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SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**“GAMES TO IMPROVE CLASSROOM LEARNING IN SIXTH
GRADERS OF BRAULIO MORALES CERVANTES SCHOOL IN
THE FIRST QUARTER OF 2023.”**

**THESIS SUBMITTED TO OBTAIN THE
BACHELOR IN ENGLISH WITH CONCENTRATION IN
TEACHING**

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Chapter I

Introductory Framework

This chapter will develop the objectives of the investigation, including general and specific objectives. These objectives will be applied with a group of sixth grade from Braulio Morales Cervantes School in the first quarter of 2023. It will present the problem statement and different interactive games to help the classroom learn in big and small groups. Then, it will also include the historical, national, and international antecedents of this study, the justification, and the scope of this research.

1.1 Problem Statement

For many educators, it can be easy to manage a group composed of a few students, where the teachers can have the advantage of personalizing the explanation of a topic to every single individual and can be listened to by the class. However, it can become more difficult if the group is big, for instance, when a class comprises more than fifteen students. Sometimes it is observable how the attention of a class can be lost in a huge group due to the noise of some kids talking because they get bored. It would become distracting to the rest and complicated for the professor to continue explaining the topic.

In every class, some students cannot be easily distracted as they are interested or are focused on the task during the lessons. Most of them will develop complications in acquiring knowledge. However, only some children learn the same way as others may require extra help to catch the interest in the classroom. This kind of student will pass through a hard time during this instruction process, which will involve low scores and performance. Then, losing control of classroom management would lead to a poor learning experience.

Additionally, well-being is one of the areas that can be affected if there is no control over a class and kids are not interested. The teacher is one of the principal people affected as this is the head of classroom supervision. Many times, the educators are prepared to impart the class, but they might bring different options for the lesson if the students still need to get the ideas at the moment. Otherwise, it would become hard to teach. Both areas could be affected, the educator will be overwhelmed, and the students stressed as they need help understanding the topic. In these situations, the researcher will apply different games to have engagement in the lesson during the learning process.

Additionally, the researcher will analyze classroom learning through games with primary education students in this investigation. In this case, the researcher will be focused on the following proposed research question: How can the use of games improve classroom learning in sixth graders of Braulio Morales Cervantes School in the first quarter of 2023?

1.2 Objectives of the Investigation

1.2.1 General Objectives.

To analyze how a classroom learning is improved through writing and listening games with sixth graders at Braulio Morales Cervantes School in the First Quarter of 2023.

1.2.2 Specific Objectives.

1. To identify writing and listening problems to improve learning in classroom with sixth graders at Braulio Morales Cervantes School in the First Quarter of 2023.
2. To apply games in sixth graders for an effective classroom organization at Braulio Morales Cervantes School in the First Quarter of 2023.

3. To evaluate the student' knowledge through games during the learning process with sixth graders at Braulio Morales Cervantes School in the First Quarter of 2023.

1.3 Justification of the Study

Classroom organization is essential in schools as it generates many positive results for the learners. It leads to motivating the students, developing profitable experiences, and increasing their knowledge in students during the learning process. Many professors find it difficult to complete a successful class when there is a lack of preparation and enthusiasm to teach others, so this point is when the problems with conducting a class start. Therefore, evaluating the class and looking for alternatives to establish a good administration of it to get effectiveness is important.

This investigation aims to engage students in games during the learning course for better academic results. The plan is to monitor a group from sixth grade in Braulio Morales Cervantes School, where it will be observed the writing and listening difficulties of the students during lessons. Then, apply different games for both skills for successful class learning. The intention here is to create a comfortable place of learning where the students obtain motivation to participate and interactively acquire information. Students should see the school as something other than a boring place where classes are intended to stay quiet in a chair looking at the whiteboard.

In particular, the researcher will observe the sixth grade from group 6-1 as this grade is usually one of the most difficult groups in many schools because their age goes from ten to twelve, which means that they are transitioning to the oldest stage that is the preteen and tend to be more complicated to get along. At this age, the children are on the path of growth, where they start to move from being close to their parents to want to be more self-sufficient. In this case, the kids rely more on friends than parents. Therefore, they look for group advice and instruction. As

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their social life becomes important to them, and they care about what other peers say, their studies and responsibilities become boring. It is common to see these problems in schools while they are learning, affecting the learning process. Teachers would need to take control of this issue so the students get more involved in the class activities, in which they find the learning process more interesting, and the willingness to learn will be increased. This is intended to be observed in the class to apply the correct game technique for a better learning experience.

This investigation will be accomplished at Braulio Morales Cervantes School, located in Heredia downtown, where classrooms usually comprise a big group of students. The investigator will observe the techniques applied for classroom learning during the teacher's explanations, activities, and practices. The research will be effectuated by applying writing and listening games to improve the classroom's learning in sixth graders in the first quarter of 2023.

Furthermore, using clear rules during the games will encourage the students to help the classroom reach expectations and follow the teacher's guidelines for the activity. When the student is provided with a complicated or confused introduction to a specific activity, he or she will feel lost, leading the participant to lose interest and attention. It is important that the educator provide clear instructions so the task can be completed efficiently, and the interest can be incremented. The observer will analyze what rules were applied in the classroom and what instructions were given.

Students can get easily confused while learning through games because some of them might be asking for procedures for how the game should be played, as this may need to be clarified for all of them. However, it is important to clearly explain the norms to all of them to ensure everything is clear in the classroom. Implementing some games where writing and listening are used will provide a more focused class and positive results during the game activities. Certainly,

in this research, the observer will monitor and arrange the writing and listening games used during the lessons and how the learning process was carried out.

Then, game activities might sound funny to most of the class, but some students will not want to participate. In general, learners are used to following what most of the class is doing. They tend to participate alone once they see everyone participating to know they are also included in the game activity. In this case, in this investigation, the researcher will focus on writing and listening games in which the children are involved in the activity to be quieter and engage more in class. It is more convenient for the teacher to take control of the learning experience of most of the kids because the rest of them would incorporate into the activity soon as everyone would be working on the task. Writing and listening games are favorable activities for classroom learning as the students will keep on the same and follow the rest of the class. They would carefully listen and write; if they get distracted, they might be lost in the task. Hence, it will lead to a better learning experience for the group, and the learners will acquire more knowledge.

1.4 Antecedents

Students can have difficulties during the learning process because they all have a type of learning. Understanding the kind of learners a teacher has in the class will gain a better perspective on how to implement activities for the benefit of all the class members so that the talent would be preserved. Educators should take advantage of all the knowledge an infant can obtain in a class as they are in a stage where they want to know everything. However, kids are also curious, and they would like to build their own rules as kids. The progress will constantly grow with the publication of Rousseau (as cited in García, 2010).

Motivation is why a person initiates to do something or acts in a way. It means to incentive the interest of people in any activity and to persist until achieving the desired results. According

to Good (as cited in Maheshwari, 2012), motivation is arousing, maintaining, and regulating interest. It is categorized into two orientations. Intrinsic motivation is the internal motivation that leads to the desire to achieve anything due to inner satisfaction. Then the second type is extrinsic motivation, which arises from an external motivation or invention, such as money and recognition. Motivation is an important factor in classrooms as this is the root of learning. Students should keep this stimulus for attention, attraction, and hard work during learning. Otherwise, it will become more difficult for educators to learn successfully in class.

Additionally, learning strategies can be associated with motivation in students because if there is no motive to learn anything, it will be more difficult to find the inner desire and actively start learning. According to Pintrich & De Groot (as cited in Zhang et al., 2017), when motivation is present in students, they will control their learning via cognitive and metacognitive, leading to mediation between strategies and motivation during learning.

Games are not just to study and work; kids learn to know and comprehend the world while playing (Leyva, 2011). The kids grow in games in which they experiment with the social life as they need others to form a team in group games. According to Leyva, in this kind of situation, the children learn the rules, learn about teamwork as cooperativity is necessary, and values. This is the first engagement they have with others, where they grow and learn new experiences they did not previously know. Children might play other games that do not require many members. However, they will also increase their knowledge as they are still learning. Ultimately, one of the main ideas about games is to learn and develop different skills.

In terms of games in classrooms, diverse types can be found. For instance, traditional games, digital games, and mind games are excellent tools to implement in lessons as they are innovative and will provide excellent outcomes, as said by Kirriemuir & McFarlane (as cited in Kula, 2021). As mentioned above, traditional games are taught at younger ages in which mostly the physical

and mental activities will be seen. According to Kula, digital games are more common as technology is innovative. However, it might have positive and negative effects as the physical activity and cultural environment are lost. Therefore, this is one of the most disliked fields.

One of the important pieces in the classroom is the educators, as they are the ones that take the control of the situations during class, so they should be energetic and present (Barrantes et al., 2019). This is not easy work as a class can be composed of many or few students, and in every circumstance, the attitude should be the same, in which they should be the ones who implement the rules to be accomplished.

Students are more likely to avoid the lessons they do not prefer as they immediately think they will be boring. Therefore, their thoughts will become negative against the learning process, making it more difficult for the teacher to provide a successful lesson. In this situation, it is important to maintain a good relationship with the learners and help them understand the importance of doing their job during the class. However, motivation should be present. Creating engaging activities will help in this process as they would be interested in the game, and the student will easily learn the topic with less effort.

