

**THE GAME IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN
LANGUAGE**

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SAN JUAN DE PASTO
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*To Gad, to my mother Edílma, to
my dear classmate Carnenza
Jurado who is in heaven.*

Claudia

To my parents with all my love.

Andrea

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THE GAME IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE

This paper deals with the learning process of English as a foreign language by means of games. The learning of English on the part of children requires new and varied methodologies in order to maintain their interest and motivation for the subject. The game is crucial in this process due to the existing relationship between the child and the game. So the game permits the child to develop his intellectual, emotional, and physical abilities, besides it gives a pleasant environment that is difficult to find in other activities.

These previous considerations have motivated us to test the influence of the game in the learning process of English in the 5th grade of the integrated school of Genoy in Pasto.

In order to achieve this purpose we have chosen a set of ten games which include some songs. These games help children to reduce the stress that the learning of grammatical structures can generate. They also permit the students to develop the four abilities through a fun activity.

Taking into account the previous points of view, we have concluded that the influence of the game in the learning process of English as a foreign language in the students of the 5°

grade of the Integrated school of Genoy is totally positive because students felt pleasure and interest in the learning of English.

EL JUEGO EN EL PROCESO APRENDIZAJE DEL INGLES COMO LENGUA EXTRANJERA

El Aprendizaje del Inglés como lengua Extranjera requiere nuevas y variadas metodologías para mantener el interés y la motivación hacia la materia. El juego es crucial en este proceso debido a la estrecha relación entre el niño y el juego. El juego permite al niño desarrollar su habilidades intelectuales, emocionales y físicas; además, el juego brinda un ambiente agradable difícil de encontrar en otras actividades.

Estas consideraciones previas nos motivaron a verificar la influencia del juego en el proceso aprendizaje del Inglés en el quinto Grado de la Escuela Integrada del Genoy en Pasto.

Para lograr este propósito nosotros hemos escogido un grupo de 10 juegos que incluyen algunas canciones. Estos juegos ayudan a reducir el estrés que el aprendizaje de las reglas gramaticales pueden generar en los niños, además también permiten que los niños desarrollen las cuatro habilidades a través de una actividad divertida.

Teniendo en cuenta los anteriores puntos de vista nosotros hemos concluido que la influencia del juego en el proceso aprendizaje del Inglés como lengua extranjera en los estudiantes del quinto grado de la escuela de Genoy es totalmente positiva por que los estudiantes sintieron placer e interés en el aprendizaje del Inglés.

INTRODUCTION

The necessity of communication and technological development has broken the distance between the different places in the world. It has created a mutual need of language learning for a better comprehension and for an exchange of interests, which can be commercial, cultural, literary, amusing, financial, etc.

Colombia has taken a great step with the obligatory teaching of a foreign language which has been established. This permitted the enrichment of knowledge, the access to other cultures, and the maintenance of effective communication with the entire world.

When the norm of teaching a foreign language was established, it arose a big question for the teachers: What and how to teach English. The main objective of the English teacher is to create and to support a high motivation. The most important thing is to maintain a positive attitude in the student towards English, towards the teacher, and towards all activities within the learning process.

There are many activities used in the learning of English such as drawing, singing, role-playing etc, but we have chosen the game. This promotes communication and the active participation of the child, besides this motivates the student to use English in real situations and it helps the teacher vary the classes.

THE GAME IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE

1.1 INTRODUCTION TO THE PROBLEM

Keeping in mind our experiences as students, as well as teachers, we have found the necessity of introducing the game into the English learning process of the 5th grade students of The Integrated School of Genoy in Nariño.

The learning process of English that has been developed in the school shows an environment lacking motivation without some type of relationship between the contents and the students' expectations about the needs to acquire new knowledge that benefits them. There is the lack of imagination, inspiration, creativity, and good ideas. This decreases the teacher and student's capability to exploit all of their potentials.

There are situations in the English class in which the teacher can't control the students because they are not interested in the activities and contents of the class; for this reason, students do other different activities. In other words, children focus their attention better on the game.

The concentration period of a child is very short, so the teacher must create a pleasant environment of learning. A teacher must use a variety of activities to his or her class to

center the students' attention. The game is an activity that keeps the students awake and interested.

Besides, the teacher can learn English through a significant context with the help of the game. The most important thing is that the child feels the need to use the foreign language when he or she wants to participate in the game. This is done by means of the execution of an action in which the student needs to understand the oral or written instructions or messages or through the utilization of words, expressions, and sentences.

1.2 PROBLEM STATEMENT

Some implications of the game on the learning process of English as a foreign language in the 5th grade of the Integrated school of Genoy in Nariño.

1.2.1 Research Question

How does the game influence the learning process of English as a foreign language in the 5th grade of the Integrated School of Genoy in Nariño?

1.3 OBJECTIVES

1.3.1 General Objective

To determine the implications of the game in the learning process of English as a foreign language for the students of the 5th grade of the Integrated School of Genoy in Nariño.

1.3.2 Specific Objectives

1. To verify if the game creates a pleasant environment in the learning process of English as a foreign language.
2. To determine if the game maintains a high motivation and promotes interest in the acquisition of English as a foreign language.
3. To determine if the game contributes to the development of the communicative competence .
4. To justify the game as a positive activity that increases the interest of students of the Integrated School of Genoy in the learning process of English as a foreign language.

1.4 JUSTIFICATION

This topic is significant in the sense that it is going to draw conclusions about the influence of the game in the learning process of English as a foreign language. The purpose of this work is to justify the game as a positive activity in the learning process of English as a foreign language in the 5th grade of the Integrated School of Genoy in Nariño and finally to show the game as a strategy that teachers and students can put to good use in this great didactic research.

With this work, we are trying to determine how the game influences in the students' formation in the Integrated School of Genoy, taking into account that the different educational systems have proposed several alternatives of teaching English and they have not had the best results, because these have not satisfied the students and teachers' necessities.

The importance of this investigation is that nobody has done a study in this locality that shows the game to be an alternative in the teaching of English in the Integrated School of Genoy. For this reason, we want to work scientifically on this topic to encourage improvement on the part of children in the learning process of English as a foreign language.

We want this work to be more than a solution to a problem. We hope that it will be a contribution in the search of the pedagogy that is going to improve the quality of education.

1.5 HYPOTHESIS

POSITIVE HYPOTHESIS :

- The game effectively influences the improvement of the learning process of English as a foreign language.

NEGATIVE HYPOTHESIS

- The game does not influence the improvement of the learning process of English as a foreign language.

1.6 VARIABLES

1.6.1 Independent Variable

The game

1.6.2 Dependent Variable

The influence of the game in the learning process of English as a foreign language.

1.7 DELIMITATION

1.7.1 Geographical

This research was developed in the Integrated School of Genoy in Pasto, Nariño.

1.7.2 Chronological

This research took a semester to be carried out, from September in the year 2000 to May in the year 2001.

1.7.3 Population

The 5th grade A and B groups of the Integrated School of Genoy. Each group is composed of thirty students (boys and girls), who are between the ages of ten and twelve years.

1.8 DEFINITION OF TERMS

THE GAME: It is a physical or mental activity that is submitted to conventional rules, which can be practiced by children and adults. Games promote the stimulation of positive feelings, such as the spirit of fight consistency and the ability to be a good loser.

LEARNING: It is a process in which an individual acquires a knowledge of a specific topic. Learning occurs when a person has obtained the knowledge of something that was unknown to him or her before or when he or she becomes capable of doing something that he or she couldn't do before.

HUMAN RELATIONS: This is an interaction between people (students). It can happen from subject to subject. Human relations come out in a free form when the human being goes out of him or herself and to reveal it to other ones and thus he starts to communicate.

COMMUNICATION: It is a means that facilitates the meeting between two or more people. People can communicate through a salute, a glance, hand motions, body postures, and facial expressions. These signs arrive at the other individual and they show feelings and ideas.

COMUNICATIVE ACTIVITY: It promotes the significant use of language. It exploits and develops the capability of interaction and expression of children and their capabilities to use the language resource in a creative way through fun and educative situations.

DIALOGUE: It is an exclusive activity of the human being. It is a conversation between two or more people. There is an exchange of ideas and feelings through the use of words.

LITERATURE REVIEW

2. THEORETICAL FRAMEWORK

We present this framework , intending to make a biographical review about the game, its functions, and its roles in the pedagogy and learning process of English as a foreign language.

2.1THE GAME

The game for children is very important because it develops their natural aptitudes and it helps them to acquire abilities that they didn't have before. Children have a necessity of action; consequently, they need other people to interact with. The game responds to this impetuous necessity of action and creation so the game makes possible the identification of the child with adults and the initiation of their activities into the society.

Piaget (1969) has studied the game and its apparition in children and he considers the game as fundamental aspect in the development of intelligence and other important facets of learning. The game is for Piaget, an assimilation that is more important than adaptation. The act of intelligence finds its place between assimilation and adaptation while imitation prolongs the process of adaptation.

We must remember that Piaget defines assimilation as the process in which a person takes and turns reality into him or herself. He also defines adaptation as the form in which the human being fits in with the experimented reality. In other words, we can say that the game is a form of reproducing the assimilation's environmental levels, thus the human being is always seeking to adapt himself to reality.

On the other hand, we have to take a relevant point of view, about the moment that the game appears in the life of the child.

Piaget (1957) has studied the world of the child to identify the moment in which the game appears during the psychomotor and intellectual development of man. In his investigations he determined that some attitudes and actions that a child adopts, such as finding pleasure in suction, are just exercises of reflexes. These don't imply themselves to be adaptive forms of conduct.

The problem is the appreciation of all that can be considered as a game and this could be an unending discussion because some people affirm that all exercises that imply pleasure by reflexive actions or survival actions have a hereditary behavior pattern. On the other hand, other people could establish all the classifications and the exact definition of a game as a form of pleasure, adaptation, and learning.

Our intention is neither to show who is correct, nor is it to affirm at which moment in life the game appears. Our intention is to establish the important role of the game in the integral development of children.

Men need to reach some level of physical and reflexive development in order to unfold his abilities. Man takes part in activities, called adoptive or ludic activities, that permit him to reach his complete development. Since we were born, our general activity has been to reach the level of the game without defining a specific purpose, but an integral one. “During the first months of a child’s life, everything is a game, with the exceptions of nutrition and emotions such as fear.”

Nevertheless, Piaget affirms that it is exaggerated to conclude that everything is a game, though it is true that the game is the initial link in the chain that impels the entire development of a human being. Taking into account the previous idea, we can say that the game can reveal to us the situation of a person to a mental level, thus certain types of games are bonded to each stage of the child’s development because the game is true revelation of the mental evaluation of the child.

To prove this, we shall look at an analysis done by F. Winnie Kannen quoted in UNESCO, (1980) about what she calls “first infancy.” It is about the development of the child. During the first three months of life, the game is reduced to balancing, reproducing the sensations that the baby felt during the period spent in the mother’s womb. In this phase, the child hasn’t acquired the consciousness of distinction between his own body and the external world. “ The first possibility of fragmentation of his body appears in the child, with the action of sucking and when the sucked object isn’t his finger, he is experiencing what is the Ludic manipulation of a true pre-toy.”

According to Winnie Kanner, the baby's early separation from his mother causes the beginning of several mental disorders and perturbations in psychical development.

