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Interactive games in the teaching-learning process of a foreing language

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SUMMARY

Aesthetic landscape features may be measured by monetary units in market goods boosting economic activity, in particular in coastal tourism. Apart from the estimation of environmental and cultural non-market values, this empirical study demonstrates how scenic views affect the demand for coastal tourism in Italy. By using the hedonic pricing method, this paper investigates the extent to which relevant criteria involving agritourism, natural parks, vicinity to the beach as well as entertainments and transportation infrastructure impact demand for coastal tourism in a positive or negative direction considering regional diversity of Italian coastal areas by market segmentation.

Games are used as simple recreational activities most of the time, but they are not always that simple. They have a reason for being. While performing games, there is always competition to win, rules to follow, and enjoyment to experience. These activities help teachers to create a better teaching-learning process. They could be presented at different stages of the class at the appropriate moment to create a positive atmosphere while learning without thinking about learning. Teachers should decide carefully when and what kind of games students are going to perform by analyzing different factors such as the aim of the game, the students' level of English, and students' ages, among others.

KEY WORDS | Games, motivation, learning, teaching activities, English as a Foreign Language (EFL).

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Introduction

As it is well known, English is a worldwide language. Business, cultural and social events, and many more international activities are usually carried out in English around the world; besides, more and more national and international schools in non-English-speaking countries include this language as a basic subject in their programs.

In modern-age Mexico, English plays the role mentioned above since NAFTA (North America Free Trade Agreement) was established. As a consequence, the opportunities to have a job have been increasing, especially in tourist places like Quintana Roo in which most of the jobs require a working knowledge of the English language. In addition, a variety of magazines, textbooks, news, media, and more advanced systems like e-mail and Internet are booming, and they are mostly in English. From this derives the importance of having a good comprehension and production level in English in all fields, especially for the future professionals.

English is becoming more and more important in Mexico as it is used for different purposes like teaching, amongst others. Teachers are in constant search of essential activities that allow students to improve their learning abilities of a foreign language. It seems that the use of dynamic activities as a complement to the teaching-learning process is increasing. Thus, the aim of this research paper is to study the role of interactive games and its probability to improve the student's learning and teacher's teaching abilities, and therefore to possibly be considered as a *useful resource* of this process.

Perhaps, it would be easy to say that a game is something simple to apply or use. However, there are several factors that make this "simple" activity a difficult one. Before the application of games, role-plays, drills, and any other kind of activity in class, teachers should have a planned and clear process that will allow them to achieve the aim of the mentioned activities, as this is the key for successful learning.

As the present paper is a bibliographical research based on interactive games, the following paragraphs give a wide but well structured explanation about them.

Games

There are countless definitions of the word *game*. The majority of these look similar, however, just few of them define a game as a useful "tool" or "resource" for teaching. Dictionaries, for instance, give the following concepts:

> Any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games. [Webster's New World Dictionary, 1991: 554.]

> A universal form of recreation generally including any activity engaged in for diversion or amusement and often establishing a situation that involves a contest or rivalry. [Safra, Yannias & Goulka, 1998: 105.]

> A form of play or sport, especially a competitive one with rules. [Pocket Oxford, 1992: 359.]

> An activity or sport involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle. [Collins Cobuild, 1987: 596.]

Moreover, some writers have defined a game as:

> A structure —that— has rules, goals and agreement of players on the surface, and wonderful hidden processes underneath. [Turtledove, 1996: 3.]

> An activity with rules, a goal and an element of fun. [Hadfield, 1990: 5.]

> The essence of many games lies in outstripping, in friendly fashion, someone else's performance, or (and adult learners often prefer this) in bettering one's own, as in the world of sport. [Lee, 1979: 1.]

> An agreeable way of getting a class to use its initiative in English and as it is gently competitive, it increases motivation. It is also a contrast to periods of intensive study. [Haycraft, 1978: 94.]

Thus, the definitions above –dictionaries and authors– have general similarities amongst them, they coincide principally in three aspects: *competition, rules* and *enjoyment*:

The term *competition* by itself signifies the main component that an interactive activity should have in order to be considered a game. Competition

develops the student's motivation, as they are always in daily competition. Nevertheless, teachers have to be careful when making the students competitive because it may result in affecting feelings of inadequacy. Therefore, this component should be skillfully managed in the class. One way teachers can achieve this is by the use of *rules*.

