

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE USE OF AUTHENTIC GAMES IN
ENGLISH LANGUAGE TEACHING

PhD THESIS

By
Shahzad AZARMI

Ankara
July, 2010

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Supervisor: Prof. Dr. Abdolvahit ÇAKIR

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July, 2010**

APPROVAL

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Shahzad AZARMI'ye ait "The Use of Authentic Games in English Language Teaching" adlı çalışma tarihinde, jürimiz tarafından İngiliz Dili Öğretmenliği Anabilim Dalında Doktora Tezi olarak kabul edilmiştir.

Adı Soyadı

İmza

Üye (Başkan):

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Shahzad AZARMI

ÖZET

İNGİLİZ DİLİ EĞİTİMİNDE OTANTİK OYUNLARIN KULLANIMI

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Doktora, İngilizce Öğretmenliği Bilim Dalı

Tez Danışmanı: Prof. Dr. Abdulvahit ÇAKIR

Temmuz–2010, sayfa

Oyunlarla dil öğrenmek, Yabancı dil öğrenmenin en iyi yöntemlerinden biridir. Oyun, önceki bilgileri kullanarak, bilgileri uygulamak, yeni beceriler öğrenmek ve eskileri pratik yapmak için en temel yöntemlerdendir. Bu araştırmada Orta okul birinci ve ikinci sınıf öğrencilerinden oluşan deney ve kontrol gruplarına, bir dönem boyunca dil eğitimi için uyarlanmış çocukluk oyunları ile İngilizce öğretilmiştir. Dönem boyunca her iki grup da gözlemlendi ve dönem başında ve sonunda yapılan sınav sonuçları t-test kullanılarak karşılaştırıldı. Deney grubundaki öğrenciler dil öğrenimlerinde daha iyi sonuçlar elde ettiler.

Bu çalışma beş bölümden oluşmuştur. Birinci bölüm çalışmada tartışılan problemi, bu problemin varsayımlarını, çalışmanın amacını, kapsamını ve çalışmada kullanılan veri toplama ve değerlendirme metodlarını sunmaktadır.

Bu çalışmanın ikinci bölümü konuyla ilgili kaynak taramasını kapsamaktadır. Bu bölüm genel olarak İngilizce eğitiminde oyunların yararları ve kullanımı hakkında kaynak taraması sunmaktadır.

Üçüncü bölümde, çalışmada kullanılacak oyunlar ve bu oyunların İngilizce Eğitimine nasıl uyarlanacakları anlatılmaktadır .

Dördüncü bölümde, İngilizce eğitimine uyarlanan oyunların birinci ve ikinci sınıf orta okul öğrencilerine nasıl uygulandığı anlatılmaktadır.

Beşinci bölüm, kontrol ve deney gruplarında oyunların kullanımlarından elde edilen bilgilerin yorum ve analizini içermektedir. Toplanan veriler ve yapılan analizler tablolar ve grafiklerle verilerek gösterilmiştir.

Altıncı bölümde, elde edilen verilere göre İngilizce öğretmenlerine bazı öneriler sunulmuştur.

Yedinci bölüm ise çalışmanın kısa bir özetinin yapıldığı sonuç bölümüdür.

Anahtar kelimeler: Yabancı dil eğitimi, otantik oyunları, ön bilgi (schematic), çocukluk oyunları

ABSTRACT

THE USE OF AUTHENTIC GAMES IN ENGLISH LANGUAGE TEACHING

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PhD Dissertation, Department of English Language Teaching

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Teaching languages by games is one of the best methods for learning foreign languages. Play is the basic means for processing information, learning new skills and practicing old ones by using schematic knowledge. In this research first and second class junior school learners are taught by adapted childhood games in two experimental and control groups for about a semester. Both groups are observed during the semester and the pre and post test results of learners are compared by t-test. Experiment group learners show better results in English language learning.

This study has five chapters. The first chapter aims to present the problem to be discussed through the study. This chapter also includes the aims and the scope of the study. The last part of the chapter gives the methodology and assumptions of the study.

The second chapter presents the literature review of the thesis. This chapter provides the theoretical background of the study.

The third chapter presents the games and their adapted forms to be used in English Language Teaching.

The fourth chapter presents the administration of the adapted games to first and second class junior school learners.

The fifth chapter deals with the data analysis and interpretation of the data collected from the adapted games that have been used in English Language Teaching. The data have been given in charts and tables.

The sixth chapter represents some suggestions for teachers and students. These suggestions are based on the findings of the study.

The last chapter is the conclusion part and gives a summary of the study.

Keywords: Foreign language teaching, authentic games, schematic knowledge, childhood games

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CHAPTER 1

INTRODUCTION

1.1. Importance of the Research

Since children's learning depends largely on the games, songs, play materials around them, study of the research about developing games and its practice would be meaningful not only for further teacher education but also for children's learning and development. Although several researchers have explored children's literacy development in a play context, little research exists on developing games for improving learning. As a result in this research it is aimed to develop games to help teachers and learners in improving a better situation for learning and teaching.

Psychologists, researchers, educators, and parents have long recognized the value of play in children's language learning. Play is the basic means for processing information, learning new skills, and practicing old ones. It is believed that certain types of plays may be effective in promoting language skills in a way that teachers wish (Moyle, 1994). As Bronson (1995) stated, "Beginning school does not signal the end of children's need for play in learning. Play continues to be important for supporting and nourishing both cognitive and social development during the school years" (Wellhausen and Kieff, 2001). But With the beginning of formal education in the primary years, the uses of games as a teaching strategy have often been controversial. This has caused learners to learn in a stressful and formal situation. So in this research, the importance of learning in a relaxed and enjoyable environment will be shown. Because in play, the focus is on exploring new things rather than accomplishing predetermined ends or goals, so there are few pressures to produce correct answers or final products and this

creates a risk-free way in which children can learn without worrying about making mistakes. Supporting play as a significant component in learners' language learning, educators encourage literacy learning through play in classroom setting by providing different materials (McLane and McNamee, 1990).

Early childhood educators believe that games and play are a dynamic, active, and constructive behavior during children's growth, development, and learning (Isenberg and Quisenberry, 2002). In order to understand the relationship between games, learning and development, teachers must be knowledgeable about the characteristics of different kinds of games that may enhance all learners' learning and development. Thus teachers can use a variety of games to teach several language skills. The purpose of this research was to show that by using simple and common childhood games which do not need much preparation can make the learning process easier.

It is commonly believed that for children to be successful learners, they need to develop 'super skills' of learning, the most important ones are motivation, socialization and confidence. Children's games are the best means of developing these 'super skills'. Play enables children to take charge of their own learning: to treat things and reinforce their learning. So it is advisable to teach all children in the 3-11 age range according to the ancient saying:

I hear and I forget

I see and I remember

I do and I understand (Confucius. 479 BC).

So, in this research aims to develop games that would help learners learn in an unstressed way and environment without getting tired and bored in the classroom. It has been proven for all teachers that young learners get bored while teaching them in the traditional way, so it is supposed that teaching with games will improve the quality of teaching and learning. Also using learners' background knowledge will help learners learn language easily and remember it for a longer period of time by making connection with their schematic knowledge.

The second important point in this research that has been noticed is to make use of simple childhood games. Of course, all games can be used successfully in language teaching, but a number of factors affect the degree of success. Games that require a great deal of explanation by the teacher in the children's own language are not too worthy. Where the pupils come from an undeveloped rural area, the field of recognition is small and using complex or unknown games will not help them much. This also applies to beginners in language learning.

1.2. Aims

Young learners are known to adore games. The games mean a lot to them. Therefore, their use in English language classes could increase their motivation and result in better learning. The aims of this thesis are;

- a) To adapt authentic childhood games to be used in English Language Teaching.
- b) To investigate the effects of using adapted games in the English Language Learning and Teaching.

1.3. Hypotheses

- a) Using adapted authentic childhood games with children will contribute to foreign language learning.
- b) Using adapted authentic childhood games with children will increase the learners' motivation.
- c) Using adapted authentic childhood games with children will make lessons more enjoyable.

1.4. Method

In order to achieve the aim of this study, some specific stages will be completed. First, the relevant literature will be reviewed to provide the theoretical frame. Then, in order to determine different kinds of childhood games, people from different countries will be interviewed.

In the literature review part, books and essays related to teaching and learning through games will be studied and findings of scientists in this case will be collected and used.

In the second part, people from different countries will be interviewed and requested to describe their childhood games. These games will be collected and some of them will be adapted to English language teaching.

In the third part the games will be administered to English language students at A1 and A2 level in a few guidance schools in an experimental method. Then the data will be collected and compared to get the results. In this part data will be collected by observation and interviewing the learners at the end of semester. Then at the end those games that need changes will be revised.

1.5. Assumption

- a) Most children know how to play some childhood games.
- b) Children get bored with traditional methods in the classroom.
- c) Childrens' games have common features that make it possible to be used by children from different regions.

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction

Chapter two is related to review of literature. Theories, definitions and other related subjects are discussed in detail. Different dimensions of games are also dealt with and different guidelines have been given to teachers.

2.1. Characteristics of Games and Language Games

Early childhood educators and practitioners in National Association for the Education of Young Children (NAEYC) state that: a play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development. Play gives children opportunities to understand the whole, interact with others in social ways, express and control emotions, and develop their symbolic capabilities. During play, a child can learn to deal with conflict, and to gain a sense of competence (Bredekamp and Copple, 1997).

John E. Davis states that: among the many contributions of play there are two most significant fundamentals of wholesome personality adjustment: a, the delicate element of interest so necessary to valid educational effort; b, a sense of individual worthwhileness and personal security evoked through the rational development of motor skills.

According to the Committee of Education, Division of Physical and Health Education: education is the process of internal change or development affected by external stimuli or situations. Play is a continuous, ever-enlarging host of stimuli. It is the dominant interest of childhood. That interest is the schools' most promising approach.

Weems A. Saucier states: there is no learning apart from a reaction, and the necessary reaction is more likely to occur in the active than in the inactive child.

Earl C. Lordon says: play is the one universal stimulus to the intelligence of the child. All educators are agreed that the chief purpose of education is the acquiring of an alertness of mind and right mental habits. The attitude of mind which is found in play is the attitude which represents the greatest efficiency in all mental effort; for in all good play there is complete absorption in the thing at hand, entire forgetfulness of self and that intuitive following of spirit guidance which leads to the largest result with the least effort.

Wellhousen and Kieff (2001) define play as an open ended, self chosen, enjoyable actions and activities that unite and integrate cognitive, language, social, emotional and motor aspects of learning within rich, culturally sensitive child-centered, and supportive contexts.

G.A Pitman states: games are valuable in giving the pupil a new idea of the value of language as something to get fun of.

According to D.Y. Morgan: a game or a contest not only gets language items practiced in an enjoyable way; since winning or losing is involved it concentrates attention on everything said.

Language game can also be defined as an activity designed to stimulate and to sustain interest for the learner while affording him/her practice in acquisition of language skills. These activities are not necessarily competitive in nature but are primarily an attempt to associate the learning process in enjoyment for the child.

So language can be learned easily by playing games that can be called game approach that is an approach to language teaching whereby language items are presented and reinforced through student participation in games.

Julia Debsen (1978) says that: “I have found that a good language game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation very much within the framework of language learning. Games can be an invaluable aid in teaching a foreign language on the elementary level. Nothing intrigues children more than the promise of learning a new game. By taking advantage of this playful inclination, the teacher is able to build new vocabulary concepts and to give additional practice in maintaining a previously learned skill.

Educational games in general are to:

- Offer a stimulating, pleasant form of drill and review
- Foster learning and retention of material already presented
- Sharpen wits
- Encourage observation
- Encourage keenness
- Result in undivided application to subject matter at hand
- The most rewarding way of obtaining individual, sustained alert interest and attention.

The above observations stress the importance of play in teaching and learning and show how language can be taught without enforcing students to memorize or use mechanical skills but learn unconsciously.

2.2. History of Teaching with Games

For centuries play has been the point of interest of educators, psychologists and philosophers. Play has always appeared in diverse forms, situations and this has made play so difficult to understand and use. It has been a kind of activity for children,

adults and animals. Consequently play started to be considered in the context of individual's development and education (Saracho and Bernard, 1998).

Using play in the classroom for sure is not a new idea when we look at the statement of Pestalozzi (1746-1827) "to give vent to play and competitive instinct was a means of accomplishing the harmonious development of mind, heart and body. And, Froebel (1782-1852) stated that "Education is most effectively acquired through active self expression, and social participation.

From 1870s onward, researchers have studied on play branches mainly in three directions – the cognitive value of play, the emotional value of play and the social value of play. Educators like Froebel and Montessori did not see play as a good in itself but as a means that child could better be thought and learned (Cohen, 1993).

Froebel and Montessori both had dramatic lives. Froebel's unhappy childhood made him determined to find ways in which to make children happy so he became a teacher and influenced by Rousseau and Pestalozzi, he decided to set up a kindergarten. Children were to be allowed to play and were to be encouraged by interested adults rather than have facts forced on them. Froebel originated the first kindergarten in Germany in 1837. He was a proponent of play and considered it very important in the educative process so in his kindergarten all educational system was based on play activities while children were enjoying the activities.

For Montessori, control was the vital issue. She used to treat handicapped children and believed that children were frustrated if teachers tried to get them to read and write. The child had to develop at his or her, own pace through freely chosen activities. Montessori developed a theory of child development which claimed that children are sensitive to special things in each age period. At her schools established around 1913, children learned to concentrate and create by play and she valued play as a creative force in itself. Montessori was particularly keen that children should be taught to be moral and play together. Both her view and those of Froebel reflect the paradoxical attitudes of Victorians to play (Cohen, 1993).

The growing field of scientific child study in universities and colleges combined with the growth of kindergarten education and the emergence of the nursery school movement to stimulate research and academic writing on children's play in the first half of the 20th century. Ideas about play in the schools were being tested and refined in light of newer theories of development. Ideas about play and development became increasingly differentiated during this period, and the issue of play as an indicator of child interests emerged (Frost, J. L. and Wortham, S. C. and Reifel, S. 2005, p.20). But recently with the development of formal education and especially by the development of different methods of language teaching that mostly are based on paper and pencil or mechanical drills, teaching by games were forgotten.

2.3. Theories of Using Games

Relevant theories of play have been proposed for the last decades to assist in John E. Davis understanding the nature of children's play and the relation between play and cognitive development. There have been always different classifications of theories. According to Saracho and Spodek (1998) theories of play are of two types, classical and dynamic, which are summarized below.

2.3.1. Classical Theories

Classical theories explain the function of play. In play there are different phases of energy, relaxation, recapitulation, and pre-exercise. During these phases at play learners restore their energy that they exhaust during their work. So, after a period of hard work learners need to play for a while to relax, generate and reserve sufficient energy to continue working again. The classical theory provided a function for modern theories of play.

2.3.2. Dynamic Theories

Dynamic theories of play are less concerned with understanding why children play, accepting the fact that children play. This theory makes an effort to explain the concept of play. This theory includes theories of Freud and Piaget. Dynamic theories of play activities have a strong influence on children's social, emotional and cognitive development. This influence affects learners' education and provides an important educational purpose (Saracho and Spodek, 1998).

According to Singer (1973), individuals use their physical and mental abilities in imaginative play to arrange their experiences. Through play, individuals explore the world; develop the ability to cope with the world (Saracho and Spodek, 1998).

Ellis view play as a way to process information. Since human beings typically are mentally active, they endlessly attempt to make sense out of the information. When they get insufficient information, they get bored and daydream. Play creates the balance. Children formulate information through fantasy play (Saracho and Spodek, 1998).

White (1959), in his theory of motivation explains play. Individuals do not need rewards to play, they play for play's sake and success in play provides its own reward (Saracho and Spodek 1998). Piaget (1952) discussed two important by-products of play, one being joy and the other learning. He stated that through play children practice and consolidates recently acquired skills (Roskos and Christie, 2001)

However the most important theories about play and its effects on teaching and learning are related to Piaget and Vygotsky. Both of these theoretician theories will be discussed in detail.

2.3.3. Piaget's Theory (Cognitive Developmental Theory)

According to Piaget, Swiss psychologist (1896–1980), the nature of the experiences provided for a child during the early years could make a difference in the child's intellectual development. Piaget proposed that the child constructed knowledge

through active interaction with the environment. The child proceeds through stages of cognitive development as an active initiator of learning, and responses to information depend on the level of understanding at that stage of development (Wortham, S. C. 1998, p.32).