The teacher will also have expectations from the students, as every educator wants an engaged class in which everyone is willing to participate. However, the students should refrain from guessing about what the educator wants. The educators should consider providing the goals at the beginning of the class to make them clear so the lesson goes smoothly. Otherwise, the students will get confused, and the agreements will not be present. It is better to take more time during the class in order to make sure that everyone is clear, and if it is necessary to repeat, then it is better than having a student with doubts, leading to a poor class, as it was said by Corps (as cited in Barrantes, 2019).

1.5 Scope

This investigation will focus on writing and listening games to improve classroom learning and help with sixth-grader students' education process. At the end of this study, the goals that are expected to achieve are the following:

1. To implement writing games during classes in which students obtain attention and concentration.
2. To get more knowledge, supply vocabulary and information to the students through listening games.
3. To perform listening activities as words or phrases to obtain the class's attention on the reader.
4. To establish clear game rules that learners can follow easily without losing attention.
5. To provide ideas for different interactive games to the professor, which will be useful in future lessons.

Chapter II

Theoretical Framework

In this chapter II, the investigator exposes all the theoretical terms of the research made. Firstly, the researcher explains the term pedagogy and the division of its ten principles which are the performative and structural principles; it also explains the important role pedagogy has during the teaching process. Then, the investigator includes the meaning of different concepts. For instance, what teaching and learning are and the significance of metacognition in the classroom. Besides that, the investigator includes the concept of method and technique, the importance of listening and writing in the English language, and the different games that can be applied in the classroom to improve the group's learning process. This chapter also explains multiple intelligences and learning styles as every student has their way of gathering information, and teachers must apply the correct strategy to provide insight to the students.

2.1 Pedagogy

Pedagogy is how a teacher puts theories into practice regarding education and learning. They will deeply analyze how they would organize the classroom to create an excellent environment for the students so that they can participate in the different activities prepared and interact with the rest of the class (Danielewicz, 2001). These are not the methods applied in a classroom but the knowledge from the educator that is applied in theory and practice for better engagement. A high-quality pedagogy is when a teacher implements what he or she knows and uses the prepared material for teaching, considering the special needs of each learner in the class.

According to Danielewicz, pedagogy contains ten principles divided into two main categories: structural and performative. The structural principles include the available resources

that the curriculum has, how it builds the classroom environment, and the methods that the teacher applies during the lessons. On the other hand, the performative principles are directed to each student's behavior, as what they do in practice or presentation.

2.1.1 Structural Principles

2.1.1.1 Discourse Richness and Openness

Furthermore, in the category of structural principles, five principles are included in which it is. Mentioned the first one is discourse richness and openness. Discourse is a discussion in the form of a speech or can also be given in the written form. It is emphasized in the experience through discourse, where the students can communicate and connect with the rest of the class. This is usually a productive way in which individuals learn as they practice articulation and create an experience.

2.1.1.2 Dialogue and a dialogic curriculum

Then the second principle is dialogue and a dialogic curriculum. This principle references language and social interconnection. Speaking with someone is natural in every person's daily life, as Mikhail said (as cited in Danielewicz, 2001). Individuals need to converse with others for different reasons, so the dialogue is usually present in groups. During these interactions, people interchange information, and knowledge is obtained from both participants.

2.1.1.3 Collaboration

Collaboration is the third of the principles mentioned by Danielewicz. The term collaboration is the action of working together with someone else. It can be in peers or small groups to achieve any task ordered by anyone else. Working collaboratively includes having the same interest, putting ideas together, having joint responsibility, and sharing values.

Collaboration is a social commitment activity to pursue anything in common, according to

Bruffee (as cited in Danielewicz, 2001). In a collaborative environment during class, the educator generally asks the students to express their thoughts and ideas about the discussed topic, where they will create a self-identity.

2.1.1.4 Deliberation

Then the fourth principle is deliberation. According to Dewey (as cited in Danielewicz, 2001), it is directed to different courses of a person's conduct. It is about giving real meaning to what the students do. Individuals are motivated to do what is special and should feel that others care about their actions. Therefore, giving extra support to motivate the students to do what they can in their life will be an investment in the student's future.

2.1.1.5 Reflexivity

Additionally, the fifth principle is reflexivity. It is the act of people that can examine their feelings and actions and consider how their motives can have consequences. When a person interacts with others, the reflexive monitoring actions will observe how the interaction is performed. In this process, the individual can start to inner understand themselves in a better social way. This is a common way teachers use reflexivity in the composition method to teach a topic and understand themselves.

2.1.2 Performative Principles

2.1.2.1 Theorizing in Practice

Besides that, in classifying performative principles, the first concept is theorizing in practice concerning a set of ideas or explanations given to others, but not in practice. People create theories while they are taking action. The definition of theorizing in practice is the unique characteristic of theories that are put into practice given by McCutcheon (as cited in Danielewicz,

2001). Personal theories should be created as people are in real practice, so they can better understand what is useful and what is not.

2.1.2.2 Agency

Agency is the seventh basis of performative principles. It is defined as the beginning of doing anything in which people think they can do what they want and try to make it possible. This concept is attached to the teaching purposes as educators should have the power of action, take decisions, motivate others, and make anything possible to have a successful result in classrooms. The idea of agency is to mark a difference among others and be symbolic for others for their future.

2.1.2.3 Recursive representation

Moreover, the recursive representation is the eighth principle related to the different identifications people develop in distinct ways. To have an identity is essential for everyone as each individual must present what they are to the rest of the people on any occasion in their everyday life. During a student's learning process, representation can be seen in their daily participation, opinions, actions, and thoughts. It is important to give the space to learners to create their representations during every class so they can improve each day.

2.1.2.4 Authority

Another important concept Danielewicz mentions in the educator's scope is Authority. This term refers to the ability to dominate situations. Educators should have the power to give the class a purpose and reach what is expected. Without this capability, students can lose interest in the subject, and the classroom would not go as the teacher expected. Teachers should own authority so it can be transferred to the learners. Otherwise, educators might need help teaching students to practice power. The power of being heard and following activities and rules in the classroom is the objective so that authority can be developed daily.

2.1.2.5 Enactment

Students might get bored when the teacher speaks during the class as they may see it as the lessons they usually receive. Enactment is the tenth principle about how the professor acts in the classroom and what the learners are asking to do now. To engage students in class activities, asking individuals to work cooperatively and jointly with others is crucial. This is intended to make them share experiences and ideas. They can also interact during class, feeling that they are connecting and knowing other people; their obligations and liability are important to others.

Overall, these principles mentioned are some specific learning conditions that can be found in classrooms, and teachers can consider them, thereby becoming better educators. Professors should be educated about what they like their classes to be and create an environment where students feel comfortable, profitable, and willing to learn so that they can be transformed into their desires. Even if teaching can be difficult, making a difference will be comforting.

2.2 Teaching

Teaching is engaging with the students to provide knowledge, feedback, different theory, and guidance to promote their improvement in different areas. Educating people includes preparing materials, evaluations, and the selection of subjects for every specific case presented in the classroom. Teaching also means helping learners recognize, look at, and learn about any topic. With this, educators should know their students for better engagement. A teacher should not just provide the students with what they already know. Instead, they should also innovate so they can help others to improve their potential, as it was suggested by Cromwell (as cited in Teng, 2019).

In addition, some may say that educators can be more like implementers of an established program, as mentioned by Adams & Engelmann (as cited in Loughran et al., 2017). However, it

is a wrong concept of this profession as the reality is opposed. In contrast, being a teacher is more than that. It could become a complicated task because every group is different from the others, and activities will work differently with all the students due to the distinct learning needs in the classrooms.

2.3 Learning

Learning refers to the acquisition of knowledge leading to permanent change obtained through the behavior of study and experiences (Marston et al., 2016, p. 25). According to Marston and Maple, learning is established by two principal elements. The first component is that learning should be in constant change. Students must obtain knowledge daily. Behaving is a way to improve their understanding of a topic. For instance, many students tend to study a subject but memorize theory. This information studied might be forgotten as they will not study it again. Individuals may consider constant learning, so they will constantly change.

In addition, the second component mentioned is that learning comes from experiences in the past which means that learning anything new should have a root in any circumstances we live. For instance, if a person fails, they will learn from the fault they made. If a person reads a lecture or listens to new information, they will remember what was studied. Therefore, in both established ways, people would need any previous experience or new knowledge to learn in life.

Language acquisition is when a person develops the ability to understand a language, use the learned words, and communicate with others. Learning a new language can be hard for some people as all the information may need to be learned from scratch, which sounds complicated. Learning a second language can be related to how a child acquires the first language, as they will focus on the message they want to transmit instead of how they say it (Krashen, 1981).

2.4 Multiple intelligences

The term intelligence has been debated for decades, so psychologists have named it in many ways during the past years. Intelligence is known as the ability to obtain different mental strengths and abilities developed in various ways (Gardner, 2011). According to Gardner, works related to neurobiology in which the nervous system and brain function are studied indicate that distinctive brain parts belong to accurate cognitive areas. It means the preparation of intellectual competence's identification of persons can be reached. Nowadays, it has been said that the intellectual capacity and the ability to reason scale in young people are tested by the realization of different sentence exams Lah (as cited in Weiner et al., 2017).