Rules establish the patterns and codes in which the game should be played, teachers may be responsible for making students follow the rules. Thus, the teacher can easily keep control of the class while students enjoy and follow the logic of the game and play it correctly, achieving at the same time the goals of the activity effectively.

Although the word *enjoyment* has been explained in different ways throughout this paper, this term is considered as an important component for increasing students' motivation in learning a language. Students may enjoy the class, that way they might become more interested in it and obtain, in a better way, a more lasting knowledge to be used in real life.

Based on the concepts previously analyzed, a fresh and refined definition of *game* emerges within the field of pedagogy: A *game* is considered a valuable technique, which includes three principal elements: competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective. Any teacher would be able to use games in order to increase the student's motivation towards the English language, at the same time that students can better develop or improve his/her own abilities of learning. Such is the purpose that the use of dynamic games has in class.

Advantages

The use of games in the classroom has many advantages. Carrier (1980: 6) mentions some of them:

- "Games give a variety of tools to facilitate the teaching-learning process;" in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.

- "Games are flexible," it means that they can be used for teaching any aspect of the language. One game can even be used to teach two or

three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.

- "Games make the lesson less monotonous," as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.

- "Games raise the students' motivation" in such a way that students enjoy their learning so much that they might not realize they are doing so.

- "Games make students produce language subconsciously." This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it.

- "Games stimulate students' participation and give them confidence." This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn form their mistakes, and fulfill the goals of the class, indeed.

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

- "Games can also serve as a testing mechanism" because they expose the students' weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as formal evaluation.

Reasons for using games _____

Games are very useful in a class because they "provide an opportunity for students to use their language in a less formal situation" (Carrier, 1980: 6), without the pressure of doing it absolutely rightly or not, but with the enthusiasm for winning the game, as well as practicing the language.

Nevertheless, it does not mean that the competitive activity should be taken as a mere amusing activity just to finish the class time, neither be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. In contrast, games should be used correctly in any part of the class in order to achieve a goal, and should stimulate students to develop and improve the demanded abilities towards the learning process.

There are three appropriate stages in a lesson where games can be used:

- "As an introduction" (Carrier, 1980: 6):

    · To open the class in a stimulating way. At this point the teacher gets students' interest in the language from the very beginning of the class.

    · To know what point or level students already have. So, the game is taken as a review of a previous activity.

- "After the development of the lesson" (Carrier, 1980: 6) to reinforce an item that the teacher considers necessary to review and/or to practice.

- "At the end of the class" (Carrier, 1980: 6) for closing lessons in a stimulating way, so students can have some practice of the item studied and the teacher can realize if the item is well achieved by students.

Games should be positive at any moment they are applied because this makes students enjoy the activity while they are having a "hidden" useful practice. And *hidden* is mentioned since this kind of activities usually make students forget they are learning, and they concentrate more on playing and/or winning.

Frequency _____

The frequency in which games are used in the classroom should be regarded closely. "Although games should be used regularly, this ought not to become a

meaningless habit…" (Carrier, 1980: 6). Based on this, games should be applied whenever they are necessary. Besides, an unexpected game helps to well maintain "the elements of surprise and variety in the classroom" (Carrier, 1980: 6).

The students

As part of the class, teachers should pay attention to students' reactions and responses when a game is applied. This is important to mention as there might be some students who enjoy games, as well as those who may not. In this case, Carrier (1980: 6) recommends that "students should not be forced to participate in them". However, if a game is considered as an activity already planned and follows certain objective(s), it is almost impossible to let students not do it. This is a convincing reason why teachers have to plan in advance these kinds of exercises and also be prepared to face and solve possible problems accordingly.

In addition, the introduction of the game to the class should be attractive, in other words, it should be explained as attractive as the teacher can in order to get the interest of the whole class and so to achieve the goal(s). It is important to consider that interactive games should be amusing; they should give enjoyment to learning and provide fun in such a way as to make all students have active and enthusiastic participation.

Roles

A main feature for applying games in the class is the teacher-student relationship. This is very important because the teacher should inspire students' confidence. For this reason the role of both teacher and students in the performance of a game is explained in the following paragraphs.

