



**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**

UNAN - MANAGUA

GRADUATION SEMINAR

Using games as techniques to teach English as a foreign language.

Participants:

Kathya Margarita Rodríguez García

Virginia María Sandoval Pereira

Sadia Carolina Sotelo Latino

Tutor:

MSc. Jaime Roberto Alemán

Date: January 2021

Acknowledgements

We dedicate this research paper mainly to God, for being our inspirer and guide in every moment of our lives and for giving us strength to continue with one of the most wishes desires that is to culminate our career.

To our family, who have always been an unconditional support on this long journey.

To our teachers who always gave us their knowledge and were our guide.

To our graduation seminar tutor MSc. Jaime Roberto Aleman for all his support in the elaboration of this research.

Abstract

The aim of this study was to evaluate the effectiveness of games as improvement techniques in the English teaching-learning process. The study attempted to answer whether the use of games in adolescents has a beneficial impact on the English learning process or not. The research was carried out through the following steps: Firstly, the observation of the explanation of the class given by the base teacher and Secondly, the application of games in the development of the English class where an observation guide was used by each student and an interview with the teacher, the type of research was mixed since quantitative and qualitative data were analyzed for the realization of the paper, where Excel was used for the representation of graphs, the results showed the effectiveness of the use of games to significantly increase the acquisition of the English language in the adolescents. In the research some games are recommended like: flyswatter, hangman, crosswords puzzles and others to engage students.

INDEX

I. INTRODUCTION.....	1
1.1 Rationale	2
1.2 Problem statement.....	3
1.2.1 Research questions	3
1.3 Objectives.....	4
1.3.1 General objective.....	4
1.3.1 Specific objectives.....	4
1.4 Historical background	5
II THEORETICAL FRAMEWORK.....	7
2.1 What are games?	8
2.2 Benefits of games in education	10
2.2.1 Improves social skills.....	11
2.2.2 Improves retention capacity	11
2.2.3 Cognition.....	11
2.2.4 Motivation	12
2.2.5 Feedback	12
2.2.6 Affective learning outcomes	13
2.3 Students motivation in learning English by playing games	13
2.4 Using games as techniques to teach English as a foreign language	15
2.5 Definition of learning styles	17
2.5.1 Importance of knowing Learning Styles	19
2.5.2 Classification of learning styles	20
2.5.3 Types of games according to learning styles.....	22
2.6 Use of the games for each English language skills.	23
2.6.1 Listening.....	24
2.6.2 Speaking	26
2.6.3 Reading	28
2.6.4 Writing:	29
III. METHODOLOGICAL DESIGN.....	31
3.1 Type of research	31
3.2 Population:	31
3.3 Sampling:	31
3.4 Data collection techniques	31
3.5 Validation of instruments.....	31
3.5 Classroom Observation Guides.....	32

3.6 Teacher's interview	33
3.7 Results and analysis:	34
IV. CONCLUSION.....	47
V. RECOMMENDATIONS	48
VI. REFERENCES	49
VII. APPENDIX	50

I. INTRODUCTION

This research work was carried out at Concepción de María School, where the researchers wanted to prove the effectiveness of the application of games as techniques during the English class, to motivate students in order to facilitate the acquisition of English as a foreign language, especially those who have little participation in the development of the class, in the seventh grade of the school of Concepción de María in the city of Masaya during the second semester of the year 2020.

This study explains the definition of games and their uses within the classrooms as tools to motivate students during the development of the English class. It is currently known that games provide fun and keep students focused on any subject, which is presented here in the English language. It is important to emphasize that, nowadays in the context of Nicaragua, is included as a foreign language in the educational system making it a little more complicated to teach the language because the necessary techniques are not used. For that reason, the purpose of this work is not only to mention some of the games that the secondary school teachers can include in their daily activities for the teaching of the class, but also to explain and show them the ways in which these help to increase the students' motivation, and participation during the development of a lesson; contributing this way to the acquisition of the different skills of the language in an easier and faster way.

Teaching English to students is considered to be as complex a process as learning, so teachers need to be well trained and willing to look for new techniques and apply them in the classroom to improve the quality of teaching and facilitate the learning process. "It is up to the teacher to find ways to awaken students' interest in learning English. This is the key to mastering the language with ease. The teacher must also find the best techniques to introduce English so that young students are motivated to learn it" (Sirbu, 2017).

At the end of this document, we suggest some recommendations for secondary school teachers in public institutions; so that, they should consider them, in order to improve students' participation during the teaching and learning process.

1.1 Rationale

This research describes some games that can be used as techniques to help the improvement of English learning process as a second language. The research was carried out at Concepción de María School in Masaya City where an observation rubric was applied in students of seventh grade in the afternoon shift.

In addition, it is intended to apply games as motivating techniques to see the functionality in the participation of shy students. Nowadays, teachers in charge of teaching English as a subject in different public schools in the country tend to use traditional methods based on repetition, translation and transcription of information from the board to the notebook, avoiding the different teaching techniques that would improve the quality of teaching and learning of students.

This has resulted in most students not feeling interested in learning English as a second language, since the necessary techniques and methodologies that increase students' motivation to learn a foreign language are not yet implemented. In contrast, many of the teachers use their native language to develop foreign language lessons, which tends to confuse students and leave them unmotivated in their acquisition of the new language.

This research paper contains some of the games that we applied in a lesson with high school students which had excellent results in the learning process of the language, this kind of activities could be used for secondary school teachers in public institutions who are interested in providing quality instruction. The games are important in the teaching process because teachers encourage and motivate students, especially those whose are in seventh grade since they are in a transition stage from primary to secondary education and are likely to accept to play the games with enthusiasm and facilitate the acquisition of the language.

1.2 Problem statement

In Nicaragua, the learning process in secondary schools regarding English as a foreign language has been deficient because English teachers do not use good techniques to encourage students. Because of this, students are not acquiring the knowledge of the English language since there is no active participation of the students, thus presenting limited vocabulary, grammar errors and poor oral production of the language. On the contrary, Motivation and active participation facilitate the acquisition of English as a foreign language. For this reason, this research aims to demonstrate the importance of using games into the classroom as better techniques to enable the acquisition of the English knowledge in seventh grade B in the afternoon shift at Concepcion de Maria School in Masaya city. The present study attempted to answer if the use of games in teenagers has a beneficial impact on the English learning process or not?

1.2.1 Research questions

What is the importance of using games to develop an English lesson for secondary school?

How to know the effectiveness of the application of the games in the process of learning English?

What kind of games could English teachers use to involve the students in the developing of the lesson?

What types of games can be suggested to improve the quality of the English learning process?

1.3 Objectives

1.3.1 General objective

1. To evaluate the positive effects of using games as techniques to teach English as a foreign language in seventh grade B in the afternoon shift at Concepcion de Maria School in Masaya city, in the second semester 2020.

1.3.1 Specific objectives

1. To identify the importance of using games in the English learning process.
2. To analyze the effectiveness of the application of games in the English learning process.
3. To describe the different strategies applied in teenagers in the English learning process.
4. To suggest new games to improve the English learning process.

1.4 Historical background

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. Learning English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most of students study English from the examination point of view, so they are not able to produce even a sentence without the grammatical error. Furthermore, sufficient practice is not given to students to learn the language. English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the truer where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job. (Nishanthi, 2018)

In Latin America, teaching English is not an option, but a necessity. In the project "Creating a new culture of language learning", related to the need to change the conception about how languages are learned and taught, Acosta & Gómez (2014) defend the need to create in students and teachers a new culture of language learning that involves all the necessary resources and conditions. They define the new culture as the need for students to learn the actual use of English (and not the English of books as it has traditionally been taught), from and for the Latin American context, outside the classroom, in diverse settings and with different strategies and technological resources, connected to the world and to themselves, strengthening the psychology of success and offering opportunities for reflection and social interaction, which requires the learning of the linguistic system and its use in the understanding and production of discourse.

Lately, Costa Rica significantly improved its level of English language proficiency, while the rest of Central America countries made no significant progress. The global English language company, Education First, published its 2018 report, which defines five levels of language proficiency in 88 countries around the world by calculating an index called "English Proficiency Index". In the world ranking, Costa Rica was placed 36th, Guatemala 55th, Panama 56th, Honduras 69th, El Salvador 70th and Nicaragua 72nd (Central America data, 2018)

In Nicaragua, English is taught within the secondary education system as another subject and not as a second language, and this occurs for a period of five years. However,

this is not enough to be able to achieve adequate communication. Therefore, students in this period they only acquire very elementary knowledge, such as grammar and the reading of the English language, proving insufficient to achieve communication effective. Also, the methodology used in the Ministry of Education (MINED) is not the more appropriate, because it is traditionalist to teach only the basics and be focused only on two skills which are grammar and reading, and retaining the concept that students are nothing more than empty vessels which are needed fill with words (Membreño, 2017). It is important to note that the rate of language instruction in high schools in Nicaragua is three hours per week through semesters of 16 weeks. This means that at best, students in high school attend about 48 hours per semester, 96 hours per year (in three years that would add up to 288 hours, or 480 hours in five years).