Multiple intelligence is a theory regarding the understanding of the mind created by Gardner (1983), which describes how a person can learn and obtain knowledge. During the learning process, knowing what type of intelligence a child has is essential because it will help to understand the distinct abilities and strengths. Multiple intelligence is a tool to improve the learners' goals during class. For instance, the awareness of students' preferences will allow educators to specialize lessons and provide a complete structure to the learner's needs.

To determine a person's intelligence, the assessor examines the students through a test in which they are asked some questions to know their knowledge (Gardner, 2011). These questions can be related to numbers, music, vocabulary, arithmetic, coordination, and memory skills. Once the exam is completed, a core will be obtained: the student's intelligence quotient, or IQ. This will determine many aspects of every student's future, and some will obtain advantages or disadvantages of this. Ultimately, it will also determine a learner's ability in every subject, giving it a better framework during education.

According to Gardner's theory, multiple intelligences are divided into nine types. First, Visual-Spatial Intelligence is for people who have strengths in visualizing things while learning, such as pictures and videos. Then, spatial intelligence is considered part of the development of kids during their childhood, as seen in logical reasoning growth according to Jean Piaget (as cited in Gardner, 2011). For instance, the initial acknowledgment of trajectories of different movements. Another is linguistic-verbal intelligence, commonly seen in people with excellent communication skills, such as writing and speaking. In addition, students with musical intelligence have the domain of following patterns, which are excellent with music and rhythm.

On the other hand, people with logical-Mathematical intelligence are attached to thinking most about numbers, and reasoning. Also, the kind individuals who are excellent at interacting with others possess interpersonal intelligence, as Gardner mentioned. In contrast, intrapersonal intelligence is in persons who enjoy motivating themselves and reflecting on their feelings and mind. Then, better people involved in physical movements, such as dancers, have the intelligence of bodily-kinesthetic. Finally, people with real intelligence have a bigger connection with nature, and existential intelligence is inclined to the human being that deeply questions existence and life reflections. Others want these people for advice in life.

In schools, it is essential to understand the theory of multiple intelligences because every student will have an alien intelligence in which the mind is analyzed to be understood and will be known in what area the learners will be better at. They will have different abilities and strengths. Therefore, educators should be aware of these to obtain knowledge of their own preferences.

2.5 Learning Styles

Learning styles can be defined as the way of learning for every person. People obtain information, organize themselves and think how they prefer (Fleming et al., 2019). The ways of

learning any information are different for everyone, and it does not mean that a person who learns differently from other has learning problem conditions with any subject. Information-gathering modalities include visual, aural, read/write, and kinesthetic. According to Fleming, students might obtain one or a combination of different learning types, and it is important to take this information into consideration. For instance, a child may have two preferred ways of learning visual and reading/writing or a combination of the four of them, and this is called multimodal ways which is the type of individual that learns in all different manners. VARK and learning styles are not the same because VARK refers to the acronym of the different learning types, and each focuses on distinct ways of gathering information.

2.5.1 Visual

Visual learners learn easily by visualizing objects such as seen pictures, charts, diagrams, graphs, arrows, shapes, and everything that can visually explain and represent what the teacher explained in works (Fleming et al., 2019). For this learning style, it is important to consider the use of colors, follow patterns, and design when they are learning. It is common to see this kind of student taking notes, using markers and highlighters, and doing doodles. Teachers will help these students in the classroom using the whiteboard to explain all the information she or he is giving in just words. Students should have the opportunity to draw or write what they want to make it easier for them to understand and remember the topic in the future. Then, this learning type will consume more time while gathering information as the information should be observed and analyzed to find the note.

2.5.2 Aural

Auditory learners tend to gather better the information spoken or by sounds. These kinds of students prefer learning anything by listening to the studied material. For instance, they would

prefer listening to an audiobook rather than reading it. They usually repeat what the teacher says regarding the subject and repeat out loud to hear their own voices while reading concepts. As Fleming mentions, they are also excellent at group discussions, asking questions to others, and oral presentations. Auditory learners might find reading difficult, so a good practice during class is to ask students to read and repeat information.

2.5.3 Read/Write

The preference for reading or writing while learning is acquired by the type of learners who would be more partial to reading a book and anything related to the text. People with this type of learning would opt to use brochures, booklets, look for words in the dictionary, and information on the internet to obtain knowledge. These learners find it easier in the classroom while learning as this is the usual style used in schools for writing essays and researching any topic. Time should be provided to these individuals as they have the need to put their ideas on paper.

2.5.4 Kinesthetic

Kinesthetic learners are recognized as the preferred learning style by doing in practice and experience. These individuals need to practice, make examples, and experience in order to learn, as Fleming said. For instance, using senses such as touch, smell, taste, and observation is essential to acquire knowledge. It can be helpful to ask the students with this learning to act about any related topic being taught. As they constantly move, they need more breaks than others during the learning process.

Evidently, it is meaningful for teachers to understand all four different learning styles as students are distinct from each other and they need special attention. However, it is not just about knowing the learning types but also applying different techniques and using the necessary tools to

improve the kid's knowledge and invest in their future. Students might obtain better results during classes, increasing their participation and connection with the subject of the ways of learning are considered during the classes.

2.6 Method, and Technique

2.6.1 Method

The terms method and technique might need clarification by many people. Even though, they have different meanings. The meaning method refers to a series of steps to achieve a result or a goal. This is an arranged plan to present the material prepared (Richards, 2001, p. 15). This is something related to designing and creating objectives and content that can shape the curriculum. A general objective in the classroom is essential for students to acquire knowledge better. Additionally, it is important the role of the educator, material, and learner in this area. If the methods applied are innovative, this will increase students' potential during the learning process.

2.6.2 Technique

The meaning technique refers to a specific action or procedure to perform an activity, as mentioned by Richards. Techniques are created to reach a specific objective in different areas. For instance, in the classrooms, teachers can implement a technique related to memorization, concentration, investigation, or gratification. During the process of planning methods for a class, different techniques can be used, which will be essential to teach students in an innovative, creative, and interactive way.

2.7 Listening in the English Language

Learning a new language requires studying and building the four foundational skills of language learning: reading, writing, speaking, and listening. If a learner wants to be a master in a language, the four skills should be well learned as they are a complement. Listening may be one

of the most difficult skills that learners present as this area could be a less practiced and tested area during classes. Nowadays, teaching listening has become more influential in schools as this is an important feature so the students can obtain a better experience in the learning process (Richards, 2002).

To comprehend the English language, it is essential to recognize the nature of listening, which is attached to two important patterns: the role of bottom-up processing and top-down processing, as mentioned by Nunan (as cited in Richards, 2002). The bottom-up processing is related to code understanding and data-driven processes. In this model, the students can comprehend and successfully interpret the audio or conversation they listen to. On the other hand, the top-down model is associated with the building of the definition through their supposition, belief, or the previous knowledge they had. Both roles play a significant role in learning a language, so the activities in class should include both skills when learning to listen.

2.7.1 Purposes of Listening

It is important to provide the students with a helpful strategy for learning listening so they can become better each day at this skill. Every student learns distinct from others, so it is important to take into consideration different strategies that consider the purposes of the study so it will help individuals to listen more effectively. For instance, listening for main ideas, listening for details, and listening for making inferences are some of the purposes of listening activities. Educators can help students with listening skills to become proficient. For example, to spend more time teaching about the purpose of listening using simple conversations, looking for details, the better called “listen between the lines” in order to find out what the speaker really wanted to say as Brown mentions. All these mentioned will help learners to understand why they are listening, and

the skills they used. Therefore, a strategy for teachers in the classroom is to mention the reason for the listening activity so the students can be focused and organized in their learning.

2.7.2 Stages of Listening

Educators can be supported with a format when teaching listening skills. According to Field (as cited in Richards, 2002), the format commonly used in listening teaching is divided into three stages: pre-listening, while-listening, and post-listening. In the pre-listening stage, students should be prepared to listen. For instance, practicing the bottom-up and top-down tasks, as Brown (2006) mentioned. Students can be prepared with grammar review or vocabulary and then ask for previous knowledge about the topic of the listening game. In addition, the while-listening stage is where the students listen to complete a task. It is important to play the listening two or three times so the individuals can complete what the teacher asks. Finally, in the post-listening step, the learners will be able to see the results they obtained to detect problems or have a conversation about listening. Ultimately, using these three stages in a listening activity is essential to promote a higher quality of understanding.

These stages should be included in a listening lesson because learners can be helped to comprehend what they hear in a listening activity, which may take work for many. When it is activated the prior knowledge, students will be able to learn in a better way as they will organize their learning if they know what the purpose of listening is. It will motivate the learners in the subject, leading to better classroom results.

2.8 Writing in the English Language

Writing is the capacity of putting together what a person thinks or wants to transmit to other individuals. The skill of writing can be the most complicated ability to develop during the learning language for the students because in the class activities, they should come up with

different ideas and they should also put them in order so they can complete the task and provide a coherent message. This includes that they should be careful with grammar while they are writing as Richards said. Writing skill is significant in communication as it is essential to provide a clear and significant message.

