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ENGLISH LANGUAGE CAREER

TITLE

A CASE STUDY USING GAMES TO ASSIST IN IMPROVING KNOWLEDGE OF PRESENT TENSE WITH A 10TH YEAR STUDENT IN PARALLEL "C" AT "ADOLFO VALAREZO" PUBLIC HIGH SCHOOL, ACADEMIC YEAR 2013-2014

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

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CERTIFICATION

Rosa Virginia González. Mg Sc.

PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the present research work entitled **A CASE STUDY USING GAMES TO ASSIST IN IMPROVING KNOWLEDGE OF PRESENT TENSE WITH A 10TH YEAR STUDENT IN PARALLEL "C" AT "ADOLFO VALAREZO" PUBLIC HIGH SCHOOL, ACADEMIC YEAR 2013-2014** is the responsibility of the undergraduate student: **Esther Mariuxi Vera Córdova**.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

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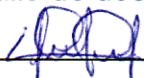**Cédula1722223730**

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GRATEFULNESS

DEDICATION

I dedicate my thesis work to my family and friends. A special feeling of gratitude to my loving parents, Melva Cordova and Sergio Vera whose words of encouragement and tenacity have motivated me throughout my life. To my siblings Danny, Fernanda, Carlos, Alba, Sonia, Esteban, Sandra, Enma, Domitila, Guido and Lorena who have never left my side, I extend a special dedication.

I also dedicate this work to my friends who have supported me throughout the process. I will always appreciate all they have done, especially Angela Campoverde, Ximena Solano, Maria Jaramillo, Seidy Saraguro, Stephania Hurtado and Cristina González for helping me during this important process in my life.

Esther Mariuxi Vera Córdova

MATRIZ DE ÁMBITO GEOGRÁFICO

				Ámbito geográfico						Otras Desagregaciones	Notas observaciones
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
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MAPA GEOGRÁFICO Y CROQUIS

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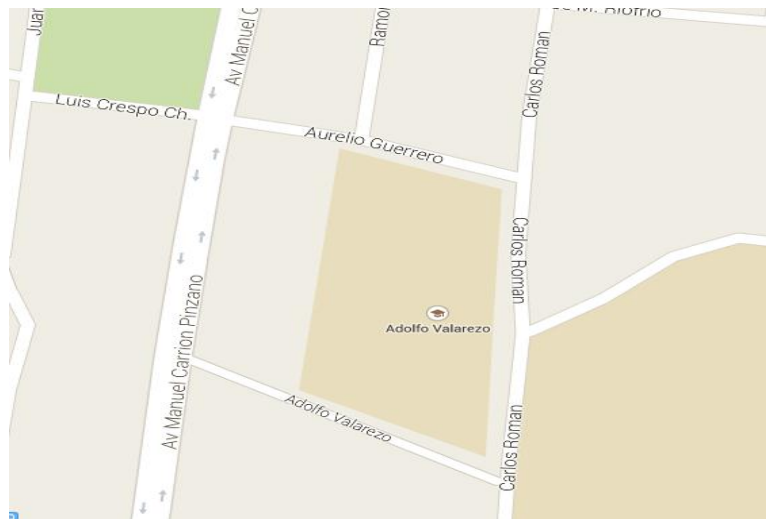
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THESIS SCHEME

a. TITLE

A CASE STUDY USING GAMES TO ASSIST IN IMPROVING KNOWLEDGE OF PRESENT TENSE WITH A 10TH YEAR STUDENT IN PARALLEL "C" AT "ADOLFO VALAREZO" PUBLIC HIGH SCHOOL, ACADEMIC YEAR 2013-2014

b. RESUMEN

Este estudio descriptivo investigó el uso de juegos para mejorar el aprendizaje del tiempo presente simple con una estudiante del décimo año del Colegio "Adolfo Valarezo". Para mejorar el aprendizaje del presente simple, se aplicó un plan de intervención de ocho sesiones. El investigador diseño y empleó una prueba para medir el progreso del estudiante. Se emplearon un diario de campo para verificar el aprendizaje diario del estudiante y una entrevista para conocer la actitud del estudiante acerca del aprendizaje del inglés. Los resultados indicaron que el uso de juegos facilitó de manera significativa la mejora del aprendizaje del tiempo Presente Simple; lo cual se reflejó notablemente en el aumento de las puntuaciones del post-test y el progreso del estudiante durante la intervención. Sería justo concluir que este estudio no solo ayudó al estudiante en su aprendizaje sino también al investigador a desarrollar sus habilidades docentes.

