



Universidad de Cuenca



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Compilation of Games and Songs to Develop the Speaking Skills in the Sixth Level of Basic Education at “Unidad Educativa Kennedy”

Trabajo investigativo del Curso de Graduación previo a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

Tutor: Mgtr. Thomas Elden Youman Henley

Autores: Verónica Alexandra Monje Marca

Miriam Janneth Peralta Contreras

Cuenca-Ecuador

2013



Abstract

This project has been developed to determine the importance of the use of games and songs in the classroom. Games and songs can be used in activities that encourage students to use language in a different and fun way. When they use these kinds of activities they have to use the language to communicate their feelings and use language in real situations.

Using games and songs are activities that help the student lose fear, pay attention to class, and participate in the class. Through games and songs, they can be motivated to use the language since songs and games involve the students through a different learning process. For this reason teachers must keep in mind the strengths and weaknesses of the students so they can use the correct game or song to achieve the set objective. Therefore, students need activities that increase their curiosity and the desire to learn in a fun way. Students feel motivated and they start to speak without feeling the pressure of learning a foreign language. Moreover, games and songs provide advantages as: they increase creative thinking in the students; they help students build good relationships between themselves, and they can be used with students from all ages.

Therefore, with the use of games and songs, the learners have to use the target language. They can develop their vocabulary and fluency simultaneously. Without doubt, games and songs are the best teacher's tool to develop vocabulary with his/her students.



Key words:

Games, songs, speaking skills, teachers, students, develop, enjoy, fun.



RESUMEN

Este proyecto ha sido desarrollado para determinar la importancia de la utilización de juegos y canciones en el aula, los mismos que se pueden utilizar como actividades que estimulen a los estudiantes a utilizar el idioma de una manera diferente y divertida.

El uso de juegos y canciones, son actividades que ayudan a que el estudiante pierda el miedo y que participar activamente en clase. Además a través de dichas estrategias los estudiantes pueden ser motivados a utilizar la lengua ya que los involucran en un proceso de aprendizaje diferente y divertido. Por esta razón, los profesores deben tener en cuenta las fortalezas y debilidades de los estudiantes para que puedan utilizar el juego o la canción correcta y así lograr el objetivo establecido.

Los estudiantes se sienten motivados de tal manera que empiezan a hablar sin sentir la presión de aprender una lengua extranjera. Por otra parte, los juegos y canciones ofrecen ventajas como: aumentan el pensamiento creativo en los estudiantes, además ayudan a los estudiantes a construir buenas relaciones entre sí, y pueden ser utilizados con estudiantes de toda edad y género.



Palabras claves:

Juegos, canciones, destrezas del habla, profesores, estudiantes, desarrollar, disfrutar, divertido.



Table of Contents

AUTHORSHIP	4
DEDICATORY	12
ACKNOWLEDGEMENT	14
Abstract.....	2
Introduction	15
Table of Contents.....	4
Chapter I	16
The problem.....	16
1.1 Topic.....	16
1.2 Description of the Problem.....	16
2 JUSTIFICATION	18
2.1 General Objective	19
2.2 Specific Objectives	19
Chapter II	20
Literature Review	20
Chapter III	33
Methodology	33
3.1 Interview	33
3.2 Survey	34
Chapter IV	35
Results and Analysis.....	35
4.1 Interview	35
4.2 Survey	36



4.3 Interpretation	37
CHAPTER V	47
Conclusions and Recommendations.....	47
5.1 Conclusions.....	47
5.2 Recommendations:.....	48
WORK CITED	49
Appendices	52
Annex # 1.....	52
Annex # 2.....	56
Annex # 3.....	58



Universidad de Cuenca



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Verónica Alexandra Monje Marca, autora del trabajo de investigación "Compilation of Games and Songs to Develop the Speaking Skills in the Sixth Level of Basic Education at "Unidad Educativa Kennedy" certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Verónica Alexandra Monje Marca
0103949848



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFIA, LETRAS
Y CIENCIAS DE LA EDUCACIÓN
SECRETARIA

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316
e-mail cdjbv@ucuenca.edu.ec casilla No. 1103
Cuenca - Ecuador



Universidad de Cuenca



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Verónica Alexandra Monje Marca reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.



Verónica Alexandra Monje Marca
0103949848



Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316
e-mail cdjbv@ucuenca.edu.ec casilla No. 1103
Cuenca - Ecuador



Universidad de Cuenca



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Miriam Janneth Peralta Contreras reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.


Miriam Janneth Peralta Contreras
0302401716


UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFIA, LETRAS
Y CIENCIAS DE LA EDUCACION
SECRETARIA

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316
e-mail cdjbv@ucuenca.edu.ec casilla No. 1103
Cuenca - Ecuador



Universidad de Cuenca



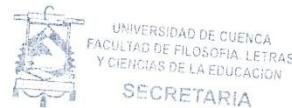
UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Miriam Janneth Peralta Contreras, autora del trabajo de investigación "Compilation of Games and Songs to Develop the Speaking Skills in the Sixth Level of Basic Education at "Unidad Educativa Kennedy", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.



Miriam Janneth Peralta Contreras
0302401716



Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316
e-mail cdjbv@ucuenca.edu.ec casilla No. 1103
Cuenca - Ecuador



DEDICATORY

I dedicate this monograph mainly to my loved son who gives me the strength to do everything. Also, I want to express my deep gratitude to my parents who have always supporting me to conclude my studies.

Veronica.



This monograph is dedicated, first of all, to God for giving me wisdom during the challenges of the University and life, to my husband for all the support and for the encouragement that you gave me during this graduate program. Thank you for the support and company during late nights of typing. Also, to my little babies who are the love of my life, but I want to dedicate this especially to my parents, who were the people that encouraged me to continue this challenge, for their sacrifice and their motivational words which made it possible for me to achieve my goal.

Miriam.



ACKNOWLEDGEMENT

We want to express our sincere gratitude to Magister Sandra Cabrera Moreno, director of the graduation course; but especially to Magister Thomas Youman, our thesis director, who has contributed through his knowledge and guided us to carry out our work successfully.

We also want to express our thankfulness to our teachers at the University of Cuenca, for their patience and helpfulness that encouraged us to finish our career.



Introduction

Teachers always need a lot of resources to achieve their educational goals. The student learns, but to achieve this goal teachers need not just have a board, markers or flash cards, educators need more than these things.

There are a lot of ways to teach and learn a language, and an important way to teach English can be through songs and games. It is not a new method. It has been used by teachers to teach English for many years, and it has given good results. More teachers have started to use songs and games; sometimes used as a warm up and sometimes used as a tool to teach a grammar point.

Songs and games have been in everybody's life since childhood; even native language has been introduced through these tools. Everybody remembers that in kindergarten the teachers used to play and sing in order to improve the native language. Taking this into account, English should be taught in the same way.

Nowadays, English music is everywhere; at home, in school, at work etc. It is a good idea to take advantage of this in order to practice not just speaking, but also pronunciation and listening can be practiced.

The most common problem that teachers have is the lack of attention of the students because when students feel bored and uninterested, they start to play and bother their classmates and as a result the teaching-learning process is a total fail. In this investigation, the main point made is how songs and games help catch the attention of students and once the teacher achieves this, the teaching-learning process will be more productive.



Chapter I

The problem

1.1 Topic

Compilation of Games and Songs to Develop Speaking Skills in the Sixth Level of Basic Education at “Unidad Educativa Kennedy”

1.2 Description of the Problem

According to previous experiences, developing speaking skills may be more difficult than it should be. Even though it sometimes seems very hard work, teachers are challenged to make their students speak. In fact, most of the students do not speak at all for many reasons: the students feel scared because the teachers always corrects them, they do not want to make a mistake in front of the whole class, or they can't say what they want to say in English. For this reason, it is important to start by encouraging the students to use the target language. Speaking skills need to be practiced a lot as well as students need to react immediately since one of the main purposes of learning a language is to be able to speak it and use the language in real context. This is why teachers must engage children in activities that allow them to enjoy it while being encouraged to speak. Shaheen Ara believes that

Children have an innate ability to learn a language. They do not learn properly if they find their lessons boring and unexciting. In fact, children learn better through interesting activities and for this



reason songs, rhymes and games are very useful tools for teaching them a foreign language. Actually these are the tools that help children learn in an enjoyable environment without making them feel the pressure of learning a foreign language. (1)

For this reason games and songs inspire the teachers to create a context where the language is useful and meaningful. The students want to take part in the class. They want to speak, to share their opinions or interchange information. Moreover, games and song give the students an awesome opportunity to play or sing. Students become active, involved, and engaged. They encourage collaboration and team work; also games and songs cover a wide range of content in each classroom. Moreover, games help create a context in which children's attention is focused on the completion of a task without realizing that language items are being practiced. As a result, language learning takes place in a context where children can directly relate without worry. However, it is always necessary to keep in mind the interests and needs of the learners. Games and songs can provide a valuable learning experience in which the children practice and revise language in an easy and fun way. However; teachers may be creative and develop in each class a different world in which every student participates and gets involved with English.



2 JUSTIFICATION

This topic has been chosen for two important reasons: to determine practical strategies to use the language orally in real context, and to make a compilation of games and activities to develop speaking skills.

Nowadays, some teachers think that teaching English must be a serious process, and that if children have fun while they are learning, then this is not educational any more. Obviously, this is a misconception because children can learn and enjoy a new language at the same time.

Even though children have a predisposition to learn another language more easily, it is important to make the teaching-learning environment as relaxed and active as possible, this way the teacher can always have the students' attention and as a result the teacher is going to get his or her goal. The use of songs and games is a proposal to change the habitual way of teaching English.

Games and songs used in an appropriate way can be a very useful tool to make students speak because they feel as if they are not in a very formal and strict English class and also give the pupils the opportunity to interact, communicate and encourage themselves to practice speaking skills.

