it helps students to motivate and take more interest toward English class. Using games to motivate students is one of didactic resource that helps teachers to impart the class in a dynamic and fun way where students can interact in the classroom in a positive way. In fact, teachers can use educational games as resource to teach and finish with the disinterest that students have in the English language learning. Beyond of using games as didactic resource it provides motivation, lower students' stress, and give them the opportunity for real communication.

### **The Motivation**

According to Rehman & Bilal (2014 cited to Woolfolk, 1998) defines “Motivation as an internal state that arouses, directs and maintains behaviour”. (p. 254)

According to Rehman & Bilal (2014)sustains that “Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language”. (p. 255)

The motivation is a state of mind produced for the positive thoughts and activities that create interaction, dynamism, and fun. In this case, motivation refers to animate by personal enjoyment, interest, or pleasure. Teachers have to be able to apply the right strategy for every student in the classroom so that the teaching-learning process be successful and can motivate students.

### **Motivation in Education**

According to Stirling (2014) mentions that motivation is:

Motivation is a topic of interest to researchers in a variety of fields including psychology, human development, education, sociology, and business. In addition, the philosophical underpinnings and orientations of researchers vary, even within the field of academic motivation studies. As a result, perspectives vary and, in

some cases, researchers have developed constructs and terminology that express similar ideas using different terms. (pp. 2-3)

Motivation is the motor that moves all actions in human activities. For that reason, it is very important to apply the motivation in the teaching-learning process. Using or implementing games as didactic resources to motivate student toward English learning is so important because when a student feels motivated the student can interact, learn more and communicate without afraid of make mistakes.

### **Motivation in second and foreign language learning**

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Zolt' n Dörnyei, 2009). To teach a second language, first is important the motivation because it has a fundamental influence in students learning process. Motivation helps in a positive way toward the new language learning L2, to motivate students learning is important to implement educational games because games provide a dynamic and interactive contribution, if there is dynamism and interaction during the second language learning then there is motivation to learn. “The importance of motivation in L2 acquisition through research researcher concluded that Chinese learner were interactively motivated while learning English whereas Mexican American were instrumentally motivation” (Oller *et al* 1977). Clearly, using educational games as didactic resources produce student’s motivation toward English learning language because games create a positive atmosphere where students can interact, participate, communicate and obtain a good knowledge in the English language learning.

### **Motivation in the ESL/EFL Classroom**

According William Littlewood (1987) observed that in second language learning motivation is very important.

In second language learning as in every other field of students learning, motivation is the critical force which determines if a student embarks on a task at all, how much energy students devotes to it, and how long students perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation. (p. 53)

The motivation in a second language is very important because it provides stimulation during the learning. Moreover, if students are motivated is more easy the knowledge acquisition in a second language. For this reason, is very important that teacher uses educational games into English language teaching in order to motivate to the students and facilitate the teaching learning process.

### **How Motivation Affects Learning and Behaviour**

“Motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities” (Ormrod, 2014). It has been shown that motivation is very important for success in any area. It is a force that directs the actions and behavior of each person. Sometimes motivation is not durable, a person can start something and not completed due lack of motivation, so researchers are trying to study new ways to stay motivated in the classroom all the time so that students can be motivated all the time.

### **Five key ingredients for improving student motivation**

These five ingredients for improving student motivation is very important because it facilitates the learning allowing that the students and teacher interact in a dynamic and motivating way. Moreover, all of these ingredients must be taken into account in the teaching- learning process because these are fundamental elements that teacher must know to apply in the class and motivate students' learning.

According to Williams & Caroline (2016 cited to some authors such as Lengnick-Hall and Sanders, 1997- Montalvo, 1998- Olson, 1997- Truby, 2010- Rumsey, 1998) show the five ingredients for improving student motivation. (págs. 2-15)

### **Ingredient 1: Student**

The student's role in education is crucial and should go beyond the traditional view of student as customer or recipient of knowledge. In addition to the roles of buyer and recipient," students are the raw materials for education and the primary products of educational transformations; and most important students are key members of the labor force involved in creating education" (Lengnick-Hall and Sanders, 1997)

In order to improve motivation, the student must be considered as the most important element in the educational system, who have unique abilities and skills as well as specific backgrounds that determine the kind of learning that is appropriate for specific knowledge. Student represent the clay that can molded according the creativity of the teacher who is directing and leading them. For that reason, it is important to get to know each student's motivators.

### **Ingredient 2: Teacher**

Students display more motivational benefits from teachers they like over teachers they dislike (Montalvo, 1998). However, education is much more than a personality contest. The role of teachers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. Professional educators should be given latitude to test individual approaches based on strategic goals and incentive systems. Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction to share views on what is effective. Overall, teachers should do unto the students as they would want done unto themselves. The following suggestions are offered regarding Ingredient 2 or teacher contributions to student motivation.

Teachers can lead to different levels of motivation in the students since teachers are the leaders of the class, all the attention is directed to them, this factor can be beneficial or negative according to the attitude of the person who is in charge of teaching. If the results

are not appropriate, the entire responsibility goes to the teacher. Therefore, they have to get aware of the importance of motivation in the classroom considering that each student is unique.

### **Ingredient 3: Content**

At the least, content must be accurate and timely. However, content also should be relevant and useful to the student in his or her life. Olson (1997) notes that student motivation depends on the extent to which the teacher is able to satisfy the student's need for feeling in control of their learning, feeling competent, and feeling connected to others.

- ✓ **Students experience success and achievement:** Ensuring that students experience success is an extremely important strategy for motivation. Success creates self-confidence, which in turn makes students more inclined to engage in learning.
- ✓ **Student ownership:** Students feel some ownership of a decision if they agree to it. Whenever possible, students should be allowed to determine class rules and procedures, set learning goals, select learning activities and assignments, and decide whether to work in groups or independently.
- ✓ **Student choices:** Human beings are naturally curious and self-directed, that is, they want to learn, make choices, and achieve (Truby, 2010). As a result, students will be more motivated when they are given choices.
- ✓ **Build competency:** Content that builds students' competency requires assignments that challenge students' beliefs, actions, and imaginations. This can be done by having them investigate and respond to issues relating to survival, quality of life, problem solving, and/or real products and situations.
- ✓ **Creativity and critical thinking:** Competence also is learned from experiences that involve both creative and critical thinking. Creative and critical thinking requires the student to define the task, set goals, establish criteria, research and gather information, activate prior knowledge, generate additional ideas and questions, organize, analyze, and integrate all the information. (Olson, 1997)

In order to achieve the right motivation, content must be interesting for the students. A specific content may be appealing for a specific student; at the same time, it can be boring for another student. Therefore, the content must be carefully related to the preferences of the student, which can vary according to their age, background, religion, culture and

personal traits. The content must be dynamic so that students do not get bored in the middle of the task or lesson.

#### **Ingredient 4: Method/Process**

The method or process is the way in which content is presented, that is, the approach used for instruction. Two basic approaches for supporting and cultivating motivation in the classroom are creating a classroom structure and institutional method that provides the environment for optimal motivation, engagement, and learning; and helping the student to develop tools that will enable him or her to be self-regulated

- ✓ **Incentives:** Educators could experiment with monetary incentives but budgets usually do not allow this possibility. Another option is to help the student get a scholarship/job/work study or participate in a sponsored competition featuring financial awards.
- ✓ **Reinforcement strategies:** Two reinforcement strategies have been found to lead to significantly higher test scores: reviewing the concepts delineated on the study guide and silent reading of class notes.
- ✓ **Positive social interactions:** When students have positive social interactions with their peers or teacher, they will become more engaged in learning. Social interaction can occur when students work in groups, have group discussions, group projects, and group presentations.

#### **Ingredient 5: Environment**

Environment is the fifth key ingredient of student motivation. First of all, an environment must be available and accessible. Thereafter, that environment must be of a quality or caliber that contributes to the motivation of the students. For example, if an environment is not safe, it is difficult and maybe even unwise to put all of your attention on learning. On the other hand, an environment of openness and freedom to learn from our mistakes can foster motivation to learn. Also, the environment can be physical as well as mental, emotional, and even spiritual in some regard.

- ✓ **Create an effective environment:** According to Rumsey (1998), when creating an effective environment, educators need to consider the following:
  - Overall approach to material presentation and development.
  - Examples coming before and after detailed discussions of the concepts.
  - The use of engaging classroom activities.

- In-depth discussions or simulations.
- The use of good business or organizational problems rather than contrived.

**Examples.**

- The use of real-life exercises throughout that are varied in scope and field of application.
- Using applications relevant to students' everyday experiences or to their chosen career fields.
- Creating situations in which the students perceive themselves as academically productive.
- Fostering positive peer social interaction and exchange,
- Decreasing peer aggression,
- Moving from simple to more complex problems,
- The use of a good solidly written text in a traditional format,
- Incorporation of some modern or future components that concern students,
- Motivating by example and by encouraging student discovery,
- Developing positive attitudes,
- Making sure that academic tutoring is available,

Teachers need to know innovators resources that help them in the educational contribution, which it allows to have a better environment in the development of the class. Teachers need to follow some strategies, use some teaching resources, and some of the pedagogical ingredients to improve in the English language teaching process. All ingredients for improving student motivation must be motivators in order to guide students toward learning process. To solve the demotivation problem, one option would be to use educational games that stimulate the student's motivation and to apply all these ingredients as didactic resource to solve the problems that there are in the educational process.

## **9. SCIENTIFIC QUESTIONS**

- Which are the appropriate didactic resources to the English language teaching-learning process?
- What games can be implemented as a didactic resource into English language teaching learning process?
- Does the application of educational games motivate students toward English language learning?

## **10. EXPERIMENTAL AND METHODOLOGY DESIGN**

This research was focused on a qualitative method because it helps to study the reality of the problem finding out specific information for building the knowledge, which permits to solve the problem that has this research project. Furthermore, this research applies an exploratory- descriptive design, it is explorative because it allows to obtain information on the possibility to carry out a more complete research about a particular context of the real life, and it is descriptive because it

relates with conditions and connections existences, practices that have validity, people opinions, and people point of view. Through of these designs, it will diagnose the pedagogical value of games in order to implement games as an effective didactic resource in the English language teaching-learning process. Besides, it will help to select information that demonstrates the educational values of games have inside education. Finally, it will be implemented as didactic resource to make English classes funnier and motivate students toward English language learning.

The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. It was used surveys that were guided to Students at “Ines Cobo Donoso” Educational Unit, which helped to know their preferences. The researcher's observation helped to determine that the implementation of games as didactic resource help in a positive way to teach English and an interview made to two teachers from High School mentioned above, it helped to evidence that teachers do not use games to make English classes funnier and motivate the students' learning.

## **11. ANALYSIS AND DISCUSSION OF THE SURVEYS APPLIED TO STUDENTS AT “INES COBO DONOSO” EDUCATIONAL UNIT**

**Objective:** To collect information in order to determine if the use of educational games as an effective didactic resource motivate the English classes.

