



**UNIVERSIDAD DE QUINTANA ROO**

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**EFFECTS OF READING GAMES IN THE  
TEACHING-LEARNING LANGUAGE  
PROCESS**

**TESIS RECEPCIONAL**  
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**PRESENTA**

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This work is dedicated to  
my lovely grandparents  
**Dalia García,**  
**Humberto Martínez**  
and **Rosario Rejón.**

## I want to thank

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## INTRODUCTION

Learning a foreign language is not as easy a process as learning to ride a bicycle and is quite different from taking another subject like social sciences or mathematics, specially if the students are living in their native environment using their native language most of the time.

On the contrary, learning a language is a logical sequence process where both teacher and students are totally involved in the new system. This is the reason of the importance of a good selection of contents, methodology, techniques and materials in order to increase the students' motivation in the new language.

Both students and teachers have a specific role in this matter. The teachers' role should be that of facilitator while the students' will be that of the active participants in the teaching-learning process as Alejandro Acevedo Ibañez mentions in his book "Aprender Jugando 2" (1994). These roles are clearly observed when games are used in a class.

A game is considered as another way, another route or another path where teachers can develop their own teaching better and change from the traditional way they are accustomed to.

A few years ago, games were not used very much in the teaching language system as they were considered a

waste of precious time; nowadays, some teachers have become more aware of their utility and their motivating value. They are being used much more frequently in the language classroom, especially in classrooms with young students.

John Haycraft said in his book *An introduction to English Language Teaching* (1978) that "Games are an agreeable way of getting a class to use its initiative in English. As they are gently competitive, they increase motivation. They are also a contrast to periods of intensive study." I do believe that games are motivating, include a lot of learning, and make students take the initiative in the language. In addition, they give students confidence in their use of language.

This research is focused on games. Although "games provide language practice in the various skills: speaking, writing, listening and reading" (Lee Su Kim:Forum 1995) this work is especially dedicated to games in a reading comprehension class.

On one hand, the development of the reading skill in the learning of the English language is very much used in our preparatory schools, which is one of the levels of education in which English is compulsory. On the other hand, games related to the reading skill is not a widely studied field. Furthermore, reading is a difficult subject for most students because students get confused with a lot of words that are similar to Spanish like false cognates, unknown vocabulary, technical phrases, grammatical structures and so on.



All these characteristics of reading English can make students feel frustrated and have a negative attitude towards the target language. In addition, English will be boring for them so their interest and motivation will be low.

For this reason, the principal objective of this research is *to prove that reading games raise students' reading comprehension level by motivating them, at the same time by increasing students' interest in reading.* In other words, I want to demonstrate that reading comprehension becomes less difficult and less confusing for students when they use motivational activities like games.

The hypothesis in which all this work is based is that *reading games raise students' reading comprehension level and improve their motivation and interest in reading.* I do believe that with reading games, students are better readers as games help them to think about how to read, to share and compare ideas about the text with peers and to develop efficient reading strategies.

It is important to say that there are some types of games which can also be considered as part of reading games and I am referring to grammar and vocabulary games, as they provide the improvement of the usage and lexicon of the language. Then the problem of the research consists of proving that *the vocabulary and structural games allow students for a better and a longer term of acquisition in reading.*

To obtain the results of the investigation I used an experimental research which consisted of the comparison of the language achievement between two groups with similar characteristics and following the same methodology, but using games in one of the groups. In other words, games were applied in one group while the other had no games during the whole course.

This work is divided into four main chapters. The first chapter describes different varieties of games in existence nowadays.

The second chapter emphasizes reading comprehension and describes some games that can help the students' improvement in reading.

The third chapter is the complete description of the experimental research: the school, the groups, the teaching situation and some other important features.

The fourth chapter refers to the analysis of the research. In other words, it explains the results obtained in surveys and evaluations. All games, surveys and evaluations are showed in apendixes at the end of this work.

Finally, there is the conclusion of the research and some suggestions about teaching for teachers who want to be better in the exciting job of teaching day by day.

## CHAPTER 1: GAMES

As we know, English is the most used language around the world. Business, cultural and social events, and many more international activities are usually carried out in English.

English is becoming the most used foreign language used in Mexico since NAFTA -North America Free Trade Agreement (TLC)- was established. As a consequence of this the opportunities to have a better job are increasing, specially in tourist places like Quintana Roo in which most of the jobs require a working knowledge of the English language. In addition, many magazines, textbooks, news and more advanced systems like E-mail and Internet are booming and they are mostly in English. From these come the importance of having a good reading comprehension level in English for all persons but especially for future professionals.

Then, reading in English is even more important now because it is already used in real life in this country and teachers should realize that one of the "tools" in which they can improve students' reading abilities is by games.

It is easy to say that a game is something easy to analyse or to use, however many factors make this "easy" process a difficult one. When teachers apply games, role-plays, drills, and any kind of activity, they should take into account the aim they have to achieve, because this is

the principal feature which moves all the processes and indicates the paths where teachers can obtain such an aim.

As this research is based on reading games, it is important to consider what they involve. The following paragraphs describe what they are.

## **G A M E S**

There exist lots of definitions of a game. Most of them are similar but none qualifies a game as a good "tool" for teaching. Dictionaries point out that a game is:

- A specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games. (Webster's New World Dictionary: 1991)
- A physical or mental competition conducted according to rules in which the participants play in direct opposition to each other, each side striving to win and to keep the other side from doing so. (Webster's Third New International Dictionary: 1993)
- A form of play or sport, especially a competitive one with rules. (Pocket Oxford: 1992)
- An activity or sport involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle. (Collins Cobuild: 1987)

Besides, some authors who have been involved in teaching have defined a game as:

- "a structure -that- has rules, goals and agreement of players on the surface, and wonderful hidden processes underneath." (Turtledove, "Action Games").
- "an activity with rules, a goal and an element of fun." (Hadfield, "Intermediate Communication Games").
- "enjoyable -activities which- essence lies in outstripping, in friendly fashion, someone else's performance, or the world of sport." (Lee, "Language Teaching games and contests").
- "an agreeable way of getting a class to use its initiative in English and as it is gently competitive, it increases motivation. It is also a contrast to periods of intensive study." (Haycraft, "An Introduction to English Language Teaching").

All the definitions above are similar in their general sense, however they coincide principally in three points: **competition**, **rules** and **enjoyment**, that I would like to analyse:

The term *competition* is a word that is commonly used in most of the definitions. This word is the principal element any activity should have in order to be taken as a game. This is absolutely motivating for students, because they are always in daily competition. Nevertheless,

teachers have to be careful when using this element because it can hurt some students' feelings. Then, the competitive element should be well managed in the class, and the way teachers can achieve this is by the use of *rules* which is explained in the next paragraph.

The second term refers precisely to *rules*. Rules establish the pattern and code in which the game should be played, so students have to follow them. In this way the teacher can easily keep the class under control and make students play the game rightly in order to achieve the aim of the activity effectively.

Another term is closely related to *enjoyment*. Although it is expressed in different ways in the definitions, I consider this term as another important element for increasing students' motivation in learning a language, or anything. Students may enjoy the class, so they get more interested in it and obtain a more lasting knowledge.

For this work, a game will be considered as a valuable technique any teacher can use in order to increase students' motivation towards the language, at the same time that the student can better develop his/her abilities of learning the language. That is why a game is an activity used in class which includes three principal elements that are competition, rule(s) and enjoyment which should be established for a teaching-learning objective.

## **Advantages**

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

- "Games give a variety of tools to facilitate the teaching-learning process;" in other words, teachers can make use of games by taking them as another teaching activity in which students can develop more their learning strategies.

- "Games are flexible," it means that they can be used for teaching any part of the language. One game can be even used for two or three language points, it is just a matter of adaptation considering the students' level and the objective of the class.

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

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

- "Games make students produce language subconsciously." This means that students are learning and/or reviewing any language point or skill at the same time they are focusing their attention on whether they win the game or not, in other words, on the excitement of winning. Students produce

the language without worrying if they are doing right or wrong, they just produce it and achieve it.

- "Games stimulate students' participation and give them confidence." It is when students free themselves in order to participate to get the best score or even to be the best in the class. So, their initiative towards the language raises and makes them feel confident.

- "Games transform the teacher's role from that of formal instructor to that of organizer or/and moderator of the class." In other words, games reduce the domination of the classroom by the teacher. Now, there is not too much teacher talking time any more, just the necessary to model the activity and to moderate it. The teacher usually observes students in their development of the activity rather than exposing, explaining and correcting.

- "Games can also serve as a testing mechanism" because they expose the students' weak points and needs in the language. This usually comes while the teacher is observing the development of the game. S/he takes notes about students' mistakes and weak points to give an adequate feedback afterwards.

### **Reasons for using games**

Games are very useful in a class because they "provide an opportunity for students to use their language in a less formal situation" (Carrier:1980), without the pressure of doing it absolutely right or not, but with the



enthusiasm in winning the game and to practice the language.

Nevertheless this does not mean that the competitive activity should be taken as a mere amusing activity just to finish the hour, neither be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. In contrast, games should be planned and used correctly in any part of the class in order to achieve a goal by stimulating students.

There are three appropriate reasons why "games are used: (Carrier:1980)

1.- As an introduction:"

- a) to open the class in a stimulating way. This is when the teacher wants to get students' interest in the language from the very beginning of the class; or
- b) to know what point or level students already have. In this case the game is taken as a review of a previous activity.

2.- After the development of the lesson:" to reinforce an item that the teacher considers necessary to review and/or to practice.

3.- At the end of the class:" to close lessons in a stimulating way where students can have some practice of the item studied and the teacher can realize if the item is well achieved by students.

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

### **Frequency**

The frequency in which games appear in the classroom should be regarded closely. "Students may be bored with games if they are used everyday. Nevertheless, if they are varied and regularly applied, they will not become a meaningless habit (Grellet:1981)." In my point of view, games should be applied whenever they are necessary. Besides, an unexpected game helps to well maintain the elements of surprise and variety in the classroom.

### **The students**

As part of the class, teachers should attend to students' reactions and responses when a game is applied. This is important because as there are some students who enjoy games, also there are others who may not. In this case, Carrier (1980) recommends that "students should not be forced to participate in them" which I do not agree because if a game is already planned and follows certain objective(s), it is almost imposible to let students leave it and not do it. That is why the teacher has to plan in

advance these kinds of exercises and also be aware of the problems it could cause and act accordingly.

In addition, the introduction of the game to the class should be attractive, I mean, as much attractive as the teacher can in order to get the interest of the whole class and so achieve the goal(s). It is important to consider that Games should be amusing, they should give enjoyment in learning and provide fun in certain way to make all students participate and learn.

### **Roles**

Another feature in applying games in the class is the relationship between teacher and students. This is very important because the teacher should inspire students' confidence. For this reason the role of both teacher and students in the application of a game is explained in the following paragraphs.

First of all, the teacher has to play one important role which is as *model*. This is presented when s/he explains the game and gives an(some) example(s) of it.

Another role is the teacher as *moderator*, whose functions are mainly focused on observing, analysing, helping, taking notes, making sure that the game does not get out of hand and providing feedback until the game is over. The teacher almost does not have much participation during the game because, all games are centered on the students.

Finally, one more teacher's role is as *judge*, which is related to the how to approach students with the game. This is quite difficult because the teacher has to judge at the same time s/he has to give confidence to students.

Students' role depend on what the game demands. In addition, students have to follow the rules of the game.

### **Deciding the game to use**

The teacher is the one who decides which game would be appropriate for students to develop in a class. This decision seems to be easy; however, "teachers should take into account many factors depending on the aim of the activity" (Carrier:1980).

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

- As to the game it is necessary to know: 1) the main aim of having a game, in other words to analyse perfectly the purpose of the activity. 2) From this, to establish the specific language or skill wanted to practice and the time (presentation, practice or production) in which it should be presented and applied. 3) Also, if the game is for introducing a topic, general practice or to reinforce any language item.

- About students, teachers should take into account mainly:
  - 1) the students' level in language (beginners, intermediate or advanced).
  - 2) students' age, this is if students are children, teenagers or adults.
  - 3) students' manners, if some individual students are serious-minded or light-hearted.
  - 4) students' situation towards the language, if they take English as a compulsory subject or are highly motivated in learning it.
  - 5) the size of the class (the number of students).
  - 6) the students' cultural background.
  
- The moment when the game is used is important too, in other words, students' motivation and interest in a game may be very different on a Monday morning from the last hour of class on Friday or, students' response to a game after a test or after a discussion lesson.
  
- As to the time, teachers should consider the minimum amount of time needed to play the game with the maximum amount of time available in the lesson.
  
- About the preparation teachers should:
  - 1) check if there are enough facilities to get the material and/or if the material is available.
  - 2) care about the physical space in which the game will be applied.
  - 3) realize the noise factor, if there are more classrooms (classes) around you.
  - 4) anticipate possible problems in order to deal effectively with them, in case they are presented.

## **Procedure**

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

- The teacher should give the instructions and an example of the game.
- Then, students play the game. They should never be interrupted to give feedback because it may reduce their motivation and they might lose their confidence in the language. The teacher is able to help students if they ask for help while the game is played.
- Afterwards, the winner(s) is decided according to the rule(s) of the game.
- At the end, there is feedback. It is a teacher's decision if it is given individually or in general to the class.

