

The Use of Games in the Language Classroom: Implications for Pedagogy

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Abstract

This paper focuses on the use of games inside the classroom and it argues that games can be a good teaching method when teaching foreign languages. It looks at why games should be used as a teaching techniques and how in order to maximize the positive result on language learning. Also, the paper explains factors affecting the choice of games, various game categories and it gives an example of at least one game from each category which can be especially good in language teaching. An important part of this paper also explores the implications for pedagogy.

Introduction

Teaching a foreign language to children might often generate controversies since they are not yet fully competent speakers of their first language. It seems, then, that first they should develop their L1 competence before they can go to another language. There is, however, a different point of view on that matter showing that just as children develop their L1 competence they can also develop L2 competence at roughly the same time and under very similar circumstances. It is natural, of course, that teaching a foreign language to children needs to have a completely different form from a regular language instruction at secondary school. In this way, developing appropriate conditions for teaching is based on implementing the elements of L2 into a number of games and entertainment-oriented activities which in children participate with enthusiasm.

Concepts of Play, Games and Simulation

In many cases, the words play, game and simulation are used interchangeably since they serve the same general purpose focused on implementing fun in the Foreign Language (FL) classroom and exposing learners to a given form of L2 input. However, taking a closer look at each of these forms of interaction, it is possible to pinpoint subtle differences between them. Play can be described as the activity that is performed for pleasure and enjoyment. In many cases, play is culture dependent. Young learners show a natural need for play which makes it a highly useful and effective form of interaction in the foreign language classroom. Play refers, then, not so much to the language content or the actual physical materials, tools, or aids that children handle but rather the atmosphere and the specific setting in which they interact (Siek- Piskozub, 1995). With such a view on play, it is possible to identify its basic characteristics such as:

- a) a voluntary character - play is naturally appealing for children which causes that there is no need to encourage learners to take part in it. If, then, the teacher needs to encourage learners to take part in play it may not have all the necessary features;
- b) isolated and limited - play is based on some rules concerning time, space, organization and actions that the learners need to conform to. First of all, learners need to be aware that all the actions they undertake during play are a part of this play rather than an authentic interaction;
- c) involving an element of uncertainty - play needs to be based on open tasks which do not have one possible solution. This makes learners curious and creative which, in turn, makes play more appealing for the learners;
- d) unproductive - a cognitive or educational element may but does not need to be involved in play. It can be based on fun and entertainment alone but, whenever possible, an educational element is included as well;
- e) based on especially designed rules - each time play is used. It is based on a specific context with learners playing specific roles, the classroom being some other place, at some other time etc.
- f) fictitious - play can include imagined elements, situations, individuals and the like, (Jeffcoate 1992, pp. 192-193).

Play generates facilitating conditions for children to develop social relations and social skills (Okon, 1997). Play also makes it possible for the teacher to create the conditions for interaction which learners would not have much chance to face in real life situations. At the same time, the learners realize that play is only fun which means that they are not inhibited to use the language even though they might lack adequate skills.

Simulation

Simulation helps children to familiarize with a number of authentic situations which they can face one day outside the classroom setting. As a result, simulation does not involve imagined rules, concepts or characters. Furthermore, they might not be an element of competition in simulation. Even though simulations are based on real-life situations they still involve the element of fun creating a relaxed atmosphere so that they are also appealing and interesting to learners. In some cases, it might be difficult to draw a clear-cut boundary between a simulation and a game as they share some range of characteristics.

Games

Exploring games, then, it can be stated that they are more elaborated with a greater range of rules and principles. As a result, games often require greater degree of preparation, more intensive observation and control on the part of the teacher. According to Okon (1997, p. 64) game is perceived as a variant of a play that depends on sticking to strict rules and achieving a determined outcome. Byrne (1986, p. 100), in turn, defines games as a form of play governed by certain rules or conventions. Moreover, Toth (1995) provides a more expansive definition explaining game as follows:

A game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language (p. 5).

In addition to the definition, a greater insight into the nature of games can be provided by looking at an array of basic features they have. Following Juul (2002) in Whitehead (www1), games reflect the following characteristics:

1. games are based on rules;
2. games have variable, quantifiable outcomes;
3. the outcomes of games might have a positive or a negative value;
4. games provide a degree of challenge which means that learners need to make effort in order to achieve a given objective;
5. students taking part in a game attach a significant importance to its outcomes - they know

that a player will be the winner and *happy* if a positive outcome happens, and losers are

unhappy if a negative outcome happens.