2.8.1 Writing Development Procedure

Additionally, students may require much practice so they can write sentences and paragraphs in a correct way that sounds well and makes sense. This can sound difficult for many students, but they should follow step by step to achieve excellent results. Writing can become easier if these five steps are followed: pre-writing, planning, drafting, revising, editing, and submitting (Van Rys et al., 2022). In the pre-writing step, the students can understand the task and collect different ideas. In planning, they should develop a plan. Then, as a draft, they should start, develop and complete the task. Finally, students can revise if the writing is correct. If they still need to, they can edit what is needed so it can be submitted. The process needs to be adopted by the learners so they can improve their writing process.

2.9 Listening and Writing Skill Games

The role of games in a student's learning process has significant importance as they provide motivation and willingness to learn more (Liu et al., 2021). Most of the students may find it boring when they are taught the traditional way because they will not find the inspiration of doing anything in the class. On the other hand, games are fun and interesting and can provide advantages in the physical, emotional, social, and cognitive areas, as Read said (as cited in Liu et al., 2021). Several studies agree that educational games are convenient for learners as they show a higher interest and motivation. Once the students are involved in the activity, they will be

willing to learn more about the subject, as succeeding can also be part of the game, giving them a reason to participate (Quinn, 2011).

Educators should include language skills in classroom activities to help the students develop language learning successfully. During classroom activities, the teachers can use different games to integrate the four language skills of listening, speaking, writing, and reading for their development. Furthermore, these skills can be combined into both and separately. For instance, the interrelation of listening and writing skill can be seen in a class activity because, in this case, listening works as a receptive skill as the student will receive all the information given through listening. Meanwhile, writing is a productive skill because while learners write, they also create symbols (Husain, 2015).

2.9.1 Grammar Corrections

Good grammar is important in learning a language because it is one of the main characteristics of clear communication. If the correct grammar is used, the message students want to transmit to others will be easily understood. Good writing will give the learners a series of learning experiences in which they will understand the nature of writing, as Seow mentioned (as cited in Choudhury et al., 2013). A grammar correction game intends to improve spelling, punctuation, grammar, and listening while allowing the children to expand their vocabulary. According to Piskorz (as cited in Ghabanchi et al., 2021), different games can be an influential motivation tool that gets students involved in the learning process of grammar.

The grammar correction game is to be used in the while-listening activity to support the grammar point and listening skills. Meanwhile, in the pre-listening activity, students can practice time to draw. For instance, they can be asked to draw something related to the provided topic, giving as many details as possible. Then, for the while-listening activity, they would have a better idea of the topic, and it would be easier for them to understand better the listening of grammar

corrections. In this case, the learners will listen to the instructor while she or he tells a series of sentences with grammar errors which will also be given in the written form. Then, they correct the sentences in the lines below with the correct structure, and with a list of words given, they choose some words to write into a Bingo grid, so the audio is played again, and they play the game. Pupils can have fun listening for errors differently and improving their listening and writing skills while correcting.

2.9.2 True or False

True or False games can improve the student's listening skills as they carefully listen to the teacher, and guess if the statement is true. In this activity, the teacher shows a picture that illustrates a story and brainstorms on the board as the pre-listening activity. This will allow the students to understand better the topic that will be discussed, and this will support them in the listening activity. Then, a story is narrated, and the students should indicate if the sentences that he or she mentions are true or false. Each learner will have two labels, one of which is "True" and the other "False." Then, they will be able to action raising the correct label according to the statement mentioned by the instructor. It is important to pay attention to the student's acquisition during the activity so it can be profitable. Therefore, as a post-listening activity, students can create writing of short sentences or vocabulary about the story. This will also promote the writing skills of the students.

In addition, the focus of this game is to enhance listening and writing skills which will provide a positive advance in the development of the learning language of the pupils (Manaj, 2015). Certainly, this is the purpose of the educator with the inclusion of games in the classroom. Staccioli (as cited in Caon, 2020) said "intentionally built to give an amusing and pleasant shape to certain forms of learning". This is how educative games can be described in easier words.

2.9.3 Buy a Mistake

This is a popular game related to grammar learning that ELL teachers called Grammar Auction (Boettcher, 2016. P. 203). This game is regarding adding a list of sentences with grammar mistakes, but at this time, the teacher will dictate the tenses incorrectly so the listening can be enhanced. The pre-listening will be promoted at the beginning for a better understanding of the topic. Hence, the Let me read it first activity will be played, so the students will be given the first lines of the transcript of the text they are going to listen to. For more help, the whole transcript can be given, but very little time to read it. Now, for the while-listening activity, a price is given to each mistake—for instance, \$10, \$5, and 1\$. Students will write down the sentences and, once finished, will have about one minute to analyze them and re-write them correctly. This will be written on the board so everyone can see how much each has. The student will win the dollar just if the response is correct. In the end, post-listening, students can try to identify vocabulary and then find synonyms and antonyms for some words in the written. This kind of exercise will stimulate vocabulary learning which is key to improving the writing skill in second language acquisition.

This educational activity will be a conciliator of transmitting new information in which students can participate and learn interactively. As a result of this kind of activity, the students will be motivated to be the first to answer and have much money on the board, so they will be engaged in winning as much as possible. In this situation, the learner will need to develop their intrinsic motivation as they have the purpose of winning the game (Rawal et al., 2019).

In fact, it is commonly seen that game is related to childhood, which means that they should be played with kids as in primary school. However, people need to have a better concept of this term. Learning games can also be played by adolescents and adults, with the difference

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that the difficulties will go according to their age (Caon, 2020). Interactive games are important and helpful in the classroom to promote student engagement while absorbing information.

Different games such as grammar corrections, true or false, and buy a mistake are excellent examples that a teacher can apply during the lesson in which learners will be motivated to participate, and it can become better for them to understand a topic without noticing they are obtaining knowledge.

Chapter III

Methodological Framework

This chapter will explain the different instruments that will be used to collect the data for this research work. It will give information about the methodology applied to the population and methods. The results obtained will be explained in this chapter.

3.1 Research Approach

The methodology that is applied in this investigation is qualitative. This methodology involves collecting information and studying the non-numeric report (Bhandari, 2022). Qualitative research consists of looking for answers. It is used in humanities and social sciences to understand people's experiences. Some methods used to collect information interviews to collect data individually, creating surveys, participant observation, and group discussion. These are the usual ways to collect the information needed in qualitative research.

Additionally, the analysis of the qualitative information can be done in different ways. For instance, audio, videos, texts, and photos can be considered as Bhandari mentions some steps to follow. Firstly, it is important to develop and put the information collected in order. Secondly, explore the data with the idea of looking at patterns or the same ideas that were presented. Then, the categorization of the data and tagging of the data obtained. Finally, the analysis of data and creation of conclusions. These methods are used to collect important information in which the main idea is to compare statistics, analyze, and find conclusions.

3.2 Research Design

The purpose of formulating a research design is to give a plan for the study that will lead to evaluating the cause and result of the research question and then making decisions about this information (Bhandari, 2022). For instance, it will explain the processes the researcher will use to gather the data, the methods that will be applied, and the investigation objectives. The research design will help ensure that the applied methods will be attached to the research objectives and that the review was correctly used.

3.2.1 Descriptive Research

In descriptive research, the investigator illustrates the situation or case that will be evaluated according to the central research (Bouchrika, 2022). This kind of research seeks to construct the preparation due to the exploration. For example, the investigator can apply surveys, observations, and questionnaires to find out what motivates them and their different characteristics. It is important as the data collected, analyzed, and prepared will help the researchers show the significance of the research presented through different data collection methods.

3.3 Information Sources

The primary resource in an investigation is the kind of information collected from sources that are original material. It is the data that was first created under study (Nordquist, 2020). It provides direct evidence of historical events. For instance, primary sources include historical newspapers, articles from experiments, written works, or interpreted manuscripts. These are works that were not previously analyzed. For example, a previously translated work needs to be considered a primary source.

Additionally, using primary resources is an excellent tool for looking for information in an investigation, as people can analyze the data and develop their ideas and interpretations. The use of primary sources is important for research works. For instance, when a person reads a book summary, it could not be the same sustainable information obtained as if a person reads the book for a better interpretation.

For this investigation, the primary resource is the students, as they will be the object under study. These are sixth graders from group 6-1 from Braulio Morales Cervantes School in Heredia. This group is one of the main points of this research because it is needed to identify the problems that lead to difficulties in listening and writing skills. The learners are the ones who will be tested and analyzed in different ways. It will be analyzed and studied to identify the complications in the mentioned skills, among other obstacles the learners can show. An observation of this class and a pre-test are examples of primary sources that will be applied as the students will be observed and tested to obtain real information.

3.3.2 Secondary Resource

The secondary resources are explanations of a work created by someone. It is used to study and provide features about the primary resources found—for example, articles, biographies, and books about a historically written event. The investigator can also find information that he or she did not see at the beginning of the group study. The secondary resources are important as they can be used to reach the primary sources.

This research will employ three listening and writing games as the principal stratagem with the sixth graders. It will be—tested how these activities can provide effectiveness in classroom learning to deliver a better quality of language understanding in a dynamic approach.

3.3.3 Tertiary Resource

The tertiary resources are a compilation of primary and secondary sources. For instance, they often include analyses or criticisms based on those sources. It can include encyclopedias and textbooks with commentaries, analyses, and a summary of the available material about interest.

In the case of this investigation, a post-test will be applied in which it will be analyzed if the learners did improve their writing and listening skills or if, on the contrary, they did not progress.