Piaget believed that knowledge is acquired and changes over time by taking in new information through assimilation and by incorporating the new information into the existing knowledge structure, called a scheme. Through the process of assimilation and accommodation, the child not only acquires new knowledge but recognizes existing knowledge. The child is constructing knowledge; therefore, Piaget's theory is also called a constructivist approach to development (Wortham, S. C. 1998, p.42).

Piaget provided a framework for understanding the process of learning that takes place within the child. This framework is based on the interaction of schema and the process of assimilation, accommodation, and equilibration. It is also based on the way in which knowledge is reconstructed using this process of learning. Schema refers to the child's current concept of available knowledge about a concept. When new information is encountered related to the schema, the child simultaneously takes in the new information (assimilation), incorporates it into the existing schema, or the available knowledge (accommodation). Equilibration occurs when the process is completed; when the new information again is constructed, the process continues. The child uses the available thinking skills to reconstruct knowledge at each developmental stage; in addition the more opportunities the child has to experience new concepts and information, the better the child will be equipped to utilize the knowledge and make it part of his or her schematic repertoire (Wortham , S. C. 1998, s.68).

Piaget's description of the learning process leads to a better understanding of the child as an active learner. It includes the understanding that the teacher will prepare learning activities and materials that will focus on the child's opportunity and ability to interact with the knowledge and "learn" it through his or her available thinking skills. So this shows the importance of background knowledge in learners and why should teachers use this knowledge.

The cognitive-development's view of development has had a major influence on the understanding of how children acquire and use knowledge. Further and more important, according to cognitive developmental theory, the child has an active role in development and reconstruction of knowledge. The child takes in information because of interactions with his or her world and tries to make sense of the new information using what is already known from previous experiences. The child is continually engaged in constructing knowledge by fitting new input into existing information. For this reconstruction to happen, the child has to have the opportunity to encounter new experiences, be provided with additional activities to contemplate the connections the new information brings, and integrate the new information into a broader understanding of the underlying concepts (Wortham, S. C. 1998, p.68).

Cognitive developmental theory examines play as a mirror of children's emerging mental abilities. Piaget proposed that children individually create their own knowledge about the world through their interactions with people and materials. They practice using known information while consolidating new information and skills, test new ideas against their experiences, and construct new knowledge about people, objects, and situations (Isenberg and Jalongo, 1997, p.54).

2.3.4. Vygotsky's Social Developmental Theory

The work of Lev Vygotsky, a Russian psychologist, is called the Vygotskian approach. It is also classified as constructivist because Vygotsky, like Piaget, also believed that children construct knowledge. Vygotsky believed that social interaction plays a significant role in learning. For Vygotsky, both physical and social interaction is necessary for development. The social environment includes the child's family, school, community and culture, all of the social contexts that are related by the child. According to Vygotsky the child shares mental processes within the social context and learns by sharing experiences through interacting with others. The child learns by sharing activities with others first, followed by individual experiences. According to Vygotsky the child's construction of knowledge is influenced by past and present social interactions; it is socially mediated. He further proposed that some knowledge is spontaneously learned by the child, while other knowledge must be taught within the context of the school experience (Wortham, S. C. 1998, p.68).

Vygotsky believes that emotional and motivational aspects of learning are ignored by information processing theorists. However emotions and motivation are important in the learning process. Children learn best when they feel emotionally engaged in learning activities and this is possible to be achieved through play (Bodrova, E and Leong , D. J. 1996, p.35).

Vygotsky (Bodrova, E and Leong, D. J. 1996, p.35) argues that play influences development in three ways:

- Play creates the child's zone of proximal development.
- Play facilitates the separation of thought from actions and objects.
- Play facilitates the development of self-regulation.

Vygotsky in his theory believed that through play children use their ingenuity to create imaginary events that originate from real life circumstances. Play also liberates individuals from the constraints of the real world that surrounds them. This process gives children more control over a situation than they would have in reality and play with objects and meanings and get higher-order thought processes. Vygotsky believed that play makes mental structures through the use of signs and tools that promote language and thought development.

a) The zone of proximal development of Vygotsky

According to Vygotsky (Shayer, 2003):

“The Zone of proximal development of the child is the distance between his actual development, determined with the help of independently solved tasks, and the level of potential development of the child, determined with the help of tasks solved by the child under the guidance of adults and in corporation with his more intelligent partners”.

Therefore it can be said that a mediator facilitates the child's development by making it easier for the child to perform a certain behavior. These mediators become mental tools when the child incorporates them into his own activity. These mediators may be visible to others, such as a list of things to do, or they may be internal. Adults

use these mediators naturally, in an integrated fashion, and often automatically, without consciously thinking about it. For Vygotsky, play serves as a tool of the mind enabling children to master their own behavior. The imaginary situations created in play are the first constraints that channel and direct behavior in a specific way. Play organizes behavior (Bodrova and Leong. 1996, p.35).

For Vygotsky, play establishes a zone of proximal development for the learner because, in play the child is always behaving beyond his age, above his/her usual everyday behavior; in play the child treats a head above himself. Play contains in a concentrated form, as in the focus of a magnifying glass, all developmental tendencies; it is as if the child tries to jump his usual level. The relation of play to development should be compared to the relation between instruction and development. Play is a source of development and creates the zone of proximal development (Shayer, 2003).

An integration of these theories can define the function of play. Play is a natural activity and assists individuals in understanding their world at both thinking and feeling levels. Fantasy in play frees individuals from reality, and it can also promote the individuals' understanding and creativity.

2.4. Importance of Games

Research on the role of play in literacy learning has provided new insights about literacy learning. Educationists have long advocated the use of games as an aid to language teaching, and there can be few teachers who do not agree that they can be valuable. Play is a major part of young children's lives and an important context for literacy learning. For example, preschool children develop and refine motor skills, experience the joy of mastery, and develop and use basic academic skills such as counting, reading and writing while they engage in play. Play-based learning activities provide multiple ways for children to learn a variety of different skills and concepts. They allow children the opportunity to learn irrelevant skills and feel competent about their ability to learn in a comfortable and supportive environment (Isenberg and Quisenberry, 2002). Between these skills the most important is language learning. Play-based peer interactions were supportive not only for giving the opportunity to practice

language but also to provide specific forms of support for language learning. So one of the strongest beliefs about language teaching is that the whole process of teaching and learning should be fun. This motivation can be enhanced by the use of games in the classroom. In this study, it is believed that play could be an ideal medium for learners in language classes. Play gave them a relaxing and comfortable environment to practice a new language, English, without worrying to make mistakes. Play was understood as a “concrete”, “hands-on”, “fun”, and “manipulative” activity that provides a relaxed and comfortable environment, becomes a good medium for integrated lessons, and gives a natural connection between past experiences and language learning.

In language classes learners are to repeat assignments very frequently to achieve the games’ goal “automatization” that is to convert declarative knowledge into procedural knowledge, bringing with it all the advantages of the procedural knowledge and removing all the disadvantages of the declarative. Children busy with an activity can rarely participate in intellectually challenging conversations because their attention is directed to the task so they can not automatize their learning. While playing learners not only automatize the habit of language use but also increase the speed of performance, forms that occur frequently are suddenly seen as natural and are produced correspondingly. So, language learners are able to attain both accuracy and speed in using language structures, which in turn empowers the learners’ fluency in conversation. Therefore language games serve the function of practicing grammar structures and vocabulary as much as possible in a playful way so that students mostly are not aware of practicing language. So playing in language classroom helps practice to be fun, repetition not to be boring and declarative knowledge is converted to procedural knowledge unconsciously (Macedonia, 2005).

As it is clear there is no doubt at all that mostly play is a real motivator and has its own rewards. The children through play, can pace themselves appropriately, make choices and develop self confidence. Through play, children can try activities a few times until they succeed without feeling that these attempts have been a failure. During these attempts essentially the child is in control of teacher without being aware of this control (Moyles, 1994).

Guidelines from the Association for Childhood Education International and the National Association for the Education of Young Children, two respected professional associations, affirm that play is essential for all children's healthy growth and development. According to Isenberg and Jalongo (1997, p.45), play:

- Enables children to make sense of their world.
- Develops social and cultural understandings.
- Allows children to express their thoughts and feelings.
- Foster flexible and divergent thinking.
- Provides opportunities to meet and solve real problems.
- Develops language and literacy skills and concepts.

Thus it is possible to say that:

- Children are motivated by play
- Play allows one to make mistakes without feeling guilty
- It enables children to have holistic experiences of literacy
- Play enables learners to demonstrate what they know rather than what they can copy
- Play enables children to cooperate in learning about literacy
- Learning through play is not passive but active
- Play helps learners to relate their new knowledge to past experiences.

2.5. Characteristics of Play

There are different opinions about characteristics of games. Thornoton and Cleveland (1990) noted that the essential aspect of a game is interactivity. De Felix and Johnston (1993) suggested that the structural components of a game, including dynamic visuals, interaction, rules, and a goal, are the essential features. Gredlert (1996) stated that the essential elements are a complex task, the learner's role, multiple paths to the goal, and the learner control. Malone (1981) argued that there are four characteristics of games that make them engaging educational tools: challenge, fantasy, complexity, and

control. Thomas and Macredie (1994) claimed that the core characteristic of games is that actions have no real-world consequences (Garris, Ahlers and Driskell , 2002) .

According to Isenberg and Jalongo (1997, p.41) there are at least five essential elements that characterize play. These characteristics can be listed as following:

- Play is voluntary and intrinsically motivated. In play learners can choose the content of their activity. In play there is no external force so it is self satisfying.
- Play is symbolic, meaningful and transformational. Play enables children to relate their past experiences to their present world. In play learners can get into others roles and this makes it easy to learn language.
- Play is active. In play, children explore experiment, investigate, and inquire everything surrounding them by people or objects.
- Play is rule-bound: In play there are implicit or explicit rules. Younger children mostly prefer to change these rules but older children obey the rules of play.
- Play is pleasurable: there is intrinsic pleasure in play that can be one of the most important rewards to learners.

Therefore it is possible to say that game characteristics can be described in terms of six broad dimensions: fantasy, rules/goals, sensory stimuli, challenge, mystery, and control and it can be said that play, enables children to construct understandings of their world from their own experiences and strongly influences all aspects of their growth and development. During play children become empowered to do things for themselves, to feel in control, to test out and practice their skills, and to develop self-confidence.

2.5.1. Types of Play

A person only has to observe children at play for a short period of time to find out different forms of play. Some forms are simple, whereas some are quite complex. According to Piaget there are two types of play, functional play and symbolic play. In functional play children repeat an action and the main purpose is fun and pleasure while

discovering about objects (Wellhousen and Kieff, 2001). In symbolic play children use different objects that also stand for another object, they use mental expressions; for example they may use a block to represent a phone. Piaget's scheme was later changed slightly by Smilansky (1968) and he added 'constructive play'. So symbolic play was divided into three major forms:

- Constructive play
- Dramatic play
- Games with rules

In constructive play the child makes a relation between practice play and dramatic play. For example the child can make a house by using blocks. In dramatic play the child starts to role play in the house that has created during constructive play. Teachers can make use of this kind of play and create imaginary environment for role playing in classroom. But later it was argued that some kinds of play do not fit well into the schemes of either Piaget or Smilansky. Examples of these kinds are physical activity play, wrestling, chasing and so on.

By constructive play it is possible to practice fine motor skills, while gross physical play can provide whole body exercise and motor coordination, socio-dramatic play may increase language and role taking skills. In whole it can be said that playful activities can advance most of the aims of early year education.

In games with rules the child creates rules for his/her imaginary play and wants everybody to treat according to the rules of game. Dramatizing, which occurs as children incorporate imaginative play into their structure provides opportunities for using rich language (Wellhousen and Kief, 2001).

According to Moyless (1989), play can be divided into three groups of physical, intellectual and social emotional as shown in table 1.

Table 1. Types of Play According to Moyless (1989)

Basic forms	Detail	Examples
Physical Play	Gross motor	Construction destruction Building blocks/clay/sand/wood
	Fine motor	Manipulation coordination Interlocking bricks Musical instruments
	Psychomotor	Adventurous Climbing apparatus
		creative movement Dance
		Sensory exploration Junk modeling Object play Finding out table
Intellectual Play	Linguistic	Communication/function/ Explanation/acquisition Hearing/telling Stories
	Scientific	Exploration/investigation/ Problem solving Water play Cooking
	Symbolic/mathematical	Representation/pretend/ mini-worlds Doll's house/homes/ Drama/number games
	Creative	Aesthetics/imagination Painting/drawing/ Fantasy/reality/ Modeling innovation Designing
Social/Emotional Play	Therapeutic	Aggression/regression/ Relaxation/solitude/ Parallel play Wood/clay/music
	Linguistic	Communication/interaction Puppets/telephone Cooperation
	Repetitious	Mastery/control Anything
	Empathic	Sympathy/sensitivity Pets/other children
	Self-concept	Roles/emulation/ Home corner/service Morality/ethnicity 'shop'/discussion
		Gaming Competition/rules Word/number games

Knowledge of the stages of play helps teachers provide appropriate environment that support children's development. It also enables them to enjoy, encourage, and appreciate age-appropriate play behavior.

2.5.1.1. Developmental stages of cognitive play

In another place Peter Smith divides play into four main types of cognitive play:

- Functional play: is characterized by simple, pleasurable, repeated movements with objects, people, and language to learn new skills or to gain mastery of a physical or mental skill. It is also referred to as sensorimotor, practice or exercise play (Isenberg and Jalongo, 1997, p.54).
- Constructive: In constructive play, children create something or engage in problem-solving behavior according to a preconceived plan. Constructive play often combines functional and dramatic play. Typical constructive activities might include creating a play around a social studies topic, writing a story, using invented spelling and etc (Isenberg and Jalongo, 1997, p.54).
- Rule-governed: games with rules rely upon prearranged rules that guide the play behavior. Some examples of plays with game are card games and outdoor games. These games enhance children's physical coordination, refine their social and language skills, build conceptual understandings, and increase children's understanding of cooperation and competition (Isenberg and Jalongo, 1997, p.59).
- Dramatic: also called symbolic or pretend play. In this kind of play children are able to transform their world into symbols. Dramatic play reflects children's growing mental ability to make objects, actions, gestures, or words that stand for something or someone else to express their ideas and feelings. If dramatic play involves two or more children who communicate verbally about the play episode, it is called sociodramatic play. Sociodramatic play is person-oriented rather than object-oriented and is considered a higher level of play behavior. In sociodramatic play, children carry out imitation and drama and fantasy play together. Sociodramatic play involves role playing in which children imitate real life people and experiences that they have had themselves (Isenberg and

Jalongo, 1997, p.54). According to Smilansky (Frost, J. L. and Wortham, S. C. and Reifel, S. 2005, p.140) there are six criteria of dramatic play that evolves into sociodramatic play. The first four are dramatic play and the last two are sociodramatic play:

- Imitative role play
- Make believe with regard to objects: toys that are not replicas of the object itself are substituted for real objects.
- Verbal make-believe with regard to actions and situations: verbal descriptions are substituted for actions or situations.
- Persistence in role-play: the child continues the role at least for 10 minutes.
- Interaction: at least two players interact.
- Verbal communication

2.5.1.2. Developmental stages of social play

During social play children develop their abilities to interact with their peers. Parten identified six types of play, beginning with the least socially mature and moving toward the most socially mature (Isenberg and Jalongo, 1997, p.60). They are as following:

- Unoccupied behavior: In this kind of play children are not engaged in play and does not seem to have a goal. They play alone, get on and off chairs, walk about aimlessly, glance around the room.
- Onlooker behavior: In this kind of play the child observes, asks questions, and talks to other children but does not enter play itself. He or she stands within speaking distance to see and hear then decides how and when to enter the play.
- Solitary play: the player plays independently and is not involved with other children. Playing with their own toys is the primary goal in this kind of games.
- Parallel play: In this type the child plays near other groups but not with them and never shares anything with others.

- Associative play: In this kind, child plays with others and takes part in conversations that consists of asking questions and using one another's toys.
- Cooperative play: Involves complex social organizations with shared common goals. In this kind the players negotiate, divide the labor, and organize themes of play. Here there is a reciprocal role taking and a strong sense of belonging to group. The group mostly is organized for the purpose of making something or playing a formal game.

