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**Using Charades as a Tool to Promote Students' Oral
Skills and Active Participation During English Classes.**

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ABSTRACT

This action research aims to find out how a simple game as charades can be used as a tool to promote oral practicing and students' active participation during an English class. It looks for a better way of teaching English and provides the option to include to teachers' planning different activities to create a nice environment for students to learn a second language. Besides, it fosters motivation on students while learning and having fun. The results show the benefits that charades provide to a classroom and demonstrate on how to apply them to obtain positive results.

Keywords: education, English, game, charades, teaching.

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CHAPTER 1:
INTRODUCTION

1.1 INTRODUCTION

Games are pertinent tools that teachers can use in EFL Classrooms to promote students' participation during classes and make them practice their English oral skills since they would have to speak about what they have been gathering during classes. "A game is an activity with rules, a goal, and an element of fun" (Hadfield, 1996, p.5). As it is commented by Hadfield, games are made to have fun, but teachers have to remember that they always have rules to follow as it is in every single aspect of their lives. Besides, Hadfield says that games have a goal, in other words it has an objective that students pursue to achieve. To sum it up, the game by itself promotes significant learning because students will be applying their previous knowledge into real life activities, following the teacher's rules and putting their best effort to get what they have proposed. Therefore, these activities are pertinent tools that teachers can use to change the normal environment and promote students' participation and oral practice.

In addition, Carrier (1990) reported that teachers should consider their student's language level and modify the games to fit students' needs. It is important to mention that games have to be modified by the teacher depending on the students' English level to get the results expected. Evidently, the success of the game is a both sides responsibility; it is a complement between teacher and students. It depends on the teacher because he/she is the one who knows how much his/her students are able to do; but on the other side, there is a part that has to be completed by the students as well, since they have to show interest on learning and being part of the activity. If both sides fulfill their parts, the game can

be considered a useful educational didactic tool because it will help students practicing what they have already learned and being part of the activity.

In agreement to Martinson and Chu (200) through games, students can learn on how to strategize, to consider alternatives, and to think flexibly. It is understandable that games help students on practicing vocabulary, verbs and others, but also it helps improving students' capability to develop themselves as if they were playing the activity in their native language. Definitely, this didactic tool can help students' developing their analyzing abilities as well as their critical thinking. This is why it is important to consider games as a mandatory tool that teachers have to use to help their students' learning process and promote their speaking and participation skills. However, as it was said before, it all depends on how the game is created and developed during the classes by the teacher.

1.2 RATIONAL

Games are good options that English teachers can use to promote students' participation during classes and oral practicing. Unfortunately, sometimes English high school teachers are not convinced enough about this fact. It is easily noticeable when teachers talk that they refer to games as activities which take time and do not always show good results in regards to learning. This research project pretends to make the consciousness of using games as a useful didactic tool, hopefully, teachers will recognize that by adapting the games to the content worked during classes and applying them into the consolidation part of their planning, students will be practicing their oral skills while playing and stimulating an

active participation. Besides, it will provide a comfortable environment where students would like to be part of and also make the learning process fun.

1.3 PURPOSE

The research project covers a group of the public high school Instituto de Alajuela, located in Alajuela downtown. It recommends the implementation of a plan to impact positively the institution and generate consciousness in the English high school teachers about using the games during their EFL classes to help their students' oral skills and make them participate.

1.3.1 General Objective

To implement charades as a tool to promote oral practicing and students' active participation during the English classes of tenth graders at high school Instituto de Alajuela.

1.3.2 Specific Objectives

To know the perception that English high school teachers have about using games during their EFL classes as a useful didactic tool to help students practicing orally and participating during their classes.

To demonstrate the characteristics that make the game charades a flexible tool to be used for practicing any topic orally while making students participating.

To evaluate the results provided by the questionnaires and observations, after applying the game and show the usefulness of this game at the time of practicing English orally and promoting participation.

1.3.3 Research Question

How can charades promote oral practicing and students' active participation during the English classes?