Something that is worth mentioning is that songs and games are strongly bonded with movement, pronunciation, and listening. Therefore, songs and games help to develop not only speaking skills,



but also other skills. In addition, games promote and build students' own knowledge so that the teacher acts only as a guide in the classroom. Therefore, the contribution of this research paper is to integrate the use of games and songs as a fun and easy way to encourage speaking in the classroom without neglecting the learning process.

1. Research Questions

How do students incorporate songs and games in their learning process in order to develop speaking skills?

2. Objectives

2.1 General Objective

- To develop speaking skills through games and songs in primary school students of the sixth level of basic education at "Unidad Educativa Kennedy".

2.2 Specific Objectives

- To identify the speaking problems in children
- To select games and songs that help develop speaking skills in an English class.
- To develop playful activities to foster the oral use of the target language in real context.



Chapter II

Literature Review

According to Pérez, "learning is a long process which depends not only on the inner abilities of the student, but also on the method chosen for teaching any subject" (142). Teachers must remember that each person is unique world which is entirely different from the others. Therefore, if one method works for someone, it does not mean it will work for everyone. Speaking is an important skill, but a little more difficult to teach for the teachers because students are afraid to make mistakes or mispronounce words. Students are able to express emotions, communicate intentions and express their ideas in their mother tongue, so teachers expect that children should do the same in English.

Some teachers emphasize teaching grammar, vocabulary or reading, but they forget the importance to teach students how to use language orally. Obviously children need a vast range of vocabulary and grammar to reproduce the language. Savic says "new vocabulary should be presented orally with extensive support or pictures, drawings, puppets ..." (3). Teachers can use different method so that students learn in a better way and can use the language in meaningful conversations.

Taking into account the statement above, an English class must be the place where students practice language. It is one of the only



places where they can interact with it because after English class finishes, students generally start to use their native language and it is more difficult to continue practicing.

For this reason, inside the classroom the teacher plays an important role depending on the needs of the students. Brend and Candlin argue, "the language teacher works as an organizer of resources, is a resource himself, and is a guide for classroom procedures and activities" (qtd. in Al-Mohanna and Ayedh Dhawi 1). Teachers only need to guide students to do an activity and students can build their own knowledge. If teachers start to emphasize the use of the English language with the students, in the future they will dominate the language and will have better fluency. Hughes states, "the message for teachers is clear: developing children's oral language is now an essential part of their work" (qtd. In Al-Mohanna and Ayedh Dhawi 1).

Most of the time teachers believe that if a student is talking they are playing during class; however, Al-Mohanna and Ayedh Dhawi state that "children's talk will have a negative impact on how children view their talking and listening in the classroom. Children will see it as a means of socializing and not learning"(3). So giving the students the opportunity to express their ideas during class can bring many opportunities to feel confident. Bygate states that "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages"(qtd. in Willian Urrita and Esperanza Vega 15). When students feel confident and comfortable speaking, they can use



the language in real context in a better way, but first of all students need to lose the fear at speaking and start to trust in his/her own knowledge to produce the language. For this reason, students can practice and use the language while they are playing or singing.

Nowadays, teaching English through songs and games is not unfamiliar. Teachers are always looking for ways and methods to make the learning process more enjoyable, and thanks to this, teachers have started to introduce songs and games into their classrooms. Through this, teachers realize that students feel relaxed and it is easier to catch their attention. Teachers must remember that the less interest there is, the more difficult meaningful learning is. Therefore, songs and games can be the tool that each teacher needs. Something that is worthwhile mentioning is that songs and games also offer children real language and vocabulary. The meanings can be deducted by the context which gives more confidence to the students. Also, songs provide the students informal language, which is not always taught in the classroom, but is useful to communicate in the real world.

According to Glendon & Ulrich, games and songs are “an excellent way to teach content, create community among students and faculty, and enhance students’ critical thinking abilities” (q.t.d. in Horsley 363). Teachers must know teaching is a process in which students have to feel secure, confident and not threatened, and only in this way the students’ minds are opened to think and learn. Teachers



may use games and songs in daily lessons in order to help children learn how to use the language. The use of songs and games gives students as well as teachers better opportunities to improve their skills in English language. This is because when students are using games and songs they need to collect, organize, analyze and interpret information. This process encourages students to participate and build self-efficacy thus giving them more control over their learning. Plummer establishes that " the notion of self-efficacy to believe that we are capable of doing something and that we can influence events that affect our lives"(26). Therefore, children need activities which stimulate and increase their curiosity; they need to be involved in real situations to use language as a foreign language. For this reason, play activities are considered pedagogical alternatives to encourage students to develop communicative competences. According to Hymes and Bachon "communicative competence has to do with the functional use of language"(qtd. in Castrillón 60).

Also, play activities help to improve relationship between students and teachers. Thus, play may be considered a good method to encourage the use of language and develop communicative competences. Moreover, when teachers use games and songs, students take the risk of using the language; even though they could make mistakes. However, students who are not familiar with English feel that it is difficult to obtain the confidence to speak it. Using some Spanish words when they need to express something is very common;



for example, students say "la yellow lamp". But with the use of games and songs all those fears just disappear.

On the other hand, teaching English today has changed over the past years. Nowadays, learners are much more active in the classroom, so teachers can catch students' attention using activities that encourage students to be creative thinkers. Armstrong suggests using "board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students" (qtd. in Sigríður 7). However, many teachers are afraid to use something out of the realm of their routine and their experience because they believe that their methods of teaching are enough and they continue teaching in a traditional way. Indeed, teachers need to be trained how to assist students' growth by working alongside them and learning with the students. Plummer believes that when we "help children to develop their social skills we are doing much more than just helping them to fit in with those around them. We are giving them the tools for social intelligence and personal fulfillment" (26).

If teachers want a game to work well with a group, they need to understand the importance of a game and how powerful it is. Plummer says that "games provide a fun way of learning serious ideas and important life skills" (28). However, we must keep in mind why we are playing a game, possible effects of playing games and the children's



response to the spontaneous learning that is occurring in each member. Another reason to use games in an English class is that games are fun; they can help build good relationships between students. Playing games helps create a good and positive environment which helps the learning process or in this case they can help to develop speaking skills.

Using games can be a good strategy to work with students from all ages, but teachers must be really careful how they use games in their classroom. They need to establish rules in order for the games to work well. Rixon describes games as a "form of play government by rulers "(qtd. in Gulin and Arda 1).Therefore, teachers must not see games as a time filler or only tools to waste time in the classroom. Isenberg states that "play is a need of every child and it is an important childhood activity that helps children masters all developmental needs"(qtd. in Yuliana 1). This does not mean that a game can be played without any direction or purpose, the point is that the game can help teach, not just play it.

Although children learn a language faster than adults, they need teachers to use new methods, not traditional ones. Through fun activities such as games or songs, children can learn a language in a natural way. Actually these tools can help children to learn without any feelings of pressure to speak a foreign language. When we use a game in the classroom students work their imagination and learn to



solve problems. Learners are excited with the idea of competition because they want to know who is going to be the winner. McCallum argues that "games spur motivation and students get very absorbed in competitive aspects of games"(qtd in Gulin and Arda 2). Then students take active roles in their learning process with their own experience to build their own knowledge. Teachers know that students lose interest in the classroom within 10 or 20 minutes and they feel bored especially when the class starts talking about threats about grammar; for this reason, they need to be active and of course have a fun lesson where they can best practice the learning process. Pekiri believes that "when a lesson includes a game, the game gives a chance to the teacher to help learners acquire new forms in an effective way"(qtd. in Gulin and Arda 3)

When teachers are teaching English as a second language, they have to be very creative in order to keep their interests. The best way to learn a second or foreign language is total immersion in it. Using songs is an innovative tool that can be used to teach English to your class, regardless of the age of the learner.

Griffee states that "the word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or instruments such as the organ, flute or guitar"(qtd. in Jaroslav). However, the perception and definition of



music can change according to country, person or language; therefore, we cannot know the precise definition of music.

Music can be a source of motivation, interest and enjoyment.

When teachers use music in the classroom, it is easier for children to remember what they learn. Also, a song can be very useful to teach the sound and rhythm of the language and of course to reinforce grammar or vocabulary. Shareen believes that "music can be a wonderful medium for natural language acquisition" (167). Songs engage students and help teachers to turn their class into a meaningful learning experience. For example, the song, "Head, shoulders, knees and toes..." provides a very good drill to teach parts of the body and it involves a lot of movements and repetition.

"Language and music are known to have similar communicative modes containing phonetic, syntactic and semantic components develop early in life as social interaction media" (Setia et. Al 3).

Teachers share the same opinion that learners feel more motivated in class when teachers use authentic material such as songs. Singing songs not only helps students to practice their pronunciation; it also helps them to remember important information. "Teaching language through music enhances not only linguistic competence and performance, but also perception skills" (Setia et al 4). Another thing is that songs are learned by heart, and this may form part of children's language. When a song is introduced in the children's world; they have



the opportunity to develop their listening comprehension. Also, the teachers can make as many questions as the teachers want so they can practice their speaking skills. Griffen states that “the children practice saying the words in the same way they sing a song, children can repeat the words in rhythmic word groups (qtd. in Setia 5). The action of repeating the song as many times as possible makes it easy to learn content for children. After they listen to the songs many times, the children develop positive attitudes toward music. They absorb what they hear and soon they will be vocalizing sound or using the language in a real context. In addition, learners acquire language when they obtain comprehensible input and they understand what they hear. It means that the process is based on what they hear and what they understand. Then teachers must use all the tools at their disposal to create and help students to develop their English. When the students sing a song, they feel more confident to act in the classroom and improve their pronunciation over their practice and “one of the ways to achieve the mastery of English is by using songs” (Setia at all 1). In addition, music gives the students the opportunity to create conversations between them because songs have many topics related to real life.