So, one of the first games practiced by the child has a symbolism (desire and prohibition). In other words, the game gives the child the formation of a symbol and by providing him with an approach to understanding his environment and dominating it. In this way, the child gets ready to have a successful direct contact with all that will surround him in the future and that will determine the complete development of his senses – motor, psychical, and mental functions.

Keeping in mind the observations made by Piaget , we are going to show the first classifications of the game:

- **GAME OF SIMPLE EXERCISE:** During the first nine months of life.
- **SYMBOLIC GAME:** During the first months of the second year of life.
- **GAME OF RULES:** During the second mental stadium. (4 to 7 years and 7 to 11 years of age)

We think that the classification *game of rules* implicates a scholar condition that carries on to the socialization of the child through his relations and discoveries of other people. In this way, he acquires part of his identity. After that, the social contact of the child with other people comes about.

With respect to this, Miss Gardner (1973) says, “before five years of age, children don’t really play together, though they don’t like to play alone.”

In other words, although the child isn’t conscious of the game, the integration of a group is latent with every activity that he does and when the scholar activity begins, it appears in groups based on the game. This is to say, perhaps game is the first step in forming the group feeling in the child, by necessity or conviction, and it establishes itself as a principal function in his physical and mental development.

All the authors think that the game is more complex during the second stadium of child development (4 to 7 years of age) when they are limited by rules. According to Piaget, during the third period (7 to 11 years of age)the game becomes more specialized and stricter. It determines the reality represented by rules, duties, and rights. This permits equilibrium between all things.

We think that although the game takes a real model or shape, the fiction doesn’t disappear. “The game of fiction continues to live until the age of twelve: Games of pirates, cowboys and Indians, movie and television artists, etc.” (J. Chateau 1962).

2.2 THE GAME FUNCTIONS

2.2.1 Psychological function of the game and its influence in the development of intelligence

The game plays an important role in the different aspects of the development of the child such as the psychomotor. This influence is not just integrated, but is converted implicitly when it is about the intellectual development of a person.

Piaget (1967) interprets the way in which the game appears through the structure of thought. In this respect, he analyzes certain movements and activities of a baby. “Sometimes a baby begins to suck his thumb in the second month of life. He begins to grab hold of objects in the 4th or 5th month of life and he can then balance them.” Those behaviors create two poles because it is necessary to adjust movements and there is an assimilation pole of things as well.

Taking into account the last statement, we can say that the game gives significance to the environment of the child. He begins to assimilate and then he imitates as a game as a way of exploration.

So we can say that the game gives the child pleasure, but most importantly, the game permits assimilation, learning, and the internal search for the development of thought. For this reason, it is impossible to separate the game from language during the period of growing.

On the other hand, the game can be seen as the reaffirming of the development of thought and intelligence..

2.2.2 Sociological function of the game:

The game, as a factor that influences the sociological development, is a determinant in the role that children and adolescents will take in the future life. The way in which society in general marks the game and the way the game marks society is also a determinant.

The environment, that surrounds children since they are born until the adolescent stage, could enormously affect the ludic aspect, thus if the environment isn't propitious, it could generate problems for the entire life of the child in question.

We can conclude that the game can't take place in any place or at any hour due to the fact that it is necessary to keep in mind these minimum conditions (place and hour).

With respect to this, R. Caillois (1958) says, "The game is a luxurious activity that implicates leisure. One who is hungry, doesn't play." We think the situation that the environment creates is the complete determinant for the game and their way of development in children. That is to say, society gives an area and a moment during which the game can take place and the way in which the game must take place. Y.S. Ztoureh quoted by UNESCO (1980) says that the ludic area is constituted by the following components:

- The space delimited by its dimensions and its contact.
- The individual with his experiences, his resources and his aspirations.
- The pressures that proceed in the exterior.
- The adaptability of modifications.

In other words, society establishes, determines, limits, proposes, and develops the ludic area in which children will form their vision of the world through the game. Every nation and society has different forms of games that have been established according to its geographical position and economical and ideological situation. In this way, within each society there are some customs that are related to a group of fundamental games adapted to a specific situation, for example a time of year.

When the child can't have enough space, his parents increase the number of toys and difficult games stopping his imagination. We think extreme positions with regards to games are harmful. Extreme games or the omission of games and toys can cause several problems in a child.

It would be better if the child could create his own world of games so that the adult would only be the guide. Children need liberty to play but they also need the orientation of someone. Perhaps adults can give the child more than materials with which to play, they can choose something that offers the child the opportunity to learn and amplify the thoughts of the child.

With respect to this, Hildegard (1979) says, "As far as possible, the child must choose his games and toys and adults must just take part when it is necessary. However, adults must intervene with precaution, because when the adult prohibits a game, he must substitute it by another one."

It is necessary that the adult (teacher) surpasses his social and ideological conditions when he makes contact with the world of the child (student). We must understand that the game is more than a materialization of thought, the game is from the imagination. Enormous quantities of toys to play with all the time in a class are not the only things that move the game or the activity.

Keeping in mind the general social and cultural factors, we must admit that nowadays, our reality is so materialized that we are in a society of consumption that lacks time and free imagination. Maybe these are some of the causes of problems in the minds of children. This reality divides children into economic and social classes. It creates a feeling of frustration in the child from an early age.

For this reason, the game becomes the form of expression of confused feelings between reality and fiction, so the game must not move away from reality, but they should bring profit to it, generating in the child or adolescent the sensation of security.

2.2.3 Educational function of the game in society

Perhaps, the game is one of the forms in which the tradition of a group continues through time. Although technology and science have invaded our lives, many ancient games still exist, some of these with modern variations and others without any modification at all. Furthermore, the game creates, before the scholar institution, the norms in the child so that he can identify the roles that he will assume in the future in his society.

With respect to this, we have taken an important article from the UNESCO written by R. Dobeh y S. N. Diage (1984). Technologies and practical or general knowledge is transmitted through the game. Without the first knowledge given by the game, children could not learn anything at school; the natural and social environments would separate them. Children assume the roles of adults when they play. They develop their verbal aptitude and their capability of communication.

Taking into account the last idea, we can say that the game is communication factors. They establish a dialogue between different people aside of the purpose of teaching language. So we must consider the game to be a useful activity that must be integrated into the teaching-learning process because they develop the necessity to use the language in a spontaneous and creative way.

The game is a true initiator of the social life of a child. By means of this one, children begin to know cultural patterns that have not been altered through time. The game as a factor that prolongs cultural patterns is better when obligating factors of society less influences them. When the game is natural, there is more creativity; one of the most important qualities of the game is the effective transmission of motivation and imagination.

2.3 THE GAME AND THE PEDAGOGY

Our society continues considering the game as something unproductive and trivial due to the accelerated rhythm that the present world imposes. To think in a moment of relaxation is to waste time in the world of production and consumption. This concept has invaded the

education that is the maker of individuals with prefabricated and limited thought according to circumstances and times. To have another type of thought implicates problems.

The teacher is one machine more that responds to the ideal of the fabrication of models of thought; in this way the students lose their creative capability and they convert into individuals incapable of imagining or producing new knowledge.

The game could be a fundamental help in education. It propitiates creativity and knowledge through enjoyment and recreation. Pitifully, our society persists in reducing games to an action of leisure without any pedagogical value.

In accordance with this, Y. S. Toureh says that activities and ludic materials constitute the best means of learning, besides these can serve as fundamental techniques and pedagogical methods.

On the other hand, we think the idea of the unproductiveness of the game is just a reflex of the actual education structure that is submerged in ancient rules and ideas. We can not be extremists, judging the way in which our society manages the game but we want to recognize their values and their advantages in pedagogy.

R. Dogbeh and S. N. Diage (1984) say that in societies in which studies are valued excessively, the game is considered unproductive. For this reason it is excluded with frequency from the school once the pre-scholastic level finishes and they are reduced to simple recreational activities.

Now then, the most relevant idea is to plan the game with purposes in order to study contents and develop thought. The teacher must guide the game in order to obtain the proposed goal. Before the introduction of the game in the English class, the teacher must meditate about what he or she desires from the game in his or her professional practice.

There are many advantages that a good planned game can bring. With respect to this, we take a document given by UNESCO (1980). For the teacher, the game could be an excellent means of knowing the student from different points of view such as the individual psychology and the social and cultural components. Through the game, we can see how the student manifests a disturbance of the affective, psychomotor or intellectual development. Moreover, we can identify his level of mental development. Thus, we can perfect the techniques of learning and recognize the methods that have more probabilities of success.

The student belongs to a culture. To understand the beliefs, experiences, and aspirations of each one will allow the elaboration of an excellent pedagogical strategy. The communication between students is established with the help of the game. They break the development of routine scholastic daily activities.

According to this, we are going to extract the following idea of the document of UNESCO.

Before the introduction of the game in the class, the teacher must define the pedagogical objectives and observe the way that children's games and toys respond to these levels.

R. Dogbeh and R. S. Diage (1984) define the pedagogical purposes, taking into account seven levels:

1. Level of Simple Knowledge:

Memorization and retention of registered information.

2. Level of Comprehension:

Transposition from one form of language to another, interpretation of communication data.

3. Level of Application:

To choose and use abstractions, principles, and rules in new situations to give solutions to problems of the daily life.

4. Level of Analysis:

To analyze a complex group of elements, relations, or principles.

5. Level of Synthesis:

Structure (summary, plan, reasoning, scheme) of the several elements that proceed from different sources.

6. Level of Evaluation

Critical judgement of the information, ideas, and methods.

7. Level of Invention and Creation:

Transference of the acquired knowledge to a creative operation.

The game corresponds to the last levels because it makes the children participate in :

*All the perceptive activities such as contact with objects, sight, hearing, etc.

*All the sensorial – motor activities such as jumping, racing, the rhythmical movements, etc.

*All the verbal activities such as vocalization and all other forms of expression.

*All the activities in which effectiveness intervenes such as identification and representation of the different roles and familiar, scholastic, and social functions.

*All the activities in which the intellect and the cognitive procedure intervene; that is to say, observation, description, and classification.

*All the activities relative to the construction or fabrication of objects that mobilize the physical energy and the effective and intellectual capability.

*All the activities of corporal expressions and the aesthetics such as gymnastics, music, rhythm, drawing, etc.

As we can see, the game can cover all aspects of education. It is an effective instrument for the teacher and its use carries all the advantages that a good pedagogue can obtain.

We have made a general analysis of the game and its influence in the entire life of the individual, who finds a way to know the world, understand it and live experiences . Since the scholastic age, the student socializes through the game and when he is an adolescent his capabilities of thought will reach their maximum development.

Although, Piaget doesn't recognize the pre-adolescence as a true stage in the life of man, he recognizes a fourth period of thought that appears between 11 and 12 years of age (some authors call this *pre-adolescence*).

Piaget (1960) says that between the ages of 11 and 12, a fourth and final period appears with its general characteristic being the conquest of a new way of reasoning.

If we examine carefully this change in the thought, it is necessary to admit that the pedagogy, which we are going to use, must be different too. It begins a difficult and different stage for the new adolescents. Students change their ways of thinking due to a contradictory view of the world. There is a repelling of the scholastic and domestic norms and towards the studies. Many times, when this period appears, the outstanding students transform suddenly into impertinent and lazy children. It is common to see the teacher trying to counteract this type of attitude with exaggerated sanctions without thinking that the solution could be to change the pedagogy to that which stimulates and provokes a positive reaction towards the studies.

There are cases in which the teacher tends to leave his pedagogical responsibility without thinking of the possibility of changing his way of teaching the class, and he advises the parents of the students to find other teachers in order to reinforce the learning.