Games as a Teaching Method

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve,1998). The national curriculum in Nigeria talks about the importance of keeping teaching methods diverse in order to light and sustain interest amongst students. Teachers can help sustain diversity in a variety of ways, for example by using activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is not to be afraid of using games as a teaching technique along with other technique. According to the national curriculum games can be a good teaching technique and games such as role-playing games, imitation games, theatrical expression and problem-solving activities are especially fitting for all stages of language learning (Adalnamskra, 2007).

Howard Gardner, who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is "the personal way", where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role-play, or other interactions (Gardner, 2006, p. 142). In addition, Armstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

Functions of Games

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Second, games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practise this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself/herself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibilities. Also, that allows students to do more on their own, and that can very well result in an increase in their confidence level. (Langran & Purcell, 1994).

Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfill. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants. Again, games make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because they get a chance to speak in front of fewer audiences instead of having to express themselves in front of the whole class. Also, it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness (Langran & Purcell, 1994).

Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods, they create diversity which is ideal for school work (Ingvar, 1999).

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the

rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. Also, passive activities such as watching television, or the computer screen are seen as being more exciting than actually physically playing, so today, the sight of children playing various games in groups outside is becoming much rarer than it was 10, 15 or 20 years ago. This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all games are physical some certainly are (Mashed, 1989). Another consequence this change might have is decreased social skills because, according to Piaget, children's games reflect society and that by playing games, children learn many of society's rules and regulations (Cole, Cole & Lightfoot. 2005).

Factors Affecting the Choice of Games

A proper choice of a game for the lesson needs to begin with analysing learners' skills, predispositions and needs. This is supported by- Markunas (1993, pp. 93-94). On the basis of such information the teacher can explore what various types of games can bring to the FL classroom. In addition to these constant factors there are also more flexible variables such as the time of the lesson at which the game is used (as sometimes, the teacher can make a spontaneous decision that a given element of language could be processed with the use of a game). This determines the amount of time available to play the game. Koluch (2003) notes that, games can be used either as a background or an introduction for other, more elaborated activities or they can constitute the main focus of the lesson providing the context for presentation and practicing of L2 input by students. Depending on this basic function the choice of a specific game can be limited to a particular category of games.

Following appropriate choice of a game for the lesson needs to be based on a variety of aspects with reference to the purpose, the language focus, the learners and technical factors, as posited by Hong (2002). This can be done by going over a list of questions such as:

- a) Which particular component or a language skill can be introduced or practised on the basis of a given game?
- b) Is the game one is about to choose adjusted to learners in terms of their age, skills, knowledge or interests. Can they benefit from the use of the game?
- c) Why is it a useful resort to a given game at all?
- d) Did the use of a given game (or a type of game) bring positive results of teaching? If yes, what were the outcomes in particular?

- e) Can the game be implemented in its original form or does it need to be altered in any way? If it does, can the necessary modifications be easily implemented by the teacher?
- f) Is there enough interaction and participation for learners that naturally stem from the game? (Hong 2002, p. 1).

Answering these questions may limit the chance of making an inappropriate choice of a game which, in such a situation, would be a waste of time. Nevertheless, it needs to be remembered that there is also a variety of other aspects which might be considered and that is why each game also needs to be evaluated after it has been implemented. The evaluation of games can be useful when selecting a game next time (Hong 2002).

Learners' age constitutes one of the basic factors which determines the choice of a specific game for the lesson, as noted Sick-Piskozub (1995). Young learners undergo a rapid cognitive development but they are still subject to various cognitive limitations. In this way the teacher should be fully aware of that as even the most interesting, dynamic and entertaining game cannot serve its purpose well if L2 content it includes is beyond the current level of L2 showed by learners. Alternatively, the L2 content could also be too easy for students which is also a problem because if learners can handle it easily they do not pay sufficient attention to it. As a result, their motivation and engagement in the lesson lowers considerably. Other factors determining the choice of games are based on technical issues such as availability of necessary tools or equipment or availability of space (for movement games for example). According to Halliwell (1992), a game chosen for the lesson needs to appeal to learners' imagination and involve their creativity. Therefore, games used might contain an element of fantasy providing a controlled level of imaginary world as this can help children understand the surrounding environment but also generate an interesting context for interaction in the classroom. Just as young learners can introduce fun and play into anything they do; they also create their own view of the reality.