Different kinds of games promote communication development and help children transfer language skills from one context to another. The younger the pupils, the more physical activities they need. Children need exercise and movement, and teachers should make use of this wherever possible. As well as the moving about activities, teachers can let pupils to do all sorts of crazy things while teaching them English – ‘stand on your head by the door’ : ‘hop on your left foot five times’ – and the more language pupils learn the more teacher can ask them to do. The advantage of these activities is that the teacher can easily understand if students have understood. Teacher can check classroom vocabulary, movement words, counting, spelling, etc. If pupils have not understood first time, they can repeat the activity. Teachers can use these kinds of games using different strategies as (Wellhousen and Kief, 2001) state:

- Naturalistic: In this strategy teacher help learners to learn new skills and practice existing ones. There are different variations of this strategy.
- Incidental teaching: In this strategy teacher use advantages of the child's initiation of language, for example teacher asks: Do you want to play with dolls? “When the child nods in the affirmative, teacher says “yes”.
- Naturalistic time delay: Here the teacher helps learners during specific times of the day but the assistance is always delayed. So enforces the learner to use language and ask for assistance.
- Transition-based teaching: Here the teacher uses transition times to teach something to learners.
- Peer-mediated strategies: Peers are thought specific strategies for engaging their less competent classmates in social and communicative exchanges and then give opportunities to play together and use these skills. During this time the teacher observes and assists learners.

The mentioned strategies can be used in the kind of games mentioned in below:

- Listen and do
- Listen and identify
- Listen and perform-mime
- Listen and respond
- Listen and make
- Listen and draw
- Saying rhymes and singing songs
- Vocabulary games
- Telling stories (Slattery and Willis, 2001)

2.6. Personal Characteristics of Learners

There are personality factors within learners that contribute in some way to the success of language learning. These factors are:

- The affective domain: that is the emotional side of human behavior and has to be cared by teachers not to be destroyed in the classroom.
- Inhibition: that helps humans to protect the ego.
- Risk-taking
- Anxiety
- Extroversion (Brown , 1993, p.140)

These personal characteristics are potentially important factors in the acquisition of second language. Teachers should be aware that most learners are afraid to take part in language activities because they do not want to put their personal values at risk and loose their self-esteem. Teachers using games in language classes help learners to take part in activities without having the stress of failure.

But the most important of all of these is motivation. Motivation refers to an individual's choice to engage in an activity and the intensity of effort or persistence in that activity. Individuals who are highly motivated are more likely to engage in, devote

effort to, and persist longer in a particular activity. One way to motivate and to sustain children's interest is to teach English through games.

2.7. The Relation Between Games and Language

When children play, they communicate in many ways. When play is social, children must communicate with each other so that everyone knows what is happening. When children play alone, they are also communicating, although the signal may not be clear or obvious.

One of the earliest and most profound theories that connect play and communication is Gregory Bateson's "theory of play and fantasy". His insight was that many actions that would be taken seriously in reality are not taken seriously when individuals are engaged in play (Frost, J. L. and Wrotham, S. C. and Reifel, S. 2005, p.20).

As a psychologist interested in language of children, Garvey (1993) has done a number of studies describing transitions into and out of pretend play frames. Her observations and analyses of preschoolers (primarily girls) as they pretend have revealed a sort of communicative efforts that Bateson predicted, with spoken language serving as a vehicle for indicating the play frame and its meanings. When children engage with one another, they use the types of talk that Garvey identified (Frost, J. L. and Wrotham, S. C. and Reifel, S. 2005, p.20).

In a study by Lewy (1984) the strong relationship between play and language was discovered when she examined a wealth of literature on play and language use in children of 5 years old. She found an 'undeniable association' and concluded that play is an effective medium for stimulating language development and innovation in language use, particularly in relation to clarifying new words, and concepts, motivating language use and practice, developing metalinguistic awareness and encouraging verbal thinking (Moyles, 1989).

According to Wortham, S. C. (1998, p.68), language has an important role for play but that play has an equally important role in the development of language. Language is used for make-believe, as an imitation of adult speech and for management of play activities. The role of play in language and cognitive development is as follows:

- Play stimulates innovation in language.
- Play introduces and clarifies new words and concepts.
- Play motivates language use and practice.
- Play develops metalinguistic awareness.
- Play encourages verbal thinking.

2.8. Incorporating Play into Curriculum

It is clear that play is a process rather than a subject, it is really within subjects that one should look at play as a means of teaching and learning rather than as a separate entity. Games used in schools for educational purpose should be curriculum-generated. These games serve two separate functions. The first, for the assessment of prior knowledge of learners while playing with materials or ideas before instruction. The second purpose occurs after instruction (Wellhousen and Kieff, 2001).

Curriculum-generated play can assist learners and teachers in learning and practicing new and existing knowledge. However there is other kind of play called recreational. Play that can be done in learners' free times, it provides neural rest and can reduce environmental or performance based stress and also increases social relations between children (Wellhousen and Kieff, 2001).

2.9. Classroom Environment

Understanding the different aspects of play environment is important because environment signals to children what they can do and encompasses the curriculum of early childhood education.

The environment of literacy learning classroom can contribute much to a child's sense of well being in the school setting. The climate of classroom shows the sensitivity of teacher toward students and their needs and interests. Researchers have shown that environmentally rich classrooms help learners' literacy development (Rutzel and Cooter, 1996). The literacy- enriched play center is a context where young children can experiment with emergent writing, emergent reading, and speaking. In this kind of play-based literacy context not only learners can learn in authentic opportunities but also to assess children's comprehension and use of written language.

Designing types of play environment are related to the type of study, so no two play grounds are identical. For example, designing in the classroom can be done by even the youngest learners. They may invent spellings for objects in the classroom and write these on cards. These spellings can even be wrong that by time learners will improve and correct the mistakes.

Other areas in the classroom can be used to display helpful reference information such as numbers, colors, and alphabet letters. Teachers should remember that play environment should be organized neatly (Rutzel and Cooter, 1996).

The National Association for the Education of Young Children supports the view that: Children learn a lot reading from the labels, signs, and other kinds of print they see around them. Highly visible print labels on objects, signs, and bulletin boards in classrooms demonstrate the practical uses of written language. In environment rich with print children incorporate literacy into their dramatic play using these communication tools to enhance the drama and realism of the pretended situation (1998, p.4).

2.9.1. Physical environment

In Language classes display boards would cover all walls and be properly maintained, providing sample work to inspire students as well as practical information, advice and reminders about English skills in other words, the total area should be "print rich". A carpet is preferred in the room to avoid the noise of students and teacher

moving around, fresh paint on the walls and a comfortable working temperature would enhance the teaching and learning atmosphere (Goodwyn and Branson, 2005, p.214).

2.9.2. Space

Space includes the degree to which the physical environment is arranged to develop active, creative thinkers and has a strong influence on how children function. In good early childhood classrooms, teachers use storage shelves and tables so that children can work individually, in small groups, or in a large group. The more flexible the materials and furnishing are within a space; the more possible it is to maximize the potential of any room regardless of its size or shape. It gives both children and teachers more control and choice over the arrangement of the physical setting (Isenberg and Jalongo, 1997, p.215).

2.9.3. Real versus sham

Children often prefer the real thing over the sham. The real may be more durable, more valuable, more functional, or associated with past experience. The hammer Mom or Dad uses is more valuable than a plastic imitation. The real truck or fire engine, complete with horn, whistle, imparts attributes that a mere copy cannot have (Frost, J. L. and Wortham, S. C. and Reifel, S. 2005, p.326).

2.10. Developmentally Appropriate Practice

Developmentally appropriate practice (or DAP) is a perspective within early childhood education whereby a teacher or child caregiver nurtures a child's social/emotional, physical, and cognitive development by basing all practices and decisions on theories of child development, individually identified strengths and weaknesses of each child uncovered through authentic assessment, and the child's cultural background as defined by his community, family history, and family structure. Advocates of developmentally appropriate practice (DAP), propose that it addresses some practices initiated to raise achievement that are detrimental to young children. To say that curriculum is developmentally appropriate means that it is suitable for the

physical and cognitive characteristics and changes that occur in young children. DAP is more suitable for young children because it is both age appropriate and individually appropriate (Wortham, S. C. 1998, s.52).

The key feature of DAP is the separation of learning goals for children into different developmental areas (such as physical, language, and cognitive), coupled with suggestions for practices that facilitate development in each area (Dickinson and Tabors, 2001).

Early childhood educators and practitioners who support Developmentally Appropriate Practice (DAP) state that “play is an important vehicle for children’s social, emotional, and cognitive development as well as a reflection of their development (Bredekamp and Copple, 1997). They also believe that children may enhance their social, emotional, physical development through project work, play, small group learning experiences with real life tasks such as cooking or woodworking, and other appropriate practices.

In addition, they say that “play also provides a safe and highly motivating context within which children can learn a language. It is also believed that the ideal conditions for learning a language are similar to those for learning a first language, through developing trust and meaningful comprehensible experiences (Bredekamp and Copple, 1997).

In relation to play and literacy learning, the National Association for the Education of Young Children mentions that interactive, collaborative activities provide rich language-promoting opportunities. So the role of the teacher is to construct an environment in which children can independently explore and manipulate objects and ideas.

According to Wortham, S. C. (1998, p.52) the theoretical underpinning of the guidelines for developmentally appropriate practice resulted in the following assumptions about interactive learning and teaching:

- Children learn best when their physical needs are met and they feel psychologically safe.
- Children construct knowledge.
- Children learn through social interaction with adults and other children.
- Children's learning reflects a recurring cycle that begins in awareness and moves to exploration, to injury, and finally, to utilization.
- Children learn through play.
- Children's interest and "need to know" motivate learning.
- Human development and learning are characterized by individual variation.

2.11. Similarities in Achieving Native and Foreign Languages

At the heart of learning lies the significance of prior knowledge. Schema theory locates prior knowledge as the fundamental contributor in shaping new learning. So schematic knowledge enables us to integrate what we learn with what we already know, as a result learner makes a connection between new knowledge and previous knowledge. Education should be a developmental process in which earlier experiences provide the foundations of understanding later ones. It is argued that prior knowledge was the strongest determinant of learning because prior knowledge is stored in long term memory and can help the construction of short-term memory. If teachers consider in the classroom learners' schemata and how they might use it in learning and teaching, it could be a valuable way of making connections between theory and practice.

For the teacher then, a primary responsibility is to enable connections to be made between the "already known" and the "new", and to acknowledge how, what the child already knows might impact upon how she/he responds to new information or ideas. Establishing what children already know creates an opportunity to clarify any misconceptions that might occur (Myhill, 2004). This also helps learning to be meaningful that is the process of relating and anchoring new materials to relevant established entities in cognitive structure.

Studies of how children learn both their first and second language describe language use as a major influence on language development. It can be said that there are

at least four ways in play for children to practice first or second language skills (Isenberg and Jalongo, 1997, p.48).

1. Communication. In pretend play children use role appropriate language and statements that may have not encountered before. Also during play children have different chances to express their thinking.
2. Forms and functions. During play, children learn to use language for different purposes in different contexts. This process helps learners to practice forms and functions of language.
3. Purposeful verbal interaction. Verbal give and take during play is highly developed because children plan, manage, problem solve and maintain the play by verbal explanations, discussions, or commands.
4. Play with language. Different kinds of play with language are jokes, riddles, jump rope rhymes and so on. Young learners enjoy playing with these because they can understand the language while enjoying.

2.12. Dimensions of The Quality of Play

According to Moyles (1994), there are ten different dimensions of play quality that are all interrelated. These are:

- Aims and objectives
- Curriculum: includes a consideration of the extend to which the play activities provide learning opportunities in language, mathematics, science and ...
- Learning and teaching strategies: this is concerned with how the play is organized and structured, who is participating and what roles are adopted by children and teachers.
- Planning, assessment, record keeping: this relates to the planning stage of play, by whom and how it is planned, how it is evaluated and revised.
- Staffing: this dimension relates to the opportunities for the staff to involve in the education
- Physical education: this dimension relates to the environment and space that play occurs
- Relationships and interactions: in this dimension the social dimensions of play are considered

- Equal opportunities: in this dimension the play activities are considered with regard to issues of race, gender, disability and social class
- Parental partnership: the way in which parents are involved in play activities are evaluated in this dimension
- Monitoring and evaluation: the quality and effectiveness of play are evaluated in this part.

Practitioners who wish to evaluate the quality of games should bear in mind that it is a long term effort that takes time and commitment. According to Moyles (1994), evaluation and improving games has four key stages to consider:

- Stage 1: Evaluation

At first stage the practitioner should work with teachers, parents and learners to be able to observe the learners through games. The evaluation questions by Moyles (1994) are shown in table 2. A good way of evaluating games may be answering the questions in Table 2 through observation and interview.

Table 2. Schedule for Evaluating the Quality of Play

1- Aims and objectives
Is there a policy on play? How did the policy arise? Who does it apply to? What are the expressed aims and objectives of play? What is the rationale for the play provision? How is the policy communicated? How far is the play policy shared between educators, parents and children?
2- Curriculum
What play activities are available? What kind of play do these activities facilitate? What curriculum experiences do they offer? How broad and balanced are these experiences? Is there continuity and progression in children's play?
3- Teaching and learning strategies
How is the play structured or directed to encourage learning? How is the play organized and managed? What rules operate and who sets these? Who is participating in the play? How are the children using the play activity? What competencies are the children displaying? What is the role of the adult in the play?
4- Planning, assessment and record keeping
How are the play activities planned? Who is involved in the planning? Are the children assessed in their play and how is this managed? How is this assessment recorded? What use is made of these plays?
5- Staffing
Which staffs are involved in the children's play? How is the staff involvement managed? What staff development opportunities are offered which focus on play?
6- Physical environment
How much space is available for play activities inside and outside? How is this space organized and utilized? What facilities and equipment are available? How developmentally appropriate are they? What condition are they in? How are they organized?

7- Relationship and interaction

What kinds of interactions are occurring in the play?
 Who initiates the interaction?
 What relationships are observable in the play activity?
 What relationships does the play encourage?
 How much involvement is there?
 What codes of conduct operate?

8- Equal opportunities

In what ways do the play activities reflect cultural and physical diversity?
 How far and in what ways does the play challenge stereotypes?
 Do the play equipment and facilities reflect an awareness of equal opportunities' issues?

9- Parental partnership and liaison

How are parents involved in the play?
 In what ways do parents, and other adults in the community, contribute to the play activities?
 Does the play reflect the children's home and community environment?
 What liaison is there between the setting and other play provides in the community?

10- Monitoring and evaluation

How is the quality of play within the setting monitored and evaluated?
 How often is this done?
 Who is involved in the process?

➤ Stage 2: Action Planning

To have a structured action plan it is useful to make use of different resources as possible. Also, teachers, parents and learners can be the best resource in planning the action.

➤ Stage 3: Implementation

After planning the action it is time to implement and see its effects on the quality of the play in the setting. Here again, regular and systematic observation of children and adults at play is critically important to enable any judgment to be made about the effectiveness of the improvement process.

➤ Stage 4: Reflection

At this stage it is the time to reflect on the quality of other stages and in case of need to revise and make changes.

2.13. Organizing Games for Language Classes

Since we wish to devote as much time as possible to the game and not get bogged down with time consuming but necessary preparations, we must consider the following points for organizing games:

1. Teachers must set up materials which are needed in the various games.
2. Materials must be easily and always available.
3. A specific place should be designed for materials.
4. It will be advisable for teacher to place children in numbers where they are of equal or near equal ability with the others in that row. Do not place two brilliant and two unsatisfactory students in the same row, for this would tend to discourage those less able. This will avoid a team too powerful or too weak to afford interest and fair competition. The teams will then be quite evenly divided into combined strengths and weaknesses, if the teacher follows this plan.
5. Teams may be retained once set up, if desired and only the numbers adjusted according to the subject ability of the learners.
6. It is good for children to have an opportunity to become familiar with the games, before interjecting the subject matter and skills, which the teachers wish them to learn. Then they will not be subjected to two learning processes at once
7. Games should be fast moving so that pupils don't get bored.
8. Games should contain an element of surprise or competition.
9. Games should be simple enough so that very little time is required for explanation or scoring.
10. Games should supplement regular class lessons and have a definite learning objective.
11. Games should reinforce a particular point of language that the students lack.
12. Games should offer practice chance for previously thought items.

13. The context of the game should be appropriate for the language items.
14. Games should be fun and enjoyable.
15. Games should be suitable to the age level of learner.
16. The space of classroom should be suitable to conduct the game.
17. The materials used in the game should be safe for the learners.
18. Teachers should also involve children in the choice of games.
19. Teachers should use the course book as a main resource of games.