II THEORETICAL FRAMEWORK

In this section, it will briefly address what are the games and how they help the teaching of English language education as a foreign language, taking into account various factors that have led to think about the effectiveness of games in the acquisition of a new language. Firstly, we will address in a general way the meaning of games and the benefits they bring to the process of teaching and learning English. Secondly, we will explain how motivation influences students through games in the teaching of this language and how they can be used as teaching techniques, and thirdly, we will mention and describe games in the way they can be applied in the classroom by the teacher to obtain satisfactory learning.

It is known that the teaching methodology of today is inclined towards a freer pedagogy, which does not force students to learn in a way that they do not want to participate, but uses games and play activities as a main tool for the development of their intelligence, with this approach is to have a broader vision of the games as a fundamental element in the learning of students, obtaining benefits, such as encouraging participation, memory, and contributing to a better coexistence in their social environment. The game is the first creative act of the human being and the connection of the student with his external reality, through the game, the students are achieving the understanding of reality.

Education has been going through great changes in the methodology used by teachers. It is observed that education is no longer based on the concept of teaching as a method of transmission and observation, today, teachers focus on education at a more participatory and accessible level, this as a way of learning, education has been intervened by the theme of play activities, which are focused to solve learning problems and contribute to children in their development and learning for life. Gross (1902) states that games are a pre-exercise of necessary functions for adult life, because they contribute in the development of functions and capacities that prepare the student to be able to carry out activities that he will perform when he grows up.

2.1 What are games?

Games have been widely recognized as a fun practice in which the child learns naturally and has been considered a key factor in motivating the child to learn, experiment and develop in the environment around him Hadfield (2003) defines play as "an activity with rules, a goal and an element of fun". In the educational setting, specifically in the subject of English, play can be used at any stage of the class to provide a fun and challenging break from other class activities and is especially useful at the end of a long day to keep students happy. The game not only provides fun but also creates a context for students to use English quickly and easily. Through games, students are put into real situations, and learn the words by doing something; this is a good way to make their understanding of English much easier, because the fun activities will help them remember the material taught by the teacher.

In learning difficulties, the game is an indispensable tool to stimulate learning, being this the channel that allows the adult to propitiate pleasant situations through which it is sought to guide the students in the conquest of objectives to enrich their integral development; this symbolizes the opportunity to enter the wonderful world of knowledge, which thanks to the game are acquired in an easier and more flexible way as Carrier (1980) establishes it. The games represent a set of challenges that attract the motivation and attention of the students, so that small efforts are translated into great achievements that allow them to obtain pleasant rewards, and thus successively and without realizing it, learning takes place.

Foreign language learning games can be seen as a framework to provide a meaningful context for language acquisition. Constantinescu (2012) states that students can improve their understanding of written and spoken English through games because games help students learn words and structures in context using correct pronunciation and spelling since games are flexible and students are attracted to participate because they provide confidence in the students, They play an important role in the classroom in learning a new language, even though most teachers are not aware that this is a very important learning technique in the acquisition of a new language, they are a fundamental factor in the teaching and learning process.

Games have a fundamental role in the integral development of students. Modern pedagogy uses it for educational purposes, since it is a motivating element that makes

learning easier and more enjoyable. It is the principle of "teaching by delighting", a maxim that was coined after discovering that students learn better and faster if they do it in a fun and stress-free way, as Carrier (1980) infers that games make the lesson less monotonous, because they provide a great variety of activities in class, which help students to maintain attention in class without getting bored, In this way, they are used to develop appropriate behaviors and skills in students, not only help in the acquisition of knowledge and the development of skills, but also contribute to communication, motivation to make decisions, and the resolution of difficulties that arise during interaction with other students.

Currently, it is important to mention that the methodology of most schools today favors a freer pedagogy, which does not force students to develop, but uses games and recreational activities as the main tool for the development of their intelligence. From the neurological point of view, it is an indispensable tool for learning, encouraging the practice of skills that can be transferred to daily life, while promoting motivation, problem solving skills and simple ways to consolidate knowledge.

Game is a naturally happy activity that integrally develops the student's personality and in particular his or her creative capacity. As a pedagogical activity it has a marked didactic character and fulfills the intellectual, practical, communicative and evaluative elements in a playful way (Ocaña, 2009). It can also be expressed as a natural, free and spontaneous activity and acts as an element of balance at any age because it has an universal character, since it crosses the whole of human existence, which needs play at all times as an essential part of its harmonious development; play is an option, a way of being, of facing life and, in the school context, it contributes to expression, creativity, interaction and learning.

When the dynamics of games are part of the learning spaces, they transform the environment, providing benefits for the teacher and students during classes and thus maintaining the elements of surprise and variety in the classroom Carrier (1980) Time passes between laughter and games and thus adding learning experiences, These inspire students to think, create and recreate with activities that contribute to the development of attention and active listening, following instructions and commitment to follow the rules, and in this way, understand the experience and coexistence, so it can be said that the games are not only a "naturally happy activity", but an option in the development of skills; but an option in the development of skills, used to address a specific learning objective.

2.2 Benefits of games in education

Games have many benefits for both language teachers and its learners. They support learning the target language when learners are involved in the games and have fun without noticing that they are learning the target language, and furthermore it is a pleasure for the teacher that he presents the language in an enjoyable atmosphere which makes the job powerful. McCallum (1980, p. ix) emphasizes this point by saying that “games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques.” Another advantage of using games in a foreign language setting is to make stressful moments clear. In a language learning atmosphere, stress-free environment should be provided. At this point games are very advantageous since learners do not feel any anxiety and their positive feelings increase and their self-confidence improve because they are not afraid of being punished or criticized while they are practicing the language freely (Crookal, 1990).

Games are always fun for the learners so they attract their interest unlike the ordinary lessons. The learners both learn the language and have fun in the classroom with the help of the games. Even shy and reluctant children react positively to them (Mei & Yu-Jing, 2000). This increases the motivation of the children because they play as an alternative solution which encourages students to keep their interest on the lesson and continue working. By this way, they reduce the stress of learning another language (Mei & Yu-jing, 2000).

The game, as a new component in the class, allows obtaining many benefits as far as the development of the student, implementing from specific objectives like the concentration, the attention and the coexistence, this one in addition dynamize relations to the interior of the classroom, reinforces concepts and unfolds knowledge in equipment, this allows for changes in student directions and interactions. The distribution of the work groups to establish different dynamics among the students; the creation of new rules, and the respect for them during the games, the expectation and the laughter of the students, establish a degree of closeness and trust that allows them to accept corrections from their peers and correct them from an environment of greater naturalness.

It is currently known that games provide students with multiple aspects that allow them to develop a new language such as English in this case, although several benefits

have already been mentioned, between them, there are the following, which focus on a fundamental part of student learning:

2.2.1 Improves social skills

Games can generate improvements in areas related to social and psychological well-being by promoting soft skills such as communication, team collaboration and leadership, Olivares (2015) states that the game is an effective technique for the development of social skills, because it is precisely in the game that the student finds a fun and enjoyable way to come into contact with their peers. Players are often required to work together or compete against each other in a game, which hones their ability to develop relationships and results in improved self-esteem, motivation and engagement. Games have the ability to attract and hold a student's attention for a long period of time, so they can be used to correlate game play with educational objectives.

2.2.2 Improves retention capacity

Games improve attention and focus and gradually improve students' attention span and memory. Studies suggest that game-based learning allows players to easily concentrate and focus in a way that is inherently more in tune with students' learning patterns compared to a traditional classroom environment. Games often revolve around memory, in which students have to remember things in order to solve game puzzles, memorize critical sequences or visual elements such as maps, and trace the narrative elements that move the game forward. Many games require problem solving techniques that enhance the student's working memory to solve problems and increase mental cognition.

2.2.3 Cognition

To advance in a game, students must be able to resort to logic, strategic thinking and quick problem-solving. According to Partnership for 21st Century Skills (2011) when these skills are properly cultivated, they can help students become better scientific reasoners and more systematic problem solvers in a variety of contexts. Students that do well in games are artful problem solvers who tackle challenges with confidence, employ successful critical thinking, and stay resilient in the face of an obstacle. Students develop their ability to think on their feet and outside of the box when completing levels and

solving problems in games. Games have a higher retention rate compared to book learning and this improves creativity and decision-making skills by encouraging cognitive development and facilitating individualized learning. Many teachers think games can help motivate low-performing students by increasing engagement and closing learning gaps.

2.2.4 Motivation

For students, games may seem more like a form of entertainment than a form of learning, but because games have defined rules, objectives, goals, and competition, they can provide an interactive experience that promotes a sense of accomplishment and is aligned with educational goals for all participants. They are often motivated by hands-on, active learning opportunities, where students can work toward a goal by choosing specific actions. According to Carrier (1980) Games raise students' motivations. Game-based learning encourages them to be motivated by these consequences, which mirrors the real-life learning experience. Students are highly engaged when learning through games and this increases overall motivation in the classroom. They are motivated to learn, pay attention and participate in assigned tasks by being part of a team and taking responsibility for their own learning.