3.4 Analysis Categories

The categories of analysis of this work are important to address the investigation, which is emphasized in three aspects:

3.4.1 Games

The interactive games are meaningful in the learning process. Students should be provided with different engaging activities for learning in the class and avoid getting easily bored with the classical activities. On the contrary, these games should motivate getting involved in the learning process.

3.4.2 Listening and Writing Skills

It is important to be concerned about students' difficulties in listening and writing skills because these are important aspects of mastering a second language. Teachers must provide the students the extra support to promote an improvement in their language acquisition, as this needs to be increased daily.

3.4.3 Participation

The participation of the students during class development is essential to obtain better knowledge and understanding of the subject. A student who does not participate in the class

games will probably have different results than the other learners engaged in the activities. Therefore, it is important to work on the student's motivation in every class so they would be more engaged in the different activities, and the knowledge of the focused skills is improved.

3.5 Data Collection Instruments

Data collection instruments are an important method to collect useful information the investigator requires for a specific topic. It provides different ways of storing data and allows evaluating the information obtained to find out if the statistics will prove the argument. In this investigation, the researcher will gather evidence from sixth graders, group 6-1, between the ages of eleven and twelve, from Braulio Morales Cervantes School in Heredia. The data collection will be carried out within six lessons. Firstly, it will be established observation in which the investigator will see the difficulties and different factors of the group. Secondly, a pre-test will be developed in which the learners will be evaluated to obtain better results on the level and complications of the students. Additionally, the researcher will apply three games, including listening and writing skills, to test the results in the classroom environment. Finally, a post-test will be built, like the pre-test, to detect the progress and if different results were reached, as the students should apply the previous knowledge obtained during the class activities. These instruments mentioned above are used to evaluate distinct challenges in the classroom through different techniques to substantiate some difficulties.

3.5.1 Observation Checklist Rubric

An observation checklist lists events and situations the researcher wants to see during the group examination. Implementing an observation of the group is essential in an investigation as the researcher gets to know the individuals he or she will work with. Observations are useful when working with young people as they provide information about the participants (Wood et al.,

1990). In this investigation, the researcher uses the observation method for data collection of class 6-1. The following observation checklist rubric allows us to obtain more information about the students in real life whether activities in the classroom provide positive feedback during their learning process or it was not accomplished.

Observation Checklist

School name: Escuela Braulio Morales Cervantes

Researcher: Karen Jiménez Jiménez

Teacher: Tatiana Méndez Urbina

Group: 6-1

Criteria	Excellent 5 pts	Good 3 pts	Needs Improvement 1 pt
Classroom commitment			
Students follow instructions.			
Students get engaged with the activity.			
Students interest in the topic.			
Listening and Writing Skills			
Ability to perceive the mentioned words.			

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Ability to write down the missing words.			
Grammar of the written words.			
Additional Comments:			

Classroom Commitment

Excellent= Students are able to follow all the instructions, have deep engagement, demonstrate high interest in the topic.

Good= Students follow instructions somewhat good, reflect moderate engagement, and interest in the topic.

Needs Improvement= Students poorly follow instructions, no evidence of engagement, and interest in the topic.

Listening and Writing Skills

Excellent= Students can easily hear and write the words with no errors.

Good= Students can hear and write words with moderate errors.

Needs Improvement= Students poorly show grammar, listening and writing skills.

3.5.2 Pre-test

A pre-test is another way of gathering data on a research investigation. When the investigator wants to understand the information that people obtain, it is essential to operate a pre-test so he or she can measure this data. A pre-test checks the students' knowledge in a specific area of interest. This practice will help obtain specific information and measure the knowledge, but a strategy or technique has yet to be applied. With the application of the following pre-test exercise, the researcher will determine how much the students know about listening and writing skills if the students are engaged in the class, and what other aspects need to be improved.

PRE-TEST



School name: Escuela Braulio Morales

Teacher: Tatiana Méndez Urbina

Researcher: Karen Jiménez Jiménez

Group: 6-1

Student's name: _____

Instructions: Listen to the instructor and fill in the blanks with the correct word using the ones from the box below.

fish - basketball - teacher - horse - barbies - Tom
doctor - girls - dogs - husband

My name is Sara. I am married. My husband is a _____ and I am a _____.

We have got three children. Two _____ and one boy. Their names are Tom, Mari, and Sofi.

Tom's favorite sport is _____. Mari likes to play with _____ and Sofi prefers cooking. We have a white cat, two _____ and a little fish. _____ likes cats, Mari and Sofi prefers dogs and _____. My _____ and I like horses, but they cannot have a _____ in our small place.

2.5.3 Listening and Writing Games

Implementing games in the classroom during this research will help to collect important information. These activities in between the process of collecting data are grammar corrections, true or false, and buying a mistake. The purpose of applying these three activities is to obtain data on grammar, writing, and listening skills from each student and provide support to enhance knowledge. Grammar corrections, true or false, and buy a mistake game can be found in the following section.

2.5.3.1 Grammar Correction

Activity #1



School name: Escuela Braulio Morales Cervantes

Teacher: Tatiana Méndez Urbina

Researcher: Karen Jiménez Jiménez Activity #1

Student's name: _____



Instruction: Listen and correct the mistakes in the sentences below.

1. Does you live in Heredia?

_____.

2. He no like to eat fruits and vegetables.

_____.

3. Tamara have two cats and one dog.

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4. Do your mother like cupcakes?

5. She is read a book every night.

6. I wanting a new iPhone.

7. She like the party yesterday.

8. They likes orange juice.

9. I does likes to take my breakfast.

10. Norma are a teacher in a high school.

11. Your mom take you for an ice cream.

Bingo Game

Post-listening

Activity #1

Please select some words from the below box given and write them into the Bingo grid. Then, let's play bingo together!

School	party	book	dog	night	mother
ice cream	ice	cupcakes	vegetables	orange	yesterday
teacher	iPhone	cats	fruits	read	mom
Norma	cream	every	eat	he	she
Tamara	juice	Heredia	live		



2.5.3.2 True or False

Activity #2



School name: Escuela Braulio Morales Cervantes

Teacher: Tatiana Méndez Urbina

Researcher: Karen Jiménez Jiménez **Activity #2**

Student's name: _____



Cut the below “True” and “False” labels. Then, you will listen to the short story, and you should indicate if the sentences that mentioned are true or false according to the picture seen on the board. You need to raise the correct label according to the statement mentioned by the tutor.

(Corte las siguientes etiquetas "Verdadero" y "Falso". Luego, escucharás un cuento donde deberás adivinar si las oraciones que se mencionan son verdaderas o falsas según el dibujo que se ve en la pizarra. Es necesario levantar la etiqueta correcta de acuerdo con lo mencionado por el tutor).



< Instructor's Sheet >

Activity #2



School name: Escuela Braulio Morales Cervantes

Teacher: Tatiana Méndez Urbina

Researcher: Karen Jiménez Jiménez **Activity #2**



Short Story: Hilary's Family

Hilary is Carlos's sister. She has big blue eyes. Her father has short hair. Her brother is very tall and older. Her mother has nice hair. It is short and curly, and its color is red. On the other hand, Hilary has brown straight hair. Her father has nice black eyes.

All of them likes to read a lot, which is why they are at the library right now. They also enjoy going outside to play together. Hilary likes all the fun colors, but specially the green one. Susan instead prefers light colors and pastels as the pink one.

Picture Shown by the Tutor

(Activity #2)



< Instructor's Sheet >

Activity #3



School name: Escuela Braulio Morales Cervantes

Teacher: Tatiana Méndez Urbina

Researcher: Karen Jiménez Jiménez



The below sentences are given with grammar errors. The first example can be done for a better understanding of the activity.

1. My dog ~~bark~~__ a lot each morning.
2. The train ~~leave~~__ every morning at 9 am.
3. My family ~~drinks~~__ coffee every morning.
4. Tom ~~brush~~__ his teeth twice a day.
5. Dany ~~love~~__ ~~cook~~__ on weekends.
6. They ~~has~~__ to speak English and French at work.
7. The teacher ~~give~~__ us homework every day.

8. Carol and Sofi ~~enjoys~~__ to go to the cinema.
9. Terry ~~are~~_ always late for the bus.
10. Mary and John ~~go~~_ to take a walk around the park.
11. Martha ~~see~~_ a new dog and wanted to take it home.

3.5.4 Post-test

A post-test refers to an evaluation of the participants that the researcher creates to measure knowledge and check the results obtained during the activity lessons (Kowalczyk, 2022). Similarly, as in the pre-test analysis, during the post-test, the students are graded according to a specific topic, but at this time, the same assessment is applied to make a study of the growth the learners obtained during this evaluation process. This post-test sheet can be found in the following section. At this point, the observer will notice whether the progress was successful.

POST-TEST



School name: Escuela Braulio Morales Cervantes

Teacher: Tatiana Méndez Urbina

Researcher: Karen Jiménez Jiménez

Group: 6-1



Student's name: _____

Instructions: Listen to the instructor and fill in the blanks with the correct word using the ones from the box below.

fish - basketball - teacher - horse - barbies - Tom
doctor - girls - dogs - husband

My name is Sara. I am married. My husband is a _____ and I am a _____.

We have got three children. Two _____ and one boy. Their names are Tom, Mari, and Sofi.