Implementing Games during the Lesson

In fact, the issues to consider once a game is used during the lesson are closely inter-related with the factors affecting the choice of a game. One of the basic issues to remember is that once the game is chosen the role and active engagement of the teacher does not end but rather changes. This means that the teacher needs to monitor how learners process and use L2 and how they interact during a given game. The information collected during the lesson and particular activities can be highly useful when designing, selecting and implementing games on another occasion. Following Dobson (1997), the issues to consider and follow when implementing games during foreign language lessons include many factors.

Firstly, the teacher should know the rules of the game, gather materials, and plan how to direct conversation during or following the game. Additionally, she/he should make sure that the activity introduced would be entertaining. When it does not happen so, it is better to change a game, or abandon it for some time. Secondly, teacher should choose a game that allows as many learners as possible to get involved in it. It is vital to care if all children are engaged sufficiently as active participant instead of idling their time as observers only. It needs to be noticed that game is within reach of children's capacities. Otherwise, learners can be easily discouraged and the opposite outcome can be achieved. Thirdly, somewhere between the middle and the end of the lesson is a more appropriate moment for changing a pace of the lesson and play a game. It is advisable to play some 'trials' to make sure if rules of a game are intelligible and to stand in front of the class to act as the leader or referee. If all students cling to the rules, there is little space for cheating, tricking, and breaking rules. Fourthly, prevent disintegration in the class and maintain proper classroom discipline. The role of a teacher is to use proper encouragements and no discouragements. The teacher should 'see' which students get disheartened or even abashed and ought to take steps to stop his withdrawal into himself/herself. During team group activities, teacher should assure an equal number of proficient and less proficient learners. As Dobson (1997) emphasizes "some methodologists recommend that you set up permanent teams" (p. 109). Fifthly, if a game activity does not seem to be going well, the teacher should try a different game. The teacher should have a wide variety of games at his/her disposal. Dobson's recommendation is neither to play a game so long that it begins to bore participants, nor to play the same game too frequently (Dobson 1997).

Even if the teacher considers a wide range of factors determining the choice of a game there is still no surety that once the game is employed, no problems can emerge on the way. As a result, the final issue to consider concerns a number of negative outcomes or problems related with the use of games during foreign language lessons.

Possible Negative Outcomes of Using Games in Foreign Language Classroom

Games could also be useful to shed some light on possible disadvantages or negative outcomes which, as Scott and Ytreberg (2001, pp. 109-110) note, might encompass the following:

- a) external disturbances or noises which might be highly distracting for learners. In such a situation the teacher can modify the game, select another one (which matches the context) or reach for a completely different activity. There may be also internal disturbances - there may be a learner who is not interested in playing a game or who generally shows discipline problems, which also distracts other students;

- b) a class is out of control because of being overactive during a particular part of the lesson. Then, the calming activity may be of use e.g. reading loud.
- c) a problem might also arise when the game takes more time than originally planned. The teacher might, then, assign it for homework, continue the game at the cost of other tasks or leave it for another occasion;
- d) if students gradually drop out of game (or if some learners completed the task earlier) it is important not to leave them idle without any supervision. The teacher should therefore, prepare some additional activities for such occasions or be able to come up with them spontaneously;
- e) it may also happen that learners are not willing to play the game as they are not in a right frame of mind on a given day. In such situations the teacher may try to choose another game or reach for something completely different;
- f) at some point, it may turn out that learners cannot handle the game adequately either because they do not comprehend the L2 content or because of the technical difficulties. Quick reaction of the teacher such as skipping the difficult part (if possible) is, again, the best solution.

The problems listed above can occur when resorting to games but, in fact, they can also emerge during a number of other task types. As Siek-Piskozub (1995, p. 63) asserts, the problems with the use of games can be induced by inappropriate organization, students' attitude or inappropriate choice of a game which does not account for the personality features of all learners as well as their proficiency level.

As far as learners' behaviour is concerned, it seems that they may often be interested in the game and willing to take an active part in the game but, for some reasons, there are specific problems reflected in learners' behaviour which can emerge. The first one concerns psycho-somatic conditions. It means that learners can become too excited about playing a game which makes them hyperactive. Another problem emerges when games contain an element of competition. This is mainly a problem for teenagers who could resort to forbidden means in order to achieve their objective of winning. In this way, the teacher needs to be very careful when making use of games involving competition and rivalry. Finally, it needs to be stated that learners could also have problems with understanding the rules of the game. In such a situation learners can lose interest in the game and become passive. Moreover, high ability learners might become frustrated as well as the low ability ones lagging behind might slow down the entire group. This generates a negative atmosphere in the classroom (Siek-Piskozub, 1995).