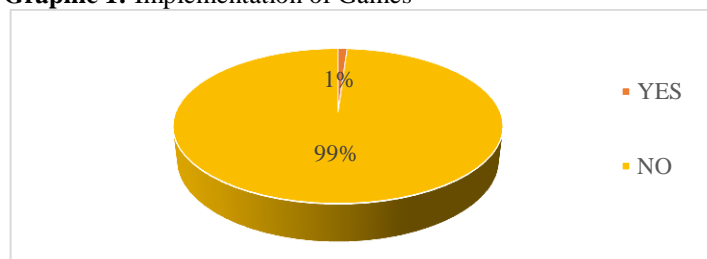
### **1. –Does English teacher use games to teach?**

**Chart 1:** Implementation of Games

<b>VARIABLE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
YES	1	1%
NO	92	99%
TOTAL	93	100%

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.”  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David.

**Graphic 1:** Implementation of Games



**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.”  
**Elaborated by:** Chaluisa Ante Nancy Offelia, Ullco Espin Edison David.

## DATA ANALYSIS AND DISCUSSION

The data from the graphic above shows that 1 student that represent the 1% said that teachers use games to teach while 92 students that represent 14% said teachers do not use games to teach.

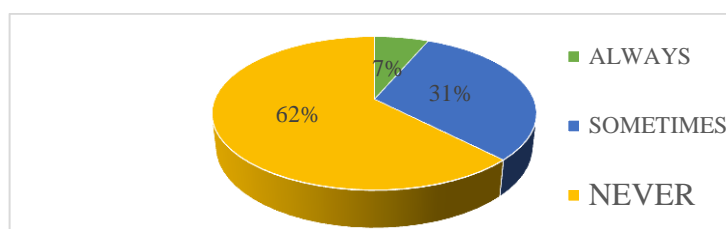
The data recollection demonstrates that teachers do not use games into English language teaching which it demonstrates demotivation in student’s learning toward the L2 learning. Namely, students need that teachers apply educational games during the class because games help to learn more and to develop the student’s skills. According to Richard-Amato (1996) mentions, “Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication”. It is important to use educational games like a didactic resource because it helps to motivate students toward English learning in a fun way giving the opportunity for real communication.

### 2. - How often does the teacher implement games in the class?

**Chart 2:** Implement games

VARIABLE	FREQUENCY	PERCENT
ALWAYS	6	7%
SOMETIMES	29	31%
NEVER	58	62%
TOTAL	93	100%

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.”  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

**Graphic N 2:** Teacher uses didactic games.

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.

**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

## DATA ANALYSIS AND INTERPRETATION

According to the ninety-three respondents 6 students that represent to 7% said always, and 29 which represent 31% said sometimes, by other hands, the majority of students 93 that represent 62% mentioned that teacher never implement or use games in the classes.

The results about the question indicates that teachers almost never do not use games as didactic resources to motivate students' learning, for this reason learners are demotivated in the English language learning. It can be that teachers do not know how to use or teachers do not take importance. According to Marchena (1996) mentions: “the game must be integrated in the didactic unit, and the goals intended subjected to: the class room and the number of pupils, their previous knowledge and interest and the time and material available. Some interesting games are plays on words, action games, table games and logical problems”. It is recommendable that teachers use educational games during the English classes in order to facilitate the student’s learning and at the same time create an atmosphere of motivation and participation inside English classes.

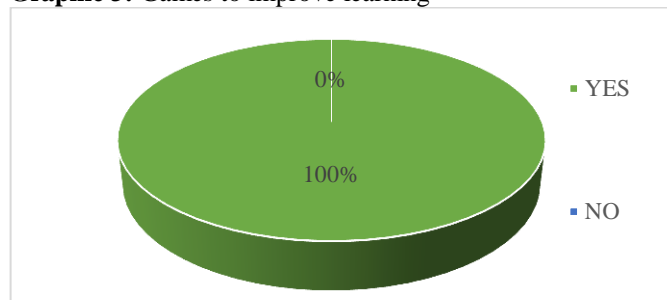
### 3. - Do you think the games help to learn more?

**Chart 3:** Games to improve learning

VARIABLE	FREQUENCY	PERCENT
YES	93	100%
NO	0	0%
TOTAL	93	100%

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.”

**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

**Graphic 3:** Games to improve learning

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujili.  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

## DATA ANALYSIS AND DISCUSSION

The data from the graphic above shows that 93 students that represent the 100% said that games help them learn more.

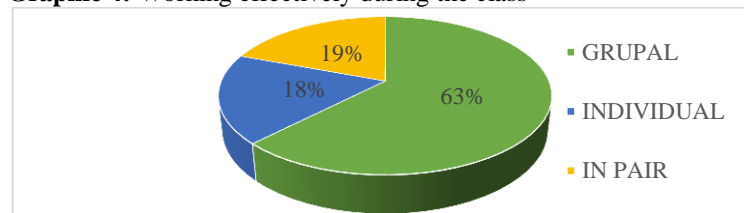
Positively, the results demonstrate that games can be one of the didactic resources that motivate the student’s learning facilitating the knowledge acquisition in the English language; furthermore, using games can facilitate the development of the skills in the students such as listening, reading, writing and reading. In fact, education games have a way of facilitating the English language teaching allowing teachers to have one positive resource more to apply during the teaching. According to Deesri (2002) mentions that, “the main focus of using game in class is to help students learn and have fun”. Clearly, games must be implemented during the English classes because students learn much better using games and at the same time, it provides motivation toward a significance learning.

### 4. - Do you prefer working in-group, individual or in pair?

**Chart 4:** Working effectively during the class

VARIABLE	FREQUENCY	PERCENT
IN GROUP	58	63%
INDIVIDUAL	17	18%
IN PAIR	18	19%
TOTAL	93	100%

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujili.  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

**Graphic 4:** Working effectively during the class

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujili.  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

## DATA ANALYSIS AND INTERPRETATION

According to this question, the data from the graphic above shows that 18 students that represents 19% said in pair, and 17 students that represent 18% said individual, while 58 students that represent 63% said in-group.

According to the results, students prefer to work in-group, which it demonstrates the teacher role where the teacher is the fundamental guide inside class; teacher is the guide who decide how impart the class and work during the class. Teacher must organize and makes the class, depend on teacher if the class is boring, dynamic, fun, etc. for this reason teacher must be to know how to work with students. According to Williams and Caroline (2016) mention: “When students have positive social interactions with their peers or teacher, they will become more engaged in learning. Social interaction can occur when students work in groups, have group discussions, group projects, and group presentations”. For this reason, teacher must select the adequate form to work with his students and make the English classes funnier, if teacher select work in groups, in pair or individual, teacher can use educational games to make English classes funnier and create students’ motivation.

### 5. - What kind of didactic resources does the teacher use in class?

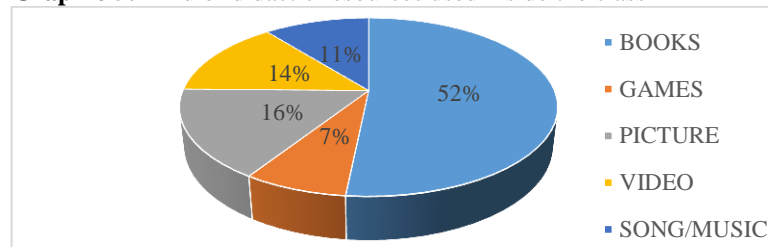
**Chart 5:** Kind of didactic resources used inside the class

VARIABLE	FREQUENCY	PERCENT
BOOKS	48	52%
GAMES	7	7%
PICTURE	15	16%
VIDEO	13	14%
SONG/MUSIC	10	11%

TOTAL	93	100%
-------	----	------

**Source:** Students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.”  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

**Graphic 5:** Kind of didactic resources used inside the class



**Source:** Students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

## DATA ANALYSIS AND DISCUSSION

The survey that was made to 93 students that represent at the 100% of the population, the answer according to this question. “What kind of materials does the teacher use in class?” The minority of students, which represent at 7%, mention the games.

Games is one of the activities that students prefer, because games provide a lot of advantages which it helps students to learn without afraid, students can participate, communicate, and interact. According to (Sánchez Perez Morfin and Portillo Campos) mention: “Games raise the students’ motivation in such a way that students enjoy their learning so much that they might not realize they are doing so”. For this reason, the implementation of educational games as didactic resource will help to motivate students toward English language learning.

### 6. Do you consider the use of educational games motivate the leaning?

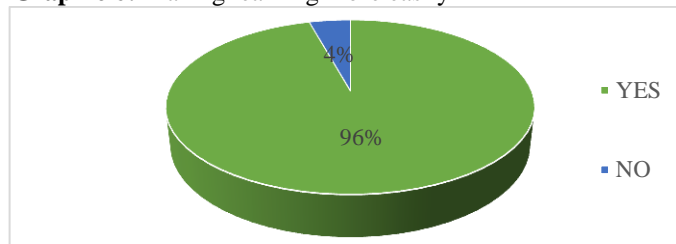
**Chart 6:** Making learning more easily

VARIABLE	FREQUENCY	PERCENT
YES	89	96%
NO	4	4%
TOTAL	93	100%

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.”

**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

**Graphic 6:** Making learning more easily



**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujili.

**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

## DATA ANALYSIS AND DISCUSSION

According to data recollection indicates that 4 students that represent 4% mention no. While 89 students that correspond 96% consider that the use of educational games motivate the leaning.

The result shows clearly that through educational games students can motivate and improve their skill because, this is the path that students need to learn more easily with this process the student captures the learning with more facility of an effective way. According to Deesri (2002) mentions: “While playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying”. For this reason, the student needs that teacher applies games, which it allows them to promote the learning of new words, new vocabulary, grammar, writing, listening, etc. Additionally, it provides motivation toward the English language learning.

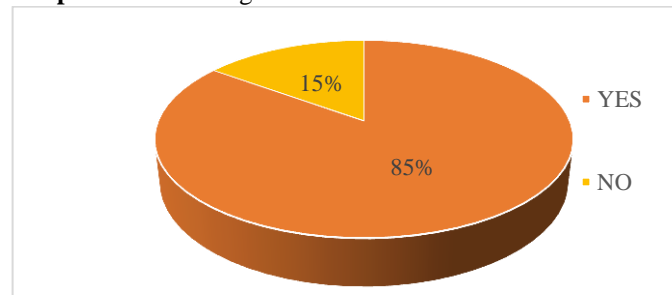
### 7. Does the implementation of games increase your academic level?

**Chart 7:** Increasing academic level.

VARIABLE	FREQUENCY	PERCENT
YES	79	85%
NO	14	15%
TOTAL	93	100%

**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

**Graphic 7:** Increasing academic level.



**Source:** students of 9th year of the educational unit “INES COBO DONOSO” Pujilí.  
**Elaborated by:** Chaluisa Ante Nancy Ofelia, Ullco Espin Edison David

## DATA ANALYSIS AND DISCUSSION

The data from the graphic above shows that 14 students that represent the 15% said no. While 79 students that represent 85% said that with implementation of games will increase their academic level.

The result show that is very important to implement educational games in the English classes, because, it allows students to learn more and as result it will help to increase their academic level. According to Fromme (2003) agreed with McFarlane and Sakellariou (2002) mention “Games enable students to acquire new experiences within a foreign language and add diversion to the regular classroom activities. Thus, creating a relaxed atmosphere in which students remember things faster and better”. The implementation of games during the English classes is the best option to teach playing, having fun, and increasing students' learning. If students increase their learning, then students increase their academic level.