## **TYPES OF GAMES**

Nowdays, games are being used more often by teachers. That is why many game books are being published lately. The most common are the ones focused on grammar, vocabulary and oral communication. In contrast, there are just a few books that just mention some games related to the pronunciation subskill, the listening, writing or reading skills.

Games can be clasified in many ways and some of them are the following:

According to students' age games are designed for children, teenagers, youngsters or adults (Appendix 1: Games A, B and C respectively). It is often very much a matter of opinion and local circumstance to which of these categories a particular game belongs. In other words, the teacher chooses the game according to the students' features.

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

According to place where games can be used, the classification is: 1) outdoor games (Appendix 1-D), which are the ones which are played outside the classroom, that is, in free space and 2) indoor games (Appendix 1-A), which are developed inside the classroom.

According to number of students, games can be done: 1) individually, when each student competes alone (Appendix 1-J); 2) by teams, when a group of four or six students compete against other teams (Appendix 1-A); 3) by pairs (Appendix 1-C) or the whole class (Appendix 1-B).

According to the skill wanted to practice there are:

Listening games, in which the aim is principally focused on the practice of the listening skill.

(Appendix 1-B)

Speaking games, where oral communication is the principal objective of practice. (Appendix 1-C, E)

Writing games, in which the aim is principally the practice of the writing skill (Appendix 1-E).

Reading games, where reading comprehension is the principal purpose of practice (Appendix 1-A).

According to the subskills wanted to practice there are:

Grammar games which provide experience of the use of particular patterns of syntax in communication (Appendix 1-A).

Vocabulary games that are the ones in which the learner's attention is focused mainly in lexicon (Appendix 1-D).

Spelling games: which means the way the words are spelt (Appendix 1-D).

Pronunciation games: which means the way the words or phrases are uttered. Some phonetics games are included (Appendix 1-F).

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

Another classification is related to:

- games which are played on a board and are called board games, they generally make use of pictures, cards or drawings (Appendix 1-G).

- action games which usually require the physical movement of the body in order to be played (Appendix 1-D).



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

- quizzes are not games, as their name says, however games can become quizzes; as I have said before one of the purpose of games is for the teacher to evaluate students' knowledge. That is why they are generally used in an end-of-lesson activity to check students' retention (Appendix 1-H).
- riddles, whose main goal is to develop students' listening and/or reading comprehension (Appendix 1-I, J).
- crossword puzzles, which are mainly focused on vocabulary and spelling practice (Appendix 1-K).

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

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

We have already looked at a great variety of game classification which exists in teaching and as this research is about reading games, it is necessary to know more about them.

## CHAPTER 2: READING

### READING

There are two things which we all know about language: first we use it for a purpose; and second it only makes sense in a context or in a situation. This last is closely related to daily life.

Reading is present in our lives daily. Everywhere and at anytime people read from a simple sign in the streets to an interesting book. So, we cannot avoid reading. Nevertheless, in our country many people do not get used to read and youngsters are not the exception. Sadly, most Mexican students are not accustomed to reading, besides just a few young people like reading. On the other hand, they should learn that reading is very important, it might be not for now, but for the future.

In some students' comments about reading I found that they regard reading as a boring activity, specially if the text is difficult to understand. For this reason teachers teaching reading should be aware of the students' attitude towards reading, and in this way be able to teach students to read by engaging them into texts according to their interests. Besides, the way of teaching, that is, the use of techniques and/or strategies that enhance students' motivation to reading is very significant.

I do really agree with Glendinning (1992) when he says that "reading lessons can be dull if reading is seen as a passive activity." Reading should always be regarded as an active task and for this reason the class should be always prepared in such a way that students can be involved in it in a motivating way.

Grellet (1981) also points out that "reading is an active skill" and mentions two reasons for this:

- 1) "reading is constantly involved with guessing, predicting, checking and asking oneself questions" which means that reading it is not just to reproduce written words mentally or orally, in contrast, it involves a serie of activities in order to improve reading comprehension;
- 2) "the communicative function of reading" in other words, the message that the author's written words want to transmit to the reader(s).

It is important to mention that while students get more interested in reading in their own language, they develop their own reading strategies and these can also be easily transfered to the foreign language; in other words, "efficient reading in the foreign language is a strength of reading habits from one language to another. First language reading habits can be transfered to foreign language reading" (Nuttall:1996). It was my intention that students use their own strategies on reading in their own language

(Spanish) for reading in English and, complete those strategies with others that we will analyse later. Nevertheless, this functions the other way around too: after learning to read in English, some students have begun to read more in Spanish.

It is known that when we know a little about the text, we usually get more interested in it. It is the same with students, if they know something about the text, this becomes more interesting for them. That is why the passages used during this research were about culture in general and their specialization (computer systems), all this with the purpose of motivating students not to take English as another subject to pass, but a very nice subject to enjoy.

But, what is reading? Reading implies specifically "to reproduce mentally or vocally the written or printed words" (Oxford Dictionary:1992). However, reading is not just this, it means more than this simple definition, it means understand the words and phrases, it means comprehend the meaning and/or the message of something written, which is generally the author's ideas that s/he wants to transmit. "Understanding a written text means extracting the required information from it as efficiently as possible" (Grellet:1981).

### **Reasons for reading**

There are many reasons for reading. Most people read daily to serve immediate needs or wishes. There are people who read to learn or to consolidate and clarify

ideas. There exist people who read for pleasure. Also, many people like to be up-dated and have new knowledge. And there are others who read for information in order to find out something or in order to do something with such an information.

### **Kinds of reading**

There are two types of reading teachers should try to develop, one is *intensive reading* and the other is the *extensive reading*.

The first one, the intensive reading focuses more on a complete analysis of any piece written which is almost always a short text. In other words, it studies texts in detail. Its principal objective is to arrive at an understanding, not only of what the text means, but of how the meaning is produced and this 'how' is important because another "aim for intensive reading is to train strategies which the student can go on to use with other texts" (Nuttall:1986). Then, this is more an accuracy activity involving reading for detail.

On the other hand, the second type refers to the extensive reading which is the kind of reading that is usually done for pleasure, without making a deep analysis of the physical characteristics of the text, but understanding the text and at the same time enjoying it. Here students "can often understand a text adequately without grasping every part of it" (Nuttall:1986). Longer

texts are usually used in this kind of study. Then, this is more a fluency activity involving mainly global understanding.

The two types are complementary and necessary, that is why it was my intention to make students develop both.

## **READING TECHNIQUES**

There exist many ways to understand something read. A lot of strategies have been developed to reach this subject. Grellet (1981) has a complete relation of reading techniques in his book "Developing Reading Skills" that I would like to mention briefly:

### **I. Sensitizing.**

1. Inference: through the context and/or through word formation.
2. Understanding relations within the sentence.
3. Linking sentences and ideas: reference and/or link-words.

### **II. Improving reading speed.**

### **III. From Skimming to Scanning.**

1. Prediction.
2. Previewing (Surveying).
3. Anticipation.
4. Skimming.
5. Scanning.

Not all of them are explained in the following paragraphs but the ones much more used according to the program and to the students' level in the Preparatory school.

- Understanding relations within the sentences refers to the students who find it difficult to get an immediate grasp of sentence structures. To avoid this problem students should be trained to look first for the 'skeleton' of the sentences (subject+verb+complement). A good activity for practicing this technique is to ask students to divide passages into sense groups and underline them in order to recognize the important elements of each sentence in a passage.
  
- Linking sentences and ideas. This technique helps us to recognize the various devices used to create textual cohesion and more particularly the use of reference and link-words. Students should learn that a text is not made up of independent sentences or clauses, but that it is a web of related ideas that are announced, introduced and taken up again later throughout the passage with the help of references. The reference covers all the devices that permit lexical relationship within a text. Some of these are synonymy, hyponymy, antonymy, comparison, link-words, connectors, etc. Also the signpost expressions are used to indicate how the text is organized and to show when the topics are introduced. All these references can help students to recognize what is coming in a text, or



how it is organized. The exercises for this reading technique can be about recognising the function of the connectors and finding equivalents, completing texts with the missing link words, transforming series of statements and prepositions into a coherent text by joining sentences and adding connectors, etc.

- Prediction. It refers to making guesses about what the text contains by only using the title, a picture, a graphic or any small sample of the text. Here, our own knowledge about the world helps us to understand the context. Also we can make use of grammatical, logical and cultural clues in order to get the prediction(s) of a text. The most common activity in which the prediction technique is practiced is by the use of the titles, but there are other options like giving the students unfinished passages to complete or by going through a text little by little, stopping after each sentence in order to predict what is likely to come next, etc.
  
- Scanning: helps us to find a particular piece of information through all the text. This is that a reader, with a clear purpose, can anticipate where to find the information of a text and what form it will take, allowing rapid eye movements down the page searching for particular sections or clues, such as digits, common names, discourse markers, and various signal words and phrases that can help to recognize and to anticipate the content of the text.

- Skimming consists of quickly running one's eyes across a whole text to get the gist. In other words, to get a general picture of the reading. Skimming gives us the general point in a text. This is a valuable technique for reviewing material or determining whether it is relevant for more detailed information.

All these techniques were studied during the classes in the second term of English. The only exception was the *linking sentences and ideas* technique which was reviewed only because it was studied in more detail in English 1.

## **READING GAMES**

There is a lack of reading games, they almost do not exist. While I was looking for them, I realized that they surely are not a very studied field nowadays.

As a disadvantage, I could see that they were not enough to achieve my objective, so I decided to adapt some of the strategies above and turn them into reading games. Then, I gave each strategy two of the most important elements that a game should have. I gave them a competition feature and rules.

For example: for the game called "The wise" (Appendix 3-J) I adapted an activity involving the prediction technique. The activity was that the students

had to read a title and make predictions about it. The first time I applied this activity I found that students did it as any other activity they had to do in class. So, I decided to apply the same activity again but this time I added the competitive element by the use of timing and rules. Now, the 'game' was done in order to find out which team would make the closest prediction about the title in an amount of time of 10 minutes. Certainly the winners were the ones which made the closest prediction. This time I could see the students' enthusiasm reflected on the excitement: first on making the predictions and second, at the moment the text was read to know who got the closest prediction and of course which team was the winner. (For more reading games see Apendix 3).

For this research I consider the game above as a real reading game because it was taken directly from a reading technique, however there exist other kinds of games which also play an important part in the development of a good reading comprehension. I am refering to structure and vocabulary games.

It is valid to say that structure games and vocabulary games are not merely reading games but they are considered as a complement because they also help to develop and improve reading comprehension. A wide lexicon and the accuracy of language are very important in reading. Besides, students obtain a longer lasting effect of their knowledge with these kinds of games. The ones used in the research are in Apendix 3.

I want to point out that all the samples in Apendix 3 were used in the class in order to achieve the objective of the research which is described in the introduction.

## CHAPTER 3: DESCRIPTION

The following paragraphs describe the institution which allowed this investigation as well as the teaching situation in which students and I were involved during the term from February 2nd to July 3th of 1998.

### THE SCHOOL

The research was carried out in the "Centro de Bachillerato Tecnológico Industrial y de Servicios 214". This institution has different technical careers like Computer Systems, Business Administration, Building Construction and Accounting. Each career has an institutional curriculum which is integrated by several subjects. These are assigned to the teachers according to their specialty.

The officials of this institution realize that English is becoming a more and more important language, especially for students to understand technical texts. That is why there is one subject called "Lengua Adicional al Español" which is the subject related to the English language. All the careers have compulsory English for two terms.

The program followed in Term 1 consists of a review of what the students are supposed to have learned in Secondary School. It consists of studying vocabulary, grammar and reading comprehension. So, at the end of Semester 1 students have to achieve more vocabulary focused

on true and false cognates, synonyms and antonyms, word connectors and referents; to learn and/or improve grammar, especially in the part of verb tenses like simple present, simple past, present progressive and past progressive, besides to know all about simple and compound sentences; and to develop reading techniques such as prediction, scanning and skimming.

On the other hand, in Term 2 students start with a general review of term 1. In other words, they review the simple present, simple past, present progressive and past progressive, but this time giving more emphasis to more detailed features in language like noun and verb modifiers which are the article, the adjective, the noun and the adverb. Also, some other tenses like simple future, idiomatic future and present perfect are studied in this term. On the part of reading students have to improve the same techniques in term one and complement them with other new ones like word sets and text-type recognition. In addition, students enlarge their vocabulary, including technical terms of their specific area (Computer Systems).

It is important to mention that the institution is the one who designs its own syllabuses. In other words, the programs used in English I and II are already established and teachers have to follow them in all the terms.

The syllabuses of English 1 and 2 have as their main objective for students to get the adequate techniques to understand semi-authentic and authentic texts in English. That is the reason I emphasise this research more

towards the reading skill than the others. So, all the material used here was designed according to the program of English 2.

Nevertheless, as a matter of language, I know that no one can separate the four skills of language when teaching, and that we as teachers can not teach just reading. I agree with Grellet (1981) in that "reading comprehension should not be separated from the other skills (and that) there are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. It is therefore important, to link the different skills through the reading activities chosen."

## **THE TEACHING SITUATION**

The following are the characteristics of the environment in which the research was carried on:

- All the courses in this institution last 60 hours. English is not the exception. Then, such hours are distributed in 4 hours per week in 15 weeks.
  
- As I mentioned before, the course syllabus is predetermined and gives a different emphasis to the skills. In other words, as the main objective of the course is focused more on reading, this skill has to be practiced most of the time of the course. 70% is dedicated entirely to reading comprehension.