As a reference, the suggestopedia method can be mentioned which “is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively” (Lozanov par.1) Music and suggestopedia are related between them; hence, teachers use this method so that the students feel relaxed



and forget everything while they listen and feel the music. Magiruc Anca and M. Ionel state that “Suggestopedia is supposed to be a jumping-off point to stimulate the students' curiosity and desire to learn more” (1). Teachers should create situations in which students positively receive and retain their knowledge. The original form of suggestopedia presented by Lozanov consisted of the use of extended dialogues accompanied by vocabulary lists and observations on grammatical points. However, teachers must be careful what songs are going to be used in the class because not everyone likes the same style of music. Also, it is really important to keep in mind the changes in the way people approach creative thinking, problems, and conflicts that suggestopedia can create for the students. Therefore, “music is a universal language expressed through voice and body” (Herr et al. 14). In other words, Dr Lozanov says that “music, with help of a specific suggestopedic classroom equipped deliberately with particular objects that work on our peripheral perception, prepares the best conditions for receiving new information”(qtd. In Jaroslav 14).

Nowadays, music is everywhere in the world. Students are listening to music while they are doing something and teachers should take advantage of this and use it as a tool to encourage the students to speak English. Most of the students enjoy music and they enjoy even more singing songs. It can be a form of breaking the ice in the classroom and change the classic teaching-learning process. Murphey establishes that “songs can help young learners improve their listening skills and



pronunciation, therefore potentially helping them to improve their speaking skills" (qtd. In Millington 1).

Whatever songs the teachers use in the classroom can give the opportunity to discuss and discover the importance of the language. For example, if we want to mention a song to use in the classroom we can use be "Where is Thumbkin?" This song can be really useful to practice Wh questions and common expressions. According to Jolly "using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language" (qtd in Millington 3). Probably the most obvious advantage of using songs in the classroom is that they are fun and offer variety to every single classroom. The same varieties stimulate the students and encourage them to maintain classroom participation. Millington believes "students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable" (3).

For this reason, Jaroslav believe that songs can be used in different activities and she enumerates the following reasons:

- 1) Listen
- 2) Sing, whistle, tap, and snap fingers while we listen
- 3) Sing without listening to any recording
- 4) Talk about the music
- 5) Talk about the lyrics
- 6) Talk about the singer / group
- 7) Use songs and music to set or change an atmosphere or



mood, as 'background
furnishing'

8) Use songs and music to make a social environment, form a
feeling of community,
dance, make friends

9) Write songs

10) Perform songs

11) Do interviews

12) Write articles

13) Do surveys, make hit lists

14) Study grammar

15) Practice selective listening comprehension

16) Read songs, articles, books for linguistic purposes

17) Compose songs, letters to singers, questionnaires

18) Translate songs

19) Write dialogues using the words of a song

20) Use video clips in many ways

21) Do role-plays (as people in the song)

22) Dictate a song

23) Use a song for gap-fill, cloze, or for correction

24) Use music for background to other activities

25) Integrate songs into project work (23)

(Jaroslav 24)

Interactive teaching strategies are essential components to develop speaking skills; for example, an interactive class where students can participate in pairs, small groups, or in activities where the whole class is involved. Teaching in an active classroom can create many opportunities such as discussion, dialog, and role play to encourage students to practice



using of the English Language. Another important fact is that teachers can interact with students, so the teachers will not be the only person who speaks in the class. Arnold emphasizes those materials “need to have an authentic meaning to young learners” (qtd. In Savic). Furthermore, developing speaking skills is a big responsibility for teachers; however, if the teachers understand children’s needs, they will help children to improve a foreign language. Hence, speaking in English is not as easy as the student thinks, speaking requires the correct intonation, a lot of practice and of course dedication. Therefore, the methodology used in the classroom is a very important tool to involve students in good learning processes and in real communication. Arends states that” speaking skills reflect the way of the students’ thinking”(qtd. In Wesha and Tomak 3). The need to develop speaking skills in children is necessary when they need to use the language in a real situation; however, it does not occur due to the fact that students have few opportunities to practice the language in the classroom. The majority of these weaknesses are reflected in the incorrect use of words and in the difficulty to express their ideas clearly. Therefore, it is obvious that games and songs have a lot of qualities to develop speaking skills in children. Games and songs help the student to develop their critical thinking and create a positive environment in the classroom and of course games and songs turn the class into a fun and enjoyable experience.



Chapter III

Methodology

The methodology used in this investigation was literature review and field research. Bibliographic material was collected and analyzed to support the use of games and songs in the classroom and compile song and games which can develop speaking skills. In addition, the field research focused on an interview of a teacher who has a lot of experience teaching children and teenagers. The survey was also applied to 20 teachers in a graduation course at the University of Cuenca. The purpose of the interview and survey was to know how useful and effective games and songs can be to enhance the usage of oral English language as well as gather songs and games to help achieve the main aim of any language teaching which is to speak it.

3.1 Interview

The interview was carried out at “Unidad Educativa Técnico Salesiano Campus Carlos Crespi” located in Cuenca, Ecuador. The expert interviewed has been working seven years with children, adults and teenagers. She works with fifth, sixth, and seventh graders of basic education in the school mentioned before. The questionnaire applied had 8 questions which mainly asked about her experience using songs and games in her lessons and what were the results.

The interview really gave a lot of useful information especially in the field of experience.



3.2 Survey

The survey was applied to 20 teachers about 23 to 30 years old in the graduation course at the University of Cuenca on April 03. The questionnaire contained 10 totally objective questions with multiple choice. The purpose of this was to gather additional information about the effectiveness of using games and songs.



Chapter IV

Results and Analysis

The results of the survey were based on quantitative analysis.

4.1 Interview

Since this research project is about games and songs, a visit was planned to enrich the research work. The visit was at Unidad Educativa Técnico Salesiano Campus Carlos Crespi to meet with the teacher, Maria Dolores Castillo, who has seven years' experience working with children, adults and teenagers. Nowadays, she works with fifth, sixth, and seventh grades in this institution; therefore, she can provide good answers to the questions that work experience can give.

During the interview, Maria Dolores with her experience as an English teacher explained to us that developing speaking skills in the students is a difficult task because the students get scared at their time to speak; for this reason, teachers must be smart and create a good atmosphere in which students feel confident speaking. Moreover, she agreed that the use of games and songs in the classroom are really important; however, these games and songs must have a specific purpose and it must be connected to the lesson plan; otherwise, these techniques will not work or it will be a waste of time.

In addition, she explained that teachers have to over plan each class because sometimes there are not as much material as teachers need. For example, if teachers do not have an English lab; they will need to look for



other resources in other to catch students' attention. Technology cannot always be trusted because sometimes it fails. Teachers should know that children always need to be active in order for them to not get bored, distracted or even worse fall asleep. There are many ways to avoid those things; nevertheless, songs and games can be efficient techniques because children do not worry about addressing the class, they just enjoy what they are doing and hearing themselves "speaking English".

In conclusion, the use of games and songs are really important at the time of teaching English, but as teachers we must keep in mind how to best use these techniques. It does not mean just bring a song or game into the classroom. There are a lot of things to think and take into account before using these. Therefore, teachers should have a clear idea of what skill and sub skills they want to develop.

4.2 Survey

This survey has been designed to know how useful and effective games and songs can be to develop speaking skills in children. It was applied to 20 teachers in the graduation course at the University of Cuenca. Most of these teachers are working with children and all of them introduce a song or game into the classroom at least once, for that reason they were asked 10 questions in order to get additional information.

Reporting of survey's answers, it can be said that when teachers use songs or games as part of the lesson, most of the students feel relaxed or normal, but no one is stressed, this fact shows us why 85% of the teachers in

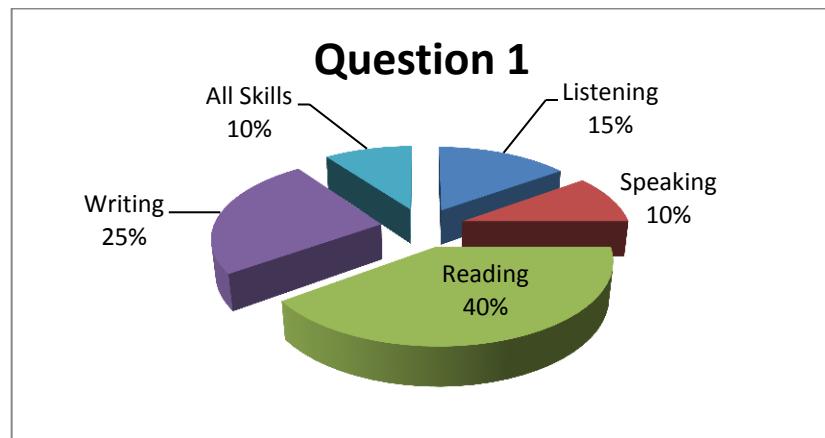


the survey think that learning will be meaningful when teachers use these tools. Besides, one benefit of using games and especially songs is to improve pronunciation and the most important is that students feel motivated to continue learning.

4.3 Interpretation

Question 1

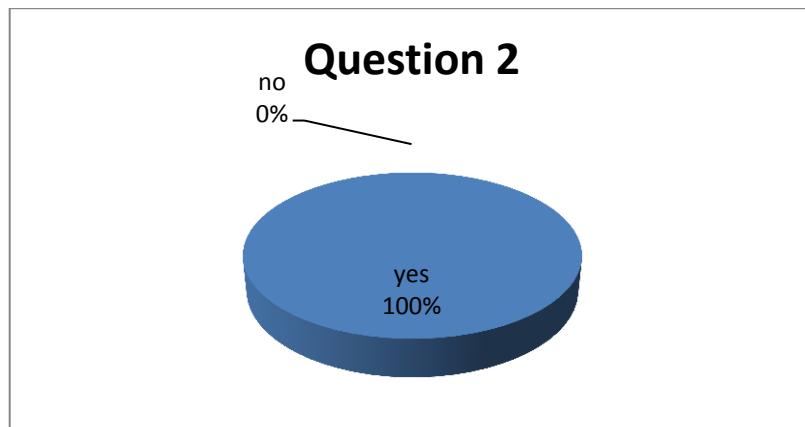
Which of the following skills is the most developed in your students?