First of all, the role of the teacher should be as a *model*, whose main function is to give clear instructions and a little demonstration of the game itself. This should be done until the teacher can be sure that students understand the activity.

The second role of the teacher is as *moderator*, whose function is mainly focused on observing, analyzing, helping, taking notes, making sure that the game does not get out of hand, and providing feedback until the game is over.

The teacher has a minimum participation in the game since the activity is centered on students.

Finally, one last role is the teacher as *judge*, which is related to how to approach students to the game. This is quite a difficult task because the teacher has to judge students and, at the same time, make them feel confident.

On the other hand, students' roles depend on what the interactive game demands. In addition, students have to follow the rules of the game, and, even though they do not notice they are achieving a specific part of the foreign language, they certainly are doing so.

Deciding the game to apply

The teacher is the one who decides which game would be appropriate for students to develop in a class. It would seem easy; however, "the teacher must take many factors into account when deciding which game would be the most appropriate and most successful with his students at any time" (Carrier, 1980: 7).

The principal factors teachers have to consider are related to the game itself, the students, the moment in which the game is applied, the time, the preparation but essentially on the objective:

- As to the game it is necessary to know:

  - The main aim of having a game, in other words, to analyze perfectly the purpose of the activity.

  - Based on the point above, to establish the specific language skill to be achieved and the time (presentation, practice or production) in which it should be presented and applied.

  - Also, if the game is used for introducing a topic, for general practice or to reinforce any language skill.

- About students, teachers should mainly take into account:

- The students' level in language (beginners, intermediate or advanced).

- Students' age, this is if students are children, teenagers or adults.

- Students' manners, if they are serious-minded or light-hearted.

- Students' situation towards the language, if they take English as a compulsory subject or are highly motivated in learning it.

- The size of the class (the number of students in the course).

- The students' cultural background.

- The moment when the game is used is important too. In other words, students' motivation and interest in a game may be very different on a Monday morning from the last hour of class on Friday or, students' response to a game after a test or after a discussion lesson.

- As to the time, teachers should consider the minimum amount of time needed to play the game with the maximum amount of time available in the lesson.

- About the preparation of the game teachers should:

  - Check if there is access to get the material and/or if it is available at school.

  - Examine the physical space in which the game will be applied.

  - Realize the noise factor, if there are more classrooms (classes) around.

  - Anticipate, in case they are presented, possible problems in order to deal with them effectively.

Procedure

The steps in which a game is developed in a class is as follows:

- The teacher should give the instructions and an example of the game.

- Then, students play the game. They should never be interrupted to give feedback because it may reduce their motivation and they might lose their confidence in the language. The teacher should be present so as to be able to assist students if they ask for help while the game is played.

- Afterwards, the winner(s) is decided according to the rule(s) of the game.

- At the end, there is feedback. It is a teacher's decision if it is given individually or in general to the class.

Types of games

Nowadays, teachers are using games more often. That is why a good number of game books have been published. The most common are those focused on grammar, vocabulary, reading, and oral communication. In contrast, there are just a few books that mention some games related to the pronunciation subskill, listening, or writing skills.

Although several books are aimed at some skills and subskills of a language, there are other ways in which games can be classified and some of them are the following:

- According to students' age games are designed for children, teenagers, youngsters or adults (Chart 1. Game Samples A, B and C, respectively). It is often very much a matter of opinion and local circumstance to place a particular game in one of these categories. In other words, the teacher chooses the game according to students' needs, and also considers their personalities.

- According to students' level there are games for elementary, intermediate and advanced (Chart 1: Game Samples A, B and C, respectively). A peculiarity, which exists in games, is their flexibility of adaptation, this means that the same game can be used in an elementary level or in an advance one by just adapting the complexity of the item studied or practiced.

CHART 1. GAME SAMPLES A, B, C

A) Living sentences (Lee, 1979: 121)

Level: Elementary.
Age: Children.
Group size: Teams.
Use: Reading and sentence structure.

Instruction: Give each team some word-cards. It is important that each student of the team has one word-card. Then ask them to form sentences with the cards (they have to form the sentences with their body). Check the time in which the sentence is formed. The team which forms the sentence in less time is the winner. The sentence should be accepted according to students' level. It is better to play the game one team at a time, or if there is enough space, two or more teams simultaneously.

