GAMES AS EFFECTIVE ESL LANGUAGE CLASSROOM STRATEGIES: A PERSPECTIVE FROM ENGLISH MAJOR STUDENTS

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Abstract:

This research investigates the students' perspectives on using educational games in a language classroom in the conduct of Remedial Instruction among English students in the School of Education (SOE) during the first semester of AY 2018-2019 at Emilio Aguinaldo College. It summarizes games as useful tools in language classrooms. The investigation utilizes a small-scale research documentary analysis wherein former studies were compared, analyze and reflected on. To validate the qualitative questionnaire, a random interview was conducted to find out if games are relevant, suitable, and effective in grammar, vocabulary, speaking, and among other language skills. It resulted to students suggestions of some useful classroom games. The outcomes further show that educational games could be applied mostly in spelling, vocabulary, grammar, writing, and reading, listening and speaking. However, not all games are applicable to all types of college students. It is additionally perceived that there could be numerous educational games that may increase collaboration and creativity among learners. They pointed out that they tend be beneficial or well-adjusted with the support of other available teaching methods. Generally, respondents show positive attitude towards using games in language classrooms. It is recommended that teachers should consider factors such as students' different learning styles with sensitivity, creativity and flexibility to sustain higher engagement.

Keywords: fun in learning, educational games, creative approaches, collaborative participation, teaching strategy, fun learning engagement, games for English lessons

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1. Introduction

"The first step in teaching students to innovate is making sure that educators have opportunities to be innovators themselves." Suzie Boss

Incorporating educational games in language teaching tend to be applied by many language teachers globally. Educators have increasingly improved their teaching methodologies, strategies, and approaches to make learning possible in a language classroom, not to mention the breakthroughs of games nowadays brought about by the onset of technology that could be manipulated for language instructions.

Language teaching can be tackled in varied strategies, however teachers should reflect on factors that may pragmatically result to the attainment of objectives. Teachers should conceptualize an instruction that can connect learners into their real world. It is believed that through the use of games, favorable outcomes on students' language performances may be generated.

In this paper, the researchers have used Remedial Instruction in English (RIE) as a way of determining the viability of games' perceived significance in teaching high school students as forms of instructional strategy by future teachers in English in the conduct of the said RIE.

This study underpins the stated importance of games. It entrenches some varied types of games to be able to cater different students' language skills' enhancement. Finally, this research proposes some claims that may enlighten policy makers and education leaders on the implementation and facilitation of games as among the major techniques of language instructions that can be applied locally and internationally.

2. Literature Review

Some researchers are presented through a table to elucidate a clearer view of what do games provide to students when they are used in teaching English, not to mention that there are corresponding instructional benefits that they deliver to educators who initiate this kind of technique.

Table 1: Effects of using games in English to students and teachers

Proponents	Games provide learners in …	Games direct teachers in …
Cam & Tran (2017)	• language comprehension • language's real-life application • interactive learning • motivation and acceptance	• purpose-recognition (objectives) • adoption of strategy
Bush (2015)	• lessons' appreciation • motivation • real-life application of grammar points • interactive knowledge acquisition	• modern alternative strategy • objectives' attainment
Bavi (2018)	• acquisition of vocabulary through fun • retention of words and meanings	• teaching vocabulary technique

	• increasing vocabulary comprehension levels • contextual application of words • cooperative goals' achievement	
Gruss (2016)	• operative involvement • fun and worth-involving activities • collaborative activities • situational use of the language	• innovation • needs analysis through learners' interests • the choice of appropriate games • designing appropriate activities
Rohani & Pourgharib (2013)	• real-life application of the language • interaction/communication/collaboration	• teaching methodology
Derakhshan & Khatir (2015)	• the creative use of the language • the communicative use of vocabulary • real-life application of vocabulary • reflecting learned language • having fun and motivation, • cognitive and psycho-motor learning • interactive, collaborative, cooperative tasks' performance • doing responsibility and for leadership	• creative instruction • effective instruction • learner-centered approach
Chirandon, Laohawiriyanon & Rakthong (2010)	• communication and vocabulary acquisition • productive skill manipulation such as speaking • vocabulary comprehension • skills integration • operative interaction and participation • motivation	• effective approach to instructions • natural facilitation
Riedle (2008)	• language enhancement • motivation • active involvement	• informal modern technique for contemporary learners
Harmer (1998)	• motivating them	• easy motivation of learners
Uberman (1998)	• fun and involvement • practicing learning through vocabulary • comfortable way of utilizing the language • acquiring knowledge of culture • fluency and in communicative skills	• applying learner-centered teaching
Allsop & Jessel (2015)	• learners' perceptions of learning	• teaching through desired setting
Peters (2015)	• fun and enjoyment • creative involvement • increasing confidence • motivation	• catering different learners • the significance in instructions • applying learner-centered approach
Zhu (2012	• manipulating their communicative skills • motivation	• applying communicative language teaching approach
Cicchino (2015)	• motivation • active participation • a comfortable engagement	• inspiring teachers to explore the effects of games for some approach • facilitating learning