**TECHNICAL UNIVERSITY OF COTOPAXI**

ACADEMIC UNIT OF ADMINISTRATIVE AND  
HUMANISTIC SCIENCE



### CLASS OBSERVATION SHEET

<b>Grade:</b> 9th GBE	<b>School's Name:</b> "INES COBO DONOSO" Educational Unit
<b>Researchers' Observation names:</b> Ullco Espin Edison David-Chaluisa Ante Nancy Ofelia.	<b>Date:</b> 17 <sup>th</sup> May , 2016
<b>Applied Games:</b> Running Dictation Game-To be a detective Game.	<b>School year:</b> 2015 – 2016

<b>Objective:</b> To know if games help to motivate the English language learning.		
<b>USING EDUCATIONAL GAMES TO MOTIVATE ENGLISH LEARNING.</b>		
<b>EVALUATION CRITERIA</b>	<b>ASSESSMENT</b>	
	Yes	No
Do students show interest toward English language learning?	<b>X</b>	
Do games act like an efficient didactic resource to motivate English learning?	<b>X</b>	
Does the implementation of educational games facilitate the students learning?	<b>X</b>	
Does game give the opportunity to develop the students' language skills in the English language learning in a satisfactory way?	<b>X</b>	
Are students motivated during the English class?	<b>X</b>	
Is there interaction and dynamism during the English class?	<b>X</b>	
Does the application of games encourage students to learn independently as well as work collaboratively?	<b>X</b>	
Does educational games allow making English classes funnier and motivating students toward English learning?	<b>X</b>	

### RESEARCHER'S OBSERVATION

The researchers' observation from the present study indicate that the use of games as a didactic resource to motivate students toward English language learning, among ninth year students had a good effect on the student's motivation. The researchers work carried out with these students showed that there was a noticeable change on students' knowledge after of implementation of games as

didactic resource. Therefore, the researchers can state that the strategy suggested in the present research work facilitated the student's learning. The findings obtained from the observation indicates the students' progress.

The findings obtained from the researcher's observation showed a great effect on the perception of students about the using games to learn English language. After the intervention, the students had a considerable change on their motivation for learning, which was reflected in the obtained results.

The strategy proposed in this research worked well and it played an important role on involving students in the English learning. The use of educational games as a didactic resource helped to provide student's motivation, to reduce students' stress, and gave them the opportunity to develop language skills in the English language learning in a satisfactory way. Furthermore, it was a pleasurable way to get their attention and interest.

The conclusion that can be drawn from these facts is that this work gave to the researchers a big opportunity to get an experience on teaching field. It could to achieve main goal that was to implement the use of educational games as a didactic resource in order to motivate English study as a foreign language. It also helped to improve our skills in planning, elaborating tests, observing students' progress, assessment, and organizing our classes better. For all these reasons it would be fair to conclude that; qualitative research is an interesting and innovative design in which it allowed to see students work collaboratively with the rest in order to improve the English language learning. Finally, English practice is necessary to bring a positive change on students.

#### **ANALYSIS OF INTERVIEW APPLIED TO THE ENGLISH TEACHER AREA**

Two of four English teachers from "Ines Cobo Donoso" Educational Unit were involved in the interview one man and one women. Teachers was questioned in relations to the research project, which helps to determine the point of view about some questions.

The first question on the interview was, do you think it is useful to use games in teaching English Language?

The first teacher (man) interviewed said: I think yes, although I have never used games for teaching English language during the class but in some cases, I have used games just like warm up. I believe that using games in the class to teach English give and excellent result in the students learning. I think that the game is one of the useful resources to teach English, it is fundamental because using games in the classroom we can create an excellent atmosphere where the students can interact participate and have a good learning. In fact, since today I am going to start using educational games to facilitate the students learning. Therefore, her conclusion if teachers use games frequently teacher can motivate students toward English language learning.

The first interviewed teacher answered the next question. Do you believe that games create an interactive environment in the classroom?

Okay, as I mention before I think that games create an environment in which students feel motivated to work during the classes. For example, in my professional life and experience as English teacher I have seen that applying games just as warm up provide dynamism, interaction and brake the students stress. If English teachers would apply games during the English classes time or in all time it would create and positive and interactive environment allowing motivate to the students toward English language learning. To conclude, he said that certainly, games provide motivation and create an interactive environment in the classroom then students are motivated to learn more.

Following the interview, the next English teacher (woman) was interviewed. She was listening the before interview. The third question was; do you agree that games facilitate learning a foreign language?

Of course, I agree because I think that games have an educational contribution, which it allows to facilitate the second language acquisition furthermore as my partner mentioned before using games create a positive, and interactive environment allowing facilitate students' learning in an interactive and dynamic way. Sincerely, I have not used games during my class but thinking well I am going to start use more frequently to awaken the student's interest toward English learning. Additionally, teacher mentioned that to facilitate L2 learning with games we can use different material or resources such as: flash cards, blackboard, slides, and materials that teacher has around the classroom in order to make English classes funnier and help to facilitate the students learning in the second language.

As the last question the second interview was, do games encourage students to learn independently as well as work collaboratively?

She responded that, I believe that games are good resource to motivate student's skills really using games in the class as teacher I am going to help to encourage students learning, using games we are going to motivate learning students, with this process student can learn in both ways they can learn independently or working collaborative. For example, I have sometimes used games in warm up activities. The effect that games causes are very positive because during the warm up no more than five minutes I can see that through games students can interact learn more, then if we apply games during the teaching process we can facilitate the students learning, it is an excellent idea to use games to motivate students.

### LESSON PLAN

<b>Group:</b> There are 34 Students in this group, 1 woman and 33 men. Most of them are between 16 and 18 years old, who understand different way according to the level.		<b>Date:</b> 17 <sup>th</sup> May, 2015	<b>Time:</b> 6 <sup>th</sup> period (40')	<b>No. of students:</b> 34 With multiple intelligent.
<b>Recent topic work:</b> Present perfect tense.		<b>Recent language work:</b> Listen to the Song. (I haven't found what I'm looking for lyrics)		<b>Unit topic:</b> What have you done lately?
<b>AIMS:</b> This activity will evaluate to the students the comprehension about present perfect tense.				
<b>Objectives:</b> To know new verbs, at the same time it provides the opportunity to practice about present perfect tense (Grammar).				
<b>Assessment:</b> Students are going to listen to the song and complete the activities.				
<b>Materials:</b> Audio, board, sheet of paper, markers, flashcards.				
<b>Anticipated problems-solution:</b> Learners will have problems with the pronunciation of new verbs. - Teacher must repeat with the correct pronunciation.				
Timing	Teacher activity	Student activity	Success indicators	
10'	- Explanation of the new verbs that are into the song.	-Students will pay attention carefully.	-Learners can improve listening.  - Students use new verbs.  - Student can identify the present perfect tense.	
5'	- Ask students listen to the song.	- Students must listen to the song carefully.		
10'	-Tell students "stand up" when listen to the verbs and "sit down" when listen to the present perfect tense into the song.	- Students must follow the instructions and participate into the class.		
5'	-Give instructions to complete the song.	-Students will pay attention to complete the activities.		
<b>Additional possibilities:</b> Check the verbs.				
<b>Homework/Further Work:</b> Study the verbs.				

## **12. IMPACT**

The present research project would facilitate the English language teaching-learning process, establishing some theoretical bases in a social problem, which would help other researcher to use this information to implement some proposal to solve the problem of demotivation toward the English language learning process. Besides, the impact would be of great importance due to teachers could take this research work like evidence of a different way of motivate students using games inside classroom; it has specific information about the implementation of games like an effective didactic resource to motivate students toward English learning.

## 14. CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

- Fortunately, there is an appropriate didactic resource for teaching English language, which it provides motivation, interaction, participation and dynamism in the students toward English language learning. It is the use of educational games into teaching-learning process. Besides, using educational games as a didactic resource to teach English language is a new way to make English classes funnier and motivate students' learning.
- Clearly, educational games have a pedagogical value in the educational environment that helps to motivate students toward English language learning in a positive way. According to Mubaslat & Amman (2012 cited to Richard-Amato, 1996), mention; “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 students' stress, and give them the opportunity for real communication”.
- The application of these educational games into English classes such as: “TRIVIA GAME, RUNNING DICTATION GAME, MAGIC BOOK GAME, TO BE A DETECTIVE GAME AND MAGIC BOX GAME” showed that it is feasible to make because it demonstrated that using games students can interact, communicate, learn and feel motivated toward learning English.

## RECOMMENDATIONS

- ✓ English teachers must implement educational games as a didactic resource to make English classes funnier and to create a comfortable and friendly atmosphere inside classroom where students might feel more motivated in expressing themselves in the L2 (second language).
  
- ✓ For making English classes funnier and obtaining good results in the students' learning teachers must use educational games to the development of each skill, in these cases teachers must apply or use educational games that help to develop the four skills such as listening, speaking, reading and writing.
  
- ✓ For obtaining a good atmosphere into English classes where students participate, interact and motivate toward English language learning. It is recommendable that teachers use these educational games such as “TRIVIA GAME, RUNNING DICTATION GAME, MAGIC BOOK GAME, TO BE A DETECTIVE GAME AND MAGIC BOX GAME”.

## 15. REFERENCES

- Awad, A., & Ziyad , A. (2012, Noviembre 20). *Using Games to Promote Students' Motivation towards Learning English*. Retrieved from [http://www.qou.edu/arabic/magazine/journal\\_Edu/issued1\\_5/research12.pdf](http://www.qou.edu/arabic/magazine/journal_Edu/issued1_5/research12.pdf)
- Becker, H. (2011, Agosto 3). Retrieved from ENGLISH LANGUAGE: [http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL\\_SPE\\_D\\_resource\\_guide.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL_SPE_D_resource_guide.pdf)
- Cerbin, B. (2010, Abril 5). *uwilax.edu/catl/studentlearning/presentations*. Retrieved from Collaborative Learning Techniques Workshop Handouts: <http://www.uwilax.edu/catl/studentlearning/presentations/collaborativelearningtechniqueshandout.pdf>
- Clare, J. (2015). The Difference in Cooperative Learning & Collaborative Learning. *Teachers with Apps*, 1.
- Council, B. (2016, Agosto 8). *Ways of Motivating EFL/ ESL Students in the Classroom*. Retrieved from <https://www.teachingenglish.org.uk/blogs/alexenoamen/ways-motivating-efl-esl-students-classroom>
- Deesri, A. (2002, Septiembre 9). *iteslj.org/Techniques/Deesri-Games*. Retrieved from Games in the ESL and EFL Class: <http://iteslj.org/Techniques/Deesri-Games.html>
- Dictionary, T. F. (2016, Agosto 23). *Resource*. Retrieved from <http://www.thefreedictionary.com/resource>
- Felder, R. M., & Brent, R. (2007). *Active Learning: Models from the Analytical Sciences, ACS Symposium Series 970*. Retrieved from Cooperative Learning\*: <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLChapter.pdf>
- Garcia, O. (2010, Octubre 18). *title=Educational\_technology*. Retrieved from Didactic Resources for Teaching English: <http://ladyinatdidacticcourse.blogspot.com/>
- Gavilánez, R. (2011, Septiembre 4). *Didactic resources*. Retrieved from <http://es.slideshare.net/naragm7/didactic-resources>
- Harrison, F. (2003). *Using\_learning\_resources\_to\_enhance\_teaching\_-\_learning*. Retrieved from Using Learning Resources to Enhance Teaching: [http://www.faculty.londondeanery.ac.uk/e-learning/small-group-teaching/Using\\_learning\\_resources\\_to\\_enhance\\_teaching\\_-\\_learning.pdf](http://www.faculty.londondeanery.ac.uk/e-learning/small-group-teaching/Using_learning_resources_to_enhance_teaching_-_learning.pdf)