Above all, the teacher must be conscious that the student repels the teaching method more than the content of the subject. The more common cases during the adolescent stage show that mathematics and foreign languages are the most repelled subjects by students. The

investigations made about those cases demonstrate that students can't concentrate because they have many ideas on their minds due to the age and the mental stage of development.

Although the game seems away from education, in reality, it is the solution to this problem because it demonstrates its important role in the learning process of English. Generally, teachers accept the game as an activity without a practical or educational use. If they keep in mind the possibilities that the game can offer, including an ample number of advantages, according to the mental and chronological age of the students, to evaluate the domain of the contents, the capability of analysis and creativity.

The teacher that ignores the importance of the game loses a great pedagogical potential since it could represent a challenge for the students more than an enjoyment. It is not easy to convince adolescents to like a subject, but it is easy to stimulate their learning by means of activities that can be a challenge for them. In the specific case of the language teacher, games could be a secret and an effective arm.

2.4 THE LEARNING PROCESS OF A FOREIGN LANGUAGE AND THE GAME:

Learning is the acquisition of knowledge of a particular theme or an achieved ability with the help of studying or experience or by means of instruction.

Gagne Robert (1973) has defined learning as a process through which an individual acquires a series of internal and external human capabilities.

With respect to this, we can say that learning is not an automatic process, on the contrary, it advances gradually with the development of the other aspects of the child, so that the process of learning must be orientated to develop these capabilities or abilities (intellectual, verbal, and motor). The learning of a language (foreign or native) requires all of these capabilities. Its learning needs an organization that includes the development of itself.

On the other hand, the development of the native language influences the learning of English as a foreign language. One of the most significant characteristics is the use of oral expression.

According to this, Susan Halliwell (1993) establishes that all the capabilities and attributes that a child carries to the classroom, the capability to interact and speak, are the most important for the creation of the environment that a child needs to learn without problems or conflicts.

Many theories about the learning of a foreign language demonstrate that language is the oral part or the grammatical part and maybe even the functional part. The ideal situation would be to find a point of integration of each theory to acquire the best of each one and to profit from that according to each situation.

Besides, it is necessary to understand that cognitive and socio-cultural personality factors determine the learning process of a foreign language. Due to this, the labor of language teaching in the primary and pre-adolescent ages becomes more rigorous. In this way, the teacher must be capable of knowing the cognitive level in which each student is, with the

purpose of preparing the contents, methods, and strategies that can permit him a comfortable approach with his students.

Moreover, the teacher can discover emotional problems that influence the normal learning of students. Thus he will understand the socio-cultural context that involves his class and he can make an integration of factors that will permit the development of the proposed objective. But above all, the teacher must understand that the educative labor requires all his wisdom and patience. He should also understand that his job is to get the students to feel stimulated to learn English and to help them know that they can find the reaffirmation of their own culture through the knowledge of a new language.

If we, the teachers, are conscious of this, we can be conscientious too of the game as an excellent ally to reach the goals proposed. The method doesn't matter because the game is more than just a theory or a method.

2.5 SOME METHODS TO LEARN A FOREIGN LANGUAGE

2.5.1 The Natural Approach:

We think the NATURAL APPROACH could be a good method for the learning process of English as a foreign language because this gives the child an appropriate environment according to his or her age, his or her interests and his or her velocity to learn. Besides, this method takes into account the affective side of students and maintains a high motivation.

Moreover, it gives the teacher trust in the execution of the different activities already proposed and the ones of his or her own creativity .

Vanegas Luis and Zambrano Lilian (1997) took four hypothesis of the **Natural Approach** that we consider necessary for the development of our work:

2.5.1.2 FOUR HYPOTHESIS OF THE NATURAL APPROACH :

1) HYPOTHESIS OF ACQUISITION AND LEARNING:

This hypothesis establishes a difference between “acquisition” and “ learning” . Acquiring a foreign language , in this case English, is to obtain a **communicative competence** in this language through a similar process to the acquisition process of our native language.

That is to say , through a subconscious process in which the individual understands the language and uses it in the act of communication.

On the contrary ,to learn a language is a conscious process of the learning of structures and the grammatical patterns of this language.

For this reason , we take the term “ acquisition” and develop our work through activities that permit the understanding and the use of English on the part of students without they being conscious of the grammatical patterns.

Our work is to develop the **communicative competence** of students in the English language without analyzing the structure of this language.

2. HYPOTHESIS OF THE MONITOR :

This hypothesis is tied to the last one. The learning of rules and grammatical structures in a conscious way has a very limited role in the use of the acquired language and the correction will occur then.

That is to say , it is not necessary to teach grammatical rules because the child is not going to learn them consciously and apply them at the moment of speech, but he is going to use the language to communicate without thinking of problems of mistakes and correction.

Moreover, during the acquisition of a native language the child produces sentences without taking into account the grammatical structure due to the fact that his unique objective is communication. Thus, the child wants to ask – Where do you want to go?, he doesn't think of the structure : Wh +aux verb + subject + main verb , to produce this sentence, on the contrary he just produces the message and some times he makes a correction.

3. THE HYPOTHESIS OF INPUT :

Input is the linguistic material used by the student of a foreign language. This hypothesis establishes that the Input must be comprehensible, based on the use of the language, in the message and it must never be focused towards the grammatical rules.

On the other hand, this hypothesis establishes that the listening ability is the most important , consequently the linguistic material of listening must have the intention of being understood by the student.

The listening ability must emerge by initiative of the child. We must not force him to produce oral language.

4. THE HYPOTHESIS OF THE AFFECTIVE FILTER:

The emotional condition that the student shows during the educative process affects the acquisition of the foreign language in a negative or positive way. This emotional condition is reflected in the affective filter that is the high or low disposition that the student has towards the studied language. The emotional affective part of the student is important for any educational part in whatever area of knowledge and in the case of the learning of a foreign language it plays several important roles.

Learning a foreign language requires disposition, integral delivery to this process due to the student searches for being understood and understanding the message that has different cultural elements and new ways of thinking and feeling.

2.5.2 The Communicative Approach:

Richards Jack and Rodgers Theodore (1986) summarize the theoretical conception about language of **Communicative Approach** in the following four characteristics:

- a) Language is a system for the expression of meaning .
- b) The primary function of language is for interaction and communication.
- c) The structure of language reflects its functional and communicative uses.
- d) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The Communicative Approach recognizes that the grammatical forms are important components of a language but its emphasis is concentrated in the semantic component unlike the majority of methods take the syntax as central focus.

Richards and Rodgers (1986) took an important article given by Littlewood (1981) “ In our everyday language, we normally focus our attention primarily on the meaning of what we say or hear rather than on linguistic form”.

Taking into account the last principles taken from the Natural Approach and the Communicative Approach we have established some roles that the student and teacher must play during the learning process of English as a foreign language:

3.5.2.1 The role of the student:

1. The student is always a receiver and analyzer of the comprehensible material.

2. The student is the executor of physical actions, demonstrating the comprehension of the message.
3. The student will speak when he feels ready to do it.
4. The student is an active participant of all the communicative activities developed in the classroom and out of it.

2.5.2.2 The roll of the teacher:

1. The teacher must be a facilitator of the learning process of English, by choosing appropriate materials, planning and guiding the different activities and generating a nice and interesting environment.
2. The teacher must be an investigator who contributes to improve the learning process of English through the analysis, observation and evaluation of his or her performance.
3. The teacher must be an adviser of students and their parents collaborating with the integral formation of students.

2.6 ENGLISH AS A FOREIGN LANGUAGE AND THE GAME:

The game should not be considered as just simple recreational activities to finish a lesson or when there is nothing else to do in the last hour or worse, as a reward for the students for

having worked so well. In reality, the game is motivation to get a better acquisition of the English language.

Weiss, Francois (1983) says that the desire to play can contribute to the animation of the language class, in this case English, and permit an easier and faster form of learning. The game and exercises of creativity permit the students to use new forms of language applications with the vocabulary and structures acquired during a previous lesson and surpass the normal limits that a common class imposes with a routine context permitting the students to apply what they have learned. This new way of applying the acquired material constitutes something essential in all types of learning.

The game should not make up the entire English class, but it is necessary to recognize its pedagogical value and above all to know how to use it for achieving the proposed goals, however, in order to obtain this, it is necessary for the teacher to be an animator and a guide.

Now then, creativity will not be stimulated only by the student who, as a principal actor in the learning process, will find a positive impulse in the game but also by the teacher who knows that the game carries with it preparation, audacity in the points that overstep the limits of the routine class. This permits the teacher to be creative to adapt activities and games to different classroom situations.

On the other hand, the main importance of using games in the English class is to diminish anxiety and sometimes the stress that learning a foreign language generates, especially, when the child has been exposed to a lot of work. Furthermore, the game can integrate the

corporal expressions, this is important because it allows the child to use his motor capabilities. It is a primordial aspect in the learning of English as a foreign language.

Probably, the game is one of the most ancient forms that man has used. Relating this activity with the learning of English, we can establish that it is very useful due to the fact that the child plays games as a natural form of expression and these are activities that he enjoys. Thus, we can deduce the importance of the game in the English class:

1. The teacher relies on a very useful tool to give variety to the class.
2. The game creates a pleasant atmosphere because children like to do them.
3. The teacher and children avoid the translation of vocabulary, phrases or expressions, into the native language because the child associates the game with the natural speech that he hears from the teacher.

Andrew Wright (1991) says that the game can be used to practice the four abilities (listening, speaking, reading, and writing).

Mary Underwood (1988) says that listening is the activity that implicates paying attention and gets meaning out of what we listen to.

According to this, we can say that listening is the first ability that a person develops in the acquisition process of the native language. Consequently, it is considered as the first step in this process.

We think that all the linguistic material should then be presented first in an oral way. The students listen to the teacher while they watch him and his actions. Then, they demonstrate that they understand the message with the execution of the movements or actions.

At the beginning of an English course, we propose to use the imperative and action verbs due to the fact that child likes this activity very much. To reinforce this ability we have presented a game called “Follow the teacher” in which the students must execute oral commands.

The speaking must not be forced by the teacher because it will emerge when the child assimilates the elements to a comprehension level and when he is prepared to give the commands or repeat what the teacher says.

Furthermore, we, the teachers, must take into account that speaking in a foreign language is very complex due to the idea that the production of sounds is not exactly the same to what we assimilated in the native language. Intonation and rhythm are different depending on the language.

Besides, memory is something very important to acquire a foreign language. Children must keep these elements in their minds and they must remember them at the moment of emission, in this way they can produce the first sentences in English.

Vanegas, Luis Evelio, and Lilian Zambrano (1997) say that a reinforcement of the speaking ability is a game such as “The guessing game” for example: If the purpose is to reinforce

the linguistic function, it can use *describing actions*. It can divide the class into two or more groups. A participant from each group acts out an action without the schoolmates being able to watch. Students of the other group(s) try to guess what he is doing through sentences such as “He is playing soccer” or “He is eating breakfast” etc.

These types of games are very useful because the children enjoy these activities and they use the foreign language in a spontaneous way, thus they forget the fear of participating.

David Nunan (1991) defines reading as an interactive process between what the reader knows about a particular topic and what the author writes about the same topic.

If we take reading as an interactive process between the reader and the writer, then we can specify the purpose of the interaction. That is to say that the purpose that the children have in the school is to begin the comprehension process of some written text in English. It is not easy to establish this purpose of reading in a foreign language in a child because it develops in a native language environment.