Tom's favorite sport is _____. Mari likes to play with _____ and Sofi prefers cooking. We have a white cat, two _____ and a little fish. _____ likes cats, Mari and Sofi prefers dogs and

The central purpose of applying these instruments is that the investigator acquires a statistic of the weakest and strongest areas of the participants, as well as to know if these activities can help to improve the student's learning. Through these activities, the researcher will understand the students' experiences and knowledge regarding games as one way to obtain more knowledge in a class. The results obtained from the observation, games activities, and the pre-test and post-test will be used to determine how successful the games can improve classroom learning in the listening and writing areas in the ninth-grade students from Braulio Morales Cervantes School.

3.6 Collection Data Process and Data Analysis

During the collection data process and data analysis in an investigation, an observation will be applied to the sixth graders. The researcher will create a checklist where the main idea is to find out the different strengths and weaknesses of the participants in their listening and writing skills. As well as the class activities that can help motivate them to engage in learning growth and development opportunities in this area. Once the observation checklist is completed, the researcher will examine the results and identify the areas of improvement that must be focused on.

Furthermore, in this investigation, the purpose of the pre-test towards the students is to know the domination of the listening and writing skills through a fill in the blanks exercise. The learners will be able to listen to an audio in which they will carefully write down the missing information cited. At the end of this assessment, the errors, difficulties and what needs to be improved from the participants will be evaluated.

Additionally, the examiner will employ three games to support the pupils in the areas of improvement previously observed and analyzed. These activities are grammar corrections, true or

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false, and buy a mistake. The three of them are focused on the listening and writing skills in which the idea is to listen to the instructor or audio, then analyze and practice the writing proficiency. The games are to be implemented during three lessons.

After all, it will be applied a post-test that consists of a practice in which it will examine the improvement of writing and listening skills and engagement in the class. The post-test measures students' improvement after the inclusion of interactive games. The learners will have the same assessment implemented in the pre-test, in which they should fill in the blanks with the information they listen to in the audio. What is expected at this point is that the students have a better engagement during the activities, and as a result, their listening comprehension and writing skills are improved.

Chapter IV

Data Analysis

This chapter will show the different instruments applied in this investigation with more detailed information. It is essential to present the study and interpret the results obtained from the research to understand better how the use of games obtained positive results to improve classroom learning in listening and writing skills. The findings of the application of the instruments will be revealed and evaluated in this section.

4.1 Analysis and Interpretation of the Results

The number of participants in this investigation was sixteen students of six graders. The matter that the researcher intends to meet in this investigation is how games can improve classroom learning in sixth graders of Braulio Morales Cervantes School in the first quarter of 2023. Therefore, all the information collected is valuable for the final inferences of this study. In this section, it will be evaluated the results obtained during the process of application of the distinctive instruments in three sessions. This data will be given with a more detailed explanation of all the evidence gathered during this process. Then, each step followed through the implementation of each instrument will be explained. For instance, the observation checklist, the pre-test, and the post-test were employed to come up with different conclusions and recommendations that can be managed to improve classroom learning in listening and writing skills.

4.1.1 Observation Checklist Rubric

In the first part of the records collection, an observation checklist of groups 6-1 in a natural setting was implemented. The students were observed to analyze general aspects such as the

interaction and the real communication between the teacher and the students. It was considered if the participants followed active participation, interest in the topic given, and instruction.

Additionally, the learner's levels in grammar, listening, and writing skills were also observed as they were evaluated in these areas. The evaluation contains a scale from one to three, with one being the lowest score and five being the highest performance. In the end, these results were analyzed, and a score was given to the group. This observation was accomplished from a writing and listening activity performed by their official teacher in a natural environment.

In the following figure 1, it is shown the results obtained from the observation checklist that represents the scores achieved in the skills of listening, writing, and classroom commitment from a group of sixteen participants. In particular, the results achieved in the listening and writing areas are similar because most of the participants need improvement in both skills, nine in listening and ten in writing competence. Besides that, the category was given from the scores obtained from the learners where excellent is five, which means that the students can follow all the instructions, have deep engagement, demonstrate high interest in the topic, and can easily hear and write the words with no errors. Then, in the category of good, a three indicates that the students followed instructions somewhat well, reflected moderate engagement, were interested in the topic, and could hear and write words with moderate errors. Finally, a score of 1 was given if the learners needed improvement. This implies that they poorly followed instructions, there needed to be evidence of engagement or interest in the topic, and they could have shown grammar, listening, and writing skills.

Additionally, the "good" category obtained the same results in both skills, which included five participants. However, it achieved better results in the listening field with two excellent results than in writing. Moreover, the researcher made a group analysis in the classroom commitment section. This evidence states that most learners were committed to learning during

classes. This means that they participated and were willing to follow different instructions even though their results in listening and writing had a low percentage during this activity observation.

Figure 1. Results obtained from the students from the observation checklist.

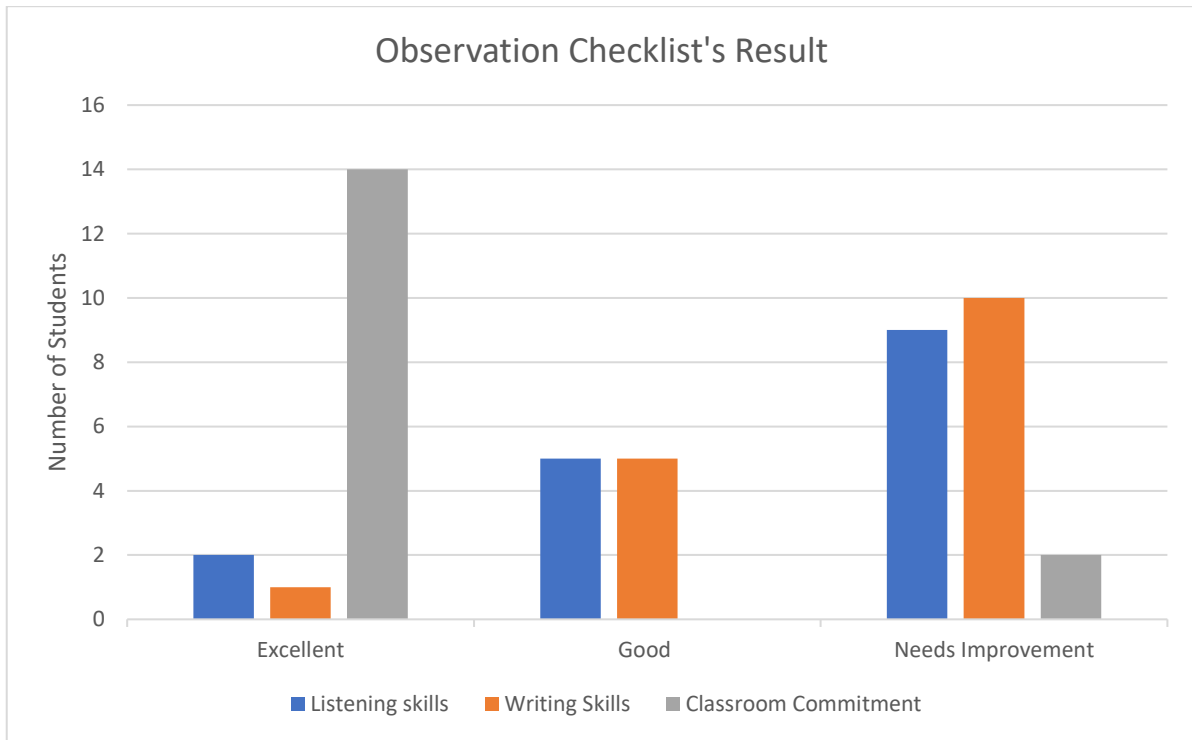


Figure 1. It represents the results of the Checklist observation. Source: Researcher's own creation.

4.1.2 Pre-test

The main idea for the researcher with the application of the pre-test is to evaluate the knowledge of sixteen students from groups 6-1 from Braulio Morales Cervantes School in listening and writing. In this pre-test, the nine girls and seven boys learners were assessed with a writing and listening activity in which they carefully listened to an audio and wrote down the missing information. Different grammar errors, difficulties, and improvements in writing and listening skills were captured with this pre-test.

In this activity, the investigator made an explanation of the instructions to follow in the English language. Then, the next time, the Spanish language was included in the clarification for extra help implementing the grammar-translation method, as they needed help understanding English. The participants completed ten sentences in which they had to fill in the blanks with the correct words using the ones given in a box above the sentences. The audio was played three times so the students could better understand the missing words. However, it was noticed that at the end of the third listening, some of them were worried about the practice because they could not do it the best way. Since this happened, the researcher explained that it would be given more practice to obtain more knowledge, so the learners gave the impression of being more confident once they heard this.

The analysis below in Figure 2 shows the evaluation results of groups 6-1. It is shown that most of the scores obtained from the pre-test were below 50 grades. In this fill-in-the-blanks practice, each correct word was given ten points, which means that out of ten words, only five students obtained a higher score above fifty. Among the incorrect responses are included grammar errors and no responses at all. The word with more accurate answers is "teacher," which seems to be the magic word the students use in their everyday lessons. Therefore, they

automatically recognized an uncomplicated word in this fill-in-the-blanks pre-test. The ten words the researcher included in this assessment need to be revised due to the level of the students.