2.1 Some Benefits of Games

Games are useful in language teaching when they are manipulated pedagogically. Nowadays, teachers need to change and adapt to the new learning environment. Students need new and different pedagogical immersions in order to learn and through the aid of games, students can understand the lessons easily and interestingly. Although not all students can be active in playing and acting, they try their best to perform because most of them are enjoying alongside fun. Reily (2013)'s studied claimed that there is an indication of increased brain volume amongst the participants who played games for an amount of time a day compared to the ones that did not. As a result, games have been well-received in the classrooms (Petrovic, 2007). Games spark interest to students (Chen, 2005), aside from contributing in many factors that are useful in future learning not only in language. Gee (2003) reveals what language learners have in multiple studies by stating that students manifest enthusiasm when it comes to game-involvement. Said claim is a factor that should be taken into consideration when manipulating games in learning situations. Gee (2003) promotes that learners are more eager and engaged to learn under this type of instruction.

Chen (2005) discloses that there are many benefits of using games in learning which are summarized and supported by other proponents:

1) *Games are learner-centered* (Uberman, 1998; Peters, 2015; Derakhshan & Khatir, 2015).

2) *Games promote a communicative competence* (Rohani & Pourgharib, 2013; Derakhshan & Khatir, 2015; Riedle, 2008; Uberman, 1998; Zhu, 2012).

3) *Games create a meaningful context for language use* (Bush, 2015; Cam & Tran, 2017; Rohani & Pourgharib, 2013; Derakhshan & Khatir, 2015).

4) *Games increase learning motivation* (Cicchino, 2015; Zhu, 2012; Harmer, 1998; Riedle, 2008; Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan & Khatir, 2015; Cam & Tran, 2017; Bush, 2015).

5) *Games reduce learning anxiety* (Cicchino, 2015; Peters, 2015; Uberman, 1998; Rohani, & Pourgharib, 2013; Derakhshan & Khatir, 2015; Cam & Tran, 2017).

6) *Games integrate many various linguistic skills* (Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan, & Khatir, 2015; Uberman, 1998; Zhu, 2012).

7) *Games encourage creativity and spontaneous usage of the language* (Cam & Tran, 2017; Bush, 2015; Bavi, 2018; Derakhshan, & Khatir, 2015; Rohani & Pourgharib, 2013).

8) *Games construct a cooperative learning environment* (Cicchino, 2015; Peters, 2015; Riedle, 2008; Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan & Khatir, 2015; Bavi, 2018; Bush, 2015; Cam & Tran, 2017; Gruss, 2016).

9) *Games foster participatory attitudes of the students* (Cicchino, 2015; Peters, 2015; Riedle, 2008; Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan, & Khatir, 2015; Bavi, 2018; Bush, 2015; Cam & Tran, 2017; Gruss, 2016).

In his study, Chen (2005) expressed that based on the nine advantages of games, he constructed his own English-speaking-game which were eventually used by his

colleagues at his university. The results underpin that games should be integrated as a part of teaching due to the benefits they offer to learners.

2.2 Other related researches

Schaller (2006) states that iteration or repetition of the method is critical to support the learning process by encouraging experimentation, hypothesis and synthesis which are higher-level thinking skills. Games have active learning components according to Mac Kenty (2006) and Schrand (2008). This demonstrates that games stimulate higher level thinking skills. Mentioned researches elucidate that games are useful and beneficial not only for student- teachers but also on language teachers. Using creative games may find it easy for teachers to explain the concepts. Students are challenged to do a certain task in a variety of games. Mac Kenty (2006) and Harris (2009) advocate that regardless of the format of games, students can simultaneously build their problem- solving skills while having fun throughout the process if an instruction is well-designed.

One of the best examples of a game used by educators is the so called "Jeopardy". Teachers need to create questions that can be categorized or sub-categorized, then students will select the number of points as presented on the board or through an overhead projector. This will allow the groups of students to choose the category and the number of points they want. The higher the points they choose, the higher the possibility of winning. However, this is not about winning the game or losing it. It is all about pleasure and learning the English language enjoyably. Beardsley (2009) argues that "*these practices are replacing critical modes of instruction and inquiry-based, higher order, problem -solving activities into lessons that increase genuine levels of learning*." (p.16).

Furthermore, Van de Bogart (2009) claims that students are discovering, processing, and applying new information when games are pedagogically manipulated. Similarly, Van de Bogart and Beardsley (2009) believe that Jeopardy can be a very fun and engaging for it poses many challenges for students particularly to those with learning disabilities which is an interesting gap that could be additionally investigated by researchers nowadays.