2.14. Parental Role

The importance of the role of adults in developing children's play and activities has been particularly emphasized by Vygotsky and Bruner. Vygotsky (1978), argued that the adults have a key role in helping children to learn. He believed that the child may have developed a certain level of competence independently and unaided but if an adult helps, the child can attempt a bit harder. Vygotsky called the first level "Zone of Proximal Development (ZPD)" and the later "Level of Potential Development" (Moyles, 1994). According to (Isenberg and Jalongo, 1997, p.326) three principles should guide early childhood educators in empowering families:

- Use the strengths of learners' families. Using the knowledge parents have about their children is one way to empower parents in the education of their children at school. In American schools, many teachers gain such knowledge by sending home letters inviting parents to share their expertise regarding the creation and development of a new center or project.
- Provide comfortable ways for families to become involved in their children's play and creative growth. Sending home brief notes about children's successes with art, music or a good problem-solving idea helps parents see what children are learning.
- Encourage a cooperative partnership.

There are lots of parents who criticize teachers for allowing children to play because they are unaware that play is principal means of learning. So parents are particularly predisposed to understand play and its learning potential by inviting to

schools and allowing them to experience some of the materials and resources children use. To enable a better understanding of the value of play, the parents must be given brief guidelines about:

- The objectives of play
- The vocabulary which is to be promoted
- Other materials which may be introduced (Moyles, 1994)

Teachers also can utilize the family as a resource for children's learning both in the school and at home. Involving parents as active partners in the classroom provides a best work in classroom and children can learn better. According to Seefeldt and Galper (2000), teachers can use the following approaches to involve parents.

- Conferences in which teachers provide parents with samples of children's work and invite parents to share their observations about their children's learning and their suggestions for classroom experiences based on their children's interests.
- Regular contact with parents explaining the goals for the work, why certain activities were planned, and how parents can support the lesson at home.
- An open door for parent observation and participation.

There are two ways for building home-school partnerships. One is one way communication that flows from schools to families. Four one-way communication strategies have been recommended by (Isenberg and Jalong, 1997, p.328).

- Newsletters communicate information about school events or projects to families.
- Handbooks provide information about school policies and procedures and available resources.
- Notes about learners' creative works.
- Photo albums documenting the processes of children's activities.

The second strategy is two-way communication that encourages dialogue between families and schools. Four recommended two-way communication strategies follow.

- Meetings organized at school.
- Conferences
- Telephone calls
- Parent visits and participation in the classroom.

2.15. Negative Points about Using Games

There are researchers who argue that many educational games do not do what they purport to do. It is said that learners lose sight of the objective, see the game as fun and do not learn anything by playing them. Others argue that the heavy emphasis often placed on winning may mislead players as to the real objective of learning. Still others argue that the few studies conducted, have failed to confirm that students learn anything from games that could not have learned from conventional method.

While some of the above mentioned opinions may be true, it is believed that there are many other positive values associated with games in education. However the only point to consider is the way the games are used because their use can be abused, if used in isolation from other teaching devices and if teachers can not use game in right manner (Wharton-Boyd, 1983).

One of the most important problems in language classes is time limitation. The duration of a game can vary according to the complexity of the game. But the average time for each game is about 30 minutes. Most topics will require two or three games. In most schools, a language instruction lasts 40 to 100 minutes, two times a week. This makes it difficult for teacher to use language games. Teachers have to explain a text or grammar topic, so hardly any time remains for games to be done.

2.17. Teachers' role

The teacher's attitude is an important factor not to be overlooked. Even a well-prepared teacher, if lacking enthusiasm, might witness the demise of a potentially effective teaching approach despite its merits. Children are extremely sensitive to adult

moods and perform accordingly. Games are most successful when the teacher projects enthusiasm and a pleasant attitude, but the children should always be in control. Though teacher preparation is vital for any game or game-like activity.

There are different approaches about the role of teachers through language games. The Vygotskian approach emphasized more the active role of teachers as facilitators, play partners, and organizers, taking from the interventionist perspective. Others believe that teachers are just observers in language classes through games. Cummins (1996), also states that the quality of teacher-student interactions and peer-interactions can be more important to student success than using specific teaching methods (Garcia, 2000).

According to Vygotsky the development of behavior has two levels, what the child can perform independently (independent performance) and the level that the child can achieve with help (assisted performance). The zone of proximal development describes the continue between assisted performance and independent performance. Assisted performance includes the help of the adult or peer. The teacher assists the child's acquisition of independent behavior by helping the child directly or indirectly. As the child makes progress in achieving at the independent level, the zone of proximal development also moves higher (Wortham , S. c. 1998, p.44).

Using Piaget's idea of the preoperational child's learning process; the teacher makes a variety of activities available to help the child get new concepts. If the child is to assimilate and accommodate new knowledge into a schema, there must be opportunities to actively explore the information; the child must have concert experiences with the information.

According to Isenberg and Jalongo, (1997, p.54) the following seven roles describe the various kinds of interventions teachers can use.

- Teachers as observers: teachers must be good observers of children's play so that they can determine whether or not children need help with a problem; if toys or materials are adequately stimulating; and how play situations are contributing to children's developing social, motor, and cognitive skills.

- Teachers as collaborators: sometimes children continuously repeat actions and can not move forward with a role, theme, or idea. Teachers can help them by adding a toy or asking a question. In doing so, the teacher extends the children's thought process and imagination with minimal interruption.
- Teachers as planners: teachers must plan for children's play theme, the time and environment of play setting. They also should make ready the materials needed so that learners can act the role. As children become absorbed in their play activities, teachers work individually with children on particular skills. Orchestrating this kind of play activity requires considerable skills.
- Teachers as responders: when teachers verbally describe children's actions and words or ask questions about the role or theme, they provide feedback on what the children are doing and saying. Asking questions, making suggestions, and helping children make contact with others are ways of teachers' responses to children's play. These interventions, however, must address the role of the child not the child. In this way the play becomes a valued activity.
- Teachers as models: sometimes it is possible for teachers to join the play and act a role relevant to the theme. In this way teachers can teach individuals or group of learners a needed play skill.
- Teachers as mediators: teachers of young children frequently encounter children's conflicts and disputes in play situations. Most teachers feel the need to either prevent such conflicts or intervene immediately. Teachers who mediate children's disputes use strategies that help children develop peaceful resolutions. These strategies can include being aware of children's intentions; helping children use their words to express their needs and feelings and providing enough materials to share and giving enough time for them to negotiate and solve their problems.
- Teachers as monitors of children's safety: teachers should provide a safe environment for learners by checking the environment for hazards.

Followings are some suggestions for teachers:

- Keep the game well under control
- Have a complete knowledge of the organizations, skills and rules of the game
- Be sure to follow the rules of the game exactly
- Be flexible. If one game does not seem to be going well, change to another
- Help learners enter play in progress (Wellhousen and Kief, 2001)
- Suggest words which children can use to initiate play (Wellhousen and Kief, 2001)
- Observe and supervise children at play
- Use language games to promote learning
- Demonstrate games for learners
- Encourage cooperation by games
- Give more confidence to learners by using games
- Make sure children have sufficient time for play
- Choose appropriate props and toys

One question that teachers of young children often ask is: “should I intervene in children’s play?” when adults support children’s play, everything they do can be considered a kind of intervention. Whether, how, and when teachers intervene determines if play is enriched or disrupted.

Research tells that children’s play becomes more elaborate, richer, and more complex when adults support children in their play. A good blend of intervention strategies means that teachers are neither too directive nor too unaware about their role in children’s play. When teachers are too controlling, children lose the opportunity to self-regulate their behavior. On the other hand, when teachers intervene in situations where children can already perform a task, they discourage children’s self-regulatory behavior by fostering dependence on adults (Isenberg and Jalongo, 1997, p.63).

So when it is recommended for teachers to assist in play, it does not mean that teachers should play with children or direct as a member of the group. Interaction with an adult places the child in a very specific, subordinate role, and no matter what the teacher does, the child is still a child. If a teachers takes too much of a lead in play,

children never get a chance to see what it is like to pretend. Another disadvantage of too much interaction is that the teacher will not be able to glimpse what lies within each child's ZPD (Bodrova , E and Leong , D. J. 1996, P.132).

CHAPTER 3

AUTHENTIC GAMES AND THEIR ADAPTATIONS

3.0. Introduction

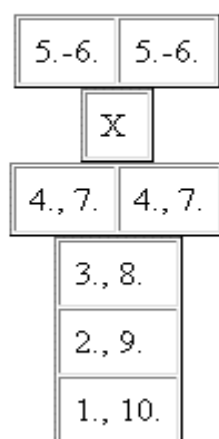
This chapter deals with the collection and interpretation of childhood games. For collecting childhood games the people from all over the world were interviewed. Then the collected games in case of any need for adaptation were adapted to language teaching.

3.1. Collecting Authentic Games

3.1.1. Hopscotch: the original version

One of the best known games in the world: its pictures, which are scratched in the earth or drawn with chalk, are found in all five continents.

Chapel:



This is the most frequent sample in the world. The fundamental rules are almost the same in all versions. The player has got a stone, throws it in the first field, jumps after it on one leg and pushes it to the second box this continues up to the end. Now he throws it on the second field, jumps after it on one leg from field to field, throws it out again and it continues in this way. The field which is marked with an X, is the "hell", the player must not neither throw nor jump there. Jumping after the stone on the fourth and fifth fields, the player may put down both his legs in these fields. After the fifth fields he has to turn round with a jump in a straddle with both his legs (still standing on the same fifth fields – but they became the sixths this way) and jumping over the "hell", now he has to jump back to the first field, then out of the picture. The player will make a mistake, if he throws the stone on the line or in an unsuitable field, or if he doesn't step precisely on the suitable field. In this way he loses his round, and his partner will come after him. The game can be made more difficult, if players must jump in crossing legs, or squatting through the picture after the first round.

➤ **Hopscotch: adapted to English language teaching**

- **Type of activity:** listen and do, Speak and do

This game can be used to teach numbers and letters to A1 learners of English. Teacher can change the numbers in boxes according to the numbers or letters that wants to teach. For example if the teacher wants to teach numbers from 10 to 20. She/he will draw the boxes and will write numbers from 10 to 20 in the boxes. At first just the teacher speaks and tells for example “eleven” and student throws the stone on number eleven and continues play. Then when learners can tell the numbers, they can also take the role of the teacher. In this case they can learn and practice numbers without getting bored. Instead of numbers letters can also be used.

3.1.2. Fruit-Eater Wolf : the original version by Mauro Presini

This game is played in Italy. It can be played at least with five people. The ideal number is 15 players. With a counting out rhyme, one child is selected as the "wolf". All the other children decide of being a different kind of fruit - without being heard by the wolf. After that, all the "fruits" will stand side by side in a line, opposite to the wolf, at a distance - approximately 20 steps- from it. The wolf says: "knock, knock" and fruits ask "Who is it?" Then the wolf replies: "I am the fruit-eater wolf" and the fruit asks again: "What kind of fruit do you want?" The wolf calls out the name of a kind of fruit. If among the fruits there is a player who is the kind of fruit called out by the wolf, he/she must run away and the wolf must try to catch him/her. If the wolf succeeds in catching him/her, this child will be the wolf in the next round of the game; if not, the wolf will have another turn.

➤ Fruit-Eater Wolf: adapted to English language teaching

- **Type of activity:** listening and speaking

This game can be used to teach the name of fruits or colors or whatever word that is going to be thought in the lesson to A1 and A2 learners of English language. Teacher brings cards with different colors or pictures of fruits. At first the wolf can be the teacher and after practicing for a while, one of the students can be the wolf. The other students get the name of colors or fruits and take the card without showing to the wolf. Then the game starts and when wolf tells for example yellow, the learner that has the yellow card should show the card and run away but if that learner does not know what color is yellow he/she will lose the game.

3.1.3. What is the Time, Mr. Wolf?" : the original version by Mauro Presini

This game is played in most European countries. The players must be at least 3. The ideal number of players is 7. With a counting-out rhyme, a "wolf" is selected. The wolf stands turned towards a wall; all the other players stand side by side in a line, at a

certain distance from the wolf. Then all the children ask: "Wolf, what time is it?" ("What's the time, Mr. Wolf?") The wolf answers calling out a number included between one and twelve. If it says, for example, "ten", the players must take ten steps. After taking ten steps they will ask again: "Wolf, what time is it?" ("What's the time, Mr. Wolf?"). The wolf can still call out another number, but if he says: "I'm hungry!" the players must run and "shelter" behind the line of departure, because the wolf must catch them. If one of the players is touched by the wolf, he/she becomes, in turn, the wolf. The rules for this game are:

- do not push the other players in order to go behind the line.
- the children who have been touched by the wolf must stop.
- the wolf can not turn its head towards the children while they are taking the steps.
- when the wolf is chasing the players, it must not make them fall.

➤ **What is the Time, Mr. Wolf: adapted to English language teaching**

- **Type of activity:** Speaking, reading and listening

This game can be played with A1 and A2 learners of English language to teach the time or numbers to them. A big clock can be drawn on the earth in classroom. Wolf can be the teacher or one of the learners. Other students turn around the drawn clock. The wolf first says the hour that is a number from 1 to 12 and a student near the number should jump and stand on the number. Then the wolf says a number from 1 to 60 that shows the minute. Again a student near the number should jump on it. At the end the students stand on the numbers should tell what time it is otherwise they lose the game and become wolf. This game can also be played by numbers or letters to practice numbers and letters. In this game learners listen to wolf, read the number told by wolf and tell the number when they become wolf so they practice speaking, listening and reading.

3.1.4. Beautiful Queen: the original version by Mauro Presini

This game is played in Italy and Spain. Players must be at least 4. The ideal number is 10. With a counting out rhyme, a "queen" is selected; she will stand on one side of the playground, opposite the players. Then the children chant this rhyme: "Beautiful, beautiful Queen, how many steps do I have to take to get to your castle with the faith, with the ring, with the tip of the knife?" The Queen calls out a number of steps and a name of an animal; all the children must take those steps pretending to be that animal, for example, if they are ants they must take very small steps; if they are elephants they take huge steps.

The game ends when a child arrives first in front of the Queen: that child will be, in turn, the Queen for the next round of the game.

➤ Beautiful Queen: adapted to English language teaching

- **Type of activity:** listening and speaking and teaching grammar

This game can be used to teach 'have to, has to' and other auxiliaries to A2 learners of English. After selecting a queen, the other learners ask a question from queen and he/she must use the grammar point that teacher wants to answer the question. For example: the learners ask "Beautiful, beautiful Queen, how many steps do I have to take to get to your castle with the faith, with the ring, with the tip of the knife?" The Queen should say "you have to take three dog steps. If the Queen uses the grammatical point wrongly he/she will lose the game and will get a negative point.

3.1.5. "Witch Says Colors" : the original version by Mauro Presini

This game is from Italy and most of other European countries. Players must be at least 3. The ideal numbers of players are 11. With a counting out rhyme, a "witch" is selected. The witch calls out a color; all the players must go and touch something with that color: it can be clothes, objects, or anything in the nature and environment. The game ends when the witch touches a player before he/she can touch the wanted color. This player will be the witch for the next round of the game.

➤ **"Witch Says Colors": adapted to English language teaching**

- **type of activity:** listening and speaking

This game can be used with A1 and A2 learners to teach and practice colors, objects or other things that teacher has taught that day. At first the teacher can play the role of a wolf, for example the teacher calls the name of a color or an object then learners practice, they become the witch and start speaking.

3.1.6. Flag: original version by Mauro Presini

This game is also from Italy, Germany and France. It can be played with at least three learners. The ideal number of players is fifteen. The players get into two teams; each team member must choose to be a number. Then the two teams stand in two opposite lines, each team member facing the member of the other team with the same number. A child stands between the ends of two lines, at the same distance from each other, with a handkerchief (the "flag") hanging from his/her hand, arm stretched. Then, the child with the handkerchief calls out a number. The two challenging players who "are" that number must run to take the handkerchief. The child who gets it first and who can run back to his/her team without being caught by the challenging player scores a point. The team who scores more points is the winner.

Actions like pushing the challenging player and not standing within the prescribed distances are not allowed.

➤ **"Flag": adapted to English language teaching**

- **type of activity:** listening and speaking

This game can be used with A1 and A2 learners. As in the original version students in two groups stand in row. They can get the name of numbers, colors, and name of days, weeks, months or seasons. If the lesson of day is adjectives students also can get the name of adjectives. For example at first the teacher takes the flag and tells the words and the learners who have taken that name, run to catch the flag but after a while of practice learners should start speaking and the teacher just observes them.