The rest of the percentage (30%) can be divided as: 5% to oral communication, 20% to listening and 5% to writing. In other words the skills less used are writing and speaking, while listening is used a little more because it is a receptive skill as reading.

- As to the subskills, we can observe that there is not too much emphasis in pronunciation in this course because of the interest of giving students the best reading comprehension skill. So, while grammar and vocabulary, which are considered very important parts to achieve an efficient reading, have 48% each, pronunciation has almost no production (4%).
- In some institutions the 'kind of English' teachers should teach is established. Nevertheless, in this institution the syllabus does not specify which dialect is preferred. In the Academy, English teachers have agreed that it does not matter because of the main objective of the course which is not focused on speaking, nor on pronunciation, but on reading. So anything would be fine: American or British.
- There are three partial tests and one final exam, all of them applied after a month and a half approximately.
- The time allocated to this subject is 4 hours per week. This results in 60 hours during the whole term. From these 4 hours, 2 hours are for teaching the main topics of the syllabus program. The other 2 hours are used to do some kind of lab activity. It is important to point out that it does not matter what type of activity teachers



want to do in the lab, but it has to be related to the same topic as in the other classes. For example, if we are studying Present Perfect, I use 2 hours to explain the tense and do some exercises related to this tense and the other 2 hours I practice the same tense but in a different way: I apply a song or a game containing such a tense (I generally used these hours for games).

- The class size is generally about 40 students, in the first semester, and 35 in the second. In my own situation, in both groups studied there were 43 at the beginning and 40 in the end.
- At the beginning I thought that the students' reasons for studying English was because it is required so they had to pass two terms of English to be allowed to continue their technical career. However, there are more reasons than this which will be looked at more closely in the next chapter, in one of the surveys applied.
- The environmental situation in the classroom is adequate, there is enough lighting and ventilation, there is a whiteboard with sufficient space and the seats are able to be flexibly arranged. So, the conditions are excellent to do reading games.
- The school also has a coursebook which is:
  - Lengua Adicional al Español: Inglés II
  - Authors: María de Lourdes Gallegos Juárez y
  - Elisa Reyes Aguilar.
  - Colección D.G.T.I.

however, this book is not compulsory. In contrast, it is taken as a resource where to consult or supplement the

material. In this term, teachers used exercises and texts chosen from several books, magazines and newspapers. So, the material students had was material designed by the teachers in the Academy.

## **THE RESEARCH**

The research was carried out following the procedures of an experimental case. I chose two similar groups to apply games in order to prove my hypothesis which is described in the introduction.

There were two groups with similar characteristics. One followed the English methodology used in preparatory school and the other following the same procedure but including games.

The material that I used in the experiment was the following:

- Diagnostic tests (Apendix 2-A,B). These were applied the first day of classes to measure the level of English in the two groups.
- Surveys (Apendix 2-B,C). One applied the first day of classes to have a wide knowledge of the students' preferences and expectations and one at the end of the course to learn their views upon the results of our study.
- Partial tests (3) (Apendix 2-D,E,F). These applied every one and a half months to measure students' progress.

- Final exam (Appendix 2-G). This was the last test. It was analysed on its own and compared with the partial and the diagnostic tests.

According to the institutional syllabus the points evaluated in the exams in this semester were:

- Grammar: verbs tenses (including the revision), noun and verb modifiers and technical vocabulary.
- Reading comprehension of different semi-authentic and authentic texts by using the different strategies and types of text.

The two groups chosen were group C and group J from the Computer Systems career and both of them have similar characteristics:

- They are in second semester.
- Each has 43 students mixed (male and female).
- The average age of the groups is sixteen.
- Their economic level is lower middle class.
- All students live in Chetumal.
- They are beginners in the reading learning process of English.

I obtained permission from the institution. When I consulted the principal about the possibility of doing this research and the advantages to the institution, he was very interested and supportive to its realization. Also, the teacher who is in charge of the other group graciously

agreed to be part of the project, as she is also interested in improving her students' learning.

## **THE GAMES**

As the aim of this research is to prove that reading games make students' reading comprehension level better by motivating them and increasing their interest in reading, I have chosen and planned some activities that, as I have said in the previous chapter, I turned them into games by adding the competitive element and rules. They were applied during the whole term in the experiment.

It is necessary to reaffirm that vocabulary and grammar games are considered as part of the reading games in this research. They are very important in learning because they allow students a better and a longer term of acquisition in reading too.

Then, the following is the description by periods in which reading games were applied, as well as the observations made to the group which played them. Each period corresponds to one partial test. At the end, the final exam is described too.

### **Partial 1**

In this partial, the contents were a general review focused on the grammar seen in Term 1. So we practiced verbs in their different tenses. We reviewed simple present and past, present and past progressive.

During this grammar revision we played the game *What am I doing?* (Appendix 3-A).

This period also included the learning of noun and verb modifiers in which students have to know the articles, adjectives, nouns, and adverbs. Here the game played was *Identify-Identify* (Appendix 3-B).

For vocabulary we played a game called *Catch it!* (Appendix 3-E) with a video in order to give students a review of basic vocabulary like the house, the school, the park, etc. So they were simple words commonly used in daily life.

On the reading comprehension part, we reviewed the skimming technique by using authentic and semi-authentic material. Here we played a game related to this matter in which students had to read without stopping. In other words they just had to know what the text is about without looking at the specific details of the reading. This game is called *What is it about?* and it is better explained in Appendix 3-I. Also we played a game for predicting by looking at the title or/and at the visuals like graphics or pictures of the texts. This game is called *The Wise* (Appendix 3-J).

At the beginning when I started with the games, students were surprised by the change in the course. Some of them expressed that they were not accustomed to games and that they considered my class different from the others, which means that they realized that it was not a

traditional way to learn. The best was that they seemed to like it.

## **Partial 2**

For this partial, we studied the simple and idiomatic future, on the grammar part. Here we played a game called *Faces and Gestures* (Appendix 3-C) with complete sentences. It is important to say that this game is an adaptation from *What am I doing?*.

As to vocabulary, I asked the teachers to write the specific vocabulary of their specialty. Then, we got more than 40 words that involve the most important lexicon in computers. So, I wanted my students to learn these words thoroughly as it was absolutely essential in reading texts in their career. So, I decided to apply the *Stop* game (Appendix 3-F).

Also, we practiced the scanning technique which consists of looking at specific information in texts. So, we played a game called *Look who, Look when* (Appendix 3-K). Of course this is only the title of the game and it is not limited on asking about who or when but other things as places, quantities, etc.

Up to this point, students had agreed to use games in the class. However, there was a problem when playing *Stop*. Three of the students did not make a team because they were late and they decided not to play. Well, I let them do it, but in a few minutes I realized that they were angry because they wanted to play while they were

seeing the others enjoying the activity. So, I opted to add one of them to the rest of the teams. This made me think that students are motivated to participate by just looking at others play.

### **Partial 3**

In this partial, the present perfect tense was taught as the last part of grammar in the syllabus. For these we played the game *The unfixed phone* and *Fill it* (Appendix 3-G,D respectively). And for vocabulary we played *Derivation* (Appendix 3-H).

In reading, we finished the program by looking at the different types of texts. Among them we saw the instructive, the descriptive, the narrative, the argumentative, the especulative and the informative texts. So we played a match game called *Partners* (Appendix 3-L).

By this time, I could see that students were comfortable in my class. That is, they did not love the subject but at least they liked it. Even once a student came to me and told me that he felt that the class was going fast in the sense that he did not feel the hour as boring as it used to be in Term 1.

### **Final Exam**

For the final exam, I planned a general review of the course. So we practiced all the grammar studied and all the reading techniques. Of course I used games here, especially in reading. To practice grammar we played *What*

*am I doing?* again but with an adaptation in which all the tenses were included. For vocabulary practice we played *Stop* again but with another adaptation too. This time, it included other columns for 'Career Word', 'Noun Modifier' and 'Verb modifier.' For practicing reading comprehension we played *The cowboy* (Appendix 3-M), which is a kind of reading activity which includes all the techniques we saw during the term.

The results of the application of games are obtained by the grades students had during the whole semester. The information obtained from this is detailed in the next chapter.



## CHAPTER 4: ANALYSIS

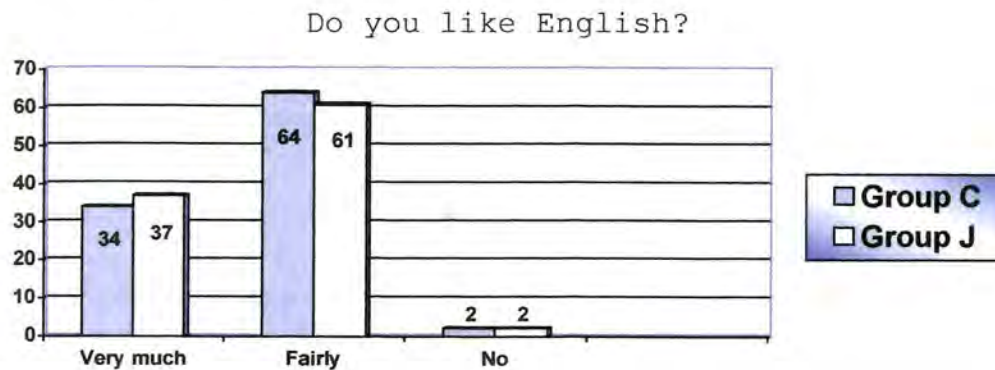
This research was experimental and statistics helped measure and organize the results of the groups studied. As it is mentioned in the previous chapter, I used for this research two surveys, a diagnostic test, three main partial tests and a final exam. That is why I divided this chapter in seven sections, one for each material, where the information obtained is shown and explained in detail.

I consider it important to mention that all this material was applied in both group C and group J equally. In other words, the exam, surveys and tests were applied the same day and at the same hour in both groups of study. Another important point to mention is that the group I taught was "C" and the other teacher was in charge of group "J."

## SURVEY 1 (Apendix 2-B)

This survey was applied the first day of classes. From it some important information about students' preferences and expectations concerning the language itself could be determined. The following is the analysis of each of the questions in it.

- Question 1 had the following results:

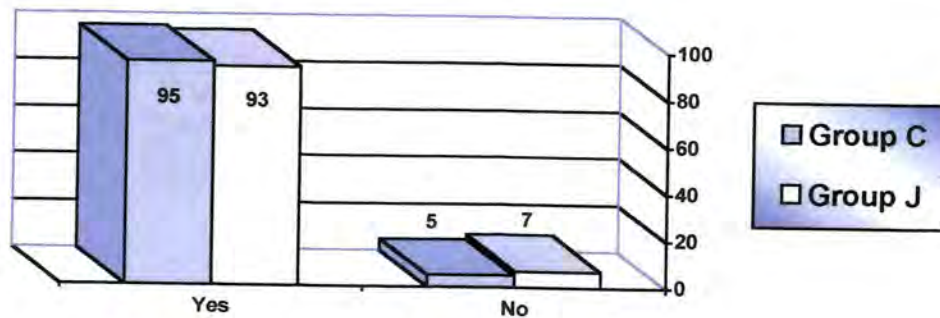


The information obtained from the two groups was similar as it is shown in the graphic. While 37% of students from Group J like English in Group C 34% like it. There is not a great difference. However, this indicates that I was in a group in which English should be taught in a very attractive way to make the others, who do not like the language very much (64%), like it.

In both groups there exists 2% of students who do not like English at all, but in my situation I tried to get these students' interest into the language and games helped in such a purpose.

- Question 2.

Did you have English in secondary school?

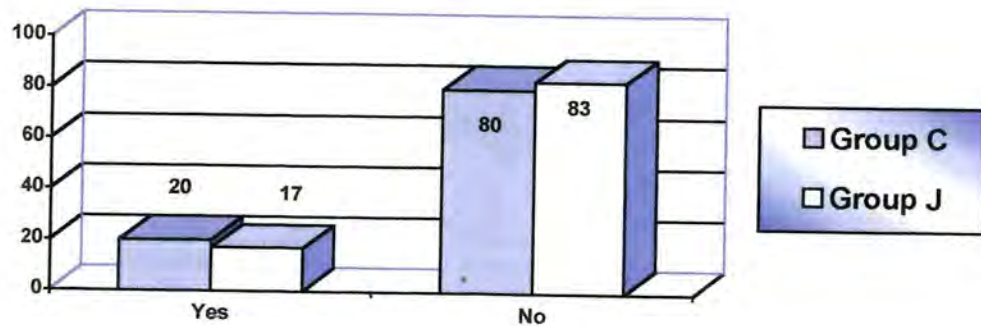


This question ratified what is known by common knowledge. Almost all of the students had taken English classes in secondary school for three years. While in group C 95% took English, in Group J 93%. However, this does not mean that they are able to read, write, speak or listen in English. It means that they have a general knowledge about English, they know some vocabulary and some structures, but only that.

Besides, they already took last semester of English in which they focused on reviewing what they had learned in secondary school, and some features about reading. So, they are almost beginners in the reading comprehension branch of the language.

- Question 3.

Have you ever studied English in a private school?