Game Categories

Games that are used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model. Ingvar (1995) has divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games.

Another way of dividing educational games is by categorizing them into co-operative games and competitive games. Although competitive games can be a useful way to get some students interested and to maintain their focus, co-operative games, which revolve around working together towards reaching a specific goal, can be an excellent way to foster the skill of working with others. In co-operative games the emphasis is not on winning or losing, and as a result nobody should have to suffer trauma to his or her self-confidence which could lead to better results in the learning process (Mashed, 1989). Educational games can be categorized in many other ways, for example dividing games into groups depending on which age group they fit could be convenient, also a division into writing-, reading-, speaking-, and listening games could be a good idea. Some games will always fit into many categories, which can make categorizing games a complex project.

Games for Dividing Larger Groups into Smaller Groups

Within the group: games for dividing larger group into smaller groups, there are games that can be used prior to some group activity in order to divide the whole group into smaller groups. A great game that fits into this category is the game "Group dividing by miming" and it goes like this: The teacher has prepared notes with a certain role written on them. If the teacher wants to have 4 students in a group, he makes 4 notes of each role, for example 4 notes that say "teacher" or "clown". The second step is to give each student a note and remember to tell the students that they have to make sure that nobody besides them sees their note. Once everybody has gotten a note then they can begin acting out their roles and while they are doing so, they must watch the others in order to figure out who is acting the same role as them. Once they have figured that out, they will have created their groups (Ingvar, 1995). An activity like this can also be very good because it "breaks the ice" and prepares the students for the group work.

Introduction Games

This category might include games like: "Searching for people" where students have to walk around the classroom and find students that have for example lived on a farm, been to Calabar or eaten 'Lagosian' food and of course they would have to use the target language in order to get the necessary information. Also, a good game in this category is the game "Stating the names," where students sit in a circle and one by one they introduce themselves, but the only catch is that before saying their own names they always have to repeat the names of the students who have already introduced themselves, and as the game progresses it gets harder and harder for students to memorize all the names (Ingvar, 1995). In order to make this game more fitting in a language classroom, the teacher could ask the student to add something they like that starts with the same letter as their name, for example "my name is Anna and I love apples". Another idea could be to have students add adjectives with the same letter as their names, for example "Sigga super" or "Anna awesome" and that way it teaches adjectives as well. A good idea could be to allow them to find adjectives that begin with the same letter as the second or even third one in their name.

Group Games

An example of a group game is the game "Fruit basket" which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to "be". One participant does not have a chair and has to stand in the middle. He then calls out a name of a fruit, for example an orange, and then all the students who are oranges have to stand up and switch seats. The one in the middle has to try and "steal" a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit (Ingvar, 1995). This game could easily be augmented to suit different situations or to train them on some other vocabulary just by using other categories of words, for example clothes, names of relatives, or different types of food instead of fruits.

Physical Games

An example of a physical game is "Walking the line" where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads (Ingvar, 1995). In order to make this game more fitting in a language classroom, the teacher should give the instructions in the target language, for example "everybody has to walk backwards". Another example of a physical game could be the game "Simon says", where someone plays Simon and gives the others orders, for example "Simon says jump" or "Simon says

clap your hands". This game is categorized as a physical game because of the fact that the Simon's orders usually address physical activities.

Activities like "Simon says" fits into a teaching method called Total Physical Response (TPR) in which languages is taught by allowing students to observe and take their time to understand the language before having to speak it. TPR is thought to be a good teaching method for learning a foreign language for two reasons. The first one is that it is thought to reduce the stress level of learning a language and therefore making the learning more enjoyable, and the second one is that it resembles the learning of children's native language, where children are exposed to the language for many months before starting to talk (Freeman, 2000).

Scavenger Hunt Games

Scavenger hunt games are especially fitting in the language classroom because the clues can be written in the target language, which forces the participants to read and fellow team members to listen and test their understanding. Also, within the scavenger hunt could be puzzles, which the students would have to solve, such as crossword puzzles, word searches and/or questions. The possibilities are almost endless and teachers are only bound by the limits of their own creativity.