- Izabella, H., & Garces, A. (2011, Mayo). *TRANSLATION FROM SPANISH INTO ENGLISH OF THE BOOK; "DIDACTICA DEL INGLES"*. Retrieved from NATIONAL UNIVERSITY OF LOJA EDUCATION, ART AND COMMUNICATION AREA ENGLISH LANGUAGE CAREER: <http://dspace.unl.edu.ec/jspui/bitstream/123456789/2893/1/GUAMAN%20OHILDA%20-%20ZHANAY%20JULIA.pdf>
- Jiménez, F., & Peñaloza, A. (2011, Febrero 12). *dspace.unl.edu.ec/jspui/bitstream*. Retrieved from Education, Art and Communication Area: <http://dspace.unl.edu.ec/jspui/bitstream/123456789/2896/1/JIMENEZ%20FLAVIO%20-%20PE%20C3%91ALOZA%20ADRIANA.pdf>
- Lai, E. R. (2011, Abril 4). *images.pearsonassessments.com*. Retrieved from Motivation: A Literature Review: [http://images.pearsonassessments.com/images/tmrs/Motivation\\_Review\\_final.pdf](http://images.pearsonassessments.com/images/tmrs/Motivation_Review_final.pdf)
- Littlewood, W. (1987). *Motivation in the ESL/EFL Classroom*. Retrieved from <https://www.teachingenglish.org.uk/blogs/alexenoamen/ways-motivating-efl-esl-students-classroom>
- Mahmoud, A. A., & Ziyad, A. T. (2012, Agosto 27). Retrieved from Using Games to Promote Students' Motivation towards Learning English: [http://www.qou.edu/arabic/magazine/journal\\_Edu/issued1\\_5/research12.pdf](http://www.qou.edu/arabic/magazine/journal_Edu/issued1_5/research12.pdf)
- Marchena, Ó. G. (2006). *From: CAP, Materiales educativos: Inglés. Fco Lorenzo el alii. Sevilla*. Retrieved from Didactic Resources: <https://ummacourse.wikispaces.com/file/view/Didactic.Resources.for.Teaching.English.pdf>
- Maritza, M., Perez, A., & Portillo, V. (2007, Julio 27). *Dialnet-InteractiveGamesInTheTechingLearningProcessOfAFore*. Retrieved from Interactive games in the teaching-learning process of a forenge language.: <file:///C:/Users/PC1/Downloads/Dialnet-InteractiveGamesInTheTechingLearningProcessOfAFore-2929437.pdf>
- Medina. (2003). *Káñina, Rev. Artes y Letras, Univ. Costa Rica XXXVI (2): 233-251, 2012 / ISSN:0378-0473*. Retrieved from <https://es.scribd.com/document/291242892/Didactic-Strategies-for-Teaching-English-as-a-Foreign-Language>
- Miller, S., & Fox, D. (2005, Abril 15). */positions/whatisenglished*. Retrieved from What Is English Education: <http://www.ncte.org/cee/positions/whatisenglished>
- Moayad, M. M., & Amman, J. (2011). *maniamub@yahoo.com*. Retrieved from The Effect of Using Educational Games on the Students' Achievement in

English Language for the Primary Stage:  
<http://files.eric.ed.gov/fulltext/ED529467.pdf>

Mubaslat, M. M. (2012). *The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage*. Retrieved from <http://files.eric.ed.gov/fulltext/ED529467.pdf>

Mubaslat, M. M., & Amman, A. (2012, 12 8). *Achievement in English Language for the Primary Stage*. Retrieved from The Effect of Using Educational Games on the Students' learning: <http://files.eric.ed.gov/fulltext/ED529467.pdf>

Mukherjee. (2002). *nti-nigeria.org/nti-pgde/PGDE-8*. Retrieved from Psychology of Education (PDE 106): <http://www.nti-nigeria.org/nti-pgde/PGDE-8.pdf>

Navarro, D., & Piñeiro, M. (2013, Julio 2). *DIDACTIC STRATEGIES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SEVENTH AND EIGHT GRADES IN SECONDARY SCHOOLS IN COSTA RICA*. Retrieved from <http://revistas.ucr.ac.cr/index.php/kanina/article/viewFile/6479/6178>

Navarro, D., & Piñeiro, M. (2012). *Kañina, Rev. Artes y Letras, Univ. Costa Rica XXXVI (2): 233-251, 2012 / ISSN:0378-0473*. Retrieved from DIDACTIC STRATEGIES FOR TEACHING ENGLISH AS A: <http://revistas.ucr.ac.cr/index.php/kanina/article/viewFile/6479/6178>

Ormrod, J. (2014, Abril 30). *motivation-affects-learning-behavior*. Retrieved from How Motivation Affects Learning and Behavior: <http://www.education.com/reference/article/motivation-affects-learning-behavior/>

Padrón, C., Dodero, J., & Díaz, P. (2015, December 24). *clpadron, jmdodero,pdp}@inf.uc3m.es, 2 aedo@ia.inf.uc3m.es*. Retrieved from The collaborative development of didactic materials: [file:///C:/Users/MI-EQUIPO/Downloads/ComSIS\\_nnn-2201.pdf](file:///C:/Users/MI-EQUIPO/Downloads/ComSIS_nnn-2201.pdf)

Pak, R. (2015). *Engaging Classroom Games for All Grades*. Retrieved from <http://www.teachhub.com/engaging-classroom-games-all-grades>

Prensky. (2011, Abril). *Educational game*. Retrieved from Wikipedia the free encyclopedia: <http://teachinglearningresources.pbworks.com/w/page/35130965/Educational%20Games>

Rehman, A., & Bilal, H. (2014, Enero). *The Role of Motivation in Learning English Language for Pakistani Learners*. Retrieved from [http://www.ijhssnet.com/journals/Vol\\_4\\_No\\_1\\_January\\_2014/29.pdf](http://www.ijhssnet.com/journals/Vol_4_No_1_January_2014/29.pdf)

Sánchez, M. M., Pérez Morfín, A., & Portillo Campos, V. (2007, Junio 4). *Universidad de Quintana Roo*. Retrieved from Interactive games in the

teaching learning process: file:///E:/Downloads/Dialnet-InteractiveGamesInTheTeachingLearningProcessOfAFore-2929437%20(2).pdf

- Sasson, R. (2016). What Is Motivation and How to Strengthen It. *SuccessConsciousness*, 1.
- Schuna, C. (2015, Diciembre 17). *The Advantages of Playing Learning Games with Kids*. Retrieved from livestrong: <http://www.livestrong.com/article/214084-the-advantages-of-learning-games-for-kids/>
- Sigurðardóttir, S. D. (2010, Abril 8). *skemman.is/stream/get*. Retrieved from The use of games in the language classroom: <http://skemman.is/stream/get/1946/6467/13457/1/Sigridurdogg2010.pdf>
- Smith, B. L., & MacGregor, J. (1992). *Washington Center for Improving the Quality of Undergraduate Education*. Retrieved from What is Collaborative Learning?: <http://evergreen.edu/facultydevelopment/docs/WhatisCollaborativeLearning.pdf>
- Stirling, D. (2014, May 31). *MOTIVATION IN EDUCATION*. Retrieved from Learning Development: [http://www.learndev.org/dl/Stirling\\_MotEdu.pdf](http://www.learndev.org/dl/Stirling_MotEdu.pdf)
- Wang, Y. J., Shang, H. F., & Briody, P. (2011, Noviembre 28). *Investigating the Impact of Using Games in Teaching Children English*. Retrieved from International Journal of Learning & Development: <http://www.macrothink.org/journal/index.php/ijld/article/viewFile/1118/874>
- Wang, Y.-J. (2011, Octubre 2). <http://dx.doi.org/10.5296/ijld.v1i1.1118>. Retrieved from Investigating the Impact of Using Games in Teaching Children English: <http://www.macrothink.org/journal/index.php/ijld/article/viewFile/1118/874>
- Williams, K. C., & Caroline. (2016, Julio 12). *Research in Higher Education Journal*. Retrieved from Five key ingredients for improving student motivation: <http://www.aabri.com/manuscripts/11834.pdf>
- Zoltán Dörnyei. (2009, Junio 12). *Motivation in second and foreign language learning*. Retrieved from Language Teaching: <http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf>

## 16. ANNEXES


**TECHNICAL UNIVERSITY OF COTOPAXI**

 ACADEMIC UNIT OF ADMINISTRATIVE AND  
HUMANISTIC SCIENCE


## ENGLISH CAREER

**ANALYSIS AND DISCUSSION OF THE SURVEYS APPLIED TO  
STUDENTS AT “INES COBO DONOSO” EDUCATIONAL UNIT**

**Objective:** To collect information in order to determine if the use of educational games as an effective didactic resource motivate the English classes.

**Instruction:** Read carefully each questions and mark with X the option that you wish.

1. **Does English teacher use games to teach?**

 YES 

 NO 

Why? \_\_\_\_\_

2. **How often does the teacher implement games in the class?**

 Always 

 Sometimes 

 Never 

3. **Do you think the games help to learn more?**

 YES 

 NO 

Why? \_\_\_\_\_

4. **Do you prefer working in-group, individual or in pair?**

 Individual 

 In pair 

 In-group 

5. **What kind of didactic resources does the teacher use in class?**

 Book 

 Games 

 Picture 

 Video 

 Song 

6. **Do you consider the use of educational games motivate the leaning?**

 YES 

 NO 

Why? \_\_\_\_\_

7. **Does the implementation of games increase your academic level?**

 YES 

 NO 

Why? \_\_\_\_\_

## CURRICULUM VITAE



### **Personal information:**

**First name(s) / Surname(s):** Olga Lorena Gonzalez Ortiz

**Address:** Latacunga - Cotopaxi- Ecuador

**Cellphone:** 0987698514

**E-mail:** olga.gonzalez@utc.edu.ec

**Date of Birth:** 22<sup>th</sup> July 1979.

**Gender:** Female

### **Education:**

#### **Third Level:**

Technical University of Cotopaxi

English Teacher

#### **Fourth level:**

Diploma: Management and Planning Education

Master: Educational Management

Doctor's degree: Pedagogical Sciences

### **Experience:**

Unidad Educativa José María Velaz English Teacher

Colegio Técnico Industrial "19 De Septiembre" English Teacher

Unidad Educativa Bilingüe "Gabriela Mistral" English Teacher

.....  
**SIGNATURE**

**CURRICULUM VITAE****Personal information:**

**First name(s) / Surname(s):** Chaluisa Ante Nancy Ofelia

**Address:** Pujili - Cotopaxi- Ecuador

**Cell- phone:** 0983036040

**E-mail:** nancy\_sol15@yahoo.com

**Date of Birth:** 15<sup>th</sup> June 1987.

**Gender:** Female

**Education:****Primary Level:**

General Pintag School

**Secondary Level:**

“Provincia de Cotopaxi” Educational Unit

**Superior Level:**

Cotopaxi Technical University

English Major

.....  
**SIGNATURE**

**CURRICULUM VITAE****Personal information:**

**First name(s) / Surname(s):** Ullco Espin Edison David

**Address:** Pujili - Cotopaxi- Ecuador

**Cell- phone:** 0991985980

**E-mail:** david.ushco@yahoo.es

**Date of Birth:** 15<sup>th</sup> January 1993.

**Gender:** Male

**Education:****Primary Level:**

“Casique Tumbala” Educational Unit (Milenium)

**Secondary Level:**

“Provincia de Cotopaxi” Educational Unit

**Superior Level:**

Cotopaxi Technical University

English Major

.....  
**SIGNATURE**







# MAKING ENGLISH CLASSES MORE MOTIVATING



## GAMES

AND

## ACTIVITIES

*For teachers*

# LEARNING IS FUN



## **BOOKLET OF GAMES TO MOTIVATE ENGLISH LANGUAGE LEARNING**

### **Purpose**

The purpose of these games and activities are not to make initial presentation of the teaching topics like a warm up, these games allow practicing them in context of significant and fun way. All of these games are designed to be applied in real moments to the presentation inside and during the lesson. Namely, in the stages of controlled practice, free practice, which means that as students must already be familiar with the structures and vocabulary they used in them, familiarized with the topic of lesson. Therefore, the games proposed here can be used to review content and at the same time generating opportunities that allow students to use English to communicate in a pleasant and relaxing environment.

