

केन्द्रीय विद्यालय संगठन

ZIET, MUMBAI



3 - Day workshop on

Teaching English
Language Skills
through Games
for PRTs

11th to 13th September 2017



केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN

आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुंबई

Zonal Institute of Education & Training, Mumbai



प्राथमिक शिक्षककों के लिए 'खेलों द्वारा अंग्रेजी शिक्षण कौशल'

पर 03- दिवसीय कार्यशाला

3 - Day workshop on 'Teaching English Language Skills through Games' for PRTs

Date: 11th - 13th September 2017



OUR PATRONS



श्री संतोष कुमार मल्ल, भा.प्र.से.

माननीय आयुक्त

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Mr. Santosh Kumar Mall, IAS

Hon'ble Commissioner

KVS New Delhi

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अपर आयुक्त (.प्रशा)

केवि. सं. नई दिल्ली .

Mr. G. K. Srivastava, IAS

Additional Commissioner (Admin.)

KVS New Delhi



श्री यू एन. खवारे .

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KVS New Delhi

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Dr.Shachi kant

Joint Commissioner (Trg.)

KVS New Delhi



Course Director

Ms. Usha Aswath Iyer
Director, ZIET

Resource Person

Mr. Eugin Dulles Leen
Training Associate (English), ZIET, Mumbai

Mrs. Esther Philip
TGT (English) KV Ambernath

Mrs. Rashmi Jain
PRT KV Sahibaug

Supported by

ZIET Mumbai Staff

Mrs. Pushpa Verma, PGT Economics
Mrs. Radha Subramaniam, PGT Biology
Dr. Mrs. Gunjan Gaur, PGT Chemistry
Mr. M. Srinivasan, PGT Maths
Mr. M. Gopala Reddy, PGT Physics
Mr. Shashi Kant Singhal, PGT Commerce
Mrs.R.Jayalakshmi, H.M.
Mr.Harman Churra, H.M
Mrs. Kanta Bara, Librarian
Mr. Dharmendra Kumar ,S.O.
Mrs Joyce J.P Sr.Stenographer
Mrs. Smita Raut, L.D.C
Mr. Gopiram Balmiki, Sub Staff
Mr. Kishen Nawle, Sub Staff



Message from the Director

English Language Games are essential in a teacher's toolbox as they take the stress out of learning a language and help pupils succeed by learning naturally. Games, which are task-based and have a purpose beyond the production of correct speech, serve as excellent communicative activities. Games offer students a fun-filled and relaxing learning atmosphere. Also they are learner centered, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, integrate various linguistic skills, encourage creative and spontaneous use of language, construct a cooperative learning environment and foster participatory attitudes of the students.

Keeping these benefits of language games in mind, a 3 - day workshop on 'Language Games' was conducted for primary teachers. The participating teachers thoroughly enjoyed the games introduced by the trainers. Their involvement and enthusiasm throughout the workshop was the proof of the pudding. The participants were also able to present their language games on the third day of the workshop.

I hope the teachers who are trained here will share their learning experience with other teachers in their respective schools to reach the benefits to maximum students.

USHA ASWATH IYER

DIRECTOR KVS ZIET MUMBAI

TIME TABLE

Zonal Institute of Education and Training – Mumbai
Time Table for 3 - Day Workshop on 'Teaching Language Skills through Games' for PRTs from 11/09/2017 to 13/09/2017

DATE	9.00 - 9.15	9.30 - 10.45	10.45 - 11.00	11.00 - 1.00	1.00 to 2.00	2.00-4.00	4.00 - 4.15	4.15-5.30
11/09/2017	Registration	Language Games – An Overview EDL	TEA BREAK	Vocabulary - Games EP	LUNCH	Grammar Games RJ	TEA BREAK	Group formation & Distribution of topics and selected games EDL
12/09/2017	Prayer	Listening & Speaking – Games EP		Group work – material Preparation & Presentation EDL		Presentation EDL		Games - Reading & writing V.P
13/09/2017		Singing - Games EP		Integrated Skills – Games RJ		Exhibition		Plenary session