Educational Games

The "mail game" where participants have to deliver "mail" and make sure it gets to the right places works as an excellent example of an educational game. For languages a good idea would be to work around a theme of a certain place, such as the home. The first thing the teacher has to do is to make the envelopes and the "mail". The envelopes should be labeled with a specific genre, which in this example would be "kitchen", "bedroom", "bathroom" etc. The mail should then be letters with words on them that fit into specific envelopes, for example the word "knife" or the word "refrigerator" would match the envelope labeled "kitchen". Each student should then get a certain amount of "mails" that on which he writes his name on and then get to work their delivery. The first one to deliver all of his mail would win if it turned out he delivered correctly (Ingvar, 1995).

Theoretical Expression Games

The game "who am I?" fits perfectly into the theoretical expression category. In this game, the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession, which the teacher has given them. The teams take turns in guessing or asking questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in

a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing (Ingvar, 1995).

Drawing and Coloring Games

An example of a game from the category: drawing and coloring games can be a game called "drawing in a foreign language". That game is very similar to the "who am I" game from the category above, but the only difference is that the students have to draw on the board instead of acting, and they could be working with other types of vocabulary than professions, for example nouns, verbs or adjectives (Sunna, 1998).

Educational Card Games

One educational card game is Bingo (Ingvar, 1995), which is an excellent activity to use in language teaching because the teacher can draw words and the students only have pictures on their bingo cards or vice versa. That way the students have to understand the words to be able to match them to the right picture.

Word Games

Word games can be especially good for language teaching. Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also, it is easy asking students to use the target language in the game "Filling in a chart" where participants have to find, for example a country, a city, an animal, or a type of food to fill in the chart (Ingvar, 1995).

Story Games

An excellent example of a game from the category: story games, is the game "to tell a story". The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it. Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences (Ingvar, 1995). This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.

Question Games

A good game in the category: question games, is the game "riddles about European countries". The students get divided into pairs and each pair gets assigned a specific country and the task of preparing a small riddle about it, such as "It has many horses, it is surrounded by sea, and there you cannot travel by train" Answer: Iceland

After each pair has made their riddle they would be asked to come to the front of the class and ask the other pairs to solve the riddle. The other pairs then have to write down what they think the right answer is and when all pairs have asked their riddles all the answers are collected and the pair with the most correct answers wins (Ingvar, 1995).

Pedagogical Implications

As far as the effectiveness of teaching brought by particular games is concerned, the language teachers should remember that the choice of game-based activity is crucial. As we know every group of learners is unique, and teachers should use appropriate activities to teach them. The teachers should make sure that the learners are able to play a chosen game. It is recommended to teacher to choose a game in which as many children as possible can participate. It is essential that teachers ensure that all learners are engaged sufficiently as active participants of the game. The next hint concerns entertaining character of games. It is a good idea to conduct a survey after games and learnt about preferences of each group. Additionally, teachers can make use of it in favour of learners because it may help them in planning lessons. Not every game appeal to every learner. Therefore, teachers should have a sound repertoire of games at their disposal. It is recommended neither to play a game so long, nor to play the same game too frequently. Moreover, games make language classes more attractive and relaxing.

Another issue to keep in mind is that the relationship between the effectiveness of teaching and the level to which learners considered a given game entertaining. The teachers should combine preferences of groups and effectiveness of teaching. Young learners are very susceptible to atmosphere of lessons and become disappointed and discouraged very easily. The teachers' task is to create friendly conditions in which children's characteristic features (energy, joy, readiness to play) can be best used.

The final issue to bear in mind is that each game to be used will not require any extensive preparations on the part of the teacher. It is natural that preparation of a game takes a bit more time since teaching children generally requires creativity and devotion. Nevertheless, the game used a required rather standard preparation which means that

they can be used on a daily basis for exploring a variety of colours, numbers, and shapes of other lexical items which can be taught at this basic level. Their effectiveness and entertaining characteristics can, therefore, be taken advantage of in foreign language instruction.

Conclusion

To sum up, games are perceived as one of the most advantageous ways of teaching language to young learners. Many factors influence the choice of games and implementation of games during lessons. However, games possible disadvantages are worth to be taken into consideration before designing games-based activities lessons. It is still important to explore various possibilities and see personally how children react to a particular game, what they might like about it and what particular challenges might emerge on the way. Each group of learners is different which might also be noticeable on the effectiveness of games or the level to which learners actually liked a particular lesson. Games encourage, entertain, teach, and promote fluency and communicative skills. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

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