3.1.7. Karuta: the original version by Sayaka Yamaguchi

This game is played in Japan and is a kind of card game. There are two kinds of cards, picture cards and read cards. We scatter picture cards on a desk. One of the members reads a read card on which a Japanese proverb is written. Then people look for the picture cards which illustrate the meaning of the proverb. There are 48 cards. The person who gets more cards than the others will win the game.

➤ Karuta: adapted to English language teaching

- **Type of activity:** listening and reading

This game can be used by A2 learners for teaching and practicing appearances to learners. One card can be a person's picture and the other can be the information about the appearance of the person in the picture. The pictures can be cut from magazines or newspapers. The teacher makes the card and brings to the class. Each student takes a read card and the pictured cards should be scattered on the floor or (ground). Students one by one read their cards and the others should find the picture. The student who finds more pictures will be the winner.

3.1.8. Guess Word: the original version by Elena Khrestyanovskaya

This game is played in Kazakhstan. At first you must draw a square with 16 hatches in it. In first line, in two last hatches you must put the end of any word. Who writes four words with the same ending faster than other is the winner.

➤ Guess Word: adapted to English language teaching

- **Type of activity:** writing and reading

This game can be used for teaching regular form of verbs to A1 and A2 learners of language. At the end of boxes teacher can write -d, -ed, -ied, -ing and etc. And students should choose the verbs that their irregular forms takes the ending in the boxes.

1-	-ed
2-	-ing
3	-d

Then students should write as much verb as possible in the boxes.

3.1.9. Hunter on Wolf: the original version by Ainura Zhakupova, Tatyana Karmak

This game is from Kazakhstan and Ukraine. Hunter stays in 4-5 meters from wolf (wolf's figure is cut from cardboard or plywood). Hunter must get in running wolf with ball. Two players hold the figure by the ropes and move it to the right or to the left, so that the hunter can not hunt the wolf.

Game's rules: Players must throw the ball in definite distance.

➤ Hunter on Wolf: adapted to English language teaching

- **Type of activity:** Speaking and listening

This game can be used with A1 level of English language learners. Different parts of body can be thought by this game. The picture can be an animal or a person. Teacher or one of the learners tells the name of a part of body and the other student has to shot the ball over it. For example they say arm and the learner should shot the ball to the arm.

3.1.10. "Eger..." "If..." : the original version

It is a game for a group of people and is played in Kazakhstan. The leader of the game pronounces loudly "if..." and one of the players has to continue the sentence whispering his thought in the leader's ear. Then the leader pronounces loudly "then..."

and the other player has to finish the sentence. After that, when the leader compiles the beginning and the end, he announces it. The sentences always appear to be funny. For instance: Leader: "If..." The first player: "it snows..." The second player; "I shall go for a trip." And so on.

➤ **“Eger...If...”: adapted to English language teaching**

- **Type of activity:** speaking and listening

This game can be used with A2 learners of English language to teach If clauses. If a student uses grammatically wrong sentence he/she will be the loser.

3.1.11. Hide and Seek: the original version

This game is popular in many countries. If you are more than 3 children, you can play the game. The players must decide who will be the leader. Then the leader turns away, closes his eyes and starts to count up to ten. The other players must hide during this time. When the leader has counted up to ten, he says: "I'm going to seek you!" and he tries to find all the players. The player, whom the leader finds first, is the new leader. The game starts from beginning.

➤ **Hide and Seek: adapted to English language teaching**

- **Type of activity:** speaking and listening

This game can be played with A2 learners to teach and practice present continuous, and prepositions. For example after the learners hide in different places the seeker should guess the right place of all hiders (Ali is hiding under the chair), and if he/she can not guess the right place he/she will loose the game.

3.1.12. Messages: the original version by Janis Baldunciks

This game is played in Latvia. The players divide into two teams. One of the teams has to write 10 messages on separate bits of paper. In the first message they have to write the place, where the second message will be hidden. In the second message they have to write where the third message will be hidden. They write all the messages in the same way and hide them in the right places. But in the last message they write the place where all the team will be hidden. Then they give the first message to the second team. The second team has to find all the messages one by one. For example, they read the first message that the following words are written there: "Under the tree!". They find the tree, and under the tree they find the next message, where the words: "On the table", are written etc. While the second team is searching for the messages, the first team hides in the place the name of which is written in the last message. When the second team finds all the messages, they have to find the first team. Then the teams change places and the game starts again.

➤ Messages: adapted to English language teaching

- **Type of activity:** reading, writing and grammar points

This game can be played with A1 and A2 learners of English language to practice reading and writing and also to teach preposition. As in the original version in the classroom students using prepositions write messages to the other team by using prepositions and game starts. The teacher can take time and the group that finds the hidden object or message of the other group sooner will be the winner. Of course, if learners do not know the meaning of prepositions they can not find the messages.

3.1.13. Hello and Goodbye: the original version by Janis Baldunciks

This game is played in Latvia and Bulgaria. The game is usually played in a room. The players divide into two teams: the "girls" team and the "boys" team. The

teams have to have an equal number of the participants. One of the teams goes out. The participants who have stayed in choose the names of the participants who have left the room. Then they invite the other team in one by one. The player who comes in tries to guess who has taken his name. He /she goes up to the person who could possibly choose his/her name and says, "Hello." If he/she has guessed the right person, he/she gets the answer, "Hello" from this person. If he/she was not successful, he/she gets the answer: "Good- bye" and he/she has to go out and try again in the next turn.

➤ **Hello and Goodbye: adapted to English language teaching**

- **Type of activity:** speaking and listening

This game can be used to teach and practice greeting with A1 learners. The game can be played as in the original version. Players suppose that they are in a party but in the party there is another person with the same name. So every one should come and greet formally with everybody to find the person with the same name. The learner who can not find her/his partner will be the loser.

3.1.14. Bingo: the original version

This game is played in Iran, Turkey and Azerbaijan. There are lotto cards with squares; every square will have a number from one to 99. Each player has a lotto card. Another player is the caller. He has a pack of numbers. This person calls the numbers one by one to see if the other players have this number on their lotto card. When a player has that number on their lotto card; they put a bean on that square. You could use a small coin or grain of rice or anything else. When you complete every square you win and shout Bingo.

➤ **Bingo: adapted to English language teaching**

- **Type of activity:** listening and reading

With this game it is possible to teach and practice the name of animals, fruits, letters, numbers or other words that has been taught recently to A1 and A2 level of learners. The teacher has to prepare the cards according to whatever that he/she wants to teach. For example when a teacher wants to teach the name of fruits she/he makes cards with the name or picture of fruits depending on the level of learners. The reader can be the teacher or one of the learners and other students listen and put the bean on the word that have been read.

3.1.15. Inkpot: the original version By Tamara Tănase

This game is played in Romania. It is a very nice game and many children can take part in it. These children say the following lines: "In an inkpot / full of ink / what color will your dress have". In Romanian these are rhymed. "Do you have something like that on you / tell me, too".

The child who cannot show the color covers his/her eyes and counts up to ten. In the meantime the other children hide. After the child has counted to ten he/she starts looking for the other children. The first child discovered will be the one to follow the counting he/she will cover her/his eyes, counts to ten.

➤ **Inkpot: adapted to English language teaching**

- **Type of Activity:** listening and speaking

This game can be used to teach and practice colors, names of dresses and appearance to A1 and A2 learners. For example one learner asks the other "In an inkpot full of red ink what color will your shoes take?" the learner has to find a shoe with that color otherwise he/she will be the loser.

3.1.16. Follow the Leader: the original version by Rafael Badia

This game is played in United States. The children line up. The first child is the leader. He/she walks, or jumps, or skips, or claps hands. All the children in line do the same thing as the leader. The leader gets one turn and goes to the end of the line. The next child in line is the new leader. The game lasts until every child has a turn to be the leader.

➤ Follow the Leader: adaptation to English language teaching

- **Type of Activity:** listening and speaking

This game can be done by A1 and A2 learners. By this game it is possible to teach all words that shows an action. For example, jump, sit... the learner that is the leader stands in front of the line and tells for example jump and the followers do the same.

3.1.17. Seven up: the original version by Chris Rademan

This game is played in United States. The teacher chooses seven children to be "it." Then the teacher says, "Thumbs up." The children who are sitting down rest their faces on their folded arms so they cannot see. They make a fist, with one thumb sticking up.

The children who are "it" tip-toe quietly and touch someone on the thumb. Then they go back in front of the class. The teacher calls, "Seven up." Everyone looks up. The children who were touched try to guess who touched their thumb. If the child guesses right, she or he gets to be "it" and the other child sits down.

➤ **Seven up: adapted to English language teaching**

- **Type of Activity:** listening and speaking

This game can be used to teach and practice parts of body or objects around the classroom to both A1 and A2 learners. For example teacher tells “touch your toe” or “touch your friends head” and the learners should do it. The person that does the activity wrong will be the loser. After a while that learners learned the words they can start to play in place of teacher.

3.1.18. Pin the Tail on the Donkey: the original version

This game is played in United States and Canada. You buy this game at a store. It is played at birthday parties. There is a poster of a donkey. The donkey has no tail. There are numbered tails. The children line up. Each child gets a turn.

For his turn, he puts on a blindfold. All the children make sure he cannot see! He is turned around one time. Then he tries to find the poster and pin his tail in the right place. Everyone laughs! It is funny to see a donkey with tails on its nose, back, and ears. Some tails are not even on the poster! The tail closest to the right spot wins!

➤ **Pin the Tail on the Donkey: adaptation to English language teaching**

- **Type of Activity:** listening and speaking

This game can be used in A1 classes to teach parts of body to learners. Teachers can bring a picture of an animal or a person that different parts of its body has been omitted then put it on the wall and ask learners to stick the part that teacher ask them. Learners can also take the role of the teacher and start speaking.

3.1.19. Telephone: the original version by Maureen McHugh

The original version is from American continent. The game “Telephone” is a simple game. You start off by getting lots of friends, a total of about 15 people. Then you all hold hands and get into a big circle. While still holding hands, stretch out until your arms hurt. Then you sit down and let go of each other's hands. The oldest person should think of a message. When the oldest person thinks of a message they pass it to the person sitting next to them, then the person sitting next to them passes the message to the next person and so on. If one person should not understand the message they may say operator and the person sitting in front of them repeats the message to that person again. If anyone needs to say operator, they can only say it once. When the last person gets the message they stand up and they say the message out loud. If the message is right, then the person who thought of the message says "yes" and the last person wins the game. If the message is wrong, then the person who thought up the message wins the game. The point of this game is not winning. The point of the game is to see if the last person can say the message correctly. The fun thing about this game is that usually the last person never says the message correctly. It is fun to hear the message all scrambled up.

➤ Telephone: adapted to English language teaching

- **Type of Activity:** listen, speak and teach grammar.

This game can be done in A1 and A2 classes. The message can be written or can be said orally by using the grammar point taught at that day. The learner who uses the grammatical point wrongly will be the loser.

3.1.20. Honey, do you love me? by Kyle Behbehani and Michael Vitone

This game is played in United States, Mexico and the neighborhood countries. "Honey, do you love me?" is a game that can be played indoors or outdoors and requires at least six or more participants. Players form a circle with one player in the middle, he

or she is it. The player in the middle asks one of the players in the circle, "Honey, do you love me?" The player answering the question says, "Honey I love you, but I can't smile." If they smile or laugh, then he or she is now in the middle, and the game goes on. If the player doesn't laugh or smile then the player who was just in the middle stays in the middle, and repeats the question to another player in the circle.

➤ **Honey, Do You Love Me? adapted to English language teaching**

- **Type of Activity:** speaking and listening

The game can be played with both A1 and A2 learners to teach and practice making questions with do, does and did and also it can be used for teaching auxiliaries like can. For example students in circle ask funny questions like the original one and the student that plays the role of it answers without laughing. If “it” laughs he/she will be the loser.

3.1.21. Films: original version by Nikita Kuznetsov

This game is played in Russia. One child is the leader. The other children are standing behind the line. The leader is naming the alphabet but to himself. When the children say "Stop!" he pronounces a letter out loud and all the children try to give the name of a movie. It can be a name of a city or a song or a river etc.

Those who gave the name may cross the space to the other line, those who don't know what to say will try to run and the leader tries to catch one of them. The child who is caught becomes a leader.

➤ **Films: adaptation to English language teaching**

- **Types of activity:** listening and speaking and writing

While playing this game it is possible to teach and practice vocabularies to A1 and A2 learners. For example one of the learners or the teacher counts the letter and the others have to find words starting with that letter or learners can write as many words as possible starting with the letter. The student who can not find any will be the loser and the one that have found the most will be the winner.

3.1.22. The Funny Phone: the original version by Jocul Portocalelor

This game is played in Romania. Children tell each other a funny phrase which must be the answer to the question asked by one of the children, who will interrogate the others. This child asks them, in turn, different stories like: “who is your friend?”, “what have you eaten?”, “where do you live?”, “who are you?”, “where did you sleep?”, “Who do you love?” etc. The child who has been asked must answer what the one next to him had told him. The funnier the questions are, the most amused the answers become. The game ends after all the children have asked questions.

➤ **The Funny Phone: adapted to English language teaching**

- **Type of activity:** listening and speaking, reading and writing

This game can be used to teach English to A1 and A2 learners. By this game it is possible to practice wh-questions. If the purpose is to practice written skill, learners can write different wh-questions in a paper and different answers on separate papers then open one from question part and the other one from answer part. The result can be very funny and enjoying.

3.1.23 Games with Tempo Songs and Gestures of Hands: the original version by Jocul Portocalelor

The game is played by two or more children in Romania. They clap hands according to the tempo of the song they are singing and they can also make different gestures with their hands. Example:

1. Clap your hands once, then clap hands with the other children, clap your hands again, and so on.
2. Clap your hands, then clap hands with the other children, cross your hands, clap your knees, clap again hands with the other children.
3. Clap your hands, clap both hands with the other child, clap again your hands, clap your right hands with the other one's left hand and vice versa. Now clap again both hands with the other child and then everything is repeated.

➤ Games With Tempo Songs and Gestures of Hands: adapted to English language teaching

- **Type of Activity:** listening, speaking teaching imperatives

With this game it is possible to teach different vocabularies to students for example, parts of body, left, right or action verbs like jump, sit and so on. For example teacher can say turn left and clap hand, touch the arm of your friend in your left hand and students can do that. After some practice students also start giving orders instead of the teacher.

3.1.24. Blind Man's Buff: the original version by Andrei Antonache

This game is played in Romania and Iran. The children stand in a circle. One of them stands in the middle of the circle, with a scarf tied over his eyes. He tries to catch one of the players in the ring. When doing so, he asks that player a question. The child who has been caught answers the question and the blindfold player must guess whom he has caught. If he does, the two change places. If not, the blind man must try again.

➤ **Blind Man's Buff: adapted to English language teaching**

- **Type of Activity:** speaking and listening

This game can be used to teach and practice the grammar points like simple present, present continuous, or auxiliaries that teacher wants to practice. Any question may be asked depending on what has been taught recently, for example:

“Are you playing? Yes, I am.

Do you go to school on Sunday? No, I don't

What do you have for breakfast? I have milk for breakfast.

Where did you go yesterday? I went to the cinema yesterday.

When will you get up tomorrow? I shall get up at 8 o'clock.

The learner should use the grammar point correctly otherwise he/she will lose the game.

3.1.25. Sentences Game: The original version by Andrei Antonache

This game is from Romania. Children get into groups of five. They sit in a circle. The first child starts the game by saying a sentence. “In my house...” the second child must repeat this and add a new item.

Example: “In my house there are two...” Children say the sentence in turn, adding a new item each time. Example: “In my house there are two cups of...” If child misses something or cannot add a new item he/she is out.

➤ **Sentence Game: adapted to English language teaching**

- **Type of Activity:** speaking and listening, reading and writing

This game can be used with A1 and A2 learners to teach and practice “there is and there are” to learners. If a student does it wrongly she/he will be the loser. If the purpose is to practice reading and writing, learners can start the sentence in a paper and pass it to others by turn.

3.1.26. The Small Pot: The original version by Cristinel Sebe

This game is played in Romania. An odd number of children take part for instance 15. Seven children are sitting in a circle, around “the fire”. They represent the small pot. Other seven children are standing each one in front of his/her small pot. The 15th child gets close to a child and asks him: “whose this small pot is?” “It’s mine”, says one. “Not yours, but mine!” the latter contradicts the former child. They start running around the circle until the small pot’s owner is caught. This one must give the small pot to the one who wanted it. The roles change between them and the game goes on.