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**CHAPTER 2:
LITERATURE REVIEW**

Traditionally, conventional methods for English teaching such as the typical explanations and tedious worksheets are not as interesting as other kind of activities that teachers can apply during their classes. It is easy to observe when students show interest in learning something just because of their behaviors and attitudes. These aspects are important when talking about learning a second language, since a good attitude and proper behaviors help to improve the different skills that are required for students to have a significant learning, as it is requested by MEP (Ministerio de Educación Pública). Therefore, games come to help teachers develop a great environment where students would really like to be part of. These ludic activities have been part of the learning process for decades, but unfortunately, they do not always count as valued pedagogical tools. Nowadays, there are a lot of games, that we as professors, can modify and use them to promote students' oral practicing and an active participation. A good example of a modifiable game is charades. As the theoretical chapter goes on, you will find concepts and some important quotes that will help you understand what the research project is all about.

First, it is important to clear up concepts. Let's start with Ludic. In the Oxford Dictionary (2018) you can find the following definition: "Showing spontaneous and undirected playfulness". It also defines a ludic activity as "a social interaction based on games and play "(Michael Kent, 2006). Based on the concepts cited before, it is understandable that ludic refers to activities where people have to play and being spontaneous at the same time. Basically, it all refers to games; but not any kind of

game, it is more like games that require aspects such as creativity, critical thinking and reasoning.

By looking at kids, people can observe that they normally learn by practicing and playing games. For example, for a little kid is easy to learn the colors when they play associating fruit toys with a color basket (the banana is yellow so he/she puts the banana into the yellow basket). This is a natural learning process that every child pass through. As Joan P. Isenberg and Mary R. Jalongo (2001) say: playing is an important activity that every child need to do in order to master all the needs of childhood development. Children need to play in order to learn and get all the skills they need to grow as secure people which are valuable qualities when they grow up and get introduced into society.

As it is well known, learning a second language in Costa Rica is a goal that a lot of people have since it creates good opportunities at any labor environment. It is a plus skill that any person can have and take advantage of. During the last years, MEP has been trying to involve school and high school students into this good practice to create successful bilingual professionals that are able to be competent at any labor world. If people go to any school in Costa Rica they can find out that all of these institutions have the English subject as a must, and talking about the high schools, some of them offer even 3 different English modalities such as academic English lessons, conversational English lessons, and technical English lessons. It has been a great group effort from the government, teachers, and students.

When teachers apply games during their classes, it generates a sense of competitiveness in the classroom. As it is understood, competition makes most of the people in the world move and try their best to be the winner or the best at something. Well, the same happens in a classroom, students may want to be winners and it will move them to practice and gain new information to be part of the activities and participate. It generates an excellent experience for the students that have some problems with the regular way of teaching, promoting oral practicing and active participation.

Another benefit of adding games to classrooms is that it provokes and develops creativity in the students. Shatz & Loschiavo (2005) considered that games diminish people's mood and it facilitates greater creativity and boosts their morale and interest. Being creative is considered a plus in everybody, especially in students since it helps in getting new ideas which promotes entrepreneurship when they grow up. A creative community generates great benefits to society. Besides, Moyles (2016) adds that the situation of a game provides stimulation, variety, interest, concentration, and motivation. Games create a different environment for students so that they can feel comfortable and willing to learn. By applying this technique, students tend to be more concentrated because they become interested in the activity and start feeling motivated to participate. If teacher and students participate or interact during the activity, the learning experience will generate a positive impact on the oral speaking skills.

To create a better understanding, the investigation suggests the charades game which could help promoting oral practicing and active participation during

English classes. Its definition according to Cambridge Academic Content Dictionary (2018) is “a team game in which each member tries to communicate to others of his or her team a particular word or phrase while staying silent and using only actions to represent the sounds or meanings”. On the other side, Sarah Mills (2018) commented that Charades is a fun game that is enjoyed by many students, whether they are young, old, ESL students, or native English speakers. A major benefit of playing charades in the classroom is that it helps develop students' listening, speaking, and reading skills, while also strengthening vocabulary. As she states charades is a game that everyone enjoys and it helps reinforcing students' different skills, including the oral one. In addition, Azriel (2005) said that everybody understands the language of playing around the world, no matter the age, ethnic, economic, or social background they have. As mentioned before, people of all ages are willing to be part of playing activities or games since it makes them feel good, so, why do not we take advantage of it.