At any rate, any reading activity must be done in a fun, interesting, and motivating way. It must take place with communicative purposes.

The learning of writing in a foreign language is useful, essential, and it could take place in a fun and integral way with the other abilities. Moreover, teachers should choose the precise moment in which to introduce it, watching its development without creating problems of

interference between the writing and the pronunciation that the child has in the native language or in English as a secondary language.

We must only reinforce the vocabulary that the children can already produce in an oral way through written exercises that permit them to practice the English orthography of vocabulary. To develop this ability, we have annexed a game called “Magic letters” where the students must find the letters that form a word. This is a fun way of learning how to write in English.

Finally, we can say that the game promotes communication and permits the children to interact and participate actively and the most important thing is that the game motivates the students to use English in real situations due to the fact that they learn in a pleasant and peaceful environment.

METHODOLOGY

3.1 DESIGN:

The design of this work is a quasi-experimental research method because the population is specific . We used a pretest, the treatment and the post-test.

T1 ----- PRE – TEST
X ----- TREATMENT
T2 ----- POST - TEST

We took two groups, the experimental group and the control group. We taught English through games to the first group and we taught English in the traditional way to the second one .

3.2 POPULATION:

We took a total population of 60 students of the Integrated School of Genoy in Pasto, Nariño. divided into the 5th grade A and the 5th grade B . Each group had 30 students. The 5th grade A was composed of 18 boys and 12 girls and the 5th grade B was composed of 16 boys and 14 girls. All the students are between the ages of 10 and 12 years old. Both groups, the experimental and the control group, were chosen at random.

3.3 VALIDITY :

3.3.1.External Validity :

This work has an external validity because it is an important aid for students and teachers .
Moreover it can be useful in the learning and teaching process of English as foreign language, especially in children.

3.3.2. Internal Validity :

The internal validity rests on the coherence among the method design and the instruments used in this research .

4.4 INSTRUMENTS

- Pre-test
- Treatment
- Post-test

4.5 PROCEDURE:

PRE- TEST : The pre-test was administered to each student of both groups to find out the level of knowledge that students had about English taking into account the four abilities. The instructions were given in Spanish.

(See annex No 1)

TREATMENT

After completing the pre-test, we applied the treatment to the experimental group, while the control group learned English in a traditional way. During the treatment, we used games as a technique to improve the English learning process. We chose ten games to develop the four abilities and tested our work. Those Games were made by using the most popular songs on the radio and their lyrics were adapted for the learning process of English.

(See annex No 3)

POST-TEST : Finally, we applied a post-test to both groups to compare how much knowledge about English, the students acquired through games and how much knowledge about English, the students acquired in the traditional way and thus , to prove the effectiveness of games .

(See the annex No 2)

3.6 HUMAN RESOURCES:

The main human resource of this investigation were the students of the 5th grade of The Integrated School of Genoy in Pasto, Nariño, 2000-2001.

3.7 INSTITUTIONAL RESOURCES:

The principal institutional resource that we used in this investigation was The Integrated School of Genoy in whose installations we practiced our work with the authorization of the director of the school and the director of the group.

3.8 DATA ANALYSIS

The results were analyzed by means of squares of measures. Besides, we worked with percentages.

3.9 ETHICAL ISSUES

This investigation did not have any kind of harmful effect on the students' lives because it did not have any clinical treatments nor did it have any kind of factors that could influence the personality of the students. We respected the right of the students by stating the voluntary participation.

STATISTICAL ANALYSIS

4.1. ANALYSIS OF THE PRE-TEST

The pre-test was realized to find out the level of English knowledge that students had.

After doing the pre-test we obtained the following results:

The first question : *Escribe las palabras que conoces en Inglés*, was evaluated in this way :

0 to 4 correct words : INSUFICIENT

4 to 7 correct words : GOOD

More than 7 correct words : EXCELLENT

The students answered in the following way:

THE CONTROL GROUP:

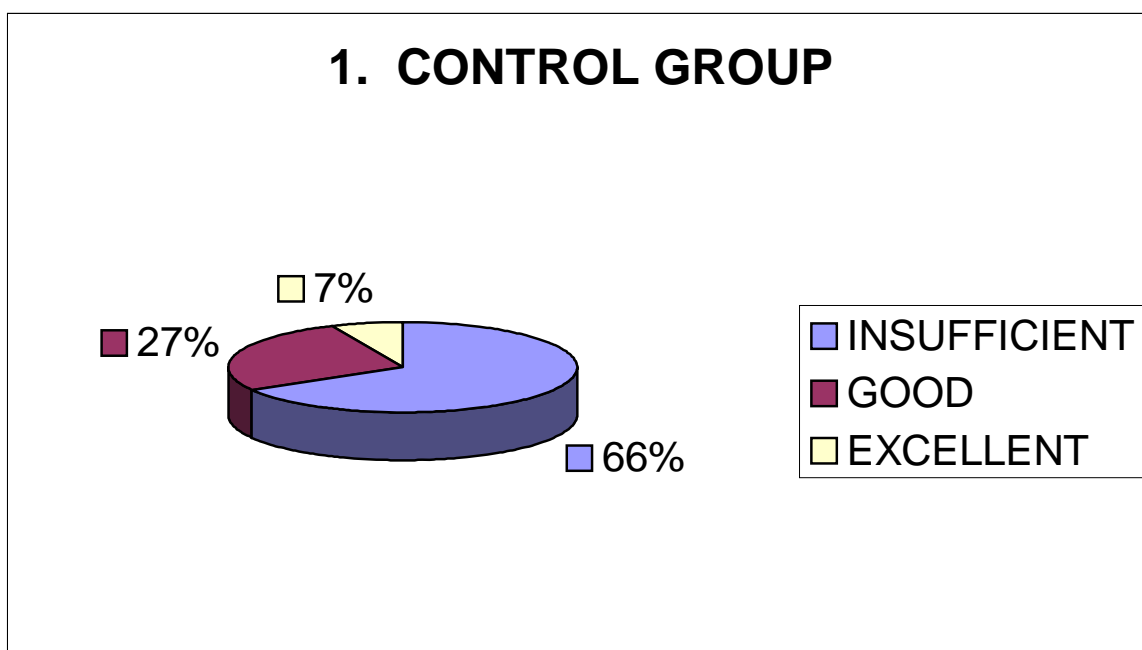
66.7% of the students wrote 0 to 4 correct words, 26.7% of the students wrote 4 to 7 correct words and only 6.6 % wrote more than 7 correct words.

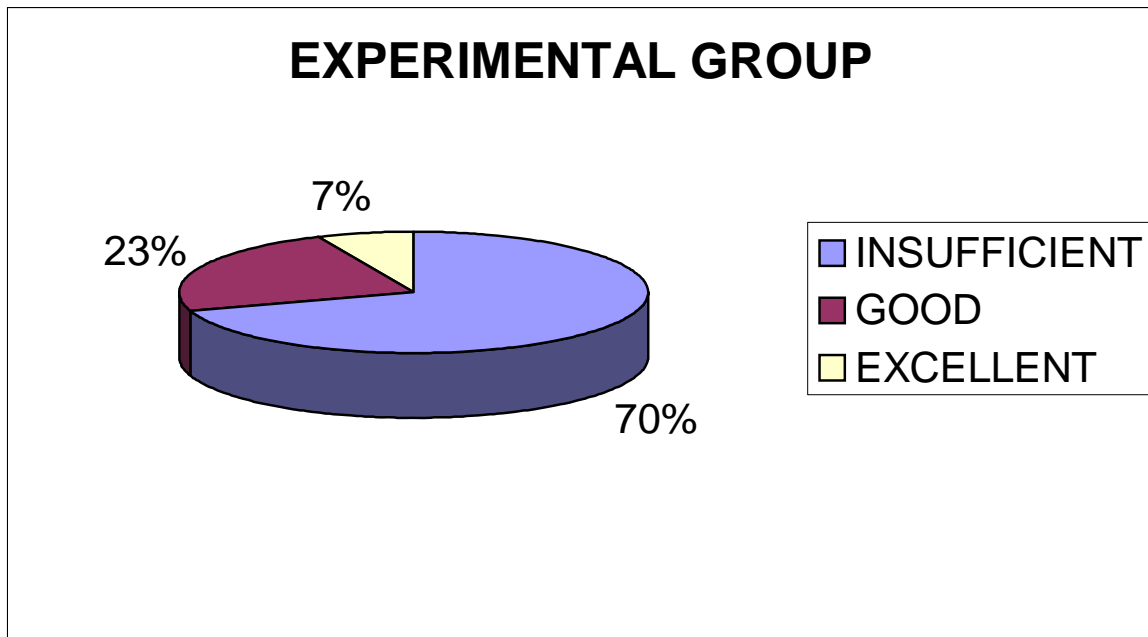
THE EXPERIMENTAL GROUP:

70% of the students wrote 0 to 4 correct words, 23.3 % wrote 4 to 7 correct words and 6.7 % wrote more than 7 correct words.

According to the last information, we can say that although the students of both groups had a particular knowledge of English it is easy to notice that the majority of the students show deficiency in the writing of English due to the existing confusion between writing and pronunciation ; a low percentage had deficiencies in a minor degree, and only a minimum percentage of the students wrote more than seven words in a correct way. In this last case, we can observe that students rely on an additional help from other persons apart from the teacher's instruction.

See the following graphics:





The following two questions were evaluated according to the following concepts:

INSUFICIENT

GOOD

EXCELLENT

To the second question : *Escucha y pinta*, students answered in this way:

CONTROL GROUP:

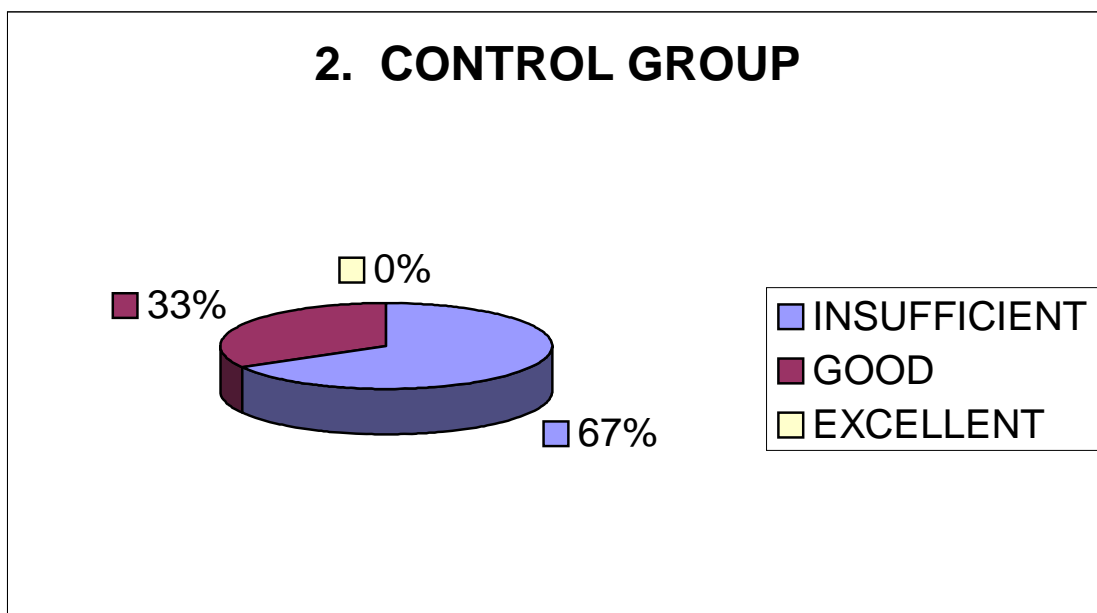
66 % answered INSUFFICIENT, 27 % answered GOOD and 7 answered EXCELLENT.