List of Participants

क्र. सं.	प्रतिभागी का नाम	विद्यालय का नाम	संभाग का नाम	ई-मेल	दूरभाष क्र.
1	Shobhit V. Viradiya	ONGC Surat	Ahmedabad	shobhitviradiya@gmail.com	7046515152
2	Mrs Darshita Solanki	Godhra	Ahmedabad	Sheelraj240414@gmail.com	9427757031
3	Mrs Sajeda Shaikh	CRPF Gandhinagar	Ahmedabad	smsaaju@gmail.com	8238092611
4	Sh. Vijay Parmar	Junagadh	Ahmedabad	viyy.parmar@gmail.com	9737775259
5	Mahesh Purohit	EME Baroda	Ahmedabad	purohitnityam@gmail.com	7046583822
6	Sh. Vijay Prajapati	AFS Bhuj	Ahmedabad	prajapati.vijay23@gmail.com	9726872639
7	Sh.Manraj Meena	KV Sawaimadhpor	Jaipur	manraj.meena07@gmail.com	9983381217
8	Smt. Chanchal	KV No.1 Kota	Jaipur	chanchalmarken@gmail.com	9521246167
9	Sh.R.K.Meena	KV No.1 Udaipur	Jaipur	rakeshcopper@gmail.com	8955190706
10	Sh.Jaideep Singh Rathore	KV Chittorgarh	Jaipur	j.v.s.rathore189@gmail.com	9414307511
11	Sh.Sandeep Kumar	No.1 AFS Suratgarh	Jaipur	sanypar.k@gmail.com	9660519184
12	Sh.Ranjit Singh	No.2 AFS Suratgarh	Jaipur	ranjeetsingh1729@gmail.com	8769827712
13	Sh.Rajesh Maru	KV No.1 Bikaner	Jaipur	rajeshmaru4@gmail.com	9529006255
14	Sh.Ajay Kumar	KV Khetrinagar	Jaipur		ABSENT

क्र. सं.	प्रतिभागी का नाम	विद्यालय का नाम	संभाग का नाम	ई-मेल	दूरभाष क्र.
15	Sh.Satish Meena	KV No.3 Jaipur	Jaipur	meenasadish15@gmail.com	9460680340
16	Sh.Jeetendra Singh	KV Itarana, Alwar	Jaipur	jeetendra.kv@gmail.com	9660878975
17	Sh.Madhavendra Singh	Bharatpur	Jaipur	madhavendrasingh123@gmail.com	9414230366
18	Smt. Bharti Sharma	BSF Dabla	Jaipur	bhartipradhan11@gmail.com	9166622413
19	Sandeep Thaware	CRPF Nagpur	Mumbai	thaware.sandip17@gmail.com	7693018989
20	Hema Datey	Kamptee	Mumbai	dateyhema@yahoo.co.in	7350403806
21	Mr.Somnath Pokale	Lonavala	Mumbai	som.pokale@gmail.com	8275433780
22	Mrs.Seema Vaish	SC Pune	Mumbai	seemavaish63@gmail.com	9425152683
23	Mrs. Silvina Moniz	INS Mandovi	Mumbai	monizsilvina@yahoo.com	9011196810
24	Mr Mithun Dhivare	OF Bhusawal	Mumbai	dhivare.mithun@gmail.com	9623773811
25	Mr. Pravin Deore	KV Karanja	Mumbai	pravindeorenarayan@gmail.com	9869528309
26	Mrs. Roopa Naidu	No 3 Colaba	Mumbai	wallabhadas@gmail.com	9867173611
27	Mrs Anjali Kushwaha	Bhandup	Mumbai	Zephyr.kushwaha@gmail.com	9969827525
28	Mr. Santosh Morlale	Mudkhed	Mumbai	mortale.santosh@gmail.com	8379006606
29	Mr. Nitin Bagade	VRDE Ahmednagar	Mumbai	nitinbagade7@gmail.com	8308742425
30	Mrs Sandhya N	No. 1 Ahmednagar	Mumbai	Sandhyarajesh1980@gmail.com	9145017039

REPORT ON 3 - DAY WORKSHOP

TEACHING ENGLISH LANGUAGE SKILLS THROUGH GAMES

DAY 1

The day began with a prayer song by the participants. Mr. Eugin, our coordinator and resource person welcomed us, the Director Madam Usha Aswath Iyer and the resource person Ms. Esther Philip, TGT English, Ms. Rashmi Jain, PRT and his faculty members. Madam Usha Iyer addressed us and threw light on the language skills which verb, game based. Mr. Eugin, our resource person put forwards an icebreaking activity where we had to meet at least 26 participants and introduced ourselves to each other.