Dr. Vasanth and B.I.D. Kumar added: “a game of guessing, which is also a great pass-time, can be played without much preparation and tests the vocabulary of the person. It is a game that involves guessing of the words or phrases which are provided by the opponent team”. In short, this specific game has a great flexibility at the time to play it, it can be modified easily by the teachers and it can be used to practice different subjects or contents. For instance, teachers decide if the games can be played in groups or individually. They can also make the choice if the student in front has to act, draw or say synonyms to guess the word requested. Finally, the teacher is the one who settles the dynamic that the

charades will have since it can be played to guess isolated words or even complete sentences to make them practice grammar or structures. This flexibility is the one who helps students on practicing their oral skills since it will be modified every time they will play it.

In addition to the modifying technique, understanding the rules of the game is also important to play the activities and get effective results. Students normally tend to go against rules but if the teacher takes control and let them know the importance of following the indications, students may probably follow the requests. Class control at the time of developing the game is a must, otherwise, the effectiveness of the activity will not be accomplished. It makes no sense to play a game during classes if it does not have the purpose of practicing and providing a valuable learning to the students.

Another important aspect about the game is that works perfectly for visual or kinesthetic learning students because they can associate pictures or movements to the words. Most of the time gestures help a lot understanding what a person wants to express, and it makes easier to remember a word as well, which is most of the times by repetition. As Nur commented: "This game uses exciting ways to define a word, because children prefer to learn by interacting directly, and this game pushes the children's emotional to guess the word by using gesture and it will help students define or remember the meaning of the word from Charades Game"

Furthermore, teachers have a big responsibility regarding this application, they really have to invest time in planning to assure that the charades will be successful. If the class is planned, students will totally feel it and it can also impact

students positively since they would feel that teacher cares about them and about their learning process. Regular games can be modified by teachers to be applied on their classes so that students can learn and interact between each other, promoting the practice of their oral skills and an active participation during the activity. This good teachers' habit can provide an appropriate classroom environment where students can learn and have fun at the same time, which is one of every teacher's main goals in education.

Summarizing, games bring great benefits to the classrooms and student's learning process but unfortunately, some teachers do not consider them as useful didactic tools and are not implementing them with their students. Ludic activities are excellent tools that teachers can use to create attractive classes for students to feel motivated on learning a second language instead of just being there to pass the course as many of them do. Hopefully, soon, teachers will be able to notice that it is possible to promote motivation, creativity, and entertainment or amusement while learning and practicing. Teachers will find out that the application of games in the educational environment is a means to promote the practice of their students' knowledge in an oral and spontaneous way, as well as promoting an active participation during the English class. At the same time, teachers will increase incredibly the students' expectations in regards to the fact of learning, generating a different concept of it and practicing.

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**CHAPTER 3:
DESIGN AND METHOD**

3.1 RESEARCH METHOD

The overall approach consists of an action research method type applied (questionnaire to teachers, beginning questionnaire to students, during class observations and final questionnaire to students). The purpose of this is to make the consciousness of implementing charades as a useful didactic tool to promote oral practicing and participation during the English classes.

3.2 TYPE OF APPROACH

The temporal dimension of this project is longitudinal since it analyzes the topic in different moments through the time, using different instruments to identify behaviors and compare the different opinions. Based on the method used to gather the data for the analysis required by the research, its nature is quantitative since the questionnaires and the observations recollected numbers. The project type is designed as exploratory, since there was not previous information about implementing charades as a tool to promote oral practice and active participation from English students in high school classes.