In this question, only 10% of teachers are developing the four skills, speaking 10%, listening 15%, writing 25. The most developed skill for students is reading with 40%.



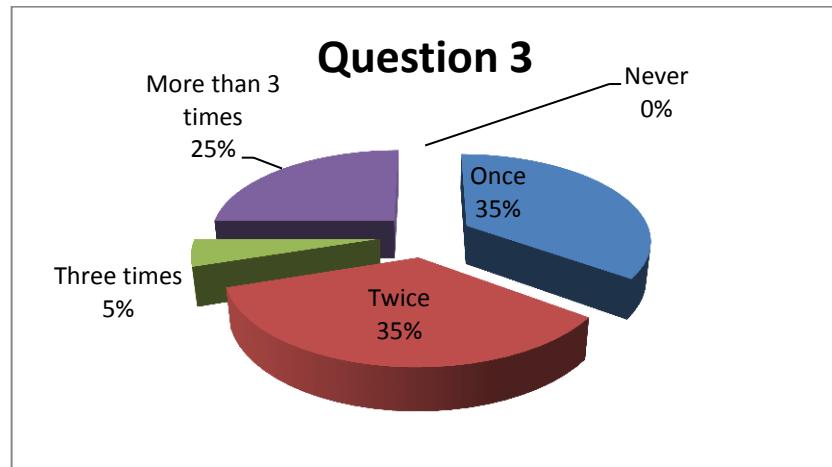
Do you think it is important to develop speaking skills in children?



In this question all teachers answered that it is important to develop speaking skills, but they are not as developed as they should be. In that case, teachers need to create more opportunities for children to interact with the language.



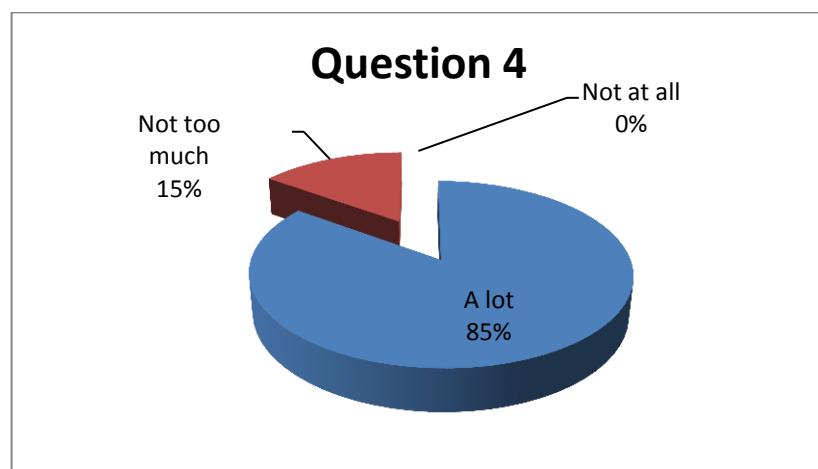
How often in a week do you use games or songs in the classroom?



In this question we found that just 25% use games or songs more than 3 times a week in the classroom, 5% of teacher use them three times, 35% twice a week, and 35% of teachers use games and songs once a week.



How much do your students enjoy singing?



In this question, nobody answers that songs and games are not important to develop speaking skills in the students



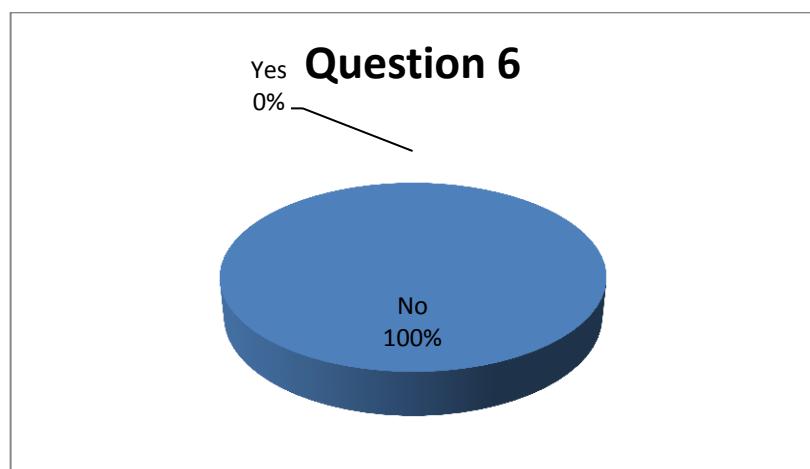
What kind of activities do you use to develop speaking skills?



In this question, 50% of teachers use dialogues in the classroom, 25% of them work in groups and only 25% use role play in their classes to improve speaking skills.



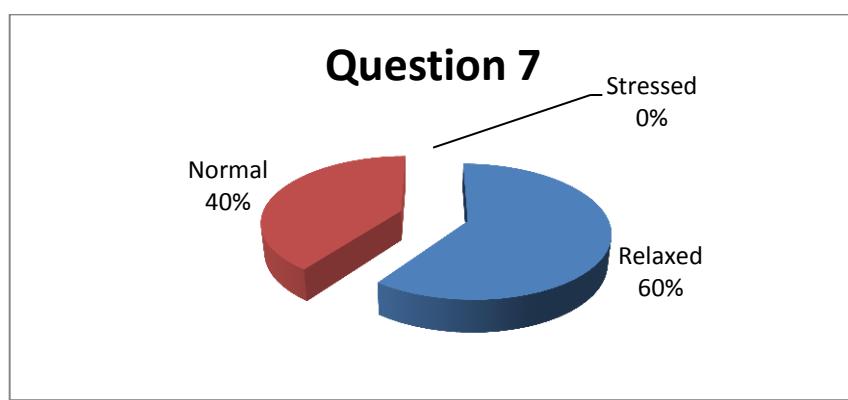
Do you think games are waste of time in the classroom?



In this question all the teachers agree that games are not a waste of time in the classroom.



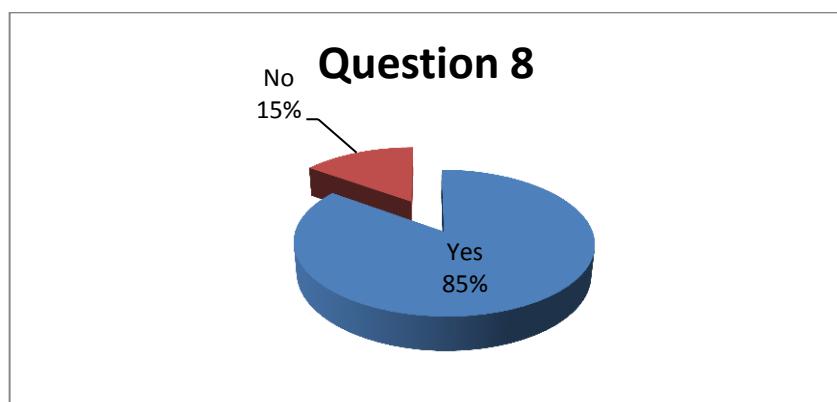
How do your students feel during the lesson using games or songs?



In this question, most of the teachers said that students feel relaxed when they use songs; however 40% of teachers said that students act normal during class.



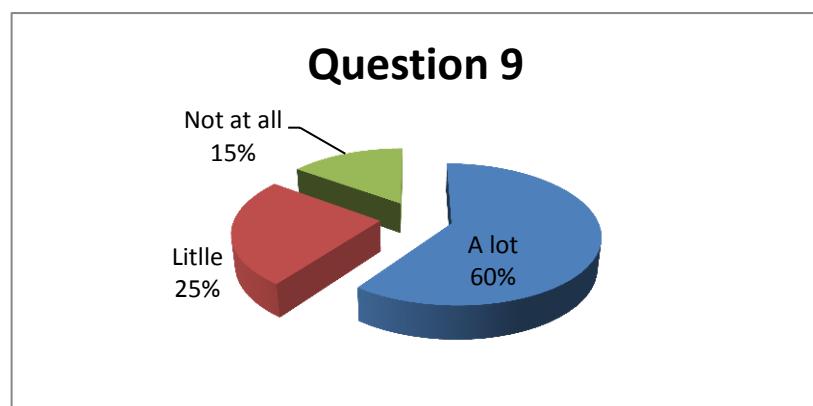
When using a song or game is learning meaningful?



In this question 85% of teachers believe that games and songs are great to achieve a meaningful learning.



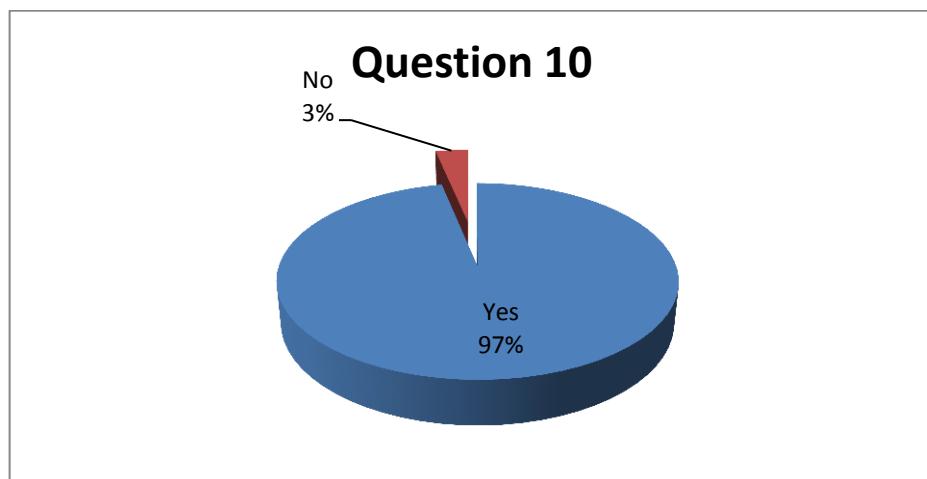
How much can songs improve pronunciation?



In this question, 60% of teachers believe that songs can improve pronunciation, 25% believe that it can help but not a lot and only the 15% of teachers said that songs cannot help improve students' pronunciation.