Ms. Esther Philip our resource person then taught us rhyme on 'S M I L E' and Eugin Sir latter distributed chits to all participants forming groups related to the chits given. Five groups were formed, first group as Bloom's Taxonomy, second 21st Century Skills, third Lesson Plan, and fourth Language Games and fifth as Five E's Learning Skills.

Resource person Mr. Eugin with a help of a Power Point Presentation explained "why do we use language games?" He introduced a reading game by putting forward some cards which had half word written on it and the other half on the jar. E.g. _all, _at, _ake, _ash, _ick etc. The participants enjoyed the phonic game. A ppt on ESL language game was also displayed with 12 elements. He made it very clear as how a game involved basic language skills i.e. LSRW. Games are student centered and teacher as facilitator. Classification of languages – linguistic and communicative

games, types of games etc were made known. A game on speaking introduced on a placard on emotions and feelings where all participants participated. Resource person also tried to improve our listening skills by giving clear instructions. A game on reading was carried over where the participants had to spell with the phonic sound without the change of the onset whether rime could be changed. Another interesting game was visual round where participants had to recognize the picture and had to put it into the appropriate jar.

After lunch break Ms. Esther with her sweet voice sang the rhyme – Head, Shoulder, Knees and Toes taught us with actions by changing the sequence accordingly. It was then followed by a new first game by Ms. Rashmi Jain in rhyming words where words written in chits were distributed to every participant. And once again groups were formed accordingly. Each group had to compose a poem in a short period on the rhyming words given. The second game was the tag the picture given on the picture chart. Third game was Board Race with degrees of comparison (_er & most) Words were to be picked and placed correctly. Fourth game was the Memory Game, fifth Formation of Pyramid by given word stripes in groups. Sixth was on Homograms. And then came the most awaited game ‘Musical Chair.’

Ms. Esther Philip as usual took a rhyme where participants stood in a circle and moved around singing the rhyme “rap a tap tap on my shoulder”. And break for tea.

Mr. Eugin introduced a game where disposable tea cups of three sets with vowels and rime written on it. Three letter words were to be framed by all the groups.

Ms. Rashmi Jain, resource person put forward another interesting game Fish the Synonym with word given in a box while synonyms were to be fished with a fishing rod from the fish tank.

By, Ms. Silvina Moniz

DAY - 2

DATE: 12.09.2017

A beautiful morning to everyone present here. This is Seema Vaish from K V Southern Command, Pune. Mumbai Region briefing about what all was undertaken on 12.09.2017, the second day of our 3-day-workshop on teaching language skills through games.

तमसो मा ज्योतिर्गमय,

Lead us from the darkness to light.

At the outset Eugin Sir, divided all the 29 participants into three groups region wise- Ahmedabad, Jaipur and Mumbai. He instructed us to jot down the steps of the action plan for the fruitful implementation of the activities and the games carried out in the workshop with precise motive to facilitate our students with joyful learning of all the language skills. Not only this, he even discussed our practical problems and their solutions thereafter.

After the 15 minute Tea break, Eugin Sir with his usual enthusiastic self- motivated all of us to be Techno-Savvy, well versed with Laptops and

Smart Phones with data to enable us to have an easy access to the resources needed for our effective teaching. Then came the Kokila of this workshop Mrs. Esther Phillip with her number rhyme - Ten Green Bottles, hanging on the wall, including each and every participant and helping them sing the song.

And now was the turn of the Game Queen, Mrs. Rashmi Jain. The first game was Collective Noun Game - A herd of Elephant, A flock of Sheep, A swarm of Bees - using the button magnet to stick the different cards on the iron sheet. Another game was Animals And their Homes, Animals and their Sounds. Then again was the game of collective Noun - Sticking the cards with the help of U clips.

Revision activity was carried on by Mrs. Esther Phillip. Tense Game - A game of Matching words in present tense with their past form of verbs. Another wonderful game was Hot Seat game taken up by Mrs. Esther Philip, signifying simple to complex difficulty level. This was followed by some useful tips by Eugin Sir - Focus on Textbook Words and have verbal and non-verbal clues together.

Mrs. Esther Philip's next game from her treasure was arranging words to frame meaningful sentences - A group activity introducing peer learning.