3.3 THE CONTEXT

3.3.1 CHOSEN SETTINGS

The research project is applied in a public high school called Instituto de Alajuela, located in Alajuela downtown. The group selected is the 10-1 integrated by 13 students. Their level of English is basic and they start receiving

Conversational English classes until this year (It is a technology subject that students select to receive during their tenth and eleventh grade). This high school was founded in 1887. Currently, el Instituto has around 2000 students' attendance from all around Alajuela. It is a model technological high school that offers different technologies for students to choose such as Conversational English, Accountability, Fashion Design, and Secretarial Techniques. Besides, for the Physical Education subject students receive soccer, basketball, volleyball, and swimming which is not a regular significant subject matter.

3.3.2 PARTICIPANTS

The population of this research project is constituted by a tenth-grade group of 13 students with ages between 15 and 17. In this group there are 10 male and 3 female students. The sample of this project is the total amount of the population.

Nowadays, celebrating its 132 birthday Instituto de Alajuela is facing a remodeling process while teaching at the same time. It has a been a huge challenge for all its students, teachers, and administrative staff to work in those conditions but it has been done with all the professionalism and patience needed. This high school has consolidated an educational place of academic and technological quality, with great human resource as well.

3.4 DATA COLLECTION PROCEDURES AND TOOLS OF INITIAL RESEARCH

3.4.1 PROCEDURES OF INITIAL RESEARCH

The special technique that is implemented on this project is the game charades. As mentioned before, charades are flexible so they become an excellent tool that can be used by teachers avoiding a routine. The ludic activity is applied as part of the consolidation stage so that students can practice orally what they have been working on during the classes. As it is a game, students feel willing to participate actively on the activity and make a good effort to win it. At the beginning, it mostly repasses vocabulary and verbs which are an important part of speaking English and sometimes students do not like to learn them; as time passes, creating sentences is also implemented through the charades game.

The charades are modified every time they are applied in classes to add new information and make it harder. The first time, it is applied in groups so that they have support from their classmates and they pass in front into turns, besides it includes the list of the routines verbs. As classes go on, the game changes adding more verbs or vocabulary and changing the rules and the dynamic of the game so that students have to make a better effort to reach their goal and finally create complete sentences based on the pictures showed on the charades activity.

By using this technique, the investigator pretends to promote oral practicing and active participation from students during the English classes. Also, the investigator considers that this is a good technique to make students learn the

verbs or vocabulary in an easier way. Students receive a list of verbs containing 12 different verbs every 22 days so that students can learn them and practice them to kind of memorize them while playing. Besides, they receive some grammar classes for them to be able to achieve the charades goal. Students do not even notice that they are learning since they are having fun.

3.4.2 INSTRUMENTS

This action research project used a qualitative method to collect the data based on the following instruments:

- Beginning questionnaire (annex 1) applied to the students, it contained 5 closed questions with 3 different options per question. Its purpose was to gather information of a regular English class.
- Teacher questionnaire (annex 2) applied to some English teachers in the institution, it contained 5 closed questions with 2 different options per question. Its purpose was to get a better perspective of the teachers' opinions in regards to games and charades as didactic tools.
- Observations (annex 3) applied during the class. They collected information about how students behave during the application of the ludic activity and the feelings they reflect through their faces.
- Final questionnaire (annex 4) filled out by the students. It had 6 closed questions with 3 different options per question. Its purpose is to get the students' perspective about the changes implemented during the English class provided by the teacher.

3.4.3 DIAGNOSTIC DATA ANALYSIS

3.4.3.1 Beginning questionnaire results

In regular English Classes how often	Always	Sometimes	Never
Does the teacher use games as a teaching method?	5	6	2
Do you use books?		6	7
Do the activities promote participation?	9	4	
Do the students practice oral English?	9	4	
Is it stimulating for students to learn a second language?	7	6	

Interpretation: This questionnaire was applied to the students at the beginning of the last seminar, they fulfilled it based on a regular class. As you can see on the previous table, most of the students agreed that the teacher does not always use games during her English classes, besides they agreed that the teacher is not always using books to work with the students which is something positive because using books sometimes does not allow students practicing their oral skills. However, it is important to stand out that students consider that the teacher promotes active participation and oral English practicing with the activities that she uses. Finally, they are neutral on behalf of the effort that the teacher does to stimulate students on learning the second language. By the end, we can conclude that nonetheless the teacher is not always using games during her classes, she is still stimulating the oral English practicing and the active participation of students during classes.