In addition, Kebritchi (2010) opines that games are becoming such innovative learning tools that teachers may conclude that they do not need to lecture, but instead they may rely on games as teaching replacements and not as supplements (p. 263).

Finally, Mc Lester (2005) reiterates that nearly, seventy percent of students learn best actively and visually when games are utilized. Time must have agreed with this current realia of instructions, some teachers nowadays focused on the use of computers as educational games in the language classroom.

3. Theoretical/Conceptual Framework

One of the most influential philosophers in the field of education is John Dewey. He believes that students could learn an enormous amount by participating in relevant experiences. An experience which we make a connection between what we do to things

and what happens to them or us in consequences; the value of an experience lies in the perception of relationships or continuities among events. People can develop their problem-solving skills, clarify the learning and apply the lessons in their daily lives. Learning by doing enable students to develop problem-solving skills; knowledge that they could clarify and apply in their future lives. Based on the theory, the researchers have conceptualized a *model of learning* whereby students should be the central point of learning and their experiences in the classroom will yield foundations of academic knowledge and how to manage their lives emerging the essence of Outcome-Based Education (OBE). In this way, effective learning can be achieved through their effort to learn personally. Students' experience cannot be divorced with the way they acquire knowledge in the classroom.
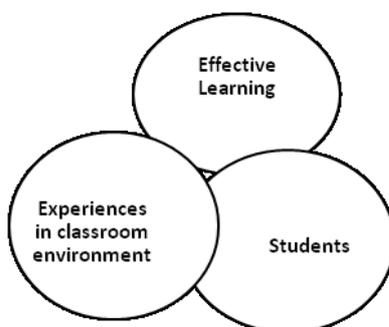
Figure 1: The researchers' Conceptual Framework Paradigm

A student is solely responsible for his/her actions. Whatever one does in the classroom, reflects on his/her performance in the end. "Learning by Doing Theory" is adopted by most teachers nowadays. Students create their own learning experiences, whether positive or negative. The classroom environment can be a tool to create positive or negative experiences. If students create favorable experiences, an effective learning can be realized. If the experiences are reproachful, eventually, learning is believed to be ineffective. The researchers consider that there is effective learning through the following conditions:

1) Positive atmosphere/environment in the classroom
2) Positive mindset of students and teachers
3) Collaborative and shared learning experience
4) Authentic use of teaching and learning materials
5) Varied classroom activities that stimulates students' interests

4. Methodology

This paper utilizes a documentary analysis method. The documents are interpreted to elucidate outcomes that are operative to the study. The analyzed documents include a short survey and brief individual interviews to validate the questionnaires provided.

4.1 Data Collection
4.1.1 The Participants
There are four (4) groups of baccalaureate students who participated in this study which comprises 17 English major students who did Remedial Instruction in English. In the investigation process, they were grouped to answer the questionnaire before they were tasked to brainstorm various games possibly useful in different language skills' instructions.

4.1.2 Survey
The researchers conducted several games in the classroom. Then, in week 13, the researchers conducted a qualitative survey. They were guided by the researchers when answering the qualitative questions. Tallying of results followed.

4.1.3 Interview
The survey was followed by an oral interview among the participants to validate what the students have written in the survey form and to clearly determine what the respondents want to convey.

5. The Results (Findings) and Discussions

The survey and interview results were descriptively explored through analyses that provided these discussions.

Question No. 1: Do you like games in the language classroom? Why?
The researchers have recorded each section's survey results. Below is the result of the first question as to whether the students like to have games in the language classroom or not.

Table 2: Group A: Response to Question No. 1

As gleaned on the chart, out of 5 student participants, there were 5 (41.66%) students who believed that games are fun, (Derakhshan& Khatir ,2015).and English can easily be learned (Peters, 2015; Uberman, 1998; Derakhshan & Khatir, 2015; Gruss, 2016;

Cam & Tran, 2017). This was followed by 2 (16.67%) students who believed that information can be understood easily through games, make them active (16.67%), and most importantly, they increase motivation to learn (16.67%) when the games are done in the language classroom. One student responded that she belongs to a class (8.33%) if there are games in the classroom. In summary, all the respondents in Group A confirmed their positive response on the use of games in English. In this group, most of them want to have games in the classroom, but should be appropriate to their level (Gruss, 2016; Peters, 2015). For example, the use of subject and verb in grammar. A teacher can present some list of nouns and verbs on the board. These can be written randomly, so that students will identify all nouns and verbs together by writing them again on the board. After that, students will be given time to be grouped into two and make sentences out of the listed nouns and verbs. In this way, the game is useful and the lesson is easy to understand. Based on the table, students have similarities on their responses.