EXPERIMENTAL GROUP :

70 % answered INSUFFICIENT, 23% answered GOOD and 7% answered EXCELLENT.

As we can easily notice the majority of the students in both groups did not understand the instructions given by the teacher, some of them painted without keeping in mind the instructions and the others did not do this item of the pre-test. We can infer that these students had problems to comprehend a message, their listening ability had not been developed. A low percentage tried to follow the instructions, succeeding in only some of them, this demonstrates that students needed to improve their listening ability.

For this reason, we consider very important the improvement of this ability in the students of the Integrated School of Genoy. To confirm this last aspect, let us see the following graphics :



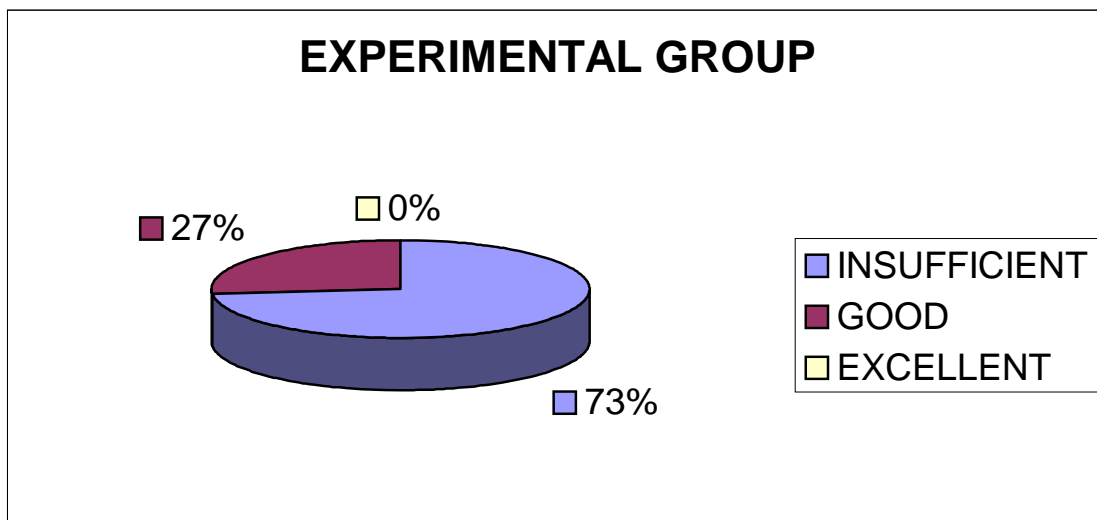
To the third question *lee y dibuja* the students answered in this way:

CONTROL GROUP:

64% of the students answered INSUFICIENT, 33% answered GOOD and 0% answered EXCELLENT.

EXPERIMENTAL GROUP:

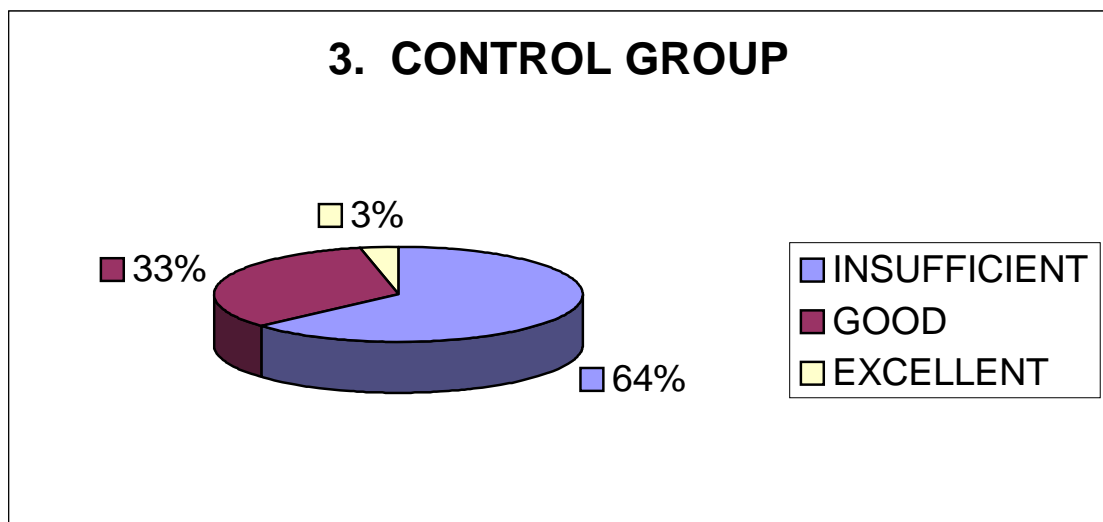
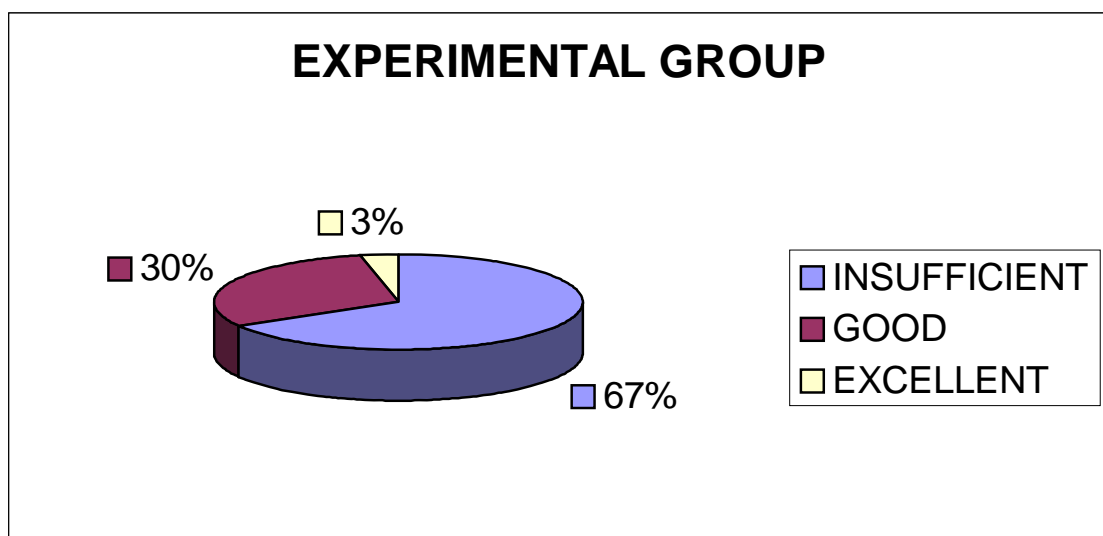
67% of the students answered INSUFICIENT, 30% of the students answered GOOD and 0% of the students answered EXCELLENT.



The last ciphers show that the majority of the students in both groups did not comprehend the paragraph, they did not develop the reading ability , for this reason they could not solve this point of the pre-test. It can be inferred that the adequate materials and the necessary

resources are not being used in the English class to improve this ability. A low percentage of students tried to do the drawing with some difficulties in the total comprehension of the paragraph, this was noticed in the performing of the drawing. A minimum percentage conformed by students who received extra advising solved this point in a correct way .

The following graphics demonstrate the last description:



To the fourth question : *Contesta las siguientes preguntas en forma oral*, the students answered in this way:

CONTROL GROUP:

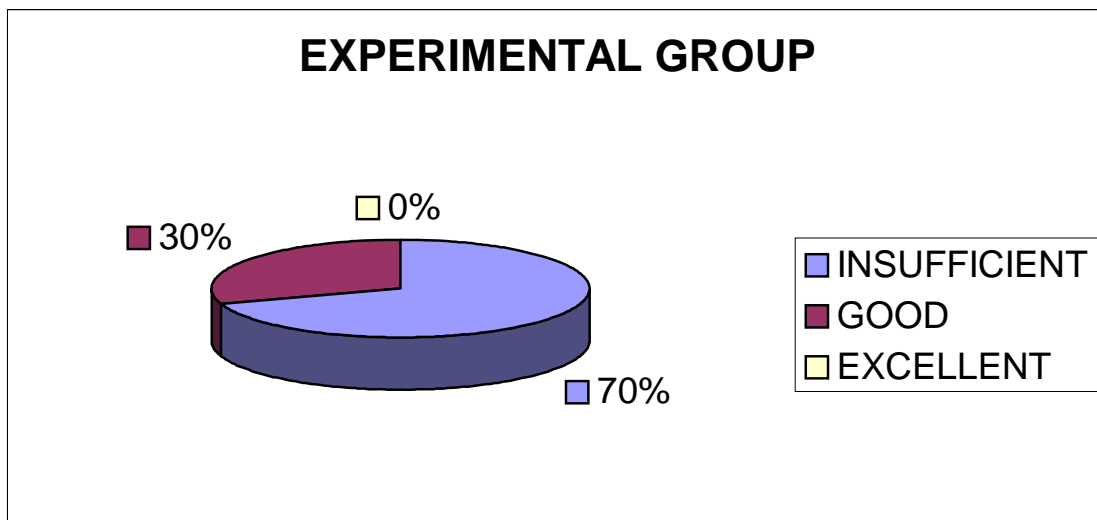
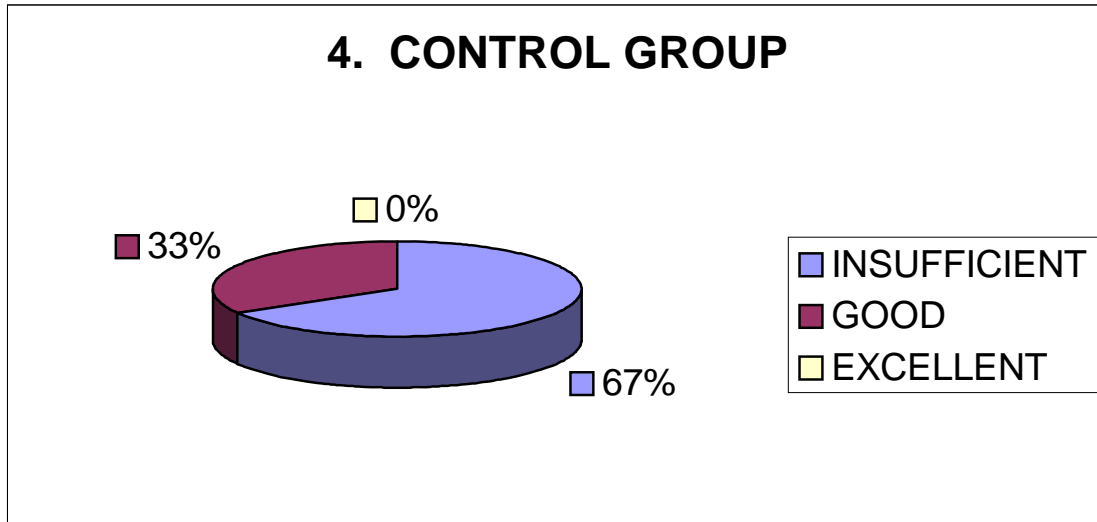
67 % of the students answered INSUFICIENT, 33% of the students answered GOOD and 0% answered EXCELENT.