3.4.3.2 Results of the questionnaire to teachers

Question	Yes	No
1. Do you use games during your English classes?	3	2
2. Do you modify the games before you apply them to your students?	2	3
3. Do you consider that you waste your time when you use a game during your classes?	2	3
4. Do you consider that the game charades can be used as a consolidation activity into your classes?	2	3
5. Do you consider games are didactic tools that promote English oral practicing and active participation on students?	2	3

Interpretation: As you can observe on the previous table, three of teachers use games during their English classes but only two of them modify the games to help their students practicing what they have been working on during classes. Three of these teachers consider that games are a waste of time for their classes. Two out of five teachers consider that charades can be useful to put in practice students' knowledge. Besides, they also consider that games are didactic tools that promote English oral practicing and active participation on students during classes. In general, it is easy to notice that most teachers nowadays are trying to make the change in people's mentality, to show that classes are not only written practices and boring English repetitions.

3.4.4 ACTION PLAN

The research project is going to be applied in the group 10-1 which receives the Conversational English lessons every Thursday afternoon, from 12:00 to 05:00 p.m. Specifically, the project started on Thursday August 8th with the application of the beginning inquiry to collect the students perspective of a normal English class. It took the first five minutes of the class. Then, it was time for the investigator to apply the questionnaire to some of the teachers presented in the high school at the time. They nicely completed the request.

The following step will be the application of the initial observation on Thursday 22nd where the investigator will recollect all the annotations related to the class development and students' behavior during a regular class without the usage of the charades as a didactic tool. The class will start as normal and 2 hours later, once the vocabulary and the explanation of the day's topic are provided (occupations, verbs, and simple present tense) the charades 1 will be applied so that the investigator can have both perspectives.

Then, on the following Thursdays August 29th and September 5th and 12th the researcher will also apply the same observation for the charades activities 2, 3 and 4 respectively. The charades activities will change increasing the difficulty to be completed for students to put their best effort. It is also modified with the intention to promote oral practicing and students' active participation. After that, once the lessons of September 12th were about to finish, the final inquiry will be provided to the students to be filled out. It was prepared to gather information

related to how they felt during the charades games and if they would like to continue receiving English classes as the ones they had been receiving.

To conclude the process, the investigator is going to analyze the perspective that the students had, comparing both inquiries (initial and final) to have both points of view. Also, he/she will have to compare students' behavior during the classes applied through the observations' information gathered. The aspects considered are if students looked motivated for the charades applied, and if the students practiced the vocabulary and explanation provided for the teacher at the beginning of the class applied on Thursday 22th.

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CHAPTER 4: FINDINGS

4.1 DATA ANALYSIS

4.1.1 Observations results

Four observations were made during the process, one during a regular class and the other ones while the charades were applied. It was made to gather information and compare the way they behave and participate during the activities.

4.1.1.1 Regular day observation results

Question	Yes	No
1. Does the teacher use games during classes?	X	
2. Does the teacher use the games as warm up activities?	X	
3. Does the teacher use the games as consolidation activities?		X
4. Does the teacher have a correct classroom management at the time of applying the games?	X	
5. Does the teacher use the game "charades"?		X
6. Does the teacher modify the games to practice the vocabulary provided during classes?		X
7. Do students look interested in participate on the games?	X	
8. Do students follow the teacher's instructions?	X	
9. Do students practice their oral skills during the games?		X
10. Do the games fulfill the investigator's expectations?		X

Interpretation: The observation was applied during a regular class. Based on the information collected, the teacher is using games and has a correct classroom management at the time of applying the activities. Unfortunately, during this day she did not use a game similar to charades, and the game that she applied was not directly related to the topic they were working on. Besides, she used the game as a warm up activity and not as part of the consolidation, so it cannot be compared to the game that the investigation is working on. Still, it was noticeable that the

students were interested in participating in the games and they followed teacher's instructions although they were not practicing their oral skills.