➤ The Small Pot: adapted to English language teaching

- **Type of Activity:** Speaking and listening

This game can be played with A1 and A2 learners to teach and practice pronouns. Half of the students take the name of every object in the classroom and the other half can be the owner of the objects and the teacher can play the role of it and start the conversation. Any learner who uses pronouns wrongly will be the loser. For example one of the learners can be a book and the other one can be the owner of the book. Teacher starts the conversation by telling “this is my book” and the other student says “no, its mine” and the conversation continues like this. The learner who uses the pronouns wrongly will get a negative point.

3.1.27. Chained Word

This game is played in all over the world. The first player begins the game with one word, e.g. **House**. The second player must find a word beginning with the last 2 letters of the word “house” (SE), e.g. **SENTENCE**. And so on. Any player who does not find a word correctly is out of the game, e.g. **CARE-RESTAURANT**. The game continues until there is one winner.

➤ **Chained Word: adaptation to English language teaching**

- **Type of Activity:** speaking and Listening, writing and reading

This game can be played to develop and practice vocabularies with A1 and A2 learners of English language. While learners practice the words they speak and listen. This game can also be played by writing the words on a paper.

3.1.28. Letters Game: the original version by Maria Dumitru

This game is played in most countries by children. Divide the group of players into two teams. Each player has a card with one letter of the alphabet on it. Each team has the same letters, one team is one color, and the other team is another color. The leader calls out a word (pencil, book or ball). The players of each team who have these letters run in front and form the word. The first team to spell the word wins.

➤ **Letters Game: adaptation to English language teaching**

- **Type of Activity:** Writing and Reading

This game can be used with A1 and A2 learners. With A1 learners it is possible to practice alphabet and new vocabularies. With A2 learners new vocabularies can be practiced. During this game learners will have the chance to read the letters and also learn the written form of letters.

3.1.29. Hop

This game is played in Iran. Children sit in a circle and start to count from one. The child who comes to 5, 10, 15, should say hop, otherwise she/he will be the looser.

- **Type of Activity:** speaking

This game can be used with A1 and A2 learners to practice numbers.

3.1.30. Gonakh Baji (guest and host)

This game is played in Iran. In this game a group of children becomes the guest and the other group becomes the host, then they pretend as if they are in a party and start greeting and offering things to each other. Every number of players can take part in this game.

- **Type of activity:** speaking

This game can be used with A1 learners to teach and practice greeting. At first when learners do not know how to speak and greet the teacher can use a puppet or ask one of her/his colleagues to help. With A2 learners also this game can be used to teach and practice some advanced types of conversations to practice speaking skill.

CHAPTER 4

THE USE OF ADAPTED GAMES IN ENGLISH

LANGUAGE CLASSROOMS

4.0. Introduction

In this section the adapted games will be administered to A1 and A2 level learners of 2 private junior schools for about a semester. At each school 4 first grade junior school classes and 4 second grade junior school classes will be chosen between 37 boys and 37 girls' schools. In each grade two classes will be experiment group (taught by games) and the other two classes will be the control group (taught by eclectic method). The reason for choosing those two schools was that I could get permission of these two schools that were under the same management and were being taught with the same method. The only difference was that one school was only for boys' education and the other only for girls' education. Also it should be mentioned that in Iran there is no difference between private and government schools and all use the same books with the same curriculum. And also there is not a big difference in the learners' economic level.

In this study, experiment group learners are planned to be taught with adapted games as far as possible most parts of their lessons, and control groups will be taught with eclectic method that is the teaching method used in the school. For comparing the result of two teaching methods and seeing the result of teaching by using authentic games, the following methods will be used:

- Observation
- Oral test results

At first way, the behavior of two groups of learners, (experiment and control groups) will be noticed during the semester. And at the end of semester each group will be examined with the same type of oral and written tests and test results will be compared to see the results. Of course it should be added that an oral and written pre test have been given to learners before starting the semester which the results will be compared by using t-test.

4.1. Adapted Games in English Language Classrooms

Games in the study were administered to four first and four second grade junior school classes. In each class there were about 15-20 students. In each grade two classes were taken as experiment groups and the other two were control groups.

Classes started at the end of September and continued for about 18 weeks. Every week, the learners had 3 sessions of language classes for about one hour.

4.1.1. First Grade Junior school

➤ Lesson 1 and 2

The first day of class starts by teaching the alphabet to learners as is in the book. At first the hopscotch game is used to teach the alphabet. So the teacher draws the table of the game, in some boxes letters that is supposed to be taught and in the other boxes numbers are written because the learners are supposed to learn the letters one by one as shown in the picture.

Chapel:

5.-6.	5.-6.
X	
4., 7.	4., 7.
3., 8.	
2., 9.	
1., 10.	

As the learners learn a letter, the second letter is added to the box. The game starts by the teacher until the learners could learn the alphabet then they continues, all the letters are taught in this way.

Then after learners learn all the alphabets, for practicing, games like ‘Bingo’ and ‘letter game’ are used.

➤ **Lesson 3 and 4**

After teaching alphabet to learners, some words that start with newly taught alphabets are supposed to be taught and practiced by using games like ‘Witch says colors’ ‘Bingo’, ‘chained words’ and ‘Letter games’. At first the teacher starts with ‘witch says colors’ game and instead of colors uses words that wants to teach. For example teacher says ‘door’ and all the learners following the teacher should go and touch the door, all the words in the lesson 1, 2, 3 and 4 are taught like this. After learners learn all the words the teacher uses other games mentioned above for practicing the words and alphabets.

Of course the teacher should prepare and bring to the class the realia or picture of the words that are not available in the classroom and she wants to teach.

At the end of lesson 4 it can be said that learners have learned all alphabets and some basic words.

➤ **Lesson 5**

In lesson five ‘greeting’ is supposed to be taught to learners. For teaching greeting, games “Hello and goodbye, Blind man’s buff and Gonakh baci” are used. At first the teacher uses the game ‘Gonakh baji’ to teach learners how to greet each other. Until learners could understand how to greet, the teacher can bring a puppet or ask one of the teachers to come to the class to play the role of a second person. In our class we used a puppet. The class starts with the game Gonakh baji, role playing the game and greeting with puppet, for example the teacher says “hello” to a learner and then take the puppet in front of her/him and answers instead of the learner. After a while that learners understand the way of greeting they also take part in the game and take their own role. In other sessions the teacher uses the other games that were mentioned above to practice greeting more with learners.

In this lesson there are some new words, the teacher uses games like “witch says color Bingo” to teach and practice these words as were in other lessons. Also basic grammar points like to be verbs (am, is and are) can be taught to learners during the games that is a part of this lesson. At the end of the games the teacher can show the grammar points to the learners in the book or on the board.

At the end of this lesson numbers 1 to 5 are taught to learners using game ‘Hopscotch’. Like all the other games at first the teacher starts playing the game and counting numbers but after learners learn they continue the game. As learners have learned the alphabet, in the game table of “hopscotch”, the teacher can use the letters and only one number, till the learners learn how to read numbers. The numbers can be practiced also by using the game ‘Hop’.

➤ Lesson 6

In lesson 6 learners are supposed to learn simple present and the question form of it. For teaching this lesson at first, the teacher repeats the sentences that are in lesson while pointing to the mentioned words. For example, the teacher says, 'I am a teacher' and shows herself. This continues for a while until learners completely understand the lesson, then the teacher starts the game 'telephone' and says messages in narrative and question forms, then the learners that have been sitting in a circle as has been described in the game, repeat the first sentence and add a new one of her/his. This lesson can also be taught by the game 'Blind man's buff'.

➤ Lesson 7

In lesson 7 like lesson six question forms of simple present and simple Wh-question forms are taught to learners. For teaching these grammar points, games like "the Funny phone, telephone and blind man's buff" can be used. As learners have learned these grammar points in lesson six, this lesson will be more like a practice session. In our lesson we use the game 'blind man's buff'. Learners stand in a circle and one of them stand in the middle. The learner standing in the center tries to catch someone and asks him/her a question like 'Are you a student?' or pointing to something asks 'what is it?' and the learner who has been caught answers the question and the blindfold player must guess whom she/he has caught. Of course if the players use the grammar point in a wrong way, they will lose the game and should stand out until the game ends.

➤ Lesson 8

In this lesson it is supposed to teach the names of parts of body and the pronouns 'that, this, these, those'. Parts of body can be taught to learners using games like "Hunter on wolf, follow the leader, seven up and pin the tail on the donkey". In our class we start the lesson with game 'seven up' and act as has been described before. For example the teacher says 'touch your ear' and touches her own ear and learners also did that. Then after learners learn a little, they repeat the name of parts of body one by one

and the other learners show that part. The other games mentioned above are also used for practicing the lesson.

In the second part of the lesson for teaching “this, that, those and these” the game witch says colors’ is used. All the learners stand together with the teacher, at first the teacher plays the role of witch and says the name of objects by using ‘that, this, these and those’. For example ‘that door’. If the teacher uses ‘this’, learners together with the teacher go near the door and show it but if the teacher uses ‘that’ learners point to the door from the place that they are standing. For ‘these and those’ also the same game is used, but the objects shown were in plural forms. After a while that learners learn the lesson they took the role of witch and continue the game.

➤ **Lesson 9**

In lesson 9, grammar points of “have, has and numbers from 11 to 15” will be taught to learners. For teaching ‘have and has’ the teacher uses sentence game. At first the teacher starts the game by opening her bag and says ‘In my bag I have a pen, I have a mirror’ and continues giving examples like this and shows lots of things that she owns or learners have. Then after learners understand how to use ‘have and has’, the teacher makes a competition and put learners in groups of 5 and each group starts making sentences using ‘have, has’. Each group that makes more sentences is the winner.

At the end of this lesson numbers 11-15 were taught using the game “hopscotch” as ever, then practiced with the game “Bingo or hop”.

➤ **Lesson 10**

In lesson 10 the negative and question forms of sentences made with have and has, will be taught to learners. So like lesson 9, the teacher uses sentence game for teaching negative form, as learners have learned making sentences with have and has at lesson 9. The teacher shows whatever that she has in her bag then counts the things that she does not have in her bag. Then as used in lesson 9 a competition starts but this time

learners make sentences with things that they does not have and the group who counts more things is the winner.

For teaching question forms the teacher uses the game “the blind man’s buff”. At first the teacher starts the game and asks questions from learners then after learners learn how to make questions, they one by one take the place of the teacher and ask questions. Learner in the center asks questions from the others and they answer. The other learners at the center not only try to guess the name of his/her friend that answers the question but also he/she should try to make the question grammatically in a right form, otherwise he/she will be the looser.

4.1.2. Second Grade of Junior School

➤ Lesson 1

In lesson 1, the grammar points of the last lesson of first grade middle school are reviewed, so the teacher by playing the ‘blind man’s buff’ practices the use of ‘have, has, their negative and question forms’. She also reviews the other lesson of first grade at the first week of class.

Then the teacher teaches colors to learners. For teaching colors, the teacher uses the game “witch says colors”. So for playing this game a ‘witch’ is selected between learners. At first ‘witch’ can be the teacher, then witch calls out a color and all the players together with witch must go and touch something with that color. After learners understand the game and learn the colors, the teacher just watches the learners and they play the game. The game ends when the witch touches a player before he/she can touch the wanted color. This player will be the witch for the next round of the game. The game ‘Inkpot’ can also be used for practicing colors.

At the end of the lesson numbers 16 to 20 were taught to learners by using the game ‘hopscotch’ as ever.

➤ Lesson 2

In lesson 2 the purpose is to teach “there is, there are, prepositions and numbers from 21 to 29” to learners. For teaching ‘there is and there are’ to learners games ‘seven up and sentence game’ will be used. At first the teacher uses ‘sentence game’ and while showing the objects in the classroom says ‘In our class there are...’. The teacher repeats these sentences for a while by giving other examples. Then the teacher asks learners to start the game between themselves and the one who says the sentence in a wrong way will be the loser. After learners learn the lesson they start the game ‘seven up’ and one of the learners become ‘it’ and says for example ‘there is atouch it’. The others should go and touch the object. The learner who touches the object wrongly will be the loser.

For teaching prepositions, the games “hide and seek and message’ will be used. The teacher starts the lesson by ‘hide and seek’. At first the teacher herself becomes the leader and closes her eyes. The other learners must hide during this time. Then the teacher tries to find the place of learners, and says for example “Ali is hiding under the desk” and if the place is right, Ali should say “yes, I am under the desk” and comes out. After learners learn the lesson, the teacher just controls the lesson and learners play the game. This lesson can be practiced with the game message as has been described. For practicing numbers the game ‘hopscotch’ will be played as ever.

➤ Lesson 3

In lesson three the purpose is to teach wh-questions and possessive pronouns. For teaching possessive pronouns at first the teacher points to objects in class and teaches pronouns. For example she shows her pens, pencils,... and says “my pen, my pencil” then she does the same with her learners objects until they can understand the point. After learners understand, the teacher plays the game small pot to teach “whose” and practice possessive pronouns. As has been described in game ‘the small pot’, half of the learners can be every object in the classroom and the other half can be the owner of the objects, at first the teacher becomes it and starts the conversation for example by saying “whose book is it?” and the owner of the book says “it is my book”. The game

continues like this until one of the learners uses the possessive pronoun wrongly that she/he will be the new ‘it’.

For practicing possessive pronouns teacher makes a box like below and gives a copy to each student and asks them to work in groups of two and find as many pronouns as they can. The group who can find more pronouns in less time would be the winner of the game.

Y	H	E	R	S	M	Q
O	T	H	E	I	R	R
U	O	U	R	M	A	W
R	T	H	Q	Y	V	C
N	V	I	S	Z	U	X
W	J	S	P	D	G	H

At the end of the lesson the class practices parts of the body by playing the game ‘Hunter on wolf’. The teacher puts the picture of a wolf on the wall and calls learners one by one. For example she says “Leila touches the eye” and she should touch the eye of the wolf, otherwise she will be the loser.

➤ Lesson 4

At first the teacher teaches numbers from 30 to 100 by the game hopscotch as ever. Then they start learning the use of the time.

So in lesson four the time will be taught to learners. For teaching the time, the game “what is the time, Mr. wolf” will be used. So the teacher draws a big clock on the floor at the classroom. Wolf can be the teacher or one of the learners. Other students turn around the clock on the floor. The wolf says the hour that is a number from 1 to 12 and the student near that number should jump and stand on the number. Then the wolf

says a number from 1 to 60 that shows the minute. Again as described in the game a student near the number should jump on it. At the end the students on the numbers should tell what the time is. Of course at first they do this by the help of teacher until they learn how to tell the time.

➤ **Lesson 5**

The aim of this lesson is to teach imperatives and days of week to learners. For teaching the names of days the teacher uses the game “flag”. So seven learners stand in a line and the other seven stands in an opposite line, each team member facing the member of the other team taking the name of the same day. A leader (at first the teacher herself then one of the learners) stands between the ends of two lines, with a handkerchief hanging from his/her hand, arms stretched. Then the leader calls out a day. The two learners with that name run and catch the handkerchief. The child who gets it first will be the winner so, by repeating this game the days of week will be practiced.

For teaching imperatives, at first the teacher teaches some action verbs like “jump, clean, open...” by the game “follow the leader”. So the children line up. The first one is the leader that at first can be the teacher. The leader walks, jumps, opens the door while repeating the verbs for a few times and all the children in line do the same as the leader. After every learner learn all the verbs, one of them becomes the leader and says the sentences like “open the door Ali” and Ali should do the action. If the learner can not do the action correctly he/she will loose the game. This lesson also can be practiced with the game “seven up, games with tempo songs and gestures of hand”.

➤ **Lesson 6**

In lesson 6 the purpose is to teach “simple present” to learners. For teaching this grammar point the game “Telephone” can be used. For playing this game students sit in a circle. At first the teacher also sits with them and starts the game. The learners are supposed to tell the things that they do from morning up to night. So the teacher starts for example by saying “I get up at 6:00 every morning”. And the second learner

should repeat the teacher's sentences and tell another sentence of her/him. So he/she should say "the teacher gets up at 6:00 every morning and I eat breakfast at 7:00 every morning". This continues up to the last student and the one who makes a mistake will be the loser. At the end of the lesson the message can be written to practice the writing ability too.

At the end of the lesson there are some new words that can be taught and practiced by the game "witch says colors, Bingo or follow the leader".

➤ **Lesson 7**

In this lesson it is supposed to teach the question and negative form of simple present to learners. For teaching this point the teacher can use the game "Honey; do you love me? or blind man's buff". In this lesson teacher uses the game "blind man's buff". At first teacher can play the role of it, until the learners can learn the game and ask the question, then the learners after learning the grammar point continue the game. While asking the question the learners can answer by using yes/no.