### **Structure of the games**

All the games conserve the following structures

- ✓ **Title:** Show the names of the games.
  
- ✓ **Objective of the game:** It permits to determine the assessment of the games.
- ✓ **Level:** The level of students in which the game can be applied.
  
- ✓ **Materials:** Necessary tools that can be used to the application of the games.  
**Suggested time:** The duration of the game.
  
- ✓ **Procedure:** The instructions that must follow to carry out the game.
  
- ✓ **Conclusion:** The result of the application of games.

## **REASONS TO USE GAMES IN TEACHING ENGLISH LANGUAGE**

The Game is a motivational factor in the learning process of the individual. The didactic game is a strategy that can be used at any level or type of education but usually the teacher uses very little because it ignores its many advantages. One of the advantages is that through of games the student has the opportunity to use the English language in the authentic communicative situations, with the purpose of interchange messages, and don't to be in the mechanic repetition activities that in several time it results boring.

Another advantage is that games provides a fun element to the pedagogical act inside the class and it creates a positive environment that promotes the cooperative work, making possible that the weakest students learn to the most advantaged students. Furthermore, games contribute to the development of creativity, imagination, and it helps that students express with naturalness.

Game is very useful resource, it acts as didactic tool in the teaching learning process, to practice the integrate way the linguistic skills such as, listening, reading, speaking and writing, as well as, structures, vocabulary, phonetics in meaningful contexts.

To sum up, Games help to create a pleasant and emotional atmosphere, decreasing the anxiety caused by fear of making mistakes. Is to say the game helps to create awareness that language is much more than a set of structures: when playing, the student discovers that English is not a subject but it is a tool that serves for express, transmit thoughts and communicate.

## GAMES TO DEVELOP THE LISTENING SKILL

### 1. TRIVIA GAME

**OBJECTIVE:** To improve listening skills.

**LEVEL:** All

**MATERIALS:** trivia questions, pencil, sheet of papers and the trivia content.

**SUGGESTED TIME:** 25-30 minutes

**PROCEDURE:**

1. Divide students into two groups Group A and Group B.
2. Tell students they will participate in the trivia contest.
3. Explain that trivia contest is a contest where people show their cultural knowledge.
4. Teacher must read the trivia content.
5. Then students try to listen to complete the questions.

**HOW TO MAKE IT:**

Before starting the activity, teacher must conform two groups in a separate way A and B. Then, before to give the trivia question to students, teacher must read the trivia content in order to students listen the content each group must be concentrated in the listening, when teacher finishes reading the trivia content teacher must give the trivia questions and then teacher activity is to be a host or a judge and make the questions. Then, group A must answers the question, if group A make a mistake, Group B is asked the same question. If whatever group answer right is assigned 5 points for each correct answers.

**EXAMPLE OF TRIVIA QUESTIONS:****GEOGRAPHY**

<p>Which planet is closer to the sun?</p> <p>a. Jupiter b. Neptune c. <u>Venus</u></p>	<p>Which country is the largest?</p> <p>a. Canada b. <u>Russia</u> c. Brazil</p>	<p>Which ocean is the deepest?</p> <p>a. The Atlantic b. The Arctic c. <u>The Pacific</u></p>	<p>Which is the highest mountain?</p> <p>a. <u>Everest</u> b. Aconcagua c. The snowy</p>
--	--	---	--

**PEOPLE AND JOBS**

<p>Who invented the printing press?</p> <p>a. Thomas Edison b. <u>Johannes Gutenberg</u> c. Louis Braille</p>	<p>Who invented the lighting system?</p> <p>a. Tim Berner Lee b. Graham Bell c. <u>Thomas Edison</u></p>	<p>Who invented the motor car?</p> <p>a. <u>Karl Benz</u> b. Thomas Edison c. Graham Bell</p>	<p>Who invented the WWW?</p> <p>a. Josie Marie b. <u>Tim Berners Lee</u> c. Steve Jobs</p>
---	--	---	--

**STUDENTS MUST LISTEN THIS READING FROM TEACHER JUST FOR ONE TIME.**

- Venus is the planet which is closer with sun its distance from the sun is about 108 million kilometers. Canada country and Russia country are not largest than Russia. The Pacific Ocean is the deepest ocean its deepest point is 11,000-meter-deep, and is called Mariana Trench. Aconcagua Mountain and the snowy mountain are not so highest that Everest, Everest is the highest mountain in the world; it is about 8,848 meters above sea level.
- Johannes Gutenberg created the first printing press around the year 1440. Thomas Edison invented the lighting system in the year 1880 that he co-founded the enterprise "General Electric", and thanks to it, we can do this program today. Karl Benz received the patent for the first gasoline powered car in 1885. In the year 1991 the World Wide Web was born, Tim Berners Lee invented the World Wide Web.

## **VARIATIONS**

You might like to have students create their own trivia questions to include more question.

You can use audios about anatomy, technology and create questions to make trivia game.

## **CONCLUSION:**

This game help to practice listening skills where student can listen and answer questions in a motivating and interactive way.

## **2. BE A DETECTIVE GAME**

**OBJECTIVE:** To listen the song in order to detect new words into the song.

**LEVEL:** All

**MATERIALS:** audio, song lyric, pen or pencil.

**SUGGESTED TIME:** 30- 35 minutes

### **PROCEDURE:**

1. Give each student the song lyrics.
2. Ask students separate each one.
3. Give the instructions.
4. Star the game using the audio.

### **HOW TO MAKE IT:**

Teacher must present new words about the song in flash card and explain them then stick on the board all the words that students need to know to understand the song, all the words must be put in four columns. After the explanation of the words the students are going to listen the song. As first time students just need to listen, then in second time when students listen the words which are in the first column. They are going to stand up, if they listen the words which are in the second column they are going sit down, if they listen the words which are in the

third column they are going to clap and finally if students listen the words which are in the last column they are going to jump. The song can repeat 2 and 3 times, then students need to complete the song.

### EXAMPLE OF SONG: singer U2

### FLASHCARDS:

1. Listen to the first part of the song and put in order the sentences.

- ( ) I have run through the fields  
 ( ) only to be with you  
 ( ) I have climbed highest mountain  
 (4) only to be with you

2. Listen to the second part of the song and match the sentences halves.

1. I have\_\_ (a) scaled these city walls  
 2. I have\_\_\_\_\_ (b) city walls  
 3. I have\_\_\_\_\_ (c) crawled  
 4. These\_\_\_\_\_ (d) to be with you  
 5. Only\_\_\_\_\_ (e) run

3. Listen to this part of the song and cross out (X) the extra words.

But I hasn't still haven't found what I'm looking for  
 But I still haven't hasn't found what I'm looking for

4. Listen to the other part of the song and complete the space with the verbs in the box.

Spoken

Was

Kissed

Felt

Was

Burned

Held

I have kissed honey lips  
 \_\_\_\_\_ the healing in her fingertips  
 It \_\_\_\_\_ like fire  
 This burning desire

I have \_\_\_\_\_ with the tongue of angels  
 I have \_\_\_\_\_ the hand of a devil  
 It \_\_\_\_\_ warm in the night  
 I \_\_\_\_\_ cold as a stone

THROUGH

CLIMBED

CRAWLED

FOUND

LOOKING FOR

SPOKEN

FELT

HELD

BURNED

## **VARIATIONS**

1. You can play with whatever listening activities.
2. Listening activities you can use word like verbs, adjectives, prepositions. Etc.
3. Play with vocabulary words.

## **CONCLUSION:**

This game allows student to capture the words though listening activity and improve student's skills in an interactive way providing students an understanding opportunity and developing the pronunciation.

## **3. MAGIC BOX GAME**

**OBJECTIVE:** To improve listening and reading skills discovering the next message.

**LEVEL:** Intermediate

**MATERIALS:** a box (magic box), messages inside magic box

**SUGGESTED TIME:** 30- 35 minutes

### **PROCEDURE:**

- Teacher must write some little messages in separate way depending on the number of students.
1. Tell students make a circle around the classroom.
  2. Present to the students the magic box.
  3. Give the magic box to the students.
  4. Ask students choose one sheet of paper that is inside the magic box.
  5. Give instructions to play the game
  6. Each student must have one little sheet of paper with message or sentence that have chosen from the magic box.
  7. Students take their books home to show and read to their parents.

### HOW TO MAKE IT:

Ask students choose one sheet of paper and past to the next students the magic box. When all students have already chosen. First the student who has number one in his/ her sheet of paper must start in order to connect the next idea. Others students must listen the message to form the paragraph and the last students must listen to complete the message. If the students do not complete the message in 2 minutes, they lose the game if students complete the message or the paragraph in the established time they are going to form in groups and the winner group must ask to the loser group to make something (penalties). For example: tell stories, tell a riddle, dance, tell a joke, clean room after the class is over, etc.

### FOR EXAMPLE:

#### EXAMPLE OF MAGIC BOOK



#### SENTENCES IN A LITTLE SHEET OF PAPER INSIDE THE MAGIC BOX:

NOWADAYS FACEBOOK IS THE MOST RECOGNIZED .....

SOCIAL NETWORK AROUND THE WORLD.....

WITH MORE THAN 500 MILLION USER.....

### VARIATIONS:

1. You can play with verbs in present, past and past participle tense.
2. Write the sentences in different tenses students are going listen and form in groups.

**CONCLUSION:**

This game helps students increase their listening skill as they actively participate in the listening process. In addition, this game motivates students toward English learning.

**4. REMEMBER ME GAME**

**OBJECTIVE:** To listen the sentences in order to discover the correct order.

**LEVEL:** All

**MATERIALS:** nine sentences written in the same color flashcards.

**SUGGESTED TIME:** 35-40 minutes

**PROCEDURE:**

1. Make groups of five students
2. Put on the board the nine sentences.
3. Students are going to read and repeat the sentences several times.
4. Teacher will turn all the flashcards.
5. When teacher read one sentences each group must listen and tell where the sentences is that teacher has mentioned.
6. If one group, choose the correct sentences they have one point.
7. The winner is the group that have listened correctly and have more points.