B) Simon Says (Turtledove, 1996: 92)

Level: Elementary, intermediate.
Age: Children, teenagers.
Group size: Whole class.
Use: Listening practice to recognize oral commands.

Instruction: A command, or a series of commands, is given to the whole class which obeyed when the teacher says 'Simon says', if s/he does not say so, nobody does anything. E.g. Touch a window (nobody does anything), Simon says hold up a green book (everybody does the action). The students who make mistakes are eliminated. The winner is the last student who follows correctly the commands. What vocabulary and syntax are used depends on the interest, age level, and achievement of the class.
Variants: Teams or groups can also play this game. The commands are given to different teams in turn, naming those to respond or seeking a collective response. As soon as the action is performed, the other team says either right or wrong. Team points can be awarded for both commands and responses.

C) Which picture? (Lee, 1979: 179)

Level: Intermediate, advanced.
Age: Teenagers, adults.
Group size: Pairs.
Use: Speaking practice to follow instructions.

Instruction: It can be played as the following: The pair of students should be seated back to back, so they cannot see each other. Each one should have a picture, which should be very similar with only a few differences. The general idea is that each student has to guess the topic of his/her partner's picture by listening to his/her description. Students have to interact with each other in order to discover the topic of the picture. The topics of the pictures need to be suited to the learners' ages and interests.

- According to the place or the space where games can be used, the classification might be:
  - Outdoor games (Chart 2: Game Sample D) played outside the classroom, in free space.
  - Indoor games (Chart 1: Game Sample A) developed inside the classroom by using the material available in it (chairs, table, board, etc.).
- According to the number of students games can be done:
  - Individually, when each student competes alone. (Chart 3: Game Sample J).
  - By teams or groups, when a group of three or more students compete against other teams. (Chart 1: Game Sample A). The number of students each team should have depends on the objective to be achieved in the game.
  - By pairs. (Chart 1: Game Sample C).
  - By the whole class. (Chart 1: Game Sample B).
- According to the skill wanted to practice there are:
  - Listening games, in which the aim is principally focused on the practice of the listening skill. (Chart 1: Game Sample B).

· Speaking games, where oral communication is the principal objective of the task. (Chart 1: Game C, Chart 2: Game Sample E).

· Writing games, in which the aim is principally the practice of the writing skill. (Chart 2: Game Sample E).

· Reading games, where reading comprehension is the principal purpose of the task. (Chart 1: Game Sample A).

• According to the subskills wanted to practice there are:

· Grammar games that provide experience of the use of particular patterns of syntax in communication. (Chart 1: Game Sample A).

· Vocabulary games that are the ones in which the learner's attention is focused mainly on lexicon. (Chart 2: Game Sample D).

· Spelling games, which mean the way the words are spelt. (Chart 2: Game Sample D).

· Pronunciation games, which mean the way the words or phrases, are uttered. (Chart 2: Game Sample F).

The subskills games also can be considered as games for improving accuracy.

CHART 2. GAME SAMPLES D, E, F

D) Treasure hunt (Lee, 1979: 171)

Level: Intermediate, advanced.
Age: Children, teenagers.
Group size: Teams.
Use: Reading to practice directions.

Instruction: In order to find the 'treasure', the players must be able to read the clues, and these are hidden around the room or in various places outdoors. There is a different set of numbered clues, marked by a different color or perhaps in envelopes bearing a group's name or number. Each group is given an initial clue, and these clues should bring them to another, for example thus: Look under the window and find a box. The group does so and discovers the second clue inside. They read it and do what is told, and so on until the treasure is found. The team that finds the treasure first wins.

E) Consequences (Lee, 1979:141)

Level:
Intermediate.
Age: Any.
Group size: Teams.
Use: To practice past tense.

Instruction: Each player has a sheet of paper and a pencil, and is asked to write down a male name, fold the paper so that the name is hidden, and pass it on to the next player. The second step is to write the word and followed by a female name. Then, fold again and pass the paper again. Then comes a phrase like where they met…, what they said…, and finally The consequence was that…. Then the papers are unfolded and read out, with ludicrous results. The best story is the winner. Encourage students not to use their own names, but other people's.

F) Where is it? (Lee, 1979:18)

Level:
Elementary, intermediate.
Age: Any.
Group size: Whole class.
Use: To practice prepositional phrases.