A word card game of clues combined to make sentences for all standards 1 to 5 - this fun filled game was by Mam Rashmi. After that Eugin Sir kept us engaged in his intelligent manner with recapitulation of six types of thinking skills, since our lunch time was postponed for half an hour in order to avoid disturbance in the Principal's conference carried on the same floor at same time.

Now post lunch session again became musical with Tap and Clap -the game of Categories useful for all standards of primary section.

Silly sentence game was introduced by Eugin Sir in which he made us enjoy putting words randomly as the name suggests in the silly and unruly manner and then making meaning sentences by rearranging.

Now Rashmi madam took up a game of forming around thousand sentences with the words in spiraled book – having subject – verb- object, although we couldn't write due to short span of time.

Again came the singing clapping time with Philip Madam - Singing three songs one by one –

- I wish I was in Monkey Land
- Sweetly sing the donkey at break of day
- I had a cat and cat pleased me – using the same beat with other animals.

After that, post evening tea session we had an honorable guest speaker Mr. Parth Sarthey, PGT Eng. KV Thane and a National awardee with his vivid, valuable and effective variety of language games categorized in reading games, writing games, grammar games, quiz games, typing games and so on.

We extend our heartfelt gratitude to him.

Thank you.

DAY - 3

DATE : 13.09.2017

Good evening everyone present here. I am Sajeda Shaikh of Kendriya Vidyalaya CRPF Gandhinagar, Ahmedabad Region going to brief about all the work done on the 3rd day of our workshop – Teaching English Language through Games.

The day started with the prayer by Jaipur Region, then Mrs. Seema Vaish Presented yesterday's report in an elaborated manner.

After that Eugene Sir and Phillip Ma'am allotted work to participants. Then a beautiful and melodious song was presented by Phillip Ma'am. All of us enjoyed and recited it properly. Then Rashmi Ma'am came with enthusiastic games. It was hanging up synonyms in which the groups were given hangers and coins of synonyms which we had to match and hang. Then it was the turn of Synonyms Sliders where we had to slide the coins having similar meaning in a slider. Same activity was carried out on Spin the wheel which contained variety of similar words. After that Madam had given a dice of suffix and prefix with words written on a sheet. And we have to make words list. All participants were eagerly making number of affixs . Then a split sentences cards were given a strip of conjunction where we had to select appropriate conjunction and make meaningful sentence.

Then most energetic and self-motivated Eugene Sir introduced a snowball game for class I and II. It was Psychomotor coordination game. All Participants took part with zest and zeal.

Ladder race was carried out by Mrs. Phillip's A game of word building with names of animals. Then Madam had presented a song "Who stole the cookies "to develop Listening Skill. After tea break Eugene Sir had introduced a Kaboom game which was really innovative. After this game time was given for the preparation of exhibition.

After the lunch break, the exhibition was held where vivid creativity exhibited by all participants.

Using Games in Language Teaching

George Jacobs

The purpose of this paper is threefold: to discuss reasons for using games in language, to give suggestions on when and how to use games, and to explain categories for classifying games.

Why use games in language teaching

Games have long been advocated for assisting language learning. Here are some of the reasons why:

1. Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2005). After all, learning a language involves long-term effort.
2. Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright, Betteridge, & Buckby, 2005).
3. This meaningful communication provides the basis for comprehensible input (Krashen, 1985), i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples (Long, 1991), and comprehensible output, speaking and writing so that others can understand (Swain, 1993).
4. The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction ((Bransford, Brown, & Cocking, 2000) Ersoz, 2000; Lee, 1995).
5. The variety and intensity that games offer may lower anxiety (Richard-Amato, 1988) and encourage shyer learners to take part (Uberman, 1998), especially when games are played in small groups.
6. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).
7. Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.

8. Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996). Other advantages of games played in groups include:

a. The team aspect of many games can encourage cooperation and build team spirit (Ersoz, 2000).

b. Although many games involve competition, this is not necessarily the case (Orlick, 2006).

c. In most games, everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.

9. As many games can be played outside of class, they provide a means for students to use the language outside of class time (Ellis, 2005).

10. Games can connect to a variety of intelligences (Gardner, 1999), e.g.,

a. Games played with others involve interpersonal intelligence

b. Games involving drawing connect with visual/spatial intelligence

c. Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence

To achieve the above-mentioned benefits some thought needs to be given to when and how to use games. That is the focus of the next section of this paper.