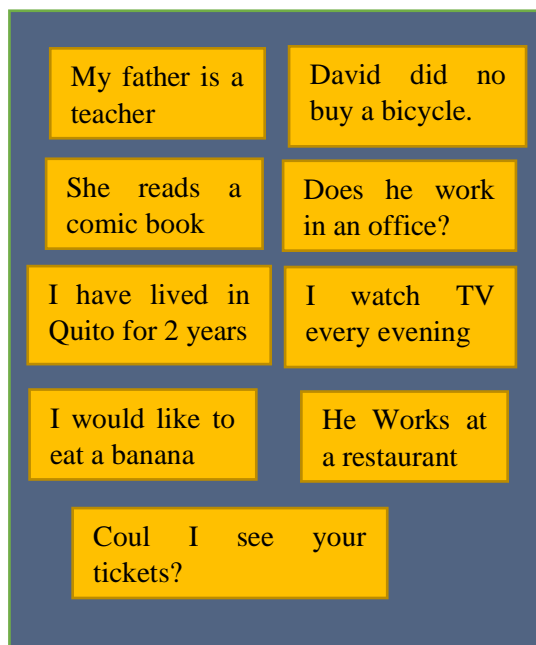
**HOW TO MAKE IT:**

Teacher must write nine different sentences in the same color flashcards. Then, teacher is going to turn the flashcards, when the all flashcards are turned teacher must do to repeat again the sentences, when the competition start teacher is going to read one sentences and the students activity is listen the sentences and visualize to guess where is the sentences in order to select the correct flashcard (answer). All the groups must pass say where the sentences are when the all groups have passed teacher must turn the flashcards if one, two or three groups have chosen the correct answer they automatically will have one point and the game will continue. When the cards are turned must be moved or put in disorder. If one

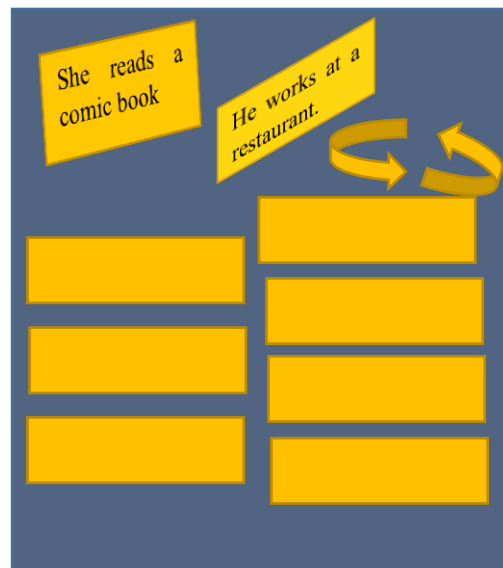
group have more points is the winner. In this, game students need to be very concentrated to visualize the flashcard and listen the correct sentences.

### EXAMPLE:

#### FLASHCARD WITH SENTENCE



#### FLASHCARDS TURNED



### VARIATIONS

You can play with verbs.

You can play with parts of a house part of the body, days of the week.

Using linking words, little phrases, phrasal verbs, etc.

### CONCLUSION:

This game builds on higher level listening skill allowing students demonstrate their comprehension ability to listen and understand the words.

## GAMES TO DEVELOP THE SPEAKING SKILL

### 1. HANGMAN GAME

**OBJECTIVE:** To communicate answering question.

**LEVEL:** Intermediate

**MATERIALS:** a lot of questions, blackboards, markers, eraser.

**SUGGESTED TIME:** 20-25 minutes

**PROCEDURE:**

1. Using markers to draw on the black board the hangman.
2. Give the marker to one students of each corner to play TIC TAC TELL (Like Tingo Tingo Tango)
3. Students will pass the maker while say TIC TAC- TIC TAC.
4. If one student of each corner has the marker when say TELL he/she will have answer the question (one question for each student)
5. If student does not answer the question teacher must draw the hangman little by little until complete the hangman.
6. If student answer well the question and they do not allow finished the hangman all the class is the winner.

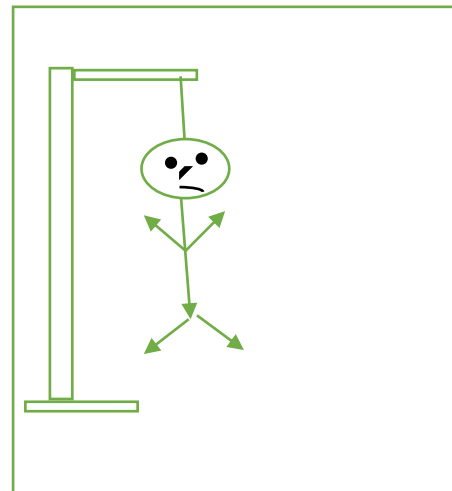
**HOW TO MAKE IT:**

Teacher must have a lot of question according to the students' level. first of all, teacher must explain the competition rules then two students of each corner are going to have markers to play the tic tac tell, teacher must say TIC TAC TELL several times, when teacher says TELL students who have marker are going to answer one question and the game continue until all students participate speaking. If one student made a mistake teacher must draw the hangman on the board if the hangman is completely formed all the class loss and if the hangman is not totally completed when the questions have still finished the class is winner in this game

must have an incentive to all students. Students have limitless time, if do not answer quickly will be drew the hangman.

**EXAMPLE:****QUESTION TO ASK STUDENTS**

1. What is your family like?
2. What kind of invention do you like?
3. Whom do you admire? Why?
4. What is your city like?
5. What qualities should a friend have?
6. What do you and your best friend have in common?
7. How many cousins do you have?
8. What is your favorite invention? Why?
9. What are your plans for the future?
10. What is your favorite place to live?
11. Who has been an important person in your life?
12. What kind of friends do you have?
13. What is your most memorable vacation?
14. What kind of places do you like to visit?
15. What hobbies do you have?
16. What career would you like to study?
17. What do you do in your leisure time?
18. Have you ever won a medal? Etc.

**DRAWING HANGMAN**

**VARIATIONS:**

1. You can play searching words.
2. Using sentences in order to complete.
3. The teacher can create their own versions of hangman based on a unit of study.

**CONCLUSION:**

This game provides students practice their speaking skill allowing communicate effectively answering questions.

**2. WHO AM I? GAME**

**OBJECTIVE:** To speak trying of guess the characters to the other people.

**LEVEL:** Intermediate

**MATERIALS:** a picture of famous person, scarfs, chair, table.

**SUGGESTED TIME:** 30-35 minutes

**PROCEDURE:**

1. Ask students make groups of five students.
2. Four students must be panelists and one student must be contestant
3. The four student's panelists must blind the eyes with the scarfs.
4. When the panelists have blinded their eyes, the contestant must put on his or her chest the picture about the selected famous person.
5. Then, panelists must start asking question.
6. If one panelist discovers to the character it must rotate in this case who discovers must be the contestant.
7. If anybody of panelists discovers to the character they must ask this question "Who are you"

## HOW TO MAKE IT:

Students need to bring a picture of a famous person could be (actor, actress, singer, dancer, etc.). In group of five students first must select the contestant and rest must be panelists. Students who are panelists must sit down in front of the contestant and blind their eyes with the scarfs then the contestant needs to put the picture on his or her chest, after this the panelists must start asking question and the contestant must answer the questions. If the panelists do not discover must say: “who are you?” In addition, the contestant must answer for example: Romeo Santos, Willian Levy or Rocky, etc. Depending of the famous person that they have selected. If panelist have a lot of information about the character and discover it must be the contestant.

## EXAMPLE:

### PLAYING WHO IM I? GAME

### EXAMPLE OF THE CONTEN



CONTESTAN

PLAYING GAME

Panelist 1: Are you a dancer?  
 Contestant: no, I am not  
 Panelist 2: Are you a singer?  
 Contestant: Yes, I am a singer  
 Panelist 3: Where do you live?  
 Contestant: I live in Puerto Rico  
 Panellist: Are you single or married?  
 Contestant: I am single.  
 Etc...

## VARIATIONS:

1. You can play giving directions.
2. You can play giving definition of one thing and it must be discovered.
3. The teacher can create their own versions of Who am I?

**CONCLUSION:**

This game help to the students to practice their speaking allowing communicate effectively answering question in order to discover the mysterious character.

**3. HIDE AND SPEAK GAME**

**OBJECTIVE:** To speak trying of guess the characters to the other people.

**LEVEL:** Intermediate

**MATERIALS:** flash cards with questions.

**SUGGESTED TIME:** 30-35 minutes

**PROCEDURE:**

1. Hide the flashcard in different places around the classroom. (Students must not see)
2. Ask students make two teams. (Depending the number of students).
3. Explain the students' activity.

**HOW TO MAKE IT:**

To prepare for this energetic and fast-paced game, write several questions each on one index card or post-it note. These questions can be get to know you questions, comprehension questions or questions using current vocabulary words. Before your students arrive, hide these cards throughout your classroom. At the start of class, break your students into two teams. Explain that you have hidden cards throughout the room. On your word, students will search the room for the cards you have hidden. They can only pick up one card at a time. When a student finds a card, he must bring it to you and answer the question on the card. If he answers it correctly, he earns the card for his team. If he does not answer it correctly, he must get someone else from his team to help him find the answer. Once students have correctly answered the question on their card, they can search for another card. At the end of the game (after a certain amount of time or when all the cards have been found) the team with the most cards in their possession wins.

**VARIATIONS:**

1. You can play with linking words.
2. You can play to discover the grammatical structure.
3. The teacher can create their own versions of hide and speak game.

**CONCLUSION:**

This game provides student's practice their speaking skill allowing communicate effectively.

**4. FIND YOUR PARTNER GAME**

**OBJECTIVE:** To speak in order to find to the partners.

**LEVEL:** Intermediate

**MATERIALS:** little papers with words, a hat.

**SUGGESTED TIME:** 30-35 minutes

**PROCEDURE:**

1. Ask students choose one little paper.
2. Explain the students' activity.
3. Then, students are going to make a circle around the class.
4. Students are going to try to find their partners.

**HOW TO MAKE IT:**

Prepare a small slip of paper for each student in your class. Each paper should have one word on it that goes with a word on another slip of paper. For example, matching pairs might be fork and spoon, day and night, bat and ball, or table and chairs. Fold the papers and put them into a hat. Each person then draws one slip of paper. On your word, students must circulate and talk to one another trying to find their partner. Once two people think they are a match, they come to you to see if they are right. If they are, they sit down. Play until everyone has found his or her

partner. Then have those partners work together to create a new pair of words that go together. Repeat the game with these students given examples.

**VARIATIONS:**

1. You can play using verbs in three tenses.
2. Using adjectives where the students must create sentences in speaking way.
3. The teacher can create his or her own versions of find our partner game.

**CONCLUSION:**

This game helps students to learn easy, and at the same time, the use of this game provides language practice in various skills, such as speaking, and reading.