Instruction: Learners close their eyes while a small object (or several objects) such as a coin, a ring, a candy, or a small doll is hidden (use a box, black bag, etc. to do so). Then, students open their eyes and start asking questions in order to guess which object is hidden. Questions: Is it behind the cupboard/in X's pocket/in Y's desk/ under those shoes?, etc. Is it used to write? Is it small?, etc. Each learner should make at least one guess. Statements can be made instead of questions: It's behind the cupboard/in X's pocket, etc. The student who guesses where the most objects are wins. If there are a lot of students in the classroom, the activity can be done by dividing the group in teams. So, one team hides an object and the other team makes the guess, and vice versa.

Another classification is related to:

- Games, which are played on a board and are called board games, they generally make use of pictures, cards or draws. (Chart 3: Game Sample G).

- Action games, which usually require the physical movement of the body in order to be played. (Chart 2: Game Sample D).

There are also the so-called fillers, which are divided into quizzes, riddles and crossword puzzles. These are not mainly games, but they are activities, which can be turned into games by incorporating the competitive element to them:

- Quizzes are not games as their name indicates; however, games can become quizzes. As it was said before, one of the purposes of games is for the teacher to evaluate students' knowledge. That is why they are generally used in an end-of-lesson activity to check students' retention. (Chart 3: Game Sample H).

- Riddles, whose main goal is to develop students' listening and/or reading comprehension. (Chart 3: Game Sample I).

- Crossword puzzles, which are mainly focused on vocabulary and spelling practice. (Chart 3: Game Sample J).

CHART 3. GAME SAMPLES G, H, I. J

G) GRAMMAR GALORE (Ibid.:62)
Level: Elementary, intermediate, advanced.

Age: Older children.
Group size: Pairs.
Use: Spelling practice, noun and verb modifiers.

Instruction: Divide the class into pairs. Give the pairs a word. Pairs are to work together to find a word per each letter of the given word. Ask students to check out if the words are verb or noun modifiers because they have to find words according to the type that it belongs. For example: The following word is a verb, so students have to find words which belong to this category.

<div align="center">S ell   I nvite   N avigate   G o</div>

The pair that has generated the most words quickly and correctly is the victor. The game can be done either in students' notebook or on the board.

H) The lost twin (Carrier, 1980:59)

Level: Intermediate, advanced.
Age: Older children, adults.
Group size: Pairs.
Use: Pronunciation, Listening and Speaking.

Instruction: Prepare in advance a list of minimal pairs. Write the words on different slips of paper twice (E.g. the word "cheap" on two slips of paper, the word "sheep" on another two slips, etc.) Give one slip to each student and tell them not to show it to anyone. Explain that when you clap your hands, students will stand up and walk around pronouncing the word in the right way in order to find their twin word. Point out that when students find their twin (pair), they will not show each other the word each one has; in contrast, they have to stand back to back. Ask each twin to pronounce the words they have without looking at the other one´s paper. Check each pair´s correct word pronunciation by making students show their papers and pronouncing the word again. The winners will be the students who find their pairs. The pairs which find their correct twin are the winners.

I) Snakes and ladders (Lee, 1979:166)

Level: Elementary.
Age: Any.
Group size: Teams.
Use: Pronunciation to practice numbers.

Instruction: Each player throws a dice and moves his counter or button along a line, counting aloud. Whenever a player's throw brings him to a snake's head he is 'swallowed' and has to go back, whereas whenever it brings him to the foot of a ladder, he goes up. The winners are the students who reach the last number. It is essential that all teams have a board. Each time the student goes down the snake, he/she has to say a riddle.

J) Clueless (Almarza et. al., 2000:5A)

Level: Elementary
Age: Teenagers, adults
Group size: Individual
Use: Vocabulary

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Instruction: Complete the crossword puzzle to the sentences below. The pair that finishes first with the correct answers is the winner.