2.2.5 Feedback

The game generates various forms of feedback. Providing feedback allows a learner to evaluate his or her progress and responses, identify knowledge gaps, and repair faulty knowledge Johnson & Priest (2014) Teachers can use student observations and feedback as a valuable formative assessment of their understanding of the content. Teachers can then use the data to identify areas of focus for whole group, small group, or individual instruction. Through play, players can also practice self-reflection. After playing any game, players should take a minute to reflect on their performance and how to improve next time.

2.2.6 Affective learning outcomes

Affective reactions as a result of games include feelings of confidence and self-efficacy, and adapting practices and promoting mindful learning in game-based training can facilitate effects on this (Kee and Wang, 2008; Reid, 2011), in addition to attitudes, preferences, and dispositions. Affective reactions can be considered a specific type of learning outcome.

Games play an important role in the language learning classrooms despite the fact that most of the teachers are not aware of it as a learning technique. However; it has lots of benefits to the learning process of the learners, games prevent the lesson to be ordinary and boring. Conversely, they create a successful and positive classroom environment where students and their learning are central.

2.3 Students motivation in learning English by playing games

Motivation is a key point to ensure learning and even more so, in a new language, because when a student is motivated, the effectiveness of the activity increases and this motivation makes the student learn in a spontaneous and meaningful way. Motivation refers to a combination of the desire to learn the language, positive attitudes toward language learning, and the effort invested in learning (Gardner, 1985). It is known that the game is the best educational resource for the students and it is useful when learning a new language, in this case English, the students feel deeply attracted and motivated by the games and these can be a very useful tool because through them it is possible to learn and reinforce the knowledge more easily since the teacher assumes a role of animator and adviser, turning the student into the protagonist of the activity, feeling thus motivated, which will lead him to acquire the knowledge of a new language more easily.

The use of games in teaching can always be an advantage for both the student and the teacher because they provide multiple advantages if you know how to use them, including the motivating character, because it is an activity different from the daily routine and this means that students can practice their skills within the language with less effort and more attitude, playing games in the classroom increases overall motivation. By playing games, students become more motivated to learn, pay attention and participate in set tasks, in this way games help students to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management

tool, helping to motivate a class, Ngeow, Karen and Yeok-Hwa, (1998) mention that motivation determines the extent of the learner's active involvement and attitude toward learning. Motivating consists of a goal, efforts, desire, energy, active involvement, and persistence.

Games have a great educational value by offering students a fun-filled and non-stressful learning atmosphere. In teaching English as a second language (ESL). While playing games, the learners pay attention to the message rather than the correctness of linguistic forms they use. This reduces the anxiety and fear of being negatively judged in front of other people, which is one of the main factors preventing learners from using the foreign language in public. Chen I-Jung claims that games promote communicative competence and encourage creative and spontaneous use of language. They are highly motivating and learner centered, they can foster participatory attitudes of the students and give them more opportunities and encouragement to speak.

It is known that when playing, regions of the brain are activated that make people motivated to continue learning, and that they focus their attention, without diverting interest to anything else that is being done. Also, thanks to the games, it is understandable that all students are different, and therefore so are the ways of learning and understanding “An interactively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language”. (Gardner, 1985).

Gardner also states that motivation for second language acquisition (SLA) is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity" (Gardner, 1985), as mentioned above, it is well understood that when the student is motivated, is willing to learn in a more practical way in which the individual is not forced to learn in a way that does not want, because of this benefit that provides motivation, the student to be willing to learn and achieve what it is proposed, to acquire knowledge by itself, feel satisfaction of having achieved what it is proposed.

According to Reeve (2015) motivation could be defined as an internal process or need for change, either in oneself or in the environment, providing people with the impetus or direction needed to interact with the environment in an adaptive, open and purposeful manner. In education, motivation can also be inferred in the level of

commitment to learning of each student, a competent student will contribute with enthusiasm and generosity to the flow of the class, express interest and enjoyment (emotional engagement), process deeply and pay attention (cognitive engagement), the student will persist in these efforts as if time and the outside world did not exist (behavioral engagement) understanding motivation is important because it benefits many areas not only in the educational process but also in life. Knowing the myriad benefits that come from it makes learning rewarding and also for life.

2.4 Using games as techniques to teach English as a foreign language

The complex and multifaceted nature of learning requires a rich repertoire of teaching methods. The essence of modern understanding of techniques is the evocation of action, the development of thought and creativity (Król 2007). Coping with risk, persistence and critical thinking are some of the many skills we can develop using the available teaching techniques. These include the use of games as techniques for teaching English as a second language.

Students love to participate in fun activities. As Harmer says, "children need to be involved in something active (they don't usually sit and listen!)" (Harmer, 1991). It means that students like to play even when they are learning at school, they need frequent changes of activity, in the classroom, nowadays teachers tend to be more imaginative and creative in creating a teaching method, and for such reasons, games have been implemented as teaching techniques in this case of English as a second language. Teachers can use the game provided as any communicative activity in teaching English. As Roger Gower, Diane Phillips, and Steve Walter said, "Many conventional games can be adapted to foreign language teaching because with any communicative activity the areas of the languages produced can be predictable and therefore useful as a guided activity" (Roger Gower, Diane Phillips, and Steve Walter, 1995: 110). This means that the game can assist the teacher in teaching the foreign language to the students, and has been stipulated as one of the most effective methods of acquiring a new language.

Games are a fun and enjoyable activity that students like because they learn in a way that is not forced and at the same time, they learn in an unconscious way. The teacher can use the game as a teaching-learning technique, as it plays a great role in helping

students learn in a meaningful way. Games in the English area not only engage students, but also learn for life through them and create a classroom where students not only learn but also truly enjoy their time there. Therefore, they can make the class fun by creating interest in the class. In addition, they can create the link between the students and the teacher.

Games in addition to being important techniques in the learning process of students are an effective measure in shaping general competences. Participation in the game reinforces and emotional and motivational sphere of the student. Many authors underline that games are an efficient technique of developing persistence. Gabriela Kapp claims that they develop willpower, willingness to overcome difficulties and persistence. They bear successes, which evoke optimism and self-faith (Kapp, 1991). Maria Noga adds, “They develop such character traits as regularity, persistence, self-discipline and feeling of justice. They teach how to take up tasks on one’s own and how to get on in a peer group” (Noga, 2009).

Persistence in games allows students to overcome problems, see them as effort on their way to success. It increases motivation and optimism concerning learning new things, rules and dependencies. Therefore, participants of games are not discouraged by difficulties and learn from their failures. Such an attitude allows them to develop another competence, that is readiness to cope with risk and running risk, games sets students before the necessity to make decisions and be responsible for them. It is connected with acting when there is uncertainty and a chance of failure (Wawrzeńczyk-Kulik, 2013). Participants realize that making decision under risk bears mistakes. Movements at every game stage are the mastering of the previously made, frequently risky, decision and modification of assumed game strategy. It is therefore necessary to use yet another competence in this case, which is critical thinking. It is connected with sober, reasonable, reflexive, and logical thinking and investigation. Characterized by use, analysis and assessment of information obtained from the host or other participants or independent formation of it.

The games used in the teaching process are the subject of growing interest and recognition in schools and institutions. Recent years have witnessed a kind of renaissance of games since they have undeniable didactic merits in comparison to the traditional teaching model (Surdyk, 2009; Kapp, 2012) demonstrated the importance of play as a basic human activity. Studies confirm the attractive and activating function of games.

This is so as games teach seeking, creating, consolidating and using necessary information. They allow going beyond information found in books, bear new ideas, develop social competences and build the foundations for teamwork.

For many reasons it could be said that the games used as techniques to teach English as a second language, provide the teacher with great benefits to be used as educational resources for the student to learn, but it should be noted that although the teacher is greatly benefited from this teaching technique, the student is the most profitable, since it learns in a flexible, easy and fun and leads to successful learning and for life.

2.5 Definition of learning styles

The process of student learning based on styles is closely related to the techniques used by educators and their ability to achieve student interest. Therefore, it is essential that the teacher reflects on his or her work and teaching styles and that the student finds the necessary tools to learn, be a participant in the process and strengthen positive habits of coexistence and even social cooperation (Gallardo & Camacho, 2008). Whatever the intention, it is relevant to analyze learning styles in relation to teaching practice, it is then necessary to recognize that different learning styles interact in the classroom learning, which according to Keefe turn out to be “composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.”

It is possible to affirm that each classroom is a universe when noticing that each student is characterized by his or her particularities and preferences at the time of learning and it is possible to understand this situation when it is understood that although all must share the same space and the same teacher each one has his particular style of learning and although at the moment many definitions of styles of learning exist the ones that but they approach a point but exact are the following ones:

According to Morales (n.d.) "The learning styles are constituted in all those characteristics that identify concrete and particular ways of facing the academic tasks of the students. Every learning style therefore has a cognitive, affective and physiological connotation". As it can be noticed, learning styles determine the way in which students approach academic situations in order to have a positive impact in the construction of

knowledge without ignoring the characteristics of physiological order such as age and development, and an affective component that could be motivation. Thus, the cognitive connotation focuses on the process of constructing, using, interpreting information to solve problems through strategies created from the physiological component in terms of visual, auditory and kinesthetic, but also the student's biorhythm, and on the other hand a connotation the student's expectations, desires and motivation are the focus of the affective response (Cazau ,2004).