After finishing your lesson using songs or games, are your students motivated to continue learning?



In this question almost all the teachers share the same answer. They said that songs encourage the students to continue learning.



CHAPTER V

Conclusions and Recommendations

5.1 Conclusions

As is mentioned in chapter one, the previous study has been focused on gathering games and songs which enhance the use of English language orally at “Unidad Educativa Kennedy”. The findings in this research work are that students and teachers really like to work with at least one of the mentioned tools. It means that students and teachers like to work with songs, games or both. Some of the reasons founded were:

- The students do not feel threatened and feel more secure.
- Teachers provide a good environment for the teaching- learning process.
- Students have the opportunity to use the language without any fear.
- Teachers also use these tools to catch the students' attention.
- Students are provided a good amount of real language.
- Teacher can use songs to teach phonetics.

This research work concluded that games and songs in the field of education are used and accepted for both students and teachers, but these tools are very demanding at the moment of use because there is a very narrow line between, wasting time and having fun learning. This is why teachers have to plan each activity and each part of the lesson; if educators do this these tools will really be useful in helping them to break the routine



and make English class different, not just because it is fun, but because attitude and environment will get better.

5.2 Recommendations:

As a recommendation, it is necessary to mention that it is important to be smart when the song or game is going to be chosen. It has to be according to what is going to be taught and according to the needs and preferences of the students. Obviously another fact that plays into this selection is the period of time that is possible to use the game or song. Another thing that the teacher has to take into account is that music and songs are different, and if the teacher only uses music, it would be utilizing the Suggestopedia method, not songs.

An additional fact, but not less important is that the teacher always has to prepare the material, if necessary. Also the teacher should be prepared to solve drawbacks that can emerge in the process.



WORK CITED

Ayedh Dhawi, Mohammed Al. "Developing English Learners' Listening-Speaking Skills Interactively: an Analytic Study in the Saudi Arabian Context." *International Journal of Arts & Sciences* 4.10 (2011): 77-105. ProQuest. Web. 9 Aug. 2013.

Castrillon, Olga. "Encouraging the development of children's oral communicative competences through play" 12 (2003): n. pag. Web. 30 Jul. 2013.

Gülin Yolageldýlý, Arikan Arda. "Effectiveness of Using Games in Teaching Grammar to Young Learners". 10.1 (2011) : 219-229. Web. 30 Jul. 2013.

Granger, Colin. *Play Games with English*: Great Britain: Athenaeum Press Ltda, 1998. Print

Greenwood, Jean. *Activity Box*. Great Britain: University of Cambridge, 1997. Print .

Gülin Yolageldýlý, Arikan Arda. "Effectiveness of Using Games in Teaching Grammar to Young Learners". 10.1 (2011) : 219-229. Web. 30 Jul. 2013.

Hani, A. Weshah, and N. Tomok Tamara. "The Impact of a Training Program Based on Pedagogical Knowledge on Improving the Speaking and Writing Skills Teaching Practices of



Female English Language Teachers." Reading Improvement 48.4 (2011): 179-94. ProQuest. Web. 16 Aug. 2013.

Herrs, Judy, Yvonne, Libby Dawn Tennyson. "Teachers Made Materials that really Teach". United States of America. Thomson Learning Inc. 2004. Web.

Horsley, Trisha Leann. "Education Theory And Classroom Games: Increasing Knowledge And Fun In The Classroom." *Journal Of Nursing Education* 49.6 (2010): 363-364. *Education Full Text (H.W. Wilson)*. Web. 8 Apr. 2013.

Jaroslav, Veronika. "The use of music in teaching English" Masaryk University (2007). Digital Archive. Web. 28 Jul. 2013.

Lozanov, Georgi. " Suggestopedia". Demon.co. Brainwaremap. "n.d". Web. 14. Aug. 2013.

Magiru, Anca, and Ionel Magiru. "Suggestopedia, a Serious Competitive Game". ProQuest. Web. 12 Aug. 2013.

Millington, Neil. "Using Songs Effectively to Teach English to Young Learners" 2.1(2011): 134-141. Camtesol.org. Web. 5 Aug. 2013.

Perez, Daniel "The Role of Music in Young Learners' Oral Production in



English"13.1(2010). Scielo.org Web. 29 March 2013.

Plummer, Deborah M. *Social Skills Games for children*.ebrary.com.ebrary, nd.web.30 Mar. 2013.

Shaheen, Ara. "Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh". 2.3 (2009): 167-172. Web. 8 Aug. 2013.

Setia, Roszainora, et al. "English Songs as Means of Aiding Students' Proficiency Development." Asian Social Science 8.7 (2012): 270-4. ProQuest. Web. 7 Aug. 2013.

Sigríður, Dögg. "The use of games in the language classroom" (2010). Academic Google. Web. 12 Aug. 2013.

Urrutia, William and Esperanza Vega. "Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School"15.1(2010). Scielo.org. Web.4 Aug.2013.

Vera, Savic. "Developing Language Skills in Teaching English to Young Learners". Google.Britishcouncil.rs."nd".Web. 27 Jul.2013.

Watcyn, Peter. Top Class Activities: England: Penguin, 1997. Print.

Watcyn, Peter. Vocabulary Games and Activities for Teachers: England: Penguin, 1993. Print.



Appendices

Annex # 1

Interview

We are going to talk with the teacher Maria Dolores Castillo who has been working with children around seven years. For this reason she can share important information about the topic which is the object of this research.

1. What do you think about the use of games and songs in the classroom?

This is the best way, the best strategies for learning and also, teachers must use games or songs in the classroom because the students find the appropriate interest to do things. Also, through games they learn where they are playing. They are learning at the same time. This is very useful for them.

2. How do your students feel when they play games or listen to songs?

When the students are using games or songs here for example in this lap top computer, they feel so happy because things are fun, so fun they demonstrate a high level of interest in playing and of course as I said before, they learn through games and songs, but also one important thing that I can recommend is that you need to plan. This is very important; and also the games or songs must support the topic or the curriculum blog that they are learning; but not just play a game or



sing a song; it must have a specific objective otherwise it doesn't work.

3. What is the most difficult skill in the teaching process?

We have four skills: listening, speaking, reading, writing. The most complicated skill for me is speaking, definitely because the teachers must create a space for giving them the opportunity to speak. It means that during the class you need to create the appropriate time or moment for speaking. However, we can use songs to teach English to children because through songs they learn to pronounce correctly and obviously they learn to use the language.

4. What are the advantages of using games in the classroom?

If a teacher has a purpose, fantastic, but it must be planned; otherwise, as I said before it does not work and the advantages of using games in the classroom so are many so I can't count. For example, when a teacher uses games in the classroom, they feel relaxed during the class they are learning in and they participate in all the activities.

5. What are the disadvantages of using games in the classroom?

One disadvantage is discipline; however, according to my little experience a teacher needs to be preparing the game and how the class is going on; otherwise, discipline is very complicated.

6. How can teachers develop speaking skills through games?

Before using a game, remember that as a teacher you need to give your students the appropriate vocabulary. If the students do not



have enough vocabulary it is impossible for them to speak, so before presenting a game you need to explain the vocabulary and the respective structure that you are going to use in the game. Through using those structures and the appropriate vocabulary for them, the game will be easier.

7. Are games a waste of time and why?

If the games are not planned the teachers are wasting time, definitely, or for example, when you are presenting students a movie, if the movie does not have a purpose and also it is not according to the topic it will not work. So if you have prepared before, success is good.

8. What do you do to improve speaking skills in a school where there is not English laboratory?

Oh, in that case the teacher has to work very hard because the teachers need to learn song, games. For example, the teacher needs to encourage students to speak, to dance and also the teacher's needs to mime all activities or present pictures, draw picture on the board. Things like that. The teacher must be active. S/he must walk around, play with the student and interact with each student because if a teacher is boring the student will be bored too.

9. Do children learn when they are playing?

Yes, of course they learn. Also, when children are cheating they learn too. Children have special abilities for playing and learning at the same time. For example, I have a child who is always jumping in class,



but he works in classroom and does his homework, so it shows us that games use in the classroom are really useful in the class.

10. What is your favorite game to use in the classroom?

I like to use games on the computer. For example, "Teaching English for Little Children" is a good page where the students can interact with the language .This page brings interactive activities. When they click on the respective menu, they can interact with the language; for this reason teachers must use these kinds of pages that bring us interactive games and activities. They really love those think.

11. Do you use board games in the classroom?

I have not used board games in the classroom; I only use games on the computer through the internet. However, I use hangman and also puzzles work really well because they catch the interest and the attention of the students and the interest of the students increase.

12. What are the best games to improve speaking skill?

For me karaoke is a good technique to develop speaking skills, because students practice their pronunciation while they are following the lyrics.

13. What do you do to improve speaking skills in a shy student?

In this institution there are many shy students and it is difficult to develop speaking skills, but the teacher must create the moment for the student to use the language. One solution can be work with the students



in extra classes and make the students feel confident. Also, making a video at home can be a good idea to develop speaking skills.

Annex # 2

Survey

1) Which of the following skills is the most developed in your students?

- Speaking
- Listening
- Reading
- Writing
- All the skills

2) Do you think it is important to develop speaking skills in children?

- Yes
- No

3) How often in a week do you use games or songs in the classroom?

- Once
- Twice
- Three times
- More than three times
- Never

4) How much do your students enjoy singing?

- A lot
- Not too much
- Not at all

5) What kind of activities do you use to develop speaking skills?

- Group work
- Role plays
- Dialogues

6) Do you think games are waste of time in the classroom?

- Yes
- No



7) How do your students feel during the lesson using games or songs?

- Relaxed
- Normal
- Stressed

8) When use a song or game is learning meaningful?

- Yes
- No

9) How much can songs improve pronunciation?

- A lot
- Little
- Not at all

10) After finishing your lesson using songs or games, are your students motivate to continue learning?