When and how to use games

Games can play a range of roles in the language curriculum. Traditionally, games have been used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety. All these are fine, but games can also constitute a more substantial part of language courses (Lee, 1979; Rixon, 1981, Uberman, 1998). In the Presentation-Practice-Production framework (Mauer, 1997), (in which language items are first presented for students to listen to and/or read, then practiced in a manner in which the language used is controlled, e.g., students read out a dialogue from the textbook in which the two characters compare study habits, and then produced by students in a less controlled manner, e.g., two students discuss their own study habits), the games can be either for practicing specific language items or skills or for more communicative language production.

Similarly, games can also be used as a way to revise and recycle previously taught language (Uberman, 1998).

Children often are very enthusiastic about games, but precisely for that reason, some older students may worry that games are too childish for them. Teachers need to explain the purpose of the game in order to reassure such students that there is such a phenomenon as “serious fun.” Also, older students can be involved in modifying and even creating games. Furthermore, adults have long participated in games on radio and television, not to mention the fact that popular board games, such as Monopoly, are played by adults.

As with other learning activities, teachers need to pay careful attention to the difficulty level of games. Part of the appeal of games lies in the challenge, but if the challenge is too great, some students may become discouraged. The challenge can be of two kinds: understanding how to play the game and understanding the language content. Some suggestions for promoting both types are understanding are:

- a. Demonstrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.
- b. A kind of script of what people said as they played or a list of useful phrases. Similarly, key vocabulary and concepts may need to be explained.
- c. Clear directions. Demonstrations can accompany directions, and directions can be given when needed, rather than explaining all the steps and rules in one go. Also, some student-initiated modifications can be accepted.
- d. Games already known to students.
- e. Games used to revise and recycle previously studied content, rather than involving new content.
- f. Groups are heterogeneous in terms of current language proficiency, so that the more proficient members can help others.
- g. Resources, online or print, such as dictionaries and textbooks.

Types of language games

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying

the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

1. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

2. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

3. Guessing games. These are a variation on information gap games. One of the best-known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

4. Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

5. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30-word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

6. Labeling games. These are a form of matching, in that participants match labels and pictures.

7. Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish: <http://www.pagat.com/quartet/gofish.html>.

8. Board games. Scrabble is one of the most popular board games that specifically highlights language.

9. Role play games. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Another distinction among games is that between competitive games and cooperative ones (Jacobs, in preparation). Research suggests that learning, as well as affective variables, are enhanced by a cooperative environment (Johnson, Johnson, & Stanne; Slavin, 1995). Millis (2005) outlines a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

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1. Activity on emotions - spoken activity

Class - 1



- One student comes and takes one placard on emotions
- Others will ask “how do you feel today?”
- The student will reply” I ‘m happy today.
- Others will again ask “why are you happy today or what makes you happy today?”
- Repeat with other placards.



2. Reading activity on rhyming words



1 - 3

- Take 4 jars or bottles with ‘_at’, ‘_ all’ , ‘_ick’, ‘_ ash’ words.
- Call students one by one
- Ask student to select one word from the cards given. Sound it and put it in proper jar.
- Repeat with other cards.

3. Hershey's Kisses

Activity with pictures – Recognize the word from picture - match the rhyming sound.



3 - 5

- Take 4 jars or bottles with ' _eat', ' _ all', ' _ick', ' _ash' words.
- Call students one by one
- Ask student to select one picture card from the cards given. Sound it and put it in proper jar.
- Repeat with other cards

4. Rhyming card game

1 - 5

- Distribute different sets of cards with rhyming words among the children
- Ask them to group according to the rhyming words.
- Ask them to write these words on board and make simple poem using these words.



5. Tag the picture game

1 - 5

- Distribute different laminated picture cards and words related with pictures among the children
- Ask the children to tag the pictures/words in the picture cards.



6. Board race

5

- Make two groups
- On board in two columns write 'er' and 'most' on both the halves.
- Students from both the group come and pick the words [one by one] and write below 'er' or 'most' according to the degree.
- Continue till entire words get completed.

7. Memory Game

1 - 5

- Show the picture to students for 1 minute.
- Ask them to draw what they have seen.

8. Pyramid game

1 - 5

- To improve the vocabulary this game can be performed in the class.
- Strips of chart paper with different words .
- Distribute the strips among different group of students of 4-5students.
- Ask them to arrange in the shape of

9. Homograph

1 - 5

- Different cuttings of charts with words and meaning.
- Distribute the cuttings among the students.
- Ask them to make triangle with word on the top and meanings below it.