Santizo and Garcia (2008) have also defined the concept of learning styles by addressing various authors taken from the field of didactics and pedagogy.

- Alonso and others (1994) explain that learning styles are "the cognitive, affective and physiological traits that serve as relatively stable indicators of how learners perceive, interrelate and respond to their learning environments.
- Riding and Rayner (1998) explain that "Learning styles appear to be distinctive of intelligence, ability and personality". Learning styles (which is a special style having than making ingrained habits for organizing and presenting information) comprise both cognitive styles and teaching-learning strategies. Learning styles usually address three basic components: cognitive organization, mental representation, and the integration of both.
- On the other hand Velasco refers to learning styles as:
The set of biological, social, motivational and environmental characteristics that an individual develops from new or difficult information; to receive and process it, to retain and accumulate it, to build concepts, categories and problem solving, which together establish their learning preferences and define their cognitive potential.

Once these concepts have been analyzed, it can be seen the relationship between the styles and it is inferred that the learning styles in addition to showing how the students learn, These are determined by biological relationships that can refer to the age, the development of the person and his physiological condition. There are also the relationships and personal states such as emotional states, the immersive environment they serve of indicator to identify the predominance of a particular style, that is to say, the techniques that individuals assume to receive, organize and process information, as

there is no homogeneity in the use of learning styles by students, it is required that the teacher uses pedagogical practices and techniques that offer learning opportunities to all students without exclusion, as well as games, since it cannot be expected that only practice can reach them equally, but it must be strategic to allow the construction of knowledge equally.

2.5.1 Importance of knowing Learning Styles

According to Lohri-Posey (2003), “Learning styles indicate an individual’s preferential focus on different types of information, the different ways of perceiving information, and the rate of understanding information”. Having an understanding of the learning style preferences of students can provide effective learning techniques for teachers to use (Lohri-Posey, 2003). Students who share a learning style that is attuned with the teacher remember information longer and are more optimistic about learning (Lohri-Posey, 2003). By using individual’s specific learning styles in the classroom, teachers are promoting problem-solving skills (Fatt, 2000). By promoting problem solving skills in classrooms teachers are preparing students for real life situations. By being aware of the learning styles that students have, teachers can "encourage them to realize the importance of appropriate learning styles for different disciplines or subjects and that it is to be expected that these styles can be modified to adapt to changing learning situations" (Fatt, 2000). According to Fatt (2000), students will not benefit if teaching techniques are not adapted to students' learning styles. If teachers provide a learning environment that accommodates students' unique learning styles, students will be able to "learn better and become more comfortable with their own learning styles" (Fatt, 2000)

By matching students learning style to a specific teaching style can increase student achievement and satisfaction (Manochehri & Young, 2006). According to Naimie, Siraj, Abuzaid, & Shagoholi (2010) studies have shown that “the congruence between teaching and learning styles has a positive impact on achievement and satisfaction” . According to Naimie et al. (2010), “learning style specialists have confirmed the theory that students will learn more and enjoy the class experience and environment when they can use their preferred learning styles” (Naimie et al., 2010)

According to Kahtz & Kling (1999), “Developing instructional techniques and materials that are appropriate for a wide range of cognitive learning styles should be a priority of all educators” (p. 413). Due to the fact that students respond better to instructional methods that match their learning style, integrating different learning styles in the classroom environment can enhance the benefits for everyone (Kahtz & Kling, 1999). Matching the teachers learning techniques to the students learning preferences will allow the student to “acquire a better understanding of the subject matter in question” (Cegielski, Hazen, & Rainer, n.d.).

2.5.2 Classification of learning styles

According to the given definition of learning styles, the relationship between cognitive, physiological and affective components is clear, but this does not stop there, since a classification of learning styles is also made according to a group of distinctive characteristics of techniques or trends used by students to manage learning. In this order of ideas the learning styles are classified according to the preferences of the students, next the classification is compiled presented in the work of Cazau (2004) Alonso, Gallego and Honey (1994) to have a reference or an overview of multiple models on learning styles that have emerged.

1. Active: They are students with an enthusiastic attitude, spontaneous and risky. They maintain an open attitude to experiment each time academic challenges and that includes complex tasks, they are characterized by being in search of new experiences and they are always expectant in front of the new. They are good at working in groups and are inclined to short term plans.
2. Reflective: They are characterized by being good observers and analyzing learning situations from various perspectives in order to reach a conclusion as long as an exhaustive data collection is done with its respective reflection.
3. Theoretical: They are students who tend to rationality and objectivity, therefore they show tendencies to methodical, logical, structured and objective in its explanations, they usually have a perfectionist personality. They are also analytical, but like to synthesize and seek to integrate facts into coherent theories, without leaving loose ends and unanswered questions.

4. Pragmatic: These students move from theory to practice in order to test the functionality in reality. They are good at making decisions and finding solutions to problems.
5. Logical: Individuals with the logical learning style prefer to employ logic and reasoning rather than contextualization. They use schemes in which relevant things are shown. They associate words even if they don't make sense of them.
6. Social (interpersonal): This learning style, also called group learning, is characteristic of those students who prefer to work with others whenever they can. They try to share their findings with others and put their conclusions into practice in group settings.
7. Solitary (intrapersonal): This style of learning, also called individual, is characteristic of those students who prefer solitude and tranquility to study. They are reflective people and tend to focus on topics that are of interest to them and place great value on introspection to "mental experiments", although they can also experiment with the subject.
8. Visual: These students assimilate images, diagrams, graphics and videos very well. It is usually practical for them to use symbols or create visual shorthand when taking notes, as this way they memorize better.
9. Aural (auditory): These students learn best when they listen. For example, in discussions, debates or simply with the teacher's explanations. While other students may learn more when they get home and open the class manual, they learn a lot in the classroom, by listening to the teachers.
10. Verbal (reading and writing): Also known as language learning, students with this learning style study best by reading or writing. For them, it is better to read the notes or simply elaborate on them. The process of elaborating these notes is a good tool for their learning
11. Kinesthetic: These students learn best by doing, that is, by doing more than reading or observing. It is in this practice that they carry out analysis and reflection.

Teachers who want to get the most out of these students must involve them in the practical application of the concepts they intend to teach.

12. Multimodal: Some students combine several of the above styles, so they do not have a particular preference. Their learning style is flexible and they are comfortable learning with several learning styles.

2.5.3 Types of games according to learning styles

As it can be evidenced the concepts of learning styles, having these concepts clear it is possible to identify in the classroom the students that lean towards one or another of the styles without this generating a classification of the student as such, but their preferences for the learning process that can serve as a tool for the teachers and themselves as such, to design the teaching techniques that best resemble their way of learning, as in this case, the games that can be developed in the classroom, for these reasons, it was proceeded to classify these learning styles with the games that best suit their teaching and learning style that can lead to be applied in the classroom by the teacher.

Learning styles	Characteristics	Types of games
Active	Enthusiastic attitude and spontaneous.	Charades
Reflective	Characterized by being good observers and analyzing	Memory
Logical	Prefer to employ logic and reasoning rather than contextualization.	Sentence Unscramble
Social (interpersonal)	Prefer to work with others whenever they can.	Board race

Solitary (intrapersonal)	They are reflective people and tend to focus on topics that are of interest to them and place great value on introspection	Bingo
Visual	Assimilate images, diagrams, graphics and videos very well	Memory
Aural (auditory)	Learn best when they listen	Board race, fly swatter
Verbal (reading and writing)	Best by reading or writing	Hangman, Draw your swords
Kinesthetic	Best by doing	Fly Swatter
Multimodal	Combine several of the above styles	The magic box, fly swatter, Board race

2.6 Use of the games for each English language skills.

Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, and Writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence (Manaj, 2015).

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what it really wants to mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it

seems at first and involves more than just pronouncing words. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning (Swain, 1985)

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

The following are the games applied according to each language skill.

2.6.1 Listening

Fly Swatter

Fly Swatter is a fun ESL vocabulary game for students that can really energize the class at the end of a long day or semester. It is a great way to review any new vocabulary that has been taught or as a warm-up at the beginning of the next class.

Target words are written on the board at random and 10-20 can be used depending on the age and level of the students. The teacher divides the students into two teams. One person from each team goes up to the board and each person is given a fly swatter.

The teacher gives clues to describe one of the words and the first student to hit the word with the fly swatter gets a point for his team. If two students go for a word at the same time, the one at the bottom of the fly swatter pile gets the point. If one student makes an incorrect choice, he is out (no second chances).

Usually the teacher starts with a very general clue and moves on to more specific ones where the answer is pretty obvious. It's up to the student to take a chance and guess before the answer is obvious to everyone.

Procedure

- ✚ Divide students into two teams.
- ✚ Write 10-20 vocabulary words on the whiteboard in a random fashion.
- ✚ The first two students come to the board and are each given a flyswatter.
- ✚ The teacher gives hints for one of the words, starting with general ones and getting more specific. I usually aim for about 3 hints before the first student will guess the word. Make it fun by going general at the start with students have a few options.
- ✚ The student hits the word with his/her flyswatter when he/she knows the answer.
- ✚ If correct, his/her team gets a point and the next two students come to the board. If incorrect, the other student is given a chance to guess the word and the teacher can give 1 more hint if necessary. Finally, if both students are incorrect, both will sit down and neither team gets a point.
- ✚ The teacher can erase the word once selected if he/she wants. Or, keep them up there for the remainder of the activity.