- Yes
- No



Annex # 3

Booklet



GAMES AND SONGS TO DEVELOP SPEAKING SKILLS



Matching pairs: Mini dialogues Type of activity:
Pair works activity, based on matching 2 line mini dialogues.

Method

1. Divide the class into pairs (or groups of three). Give each pair a set of A-B cards.
2. Tell them they have to arrange them into twelve mini dialogues, with the opening words (on the left) and the answers (on the right). Point out that the answer cards are number 1-12.
3. Allow 15 minutes for this. Go around and help, if necessary with vocabulary.
4. Check orally with the whole class. Do it this way. Shuffle the opening words (A-cards) and hold them up one at a time. Ask different pairs/groups to give you the corresponding reply.

Follow up activity.

1. Students work in pairs-A and B. one students A has all the A-cards, the other student (b) has the B cards.
2. Students B places his/her face up in front of him/her
3. Students A shuffle his/her and place them down on the table. S/He takes up the top card and reads it out. Students B try to reply with the correct response. If s/He does, the card is turned over. If not, student A can guess the answer and claim the card. If no one knows the answer Students A places the card at the bottom of the pile, to be used later on.
4. Continue in this way until all the cards have been used up.
5. If time, the students change roles and do it again.

NOTE: to make it more difficult, see if Student B can answer without looking at the B-cards.

MATCHING PAIRS: MINI DIALOGUES

A-CARDS

Hello. How are you?
What's your name?



How old are you?
I'm sorry I'm late.
Where do you live?
Are you English?
Can you help me, please?
Would you like a chocolate?
What's the date today?
Have a nice weekend
Thank you for helping me.

MATCHING PAIRS: MINI DIALOGUES

B-CARDS

I'm nineteen.
No, I'm not. I'm Ecuadorian
Thank you. The same to you.
In Cuenca
I'm fine, thanks
No thank you. I don't like it
You are welcome
That's all right
Yes, of course.
It's Steve.....
It's the tenth, I think

WHAT WE DO AT WEEKENDS.



Method

1. Introduce the topic by writing what we do at the weekend on the board and inviting the group to give you all the possible activities they can. Make sure they use the gerund and make a list. Ask a few students for their favorite and their least favorite activity.
2. Divide class into pairs-A and B (Try to put students with somebody they do not usually work with). Give each student the appropriate handout. Explain that they all have a list of four activities to rank under *I like* (1-4 in order with the best first) and four activities to rank under *I hate* (in order with the best first). Answer any vocabulary questions and give students about 2 minutes to do this.
3. Now students work with their partner. Tell them that they have eight best activities each but these activities are different- so they have



sixteen activities in all that they will now discuss and rank in order of preference (1-16 with 1 as the best).

4. Suggest they start with eight best activities each but these activities are different so they have sixteen activities and work down. Then start with the eight worst activities and work up from the bottom of the list. Stress that they must discuss and do their rankings and see if they are very different. Allow about 10 minutes for this.
5. Stop the activity and put each student A with another student B (and of course vice versa.) they compare their rankings and see if they are very different. Allow about 5 minutes for this.
6. For a whole-class feedback, you could ask one person to read their ranking which you write on the board and then invite comments.

WHAT WE DO AT WEEKENDS.

What do you like doing at the weekend? Look at the four activities below and put them in order: write 1 beside the activity you like doing most, then 2, then 3, etc.

I like.....

Go out to the cinema to see the latest film.

Spend time with friends.

Get up as late as possible.

Do some kind of sport.

Now think of what do you don't like! Put these in order too. This time 1 is the activity you hate the most.

I hate ...

Tidying my room

Doing washing up

Going to the supermarket to buy food

Do homework.



Tell your partner about what you like and what you don't like.

Listen to your partner tell you about what he/she likes and doesn't like

You will hear that you have different lists.

Now put your lists together to make one big list of all 16 activities in order 1-16.

Remember 1 is the activity you both like best and 16 the one you both like least.

Top sixteen weekend activities

1	9
2	10
3	11
4	12
5	13
6	14
7	15
8	16



FIND SOMEONE WHO.....



Method

1. - Write the following five questions on the board or prepare a copy for each student. If it is necessary, adapt the questions so that they include vocabulary which students have already met.
2. - Either, give out the copies of the questions, or draw students' attention to the questions on the board. Practice the questions needed.
3. - set a limit of ten minutes (or more if your class is large). Students leave their seats and mingle. They find people who answer their questions and note down information about each one.
4. - When the time limit is up, or when most students have finished (whichever is soonest), ask the class for feedback.}

Note: this can be a noisy activity as everybody will be taking at once. If there are 20+ students in your class, or you are working in a small place, let only half the class move around; the other half can remain in their seats.

1 Find someone who has 2 pets

Name _____

Name of the pets?

2 Find someone who has many cars.

Name _____

How many?

3 Find someone who has his/her mother in a foreign country.

Name _____

Where?

4 Find someone who knows a famous person.

Name _____

What?

QUESTIONS BOXES



Method

1. - Prepare a square of paper, 10 cm x 10 cm, for each student.
2. - Give each student a square of paper. Students divide this square into four smaller squares by folding or by drawing lines. They then number the four squares.
3. - explain that you are going to read out four questions; students must write answer to the questions on the corresponding numbered squared. The questions are:
 - * If I gave you \$ 1000, what would you have liked it to be?
 - *if you were a teacher, what would you like to do?
 - * If your house caught fire, which one thing would you rescue?
4. - When students have answered the questions, collect all the squares and then redistribute them at random. Students leave their seats and mingle. They try to find the writer of the answer in their possession by asking each other questions in the target structure. When they find the writer, they should ask for some more information and reasons for the answers.
5. - At the end of the activity ask the students what they have learnt and what they can remember about any of the people they talked to.

Note: allow enough time for students to think about and write each answer.

Make sure that students do not simply show their square to other students and ask if they wrote it

ALIENS

METHODS



1. Each student will need one of the Aliens Pictures.
2. Explain that students are going to find out more about alien and what it looks like. Practice the question forms students will need to ask about arms legs and facial features.
3. When you are happy with the question form, give out an Aliens picture to each student. Stress that students must not look at each other's picture.
4. Explain that students each have only one piece of information on their paper. The only way to find out all the information is to get up and ask the other students in the class about alien. They can only ask each student one question. If they get an answer to their question, they should write the information down in the right space. When they have all the information, they should sit down. The activity does not take long as students can answer more questions as they receive more information.
5. When the students are all back at their desk, ask for feedback and write the answer on the board so that you can check spelling.
6. The activity lends itself well to extension work. Once students have the descriptive details, they can draw the alien and then expand the brief details into a paragraph about what it looks like. The alien can also be drawn, using the information on the Aliens picture.



ARMS	_____
LEGS	_____
EARS	_____
EYES	_____

www.123rf.com

SHORT SKETCHES

1. One sketch can be enough to work with the whole class.
2. Students work in groups of three- two are actors while the third person is the director.
3. Give each group the sketch. Tell them to practice reading it with the director giving those hints on how to improve their performance. (They will have to mime or use suitable props!)
1. Each group to take it in turns to act out their sketch in front of the class.

SHORT SKETCHES

The director says the following:

Old Joe is dying. He is lying in his bed at home.}

A: Mary! Mary! Are you there, Mary!

B: I'm coming, Joe! I'm Coming!

(She goes over to him and holds his hand)

A: Mary, you were with me through the Great Depression in the thirties.

B: Yes, I was Joe

A: And you were with me through the worst droughts in the fifties

B: Yes, I was Joe. I was with you.



A: And you were with me when we lost the farm in the bush fire in the eighties.

B: Yes, I was with you, Joe. I 've always been with you

A: and you were with me when we lost all that money on shares in the nineties.

B: I was, Joe, I was.

A: And now here you are again, Mary..... by my side when I'm about to die.

B: *(in tears)* Yes, Yes, I'm here, Joe. I'm here

A: *(slight pause. Joe sits up, suddenly stronger)* you know, Mary, I'm beginning to think you've been bringing me bad *luck!*

He falls back –dead!

BIRTHDAY LINE -UP



1. - Give out the photocopies. Ask the students to write at the top of the paper the date of their birthday and the year in which they were born.

2. - Select five students and bring them to the front of the class. Ask then when is your birthday?

The other students have to listen to the information (without writing anything) and then the five students in order; the students with the birthday which is earliest in the year goes on the left.

3.-students leave their seats and mingle. They ask each other for their birthdays (day and month only) and record the information on their photocopies.

4. - when students have found out everyone's birthday, they arrange themselves in a line; the students with the birthday which is earliest on the left. Get them to use information on the worksheet to tell each other where to stand. Check that students are standing the correct order. Get everyone, in turn, to say their birthday again. Make a record yourself so that no birthday is left unacknowledged during the course.



JANUARY FEBRUARY MARCH

NAMES – DAYS

NAMES – DAYS

NAMES – DAYS

APRIL

NAMES – DAYS

MAY

NAMES – DAYS

JUNE

NAMES – DAYS

JULY

NAMES – DAYS

AUGUST

NAMES – DAYS

SEPTEMBER

NAMES – DAYS

OCTOBER NOVEMBER DECEMBER

NAMES – DAYS

NAMES – DAYS

NAMES – DAYS



RUNNING TREASURE HUNT



The activity is for teams of 4-8 students. You will need a copy of the puzzle below for each team. Label the copies Team 1 etc.

1. Stick the copies of the puzzle around the room as far apart as you can. Divide the class into teams and make sure that each team knows where their particular puzzle is.
2. Explain that each team will send a member, one at time, to look at the puzzle. The first team member will look at the first clue and try to memorize it. This person will then return to their team and repeat the clue so that everyone can write down. When this has been done, the second team member will look at the second clue, try to memorize it and take it back to the group. The activity continues until all the clues have been relayed back and written down.
3. At the same time, the team must also try to solve the mathematical problem; this means that students never lose sight of the fact that the passage they are dictating has meaning as well as form.

PUZZLE

WHAT IS THE TREASURE?