## **5. BASKETBALL GAME**

**OBJECTIVE:** To learn the preposition of the place and movement practicing the speaking skill.

**LEVEL:** All

**MATERIALS:** Paper balls and Garbage basket.

**SUGGESTED TIME:** 30-35 minutes

**PROCEDURE:**

1. Tell students make a circle around the classroom.
2. Put the garbage basket at the middle of the circle.
3. Student should prepare the balls with paper (paper balls).
4. Give instructions to play the game.
5. Then students try to dunk a ball of paper, each student has a turn.
6. To throw the ball, the student must say, where it stays. For example:
  - The ball is near the basket.
  - The ball is under the desk.
  - The ball is on David's chair.
  - The students who dunks the ball (the ball is in the basket) is the winner.

**EXAMPLE:****PLAYING BASKETBALL GAME****THE CONTENT**

The ball is near the basket.

The ball is under the desk.

The ball is on David's chair.

The students who dunks the ball  
(the ball is in the basket) is the  
winner.

**VARIATIONS:**

1. The teacher can create their own versions of basketball game based on a unit of study. For example, spelling adjectives, professions, nouns, animals, fruits, etc.

For example: One student must be in front of the classmates next to the board, this student must have flash cards with different words depending on the topic of the lesson but just one word, for example; small. Then, classmates must be in pair with the paper balls, the distance between the student who are in the net to the board and who are going to throw the paper balls must be approximately four meters and the student who throw the paper ball and do not touch to student who is next to the board, he is the student who must spell the word wrote in the flashcard.

The students play for fun or for competition.

**CONCLUSION:**

This game helps students to easily learn, and at the same time use of this game provides language practice in various skills, such as speaking, and reading. Further, with this activity student can recognize prepositions and new words.

## GAMES TO DEVELOP THE READING SKILL

### 1. RUNNING DICTATION GAME.

**OBJECTIVE:** To understand the idiomatic expressions in order to improve the reading skill.

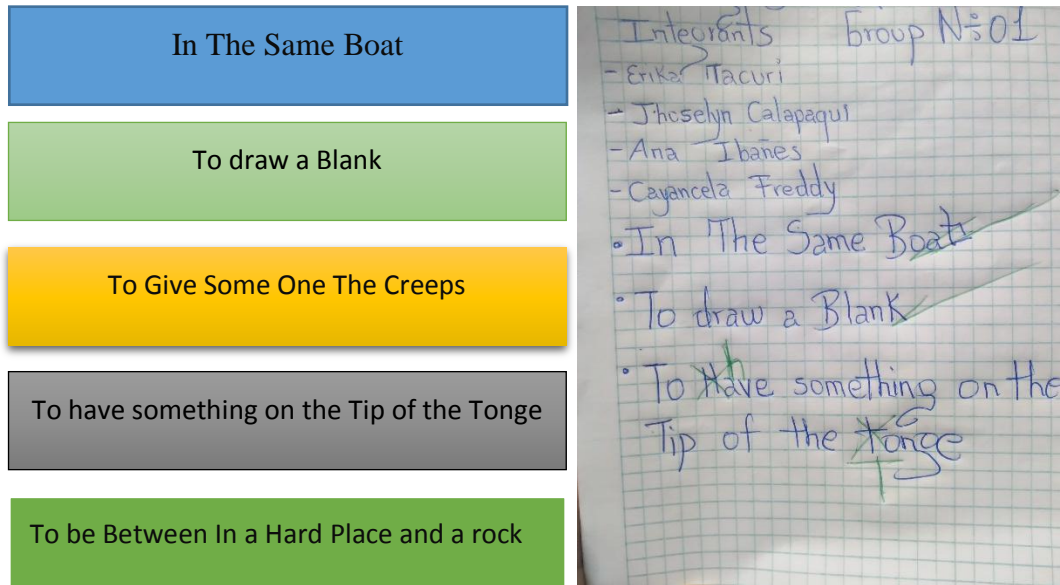
**MATERIAL:** flash cards with idiomatic expressions, glue or something to stick the flashcards, sheet of paper.

**PROCEDURE:**

1. Explain about of what is idiomatic expressions.
2. Explain the meaning of each one using flashcards.
3. Tell students just visualize the idiomatic expression
4. Tell students repeat after teacher the idiomatic.
5. Ask students make groups of four or five students.
6. Teacher must enumerate to the groups.
7. Stick the flash card with idiomatic expressions out of classroom next to the door.

**HOW TO MAKE IT:**

Each group must copy two different idiomatic expressions that teacher has selected for each group it will be numerate with the number of the group. The flash cards must be stacked on the wall. Each member of the group must run or go out to read and then must go back in order to write the idiomatic expression. Next in a sheet of paper all member of the group must participate in this game, the condition is to copy in the same way that is wrote in the flashcards, if it is wrote with capital letter then students must write with capital letter, if its written with comma, semicolon, period, etc. it must be copied. If it is not the same, the group lose the game. If one group finish must present to the teacher and teacher put the condition. If one students are taken picture, the group automatically lose.

**FOR EXAMPLE:****FLASH CARDS WITH IDIOMATIC EXPRESSIONS****VARIATIONS:**

You can play with sentences.

You can use little paragraphs.

Write the new vocabulary

Put verbs. Etc. Depending the topic lesson or the teacher's creativity.

**CONCLUSION:**

This game helps students increase their reading skill in a motivating way allowing students to understand new words to comprehend the reading. In addition, this game motivates students toward English learning.

**2. CONNECTING IDEAS GAME**

**OBJECTIVE:** To read in order to connect ideas with time expressions.

**MATERIAL:** a reading passage with time expression cutting in sentences, a card.

**PROCEDURE:**

1. Ask students make groups of four or five students.
2. Explain about the game.

3. Give to each group a card with the reading passage in disorder.
4. Tell students read and put the reading passage in order using time expressions.
5. After teacher must read the passage in correct way.

#### HOW TO MAKE IT:

Teacher must give in each group one card with the reading passage in disorder. Then, students must read in group and connect the reading passage with time expressions, while the students read each sentences they must connect another sentence to figure out the passage then students of each group must read aloud, after this teacher must read in a correct way in order to students put in correct way.

#### EXAMPLE:



#### VARIATIONS:

1. You can play to connect ideas with linking words.
2. Read passages to put the topic according the reading passage, etc.

#### CONCLUSION:

This game helps encourage students to use time expressions in order to connect ideas while read and organize the information chronologically; this game allows motivates students toward English learning.

### 3. READING TO DRAW GAME

**OBJECTIVE:** To read and draw in order to discover the picture that is in the reading passage.

**MATERIAL:** a little passage about the picture, a sheet of paper, pen, pencil and color pencils.

**PROCEDURE:**

1. Ask students make groups of two or three students
2. Teacher must give to each group the passage about the picture.
3. Give to each group a different passage in order to create the picture.
4. Tell students read, draw and follow the instruction of each passage.
5. Each group must create the pictures.

**HOW TO MAKE IT:**

First of all, explain to the students that they are going to do a picture while they reading, students must read and create a simple and easy-to-draw picture to them and they draw it. When students are drawing the picture, it is best to describe one object at a time slowly and to repeat each description two or three times. Make sure teacher gives students enough time to finish drawing and reading one object. Before teacher move onto the next object and it is a good idea to walk around and look at the students' drawings as they are drawing them so that teacher can see how well they are understanding the passage reading and then teacher can adjust them accordingly and give them any support that students need.

**VARIATION:**

1. You can read a little comic book and draw according the passage.
2. Make a summary.
3. Create sentences using reading passage.
4. Play with vocabulary words.

**CONCLUSION:**

This game helps to students to practice the reading skills, learn new vocabulary while they read. It provides interaction, communication, and motivation in the English language learning.

## GAMES TO DEVELOP THE WRITING SKILL

### 1. MINI BOARD GAME

**OBJECTIVE:** To increase the writing skill.

**LEVEL:** All (depending on the words used)

**MATERIAL:** CD case (mini board), different color markers, blackboard, list of verbs.

**SUGGESTED TIME:** 30-40

**PROCEDURE:**

1. Tell students bring the CD cases and markers.
2. Tell students make a circle around the classroom.
2. Put the CD case and marker on all student's chair.
3. Student should prepare CD case (turn the CD cover page).
4. Give instructions to play the game.
5. Then students are going to write the sentence with verbs.
6. Who finishes writing first, student must say! I have finished!

**HOW TO MAKE:**

When students are sitting around the classroom teacher must explain the activity. The first step is: teacher must write on the board one verb using the verbs list, then students are going to write on the mini board a sentences whit the verb that teacher have selected, if students finish must read the sentences and if the

sentence is correct students must write on the board. This activity must be done with several verbs or until that, the majority of students participate.

**FOR EXAMPLE:**



**VARIATION:**

1. You can play with letters to help aid recognition or practice letter sounds.
2. Use numbers to aid in number recognition.
3. Use colors to help with color recognition.
4. Play with spelling words.
5. Play with vocabulary words.

**CONCLUSION:**

This game helps students to improve their writing skill and be aware of different grammatical structures. This in turn, will make further practice in these same structures easier and give greater motivation to practice forms that are more complex.

## **2. SEARCHING WORDS GAME**

**OBJECTIVE:** To increase the writing skill.

**LEVEL:** All (depending on the words used)

**MATERIAL:** sheet of papers, sentences in disorder, pen or pencil of different colors.

**SUGGESTED TIME:** 25-30

**PROCEDURE:**

- Teacher can facilitate the sheet of papers with words in disorder or also it can be done on the black board.
1. Tell make groups of five students.
  2. Give the sheet of papers.
  3. Student should visualize the words.
  4. Give instructions to play the game.
  5. Then students are going to write the content that each sheet of paper have.
  6. Each group must read the message or sentences that each sheet of paper has.

**HOW TO MAKE:**

In this game, students are going to figure out the words that are in disorder in order to create a message that has sense. In each group will have different message or sentences. First, students need to connect with pen or pencil of different color all the words that are in disorder giving sense. Student needs to use one color pencil in each sentence. Second, students must write the message or the content that students have found.

**VARIATION:**

1. You can play to connect grammatical structure.
2. Use adjectives to connect with pictures.
3. Play with parts of the body.
4. Play with vocabulary words. Etc.

**CONCLUSION:** This game helps students to improve their writing skill and be aware of different grammatical structures. This in turn, will make further practice in these same structures easier and give greater motivation to practice forms that are more complex.