However, they demonstrated to need help in the listening and writing areas, which means that most students need improvement in both listening and writing skills. According to this analysis, the minority of the participants obtained acceptable results in this pre-test which denotes the learning difficulties in these areas.

Figure 2. Results of the Students Obtained from the Pre-test

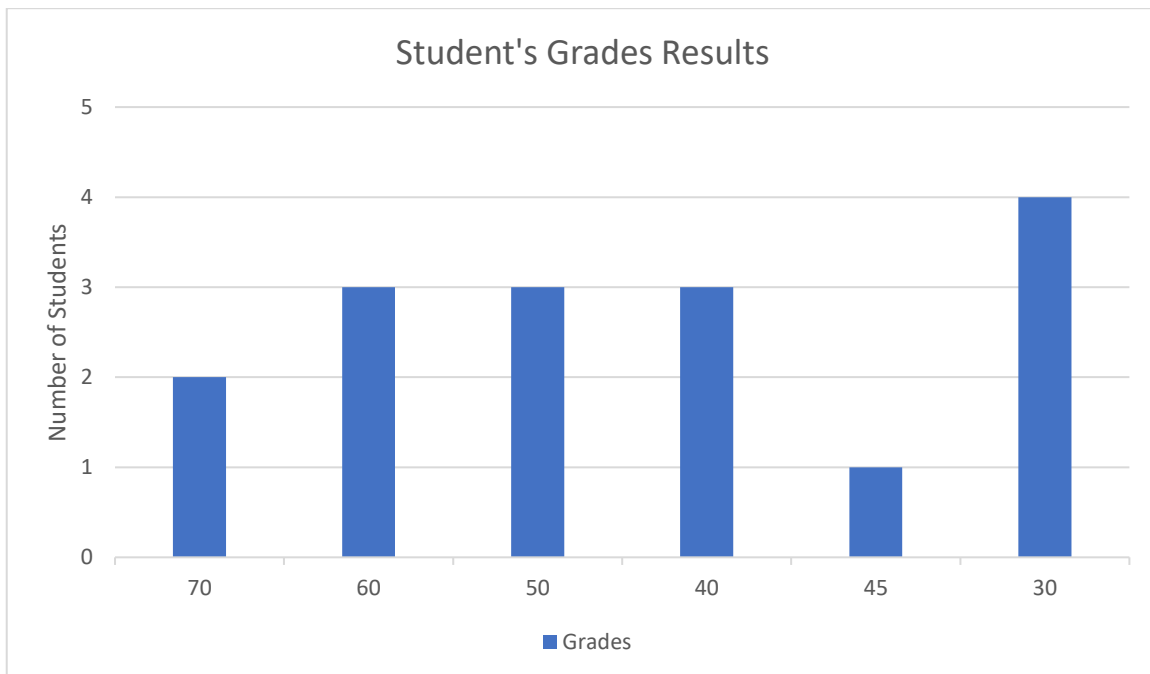


Figure 2. It represents the scores obtained from the students from the pre-test. Source: Researcher's own creation.

4.1.3 Post-test

In this investigation, the purpose of the post-test is to evaluate the advancement of each student through the different instruments applied to the group of sixth graders from Braulio Morales Cervantes School. For instance, the pre-test and games enhance the pupils' learning process in listening and writing skills. In this case, an activity was employed as a post-test like the one performed in the previously mentioned pre-test. The same nine girls and seven boys tested that composed this sixth group, completing a fill-in-blank activity with ten missing words. This topic was related to a story narrated, which included hobbies, professions, names of animals, and so on. The learners listened and wrote down the missing words to evaluate whether the improvement was obtained in writing and listening areas or was not achieved.

Additionally, in this stage of the post-test, the researcher created the same process during the explanation that was previously throughout the pre-test. Firstly, it described the instructions for the practice in the English language. Nevertheless, then, it was explained once again in the Spanish language to obtain a better understanding of the guidelines that the students should follow. The activity contained a paragraph with ten missing words that they completed with the listening played by the instructor. It was listened to by the pupils three times so they could catch better this information.

Table 1 shows the number of students who needed to listen to the audio a second time in case the words were not understood or were too fast. For the table below, the column “yes” means that the learners asked to listen one more time, and the column “no” if he or she did not ask for it. These results indicate that thirteen out of sixteen students were asked to play the listening of this practice again, as some words were not captured in the first listening. It means that most learners

needed extra support by listening to the words again, and only three students did not ask for a second time.

Table 1. Number of Students that Asked to Hear the Listening for a Second Time in the Post-test.

Need of listening to be played	Yes	No
Number of students	13	3

Table 1. It represents the number of students that asked to listen for a second time. Source: Researcher's own creation.

Table 2 indicates the number of students expecting the third listening of the same audio. Most of the students previously requested a second attendance. Therefore, this time they wished a last time to listen and corroborate that the information they had was correct. Table 2 shows ten of the students who needed to hear the last time of the audio to be more confident with the words they wrote in the fill in blank activity. Then, the remaining six students were done with the practice and confirmed that they did not require the listening one more time as they got all the words and, some of them said that they were positive with the information they wrote.

Table 2. Number of Students that Asked to Hear the Listening for a Third Time in the Post-test.

Need of attended times	Yes	No
Number of students	10	6

Table 2. It represents the number of students that asked to listen for a third time. Source: Researcher’s own creation.

Finally, once the students listened to the practice for three times, and they completed the fill in the blanks activity, it was given five minutes to the participants so they could review what they wrote and hand it over to the researcher for the evaluation of the results obtained. Moreover, the students remembered some vocabulary from this activity in the previous lesson. For this reason, they were more assertive this time with the post-test. One of the girls from this class looked worried when she noticed that the practice was like the one she did, and she could not remember the writing of each word as she showed difficulties in this area.

The analysis of the following figure 3 indicates the number of learners and the respective grades obtained in the pos-test implemented with the fill in the blank’s activity. It reveals that most of the pupils achieved a score of seventy, meaning that seven answers out of ten were correct. It can be noticed that the higher number of students could accomplish a score above fifty which resulted in a good digit as it shows that the learners improved their listening and writing skills. In this post-test, the number of grammar errors and non-completed spaces were reduced, which also demonstrated advancements in the learning process of this group—in the prior pre-

test, some students experienced complications with the word “husband” and “basketball”, as they could not accurately write them. However, the number of errors with these two words decreased with this last post-test.

Figure 3. Results of the Grades Obtained from the Students from the Post-test.

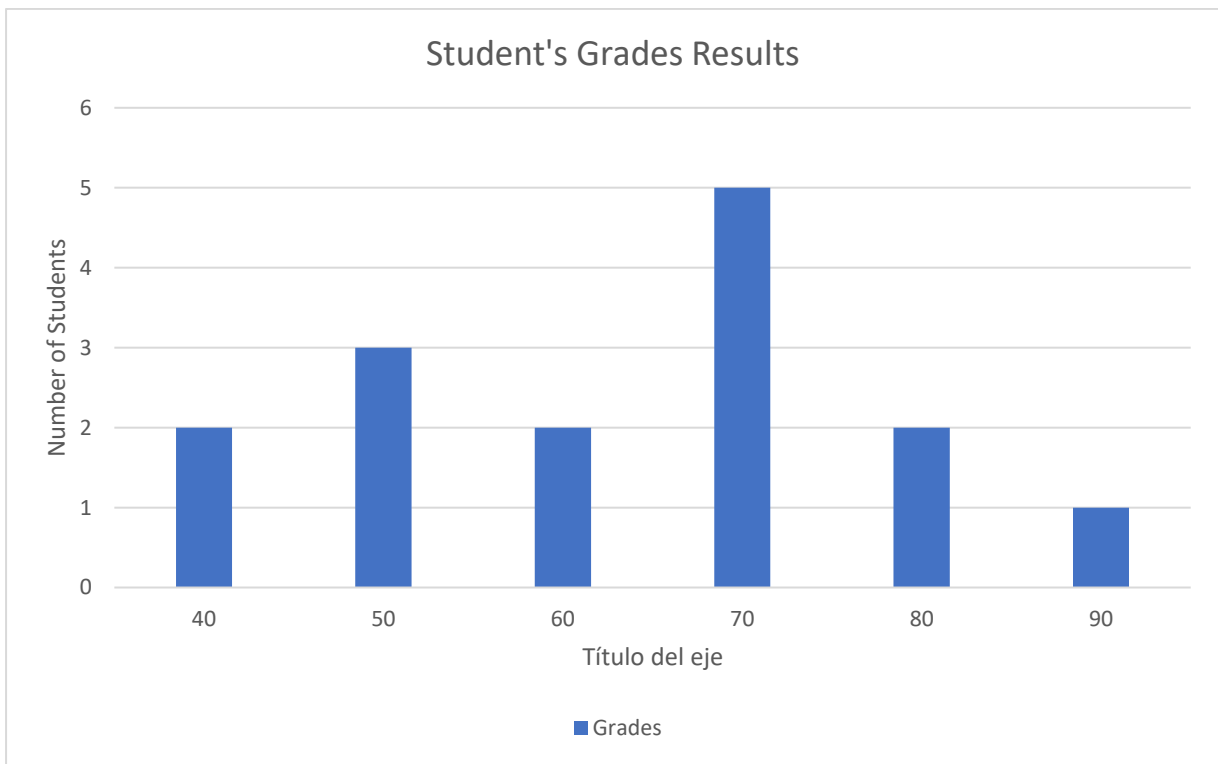


Figure 3. It represents the scores obtained from the students from the post-test. Source: Researcher's own creation.