Table 3: Group B Response to Question No. 1
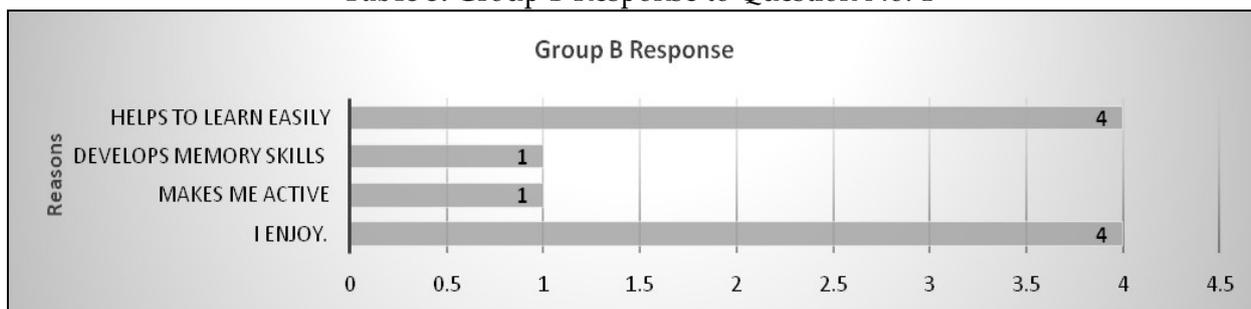
On the other hand, Group B has a different point of view about the positive effects of games in a language classroom. The top response was that they enjoy (53.85%) whenever the teacher uses games in teaching (Peters, 2015; Uberman, 1998; Derakhshan & Khatir, 2015; Gruss, 2016; Cam & Tran, 2017).

There were also 4 students (30.77%) who stated that they can learn easily when using games in the classroom, while they was 1 student who said that games develop memory skills (7.69%) and also 1 student (7.69%) who said that it makes her active in the class.

Table 4: Group C Response to Q1
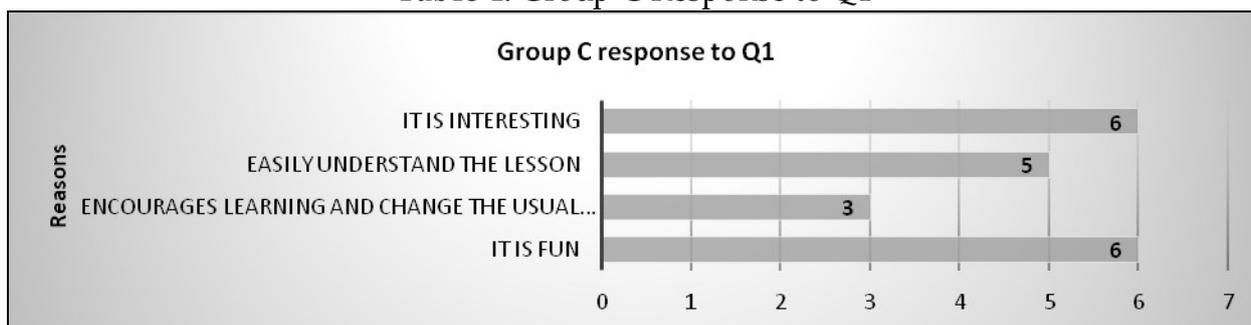
The biggest number of respondents came from Section B, 6 students (30%) believed that the game can be interesting and another 6 students (30%) believed that the game can be fun. Moreover, there were 5 students (25%) who mentioned that English can easily be understood using games, while there were 3 students (15%) who believed that games can encourage learning and change the usual mood of the learning environment. In this section, games can be useful and interesting depending on the types of games set by the teacher (Gruss, 2016; Derakhshan & Khatir, 2015; Peters, 2015).

Table 5: Group D Response to Q1
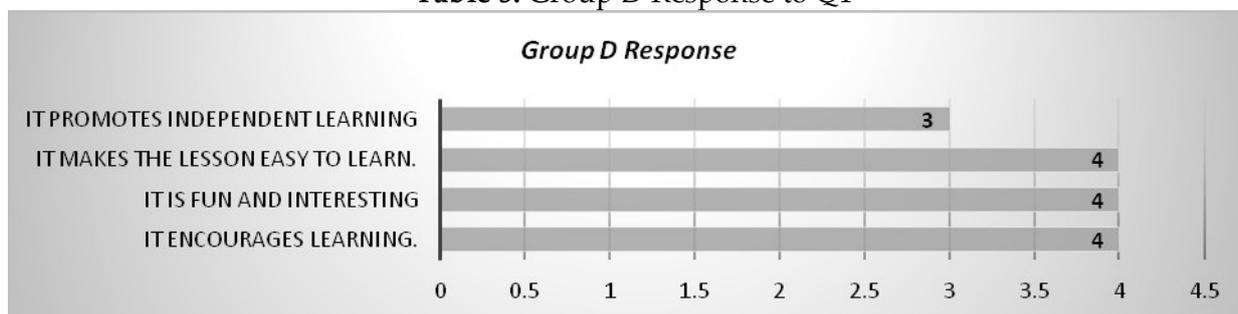
In contrast, Section D affirmed the importance of games as gleaned on the chart. 4 students believed that games are fun and interesting (Derakhshan& Khatir, 2015); 4 students stated that games encourage learning Chirandon, Laohawiriyanon & Rakthong, 2010; Riedle, 2008); 4 students believed that games make the lesson easy to learn; and finally, 3 students perceived that games promote independent learning (Derakhshan & Khatir, 2015).18 positive responses were culled from question number 1 from Group D.