EXPERIMENTAL GROUP:

70% of the students answered INSUFICIENT, 30 % of the students answered GOOD, and 0 % of the students answered EXCELLENT.

Taking into account the last percentages, we can observe that the majority of the students in both groups present a lot of problems in the comprehension and production of speech . Although , some students understood the questions , they could not answer due to the fact that they were afraid of making a mistake , there was a lack of security in the students who think that they are not really prepared to speak English. A low percentage of the students answered with difficulty some questions, because of their nervousness . No student answered all the questions in a correct way.

Let us observe the following graphics:



After analyzing the pre-test , we can say that the English level of the students of the 5th grade of Integrated School of Genoy is deficient. Maybe the methodology used in the teaching of English in this school is not the most appropriate due to the fact that teachers who are teaching English in this institution are prepared in other areas such as

mathematics, biological sciences, Spanish, etc, so they have to teach English without any specific preparation, using as a guide some books of English.

For this reason, students are not really prepared in this area. In this way, it can be observed that students have difficulties in reading, writing, listening and speaking English.

Furthermore , it can be inferred that there is a lack of motivation towards the English learning as a foreign language.

This shows the importance of the game in the learning process of English because it creates a pleasant environment where students feel secure and trusty and exhibit a disposition to learn this language by increasing the oral production in the classroom and then they can use it in real life situations.

4.2 ANALYSIS OF THE POST-TEST

After administering the post-test, we obtained the following results. For the first question :

Escriba las palabras que conoce en Inglés , the students answered in this way:

0 to 4 correct words INSUFICIENT

4 to 7 correct words GOOD

More than 7 correct words EXCELLENT

CONTROL GROUP:

60 % of the students wrote 0 to 4 correct words , 33 % of the students wrote 4 to 7 correct words and 7 % of the students wrote more than seven words.

We can observe that students who are learning English in the traditional way have only increased the writing ability in 6.6 %, that is to say, the majority of the students continue having problems at the moment of memorizing and writing words in English .

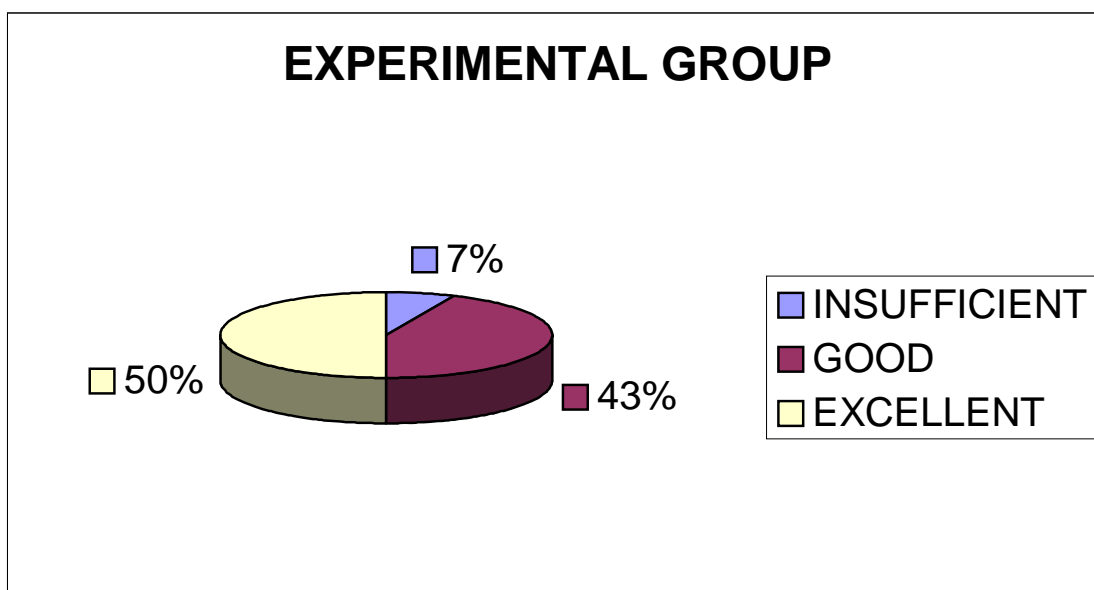
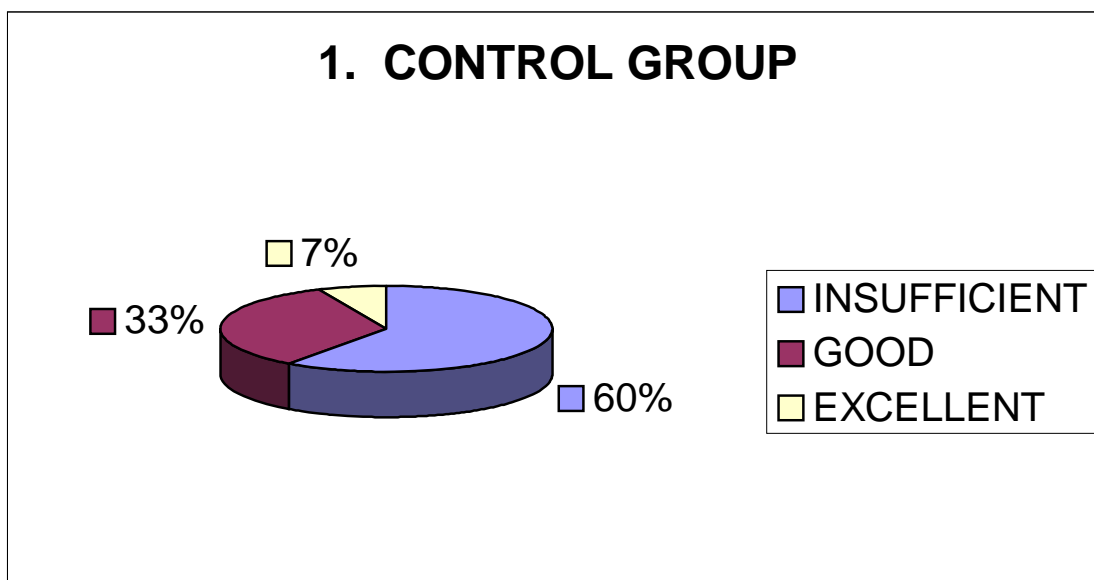
EXPERIMENTAL GROUP :

7 % of students wrote 0 to 4 correct words , 43 % of the students wrote 4 to 7 correct words and 50 % of the students wrote more than seven correct words .

The last percentage demonstrates that students have increased the capability of memorizing and writing words in English in an enormous way .

The majority of the students who presented deficiencies in the writing ability, overcame them. As we can see half of the students wrote more than seven words in a correct way. The total increment was 63 % and only a minority of students that corresponds to 7 % presented problems to solve this item of the post-test because they had many psychological problems of family type, for this reason, they always missed classes.

We can appreciate the increment of the capability to memorize and to write English words, in the following graphics:



To the second question : *Escucha y ejecuta* , students answered in this way:

CONTROL GROUP:

57 of the students solved this point of the post-test in an INSUFICIENT way, 43% of the students did it in a GOOD way, and 0% of the students did it in an EXCELLENT way.

The last figures show that students have improved their listening ability only in 10% that corresponds to a minimum number of students . Those students overcame some deficiencies presented in the pre-test rising from the INSUFICIENT level to the GOOD level but no one reached the EXCELENT level due to the use of the traditional methodology, the listening ability is not a priority . For this reason, the majority of students continued in the INSUFICIENT level.

EXPERIMENTAL GROUP :

INSUFICIENT : 0 % of students .

GOOD : 47 % of students .

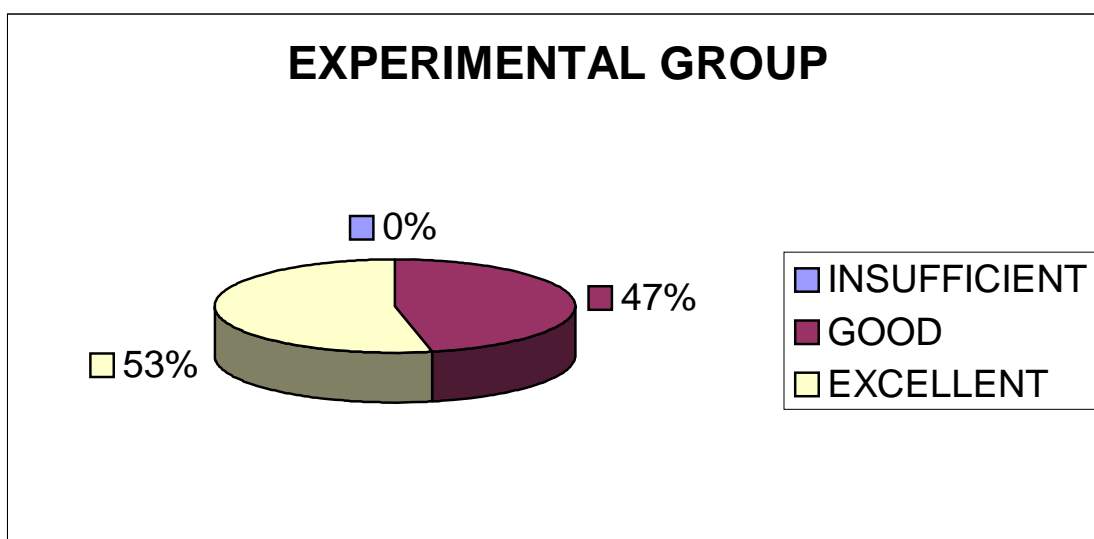
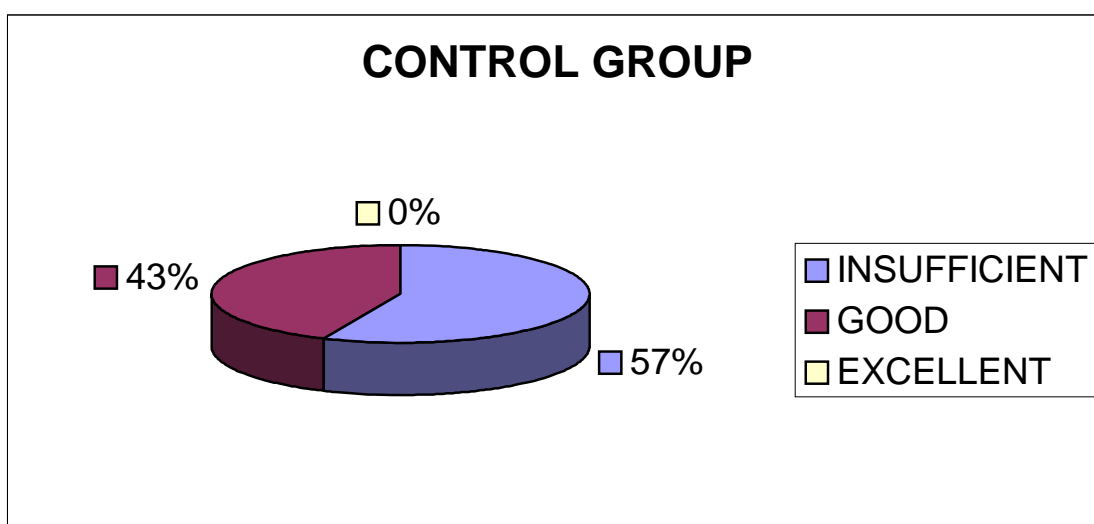
EXCELLENT : 53 % of students .