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In general, this tested group of sixth graders kept an engagement performance during the post-test. It was noticed that it significantly increased the grades obtained compared to the pre-test activity. For instance, grades above fifty in the post-test were higher than those obtained from the pre-test activity. This implies that an improvement in the students' listening and writing skills was distinguished in this research, which was revealed by the results described above.

Finally, the investigator found that during the application of these instruments, the participants demonstrated more interest in the subject and showed more willingness to participate in the different games and activities implemented with these sixth graders. Some of the students that participated in this research said that they preferred to practice with different activities than write much information in their notebooks which results in boredom. Meanwhile, they join in the activities and learn at the same time.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

As an essential element of an investigation project, the conclusions and final limitations will be given in this chapter. This information refers to the final inferences from the data collected in the research using different instruments such as the observation checklist, pre-test, and post-test, which also generated recommendations for upcoming studies. This section will demonstrate the positive and negative outcomes obtained from these instruments that were applied to the specific group of sixth graders.

5.2 Conclusions

The following segment will present the answers to the three objectives that were exposed in the first chapter of this research project. Now that it was applied, the different instruments have been, and the results were previously shown in tables and figures. Firstly, the investigator identified the writing and listening problems that the students had in order to improve their learning in the classroom. Secondly, some games were applied to sixth graders for effective classroom organization. Then, an evaluation of the student's knowledge through games during the learning process was applied. It presented some unexpected results that will be mentioned in the below segment. In the end, some will be given some recommendations to improve the student's learning development.

5.2.1 To Identify Writing and Listening Problems to Improve Learning in the Classroom.

In the first chapter, it was mentioned that the first specific objective of this research was to identify writing and listening problems to improve learning in the classroom. It was possible to detect that the students of six graders from Braulio Morales Cervantes School had writing and listening difficulties during the lessons. This was discovered during the observation checklist and the pre-test applied in this investigation's first stages. Firstly, in the observation phase, the researcher got an idea of the student's behavior towards the activities during the class, the difficulties they presented in their writing and listening skills, and their motivation in the classroom. Then, during the pre-test, the investigator obtained important data that demonstrated difficulties in these mentioned skills, which needed improvement to enhance classroom learning. This activity found some grammar errors, a bad listening which led to writing issues. In addition, they were not interested in the topic as most of the prior times. It could have been more exciting and challenging for them.

Finally, because of all these deficiencies mentioned in the previous sector, the investigator implemented three supporting games related to writing and listening skills that were indicated to be attractive, funny, and different for them. These activities aimed to promote learning interestingly and differently, but simultaneously to improve their skills in need. These three activities employed in this investigation were grammar correction, true or false, and buying a mistake which the students took with a positive attitude.

5.2.2 To Apply Games in Sixth Graders for an Effective Classroom Organization.

Once the observation and the pre-test instrument were applied to the sixth graders, it was noticed that the students needed extra support to improve their listening and writing abilities in the class. Due to this problem presented, they needed to be more engaged in classroom activities, and they got easily bored. Therefore, the three listening and writing games were employed to

motivate the students to participate and obtain beneficial results that improve the classroom organization as they will be engaged with the participation. The organization of this class was noted with the use of these activities because the learners were more determined to be part of the game and obtain the best results. Ultimately, kids are competitive, so they are willing to demonstrate the best results they can. It was also seen that although there were errors obtained during the games, some students asked for the correct answers and continued with the participation. Other students did not get engaged with the activities, but this could also include the possibility of shy personalities they had.

Additionally, in the listening activities that were applied in this research, a pre-listening activity was implemented in which the main idea was to introduce the topic and help the students better understand what they would do during this game. With this approach, they showed more confidence and were supported with extra information. Once the while-listening activity was finished, it was executed a post-listening that included vocabulary seen and writing sentences about the previously seen topic. This approach applied by the researcher was effective in these activities because this could establish a solid base, so the students did not have many difficulties in the listening activities.

5.2.3 To Evaluate the Student's Knowledge Through Games During the Learning Process.

In this research's third and last specific objective, the investigator's main purpose was to evaluate the student's knowledge through games during the learning process. With this goal, the idea is to determine all the gaining of knowledge that each student got at the end of this study after applying the distinctive instruments like the listening and writing games and the pre-test. In addition, motivation was the key to achieving this objective because the students need enthusiasm

to promote the willingness to participate and acquire knowledge. All these purposes were intended to be achieved through the post-test application.

In this post-test used by the investigator for data collection, an improvement was certainly presented from the pre-test to the post-test phase. Most of the learners that participated in this study obtained an increase in their scores during the post-test. Then, it could be noticed that they took less time to understand the listening and had better abilities to write the words in the blank spaces. They had more knowledge of the vocabulary seen with fewer grammar errors. At the beginning of the pre-test, they were somewhat worried once the students finished the activity because they could not complete all the necessary information. However, at the time of the completion of the post-test, they seemed to be more confident and anxious to know the results of their final scores. This means they felt challenged to know their improvement in this activity, showing improvement in motivation while obtaining knowledge.

5.3 Restatement of the Research Question

For this investigation project, the problem indicated at the beginning of the study was how games can improve classroom learning in sixth graders of Braulio Morales Cervantes School in the first quarter of 2023. Therefore, this statement was extended research, and it obtained support from the distinctive instruments that were applied for data collection. For instance, the observation to acquire a better idea of the group that the researcher worked with. During this stage, the investigator noticed the students' difficulties in their listening and writing skills. Then, losing interest in the topic throughout the practice gave the impression of being demotivated.

Secondly, the pre-test used by the investigator during this study to collect information did provide genuine evidence about the difficulties the students presented in the listening and writing

areas. In this stage, it was noted that the learners required extra help to improve their listening and writing abilities because they obtained low numbers in grades during the pre-test. Therefore, the researcher implemented three different activities in between instruments that were applied to support the learners during this process of acquiring more listening and writing skills knowledge. In this case, motivation in the classroom was necessary to promote the desire to learn among the students.

Finally, a post-test instrument was implemented during this investigation to acquire data about the improvement of the students throughout this process. This post-test showed the investigator that the results of advancement in the two areas mentioned above, listening and writing skills, did increase the learners understanding, and it also helped to encourage enthusiasm. In the case of this study, all these instruments applied were prepared for an early student population in which the use of games to improve learning during the classroom effectively fitted.

5.4 Unexpected Results (If any)

During the process of this investigation project, a lot of important and interesting results were obtained from the students of sixth graders from Braulio Morales Cervantes School. For example, the first unexpected result obtained with this study was that at the beginning of the pre-test stage, the students needed to be more focused and willing to participate in the class activity. They were so quiet, and some did not even have questions, which was suspicious of the investigator. Once the activity was taking place, they cooperated with the practice and tried to complete as much as possible. However, the researcher did not expect this result because the learners needed to be more motivated.

Additionally, at the beginning of the pre-test application, the researcher asked the students what area they liked most, whether it was the listening or writing skill. They responded that they preferred the writing activities during classes because most of the time, they do not understand what they are saying when they listen to people speaking in the English language. They feel frustrated because they do not get the idea. Instead, they said they feel more comfortable writing because sometimes they can use any other resource. For instance, they can use dictionaries, the internet, or vocabulary seen in their notebooks or books. These materials can provide support during the writing, making the work easier for them. However, during the pre-test stage, it was noticed that they obtained better results in the listening area because there were grammar errors found in writing, and often, they needed help to write the words correctly. The researcher asked the reason for the incomplete spaces, and they pointed out that they understood some words mentioned in the audio.

Nevertheless, they needed to remember the correct way they should write it. Due to this problem, they got stocked with the word. This is an unexpected result found in this investigation project which is curious how the results were different at the end of the application of the instrument.

5.5 Recommendations

This section of the research project will give some recommendations that could be applied in future projects, which the investigator formulated. The first suggestion that the researcher considered is to promote the use of more learning games that could increase the enthusiasm and willingness of students to acquire knowledge in the different areas of skills. In this case, it was applied in the listening and writing, but the areas of learning could also be combined to obtain better results during the learning process. For many educators, it can result in easier to use the

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same boring practices in the classroom. However, the students also need motivation to achieve the desire to learn, and only using this technique could not result profitable for many students.

Nowadays, professors can work in hand with much interactive material to effectively increase each student's performance. In this case, the teachers must find the best game and activities perfect for their pupils. Though, if the options found are limited, they could also look for virtual material that can provide positive results during the student's learning experience. The virtual tools are enjoyable for many students in that they can have a different experience of learning, and this would be helpful for them to obtain more knowledge. Knowing how to handle the platform to prevent virtual issues during the activities is important. Hence, if the institute allows the teacher to use this tool, they could take advantage of the experience to avoid the monotony of how they learn in classes.

Additionally, in many classrooms, it needs to be remembered that the teachers use warm-up activities due to different reasons. However, including this kind of routine is relevant because it promotes beneficial results for the student's learning during the rest of the class. For instance, the professors can use the pre-listening activities and some others to provide a better idea of the topic they will learn. In this way, it is provided support in the while-listening activity. It will result in easier for the student to understand the information during the learning process.

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