Question No. 2: What are the benefits of games in the language classroom?

Table 6: Students' response in Q2

Group A	Group B	Group C	Group D
The class is energetic with fun and social interaction. *(Cicchino, 2015; Peters, 2015; Riedle, 2008; Chirandon, Laohawiriyanon, & Rakthong, 2010; Derakhshan, & Khatri. 2015; Bavi, 2018; Bush, 2015; Cam & Tran, 2017; Gruss, 2016)*	Easy to remember the new words. *(Derakhshan & Khatir, 2015; Bavi, 2018)*	Easy to develop our vocabulary. *(Cam & Tran, 2017; Bavi,2018; Gruss, 2016)*	It helps me learn new things easily. *(Derakhshan & Khatir, 2015; Bavi, 2018)*

Easily understands new information through games and actions. *(Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan & Khatir, 2015)*	Increases class participation. *(Cicchino (2015) Peters, 2015; Riedle, 2008; Chirandon, Laohawiriyanon, & Rakthong, 2010; Derakhshan,& Khatir, 2015; Bavi, 2018 ;Bush, 2015; Cam & Tran, 2017; Gruss, 2016)*	It makes us easy to understand grammar or vocabulary. *(Cam & Tran , 2017; Bavi, 2018; Gruss, 2016)*	It promotes active and independent learning in class, especially on vocabulary and grammar. *(Cam & Tran, 2017; Bavi, 2018; Gruss, 2016)*
Improves the language of students through variety of English games in a fun way. *(Cicchino 2015; Peters, 2015; Riedle, , 2008; Chirandon, Laohawiriyanon, & Rakthong, 2010; Derakhshan & Khatir, 2015; Bavi, 2018; Bush, 2015; Cam & Tran, 2017; Gruss, 2016)*	Positive atmosphere and classroom environment are obvious. *(Gruss, 2016, Cicchino 2015; Derakhshan & Khatir 2015; Riedle, 2008)*	It makes us active in class. *(Cicchino, 2015; Peters, 2015; Riedle,2008; Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan & Khati , 2015; Bavi, 2018; Bush, 2015; Cam & Tran, 2017; Gruss, 2016)*	It is easy to spell the words correctly through games. *(Cam & Tran, 2017; Bavi, 2018; Gruss, 2016)*
It easily recalls the past lesson and connects this to the present one. *(Bavi, 2018)*	Facilitates understanding of new information. *(Derakhshan & Khatir 2015; Uberman 1998)*	It relaxes the classroom environment. *(Gruss, 2016; Cicchin, 2015; Derakhshan & Khatir, 2015: Riedle, 2008)*	Enhances our skills in the English language *(Derakhshan & Khatir, 2015; Uberman 1998; Zhu, 2012)*
It allows us to become creative and reflective in a given task. *(Allsop & Jessel, 2015; Derakhshan & Khatir, 2015; Urberman, 1998)*	Positive teaching and learning make the students learn effectively. *(Cicchino, 2015; Peters, 2015; Riedle, 2008; Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan & Khatir, 2015; Bavi, 2018; Bush, 2015; Cam & Tran, 2017; Gruss, 2016)*	It encourages learning. *(Gruss, 2016 ;Cicchino, 2015; Derakhshan & Khatir, 2015 Riedle, 2008)*	It makes the class alive and enthusiastic. *(Cicchino, 2015; Peters, 2015; Riedle,2008; Chirandon, Laohawiriyanon & Rakthong, 2010; Derakhshan & Khatir, 2015; Bavi, 2018; Bush, 2015; Cam & Tran, 2017; Gruss, 2016)*

As noticed on the table, all sections have a positive outlook on the benefits of games in the language classroom. The British Council (https://learnenglishkids.britishcouncil.org/en/fun-games) has developed a website that provides different kinds of games for students. Some of their samples are: Tongue Twisters, Comic Strips Maker, and ABC Countdown, Vocabulary games, and many others. Although it is done online, the British Council has rules on how to play with their games. In brief, students are guided accordingly in playing these games. In a study conducted by Shapiro (2016) in his research online about the benefits of games in the language classroom (http://digitalpromise.org/2016/01/10/research-about-games-in-the-classroom), some findings from the review of the emerging research in this field:

- Students who received instruction with digital games had higher rates of success in broad cognitive competencies, especially improved knowledge of concepts than those students who did not use games at all.
- Compared to a control group, students who use computer-based simulations which allow for manipulation or observation of the process or object being studied had improved learning outcomes.