### **3. MAGIC BOOK GAME**

**OBJECTIVE:** To practice writing expressing their thoughts.

**LEVEL:** Intermediate

**MATERIALS:** markers, pen, different color flashcards, scissors.

**SUGGESTED TIME:** 35-40 minutes

#### **PROCEDURE:**

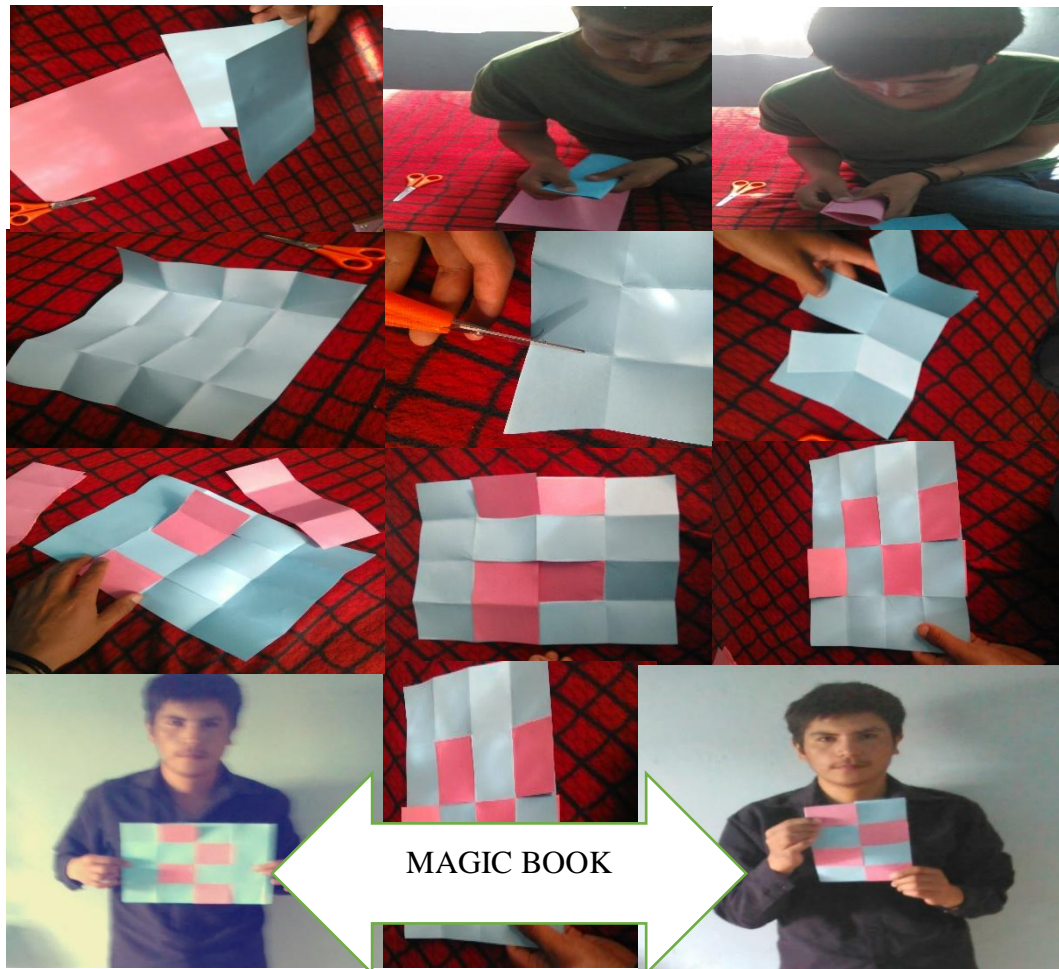
1. Following the direction to make the magic books.
2. Place students in small groups of four or six students.
3. Share with students the academic vocabulary of the lesson.
4. Have students number the boxes on the checkered part of their magic books.
5. Next have students individually look at each of the words and splash (write or draw) in the respective boxes some of their words and pictures that they associate with their individual words.
6. After students have finished documenting their individual thoughts, have them share documenting their words and images with their small group.

#### **HOW TO MAKE IT:**

First, students must have all the materials to make the magic book and teacher must guide them through the process of constructing their magic book. Next, teacher must give eight most important words that are necessary for students to understand the topic, then students must write words in each box. To support students in this step, write on the board the numbered words in the exact order that you want them to appear on the student's magic book. As students write their individual words associate with the academic vocabulary, allow them to briefly

share their ideas with a partner and then encourage them to continue to record some more ideas on paper.

**EXAMPLE:**



**INSTRUCTIONS FOR CREATING YOUR MAGIC BOOK.**

Step 1: Take a piece of the construction paper, make sure it is landscape orientation, and fold it in half from left to right, making a sharp crease. (See Pictures in the example).

Step 2: once again, fold it in half from left to right, making another sharp crease.

Step 3: fold the paper in half again, but this time fold from the bottom of the paper up, make another sharp crease. Repeat this step a second time.

When the paper is unfolded, you should have 16 squares.

Step 4: repeat step 1. Then take a pair of scissor and on the fold side cut along the three folds, making sure you cut only to the middle fold of the paper, when you open the paper; you should have three horizontal slits in the middle of your paper.

Step 5: using the piece of constructing paper (a different color than the first piece) repeat step 1 and step 2. Then open the paper and cut along the fold lines.

Step 6: take one of the strip of paper and weave it under the bottom slit in the first piece of the construction paper, up through the middle slit, and up through the top slit.

Your magic book should now look like this:

Step 7: take the other strip of paper and weave it up through the bottom slit in the first piece of construction paper, under the middle slit, and up through the top slit.

Your magic book should now look like this:

Step 8: fold each outside flap toward the middle.

When you hold the magic book up you should have a W

Step 9: to crack open your magic book, fold it loosely (see picture at right) and place each thumb into the centerfold. Open the crease by pulling the woven sections apart.

Step 10: the magical thing is that you can turn your magic book over (so that it looks like an M) and then repeat step 8 and 9 to crack it opens on this side as well.

### **VARIATIONS:**

1. The teacher can create their own versions magic book game based on a unit of study. For example, homonyms, compound words, possessives, pronouns, interrogative questions, idioms, vocabulary words related to a job interview, etc. The magic book game is limitless. The students play for fun or for competition.

### **CONCLUSION:**

This game builds on higher level thinking skills and provides language practice in various skills, primarily speaking and writing, with this game, the students have opportunities to manipulate the new information and make connection between their developing understandings.

#### 4. THINK FAST GAME

**OBJECTIVE:** To practice writing skill using letters, word and verbs.

**LEVEL:** All

**MATERIALS.** Three notebook paper, pencil or pen.

**SUGGESTED TIME:** 30-35 minutes

#### PROCEDURE:

1. Place students in small groups of four or five students.
2. Ask students draw a square in a sheet of paper.
3. The square must be divided in five parts.
4. Give instructions about the game.
5. Teacher must draw the picture on the board.
6. Teacher must write five verbs.
7. Then students are going to write sentences with the verbs.

#### HOW TO MAKE IT:

Students are going to organize in a group of five making circle, then when the teacher draws the square game on the board students must copy to start the game. When all is ready, the teacher must write the verbs, after students start to play writing sentences with the verbs that teacher has written. The students who finishes first must count until twelve, when counting ends other students must stop to write, and the student who finished first must check and put zeros on the blank spaces where others students haven't written. To finish the game each student must count and put the points in each sentence that have written, who has written correctly the best score is the winner. The game must be played several times.

#### EXAMPLE:



Cut	Written	Listen
She cuts flowers	David had written a poem	Nancy listens romantic music
Love	Cooked	Drive
They love play soccer	We cooked a	I did not drive a truck



### VARIATIONS:

You can play with verbs, giving alphabets in order to write the words like in this example:

LETTER	PERSONS NAME	JOB	CITY OR COUNTRY	FOOD	CLOTHES	COLOR	ANIMAL	SCORE
B	Bryan	Bar tender	Brazil	Bread	Boot	Blue	Bear	
P	Pedro	Plumber	Peru	Pizza	Pants	Purple	Pig	
A								
D								

### CONCLUSION:

This game helps to improve writing skill creating an excellent atmosphere into class where the students interact and feel motivated toward the English learning. The students play for fun or for competition.

## 5. TIC TAC TOE GAME

**OBJECTIVE:** To review any number of grammar forms or vocabulary words practicing writing skill.

**LEVEL:** All.

**MATERIALS:** Tic Tac Toe grids (premade by the teacher with each square focusing on targeted words, or the teacher can draw a sample on a whiteboard for students to copy) Pencils or markers and sheet of papers.

**SUGGESTED TIME:** 30-35 minutes

**PROCEDURE:**

1. There are 1–4 students per team. Two teams play the game, with one team as Os and the other as Xs.
2. The teacher distributes the premade Tic Tac Toe grids, or the students copy them from the board.
3. The teams take turns choosing any square to try to score “3 in a row.”
4. The team jointly makes one sentence with the selected grammar or vocabulary.
5. The other team judges the sentence with teacher assistance, if necessary. If correct, the team places the appropriate letter (O or X) in the square. If the sentence is incorrect, the square stays as is.
6. The winning team is the first to get “3 in a row” horizontally, vertically, or diagonally.

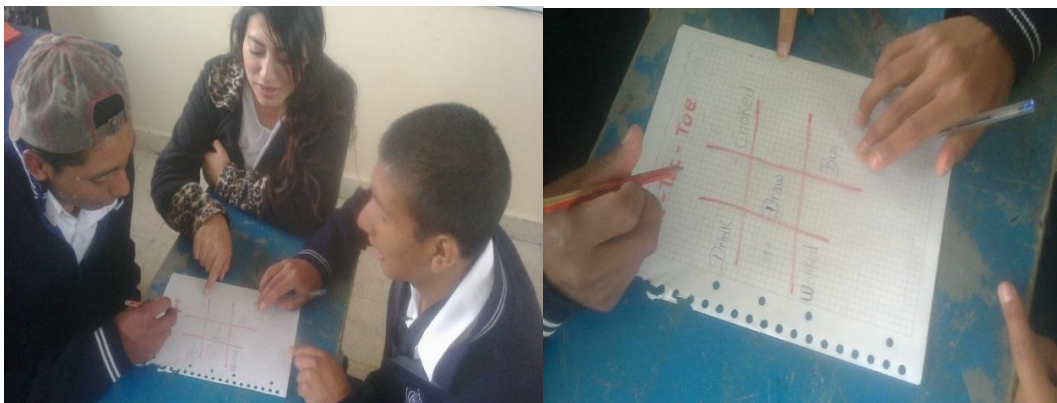
**HOW TO MAKE IT:**

1. You can make several grids on a piece of paper and then copy one per team, or you can have the students draw their own game boards modeled after your sample on the board.
2. You might want to consider placing more difficult language items in the center row going across the puzzle. That way, for a team to win, they will likely need to get a harder item correct.
3. Suggested grammar forms to use:
  - A. simple past irregular verbs (write the infinitive form and a past form needs to be created; e.g., to ask, to believe, to cry, to go, to protect, to sing, to talk, to wish, to give)

- B. adverbs or adjectives (use one part of speech and the other needs to be created; e.g. slow, quick, happy, bad, fast, sweet, silent, angry, extreme)
- C. verbs followed by gerund or infinitive (write the verb and a second verb in the infinitive or gerund form needs to be created; e.g., start, stop, try, begin, dread, forget, keep, need, regret, remember).
- D. You can also use vocabulary from any text the students are studying, interested in, or learning.

### **EXAMPLE:**

#### **PLAYING TIC TAC TOE GAME**



### **VARIATIONS**

1. The teacher can create their own versions of Tic Tac Toe based on a unit of study. For example, homonyms, compound words, possessives, pronouns, interrogative questions, idioms, vocabulary words related to a job interview, etc. The scope of the game is limitless.
2. A student judge(s) is appointed per game. This person does not play on one of the teams. His or her sole responsibility is to serve as an impartial, qualified judge. He or she has reference materials available to help with judging.

The students play for fun or for competition.

### **CONCLUSION:**

This game builds on higher level thinking skills and provides language practice in various skills, primarily listening, speaking, and reading with this game the

student can recognize and remember easily the grammatical structure and learn new words.