ABSTRACT

This descriptive study investigated a case study using games to assist in improving knowledge of present tense with a 10th year student in parallel "C" at "Adolfo Valarezo" public high school. An eight-session intervention plan was carried out to improve the learning of the Simple Present Tense. A researcher-made test was designed and used to measure the student's progress of the Simple Present Tense mastery. A field diary was also used after every session to check the student's learning. Additionally, an interview was applied to know the student's perception about English. The results indicated that strategy facilitated meaningfully the learning of the Simple Present Tense which was reflected in the noticeable increase of the posttest scores and student's progress during the intervention. It would be fair to conclude that this case study did not only help the student in her English learning but also the practitioner teacher to improve her teaching skills.

c. INTRODUCTION

This case study was focused on the use of games to improve the Simple Present Tense learning with a student of fourteen years old in a public high school. Even though, the student had been receiving English classes since elementary school, she had some gaps with the structure of the present simple. "Anne", as the student will be called in this study felt frustrated because she was uncomfortable participating in English classes and was not receiving good grades. Currently, the professor was not doing anything to help Anne to improve the use of the present tense. The current study explored a strategy to facilitate the improvement of the Simple Present Tense learning with the question: How does the use of games assist in improving knowledge of present tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School?

The action research work was assisted with an intervention plan. It involved a pre and post test and an interview during the intervention. This intervention was planned based on the student's cognitive process to build up her knowledge. The lessons were reinforced with activities that allowed the student to identify the structure and master the understanding of the Simple Present Tense in sentences.

The findings in the pre and posttests revealed an important change in the learning of the Simple Present Tense. They showed that the use of games improved the learning of the Simple Present Tense and consequently made the

student more comfortable and secure. All of this is reflected in the English classes because "Anne" demonstrated an improvement in her participation and scores in the English classes.

Throughout the process of the intervention plan there were positive attitudes from "Anne". She always made enough time to receive the classes planned to improve the difficulties that she had with Simple Present Tense. Additionally, she always enjoyed her classes because she felt she was learning through the games.

The aim of this study was to improve the knowledge of Simple Present Tense by using games. To complete this goal the researcher investigated the theoretical references about games as a strategy and Simple Present Tense features in the English language. Then, she diagnosed the issues that limited the learning of the Simple Present Tense. After, she designed an intervention plan with the use of games to determine their effectiveness. After that, she carried out the intervention plan as part of the classroom activities in order to reduce the limitations in the learning of the Present Simple Tense. Finally, she reflected upon the effect that the games had on Anne`s learning of the Simple Present Tense.

The importance of this study is remarkable. The English Language Career of the Universidad Nacional de Loja has considered that action research is extremely suitable for education due to the fact that its main purpose is to help teachers as researchers solve their teaching problems "in action". In addition, this

action research is done to allow the researcher to gain experience and gain knowledge in the real field of education. Action Research is not only helpful for the researcher but also for the student who was motivated to learn the language using games as a way of teaching present simple.

The present study was great significance not only for fulfilling a requirement but also for achieving experience. This work made the researcher and others to reflect on the importance of making practice as teacher using a specific strategy before starting as a professional in the field of education. Making action research is a necessary work that should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain strategies used in teaching-leaning process.

This written report is organized in five sections: Literature Review, Materials and Methods (methodology), Results, Discussion and Conclusions and Recommendations. The Literature Review section describes the variables: *Games* and *Simple Present Tense*. Most of the literature related to games is based upon information by authors like Vernon (2006) McCallum (1980), Hadfield (1999), while most of the Simple Present Tense literature is based on information collected from authors like Baskara (2010,2008), Hornby (1995), Richards, Platt and Weber (2005). It also has contributions of works of similar researches. The Materials and Methods section outlines the design of the investigation, action research, the methods that helped this study and the fine points that were considered in the study.

In the Results section the findings of the research are detailed. These findings are presented in tables and figures with the corresponding logical analysis. The other section is the Discussion that shows the major findings of the research, the importance of them and why the information obtained is relevant. The last sections are the Conclusions and Recommendations. They explain what was found in the study and what can be done in the future to improve any study-related situation.

d. LITERATURE REVIEW

In order to reflect the communicative purpose and function of language, it is must that students acquire grammar knowledge. Mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people do not master grammar because the purpose of communication cannot be fully reached.

GRAMMAR DEFINITIONS

Richards, Platt and Weber (2005), stated that grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences.

Similarly, Crystalin (2004), affirms that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning.

Jeld Abu (2004), clarified grammar as: The sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers.

EXPLICIT AND IMPLICIT KNOWLEDGE

In the case of teaching grammar to EFL learners, a teacher may feel frustrated when learners are taught grammatical items separately. Students may become good at grammar; however, when told to write and speak, they often make grammatical mistakes. This case is very challenging to solve.