In his study, Shapiro (2016) was keen at observing those students who have learned successfully because of games. He emphasized that it was not just the act of using a game, but what comes next after the game has been played. This claim could be further attributed to the outputs done by the students using the game as some kind of technique springboard. He also believed that if teachers know how to use the games correctly, there is a great possibility of students to learn better. It could be inferred that the success of learning will be dependent on how teachers process the games purposefully.

Said responses on Table 6 allude to other researchers' findings. To underpin these claims, the table contains researches conducted in varied years which tackled on the use of games in language teaching.

Question No. 3: In which of the following skills would you like some games to be conducted? Rank them accordingly.

Table 7: Students' response to Q3

Rank	Group A	Group B	Group C	Group D
1st	Spelling	Spelling	Spelling	Spelling
2nd	Vocabulary	Grammar	Grammar	Grammar
3rd	Grammar	Vocabulary	Vocabulary	Vocabulary
4th	Reading	Writing	Writing	Writing
5th	Writing	Reading	Reading	Reading
6th	Listening	Listening	Listening	Listening
7th	Speaking	Speaking	Speaking	Speaking

As clearly seen on the table, the students ranked the following skills according to its importance as follows: 1. Spelling 2. Grammar 3. Vocabulary 4. Writing 5. Reading 6. Listening 7. Speaking

Question No. 4: Do you know any game or games which can be used in a language classroom?

Table 8: Response to Question no. 4

Group A	Group B	Group C	Group D
Guessing Game: Is it a noun, verb, or adjective	Spelling Game	Grammar Game like Jeopardy from the internet	Spelling Game
Guess the missing letter based on the given word	Guess the meaning of the word using Jeopardy	Sound repetition modeling the word without sound and repeating it with sounds	Jumbled Words
Spelling Game in 2 minutes	Missing letter game	Arranging words	Arranging jumbled words into sentences
Flashcard Question and Answer Portion	Noun Games Is it a person, place, or thing?	Spelling City Games using the internet	Spelling City Games using the internet
Match it Sentences	Miming Game	Formal Quiz Game	Who am I? Guess the animal name through sounds
Last Letter Game	Word Web Game Contest	Word Association (creating words on the board as many words as they can)	Complete the sentence by choosing the correct vocabulary
Bring me….and Explain. Expound the meaning of the object brought into the class	Ask me! Answering a specific question based on the unit	Question and Answer Revision in the Class. One will ask questions and the other will answer the question	Grammar Contest in the class. Step forward when you get the correct answer. Step backward when you get a wrong answer.

From the various responses of students from Section A to D, overall, they look at games as a positive motivational strategy in teaching English as a foreign language. However, a teacher should be energetic and enthusiastic when giving games as part of the lesson's strategy. According to an article, "School Leader Perspectives on Console Game-Based Learning, 'some school leaders' research and experience has led them to feel that game-based learning make the students learned and engaged in a classroom environment. School leaders were concerned about the future of their children, thus, they want to see these children inspired towards a relevant future career. Another way of making their students engaged is the use of new technology. Leaders feel that game-based learning is just part of the great pool of new technologies that schools have the responsibility to adopt and to make students easily understand and learn. Another way is to develop their pedagogies of teaching like improving their game-based learning which offers more opportunities for student learning. Finally, this article suggests that having supporting transition, such as non-threatening collaborative learning experience will eventually become a means of facilitating the transition (Cam & Tran, 2017; Derakhshan & Khatir, 2015; Peters, 2015). The learning experience can be preparing students to the next level of their studies (Gruss, 2016; Derakhshan, & Khatir, 2015; Chirandon,

Laohawiriyanon & Rakthong, 2010; Zhu, 2012; Allsop & Jessel, 2015). School leaders believe that games tend to be used as tools to learn the lessons easily and effectively.

5.1 Recommended games used by English majors in the classroom
Similarly, English major students unanimously believe that games are very important, practical, and effective tool in learning the English language the fun way. However, they revealed that using games in vocabulary, spelling, and grammar are the topmost skills that are needed for game-based learning. Indeed, they mentioned some effective games which they already utilized during classroom teaching demonstrations as follows:

A. Name of the Game: Word Jumble Race
Mechanics: Write out a number of sentences using different colors for each sentence. Each team has at least three to five sentences. Put each sentence into hats, caps, or any object. Split the class into various teams. Remember to have enough sentences to go around. Teams must now put their sentences in the correct order. The winning team is the first team to have all sentences correctly ordered.

B. Name of the Game: Board Race
Mechanics: This is played by six (6) students or more. Split the class into two teams and give them each a colored marker. If you have a large number of students, they should be grouped into three or four. Draw a line down the middle of the board and write a topic on the top. The students must write as many words as they can. The words should be related to the topic in the form of a relay race. Each team wins one point for each correct word. Any words that are unreadable or misspelled cannot be counted.