4.1.1.2 During the charades games observation results

Question	Yes	No
1. Does the teacher use games during classes?	3X	
2. Does the teacher use the games as warm up activities?	1X	2X
3. Does the teacher use the games as consolidation activities?	2X	1X
4. Does the teacher have a correct classroom management at the time of applying the games?	3X	
5. Does the teacher use the game "charades"?	3X	
6. Does the teacher modify the games to practice the vocabulary provided during classes?	3X	
7. Do students look interested in participate on the games?	3X	
8. Do students follow the teacher's instructions?	2X	1X
9. Do students practice their oral skills during the games?	3X	
10. Do the games fulfill the investigator's expectations?	3X	

Interpretation: The observation was filled during the days where the charades were applied. Based on the information gathered, the investigator used the game and had a correct classroom management at the time of applying the activity. Besides, the investigator used the charades during the consolidation stage and it was modified previously to repass the information worked during previous classes. As it was expected, the students showed interest in participate and they followed teacher's instructions. In addition, students were using their oral skills while playing and they seemed to enjoy the activity. To conclude, it seems that the activity fulfilled the investigator's expectation since students practiced their previous knowledge orally and participated actively.

4.1.2 Final students questionnaire results

In the Classes where the game charades were applied how often	Always	Sometimes	Never
Did the teacher use the game charades as a teaching method?	13		
Was the game modified to practice the previous vocabulary worked during classes?	13		
Did the teacher use more oral activities than written?	3	10	
Did the students practice their oral skills?	13		
Did the game promote participation?	13		
Did it stimulate students to learn a second language?	10	3	

Interpretation: This questionnaire was applied to the students at the end of September 12th, they answered it based on the days where the charades were applied. As you can notice on the previous information, all of the students agreed that the teacher used the charades games during the classes. In addition, they consider that they are practicing more their oral skills than their written skills. Moreover, they coincide that the teacher fosters their participation during classes, and stimulates a real wish about learning the second language other than just pass the course.

4.2 RESTATEMENT OF QUESTION AND DISCUSSION OF RESULTS

As stated at the beginning of this action research, the main purpose of it is to know how a game as charades can promote oral practicing and students' active participation during an English class. Based on the results of the instruments implemented on the group 10-1, It is understandable that the game helps to motivate students on participating and practicing since students behave totally different during the activities. But still, the fact that the teacher is using charades or other games is something that still promotes participation from students since they enjoy the class, but the problem here is that the main point of the ludic activity is to make students practice previous information provided by the teacher. If it were up to students, it would probably be approved by them since they normally do not care if they learn or not, they just want to have fun. In short, this is what teachers have to work on, it is their job to make them practice the language and contents while playing. If the game does not have a purpose then students will not have any meaningful learning from the games.

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CHAPTER 5: REFLECTIONS

5.1 REFLECTIONS

Making an inside reflection about all the investigation, the researcher assures that it was a great experience where she learned a lot just by observing. Also, she commented that it would be nicer if she had the chance to be the teacher for a while, kind of a small practicum where the investigator has a little more chance to directly interact and cooperate with the activities so that she can live the experience. It would probably be one of the future changes she would request if she had the chance to work an action research again.

Commenting some aspects that the investigator may take in consideration for future actions are understanding students' behaviors and the circumstances or contexts better; sometimes students do not show interest on learning because of the environment where they grow up and it makes teaching really hard, but still teachers can find a different way to help them learn and games are good tools. It is all about finding out what changes can be made to improve and enrich knowledge or learning.

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CHAPTER 6: CONCLUSIONS

6.1 CONCLUSIONS

The main objective of this research was to implement charades as a tool to promote oral practicing and students' active participation during the English classes of tenth graders at high school Instituto de Alajuela. According to the data analysis, there is an evident positive impact between games and participation willingness. During the observation, it was easy to detect that when students found out that a game was coming, they totally changed their attitudes and were more than willing to participate in the activity. It seems that games create a positive environment during English classes where students can practice and have fun at the same time.