Bingo

Game:

The teacher asks students to draw a 6 x 6 grid on their whiteboards or pieces of paper then he/she will have to select 6 words or images from the given list to draw/write in their grid. The teacher must then randomly select a word from the list to describe, and students must guess the word in order to cross it off on their grid (if present). Continue describing different words until one student successfully completes their grid and shouts 'bingo!' (The teacher can also award a prize to the first student who gets 3 in a row).

Procedure:

- ✚ The teacher explains the rules of the game sketching grids on the board.
- ✚ The students draw the grid.

- ✚ The students write the word BINGO above the grid and color the square in the middle.
- ✚ The students write their choice of numbers, words or images into the grid.

Alternative: Students can insert their own subject-related answers into the bingo grid. Also, if there is more time, the participants could create their own bingo boards with specific vocabulary or concepts that are covering in that lesson (reusable).

Board Race

The teacher divides the class into two teams and gives each team a colored marker. The teacher draws a line in the center of the board and writes a theme at the top. Students should then write all the words related to the topic on a relay. The first person will write the first word and pass the colored marker to the next person on the line. Give each team a point for each correct word. Illegible or misspelled words are not counted.

Procedure:

- ✚ The teacher will first explain what the game is and how it will be conducted.
- ✚ The teacher will explain that the students must use the vocabulary previously learned.
- ✚ A point is scored for each group that writes the word correctly and the group with the highest score wins the game.

2.6.2 Speaking

Charades

Game:

The premise of the game is that players act out a word or phrase without pronouncing a word or sound. Their teammates have to guess what they are acting in the shortest time possible. The game is usually played by two competing teams, although it can also work with several groups.

For example, you can act out the word "soccer" by pointing with your foot and then pretending to throw a ball. For the word "car," students can pretend to sit with their hands on an imaginary steering wheel. Charades can be played with any kind of word or phrase.

In each turn, a student represents a theme for their teammates to guess. The teacher uses a stopwatch or an application to record the time, giving a maximum of two or three minutes for each turn. At the end of several rounds, the team with the shortest time wins.

Procedure:

- ✚ The teacher divides the players into two teams of equal size. He or she then divides the sheets of paper between the two teams, selects a timekeeper, or has members of each team take turns. Students agree on how many rounds to play, review hand gestures and signals, and invent others they think are appropriate.
- ✚ Teams temporarily retreat to separate rooms to invent phrases to put on their sheets of paper. These phrases can be new words from a learned vocabulary, whether they are about animals, objects, things, etc.
- ✚ No team should write down any phrases unless at least three people on the team have heard of them; no sentence should be longer than seven words; no phrase should consist only of a proper name (i.e., it should also contain other words); no foreign phrases are allowed.
- ✚ Once they have finished writing their sentences, the teams return to the same room.

The magic box

First in this game the teacher shows the students a mystery box which will be called "the magic box" in the game, the teacher will ask the students to make a circle. The teacher will then tell the students that this magic box contains objects that each person in the class enjoys using, which may contain real-life learning objects, words or images alluding to the content in question.

The teacher will ask the students to pass the box around while he/she makes a noise on the board or plays a song at the same time. When the teacher says "stop" or pauses the music, the student holding the box should take out what is inside.

After removing the object from the box, the student should describe what he or she has by using the vocabulary to learn or review.

Procedure:

- ✚ The teacher will present to students the magic box and she/he will explain to students the purpose of the game.
- ✚ The teacher will indicate to students to make a circle and pass around the box while they listen the song.
- ✚ When the teacher says "stop" or she/he pauses the music the student holding the box will have to take out what is inside and she/he will have to describe the object by using the vocabulary that they are learning.

Memory

For this game you need to have two sets of matching memory cards or a set of matching pictures and words. The teacher simply places all the cards face down on the floor or the board and makes the students take turns to choose two cards until they match in a pair, in this game the students feel more motivated and encouraged to participate. Again, it can be adapted to teach different vocabulary or new vocabulary.

2.6.3 Reading

Draw your swords

Game:

The teacher first writes new words on the board that will be studied through the game, and then he divides the class into small groups and chooses one student from each group to begin. The nominated student then places the dictionary (with the definitions of the English words) under his arm. The teacher then says a word that the students must run to find in their book (like pulling a sword out from under their arm!). The first student to find the word is the winner. The game continues with different words until each student has had a turn and has practiced the new vocabulary.

Procedure:

- ✚ The teacher writes the new vocabulary on the board.
- ✚ The class is divided into small groups.

- ✚ Students participate randomly according to each group until the new vocabulary words have been studied.

Sentence Unscramble

Sentence Unscramble is an amazing game for students to test and develop their sentence making skills. In this game, the students receive a sentence in a scrambled form, that is, with their words mixed together. They have to rearrange the words to make a sentence grammatically correct and meaningful. This game tests and improves students' knowledge of the parts of speech and how to make meaningful sentences.

Procedure:

- ✚ The teacher will give the students a sentence on a piece of paper which will be in disorder.
- ✚ Students will form small groups or work individually trying to organize the sentence in logical order.

2.6.4 Writing:

Hangman

Game:

Divide the class into two teams, then a student is selected to stand at the front of the class, he/she will think of a word related to the lesson (or the teacher could give him/her a suitable word). The student must then draw spaces on the whiteboard to represent each letter in their word. The rest of the class then guesses the word, one letter at a time (allow one student from each team to guess alternately). Incorrect guesses result in a hangman being drawn (one line at a time). The first team to guess the word wins, unless the hangman is completed. The game then repeats with another student thinking of a relevant word.

Crossword puzzle

The crossword puzzle is a word puzzle in a grid of black and white squares. The goal is to write one letter in each white square to make the words given by clues. The

black squares tell where the word ends Crossword Puzzle is a game that makes the learning process in the classroom attractive and fun. This game provides opportunities for students in practicing and repeating vocabulary and stringing a simple sentence pattern.

Procedure:

- ✚ Students select the Clue.
- ✚ Students will have to think for every possible answer to the clue.
- ✚ They will have to select the most appropriate answer among the possible ones.’
- ✚ They will fill in the grid with the correct answer.
- ✚ Students will place the letters following the down clues and across clues and keep on filling the white squares. Once they fill in all the white squares in the grid. The game is over.

III. METHODOLOGICAL DESIGN

3.1 Type of research

This research took place from October 17th to December 05th. In addition, this paper contains a mixed approach: quantitative and qualitative. However, the qualitative approach was taken more to represent the data in a quantitative way.

3.2 Population:

There was a population of 15 seventh grade students from Concepcion de Maria School, located in Masaya city.

3.3 Sampling:

The sampling of this research was decided for convenience, including 10 seventh grade students 5 males and 5 females from Concepcion de Maria School in Masaya city in order to obtain the necessary information to complete the research.

3.4 Data collection techniques

The techniques for collecting the data and information in this research were an interview with the English teacher and observation guides to the seventh-grade students. All of this was applied at Concepcion de Maria School in Masaya city, during the second semester in terms of collecting true information from students and teachers.

First, it was proceeded to visit at Concepción de María school to observe the English class prior to the application of the instrument, that is to say, to observe the techniques and methodologies that the base teacher uses to develop the lessons to his students, this was done during 2 visits in one week.

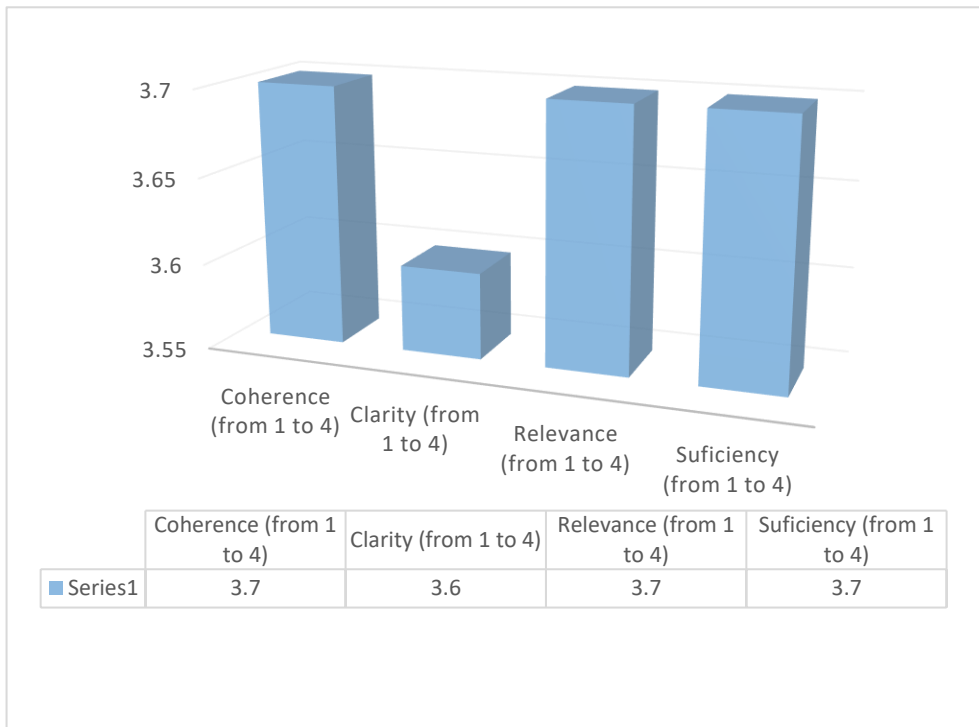
Secondly, the classroom was visited again in order to develop some lessons and thus apply the techniques proposed in the research, all this was done in 2 visits during one week.