10. Musical Chair

3 - 5

- Small letters words on a flash cards as nouns, pronoun, adjectives, verbs etc.
- Ask the students to move around the chairs when music starts.
- Then ask them to go through the words written on the strips.
- When music stops give instructions like students having pronouns come out.
- Repeat the same.

11. GAMES USING RHYMES

1 - 5

- To improve listening skills among the students.
- Ask the students to stand and follow the instruction given to them through rhymes.
- “Head , shoulder knee and toes all are gifts of God”.
- Repeat the song with speed and later change the sequence as
“Toes, knee, shoulder and head”.

12. FOLLOW THE LEADER

(TO BOOST UP THE SHY CHILDREN)

1 - 5

- Ask the students to make a circle.
- Choose one student as leader and sing the following song.
“Rap tap rap tap on my shoulder3times
In and out in sparkling blue bells.....2 times
I am the leader, I am the leader
- Continue this till the last student remains in the circle, all have to follow the leader ones he taps the shoulder of other student he become the leader.

13. STACK THE CUP

3 - 5

- 15 plastic glasses are to be divided in set of 3 .
- Each set have 5 glasses (onset with red colour) with this letters “ b, c , d , l, p(do not change the sequence of onset)
- Glass of second set with vowels(black colour)
- Glass of third set with letters like r , m, n, t, d(black colour)
- Ask them to make as many 3 letters words as they can make by changing the order of second and third set.
- Remember vowels should be in the middle.

14. FISH THE SYNONMYS

3 - 5



- Words are to be written on the strips in the shape of fish.
- Make a fish rod using magnet.
- Prepare a fish tank with multiple synonyms.
- Ask students to pick out one word and find its synonyms from the fish tank with the help of fish rod.

15. JUMBLED RACE

2 - 5

- Make group of 5-6 students.
- Distribute jumbled flash cards of words to students.
- Ask the students to arrange the cards in a meaningful sentences.
- Verb, adjectives, noun etc. can be taught from this.
- E.g. AN OLD LADY LIVED IN A HOUSE



16. ARRANGE ME

1 - 5

- Distribute flash cards of words to each student.
- Ask student to show their card.
- Tell each student to come one by one and form meaningful sentences.
- Verb, adjectives, noun etc. can be taught from this.
- E.g. I , AM , A GIRL
- I AM A GIRL.

17. CATEGORIES SONG

1 - 5

- Make students sit/stand in a circle.
- Ask to sing the line “categories will you please, name some, names of _____ such as _____be quick.
- Blanks can be filled by names of flowers, birds, colors
- E.g. Categories will you please name some names of flowers such as ROSE be quick LILY be quick.....
- The blanks are to be filled by students one by one.
- Those who won't turn up correct are ask to lead the group by sing the above.

18. SILLY SENTENCES



1 - 5

- Make a group of 5- 6 students.
- Distribute them some strips of paper having a sentence to be completed by them.
- Give students some sets of words and let them put the words randomly in the blanks and enjoy the meaning they make out of that sentences.
- Ask them or let them put the correct words in the blank to make meaningful sentences.
- Increase the level as per need of the class .
- Verb, adjectives, noun etc. can be taught from this.
E.g. :-
- WORDS – CAR , BOY, BOX, DANCE, SING etc.
- Silly sentences- THE CAR LIKES TO DANCE.

Correct sentence- THE BOY LIKES TO DANCE.

19. SENTENCE FORMATION



3 - 5

- Make a group of 5- 6 students
- Distribute the spiral booklet of words
- Ask students to make sentences as many as they can make from it.
- Verb, adjectives, noun etc. can be taught from this.

I	AM	COOKING
RADHIKA	WAS	HELPING THE MOTHER
YESTERDAY	ARE	PLAYING IN THE PARK
BOYS	WERE	GOING TO OFFICE
MOTHER	IS	GOING TO DELHI
THIS	WITH	WRITING THE LETTER.

20. COLLECTIVE NOUN GAME (a)

3 - 5

- Teacher has to prepare a magnetic board wrap with cover. And flash cards of pictures with magnet button behind it.
- Ask the students to put the picture flash card on proper collective noun.

Cluster	flock	herd
Stars, spider	birds	elephant

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21. COLLECTIVE NOUN GAME (b)

3 - 5

- Flash cards of collective noun and pictures of it.
- Ask students to clip with u clip.