➤ **Lesson 8**

The purpose in lesson 8 is to teach and practice wh-questions. The teacher uses the game "the funny phone". For playing this game the learners sit in a circle and each one asks the other a question using wh-question form. The learner next to him/her must answer the question with a funny phrase. The learner who uses wrong phrase will be the looser.

➤ **Lesson 9**

In this lesson the purpose is to teach and practice present continuous, its question and negative forms. For teaching present continuous the teacher uses the game "hide and seek". At first teacher asks learners to go and hide while she closes her eyes

and counts up to ten. Then she tries to say the place of learners for example, “Arzu is hiding under the chair”. If the place is right the learner should come out while saying “yes, I am hiding under the chair”, otherwise the teacher should try another place. After learners learn how to use the grammar point they take the place of the teacher. The present continuous can also be practiced with the game “telephone”.

For teaching the question form of present continuous the game “Blind man’s buff” is used. As the learners have learned how to use the present continuous form, they start making questions by using the game. So as has been described in the game one learner closes her/his eyes and tries to catch one of his/her friends. When doing so, he/she asks a question like “Are you sitting?” the learner who has been caught must answer with yes/no, like “yes, I am sitting or no, I am not sitting” and the blindfold learner must guess who he/she has caught. If the guess is right, the two will change places.

At the end of the lesson there are some new words that should be thought and practiced. For teaching these words the teacher can use the games “witch says colors, Bingo or follow the leader”.

➤ Lesson 10

In lesson ten the purpose is to teach “simple past” to learners. For teaching simple past the game “telephone” will be used. So the learners are asked to sit in a circle as has been described before. The teacher starts telling different sentences in the past tense and at first asks students to repeat her sentences. After a while that they learn the grammar form, the teacher starts a sentence like “yesterday I was absent”, and asks students to repeat the sentence while adding another one of her/him. The game continues like this till all learners learn the lesson.

For teaching and practicing the question and negative form of the simple past the game “blind man’s buff” will be used. As the learners have learned how to use the simple past form, they start making questions by using the game. So as has been described in the game one learner closes her/his eyes and tries to catch one of his/her friends. When doing so, he/she asks a question like “were you absent?” the learner who

has been caught must answer with yes/no, like “yes, I was absent or No, I was not absent” and the blindfold learner must guess who he/she has caught. If the guess is right, the two will change place.

At the end of the lesson there are some new words that should be thought and practiced. For teaching these words the teacher can use the games “witch says colors, Bingo or follow the leader”. So the teacher uses the “follow the leader” for teaching the action words. But for some words that can not be taught by these games, the teacher always has some pictures that shows the meaning of the word. She always has extra copies of the pictures to give to learners and while repeating the words, learners have to show the picture.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.0. Introduction

This chapter deals with the analysis and interpretation of data collected from two experimental and control groups. Section 5.1. gives a general picture of the subjects to whom the games have been administered. Section 5.2. describes the data collection process in which the applications of games are briefly described.

5.1. Subjects

The games have been administered to four groups of first and four groups of second grade junior school classes. In each class there are about 15-17 students. In each grade two classes are taken as experiment group and the other two are control groups. The teacher divides the learners to two equal groups and puts them in their classes as shown on table 3. We have two different groups of boys and girls, as in Iran girls and boys can not go to the same school.

Classes start at the end of September and continue for 18 weeks. Every week, the learners have 3 sessions of language classes for about one hour. The characteristics and the number of participants have been presented in the following table. As it is clear on the table “G” stands for girls group, “B” for boys group, “E” for experiment, “C” for control, “F” for first and “S” for second class.

Table 3: The Features of Each Group

Group	Sex	Type	Class Grade	The number of students
G.E.F	Girls	Experiment	First grade	15
G.C.F	Girls	Control	First grade	15
B.E.F	Boys	Experiment	First grade	15
B.C.F	Boys	Control	First grade	15
G.E.S	Girls	Experiment	Second grade	17
G.C.S	Girls	Control	Second grade	17
B.E.S	Boys	Experiment	Second grade	16
B.C.S	Boys	Control	Second grade	16

As it is seen in the table out of 126 participants 60 are first grade junior school learners, that 30 of them are experiment and 30 are control group learners. The other 66 participants are second grade learners that 33 of them are experiment and the other 33 are control group learners.

5.2. Observation Results

Data of this study are obtained through adapting games to lessons of first grade and second grade junior school curriculum. These games have been used for teaching four first classes and four second classes. As illustrated in table 3. in each group two of these classes have been taken as experiment and the other two as control group.

The control groups are taught with eclectic approach that is used in school. In this method teacher is allowed to use translation from mother language, the learners memorize the new words by memorizing the meanings from the first language, the dialogues are memorized in a role play form and the grammar is taught in a deductive way. Also at the end of the lesson the learners are asked to do the homework part of their book at home and the next session this homework will be read and controlled by the teacher.

In the experimental group most of the grammar points, new vocabulary items, dialogues are tried to be taught with the adapted childhood games. The descriptions of all these lessons that have been taught by games have been described in section 3.2.1.

The observation results are collected in terms of the following six categories taken from the theories of Vygotsky and Piaget.

5.2.1. Risk taking

According to Mclane and Mcnamee(1990) and Vygotsky, play creates a risk-free way in which children can learn without worrying about making mistakes because in play mostly learners are not concentrating on the content of subject and they take the role of another person. Regarding this, one of the most important points that are observed in both control and experiment groups are the factor of taking risks by learners. As it is clear most learners are afraid of making mistakes in language classes because this shames them and when they are ashamed they prefer not to speak and this may cause them not to learn a new language.

In control groups of this experimental research learners most of the time prefer not to speak, as they are ashamed of speaking, and afraid of making mistakes. So these groups are afraid of taking risks and as a result they are not able to speak at the end of the semester. The learners in the control group make good progress regarding their grammar knowledge in writing but when speaking they even can not use the learned grammar points as they can not automatize their learned points.

In experiment groups as opposed to control groups, learners without being aware of the situation are put in the environment of learning and speaking while playing. The learners in the experiment groups as learn by playing games, when they do mistakes they are not ashamed because the environment is completely a relaxed situation. This causes them to automatize the learned information so the experiment group learners are more successful than the control group learners and are able to speak better at the end of the semester. This is also clear from the scores that they get from the oral exams.

5.2.2. Motivation

Motivation is needed for achieving the goal of language learning and also being creative. Motivated people are more highly productive and effective in whatever they tend to do. In our research the teacher tries to use authentic games in language teaching to motivate the learners for better learning. So she tells at the beginning of the semester that every lesson will be taught by using different games and each game will have a group of winners. The thought of winning in the games motivated learners to listen better to the teacher.

In control group classes as every point especially grammar points and their examples are written on the board the learners use to take notes for reading at home. Also all the other points are in the book and there are no motivation for competition. As a result the control group learners are not very good especially at oral skills because they do not have any incentive for learning.

In experiment groups the learners are sure that in case they would not listen exactly to the teacher and could not learn the lesson they would lose the game. So it can be said that at least the thought of winning in the game motivates the learners in the experiment group to learn better than the learners in the control group.

5.2.3. Interest

A big problem especially at elementary schools is the factor of boredom and frustration in young learners. As young learners are not used to long sitting and too much writing, this bores them and the boredom causes the learners not to be able to concentrate on learning.

This is also the case in our control groups, as the teacher uses deductive teaching method and the learners have to take notes of every example and rule. Sitting and writing for a long time tire the learners and bore them so that they always want the teacher to stop teaching or let them play a few language games like letter games that they know.

But in the experiment groups learners never get bored and they never ask the teacher when the lesson will be finished. At the end of most of the lessons in experiment groups the learners told the teacher that they did not feel being in the classroom and enjoyed a lot while learning very well.

5.2.4. Emotional intelligence

According to Bredekamp and Copple (1997), play is a tool for learners to take part socially, emotionally and cognitively in learning. In play the teacher makes use of the learner's emotional intelligence and this reduces the stress in classrooms and makes students feel more comfortable. Learning by regarding the learners' emotional intelligence increases the quality of learning. According to Goleman when teachers consider the emotional intelligence in teaching and learning they see learners as a whole not as students in the class that should memorize every point. So teaching by games increases the use of emotional intelligence and as a result increases the learning.

In the control groups learners are taught in traditional methods of writing and repeating without considering their emotions. This causes them to get bored of the lesson and most of the times are looking for the end of lesson.

But in experiment groups, the teacher uses to empathize with learners and tries to treat and teach by considering the learners' feelings. Whenever the teacher feels that learners have got bored she changes the type of activity or the game. The teacher always tries to make the classroom a socially comfortable and emotionally good environment. So as a result the learners have a good friendship with each other and with the teacher and this help them to learn better in the experiment groups.

5.2.5. Time limitation

One of the negative points about teaching by games which most researchers in their researches have mentioned is the problem of time limitation. As it has been mentioned in language classes using games as teaching tool more than half of the class

time is spent for describing the game rules to learners. But in this research, the games are chosen from the learners' childhood games which all are acquainted with the rules. Also in experiment groups by using the experiences of learners the schematic knowledge of learners are used. As Piaget has mentioned the use of schematic knowledge increases the learning ability of learners.

It should be added that in control groups, most of the time of the learners are spent for describing the rules of grammar points and also all the learners want some extra time from the teacher to take note of every rule and example that are written on the board to memorize and practice later. But in experiment groups there were not such a problem and learners memorized every point automatically while playing. Also the learners in the experiment groups mention that they do not spend too much time out of school for practicing English as they learn every point at school.

5.2.6. Making fun of games

According to some researches, learners see the games as fun and do not learn by playing the games. The researchers also mention that play causes the learners to forget the objectives of the lesson and just concentrate on playing. But as it is clear in this experiment there is not such a negative view seen in the classes because the games are not used separately from the teaching devices. The games in the experiment groups are used as a tool for reaching the end result of learning.

In control groups when learners get too tired or bored in the classroom, they mostly asked the teacher to play some games but in these classes as the learners are not used to games, they see the games as fun. But the learners in the experiment groups have been made aware of the objectives of the games. The learners in the experiment groups at first sessions are too surprised of the method of learning but as they see the result and how they can learn easily they understand the aim of the method.

In experiment groups, parents are met at the beginning of the semester and the aims and objectives of the games are described. At the end of the semester when parents

see the progress of their children, they also were very satisfied of the method and wanted the school authorities to continue teaching using the games.

5.3. Oral Test Results

The points got from four groups in first and second class junior school were compared by using t-test. The characteristics of groups have been shown in table 3. The following tables show the results of t-tests. It should be mentioned that pre tests and post tests are two different kinds of tests given at the beginning and end of the semester to test the learners' language ability.

Table 4: Post Tests in Boys First Classes

	Group 1	n	Mean	Std. Deviation	Std. Error Mean
Points	befpost	15	17,07	2,12	0,54
	befpost	15	15,13	2,87	0,74

As it is clear in the table 4, there are 15 students (n) in both groups of boys' first classes. As it is students first year in English language classes, the teacher did not give any pre test and they just took a post test at the end of the semester. Table 4 shows the number of students in both boys experiment group, first class (befpost) and boys control group, first class (bcfpost). The mean in the table shows the average number of points for each group. The data obtained from the t-test has been shown in the table below. As it is clear from the table the t-test (t) results are ($t_{cal} = 2,09$ & the $P = 0,04 < \alpha = 0,05$). So the learners in experiment group did better than the control group learners.

Table 5. Comparison of Post Tests in Boys First Classes

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Points		F	Sig.	t	df	P Value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed		1,29	0,26	2,09	28	0,045	1,93	0,92	0,04	3,82
Equal variances not assumed				2,09	25,7	0,046	1,93	0,92	0,03	3,83

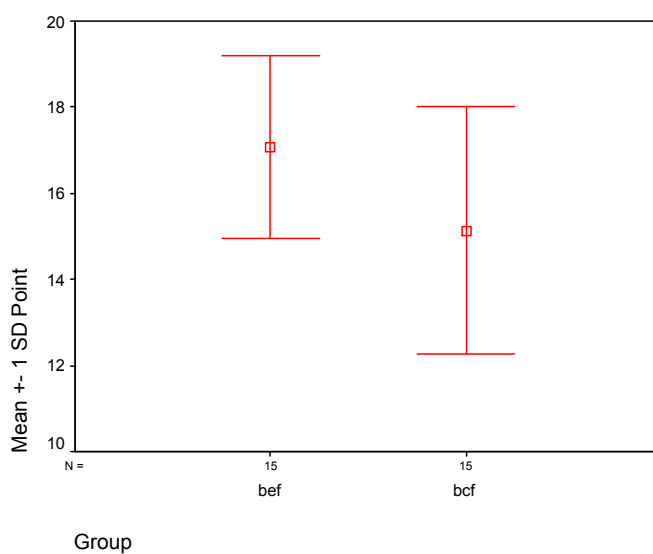
Chart 1. Error Bar

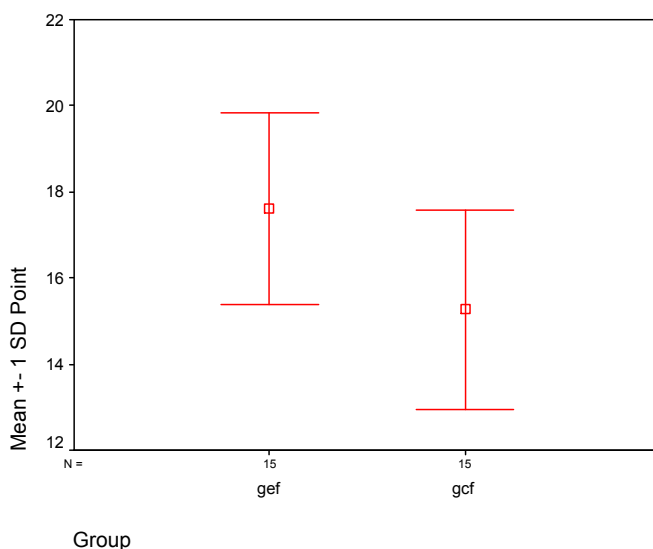
Table 6. Post Tests in Girls First Classes

	Group 2	n	Mean	Std. Deviation	Std. Error Mean
Points	gefpost	15	17,60	2,23	0,57
	gcfpst	15	15,27	2,31	0,59

Table 6 shows the t-test results between experiment (gefpost) and control (gcfpst) groups of post tests of girls in first classes. In each group the number of learners are 15 (n=15). The mean of points for experiment group is 17,60 and for control group is 15,27. As it is clear from the table the t-test results are ($t_{cal} = 2,81$ & the $P = 0,009 < \alpha = 0,05$). So it can be said that the learners in the experiment groups have better performance than the learners in the control groups.

Table 7. Comparison of Post Tests in Boys First Classes

		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	P Value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Points	Equal variances assumed	0,00	0,98	2,81	28	0,009	2,33	0,83	0,63	4,03
	Equal variances not assumed			2,81	27,9	0,009	2,33	0,83	0,63	4,03

Chart 2. Error Bar**Table 8. Pre Tests in Girls Second Classes**

	Group 3	n	Mean	Std. Deviation	Std. Error Mean
Points	gespre	17	13,59	2,71	0,65
	gcspre	17	13,82	2,24	0,54

Table 8 displays the comparison between pre test marks of experiment group of girls (gespre) and the control group of girls (gcspre) in second class junior school. In the beginning of the semester a pretest was taken from the students in both control and experiment groups to show their level of English knowledge. In each group there is about 17 (n=17) learners. As it is clear from the table the mean in experiment group is 13,59 and in the control group is 13,82. As it is clear from the table 9 the t-test results for these two groups are ($t_{cal} = - 0,27$ & the $P = 0,78 > \alpha = 0,05$). According to the results both groups have the same average marks so they show nearly equal performance before starting the experiment.