3.5 Validation of instruments

The expert jury for the validation was Msc. Francisco Sánchez and Wilmer Zambrana from the English Department of UNAN Managua. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier.

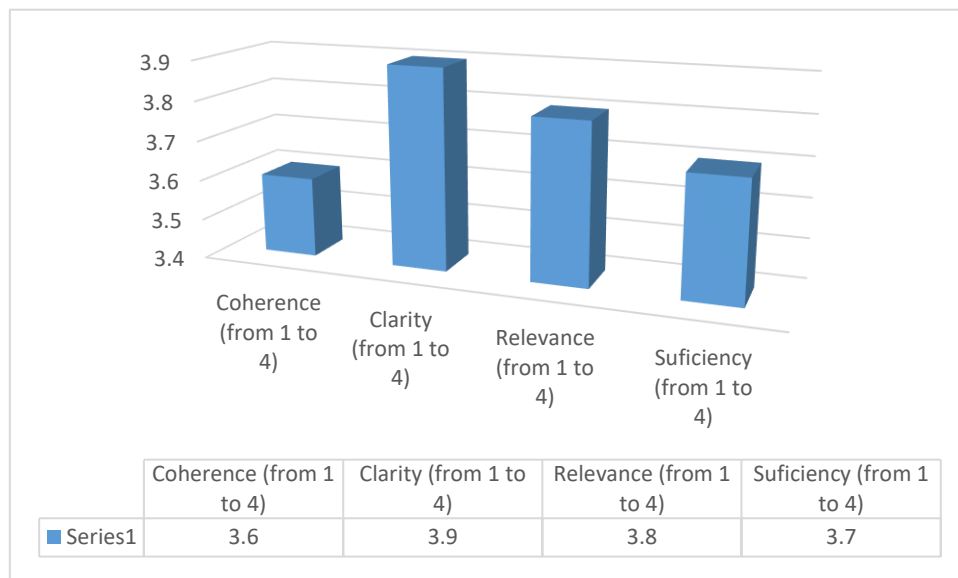
3.5 Classroom Observation Guides

This is a summary of the validation given by the jury on the class observation guidelines designed to be validated by the different juries, in order to improve according to the suggestions of the jury, and in such a way that it can be applied to students and teachers during the development of the class. Mainly to know some techniques for the teaching of the English language. The following table presents the rating given by the jurors with a representation of 3.7% in coherence, 3.6% in clarity, 3.7% in relevance and 3.7% in sufficiency.



3.6 Teacher's interview

According to the rating given by the jury, Msc. Francisco Sánchez and Wilmer Zambrana from the English Department of UNAN Managua, on the teacher's interview that was designated to be evaluated by them and then improved through the suggestions given to be applied to the teacher during the research process in a free period so as not to affect class hours and make them feel comfortable and willing to answer the questions. And in such a way to know some of the techniques and activities that he makes to give the class of English and to achieve the acquisition of the language. Obtaining 3.6% in coherence, 3.9% in clarity, 3.8% in relevance and 3.7% in sufficiency, all of them in the scale from 1 to 4.



Data processing instrument: Excel

3.7 Results and analysis:

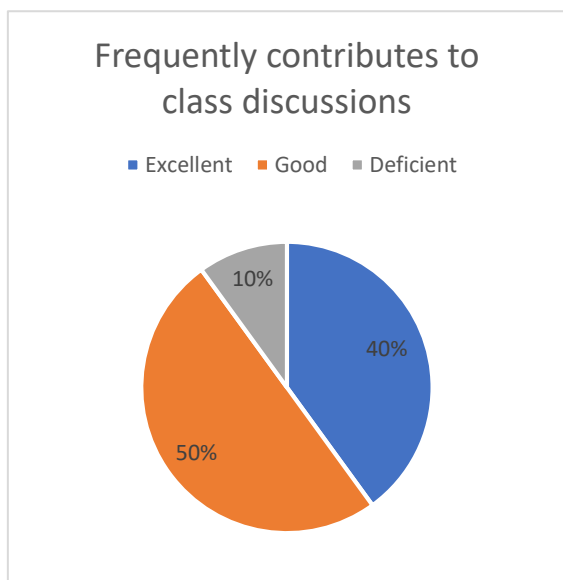
Below is a table which contains the data obtained using the checklist prior to the game application, that is, it was made while observing the development of the class by the base teacher, to know some of the techniques he used to help the students to appropriate the lesson, and also, to observe the reaction of the students, in such a way to complete the table with the amount of students that were positioned in each item according to their scores.

Before application of games											
Students											
Criteria	1	2	3	4	5	6	7	8	9	10	Total
Frequently contribute to class discussions	2	1	1	2	3	0	0	2	6	3	2%
Demonstrate interest in class discussions	2	2	4	1	2	0	4	6	2	4	2.7%
Answer questions from facilitator or peers	0	0	0	0	0	0	0	0	0	0	0%
Participate in the activities proposed by the facilitator	5	6	5	7	5	2	7	8	6	9	6%
Join in a group to work	10	10	10	10	10	10	10	10	10	10	10%
Show initiative and creativity in class activities	5	6	4	5	4	0	4	6	4	5	4.3%
Demonstrate interest in the subject matter	3	4	3	3	4	0	5	3	4	4	3.3%
Show enthusiasm during the development of the class	2	2	1	3	5	0	4	3	7	3	3%
Demonstrate understanding of the Topic	0	1	1	2	3	4	3	1	4	3	2.2%
Use the Vocabulary learned during the class	2	1	1	0	3	0	0	0	2	1	1%

The following table shows the results, where the data is the result of the application of games in the classroom during the development of the English class to know the effectiveness of such games in the acquisition of the language in the students.

After application of games											
Students											
Criteria	1	2	3	4	5	6	7	8	9	10	Total
Frequently contribute to class discussions	8	9	8	6	6	3	5	8	8	8	6.9%
Demonstrate interest in class discussions	8	4	7	6	4	2	4	8	9	8	6%
Answer questions from facilitator or peers	0	4	4	5	4	1	6	9	4	5	4.2%
Participate in the activities proposed by the facilitator	8	4	8	8	8	3	8	8	8	6	6.9%
Join in a group to work	10	10	10	10	10	10	10	10	10	10	10%
Show initiative and creativity in class activities	6	7	6	3	7	2	7	8	7	6	5.9%
Demonstrate interest in the subject matter	8	9	5	8	8	4	6	5	8	9	7%
Show enthusiasm during the development of the class	5	5	8	8	8	1	9	8	8	8	6.8%
Demonstrate understanding of the Topic	2	4	4	6	3	2	6	7	7	9	5%
Use the Vocabulary learned during the class	4	3	5	4	3	2	5	8	9	8	5.1%

The analysis was done in the following way: each item of the observation guide was analyzed individually to know the effectiveness of the games applied during the development of the class and to know the percentage of students who improved in language acquisition.



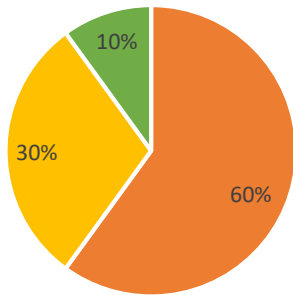
The graph on the left (#1) shows the frequency with which students contribute to class discussions being this one:

- 4 students are in the excellent category, with a range of 1 to 10 being the highest
- 5 students are in the good category since they scored between 5 and 8 on a range of 1 to 10
- And finally, 1 student represent the deficient category since they contributed little by obtaining a score of less than 4.

Frequently contribute to class discussions	Frequency	percentage
Excellent	4	40%
Good	5	50%
Deficient	1	10%
Total	10	100%

Demonstrate interest in class discussions

■ Excellent ■ Good ■ Deficient



The graph on the left (#2) represents the tendency in which students demonstrated interest in class discussions, reflecting the following information:

- 6 of the students represents the excellent category of a score above 8 on a scale of 1 to 10.

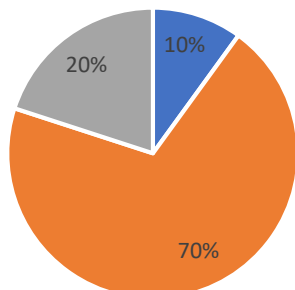
- 3 students are in the good category scoring between 5 and 8 on a scale of 1 to 10.

- 1 student is in the deficient category with a score of less than 4 on a scale of 1 to 10.