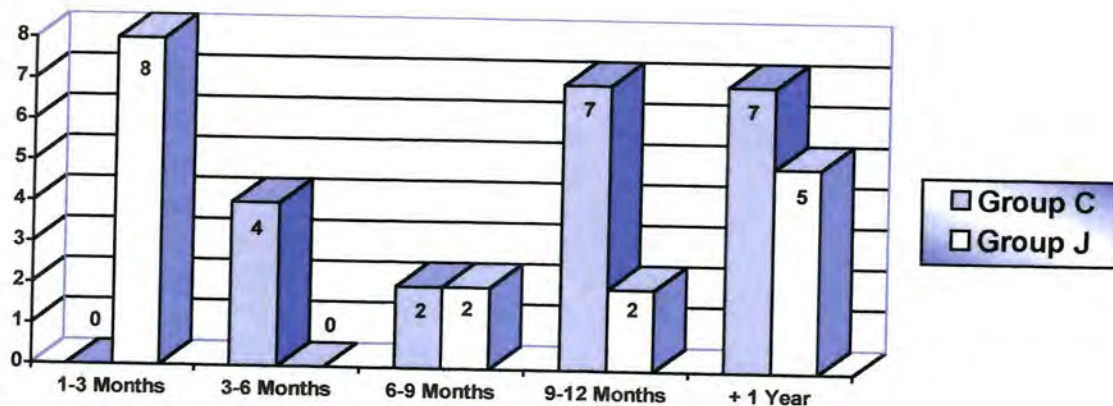


Also I asked students if they had studied English in private schools and their answers gave the result that while in group C 20% had taken private English classes, in group J it was 17%. So there is a small difference between both groups. The rest had not taken any kind of private lessons. Then, almost all students in both groups had not taken private English classes, so the conditions of both groups were still similar.

- Question 4.

It refers to the time students had been studying English in private schools. This question should be answered by students who chose 'yes' in the last question. Then, we have the following results:

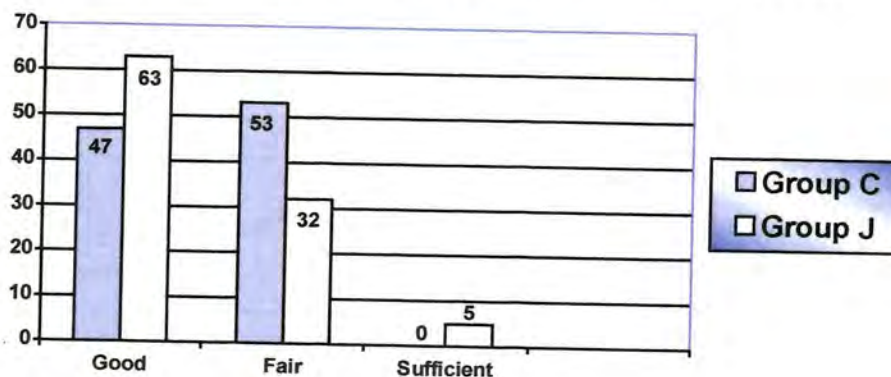
How long have you studied English?



As it is appreciated in the graphic, there are a few students in group C (7%) who have studied English more than a year, while in group J only 5% have. However, 8% of group J are starting to learn the language, while in group C (0%) such an interest is not reflected.

- Question 5.

How do you consider last semester classes?



This question refers to last semester, specifically about the classes. The question was about how students considered them. Students' answers were varied because most of students in group J (63%) considered the classes as good, while only 47% of group C thought the same.

- Question 6.

This question is related to the skills. Although the syllabus establishes that the reading comprehension skill is the one which has more emphasis in the course, I wanted to know if students were interested in other skills: that is why I included the question below. Then, I got important information about the students' preferences towards the language according to the skills. Students ordered the four skills (reading, writing, speaking, listening) according to the importance they gave to each as they would prefer to study. We had the following:

Write from 1 to 4 in order of importance the skill you would like to learn first, second, third and at last.

Order of Importance	Reading		Writing		Listening		Speaking	
	C	J	C	J	C	J	C	J
1	2	31	10	10	22	10	<b>66</b>	<b>49</b>
2	<b>37</b>	<b>34</b>	30	32	17	10	16	24
3	34	13	<b>36</b>	<b>40</b>	15	37	15	10
4	27	22	24	18	<b>46</b>	<b>43</b>	3	17

There is no doubt that both groups coincide in the order they want to learn the skills. Both groups would like to learn first to speak, second to read, third to

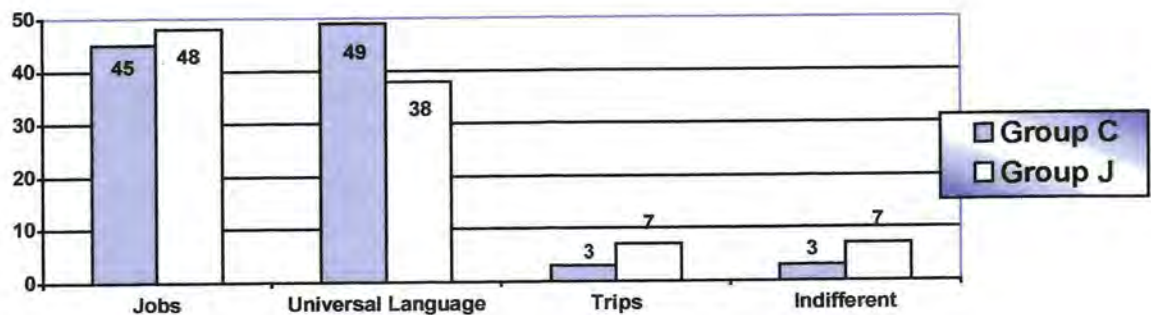
write and finally to listen. Of course it is necessary to point out that this is the way students thought according to their interests. However, it is not possible to learn just one ability, but at least another closely related. Like in the case of reading, which most of the time is related to listening or writing.

As a reflexion, when I first looked at this result, I thought "reading is important in second place for students, which indicates that during the course they will like reading. If this is not the case, they will like it a little by using games." Then, I got a positive result which is described afterwards in the analysis of the other material.

- Question 7.

It is also very important to know how much importance students give to English:

How important is English for you nowadays?



There is a short difference in which most students in both groups think about English being an

important resource to get a good job. Then, 48% in group J think that most of the best job opportunities require English, compared to 45% in group C that think the same.

Other views about this language is that it is considered a universal language, so students would learn it in order to communicate with other people and to know about other cultures, other people and other places. The percentage for each group here was: group C 49% and group J 38%.

Trips were another students' reason for studying English, but not with the same emphasis as jobs because just a few students in both groups expressed that English would be ideal to travel. Group C 3% and group J 7%.

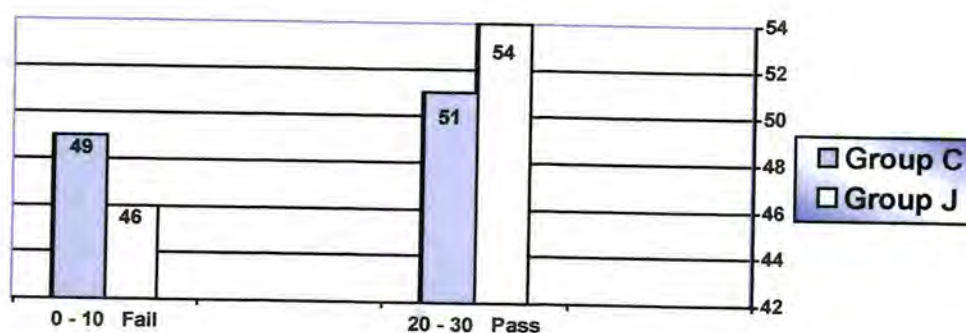
Finally, 7% of students in group J and 3% in group C mentioned that they are indifferent towards the language because they do not like it very much, in other words, English is another subject which they have to pass.

All this information reflects lots of important features which I had to consider in order to achieve the goal of the research.



## THE DIAGNOSTIC TEST (Apendix 2-A)

The diagnostic test was applied the first day of classes too. Its purpose was to measure the level of English in both groups. So, the following graphic shows the percentage of students who failed and passed this test of 30 questions:



Here we can see that both groups have a different level from last term. In other words the test shows that students are quite different in their level of English. As result of each group studied we can see that 51% of students in group C passed the course as did 54% in group J. On the other hand we can see that while 46% in group J failed the exam, the percentage was higher in group C (49).

It is important to say that this test was designed according to the syllabus of Lengua Adicional al Español 1, which is the first course students took in this school and in which most units were related to grammar, basic vocabulary and a little of reading comprehension.

The principal topics evaluated in this test were false and true cognates, use of the simple present tense, infinitive, word identification and general comprehension of a text.

I want to point out that by the time this test was done, all tests and exams were designed with their instructions in Spanish, that is the main reason I designed this test like that. However, when I became a member of the English Faculty, I suggested to start designing the exams with English instructions. Fortunately, other teachers agreed with me and exams were designed from then on with their instructions in English.

## PARTIAL TESTS

The following graphics show the effect games had on students since they were played in the classroom. So, I divided the information in three parts corresponding to partial test one, two and three. Both groups are reflected in each part in order to compare the effectiveness of games.

For this part I want to establish that as a matter of organization, the grades that I will show in the following graphics have been changed from the traditional way of numbers to letters in order to understand the graphics better. Then, these are the clues:

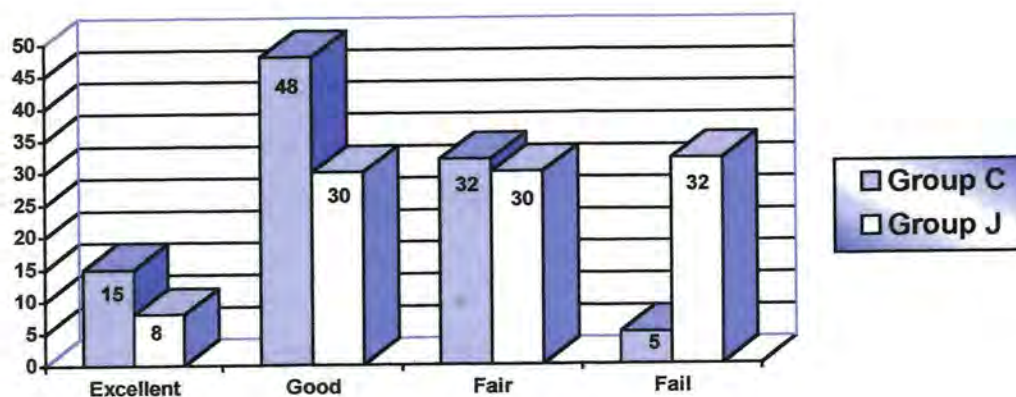
9.5 - 10	= Excellent	6 - 7.9	= Fair
8 - 9.4	= Good	5.9 or less	= Fail

It is important to say that the games used for practice before each exam are just mentioned in the explanations below because they are described in detail in the previous chapter.

### **TEST 1** (Apendix 2-D)

This exam was done in March 6<sup>th</sup>. The games applied before it were: *What am I doing?* (Apendix 3-A), *Identify-Identify* (Apendix 3-B), *Catch it!* (Apendix 3-E), *What is it about?* (Apendix 3-I) and *The wise* (Apendix 3-J).

The effect of games on students became evident from the very beginning they were used. As it is appreciated in this graphic, group C shows 48% in comparison with group J which obtained 30% in getting a *good* grade in the evaluation. Although there were a few students who got *excellent* group C had 15% and group J 8%, almost half.



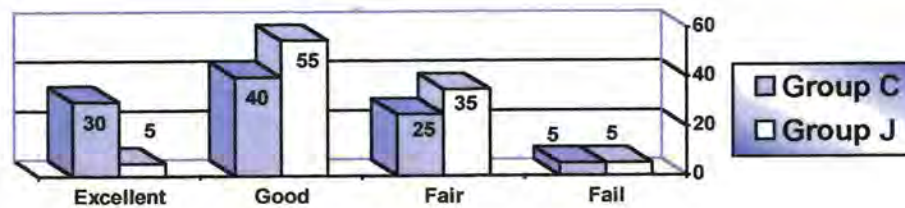
If we add the percentage of *excellent* grade to the *good* grade, we will obtain their quality in English differs widely: group C with 63% and group J with 38%.

The principal topics evaluated in this test were focused on grammar mainly: verb and noun modifiers, simple present, simple past, present and past progressive. All these according to the agreement the English Academy took, in order to have just one exam for all the groups. This partial was a review of last term, but also included skimming and predicting techniques in the part of reading comprehension.

**TEST 2** (Apendix 2-E)

Partial 2 was done on April 30<sup>th</sup>. The games applied before this were: *Faces and Gestures* (Apendix 3-C), *Stop* (Apendix 3-F) and *Look who, Look when* (Apendiz 3-K).

In this test, students in group C were more confident in their English as one of the effects games caused on them, therefore this is reflected in their grades too. Now, grades in *excellent* raise to 30% which is the double of students in the first evaluation. In contrast, group J lowers its percentage of such a grade to 5%.



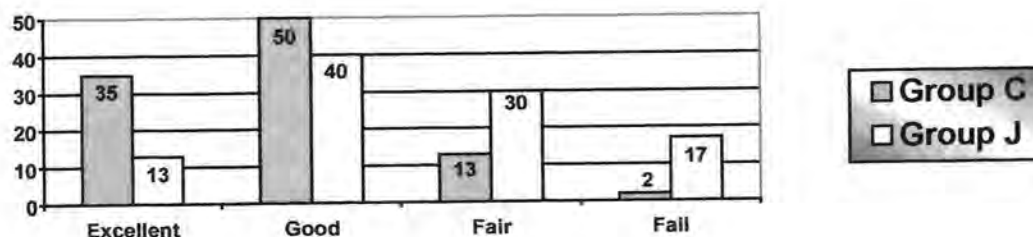
A good point in this period is that the percentage of students who failed in group J diminished from 32% to 5%, raising the *good* grade to 55% and the *fair* grade to 35%. Besides, according to the students' quality in English we found that this time group C got 70% and group J got 60%.