When facing this problem, it is useful to be aware that there are two kinds of knowledge necessary to gain proficiency in a second language. These are known as explicit (conscious learning) and implicit (subconscious acquisition) knowledge (Klein, 1986).

EXPLICIT KNOWLEDGE

According to Ellis (2004), in a practical definition, explicit knowledge deals with language and the uses to which language can be put. This knowledge facilitates the intake and development of implicit language, and it is useful to monitor language output. Explicit knowledge is generally accessible through controlled

processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction.

IMPLICIT KNOWLEDGE

Implicit knowledge is automatic and easily accessed. It provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken (Brown, 2000). Implicit knowledge is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue)

TWO CORE APPROACHES FOR TEACHING GRAMMAR

DEDUCTIVE APPROACH

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly

presented to students and followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books (Fortune, 1992). The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented.

In the case of the application of the deductive approach there are some guidelines:

1. The rules should be true;

2. The rules should show clearly what limits are on the use of a given form;

3. The rules need to be clear;

4. The rules ought to be simple;

5. The rules needs to make use of concepts already familiar to the learners; and

6. The rules ought to be relevant.

Nonetheless, the deductive approach has its own advantages and disadvantages:

Chart 1

Advantages	The deductive approach goes straight forwardly to the point and can, therefore, be time-saving.
	A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
	A number of direct practice/application examples are immediately given.
	The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	Younger learners may not able to understand the concepts or encounter grammar terminology given.
	Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

This is about the deductive approach advantages and disadvantages and was taken from Thornbury, S. (1999). How to teach grammar. Harlow, Essex: Pearson Education Limited.

INDUCTIVE APPROACH

An inductive approach comes from inductive reasoning stating that a reason in progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples.

Similar to the deductive approach, the inductive approach offers advantages and disadvantages as

Chart 2

Advantages	Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	Learners' greater degree of cognitive depth is "exploited".
	The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	The approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
	If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.
Disadvantages	The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	The approach can place emphasis on teachers in planning a lesson.
	It encourages the teacher to design data or materials taught carefully and systematically.
	The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

This is about inductive approach advantages and disadvantages and was taken from Krashen, S. (1987). Applications of psycholinguistic research to the classroom. In M. Long & J. Richards (Eds.), Methodology in TESOL (pp. 33-44). New Jersey: Heinle & Heinle Publishers.

Relationship of deductive and inductive approaches to Krashen's (1987, 2002)

theory

Chart 3

Deductive	Inductive
Learn the rule in the context of formal instruction	Learn the rule as a child acquires her/his first or second language
Know about the rule	"Pick up" the rule
Learn the rule consciously	Learn the rule subconsciously
Learn the rule explicitly	Learn the rule implicitly

This is about the relationship of deductive and inductive approaches and was taken from Krashen, S. (2002). Second language acquisition and second language learning (1st Internet ed). Retrieved January 11, 2006 from http://www.sdkrashen.com/SL_Acquisition_ and_Learning/

VERB TENSES AS PART OF GRAMMAR

In grammar, the students are provided with many rules of a language. One of them is tense. Hornby(1995), states a tense is a verb form or series of verb forms used to indicate the time of the action or state. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over a period of time. In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

SIMPLE PRESENT TENSE

TheSimple Present Tense is one of tenses that is important to be mastered by the students. Wrong perception of Simple Present Tense will affect the students' ability in constructing or understanding Simple Present Tense sentences. Simple Present Tense is a tense denoting an action happening in this period time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say that something is true in general (Krohn 1971)

When speaking about grammar, it is necessary to mention **structure** (form). Structure refers to the elements (morphemes) put together to form a larger unit or "a specific instance of grammar" (Ur, 1996, p. 75). For example, do and did, walk and walks, dog and dogs, tall and tallest. All of these forms appear in a different environment within a sentence, in a sentence such as *he walks his dog,* the ending –s in the verb is added because the verb is 3rd person singular.

According to Baskara (2010: 1), **usage** is the way in which a word or phrase or sentence is normally and correctly used. Here are the rules of usage of simple present tense:

Subject   +   auxiliary verb   main verb base
                Do/Does

There are three important exceptions:

✓ For positive sentences, we do not normally use the auxiliary.

✓ For the 3rd person singular (he, she, it), we add "s" or "es" to the main verb and "es" to the auxiliary in the negative and questions form.

✓ For the verb to be, we do not use an auxiliary, even for questions and negatives.

Look at these examples with the main verb *like*:

Chart 4

Subject	auxiliar verb		Main Verb	
I, you, we, they			Like	coffee.
He, she, it			Like	coffee.
I, you, we, they	Do	Not	Like	coffee.
He, she, it	Does	Not	Like	coffee.
Do	I, you, we, they		Like	coffee?
Does	he, she, it		Like	coffee?