The 47 % of students , did this exercise although they made some trivial mistakes because they needed more time to finish this point, that is to say, they spent a lot of time doing other activities such as sharpening color pencils or erasing the drawings .

53 % of the students answered satisfactorily this point of the post-test . They understood all the orders given by teacher and executed them in a correct and quick way.

So, it can be observed the big increment of the listening ability in the students who learned English through games while the students who received the English class in a traditional way did not improve this ability.

The following graphics show the difference between the control and experimental groups according to the improvement of the listening ability :



To the third question : *lee y contesta*, students answered in this way :

CONTROL GROUP :

INSUFICIENT : 67 % of the students

GOOD : 30 % of the students

EXCELLENT : 3 % of the students

As we can see , the majority of the students of this group had problems in the comprehension of the paragraph , some students could not answer the questions about the text and some others answered them in an incorrect way .

A low percentage of the students tried to answer all the questions, but some of the answers were wrong and only one student comprehended the text and answered them correctly .

This demonstrates that the traditional methodology did not improve the reading ability in those students . The reason could be that this methodology uses memorization instead of comprehension when the latter is more important in the learning process of English .

EXPERIMENTAL GROUP

INSUFICIENT : 7 % of the students.

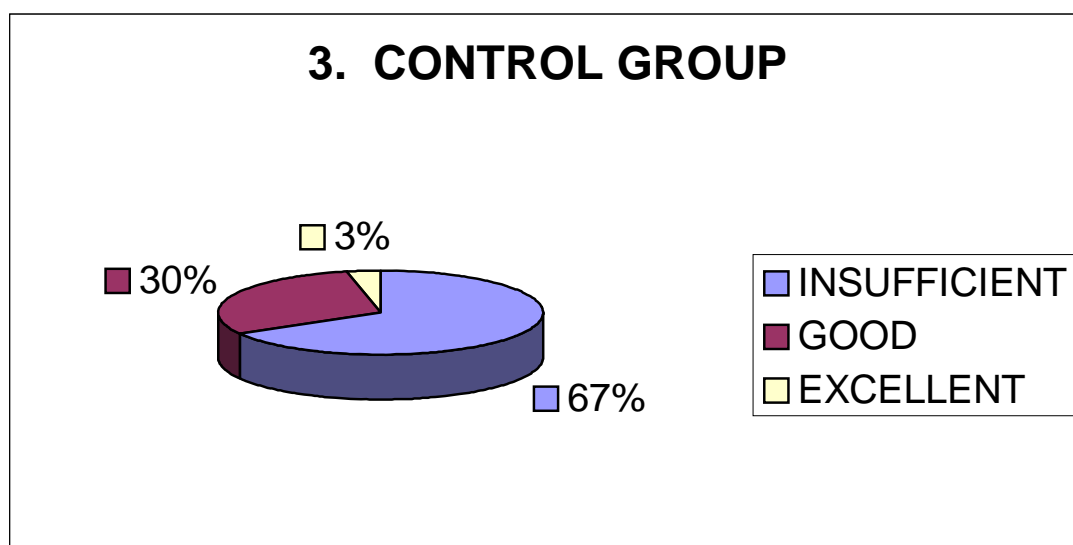
GOOD : 40 % of the students

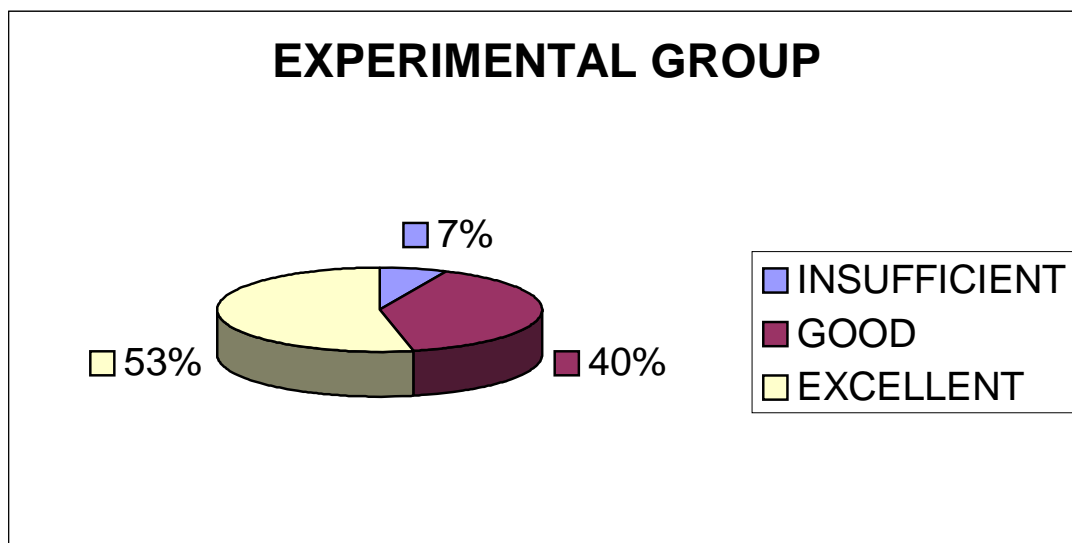
EXCELLENT : 53 % of the students

In this group , the increment in the reading ability is evident as it can be seen in the last percentage. Just two students who always missed classes , could not answer this point of the post–test. 40 % of the students were wrong in some of the questions while the rest of the students solved successfully this point of the post-test.

That is to say , the majority of the students in this group understood the text so they could answer the questions , showing the effectiveness of the game in the improvement of reading ability (comprehension).

It can be observed the increment of the reading ability through the following graphics.





To the fourth question : *Responda las siguientes preguntas en forma oral* , the students answered in this way :

CONTROL GROUP :

INSUFICIENT : 47% of the students

GOOD : 53 % of the students

EXCELLENT : 0 % of the students

Although , there was an increment of 20 % in the speaking ability it can be noticed that nobody answered all the questions in a fluent way, a lot of students continued having problems in the oral production . Some students answered mechanically and when they

forgot any word they could not continue .The nervousness and the lack of security appeared again in those students who could answer none of the questions .

This demonstrates that the traditional methodology could not help students to overcome this kind of problems which are very frequent in the oral production of English as a second language .

EXPERIMENTAL GROUP :

INSUFICIENT : 0 % of the students

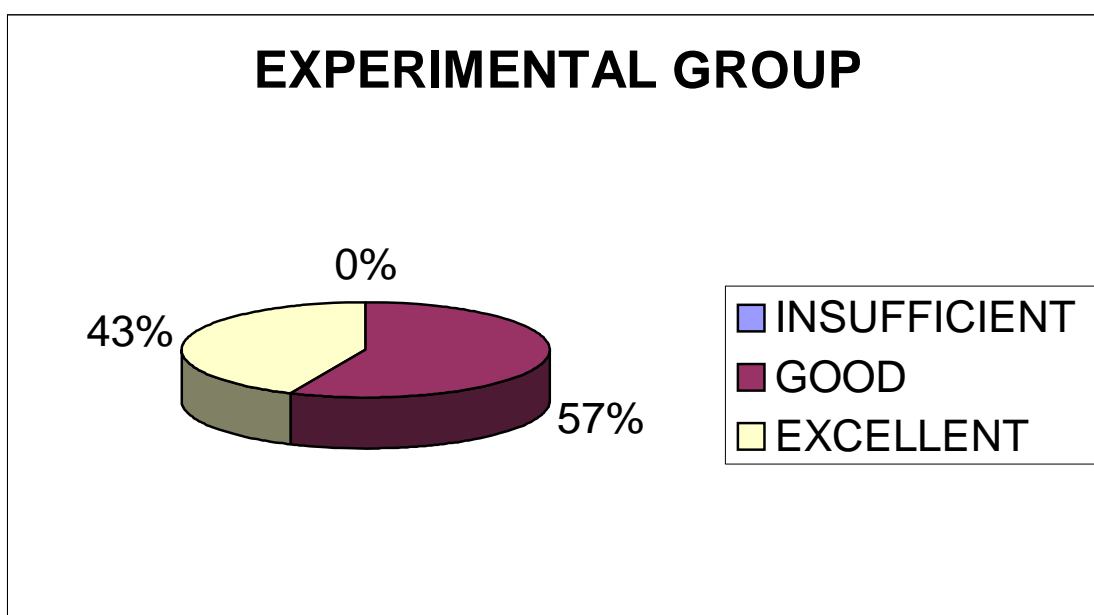
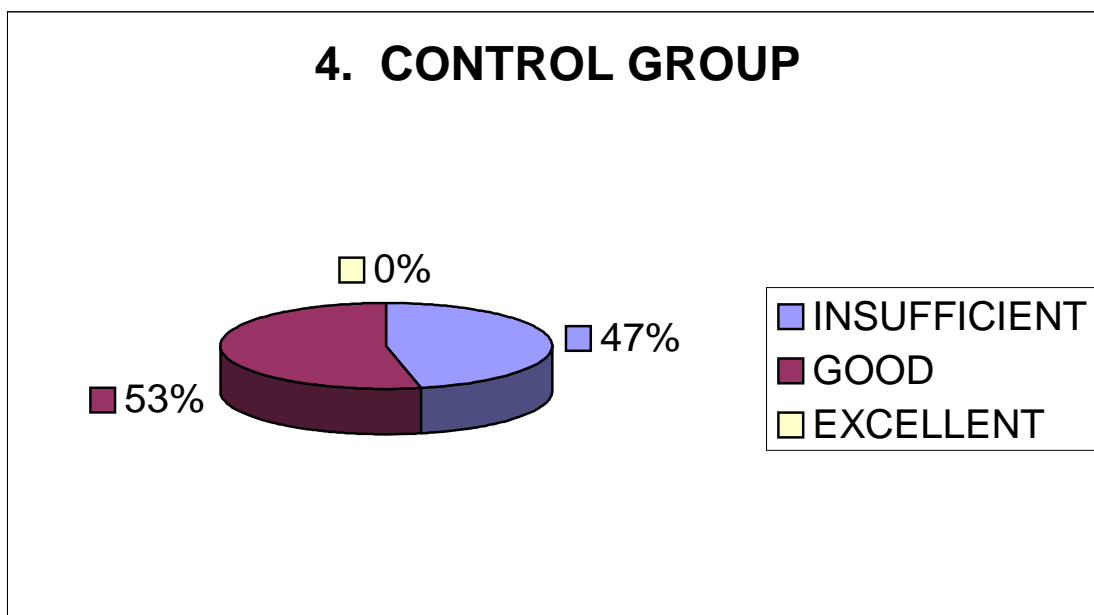
GOOD : 57 % of the students

EXCELLENT : 43 % of the students

The last percentages demonstrate that there was an improvement so remarkable taking into consideration the speaking ability . The majority of the students showed security in answering the questions and they did it in a fluent and spontaneous way. Thus, we could know their preferences with respect to the topic studied .

Furthermore , we could notice the predisposition of the students to answer each one of questions without the fear of making mistakes . This shows the effectiveness of the game as a strategy to solve the problems of insecurity and nervousness besides it develops and increases the speaking ability.

The following graphics show the increment of the speaking ability in the experimental group in relation to the control group :



The realization of the post-test helped us to prove the effectiveness of the game in the learning process of English as a foreign language taking into account each one of the four abilities.