The points evaluated in this partial were grammar (simple and idiomatic future), specific vocabulary of students' area (in this case 'computers') and reading comprehension: scanning.

**TEST 3** (Appendix 2-F)

This test was taken in Jun 15<sup>th</sup>. The games done before it were: *The unfixed phone* (Appendix 3-G), *Fill it* (Appendix 3-D), *Derivation* (Appendix 3-H) and *Partners* (Appendix 3-L).

This exam reflects another good point in favor of games. By this time, some students talked to me and expressed they liked the class because it was dynamic and not boring as it used to be in last term. So, I supposed that games were motivating having a better effect than what I had expected. Then, I could see that while the excellence in group C raises 5% more than the last partial test and makes a total of 35%, group J recovered its level and showed 13%.



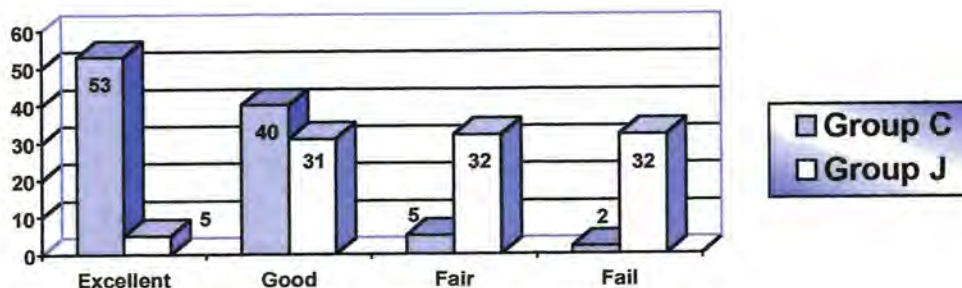
The very contrasting point is also seen here in the fail grade between the two groups. Unfortunately, group J raised its percentage to 17% while group C lowered it to 2%. As to quality of students' English, group C has 85% while group J 53%.

The topics evaluated in this partial were the present perfect in grammar and types of tests in reading comprehension.

## FINAL EXAM (Appendix 2-G)

The final exam was done in Jun 27<sup>th</sup>. The games played before it were: *What am I doing?* (Appendix 3-A), *Stop* (Appendix 3-F) and *The Cowboy* (Appendix 3-M).

In this last exam, we can appreciate that the *excellent* grade in group C raises amazingly again up to 53%, while group J goes down again with 5%. Besides, failed students in group J are even more than in the first partial (32%) while in group C it stays at 2%. One good point for group C is that most students' grades became better during this period. Just 5% stayed in the *fair* grade. As to students' English quality, group C got 93% while group J got 36%.



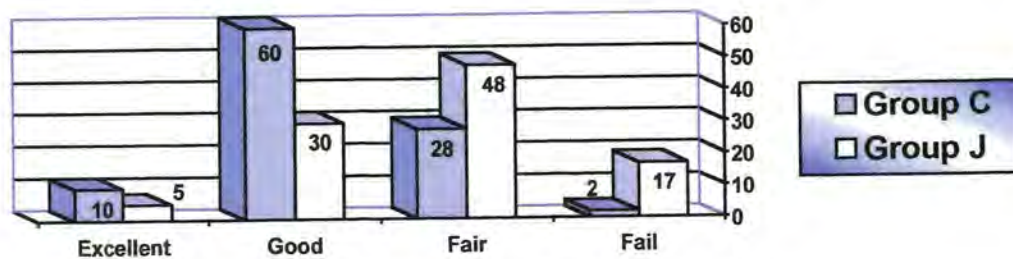
This exam covered all the topics seen in the three partial tests, specially the ones related to reading comprehension and specific vocabulary of the area.



## GENERAL EVALUATION

This part refers to the general analysis of all the evaluations, in other words, the average grade taken from the tests and final exam. This average was obtained by summing up the four grades (three partials tests and final exam) and dividing them by four to get the average. It is important to mention that this is the way students get their final mark. By looking at this, students know if they pass the course or not.

From this I found that in group C there were not as many students who failed the course as in the other group. This is that while in group C just one student failed (it represents 2%), in group J 17% of the students failed (9 students). According to the teacher in charge of group J these students did no work in classes and did not hand their works in. Besides, they were absent much frequently during the whole semester. In my case, the student who failed the course did not do the homework, did not study for the tests, and was absent much frequently too.



We can also see that group C had a more elevated percentage (60) in *good* grade than group J (30).

## GENERAL ANALYSIS

The following is a general analysis of the whole course.

This chart shows that students, at the beginning of the course, were 43, however some of them left the school and this is the result:

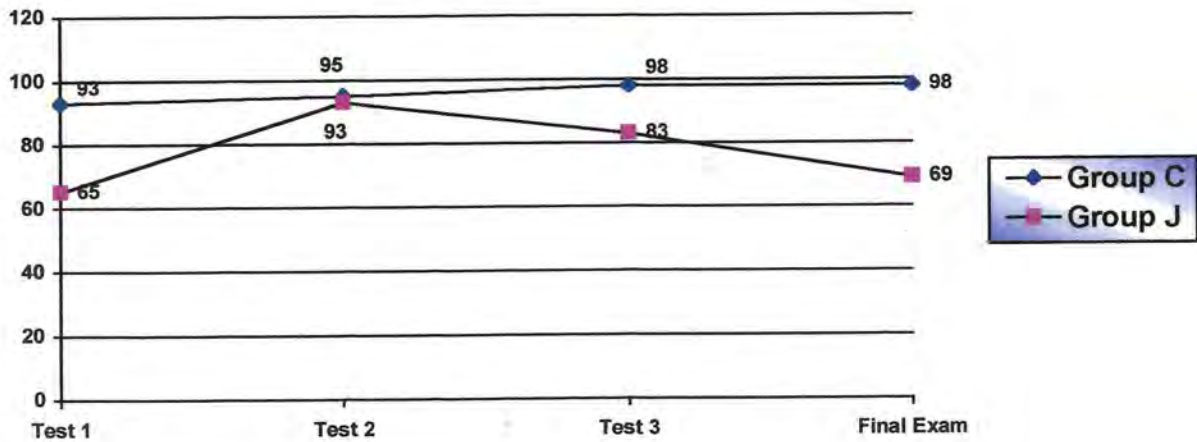
	Group C	Group J
Partial Exam 1	43	43
Partial Exam 2	41	42
Partial Exam 3	40	40

At the beginning of the semester, there were 43 students in each group. However, there were different causes that made three students in each group leave the school. So, it is a lucky coincidence, but it is true that at the end of the semester, there were exactly 40 students in each group.

The next graphics are about the development of students during the whole course in a more general description. The lines here show the ups and downs each group had during the course.

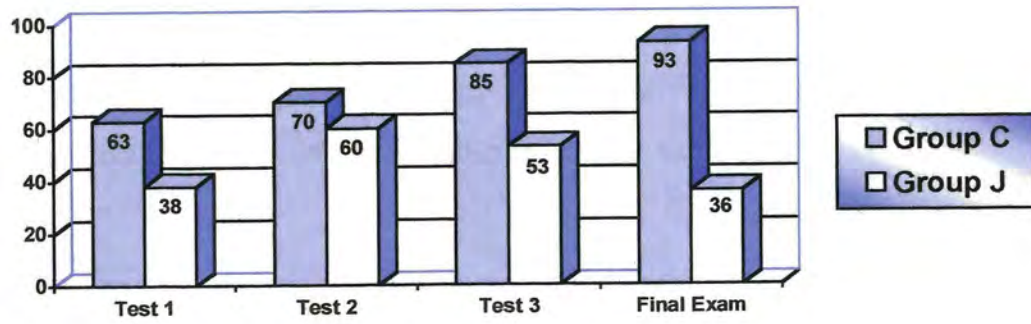
Graphic one shows the path both groups took during the course in relation to students who passed the three partial exams and the final exam.

Graphic 1



As it is appreciated here, while Group C was going up little by little, Group J just had its biggest increase in partial exam 2, but in the last two exams went down again.

As to students' English, we can observe in the following graphic how group C had a continuous rise in quality during the semester, while group J got its highest level of quality in Partial Test 2 (60%).

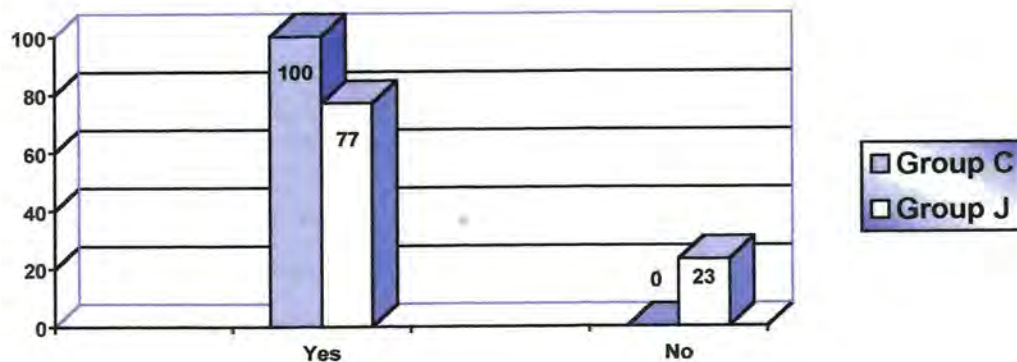


## SURVEY 2 (Appendix 2-C)

This survey has as purpose to know students' feelings and points of view about this course.

### - Question 1

Did you like English Course 2?



There is a little difference in this question between both groups, because the whole class in group C mentioned that they effectively liked Course 2, in contrast there was a division of opinion in group J.

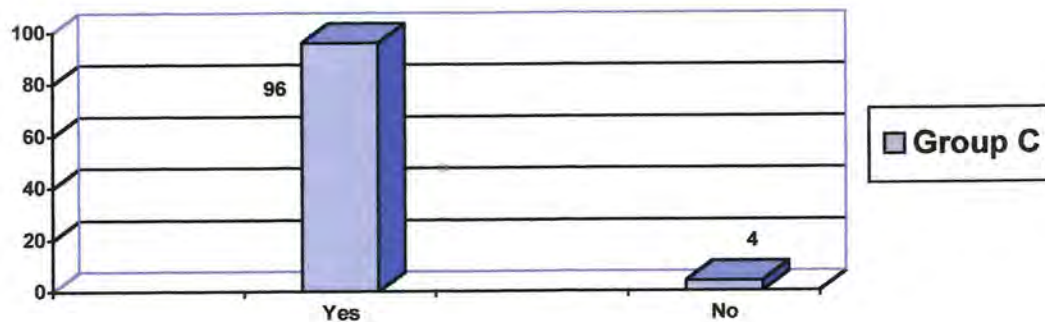
### - Question 2.

This question refers to if students had games during the classes. As it is known, games were only used in group C. Group J had no games at all. It is important to reaffirm that both groups were evaluated in the same topics at the same time with the same means, so the only difference between both was the use of games in one, group C.

After this question, there are two more which are closely related in such a way to question 2 that only students who answered 'Yes' in the previous question should answer them. Then we have that only group C did it:

- Question 3.

Did you like the games?

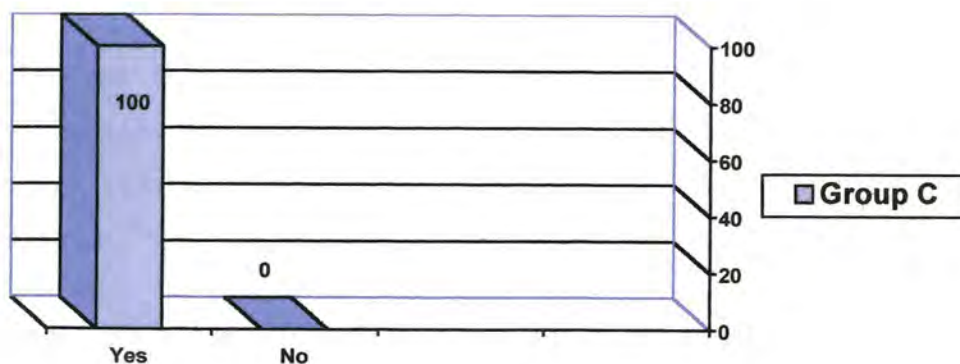


96% of the students answered they liked games very much, and only 4% said they did not. The two students who did not like games passed the course, however they were quite timid and serious. In contrast, the rest of the class liked games, even the student who failed.

- Question 4.

In this question I tried to find out if students really thought that reading games were very useful for their development in reading comprehension.

Do you think that the games played in the classes were useful to learn and/or improve the reading English skill?