Table 9. Comparison of Pre Tests in Boys Second Classes

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Points		F	Sig.	t	df	P Value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Points	Equal variances assumed	0,89	0,35	-0,27	32	0,78	-0,24	0,85	-1,97	1,50
	Equal variances not assumed			-0,27	30	0,78	-0,24	0,85	-1,97	1,50

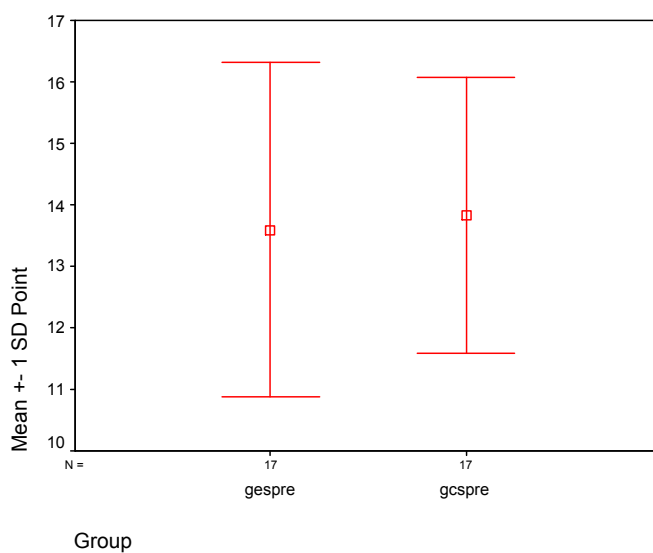
Chart 3. Error Bar

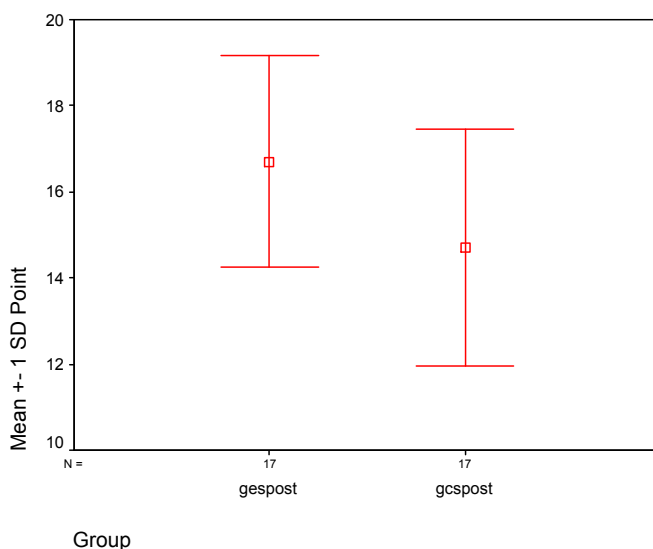
Table 10. Post Tests in Girls Second Classes

	Group 4	n	Mean	Std. Deviation	Std. Error Mean
Points	gespost	17	16,71	2,46	0,59
	gcspost	17	14,71	2,75	0,66

Table 10 displays the comparison between post test marks of experiment group of girls (gespost) and the control group of girls (gcspost) in second class junior school. At the end of the semester a post test is taken from the students in both control and experiment groups to show their level of English knowledge. In each group there are about 17 (n=17) learners. As it is clear from the table above the mean for experiment group is 16,71 and for the control group is 14.71. According to the table below the t-test results for these two groups are ($t_{cal} = 2,22$, $P = 0,03 < \alpha = 0,05$). So the experiment group learners show better performance than the control group learners in the post test of second class of girls.

Table 11. Comparison of Post Tests in Girls Second Classes

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	P Value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Points	Equal variances assumed	0,27	0,60	2,22	32	0,03	2,00	0,89	0,17	3,82
	Equal variances not assumed			2,22	31,6	0,03	2,00	0,89	0,17	3,82

Chart 4. Error Bar**Table 12. Pre Tests in Boys Second Classes**

	Group 5	n	Mean	Std. Deviation	Std. Error Mean
Points	bespre	16	13,75	2,69	0,67
	bcspre	16	13,88	2,24	0,56

Table 12 displays the t-test results of pre test marks of experiment group of boys (bespre) and the control group of boys (bcspre) in second class junior school. At the beginning of the semester a pre test has been taken in both control and experiment groups to show their level of English knowledge. In each group there is about 16 ($n=16$) learners. As it is clear from the table above the mean for experiment group is 16,71 and for the control group is 14,71. According to the table below the t-test results for these two groups are ($t_{cal} = 2,22$ & the $P = 0,03 < \alpha = 0,05$). So the experiment group learners show about the same performance with the control group learners in the pre test of second class of boys.

Table 13. Comparison of Pre Tests in Boys Second Classes

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Points		F	Sig.	t	df	P Value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
variances assumed	Equal	0,99	0,32	-0,14	30	0,88	-0,13	0,87	-1,91	1,66
	not assumed			-0,14	29,0	0,88	-0,13	0,87	-1,91	1,66
	Equal variances not assumed									

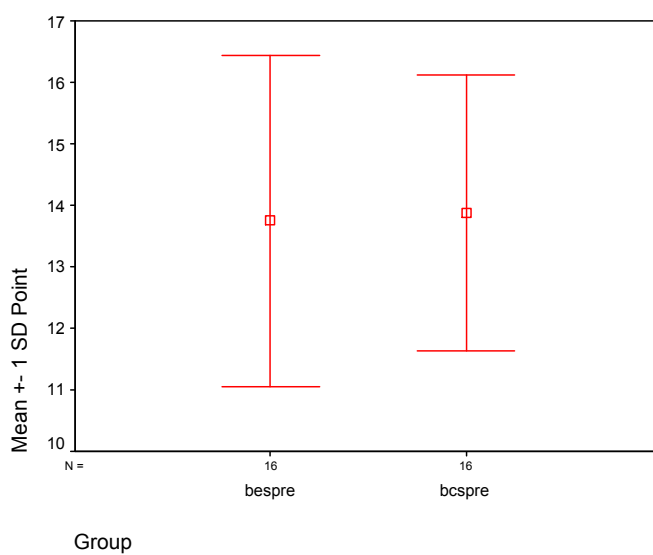
Chart 5. Error Bar

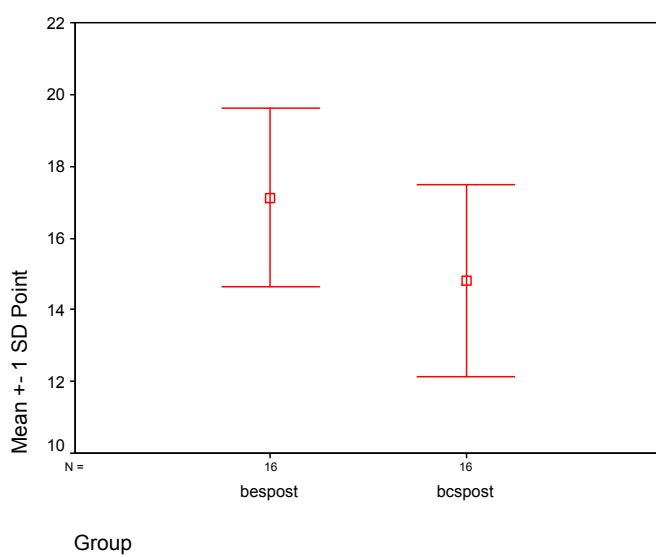
Table 14. Post Tests in Boys Second Classes

	Group 6	n	Mean	Std. Deviation	Std. Error Mean
Points	bespost	16	17,13	2,47	0,61
	bcspost	16	14,81	2,66	0,66

Table 14 displays the comparison between post test marks of experiment group of boys (bespost) and the control group of boys (bcspost) in second class junior school. At the end of the semester a post test was taken from the students in both control and experiment groups to show their level of English knowledge. In each group there are about 16 (n=16) learners. As it is clear from the table above the mean for experiment group is 17,13 and for the control group is 14,81. According to the table below the t-test results for these two groups are ($t_{cal} = 2,54$ & the $P = 0,01 < \alpha = 0,05$). So the experiment group learners show better performance than the control group learners in the post test of second class of boys.

Table 15. Comparison of Post Tests in Boys Second Classes

		Levene's Test for Equality of Variances				t-test for Equality of Means				
Points		F	Sig.	t	df	P Value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Points	Equal variances assumed	0,022	0,88	2,54	30	0,016	2,31	0,90	0,45	4,16
	Equal variances not assumed			2,54	29,8	0,016	2,31	0,90	0,45	4,16

Chart 6. Error Bar

CHAPTER 6

CONCLUSION AND SUGGESTIONS

6.0. Introduction

The aim of this chapter is to conclude this study by giving some suggestions to ELT teachers about how they should teach learners English language in an environment that is free from stress, boredom, and frustration and full of motivation. Also it is aimed to give some suggestions to teachers to make them able to use the schematic knowledge of the learners for better learning.

6.1. Conclusion

Our study shows the importance of games in teaching English as second language for students. So teaching activities should be designed in such a way as to supply the child with enjoyable and easy to understand sources. This study clearly shows that authentic games with their proven laws of use, frequency, immediacy, satisfaction, challenge, and stimuli are wonderful materials in this respect. They are part of our lives and they are around us. All we need do is share them with our students with a little planning before we enter the class to increase the efficiency of our teaching and helping kids to learn language in a fun environment.

In this study the first hypothesis was “Using adapted authentic childhood games with children will contribute to foreign language learning”. This hypothesis has been verified at the all study because the students in the experiment group outperformed their fellow students in the control group. The experiment group learners showed better

performance in pronunciation, vocabulary, grammar, fluency and problem solving skills.

Our second hypothesis was “Using adapted authentic childhood games with children will increase the learners’ motivation”. This hypothesis was verified, too because the learners in the experiment group were much more interested in the activities during the lessons. The experiment group learners performed lessons more voluntarily and showed great participation and production than the control group learners.

Our last hypothesis was “Using adapted authentic childhood games with children will make lessons more enjoyable”. This hypothesis has also been verified since almost all the students enjoyed the games played in the classes. The enjoyment factor was made possible by making a competition between the groups and the learners’ challenge to win the game.

It is believed that the purpose of this study has been satisfied. In examining the resultant performances an improvement can clearly be seen in the administration part. The related literature review certainly seems to support the study. The basic hypothesis that teaching English by using games is one of the best methods to teach and learn languages is also borne out. Having seen that the values of using games in English language teaching seem synonymous with educational objectives it would follow that they should be utilized to their greatest capacity in language teaching.

6.2. Suggestions for Teachers

Feelings and being in a relaxed environment is one of the most important factors in language classes that should be taken into consideration. Teachers should be aware that just by considering the cognition of learners it is impossible to have a positive teaching environment, so they should take care of students’ feelings. It is important for teachers to determine what to teach and how to teach to develop English Language learning. Here are some suggestions for teachers in order to have better teaching environment:

- At first it should be made clear that teachers like other people will have their own problems, but they should try to leave their problems behind school door; otherwise, they cannot be helpful with students' problems, so being in good mood is the prerequisite of a good and helpful teacher.
- Teachers should like their job, so schools and universities should try to choose future teachers carefully and be sure about their interest to teaching. This is the case not only in teaching but also in all professions, as a person who does not like his/her job will not be successful in.
- Another very important point is about teachers' feedback to the students about both positive and negative behaviors. It is not enough to tell students that they did something right or wrong, they should know the reason of their wrong actions or answers; otherwise, it is impossible for them to learn the right action (Goleman. 1998:264).
- Tell students what you want them to do and why. For example when a teacher gives an activity or a game to be done, students should be clear what that activity or game is for and what they will learn by doing it. This shows the importance that teachers give to the students' feelings. Without the stress of how they should do the activity, they will be able to complete it successfully (Goleman. 1998:269).
- Inform students before hand when they are supposed to do something. For example when they are supposed to take an exam, tell them days or even weeks before because this helps them to be relaxed and causes them not to be afraid of going to school; otherwise, they will not have good emotions about class and school (Goleman. 1998:190).
- Teachers should not just give importance to students' knowledge of lessons but also their feelings. If students can not feel comfortable in the class and feel themselves under pressure and stress, it is impossible for them to learn. So the teachers by using games in Language teaching can create a relaxed environment.
- Teachers should be aware that it may take a long time for learners to get used to the method of teaching by using games, so they should be patient and give time to both learners and parents to see the result of this method.
- Teachers should not forget that all students are not the same both in behavior and understanding skills. It means that they have different emotional and cognitive abilities. They come from different families with different emotional, economical and social levels. So teachers should try to understand all these differences and

make a good relationship with them (Goleman. 1998:41). This will increase the motivation and decrease the stress of the learners in the classroom.

- As much as possible it is better for teachers to choose authentic games for teaching languages. Because by using the authentic games it is possible to make use of learners' schematic knowledge. Also making use of authentic games make teachers free from describing the rules of games and this causes not to waste time by describing the rules of games.
- Students should try to get along with their classmates and work in cooperation; in this case they will make better use of adapted games.

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APPENDIX

APPENDIX I

ORAL TESTS

When telling oral tests, it seems that the learners listening and speaking skills have been tested but as shown in the question examples, all necessary skills (listening, speaking, reading, writing and grammar) in English language learning and teaching have been tested in this study.

➤ Oral test for control groups of first class junior school

1. The learners in first year are asked one by one to come and stand in front of the class and tell the alphabet or numbers that they have memorized during the term.
2. Then the teacher asked the learners the meaning of the words, for example the teacher calls each learner and ask each learner five words like, “hello, sit, window, door and stand) and the learner tells the meaning of each word in his/her first language.
3. The third question for learners is a kind of role play, for example the teacher asks every two learners to come to the board and do a role play (for example to greet each other) as shown in below:

Learner 1: Hi

Learner 2: Hello

Learner 1: How are you?

Learner 2: I am fine. And you?

Learner 1: Fine, thanks

Learner 2: Nice to meet you.

During the role play, the learners' uses of grammatical points are noticed to see if the learners have learned the taught grammars.

4. Then the teacher tests the learners writing ability by a kind of dictation. The learners are asked to write the sentences on a paper that the teacher reads. After doing the dictation the teacher shall collect the papers to read later.

While doing all these procedures the teacher puts a "+" for every right answer and a "-" for every wrong answer in front of the learner's name on her note book.

➤ **Oral test for experiment groups of first class junior school**

1. For testing the alphabet and numbers in language classes, the games "Hopscotch and Bingo" were used in the same way as used for teaching and practicing the lessons. Every learner played the hopscotch game for letters or numbers or sometimes both of them as described in the game section.

2. For examining the meaning of the words, the teacher asked the learners to do the game "flag" (for testing the names of the days, seasons, months and...) and the game "seven up" or "pin the tail on monkey" (for action words and parts of body).

3. For testing the writing ability of the learners the teacher asked them to play the game "message" on a written form as described in the game part. So the learners sit in groups of three or four and write different messages. The messages are collected by the teacher and checked for any writing mistakes.

4. For testing the grammar ability of the learners the game "telephone" as described in the game part were used. In this part the learners were put into groups of three or four and asked to tell different messages to each other starting from the leader of the group. The sentences were supposed to be made appropriate to the grammar points asked by the teacher.

➤ **Oral test for control groups of second class junior school**

1. The learners in first year are asked one by one to come and stand in front of the class and tell the numbers that have learned and memorized during the term.

2. Then the teacher asked the learners the meaning of the words, for example the teacher calls each learner and ask each learner five words like, “Monday, September, yellow, red and jump) and the learner tells the meaning of each word in his/her first language.

3. The third question for learners is a kind of role play, for example the teacher asks every two learners to come to the board and do a role play (for example to greet and ask time) as shown in below:

Learner 1: Hi

Learner 2: Hello

Learner 1: Have you a watch

Learner 2: Yes, I have

Learner 1: What time is it?

Learner 2: It is three

During the role play, the learners’ uses of grammatical points are noticed to see if the learners have learned the taught grammars.

4. Then the teacher tests the learners writing ability by a kind of dictation. The learners are asked to write the sentences on a paper that the teacher reads. After doing the dictation the teacher shall collect the papers to read later.

While doing all these procedures the teacher puts a “+” for every right answer and a “-“ for every wrong answer in front of the learner’s name on her note book.

➤ **Oral test for experiment groups of second class junior school**

1. For testing the numbers in language classes, the games “Hopscotch and Bingo” were used in the same way as used for teaching and practicing the lessons. Every learner played the hopscotch game for numbers as described in the game section.

2. For examining the meaning of the words, the teacher asked the learners to do the game “witch says colors” (for testing the colors), the game “follow the leader”(for action words and new vocabularies) and “what is the time, Mr. Wolf?” (for times).

3. For testing the writing ability of the learners the teacher asked them to play the game “message” on a written form as described in the game part. So the learners sit in groups of three or four and write different messages. The messages are collected by the teacher and checked for any writing mistakes.

4. For testing the grammar ability of the learners the game “telephone” as described in the game part were used. In this part the learners were put into groups of three or four and asked to tell different messages to each other starting from the leader of the group. The sentences were supposed to be made appropriate to the grammar points asked by the teacher.

APPENDIX II

Samples of lessons from books in first and second class