C. Name of the Game: Mr. Bean
Mechanics: The class will form a circle. The students' hands should be on each other's side. They will sing the song while tapping the palm of the student on their side and when the song stops, the last one to be tapped will think of a topic. For example, words that start with letter "V", if a student answer, he/she will tap the next student's hand/palm and so on. If someone took a lot of time thinking, all the students will count to 5 and if they still cannot answer, they are out or they will have a corresponding punishment.

D. Name of the Game: Pass the Message
Mechanics: The first person will read and memorize the message given by the teacher. Once he/she is done, he/she will whisper the message to the next student beside him/her and so on. The last person on the line will write the answer on the board. Usually, there are two competing groups in this game.

E. Name of the Game: Spin the Wheel
Mechanics: This game is intended for vocabulary building. The teacher will spin the wheel and then point the word that is usually the most difficult one. Call one student to explain the most difficult one and if the answer is correct, he/she is given a point. If the answer is wrong, call another student to answer until the correct answer is given. Points will be given to those who got the answers correctly.

F. Name of the Game: Link Up Game

Mechanics: Prepare an index card for every student. Half of the class will have a subject written in red on their index cards. The other half will have a verb in the singular or plural form written in blue color. Then, instruct the students to tape their card to their shirt and ask them to form two concentric circles so that students in the inner circle are facing the students in the outer side. Turn on some music and tell the two circles to rotate in the opposite directions. Stop the music and say "Link Up!" So, they will create partners and can come up with words to create a sentence correctly. This is most appropriate in grammar and vocabulary building.

Ojeda (2004) confirms in his study that word games can be so motivating and effective, especially if they are done academically, fun, competitive, and closely linked to the material being studied, and also timely. If these are not present when using games in the class, learners will not be engaged properly. The researcher, during the interview, revealed the many positive feedbacks on the use of games they play in a language classroom. Because of this, many students suggest that they want to play more often. Although there are many researchers who documented that games are beneficial, the researcher still believes that using the Experiential Learning Theory which is advocated by Kolb (1984) is applicable in this aspect. According to this type of theory, learning can be defined as the process whereby knowledge is created through the transformation of experience. Kolb's theory is more of a holistic approach that emphasizes how experiences, cognitions, emotions, and environmental factors can influence the learning process. Therefore, games can always be tried out and if found effective, these can be utilized again and again. However, if a certain game is not effective in another group of students, he teacher should always be prepared to give an alternative strategy to make learning possible.

5.2 Challenges Concerning Games in the Language Classroom

During the interview with Group A, some students believed that although games are effective to learn the English language, there are problems concerning the use of games. One of which is that not all students understand easily the mechanics of the games. It will take time to explain to them and instead of explaining things with these students, it would be better if the lesson is simply done without wasting too much time explaining the mechanics. Some students also relieved that games are useful, but some students think that one problem can be "not all students will be happy with it." Some of the students' comments on the challenges concerning games in the language classroom were:

"It might not work well because not all of my groupmates understand the rules."(Student 1)

"The students are not prepared to make such a game." (Student 2)

"I am not in the mood to do it." (Student 3)

"Some students are forced to do it because they are called by the teacher." (Student 4)

"I might be embarrassed with my answers. (Student 5)

In an oral discussion with some EAC-C teachers, one teacher says that, "games are effective if you have the materials to use in the classroom." This was also agreed by another teacher and she added that, "games can be effective with those who are fast learners." Therefore, some students who are weak cannot cope with the various activities in the class. In a study made by Black & Williams (1998), they mentioned that there is a possibility that not all students can benefit from games. Learners nowadays may be different from the learners in the past. Instead of wanting them to learn, they may be afraid of their own learning. This was validated by student number 4 (above) when she mentioned that students are forced to do some games especially when they are called by their teachers. On the one hand, Petrovic (2014) affirms that students need to understand that it does not matter whether they learn with the help of the game or with the help of something else; the main idea here is that they gain new knowledge and develop their language skills which the researchers also would like to agree with Petrovic's idea. Moreover, although games are not officially or formally accepted in the department, some English teachers use games to develop students' confidence and language skills.

6. Recommendations

It is worth mentioning that a study performed by Groff, Howells, and Cranmer (2010) resulted to some recommendations which are divided into "for policy "and "for school leaders." Below summarizes their recommendations that are anchored to the commendations provided by the researchers.

1) Policymakers should encourage and support schools to introduce well-planned game-based learning initiatives into classrooms, ensure that flexibility is available within the curriculum and assessment, fit with the aims of Curriculum for Excellence and increase the support given to schools in order to encourage game-based learning approach.

2) For school leaders, they should encourage and support classroom teachers to introduce well-planned game-based learning initiatives into classrooms, acknowledge that game-based learning approaches present a new challenge for many teachers, and continue to work alongside with parents for them to understand the educational benefits of game-based learning and to be able to support their children with this.