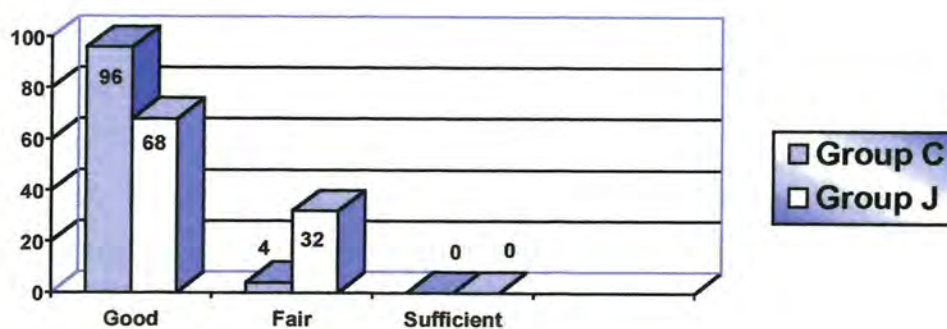


All the students agreed that reading games were effective in their good development of the language.

- Question 5.

This last question was about how students considered English Course 2 and the results are shown below:

How do you consider English Course 2?





From group C 96% of students expressed it was a good course and 4% that it was a fair one. In contrast, 68% of group J considered the course as good and 32% as fair.

So far, results reflect that students in Group C were more comfortable in classes than these in Group J, who show less interest in English as it is seen in graphic 1. In addition, results also reflect that students from group C are better in reading now; what in my point of view, show that the principal reason was the motivation they had during the classes.

The following paragraphs describe students' feelings and points of view in relation to the course. This was an open question I asked my students in last day of classes, that is why these comments are only from group C which was the group that worked during last semester in the same program but with games incorporated.

Most students mentioned that they liked and enjoyed the class because of the games and dynamics we did. They expressed that in this way English classes were not difficult and/or boring. On the contrary, they were more enjoyable and interesting, besides games made the class easy to understand too.

I could appreciate that all this motivation produced some incentives in students as: to be more interested in English because of their speciality; to want

to learn, improve and practice the language more; and, to know other people and kinds of lives even though it is only by reading.

# CONCLUSIONS AND SUGGESTIONS

## CONCLUSIONS

All we have seen in this work, was done with the sole purpose of proving that reading games are effective in the learning process and it was proved enough. During the whole course there were a lot of activities, exams and game applications which made possible the better development of students in reading. Now, I can say that students who worked with reading games are better readers than the others who followed the same program but without using any kind of game. This is relevant because games in general have a great motivation level and this causes an increase in the students' interest in the language.

It is important to remember that motivation is considered a very important factor in human behavior, and this is essential for any human being to learn. Then, if the student is well motivated (in this case by games) the teacher should keep this motivation alive and make students feel they are achieving their goals.

During the course I wanted students to realize that reading is not as boring as they thought if they use an adequate training which includes games in reading. Teachers should be aware that any syllabus including reading comprehension can be followed in a different way. In other words, the course should not be pasive any more, but it should be more active.

That is the reason reading games effectively proved the hypothesis about the effect of reading games, because they truly raised students' reading comprehension level by motivating them and increasing their interest in reading.

The way the hypothesis was proved is as follows: I used games to see the effects they have on students. The way students adopted games in the class was clearly reflected in the explanations of the general analysis. Students in group C were more enthusiastic on having the course by the simple fact that games motivated them. In contrast group J did not get such an enthusiasm. When I am referring to enthusiasm I mean the way students responded to the class: if they paid more attention, they did their homeworks, they participated, etc. In addition, I felt they used the language in a more confident and comfortable way in my class. But the clearest way to show the effectiveness of reading games in students is demonstrated in their grades during the course.

About the problem of the research, I conclude that students not just have a long-term of acquisition of vocabulary and grammar, but they have more vocabulary and their usage of language is better now.

Now, we agree that reading games are a good option for those teachers who want to develop their techniques better and obtain good results in teaching reading comprehension.

## **SUGGESTIONS**

I consider three points which are quite relevant in the good development of a reading game:

1) The type of text is very important. Also, it should not be too long because of time. Besides, it should be interesting. If students are young their interest in reading will raise if texts are related to their age. In addition, they will be able to share and compare ideas if they know a little about the texts, so they get more interested in them.

2) Frequency of games is another important point. As it is explained in Chapter 1, games should be played when it is necessary during the course, otherwise students would be bored with lots of games. Of course they should be planned in advance and according to the objective wanted.

3) Finally I want to mention that games should be done for all students in a class. In other words, everybody has to play the game when it is done. Nobody should be out of the game because the ones who are playing could be distracted. Besides, a game which is used in a class is a game planned in advanced and follows an objective.

So far, I have expressed myself about reading games, gave some reasons about the utility of them and also some suggestions that may be taken for those teachers who are really worried on their efficacy on teaching reading comprehension.

The following are two lists of games that are described in detail in the appendixes 1 and 3.

List 1: These games can be played in English Course 1:

Living Sentences (A)  
Locations and Occupations (L)  
Treasure Hunt (D)  
Grammar Galore (G)  
Bingo (M)  
To be or not to be (N)  
You belong to ... (O)  
The connection (P)

List 2: These games can be used in English Course 2:

What am I doing? (A)  
Derivation (H)  
Identify-Identify (B)  
What is it about? (I)  
Faces and Gestures (C)  
The wise (J)  
Fill it! (D)  
Look who, look when (K)  
Catch it! (E)  
Partners (L)  
Stop (F)  
The cowboy (M)  
The unfixed phone (G)

Although this is a list of reading games, I want to point out that since I was working on games I always wanted to prove that reading games are as effective as writing, listening or speaking games. I think that all games are effective for students to get a better development towards the language. Besides, games give students another way to learn without being traditional, but active and motivating. All this makes students feel confident on their language, because at the same time they enjoy learning the language they like it.

## APENDIX 1

These are some examples of the types of games in Chapter 1. Their levels depend on the teacher's need in order to achieve his/her objective.

### A) LIVING SENTENCES

Level: elementary  
Age: children  
Group size: teams  
Use: reading (sentence structure)

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

### B) SIMON SAYS

Level: elementary, intermediate  
Age: children, teenagers  
Group size: whole class  
Use: listening (to recognise oral commands)

A command, or a series of commands, is given to the whole class which has to obey if the teacher says 'Simon says', if s/he does not say so, nobody does anything. e.g. *Touch a window* (nobody does anything), *Simon says hold up a green book* (everybody does the action). The students who make mistakes are eliminated. The winner is the last student who follow rightly the commands. What vocabulary and syntax are used depends on the interest, age, level, and achievement of the class.

Variants: This game can also be played by teams or groups. The commands are given to different teams in turn, naming those to respond or seeking a collective response. As soon as the action is performed, the other team says either *right* or *wrong*. Team points can be awarded for both commands and responses.



### **C) WHICH PICTURE?**

Level: intermediate, advanced  
Age: teenagers, adults  
Group size: pairs  
Use: speaking (following instructions)

It can be played as the following: one student is sitting on one side (A) and the other on the other side (B), they can not see each other. Each has the similar pictures, which may be simply drawn or more complicated printed ones. The subject matter of the pictures needs to be suited to the learners' ages and interests. The general idea is that one side has to decide which picture the other student is describing. The pictures should be very similar with only a few differences. Students have to interact between them in order to discover which picture student A has.

### **D) TREASURE HUNT**

Level: intermediate, advanced  
Age: children, teenagers  
Group size: teams  
Use: reading (directions)

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

### **E) CONSEQUENCES**

Level: intermediate  
Age: any  
Group size: teams  
Use: to practise past tense

Each player has a sheet of paper and a pencil and is asked to write down a male name, to fold the paper so that the name is hidden, and to pass it on to the next player. The second step is to write the word and followed by a female

name, to fold and to pass on the paper again. Then comes where they met, what he said, and finally The consequence was that...

Then the papers are unfolded and read out, with ludicrous results. The best story is the winner.

#### **F) WHERE IS IT?**

Level: elementary, intermediate  
Age: any  
Group size: whole class  
Use: to practice prepositional phrases

Learners turn and close their eyes while a small object (or several objects) such as a coin, a ring, a candy, or a small doll is hidden. Questions: *Is it behind the cupboard/in X's pocket/in Y's desk/ under those shoes?* etc. Each learner should make at least one guess. Statements can be made instead of questions: *It's behind the cupboard/in X's pocket*, etc. The student who guesses more objects win. If there are a lot of students in the classroom, the activity can be done by dividing the group in two teams. So, one team hide an object and the other guess, and viceversa.

#### **G) GRAMMAR GALORE**

Level: elementary, intermediate or advanced  
Age: older children  
Group size: pairs  
Use: spelling practice, noun and verb modifiers

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

S ell  
I nvite  
N avigate  
G o

The pair that has generated faster the words correctly is the victor. The game can be done both on students' notebook or on the board.

#### **H) THE LOST TWIN**

Level: intermediate and advanced  
Age: older children, adults  
Group size: pairs  
Use: Pronunciation (Listening and Speaking).

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

#### **I) SNAKES AND LADDERS**

Level: elementary  
Age: any  
Group size: teams  
Use: pronunciation (To practice spoken numbers)

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

#### **J) OPPOSITES**

Level: elementary  
Age: any  
Group size: individually  
Use: vocabulary (meaning)

What is the opposite of each of the following words?

- |             |           |
|-------------|-----------|
| 1 boiling   | 6 never   |
| 2 full      | 7 married |
| 3 quiet     | 8 early   |
| 4 the same  | 9 love    |
| 5 backwards | 10 inside |

The student who finishes first with all the right answers is the winner.

#### **K) AT THE RESTAURANT**

Level: advanced  
Age: adults  
Group size: individually, pairs  
Use: reading

A man got up from his table in the restaurant and left a note for the waiter. This is what was written on the piece of paper:

1 0 0 4 1 8 0 . . .

What do you think it means? You have 10 minutes to find out it, or if you finish first with the correct interpretation, you win.

Clue: The numeral 0 can be pronounced in English as *oh*, *nought*, *nothing*, *zero*, or *blank*. Now try and read out the message.

Answer: I owe nothing for I ate nothing.

#### **L) LOCATIONS AND OCCUPATIONS**

Level: elementary  
Age: teenagers, adults  
Group size: pairs  
Use: vocabulary

Complete the crossword puzzle according to the sentences below: (the pair who finished first is the winner)

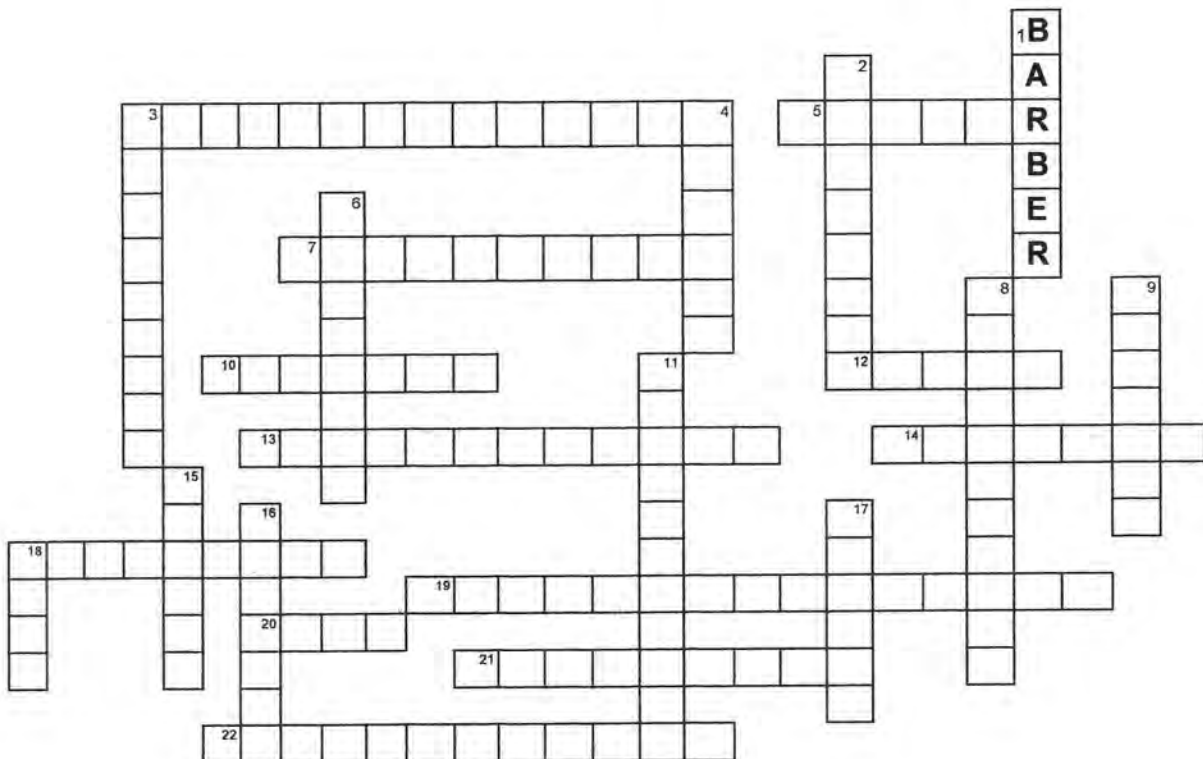
DOWN

1. A ..... is cutting his hair.
2. A ..... is playing music.

3. A ..... is typing letters in an office.
4. The ..... is seeing a patient.
6. I am buying a hammer at the ..... store.
8. The man is buying gas at a .....
9. A ..... is studying in class.
11. A ..... is cutting her hair.
15. A ..... attendant is working on the plane.
16. A ..... is teaching students in class.
17. A ..... is serving food in the restaurant.
18. An officer is working for the .....