Moreover, the game created a pleasant environment in which the students of the experimental group always felt secure, trusting and happy . This permit students express themselves in a spontaneous way and use the English language in real life situations .

Students enjoyed each one of the games while they drilled the capacity of comprehension, attention, memorization and imagination due to the fact that the most of the activities were developed in the open air , by using real objects and didactic materials.

As it can notice, the control group did not reach the level of English learning obtained by the experimental group due to the lack of motivation and trust that only the game provides.

For these reasons, we consider the use of the game as a must in the learning process of English as a foreign language .

CONCLUSIONS

1. The influence of the game in the learning process of English as a second language in the students of the 5th grade of the Integrated School of Genoy in Pasto is totally positive and important because students feel pleasure in the acquisition of a new language leaving behind problems of insecurity and fear.
2. The game creates a pleasant, comfortable, interesting and nice environment, in which stress, insecurity and fear do not take place and where students can learn without inhibitions and conflicts .Besides it breaks down the traditional schemes where the teacher was always the center of the class and the student had a passive role. Moreover, the game permits a better relation between teachers and students and the integration of all of them .
3. The game maintains a high motivation and promotes interest towards the acquisition of English as a foreign language in the classroom, and out of it . The most important thing is that the game gets students to maintain a positive attitude towards the English language, the teacher, the activities, and towards all that surrounds the learning process.

4. The game contributes effectively to the development of the communicative competence through the use of participative and active methodologies. Furthermore, it develops each one of the four abilities starting with the listening ability.

5. The game is a positive activity that generates enjoyment and permits the students to use their imagination in a creative way developing the fluency in the use of the English as a foreign language. Moreover, it propitiates a cooperative work in which students can demonstrate their achievements and utilize this language in situations related to their own experiences.

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ANNEX

ANNEX 1

PRETEST:

I) Escribe las palabras que conoces en Inglés.

II) Escucha y pinta:

- a) Color the table red
- b) Color the sofa orange
- c) Color the lamp green
- d) Color the door blue
- e) Color the flower pink

III Realiza un dibujo referente al siguiente párrafo:

Jhon is a student of the Integrated School at Genoy . He works in the farm , he has a black horse, a brown dog and a white cat .He loves animals and the English class.

IV Responde las siguientes preguntas en forma oral :

- 1) What is your name?
- 2) How old are you?
- 3) What is your telephone number ?
- 4) Where do you live ?
- 5) What do you do in your free time?

ANNEX 2

MODEL OF THE POST- TEST

I. Escribe las palabras que has aprendido en Inglés :

II. ESCUCHA Y EJECUTA:

- A) Draw a table.
- B) Paint it yellow.
- C) Draw two lamps on the table.
- D) Draw a flower in the middle of the lamps.
- E) Write your name under the table.

III. Contesta Falso o Verdadero según el siguiente párrafo :

John is ten years old, he is from Colombia. He has two brothers and three sisters. He lives in Medellin . He likes soccer very much . He doesn't like math but he likes computers and English.

VOCABULARY :

Math : Matematicas

Computers : Computadores

- | | | |
|---|---|---|
| 1. John has three brothers and three sisters. | F | V |
| 2. John is twelve years old. | F | V |
| 3. He likes English and computers. | F | V |
| 4. He likes math very much. | F | V |
| 5. He lives in Medellin | F | V |

IV. Responde las siguientes preguntas en forma oral:

- 1. Do you like music?
- 2. What kind of music do you like?
- 3. What is your favorite singer?

4. What do you think about Shakira ?
5. Can you play the guitar ?

ANNEX 3

GAME : FOLLOW THE TEACHER

SKILLS : Listening and Speaking

TOPIC : Commands

LEVEL : Beginners

TIME : 30 – 45 minutes

MATERIALS : Song: “ Follow the teacher” , cassette and tape recorder .

PROCEDURE :

This activity will be realized outside the classroom , in the open air. The group will be organized in 6 rows of 5 students .

Having prepared the music, the teacher gives 10 commands to the students rhythmically and she realizes the actions while she reads the words of the song to them. Students listen, observe and understand them and then, they must execute and repeat the chorus of the song. This activity will be made several times until all the students execute it correctly. If some student makes a mistake he must take the role of teacher.

FOLLOW THE TEACHER (song)

CHORUS:

Follow the teacher, teacher, teacher

Follow the teacher (two times)

Up and down , up and down, up-down , up-down , up-down

Left and right , left and right , left-right , left-right , left-right

(teacher) Say ; hello teacher ; - (students) ; hello teacher ;

Jump to the left , jump to the right (two times) jump , jump , jump , jump.

CHORUS :

Follow the teacher, teacher, teacher

Follow the teacher (two times)

Now , everybody, repeat after me :

1 up 2 down 3 jump 4 turn

1 , 2, 3, 4 . 1 , 2, 3 , 4

;Everybody, scream ; ; ahhhhh ;

(teacher) say : bye , bye teacher (students) Bye , bye teacher.

The song FOLLOW THE LEADER has been adapted for our work as Follow the teacher.

GAME : FUNNY FAMILY

SKILLS : Listening and speaking

TOPIC : Family

LEVEL : Beginners

TIME : 30 – 45

MATERIALS : A rope and the song :” Funny family “

PROCEDURE :

First of all, the teacher gives the words of the song “FUNNY FAMILY”. Then, the group is organized in teams of 5 students (A , B , C ,D , E) ; each student is a member of the family .

The teacher asks *where is Father?* while she flaps the rope , in this moment , the student A, who is the father, answers *Here I am* while he jumps with the rope. The student continues jumping until the teacher asks the following question and the next student can pass . When some student makes a mistake , all his group must repeat the activity .

FUNNY FAMILY (song)

(teacher) Where is FATHER ? , where is FATHER?

(student A) Here I am , here I am .Nice to meet you. See you later.

(teacher) Where is MOTHER ? ,where is MOTHER?

(student B) Here I am , here I am . Nice to meet you. See you later.

(teacher) Where is SISTER ? , where is SISTER?

(student C) Here I am , here I am .Nice to meet you. See you later.

(teacher) Where is BROTHER ? , where is BROTHER?

(student D) Here I am , here I am. Nice to meet you. See you later.

(teacher) Where is BABY ? , where is BABY?

(student E) here I am , here I am. Nice to meet you .See you later.

GAME : THE BLUE MONSTER

SKILLS : Speaking and listening

TOPIC : Present continuous tense

LEVEL : Beginners

TIME : Song “ Blue monster” and a blue article of clothing . (cape)

PROCEDURE :

A student must be chosen to be the blue monster. He must hide while the other students make a circle and sing the little song .

The blue monster answers the questions using the present continuous tense. Then , the blue monster must go out to catch some student. The student caught must take the blue monster's role.

THE BLUE MONSTER'S SONG

CHORUS :

Let's play here, let's play here

While the blue monster is sleeping

Blue monster , are you sleeping ?

No , I 'm not sleeping , I'm getting up

CHORUS ...

No , I'm not sleeping ,I'm taking a shower

CHORUS ...

No, I 'm not sleeping ,I 'm dressing .

CHORUS ...

No ,I'm not sleeping , I'm having breakfast

CHORUS ...

No , I'm not sleeping ,I'm brushing my teeth.

CHORUS ...

Yes , I'm going to catch you.

GAME : MISSION IMPOSSIBLE

SKILLS : Speaking

TOPIC: Grammar structures.

LEVEL : Intermediate

TIME : 45 minutes

MATERIALS: None

PROCEDURE :

One student must be chosen to be the detective and he must go out of the classroom . Another student will be the thief . Students observe carefully the characteristics and clothes of the thief .

Then the detective enters and begins to make questions about the thief . All students , except the thief must answer true . If the detective doesn't discover the thief in 15 minutes , the thief must say: I'm the thief. The game can start again with another detective and another thief.

GAME : PEOPLE AND ARTS

SKILLS : Speaking

TOPIC : Professions.

LEVEL : Intermediate

TIME : 20 minutes

MATERIALS: Some ropes and a little song .

PROCEDURE:

Divide the group into other subgroups of six students. (A, B , C , D , E , F). Each subgroup takes a rope. Then two students take the extremes of the rope and begin to shake it .Students

must jump singing the little song. If one student makes a mistake , all his or her group must repeat the game.

In this game , the teacher can introduce all professions, he or she wants to teach through this activity.

PEOPLE AND ARTS (song)

STUDENT A : Toc, toc , toc.

STUDENT B : Who is knocking the door?

STUDENT A : It's me. The milkman .

STUDENT B : Do you have milk ?

STUDENT A : No , I don't, sir.

STUDENT B : So , bye, bye

STUDENT C : Toc, toc, toc.

STUDENT D : Who is knocking the door?

STUDENT C : It's me . The Postman!

STUDENT D : Do you have letters ?

STUDENT C : No , I don't, sir.

STUDENT D : So , bye , bye.

GAME : COMPATIBLES CARDS

SKILLS : Speaking

TOPIC : Basic structures with verb TO BE or TO DO.

LEVEL : Beginners and intermediate

TIME : 45 minutes

MATERIALS: Cards

PROCEDURE :

Divide the group of students into two subgroups (A and b) .Give the group A cards with questions and the group B cards with answers. The topic of each card of questions must be different. Then each student must find the student that has the corresponding answers. Then, students must do a dialogue.

Remember to prepare the game by using topics that students like. For example:

QUESTIONS:

1. Do you like soccer?
2. What is your favorite team?
3. What do you think about Faustino Asprilla ?

ANSWERS

1. Yes , I do
2. Colombia's team .
3. He is the best soccer player.

GAME : WHAT DO YOU SEE?

SKILLS : Writing

TOPIC : Prepositions

LEVEL : Beginners

TIME : 20 minutes

MATERIALS: Billboard and photocopies.

PROCEDURE :

Students look at the billboard where there are some objects placed in different positions. Then , students must say what they see . Ex: *The cat is under the table.*

Now, the teacher gives the students a photocopy with the same drawings of the billboard.

The students must write the description of what they see in the photocopy.

GAME : THE PERFECT PICTURE

SKILLS : Reading

TOPIC : Summary

LEVEL : Beginners.

TIME : 30 minutes

MATERIALS : Photocopy of a little text .

PROCEDURE: For this game, the teacher gives a photocopy to each student . Students must read the text and then they must make a drawing according to what they comprehend. The teacher must carefully select the text so that the students can understand it.

GAME: A DANGEROUS WAY

SKILLS : Speaking

TOPIC : Directions

LEVEL : Intermediate

TIME : 45 minutes

MATERIALS : Blindfold

PROCEDURE :

Divide the group into pairs. One pair must start the game in this way : One of the two students must use a blindfold and go to one corner of the classroom . His partner, who is in the opposite side, must guide him to where he is. The student who has a blindfold must follow the instructions of his partner without touching any person or desk .

The pair must do it in less than one minute . If a student touches something, his pair loses one point. Every pair begins the game with ten points. The winner will be the pair with more points and less faults. The order of the desk , must be changed , every time a pair begins the game.

GAME : MAGIC LETTERS

SKILLS : Writing and reading .

TOPIC : Animals

LEVEL : Beginners

TIME : 30 minutes

MATERIALS : Photocopies

PROCEDURE :

A copy where there is a maze is given to each student . The student must follow the lines to unscramble the letters , thus they will find the name of an animal.

When students find the name of the animal , they must take the role of this animal and the other students must guess what the animal is.