- 1.- My first is the fourth letter of 2x50
- 2.-my second letter is the second letter of minutes in an hour.
- 3.- my third is the sixth letter of millimeters in a metre.
- 4.- my fourth is the first letter of 1,000 x1,000
- 5.-My fifth is the second letter of your teacher's eyes plus ears.
- 6.- My sixth is the last letter of the days in the week
- 7.- My seventh is the seventh letter of pence in a pound
- 8.-My eighth is the first letter of sides in a hexagon. What is the treasure?



KEY

1. HUNDRED
2. SIXTY
3. THOUSAND
4. MILLION
5. FOUR
6. SEVEN
7. HUNDREN
8. SIX

(ANSWER) DIAMONDS.

CHAINSPELL



Unless you wish to prepare a list of target or problem words in advance. The game is played at the board in four teams; four different colored pens or chalks are useful, but not essential.

Divide the class into four teams. Ask teams to line up with the first person in the line facing the board. If possible, give each team a different colored board pens to work with.

1. Explain that you are going to ask the team to spell words which they have either recently met, or with which they have had problems.
2. Explain that the first team members can write only the first letter of the word; they must then hand the pen to the second team member and go to the back of the line. The second team member can either correct the letter than just been written, or write the next letter; but they cannot do both. Then, the pen must be given to the next team member. The game continues in this way until the team is confident that the word is correctly spelt.
3. Give the correct spelling and award a point to team which has correctly spelt the word. Continue the game with up to five other words.

(This game can be used with any level.)



MASTERSPELL

In class



1. Decide on a four letter word that you know students have seen before and that they understand
2. Write four crosses (xxxx) on the board to symbolize the letters of the target word.
3. Ask students to guess the word. It is highly unlikely that they will guess it correctly the first time. Write their guess under the four crosses.
4. To the right of the four crosses made a column to indicate any letter in student's guess which is in the target word but in the wrong place. Next to that make a second column to indicate any letter in their guess which is in the same place in the target word. Use ticks to indicate the number of right letters. Point out to the class that ticks in the second column need not be in the same place as the letter in the target word.
5. Students make further guesses until they find the target word you have chosen. An example game is provide below; you may want to go through this with the class

EXAMPLE OF GAME

Target word: leaf

	xxxx	Right letter in wrong place	Right letter in right place
1 st guess	Hand		
2 nd guess	Face		
3 rd guess	Foot		
4 th guess	Book		
5 th guess	Bear		
6 th guess	Beat		
7 th guess	Left		

THAT'S MINE



Make a copy of a large that's mine! One picture for each student. Copy enough of the small That's mine! Picture so that each object in every large picture has a small picture to go with it. If, for example, there are 24 students in your class, you will need four copies of the sheet of large picture and four copies of the sheet of small pictures. Arrange the pictures into five piles: large pictures, sharpeners, rubbers, pencils, and pencil cases. Then make new groups of five pictures with one from each pile. Make sure that the objects in the small pictures are not in the large picture.

Method

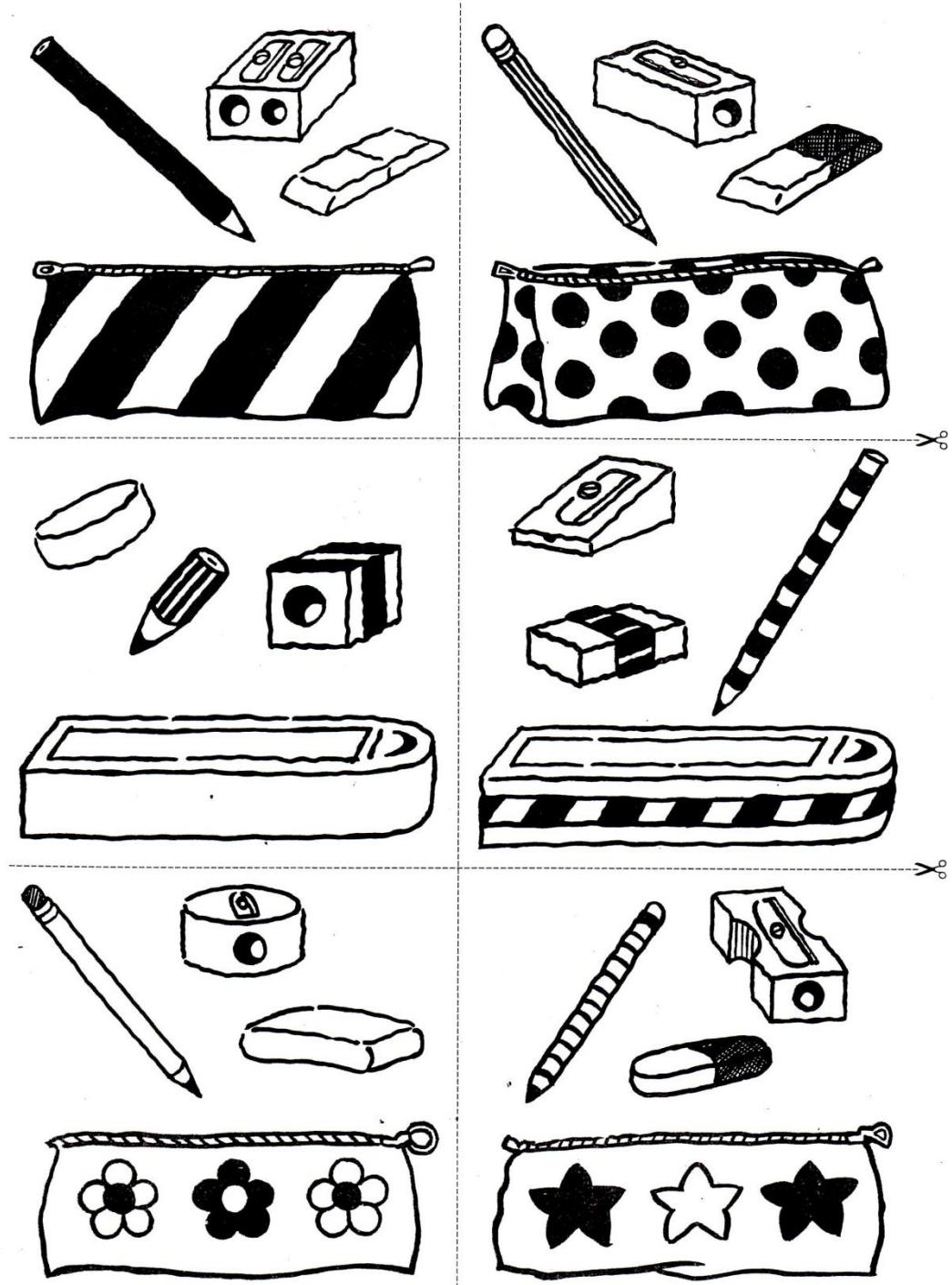
1. Divide the class into pairs. Give each student a set of five pictures which you arranged before the lesson: one large picture, one rubber, one pencil and one pencil case.
- 2.
3. Explain that when students left school yesterday, they all took the wrong things home with them. They now want to get their own things back; these are the things in the large picture.
4. Students get their own things back by asking other students if they have any of their things and describing them in detail. If any student has a small picture which matches the description in their partner's large picture, they must give it to the real owner. Students mingle and move on to other partners until they have found their four missing objects

ADVICE:

If the students cannot copy with pattern and shape, you can simplify the activity by coloring the objects.

That's mine! pictures

7-3

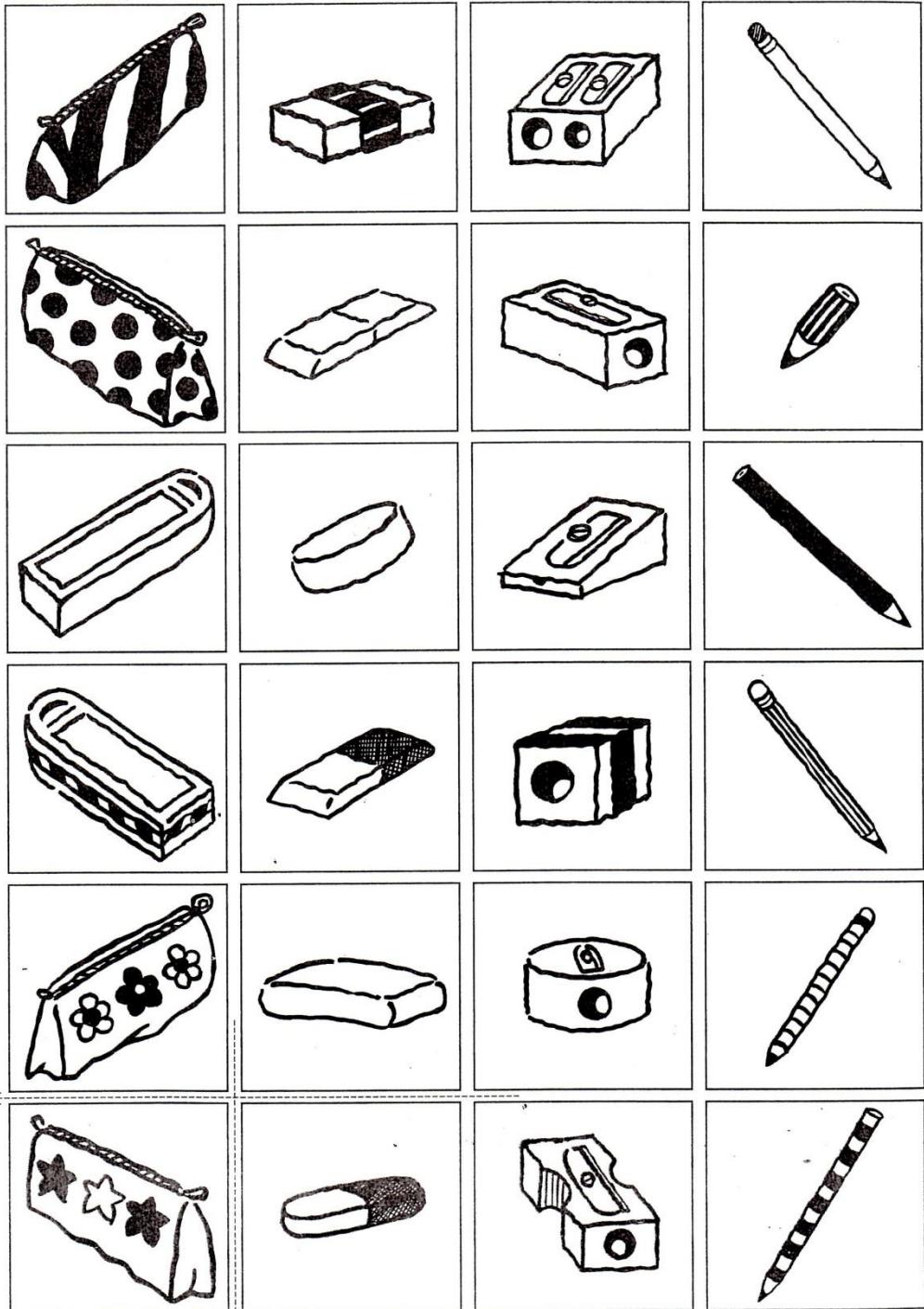


From ACTIVITY BOX by Jean Greenwood © Cambridge University Press 1997

PHOTOCOPIABLE**91**

pictures That's mine!