ACROSS

3. A ..... is watching the buildings.
5. An ..... is writing a book.
7. He is washing his clothes at the .....
10. She is washing her car at a .....
12. A ..... is working with sick people.
13. Fire engines are leaving the .....
14. A ..... is working at the grocery store.
18. An ..... draws buildings.
19. An executive is working in an .....
20. A ..... is cooking at the restaurant.
21. He is buying medicine at the .....
22. She is picking up her clothes at the .....



### M) BINGO

Level: elementary  
Age: teenagers, adults  
Group size: individually  
Use: vocabulary, verb tenses

Give each student a bingo card containing verbs in present, past and past participle. Also give them some beans or anything they can use to mark their cards while you say a verb in any tense. Students have to look if they have that verb in their card and mark it. The winner is the student who fills all verbs in the card first.

### N) TO BE OR NOT TO BE

Level: elementary  
Age: teenagers, adults  
Group size: pairs, trios  
Use: vocabulary, cognates

Write on the board a list of cognates. Ask students to identify if they are false or true cognates. They have 2 minutes to do so. The trio that writes all the statements correctly gets a point. Note: the list of cognates should not be too long, so you can write 3 or 4 lists more and see which trio has more points in the end. The correction can be done by the teacher or by the whole class.

### O) YOU BELONG TO...

Level: basic  
Age: teenagers, adults  
Group size: groups, teams  
Use: vocabulary, referents

Form groups of four. Give students a text. Ask them to read it. Then give students some sheets with questions related to referents (e.g. They in line 3 refers to \_\_\_\_\_ ; Those in line 10 refers to \_\_\_\_\_ ; etc.) Try to ask no more than twenty questions. While you are asking for the answers orally, give a happy dollar to the groups which answer rightly. The victors are the ones who have much money.

**P) THE CONNECTION**

Level: intermediante, advanced  
Age: teenagers, adults  
Group size: teams  
Use: conectors, sentence structure

Write some sentences in slips of paper and divide them into four or five parts. Give each team the sentence cut in pieces. Ask them not to show them to the others in the team. Count until three and ask students to form the sentence as soon as possible. The winners are the students who form their complete sentence first.

# APENDIX 2

## A) DIAGNOSTIC TEST

Grupo: \_\_\_\_\_

Fecha: \_\_\_\_\_

I.- Localiza 5 cognados en el texto y escríbelos en:

	Inglés	y	Español
1	_____		_____
2	_____		_____
3	_____		_____
4	_____		_____
5	_____		_____

### KILLER WHALES

"When you explain that killer whales are animals with a complex social arrangement, that they stay together all their lives, and that we can identify them as individuals- people relate readily to that."

Thus Mike Bigg, a marine mammalogist with Canada's Department of Fisheries and Oceans, describes the appeal of his favorite subjects since 1971. He points to a photograph of a male's tall, triangular dorsal fin, distinguished from the smaller curved fin of an adjacent female.

After amassing more than 60,000 photographs, Mike and several colleagues have used more subtle characteristics of those fins, as well as white "saddle parches" around them, to identify a population of about 330 killer whales in British Columbia waters.

II.- Cambia las siguientes oraciones afirmativas a negativas e interrogativas.

- Killer whales are animals with a complex social arrangement.

I \_\_\_\_\_  
N \_\_\_\_\_

- They stay together all their lives.

I \_\_\_\_\_  
N \_\_\_\_\_

III.- Identifica 5 verbos en el texto y enlístalos a continuación en infinitivo.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

IV.- Subraya los afijos de las siguientes palabras.

Arrangement

Amasing

Smaller

Distinguished

Population

V.- Escribe a qué o a quién se refieren las siguientes palabras.

- 1.- They (en la línea 2) \_\_\_\_\_  
2.- His (en la línea 5) \_\_\_\_\_  
3.- Those (en la línea 9) \_\_\_\_\_

VI.- Contesta la siguiente pregunta:  
¿De qué se trata en general el texto?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## B) SURVEY 1

Fecha: \_\_\_\_\_ Grupo: \_\_\_\_\_ Edad: \_\_\_\_\_

1.- ¿Te gusta el idioma Inglés?

Mucho \_\_\_\_\_ Regular \_\_\_\_\_ Nada \_\_\_\_\_

2.- ¿Llevaste Inglés en la Secundaria?

Sí \_\_\_\_\_ No \_\_\_\_\_

3.- ¿Has estudiado Inglés anteriormente en alguna escuela particular?

Sí \_\_\_\_\_ No \_\_\_\_\_

4.- ¿Por cuánto tiempo lo has estudiado?

1-3 Meses \_\_\_\_\_ 3-6 Meses \_\_\_\_\_ 6-9 Meses \_\_\_\_\_  
9-12 Meses \_\_\_\_\_ Más de 1 año \_\_\_\_\_

5.- ¿Cómo consideras las clases de inglés del semestre pasado?

Bueno \_\_\_\_\_ Regular \_\_\_\_\_ Suficiente \_\_\_\_\_

6.- Enumera en orden importancia (del 1 al 4) lo que te gustaría aprender del idioma.

A leer el Inglés \_\_\_\_\_ A escribir el Inglés \_\_\_\_\_

A escuchar el Inglés \_\_\_\_\_ A hablar el Inglés \_\_\_\_\_

7.- ¿Qué importancia le das al Inglés hoy en día?

### C) SURVEY 2

Fecha: \_\_\_\_\_ Grupo: \_\_\_\_\_

1.- ¿Te gustó el curso de Inglés que acabas de pasar?

Sí \_\_\_\_\_ No \_\_\_\_\_

2.- ¿Hubo juegos durante la clase?

Sí \_\_\_\_\_ No \_\_\_\_\_

3.- ¿Te gustaron?

Sí \_\_\_\_\_ No \_\_\_\_\_

4.- ¿Crees que practicaste y reafirmaste conocimientos con los juegos, es decir, piensas que te sirvieron para tu aprendizaje?

Sí \_\_\_\_\_ No \_\_\_\_\_

5.- ¿Cómo consideras el curso de inglés 2?

Bueno \_\_\_\_\_ Regular \_\_\_\_\_ Suficiente \_\_\_\_\_

## D) PARTIAL TEST 1

NOMBRE: \_\_\_\_\_ GRUPO: \_\_\_\_\_ FECHA: \_\_\_\_\_

I.- Write the correct key in the parenthesis below each word in the following sentences.

Ar = Article

N = Noun

V = Verb

Adj = Adjetivo

Adv = Adverbio

1.- The students wrote long compositions last semester.

( ) ( ) ( ) ( ) ( ) ( )

2.- Sensible people wear comfortable shoes.

( ) ( ) ( ) ( ) ( )

3.- The children are growing up very quickly.

( ) ( ) ( ) ( )

4.- The students were playing noisily.

( ) ( ) ( ) ( )

5.- They left yesterday.

( ) ( ) ( )

6.- Luis wants to be an excellent engineer.

( ) ( ) ( ) ( ) ( ) ( )

II.- Match the following adjectives with their opposites.

Fast	Dry	_____
Cold	Hard	_____
New	Short	_____
Sad	Narrow	_____
Good	Dirty	_____
Clean	Old	_____
Wet	Slow	_____
Easy	Hot	_____
Wide	Bad	_____
Cheap	Expensive	_____
Long	Happy	_____

III.- Use Simple Present and Present Progressive in the following sentences. Also use the model to make the exercises. Check first the example.

Example: (Sonia / cook / spaghetti)

What is Sonia doing? -----} She is cooking spaghetti.

Does she cook spaghetti very often? -----} Yes, she does. She cooks spaghetti whenever she can.

1.- (Charles and Michael / bake / bread)

2.- (Laura / compose / a symphony)

3.- (You / study / English)

IV.- Answer the next question. Write three sentences about you. Check the tense!!!

What did you do last week?

- 1.- \_\_\_\_\_
- 2.- \_\_\_\_\_
- 3.- \_\_\_\_\_

V.- Do the following:

a) Make two predictions about the title: "Computerized Incompetence"

- 1.- \_\_\_\_\_
- 2.- \_\_\_\_\_

b) Read the text and answer: What the text is about? Do not use more than 2 lines to answer. \_\_\_\_\_

Unfortunately for Babbage, what he needed to make his computer practical was the vacuum tube, which was not invented until 1906. Complex World War II projects stimulated engineering interest in developing a computer, utilizing the vacuum tube, that would handle huge computational jobs at unprecedented speeds. Miniaturization through transistorization has enabled the computer to store incredible quantities of data on tape and small magnetic disks.

Computers are vulnerable to incompetence in spite of the fact that they seldom make mistakes on their own. The computers are helplessly dependent on the reliability of the information and instructions fed into them. A key-punch operator may make a mistake and you will receive a domestic phone bill for \$2 314.69 for the month of July, when you were away on vacation. Unfortunately, the computer has no way of knowing that the key-punch operator had a temporary lapse or that you were on vacation.

## E) PARTIAL TEST 2

NOMBRE: \_\_\_\_\_ GRUPO: \_\_\_\_\_ FECHA: \_\_\_\_\_

I. Answer the following questions according the information in brackets. Follow the example.

0.- Will Richard get out of the hospital soon? (Yes / in a few days)

Yes, he will . He will get out of the hospital in a few days

1.- Will the movie begin soon? (Yes / at 8:00)

2.- Will John and Julia see each other again soon? (No / until next year)

3.- Will the soup be ready soon? (Yes / in a few minutes)

4.- Will Moomy be back soon? (Yes / in a little while)

5.- Will the game begin soon? (No / until 3:00)

II. Read the text and answer the questions.

### Plans for the weekend

It's Friday afternoon and all the employees at the Acme Insurance Company are thinking about their plans for the weekend. Doris is going to plant flowers in her garden. Michael is going to paint his house. Tom and Jane are going to go to the beach. Peter is going to play baseball with his children. Rita is going to go camping in the mountains and Karen and her friends are going to have a picnic.

What is Rita going to do this weekend?

Who is going to plant flowers this weekend?

Is Michael going to play baseball this weekend?

Who is going to play baseball this weekend?

What are Karen and her friends going to do this weekend?

III. What are you going to do this weekend? (Write 3 activities)

1.- \_\_\_\_\_

2.- \_\_\_\_\_

3.- \_\_\_\_\_

IV. Choose your career and match the the correct word according to the definition given:

COMPUTER SYSTEMS: Disk, Hardware, Data, Microcomputer, Operating System.

- Information of any type; including binary data, hexadecimal numbers, integer, string of characters, ASCII characters, etc. \_\_\_\_\_
- A set of programs that resides in ROM and/or diskette that performs the frequently needed input/output procedures. \_\_\_\_\_
- There are two types of them. The most common are the floppy and the hard. \_\_\_\_\_
- A small computer that uses a microprocessor as its central processing unit. \_\_\_\_\_
- It is the physical part of the computer. \_\_\_\_\_

BUILDING SYSTEMS: Dust, To excavate, Bricklayer, Foundation, Column.

- This is a person whose job is to build walls or buildings using layers of bricks. \_\_\_\_\_
- It is a tall narrow structure shaped like a solid cylinder, usually made of stone and with a decorated top. It can support or decorate a part of a building or stand by itself as a monument. \_\_\_\_\_
- To dig a hole in the ground in order to build something there. \_\_\_\_\_
- This must be built of bricks and concrete. It is the solid support of a building. \_\_\_\_\_
- Very small dry particles of earth or sand. \_\_\_\_\_

ACCOUNTING: Discount, Journal, Liabilities, Accountant, Assets

- Anything of value or use to an organization. The resources owned by the business. Current - include cash, as well as other instruments that normally can be converted into cash or sold. Fixed - are tangible - , such as land, buildings and machinery. \_\_\_\_\_
- The opposite of assets; they are what the organization owes. They are obligations which are owed by an organization. \_\_\_\_\_
- It's an account which you write your daily activities. A book in which transactions are recorded. \_\_\_\_\_
- It's a person whose job is to inspect a keep accounts. \_\_\_\_\_
- It's a reduction in the usual price of something. \_\_\_\_\_

BUSINESS ADMINISTRATION: Marketing, Planning, Goal, Manager, Company

- It's a business organization that exists in order to make money by selling goods or services. \_\_\_\_\_
- It's something that you hope to achieve, especially when much time and effort is needed in order to achieve it. \_\_\_\_\_
- It's the part of business which is concerned with the way in which a product is sold. For example deciding on its price, the particular shops or areas in which it should be sold, the way it should be advertised, etc. \_\_\_\_\_
- It's the process of deciding in detail how to do something before you actually start to do it. \_\_\_\_\_
- It's a person who is responsible for running a particular section or department of a business or other organization. \_\_\_\_\_

## F) PARTIAL TEST 3

NOMBRE: \_\_\_\_\_ GRUPO: \_\_\_\_\_ FECHA: \_\_\_\_\_

### I. READ THE FOLLOWING TEXT.

#### Working Overtime

I'm an employee of the Goodwell Computer Company. This is a typical Friday afternoon at our office. All the employees are working overtime. We haven't gone home because we haven't finished our work yet. Friday is always a very busy day.

The secretary still hasn't typed two important letters. The bookkeeper hasn't written all the paychecks. The office clerks haven't delivered all the mail. And the boss still hasn't spoken to three important people who are waiting to see him.