The researchers strongly agree with Van de Bogart (2009)'s suggestions. As a result, they were able to conceptualize suggestions out of using games to teach English

in the classrooms directed to policy makers and to school leaders inclusive of heads, coordinators and teachers.

6.1 On policy makers

- Educational policy makers should consider the changing trends of current learners' environment of which curriculum developers have to sanction in formulating their strategic plans. At this point, they have to understand fully that classroom games' introduction in the classrooms is a strong instructional technique.
- Apart from traditional games, they have to be aware of what modern technology brings such as new games to the classrooms that are technologically-based considered natural to contemporary learners' environment. Exposures of the learners to current environment are a strong factor they need to consider in the formulation of educational policies.
- They too should consider how this technique achieve learning outcomes.
- To facilitate this proposal effectively, leaders involve in policy-making should be qualified educators who are well-versed with the changing needs of learners and the trending phenomena of time.
- To enable policies' dissemination there should be a wide circulation of the connecting agencies such as the Commission on Higher Education (CHED), Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA) in the case of the Philippine government where the decrees were formulated. In turn, these agencies monitor schools under their jurisdictions.

6.2 School leaders

- School leaders should conform to educational policies on what the policy makers have circulated regarding games as teaching techniques or to general instructions. As school leaders being fully-aware of the foundations of instructions alongside nature of learners, said policy should be taken seriously in the curriculum designs, implementation and how learners' performances are being assessed.
- School leaders should also take into account that every hired teacher is fully knowledgeable on the policies on instructions including the utilization of games as a technique.
- Some parents may find this technique strange, but it must be the responsibility of school leaders as well as teachers to orient parents and guardians regarding the manipulation of this technique. An orientation meeting is needed among school leaders, teachers, parents and guardians on the benefits of this technique.
- School leaders should regularly monitor the utilization of appropriate instructions duly released by governing bodies in the educational field.

6.3 Teachers

In conjunction to the policy on the use of games that originate from policy makers down to school leaders, teachers are the catalysts of educational decrees. As expected, teachers have to implement this in the classroom with the following proposed guidelines:

- balance the technique with other existing teaching approaches
- avoid overloading lessons with games;
- use the games as instructive strategies;
- consider students' learning styles;
- devise some other substitute techniques for adjustment when necessary;
- determine cultural backgrounds of learners;
- weigh and consider the health status of learners;
- consider learning settings and the time duration;
- connect the tasks/lessons to an appropriate game;
- ponder on the types of games in relation to the ages of the learners;
- focus on facilitating the learning objectives of the lesson;
- reflect on how the class participates, collaborates and cooperates;
- variate activities when using the technique;
- integrate other techniques if possible;
- ensure pedagogical direction;
- fun and enjoyment should not be over learning;
- learn to improvise in the absence of appropriate tools.

In language teaching however, some researchers such as Van de Bogart do not specifically mention how to incorporate games in specific skills or subject, it is the creative innovation of teachers to come up with additional information that will serve as guidelines on how a particular game caters to the target subject or skills. As a result,the below suggestions were created.

- lesson planning is recommended in order to have a clear picture on what directions will the students arrive to, after the game technique is introduced.
- focus on the behavioral objectives.
- lesson outputs should be interlaced with the technique.
- integrate varied skills through this technique.
- consider the time frame of lessons' execution to be able to manage other relevant components.

7. Conclusion

This study implied that applying games in a language classroom could be useful and effective. This should be conducted and evaluated to find out the level of their effectiveness. In this study, educational games were found to be useful in teaching the courses in vocabulary, spelling, and grammar. Games can also be applied in other courses depending on their relevance to topics. Teachers should be keen at observing the significance of games in the classroom. If they do not work in a class, they should be

prepared to give an alternative pedagogical strategy. Games should be used sensibly and carefully considering the individual differences of learners. Policy makers, school leaders and teachers should cooperatively impose and support the use of games as an instructive technique in language teaching.

While the games benefit students, they additionally have remarkable effects towards the roles of teachers in enhancing creative and innovative instructions: choice of appropriate games, planning and design of the lessons, presentation of the lesson and adjustment of techniques that are based on levels, gender, age, time duration, interests, classroom setting and even cultural orientation

Nowadays, teachers can't independently perform what they think are proper for effective instructions since management could have varied styles of educational leadership. By the policies sanctioned nationwide, teachers aren't place in an incriminating situations, but are governed by legal foundations to be able to freely display their competency on creativity and innovation such as the use of games in teaching English as second language.

As a final significant claim, effectiveness of games to play crucial roles in learning will depend on how policies are formulated, how they are circulated to connecting agencies, how these concern agencies will transmit to school leaders with full support and how teachers are aided and monitored in the execution of instructions alongside formulated standardized learners' performance assessment.

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