Demonstrate interest in class discussions	Frequency	Percentage
Excellent	6	60%
Good	3	30%
Deficient	1	10%
Total	10	100%

Answer question from the facilitator or peers

■ Excellent ■ Good ■ Deficient



The following graph on the left (#3) shows the frequency with which students answered questions from the facilitator or peers, obtaining the following information:

-1 student is in the excellent category with a score greater than 8 on a scale of 1 to 10.

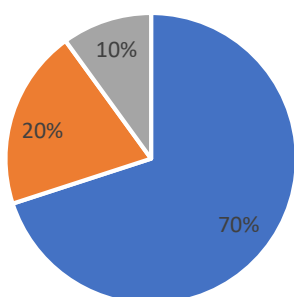
-7 students are in the good category scoring between 5 and 8 on a scale of 1 to 10

-42 students scored less than 4 on a scale of 1 to 10 in the deficient category.

Answer question from the facilitator or peers	Frequency	Percentage
Excellent	1	10%
Good	7	70%
Deficient	2	20%
Total	10	100%

Participate in the activities proposed by the facilitator

■ Excellent ■ Good ■ Deficient



The graph on the left (#4) represents the tendency in which students participate in the activities proposed by the facilitator, reflecting the following information:

- 7 of the students represents the excellent category of a score above 8 on a scale of 1 to 10.

- 2 students are in the good category scoring between 5 and 8 on a scale of 1 to 10.

- 1 student is in the deficient category with a

score of less than 4 on a scale of 1 to 10.

Participate in the activities proposed by the facilitator	Frequency	Percentage
Excellent	7	70%
Good	2	20%
Deficient	1	10%
Total	10	100%



The graph on the left (#5) reflects the percentage of students who join a group to work and is detailed as follows:

-1 single student is placed in the excellent category obtaining a grade of 9 on a scale of 1 to 10.

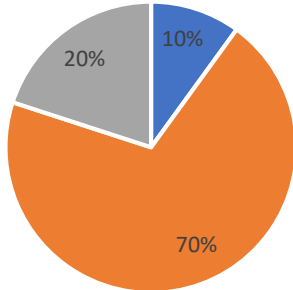
-the highest percentage of students, exactly 8, were placed in the good category by obtaining a score above 5 and below 8 on a scale of 1 to 10

- Only 1 student is placed in the category of deficient by obtaining a grade below 5, on a scale of 1 to 10.

Join in a group to work	Frequency	Percentage
Excellent	10	100%
Good	0	0%
Deficient	0	0%
Total	10	100%

Show initiative and creativity in class

■ Excellent ■ Good ■ Deficient



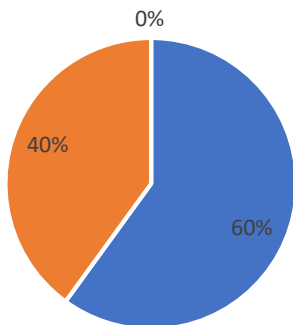
The next graph on the left (#6) shows the initiative and creativity that students had in class activities, obtaining the following information:

- 1 student is in the excellent category with a score greater than 8 on a scale of 1 to 10.
- 7 students are in the good category scoring between 5 and 8 on a scale of 1 to 10
- 2 students scored less than 4 on a scale of 1 to 10 in the deficient category.

Show initiative and creativity in class activities	Frequency	Percentage
Excellent	1	10%
Good	7	70%
Deficient	2	20%
Total	10	100%

Demonstrate interest in the subject matter

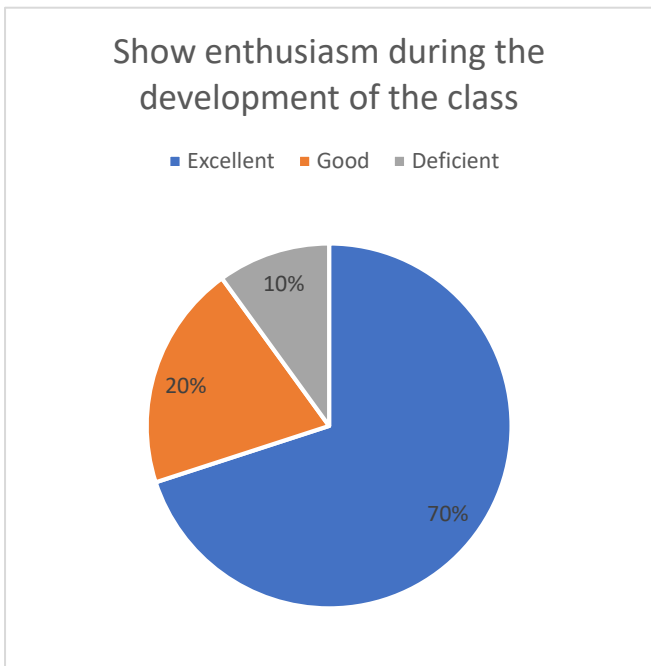
■ Excellent ■ Good ■ Deficient



The graph on the left (#7) represents the tendency in which students demonstrated interest in the subject matter, reflecting the following information:

- 6 of the students represents the excellent category of a score above 8 on a scale of 1 to 10.
- 4 students are in the good category scoring between 5 and 8 on a scale of 1 to 10.

Demonstrate interest in the subject matter	Frequency	Percentage
Excellent	6	60%
Good	4	40%
Deficient	0	0%
Total	10	100%



The graph on the left (#8) show the enthusiasm that students had during the development of the class and is detailed as follows:

-7 students were placed in the excellent category obtaining a grade of 9 on a scale of 1 to 10.

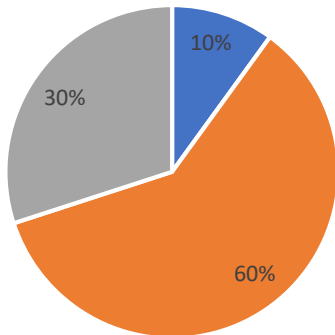
-2 students were placed in the good category by obtaining a score above 5 and below 8 on a scale of 1 to 10.

- Only 1 student is placed in the category of deficient by obtaining a grade below 5, on a scale of 1 to 10.

Show enthusiasm during the development of the class	Frequency	Percentage
Excellent	7	70%
Good	2	20%
Deficient	1	10%
Total	10	100%

Demonstrate understanding to the topic

■ Excellent ■ Good ■ Deficient



The next graph on the left (#9) shows understanding of the topic, obtaining the following information:

-1 student is in the excellent category with a score greater than 8 on a scale of 1 to 10.

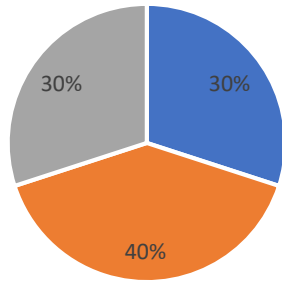
- 6 students are in the good category scoring between 5 and 8 on a scale of 1 to 10

-3 students scored less than 4 on a scale of 1 to 10 in the deficient category.

Demonstrate understanding to the Topic	Frequency	Percentage
Excellent	1	10%
Good	6	60%
Deficient	3	30%
Total	10	100%

Use the vocabulary learned during the class

■ Excellent ■ Good ■ Deficient



The next graph (#10) reflects the percentage of students who use the vocabulary learned during the class

-3 single Student were placed in the excellent category obtaining a grade of 9 on a scale of 1 to 10.

- 4 students were placed in the good category by obtaining a score above 5 and below 8 on a

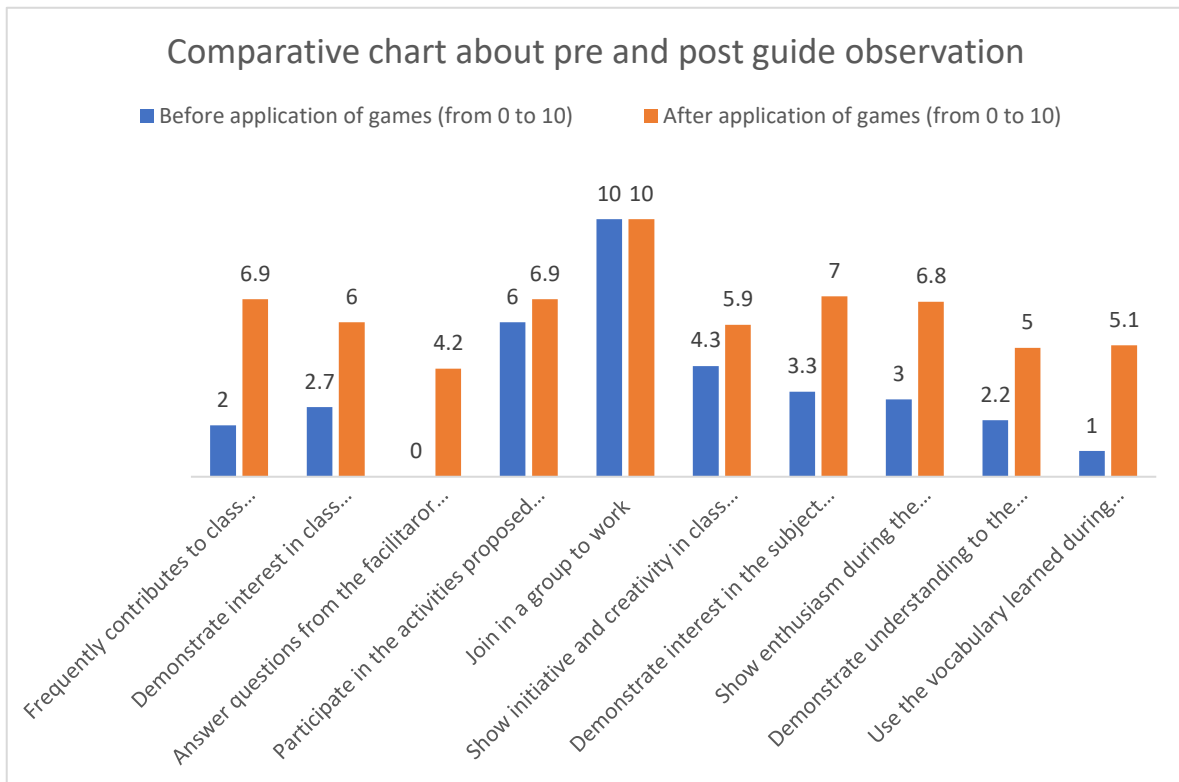
scale of 1 to 10

-3 students were placed in the category of deficient by obtaining a grade below 5, on a scale of 1 to 10.