As for me, I'm the custodian, and I haven't finished any work yet either. I still haven't cleaned all the offices because my co-workers haven't gone home yet! I'm not really surprised. Friday is always a very busy day at our office.

### II. WRITE 2 SENTENCES IN PRESENT PERFECT TENSE FROM THE TEXT AND CHANGE THEM INTO AFFIRMATIVE AND INTERROGATIVE.

1.- \_\_\_\_\_

Af. \_\_\_\_\_

Int. \_\_\_\_\_

2.- \_\_\_\_\_

Af. \_\_\_\_\_

Int. \_\_\_\_\_

### III. ANSWER THE FOLLOWING QUESTIONS.

1.- What hasn't the secretary done yet?

2.- Who hasn't spoken to three important people?

3.- What haven't the office clerks done yet?

4.- Who is describing what is happening at the Goodwell Computer Company? (Specify)

IV. COMPLETE WITH THE CORRECT VERB THE FOLLOWING SENTENCES.  
REMEMBER TO USE THE VERBS IN PRESENT PERFECT.

Write                  Take                  Pay                  Finish                  Wear

- 1.- Mildred \_\_\_\_\_ her medicine.
- 2.- You \_\_\_\_\_ your homework.
- 3.- Nancy \_\_\_\_\_ her electric bill.
- 4.- Jonh and Julia \_\_\_\_\_ a letter.
- 5.- Tommy \_\_\_\_\_ his new suit.

V. WRITE THE RIGHT NUMBER IN THE PARENTHESIS.

- 1.- Instructive texts                  2.- Argumentative texts                  3.- Informative texts
- 4.- Narrative texts                  5.- Descriptive texts

- Their function is to explain how to carry out a set of activities in order to get a goal.....(     )
- They refer to the description of someone or something. For example: a person, an object, a system or a function.....(     )
- You can usually find these texts in human and/or science areas. Their objective is to narrate a sequence of events that can be historic or actual.....(     )
- They give immediate information of important and relevant events of general interest. You can find them in magazines and newspapers principally.....(     )
- The author generally argues about any topic. She/he expresses her/his point(s) of view and gives her/his own conclusion at the end.....(     )

VI. WHAT TYPES OF TEXT ARE THE FOLLOWING?

ALEJANDRA GUZMÁN

She is a famous pop singer. She is mexican and she lives in Mexico City. She is young and has a little daughter. Her nickname is "the Queen of Rock and Roll." Alex has a lot of fans.

BULLS DOMINATE JAZZ IN GAME THREE

The Utah Jazz have another day to ponder the embarrassment before playing the Chicago Bulls in Game Four of NBA Finals next Wednesday night.

RICE WITH COCONUT MILK

Ingredients: 2c. Rice  
                  1 coconut  
                  1 ½ tsp. salt

Grate coconut, pour on warm water gradually and squeeze to make 3c. milk. Bring coconut milk to boil. Wash rice, drain and add to bliling milk with salt. Cook on low heat for 30 min. Stir gently once while cooking.



## G) FINAL EVALUATION

I.- Write the underlined words of the sentences in the correct column below.

- 1.- The local police found an illegal car yesterday.
- 2.- Crocodiles have big teeth.
- 3.- The boy was writing a letter with a crayon today in the morning.

Article	Noun	Verb	Adjective	Adverb
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

II.- Choose your career and match the correct word according to the definition given:

### COMPUTER SYSTEMS

Rename                      Computer                      Microcomputer                      File

- Any device that can receive and store a set of logic and arithmetic instructions and information for processing in a predetermined and predictable way. \_\_\_\_\_
- It is the act to give a new name to a file or a disk. \_\_\_\_\_
- A small computer that uses a microprocessor as its central processing unit. \_\_\_\_\_

### BUILDING SYSTEMS

to excavate                      foundation                      bricklayer                      column

- It is a tall narrow structure shaped like a solid cylinder, usually made of stone and with a decorated top. It can support or decorate a part of a building or stand by itself as a monument. \_\_\_\_\_
- To dig a hole in the ground in order to build something there. \_\_\_\_\_
- This must be built of bricks and concrete. It is the solid support of a building. \_\_\_\_\_

### ACCOUNTING

Discount                      Journal                      Liabilities                      Accountant

- It's a person whose job is to inspect a keep accounts. \_\_\_\_\_
- The opposite of assets; they are what the organization owes. They are obligations which are recorded. \_\_\_\_\_
- It's an account which you write your daily activities. A book in which transactions are recorded. \_\_\_\_\_

### BUSINESS ADMINISTRATION

Goal                      Marketing                      Planning                      Company

- It's the process of deciding in detail how to do something before you actually start to do it. \_\_\_\_\_
- It's something that you hope to achieve, especially when much time and effort is needed in order to achieve it. \_\_\_\_\_
- It's a business organization that exists in order to make money by selling goods or services. \_\_\_\_\_

III.- What type of texts are the following? (Descriptive, Informative, Instructive, Narrative)

WHY ARE PROTEINS SO DISTINCTIVE?

To answer this question, attention must be given to the *nucleic acids*. Today, one of the most exciting areas of biological research centers around trying to discover just how nucleic acids perform this protein-building function.

LUCERO is the 'America's girlfriend.' She began to work on a T.V. show when she was a child. Then she became a popular singer and actress. But she has worked very hard to become a famous star. Besides, Lucero has made some movies and T.V. soap operas. She has also recorded many songs since she was a little girl.

MANGO NECTAR

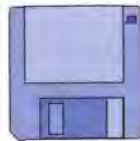
- 1 large ripe mango
- 2-3 c. cold water
- sugar to sweeten
- 1 tsp. lime juice (optional)

Select a large ripe, fiber free mango, peel and lice, put in blender or mash with fork or potato masher; add water and sweeten to taste. More or less water may be added to desired consistency. Lime juice is optional if mango is sufficiently tart.

THE DIRTY DOG

Once upon a time a very clean dog got dirty. Its owner gave it a bath. First she wet it, then she washed it, but it didn't like it! The dog kicked and splashed. So, the bath was finished and the dog was still nice and clean. But what a mess the child was!

IV.- Do the following:



a) Make two predictions about the picture above:

1.- \_\_\_\_\_

2.- \_\_\_\_\_

b) Fill the following form with the information in the text below:

Text title:	
Disk Classification:	
Inches per disk:	

c) Read the following text and answer the questions above:

#### Kinds of disks

##### **Floppy Disks:**

5.25 Inch

A floppy disk is a flexible, magnetized plastic disk. A double density floppy disk can store up to 400 single-spaced pages of text. A high-density disk can store about three times that amount. Every floppy disk is enclosed in its own protective cover. The front of this cover is smooth, while the back has visible seams. You should always place labels on the front of the cover, at the top, so that the label doesn't touch the magnetic surface of the disk. It's also a good idea to use a felt-tip pen when writing on labels; a pencil or a ballpoint pen can damage the disk if you press too hard.

You should store floppy disk in a safe place, away from dust, moisture, magnetism, and extreme temperatures. Be sure to label each disk you use, since labels help you identify what files are on the disk and remind you that the disk has information stored on it.

##### **Floppy Disks**

3.5 Inch

The operating system also supports 3.5-inch disks, which, like 5.25-inch floppy disks, are portable

magnetic disks. Data on 3.5-inch disks is more densely packed, so depending on the style, a single 3.5-inch disk can store as much (or more) data as a high-density floppy disk.

These smaller disks, sometimes called microfloppies, have rigid plastic covers with metal shields that guard the disk from dirt and fingertips. When you place the disk into the disk drive, the computer automatically moves this shield to read the disk.

##### **Hard Disks**

In addition to floppy disks, some computers use a hard disk, which can store much more information than a floppy disk. Computers also take less time to find information stored on a hard disk than on a floppy disk. A hard disk is usually built into the computer.

When you store application programs, including MS-DOS, on your hard disk, you should keep a backup copy of the programs on a floppy disk in case the information on the hard disk is accidentally damaged or destroyed.

- 1.- What is a floppy disk?
- 2.- Mention two physical characteristics of a floppy disk:
- 3.- What kind of disk include the MS-Dos program?
- 4.- Why is a backup copy very important?

## **APENDIX 3**

The following are the games which were used during the whole course. All of them are designed for students who want to practice and develop their reading strategies. These games are classified in three groups: structure games, vocabulary games and reading games.

### **STRUCTURE GAMES**

#### **A) WHAT AM I DOING?**

This game is played in eight groups of five. It is about guessing. Students have to choose a card which says a sentence that one student has to perform but saying nothing to the others of the same group. The other groups are not allowed to say anything even if they already know what the student is doing. After 1 minute ask the team what they think the sentence is. If the team does not guess, the question is posed to the next team. If this team does not know the answer either, the question is asked to the next one, and so on until someone says the right answer. A happy dollar is given to the group which guessed correctly. The victors will be the team which has more dollars.

#### **B) IDENTIFY-IDENTIFY**

This game should be done in groups of three. Give each group some sentences. The sentences should be the same for all groups. Ask them to identify the tense in the

principal verb on each sentence. The first group who identifies the verbs correctly is the winner.

Adaptation: It is the same procedure, the only change is the object: to identify the noun modifiers or the verb modifiers.

### **C) FACES AND GESTURES**

This is an adaptation of *What am I doing?* in which the change is the grammar particle to study. Form teams of 5 or 6. Write on slips of paper some sentences. Then, one student has to choose a slip that says what is to be performed but saying nothing to the others of the same team. So, the rest of the team should guess the sentence. The same procedure is followed by the other teams. The team who guesses more sentences rightly is the victor.

### **D) FILL IT!**

This game can be played individually or in pairs. Give students a text where there are some blanks that they have to fill. Give the answers. The pair which fills more blanks correctly is the winner. In the course, we did this games focusing on tense-auxiliaries.

## VOCABULARY GAMES

### E) CATCH IT!

Ask students to work individually. Show a video where someone is talking about common things like *the house, the park, the store*, etc in English. Take care that the video does not have translations or subtitles. The video must not last more than five minutes. Ask students to listen to it and write as many words as they understand. The student victor is the one who has more conect words.

### F) STOP

This game is an adaptation from the game called "Basta" in Spanish. Now I call it the "Stop" game and it can be played individually or by teams. The next form is required to play the game:

Name	Place	Animal	Thing	Computer word

The teacher has to say the alphabet in his/her mind and any students has to say "Stop", then the teacher has to say the consonant or vowel in which s/he stopped. Then, students has to write as soon as posible in all the columns a word which begins with the letter said by the teacher.

For example if the teacher says "S" the columns should be filled like this:

Name	Place	Animal	Thing	Computer word
<i>Susan</i>	<i>Sonora</i>	<i>Snake</i>	<i>Sea</i>	<i>Screeem</i>

The first student who fills all the columns has to say "Stop" and the others have to stop writing. Afterwards, the teacher checks orally students' words. If the word is not repeated, then s/he has 100 points, but if it is, s/he has 50 points. The winner is the student who has more points.

#### **G) THE UNFIXED PHONE**

Ask students to form 3 or 4 rows, with the same number of participants. Explain that you will tell the first ones in each row a word or a sentence that they have to say to the next one, and this to the next one and so on by whispering and taking care that the rest do not listen to it. It is important that all the rows have the same word or sentence. When the message arrives to the last student, s/he writes it on the board which should be divided in four parts. The first person who writes clearly and correctly the message gain a point. This procedure is repeated several times and at the end points are summed up, so the winner will be the team which has more points.

## H) DERIVATION

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

S ell

I nvite

N avigate

G o

The pair that has generated faster the words correctly is the victor.



## **READING GAMES**

It is very important to mention that the following games can be done with any kind of text, but they should not be too long. Texts related to Computer Science were more often used here because of the students' specialty.

### **I) WHAT IS IT ABOUT?**

Give each student a text and ask them to read it without stopping, just to have an idea of what it is about. The first student who explains the main idea of the text rightly is the winner. This game can be done written or orally.

### **J) THE WISE**

This game is played in pairs or teams. Write a title on the board and ask students to make predictions about it. Make students write their predictions about what they think about the possible context of the title. Then, give the text and let students find out if their predictions were correct or not. Check which answer is the closest to the text. The closest answers gain points, so whoever has more points wins the game. Variation: You can use graphics, pictures or charts instead of using titles only.

### **K) LOOK WHO, LOOK WHEN**

Students should play this game in pairs. Write some questions (referring to specific information on a text) on the board. Then, give students the text and ask them to find the right answers. The pair that finishes answering correctly is the the victor.

### **L) PARTNERS**

Ask students to make groups of four. Give each group four short texts and ask them to write in them their right classification: if they are *instructive*, *descriptive*, *narrative*, *argumentative*, *especulative* or *informative*. The winners will be the ones who get the right answers first.

### **M) THE COWBOY**

The purpose of this game is to review all of the techniques studied in this semester that is why it consists of answering some questions which are varied. In other words, these questions are designed to practice each reading ability studied in the course.

This game should be played in pairs. Give students a short text. Ask them first to make a prediction from the title; second, to know in general what the text is about; third, to look for two specific questions (information) and finally to write what kind of text it is. The answers must be written in a format like this:

Team name: \_\_\_\_\_

Title: \_\_\_\_\_

Prediction:
What is the text about? _____ _____
Questions: 1 _____ 2 _____
Type of text:

The time allotted to do all this is 10 minutes. When time runs out everyone has to stop. Check the answers orally. The team(s) with the right answers is the winner.

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