22. Hot Seat

1 - 5

- Make two groups of students .
- Call two students one from each group and to sit on HOT SEAT facing their groups.
- Write the word on the board or show the strip to the students.
- The group of students will act or with small words they will give the clue.
- The student sitting on the HOT SEAT has to guess the word.
- Repeat the same with other words.



23. Songs



- 1. "I wish I was in monkey land.
The place where I was born
The monkey kissed me on my cheek
And said good bye to all
A little boy was passing by
A little girl stopped to see
She bumped her head against the wall
And put the blame me."

- 2. " Sweetly sings the donkey
At the break of day
If you don't feed him
This is what he say
Hee hoo, hee hoo.....he hoo he hoo he hoo.



➤ 3. I had a cat and the cat pleased me
I fed my cat under yonder tree
Cat goes fiddle dee dee
I had a duck and the duck pleased me
I fed my duck under the yonder tree
Duck goes quack quack
Cat goes fiddle dee dee



4. Who stole cookies from the cookie jar?
Number 10 stole from the cookie jar
Who me?
Yes you.
Couldn't be.
Then who?
Number _ stole the cookies from the
cookie jar.

5. Dead is my rooster in the coop.
Oh! How he used to sing and whoop
Now he won't be singing
Cock-o-doo cock-o-da (2)
Cock a diddle diddle
Cock - o -doo cock-o-da



24. Hanging the Synonyms

3 - 5

- Divide the students into 5 to 6 groups
- Fix the hanger according to groups
- Distribute the word coin in a group of 4 to 5
- Ask them to hang the similar word coins in one hanger



25. Slide the Synonym

3 - 5



- Divide the students into 5 to 6 groups
- Give slider to each group
- Distribute the word coin in a group of 4 to 5
- Ask them to slide the similar word coins in one slider.

26. Spin the Wheel

1 - 5

- Make a spinning wheel with three concentric circles having words and synonyms.
- Make students into 5 to 6 groups.
- Give one spinning wheel to each group
Ask them to spin and arrange the words and its synonyms correctly



27. Dice Game for prefixes and suffixes

3 - 5

- Make 5 to 6 groups.
- Provide a chart with many words and a dice with faces showing 'ly', 'ness', 'able' etc
- Ask them to throw dice and make new words with prefix and suffix coming on dice using the words given on chart.
Write the new words on their book.

28. Conjunction Strips

3 - 5

- Teacher will provide strips of sentences.
 - Also provide a box of conjunctions.
- Ask the students to make meaningful sentences by joining two sentences with correct conjunction.

29. Snow ball

1 - 5

- Keep 3 or 4 buckets with labels '-all', '_an', etc
- Ask the students to come one by one and pick the balls written with rhyming words or letter.
Sound the word and throw it into the appropriate bucket.



30. Ladder Race



3 - 5

- Make two groups
- Fix two chart papers on board with drawing of ladder.
- Write a word (animal, flowers, birds etc) on the last rung of the ladder by the teacher.
- Ask students to write a word starting with last letter of the given word related to the topic.

31. Kaboom (Bang) _ Reading Activity



1 - 5

- Divide the students into six groups.
- Provide a glass with ice cream sticks written with different words including (5 to 6 sticks) kaboom.
- Ask students to take the stick one by one and try to read the word. If they can read they can keep it with them or else they have to keep it back in the glass.
- If they get the stick of kaboom they have to keep all sticks with them into the glass itself