1) Down A word that is used to describe a child's friend
2) Across Things children play with
3. Down One of the first forms of communication that a baby learns
4. Across A strong emotion that can change people's lives
5. Across Special days of the year such as Christmas and New Year's Day
6. Down A kind of food that is often eaten for breakfast with milk and sugar
7. Down A person, usually young, who is taught by another
8. Across A young person who is no longer a child but is not quite an adult either
8. Down Drops of salty water that come from the eye
9. Across Tiny green vegetables that come in pod
10. Across A black and white African animal that looks like a striped horse
11. Across A substance that you use with water for washing youlself or for washing clothes
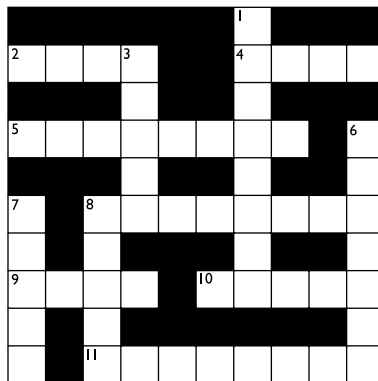
Solutions: 1. Playmate, 2. toys, 3. smile, 4. love, 5. holidays, 6. cereal, 7. pupil, 8. Across teenager, 8. Down tears, 9. peas, 10. zebra, 11. soap.

All of the filler games are especially used to finish or start a lesson. Its principal aim is to provide short and stimulating activities to break up or finish off long lessons or teaching sessions. They can be useful in the practice of language skills. Besides, the fillers can be classified as games for developing fluency.

An advantage of the fillers is the time as they are usually short; nevertheless, they can vary —as any game— according to the class and the teacher's purpose.

Final Comment

This paper has presented a variety of games suitable for fostering and enhancing learning in the English-language classroom, along with observations on why interactive games are useful in language instruction and how they can be employed most effectively.

The importance of learning a foreign language is part of the economical, professional and educational development of a society in this day and age. Since English has become essential to carry out different aspects of life, many theories have emerged for teaching this language. Experts on the field of teaching and learning English have created numerous resources to help to accomplish the goals of a syllabus. The interactive activities, in which games have their part, are becoming an issue of the revolutionary and innovating English learning-teaching process.

Games, an indispensable part of the teaching material, are usually fun, and it is well known, along with studies on the field of the pedagogy that most students learn better when they are having fun.

Teachers have to be in constant search of entertaining activities, and design the adequate strategy to make students try out these interactive tasks intended to help them improve their English language learning abilities. More and more teachers in the world are opening the door to classroom games in order to share experiences, and also to provide ideas that will permit them to reflect on teaching and learning practice.

The interactive learning material for games has gathered knowledge of the different skills. These materials have to have a good grasp of the topics the students have already studied and provide patterns about how much a student has made progress and how much more there is still to learn.

The resources and materials that games provide have to be able to test and develop speaking, listening and reading skills; vocabulary and spelling (British and American); phrasal verbs and collocations; idioms and proverbs; grammar and usage; and general knowledge –history, geography, science, the arts, sports, amongst other subjects.

As games are used for teaching purposes, the role of the teacher turns into a moderator. It is advisable for the teacher to have a functional planning of the lessons and to design or get the needed materials and space for the application of games. It is convenient for a moderator to have a glossary of game types and associated vocabulary in order to provide students with the unknown words along with the appropriate instructions so that they know exactly what to do before and when doing the dynamic activity.

There is a huge production of games; most of them are colorful, laminated, and pedagogical. Publishing houses like Oxford, McMillan, Pearson and Cambridge, just to mention some, have issued several books on games for teaching and learning purposes. There is the *Crossword*, the *Word Up,* and the *Jumble Words* games that go from elementary to advanced levels and which are an excellent way to improve vocabulary; they help students remember words that they have already learned, and help them to learn new words.

Generally games contribute towards the development of learner independence. One type of game is the pronunciation and grammar games. In many classrooms pronunciation is only practiced through repetition. As there is more to pronunciation than mere repetition, games come as a great aid, which allows students to learn several words at the same time and be able to predict how to pronounce the different sounds of the vowels. In grammar, there are rules and patterns, and it often helps students to learn them through an enjoyable activity.

The findings of this research prove that games are useful tools for teaching and learning a foreign language. They make students build confidence to speak in real life, let them practice English at any time, help to develop the language skills, and also cater to the needs of all ages in language learning levels like basic, intermediate and advanced English.

A game is a way in which learners get repeated exposure to an aspect of language without being too boring. As a result, games make learning and teaching English fun!

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