74



PHOTOSTORIES



You will need a camera and a film of 12, 24 or 36 exposures, depending on how long you want students' stories to be and whether the class is working together or in groups. It is useful to have an example of a comic, or magazine, in which a story is told either in strip cartoon form or with photos.

In class: lesson

1. Ask students if they read or have read comic strip stories.
2. Elicit the conventions for telling comic strip stories
 - The story is told in boxes which show the most important action
 - The dialogues are written in balloon-shaped spaces. (it can be adapted according to the vocabulary of the students)
 - Extra information is written, briefly, above and below the pictures
3. Tell students that they are going to make a photo story of their own. They can either think of an original story, or retell a traditional story in modern setting. If students are short of ideas, provide them with some starting points. Example include:
The thief gets caught
The lottery winner
A modern Cinderella
A modern version of three little pigs
The aliens land
4. Divide large class into groups of 8-10 students for planning the story. The storyline should have parts for every member of the group, but these do not all have to be leading roles.



CARDVERSTIONS

1. Give the handout to the students. Check the expressions are understood.
2. One student names a topic- anything will do
3. The students to his/hers left plays the opening card by saying, *the first thing is that.....* and complete the sentence appropriately.
4. Students take turns to the left, playing any card they wish except the closing card. Each card can be played only once.
5. When all other cards have been played, the next students must play the closing card.

OPEN The first thing is that	I think that
But take the example of	I agree, because
I disagree, because	The main point is that
Maybe, but I still think	Yes, but....
To go back to	I am quite sure that...
In my opinion	CLOSE Can I make one final point?

JULIAN EDGE



SONGS



NATURE

How many, how many are there?

There are seven ants

There are six spiders

There are five worms

Seven, six, five!

Stamp, stamp, stamp!

Stamp, stamp, stamp, stamp, stamp!

How many, how many are there?

There are four spiders

There are three butterflies there are two roses

Four, three, two!

Clap, clap, and clap!

Clap, clap, clap, clap, clap!

How many rainbows are there?

There's one rainbow,

Only one rainbow

Up in the sky

Jump, jump, run!

Jump, jump, run, jump, run!

Who am I?



Who am I? Who am I? Who am I?

Do you have a strong chest?

Yes I do. Yes I do. Yes I do.

Do you have round chin? Yes I do.

Do you have a long neck?

Yes I do. Yes I do. Yes I do.

Do you have blond hair? Yes I do.

Do you have strong arms?

No I don't. No I don't. No I don't.

Do you have broad shoulders? Yes I do.

Who am I? Who am I? Who am I?



PETS

Pets, pets, pets are lots of fun!

There is a pet for everyone!

Do you have a turtle? Yes I do!

It has a hard shell and is so slow.

It's lots of fun!

(CHORUS)

Do you have a cat? No, I don't

Do you have a dog? No, I don't

(CHORUS)

Do you have a hamster? Yes, I do!

It has soft fur and is so cute!

It's lots of fun!



Messy House

(CHORUS)

Messy house, messy rooms everywhere.

With messy things here, and messy things there

Behind, below, above, there,

Clean up, clean up everywhere.

Where are the pots?

Are they on the shelf? No, they aren't!

They're next to the chair.

(CHORUS)

Where is the toothbrush?

Is it above the sink? No, it isn't!

It's under the plates.

(CHORUS)

Where are the towels?

Are they in the closet? No, they aren't

They are behind the plant.

Clothes

(CHORUS)

Where's my red scarf? Where's my red scarf?

I have my sky jacket, my beanie and my sweatsuit.

But no my reds scarf! Not my red scarf!

My sister's in the bedroom. What is she wearing?

She is wearing my tights.

Is she wearing my scarf? No, she isn't. NO, no, no!



(CHORUS)

My brother's in the garden. What's he wearing?

He is wearing my sandals.

Is he wearing my scarf? Yes, he is. Yes, yes, yes!

SPORTS

She was at the basketball court



Can she play basketball?

Can she? Can she? Can she?

Yes, she can. Oh yes, she can.

She was at the baseball field.

Can she play baseball?

Can she? Can she? Can she?

Yes, she can. Oh yes, she can.

He was at the gym, at the gym.

Can he climb the rope?

Can he? Can he? Can he?

Yes, he can. Oh yes, he can.

FOOD



Is there any lettuce?

Yes, there is. Yes, there is.

Yum, yum, yum!

Is there any cabbage?



No, there isn't. No, there isn't

No, no , no!

Are there any pears?

Yes, there are, Yes, there are.

Yum, yum, yum!

Are there any apricots?

No, there aren't. No, there aren't

No, no, no!

Things to Do

Are you reading? No, I'm not.

Are you singing? Yes, I am

I'm singing quietly. Can you hear me?

Are you playing the trumpet? No, I'm not

Are you playing the violin?

Yes, I am. I'm playing terribly

Can you hear me?

Is she listening to music? No, she isn't.

Is she doing her homework?

Yes, she is. She is working quickly.

Wow! Now she is finished.

Is she sleeping? No, she isn't.

Is she dancing? Yes, she is.

She is dancing slowly.

Wait! Now she is finished.





FRIENDS

You have me, and I have you.

You help, you listen, and I do too.

We're friends, We're friends.

Ben's lazy at home,

He's shy at school.

But he's sporty and clever

And very cool.

We're friends Jim's sometimes bossy .

But I don't mind.

I like him, because he's kind

We're friends. We're friends

We're friends. We're friends.

MY LIFE

I always wash my face before school.

But I never brush my hair so I look cool.

I usually make my bed,

And I sometimes help my mom.

But I never, never clean my room.

I never, never clean my room.

My brother cleans his room.

My sister cleans her room.

My friends clean their room,

But not me! Oh, no! Not me!

I never, never clean my room.

I never, never clean my room.





Where's my sister's kite? Is it under the bed?

And on the chair what's that? A monster's head!

My brother's ball is here, too.

But where is it? Well, I don't know.

Because, I never, never clean my room.

I never, never clean my room.

Never, never clean my room.



FREE TIME

Chorus:

Come on and have fun at the Fun Club! Come here and meet new friends.

Acting, trampolining, running races.

At the Fun Club, the fun never ends.

What do you like doing?

Do you like playing the drums, or singing in a chorus?

There's fun for everyone.

What are you good at? Are you good at playing chess?

We love Fun Club. It's fun here! Yes! Yes! Yes!

(Chorus)

AROUND THE WORLD

Chorus:



The drums are calling.

My home is calling.

I want to be there- in Mexico!

Tell me about your country!

I can tell you a lot.



Is there a desert?

Yes , there is. It's hot, hot,hot!

(chorus)

Are there any volcanoes? Yes there are... and there are lakes,

Caves, forests and mountains.

It's a beautiful place!

(Chorus)

Are there any old cities?

Yes, there are. It's true.

With wonderful big pyramids, and statues too.

(Chorus)

SHOPPING

The jacket's too short.



And the colors too light.

That hat is too expensive.

And the size isn't right.

Chorus:

I only like wearing... baggy pants, baggy pants, baggy pants.

Baggy pants are cheap, baggy pants are cool.

Baggy pants rule!

That sweatshirt 's too tight.

Those shorts are too long.

Those gloves are too dark.

And the color is wrong.

(Chorus)



PARTY TIME.

It was the thirty-first of December, snowy and white.

I went to a party that called winter's night.

We danced, sang, ate, and had fun.

There were games. There were drinks for everyone.

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

It was 12 o'clock! Another new year!

We said good bye to the old year.

We said hello to the new.

My friends, new and old, said, "Happy New Year!"

"Happy New Year!" I said, too.

SCHOOL



Chorus:

Math, science, history, P.E, art, geography.

A lot of subjects every day.

Is school boring? No way!

Last year math wasn't easy.

The lesson weren't always fun

But now I can't do all my homework. Math is for everyone!

(Chorus)

Last year, P.E was boring, P.E. lessons weren't my thing.

But now it's my favorite subject.

I can play soccer and swim.

(Chorus)



ENTERTAINMENT

On Friday, I was a cowboy.

On Thursday, a Spanish king.

In June, I was a waiter, and a sailor in the spring.

Chorus:

I'm an actor, yes, an actor.

Acting's the life for me.

I'm an actor, yes, an actor.

Acting's the life for me.

Last year, I was a scientist, and a soldier. That was great!

I was a famous British spy, in two thousand and eight.

(Chorus)

I get up at five in the morning.

My days are very long.

But a life in movies is exciting.

That's why I'm singing the song.

(Chorus)

Note: All the games and songs were taken from: Top Class Activities, Activity box, Play Games with English, Vocabulary Games and Activities for Teachers.