Continue the game

List of Language games presented by participants

SR.NO.	NAME OF THE PARTICIPANTS	NAME OF THE GAME	LEVEL OF CHILDREN
1	SAJETA SHEIKH	CROCODILE BOARD	ALL AGE GROUP
2	SHOBHIT VIRODIYA	ACT AS WRITTEN	
3	DARSHITA SOLANKI	FINDING THE ADJECTIVE	
4	MAHESH PUROHIT	TREASURE HUNT	
5	VIJAY PARMAR	CALL MY BLUFF	ALL AGE GROUP
6	VIJAY PRAJAPATI	WHERE SHALL I GO?	
7	SEEMA VAISH	SPELLING TRASURE	ALL AGE GROUP
8	MITHUN DHIVARE	RHYMING WORDS	
9	SOMNATH PAKOLE	DISPLAY BOX	ALL AGE GROUP
10	SILVINA MONIZ	STACKED PARTS OF SPEECH	
11	SANDIP THAWARE	I HAVE A ANSWER YOU HAVE A QUESTION	AGE 3 TO 5
12	SANTOSH MORTALE	PICTIONARY	
13	HEMA DATEY	PREFIX/ SUFFIX	ALL AGE GROUP
14	PRAVIN DEORE	SILAR/ PLURAL	ALL AGE GROUP
15	ROOPA NAIDU	FORMING WORDS	ALL AGE GROUP
16	SANDHYA	TOUCH THE UMBER	ALL AGE GROUP
17	NITIN BAGADE	HOT SEAT	ALL AGE GROUP
18	ANJALI KHUSHWAHA	MIRROR WORDS	ALL AGE GROUP
19	RAJESH MARU	NOUN AND ADJECTIVE	ALL AGE GROUP
20	SATISH CHA DMI A	CVC ACTIVITY	
21	MADHVE DRA SI GH	OPPOSITE WORDS	
22	JEETENDRA SINGH	OPPOSITE WORDS	
23	RK MEENA	RHYMING WORDS	
24	JVS RATORE	SENTENCE FORMING	
25	CHANCHAL	BOGGLE	ALL AGE GROUP
26	BHARATI SHARMA	SIMILAR WORDS	
27	SANDEEP KUMAR	COUNT AND JOIN	
28	RANJEET SINGH	I YOU & He	ALL AGE GROUP
29	MAN RAJ MEENA	SINGULAR AND PLURAL	

ACTION PLAN

I) **Planning and Implementing** Game Based Learning activities in the Class room.

II) **Aims and Objectives** –

Introduce games to develop English language skills for effective and joyful learning

III) **Concept** – Why do we use language games?

Advantages of Language Games

Ways of classifying the Language games

Types of games

Play the Game yourself (Do it yourself)

IV) **Training for teachers** – Vidyalaya level

Preferably on Saturdays

- Language games – PPT Presentation
- List of language games learnt – briefing
- Learning outcomes of each game
- Target group/ classes meant for

Customization - (according to the level of students)

V) **Assessment** – Informing, Instructing, Involving and Adopting to meet the goals.

VI) **Strategy** – Submission of the report to the Principal.

Workshop for the Staff – two activities to be demonstrated by the representative.

Total No. of Activities – Date wise, Weekly, Monthly.

1. Emotions/Feelings – How do you feel today?
2. Reading Activity- __all __at __ick __ash
3. Picture Recognition -- place it right. (Hershey's kiss)
4. Rhyming word cards – lake, take, make, bake..poem composition.
5. Tag the name with the picture – charts of countries, flags, animals etc.
6. Board Race- Degrees of comparison. __er __ most.
7. Antonyms/Synonyms.
8. Memory Game – Flag pic – draw.
9. Pyramid – word strips arrange in order.
10. Homographs- Bark (same word but different meaning)
11. Musical chair- Fire in the mountain, run, run, run...
12. Rhymes- Head, shoulder, knees and toes...

Follow the leader...

Ten green bottles hanging on the wall...

Categories will you please...

I wish I were in a monkey land...

Sweetly sings the donkey...

I had a cat and the cat pleased me...

Dead is my rooster in the coop...

Who stole the cookie from the cookie jar...
13. Stack the cups.
14. Disposable tea cup game-CVC –consonants and vowels.
15. Fish the synonyms.- from fish tank.

16. Collective nouns cut outs on magnetic board.
17. Hot seat – Guess the word.
18. Jumbled words-Rearrange into correct sentence.
19. Word cards- ring was it ..
20. Silly sentences.
21. Flags – Formation of groups –using country flags.
22. Sentence formation using spiral booklets.
23. Hanging /Sliding/Spinning the wheel- Synonyms.
24. Prefix/ suffix – Using Dice.
25. Conjunction –Strips.
26. Snow ball – rhyming words - __ack __ake __an __op
__at
27. Ladder race- Vocabulary.
28. Kaboom – Pick and read.

First week – two easy activities

Second week – three activities

Third week – four activities by staff members.

Fourth week – all activities.

Exhibition of innovative language game activities with usage of TLM

VII) Evaluation



Activities presented by participants

3 - Day Workshop On 'Teaching Language Skills through Games' For PRTs

11/09/2017 to 13/09/2017



Zonal Institute of Education and Training, Mumbai