Use the Vocabulary learned during the class	Frequency	Percentage
Excellent	3	30%
Good	4	40%
Deficient	3	30%
Total	10	100%

Then, this table works as a comparison between the observation before the application of games and after the application of games. As you can see, there is a big difference between them, since at the beginning there was not a good reaction from the students, and after the use of games you can see the increase in the number of students with an improvement of language.

comparative chart about pre and post application of games		
Criteria	Before application of games (from 0 to 10)	After application of games (from 0 to 10)
Frequently contributes to class discussions	2	6.9
Demonstrate interest in class discussions	2.7	6
Answer questions from the facilitator or peers	0	4.2
Participate in the activities proposed by the facilitator	6	6.9
Join in a group to work	10	10
Show initiative and creativity in class activities	4.3	5.9
Demonstrate interest in the subject matter	3.3	7
Show enthusiasm during the development of the class	3	6.8
Demonstrate understanding to the topic	2.2	5
Use the vocabulary learned during the class	1	5.1



With these results obtained, it can be demonstrated that the use of games has great importance in raising students' interest in learning the English language. Also, it can be affirmed that the games were effective when used with the students through the observation that was carried out during the development of a lesson in English class. Most of the students excelled more in the excellent and good range, and some in deficient.

Teacher's interview

Based on the interview done in English with the teacher Lester Moraga Mercado, the following information was obtained according to the answers given by the teacher.

1. Shy students do not participate in the English class, they are nervous all the time and they do not speak in class.
2. The techniques he uses to develop a lesson are: pronunciation practice, listening activities and dictations.
3. Keeps students engaged and motivated by presenting dynamics using games and listening
4. Cultivates positive relationships with students and creates a sense of class community through respect for teachers and peers
5. The implementation of games as techniques for teaching English is a good idea since students interact with their peers using new games and students learn a new language using their cell phones and laptops.

IV. CONCLUSION

The focus of this study was the use of games as techniques for teaching English to students at Concepción de María School. The difficulties encountered in this research were in data collection since the number of students in public schools had decreased due to the covid-19 pandemic, with sampling reduced to 10 students. The following results were found during this research:

It was noticed that the participation of the students during the development of the games applied in the classroom increased significantly, since the students were more motivated and more willing to integrate in activities proposed by the teacher. It was also very noticeable that the students had acquired new knowledge (the students learned new words and improved their pronunciation and spelling) and they were more confident. Based on all of the above, the objectives proposed for this research were achieved, since the effectiveness of the games in the process of English learning processing in the students was verified.

Finally, it can be said that the use of games in students as techniques for teaching English brings benefits for the acquisition of a new language. In other words, games are motivating techniques that facilitate and make learning enjoyable.

V. RECOMMENDATIONS

1. Based on the results obtained in this research, the researchers recommended to teacher Lester Moraga, English teacher at Concepcion de Maria School, to always use interactive games that promote the active participation of the students to obtain a better learning and that, in this way, the acquisition of the new language is natural, so the researchers elaborated a list of games that can be taken and included in the teaching activities.
2. It was recommended for this specific group, seventh grade B of the evening shift at Maria's school in the 2020 year, that the teacher should use games that improve speaking skills (Charades, The magic box, Memory) since most of the students did not participate in oral activities, but rather in reading and writing activities (Hangman, crossword puzzle, sentences unscramble, draw your swords)
3. It was suggested to the teacher to use didactic material, images, realia or audios during the application of the games, so that these have greater impact in the process of learning English. Also, use most of the time English to all the activities or games and during the development of a lesson
4. All these recommendations should be taken into account to improve education in the teaching of the English language in order to offer students a better-quality education.

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VII. APPENDIX



**UNIVERSIDAD
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**Rubén Darío Campus Education and Languages Faculty
English Department**

Research topic:

Using games as techniques to teach English as a second language in students of seventh grade at Concepcion de Maria School in second semester of the year 2020.

Authors:

Kathya Margarita Rodríguez García

Virginia María Sandoval Pereira

Sadia Carolina Sotelo Latino

Validation of the observation instruments

Expert judgment

You have been selected to evaluate the instruments used to carry out the
research

Using games as techniques to teach English as a second language in students of seventh grade at Concepcion de Maria School in second semester of the year 2020.

The evaluation of the following instruments is essential to achieve their validation and get reliable data.

Your support is greatly appreciated

Name of the Judge:

Academic qualifications

Professional experience area

Institution _____

Research objective:

To evaluate the effect of using games as techniques to teach English as a second language.

Specific Objectives:

To apply games during the development of English class

To analyze the results gotten through the application of games in English class

To demonstrate the effectiveness of the application of the game

Objective of the expert judgment:

To validate the content of the instruments

According to the following indicators, rate each of the items as appropriate:

<p>COHERENCE</p> <p>The item is logically related to the dimension or indicator you are measuring.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. The item has no logical relation to the dimension</p> <p>2. The item has a tangential relationship with the dimension.</p> <p>3. The item has a moderate relationship with the dimension it is measuring.</p> <p>4. The item is completely related to the dimension you are measuring.</p>
<p>CLARITY</p> <p>Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Item is not clear</p> <p>2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order.</p> <p>3. A very specific modification of some of the terms of the item is required.</p> <p>4. The item is clear, has semantics and adequate syntax.</p>
<p>RELEVANCE</p> <p>The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Does not meet the criterion.</p> <p>2. The item can be deleted without affecting the dimension measurement. }</p> <p>3. The item has some relevance, but another item may be including what it measures.</p> <p>4. The item is essential or important, i.e. it must be included.</p>
<p>SUFICIENCY</p> <p>Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<p>Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p>	<p>1. The items are not sufficient to measure the dimension</p>

	4. High level	<p>2. Items measure some aspect of the dimension but do not correspond to the overall dimension.</p> <p>3. Some items must be increased in order to fully assess the dimension.</p> <p>4. Items are sufficient</p>
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Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Monitory strategies	AlShaiji, O. A.	Interaction in the classroom	Frequently contribute to class discussions				
			Demonstrate interest in class discussions				
		Participation in the classroom	Answer questions from the facilitator or peers				
			Participate in the activities proposed by the facilitator				
	Chen, Z.-H., & Lee, S.-Y.	Motivation of the students	Show initiative and creativity in class activities				
			Demonstrate interest in the subject matter				
	Wei, C.-W., Kao, H.-Y., Lu, H.-H., & Liu, Y. C.		Show enthusiasm during the development of the class				

Evaluation strategies	Asmali, M.	Language production in the classroom	Demonstrate understanding to the topic				
			Use the vocabulary learned during the class				
			Comment/Alternate Formulation:				



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Observation guide for students:

Date: _____

Grade: _____

School: _____

Objective:

Collect information about the application of the games during the development of the class

Criteria	
1. Frequently contribute to class discussions	
2. Demonstrate interest in class discussions	
3. Answer question from the facilitator or peers	
4. Participate in the activities proposed by the facilitator	
5. Join in a group to work	
6. Show initiative and creativity in class activities	
7. Demonstrate interest in the subject matter	

8. Show enthusiasm during the development of the class	
9. Demonstrate understanding to the topic	
10. Use the vocabulary learned during the class	

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Monitory strategies	Bozkurt, E.	Participation of the student	How do you identify shy students during the development of the class?				
	Asmali, M.	Motivation into the classroom	What are some of the strategies that you use to develop a lesson?				
			How do you keep your students engaged and motivated?				
	Sîrbu, A	Relationship between the teacher and students	How do you cultivate positive relationships with your students and create a sense of class community?				
		Learning techniques used into the classroom	What do you think about the implementation of games as techniques to teach English?				

			Comment/Alternate Formulation:
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Objective:

To know the strategies that the teacher applies for the development of the English as a second language class

Teacher`s interview

1. How do you identify shy students during the development of the class?
2. What are some of the strategies that you use to develop a lesson?
3. How do you keep your students engaged and motivated?
4. How do you cultivate positive relationships with your students and create a sense of class community?
5. What do you think about the implementation of games as techniques to teach English?

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