In addition, the project pretended to identify the perception that English high school teachers have about using games during their EFL classes as a useful didactic tool to help students practicing orally and participating during their classes. Based on the questionnaire applied to the teachers, not all of them consider that ludic activities are useful during the English lessons. Some other agreed on using them but they do not take the time to modify the activity. Besides, the observation confirms that teachers are using games to make the class interesting but not to make students practice the previous work during classes. It looks like teachers are using games as warm up activities and they are not taking advantage of the effectiveness of using them to practice the contents into the consolidation stage.

Along with that, it was important to describe the characteristics that make the game charades a flexible tool to be used for practicing any topic orally while

making students participating in the classroom. As the investigator explained before, charades are flexible activities because they can be modified in regards to contents and difficulty of the game. This is why she/he applied changes to every charade game used while teaching, to get the final results shown on the observation and the final students' questionnaire. The games chosen by the teachers have to be flexible and malleable, to be modified and exploited correctly; this shows signs of being the key to successfully practice previous knowledge while having fun.

To sum it up, analyzing the results provided by the questionnaires and observations, finally demonstrated the usefulness of this game at the time of practicing English orally and promoting participation. Based on the observation, students reacted positively to the ludic activities as part of the consolidation stage, even though the activities were related to the topics they were working on classes, students still showed interested on being part of them. It seems that using the games at this stage generates a better retention of the information. These findings confirm what Sarah Mills said about the charades that a major benefit of playing it is that it helps developing students' listening, speaking, and reading skills, while also strengthening vocabulary. It was noticeable that students were practicing English orally and participating actively during every activity.

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CHAPTER 7: RECOMMENDATIONS

7.1 RECOMMENDATIONS

It is advisable that teachers, no matter the level they work with, organize their time to look for games or ludic activities and modify them to use them into their classrooms. It could be during the lessons while the students are doing a written practice or working on a project, it does not take much time, and totally changes the dynamic of the group. When teachers dedicate time to plan their classes, students notice it and it makes them feel important. Self-reflective practice should be one of the most important aspects of being a teacher, besides working together collaboratively to get new ways of teaching where knowledge will increase as well as motivation to learn.

Furthermore, it is recommended that future researchers work and observe more than one teacher or more than one class, so that they can have a bigger evidence to compare results. This way they would really talk either about teachers instead of just one teacher, or classes instead of just one class. Maybe, the investigator gets the bad luck of getting a really badly-behaved group or a lazy host teacher and it is not fair to talk about them as general truth.

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CHARADES

ANNEXES

Annex 1: Beginning questionnaire

In regular Conversational English Classes how often	Always	Sometimes	Never
Does the teacher use games as a teaching method?			
Do you use books?			
Do the activities promote participation?			
Do the students practice oral English?			
Is it stimulating for students to learn a second language?			

Annex 2: Teacher questionnaire

Question	Yes	No
1. Do you use games during your English classes?		
2. Do you modify the games before you apply them to your students?		
3. Do you consider that you waste your time when you use a game during your classes?		
4. Do you consider that the game charades can be used as a consolidation activity into your classes?		
5. Do you consider games are didactic tools that promote English oral practicing and active participation on students?		

Annex 3: Observation

Question	Yes	No
1. Does the teacher use games during classes?		
2. Does the teacher use the games as warm up activities?		
3. Does the teacher use the games as consolidation activities?		
4. Does the teacher have a correct classroom management at the time of applying the games?		
5. Does the teacher use the game "charades"?		
6. Does the teacher modify the games to practice the vocabulary provided during classes?		
7. Do students look interested in participate on the games?		
8. Do students follow the teacher's instructions?		
9. Do students practice their oral skills during the games?		
10. Do the games fulfill the investigator's expectations?		

Annex 4: Final questionnaire

In the Classes where the game charades were applied how often	Always	Sometimes	Never
Did the teacher use the game charades as a teaching method?			
Was the game modified to practice the previous vocabulary worked during classes?			
Did the teacher use more oral activities than written?			
Did the students practice their oral skills?			
Did the game promote participation?			
Did it stimulate students to learn a second language?			

Annex 5: Pictures of the charades applied