This is an example of the verb "like" and was taken from Baskara. (2010). Learning English. Retrieved from Learning English: www.learningenglish.

Look at these examples with the main verb *be*. Notice that there is no auxiliary
Chart 5

	Subject	Main Verb		
+	I	Am		French
	You, we , they	Are		French
	He, she, it	Is		French

-	I	Am	not	Old
	You, we, they	Are	not	Old
	He, she, it	Is	not	Old
?	Am	I		late?
	Are	You, we, they		late?
	Is	He, she, it		late?

This is an example of the verb "be" and was taken from Baskara. (2010). Learning English. Retrieved from Learning English: www.learningenglish.

Baskara stated that in positive sentence, DO/DOES has function to indicate *emphasis.*

*I **do** study English every day.*

According to Baskara (2008:1), the chart below shows how Affirmative, Negative and Interrogative Simple Present Tense are constructed.

Chart 6

Statements +	Statements -	Questions ?	Short answer +	Short answer -
I work.	I don't work.	Do I work?	Yes, I do.	No, I don't.
He works.	He doesn't work.	Does he work?	Yes, he does.	No, he doesn't.
She works.	She doesn't work.	Does she work?	Yes, she does.	No, she doesn't.
It works.	It doesn't work.	Does it work?	Yes, it does.	No, it doesn't.
You work.	You don't work.	Do you work?	Yes you do.	No, you don't.
We work.	We don't work.	Do we work?	Yes we do.	No, we don't.
They work.	They don't work.	Do they work?	Yes they do.	No, they don't.

This is about how to make affirmative and negative sentences, Yes/ No questions and short answers and was taken from Baskara. (2010). Learning English. Retrieved from Learning English: www.learningenglish.

The explanation of the chart is as follows:

1. The rule of Affirmative Simple Present Tense

Subject + Verb1 / Verb 1 - s/es + object

Verb 1 without suffix *s/es* is used when the subject is the first person, second person, or third person plural.

For example:

I sweep the floor.

You play marbles.

However, we use Verb 1 with the suffix *s/es* if the subject is the third person singular.

For example:

She eats bread.

He likes her.

2. The rule of Negative Simple Present Tense

Subject + do/does + not + verb 1 +

Do is used when the subject is the first person, second person, or third person plural.

For example:

I don't like apples.

They don't live here.

Does is used when the subject is the third person singular.

For example:

She doesn't hate school.

It doesn't like milk.

3. The rule of Interrogative Simple Present Tense

> Do/Does + subject + verb 1 + object

Do is used when the subject is the first person, second person, or third person plural.

For example:

Do I love you?

Do we agree on his decision?

Does is used when the subject is the third person singular.

For example:

Does she understand?

Does he work here?

GAMES DEFINITIONS

According to Chen (2000), games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. They are thus a natural self-expression for both the young and old. They have the advantage of attention in focusing, providing a self-motivating environment for the students with their active participation.

A universal form of recreation general including any activity engaged in for diversion or amusement and often establishing a situation that involves a contest or rivalry (Safra, Yannias & Goulka, 1998:105).

Allery (2004), defined a game as "a competitive activity with a prescribed setting, constrained by rules and procedures. The learning results for playing the game (for example, interactions and behaviors exhibited) and not form the academic content or specialist subject matter" (p.504)

ADVANTAGES

Carrier (1980), mentioned that the use of games in the classroom has many advantages and some of them are:

- "Games give a variety of tools to facilitate the teaching-learning process;" in other words, teachers can make use of games as they are one of the

complementary tasks of the syllabus and with which students can better develop their learning strategies.

- "Games are flexible," it means that they can be used for teaching any aspect of the language. One game can even be used to teach two or more three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.

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

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

- "Games make students produce language subconsciously." This means that students learn the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are right or wrong; they just produce it and achieve it.

- "Games stimulate students' participation and give them confidence." This is when students free themselves in order to participate, get the best score or

even to be the best in the class. They usually feel more confident with their performance and this make they learn and practice new structures, learn from their mistakes and fulfill the goals of the class, indeed.

- "Games transform the teacher's role from that of formal instructor to that an organizer and moderator of the class." In other words, games reduce the domination of the classroom done by the teacher. So, there is no too much teacher talking time any more, only the necessary to model and moderate the activity. The teacher mainly observes the students while they carry out the activity rather than exposing, explaining and correcting.

- "Games can also serve as a testing mechanism" because they expose students' weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as a formal evaluation.

WHICH GAME TO USE (AUTOR)

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful; however, when its value is considered from the view point of foreign language teaching, it may have little or no purpose.

Nedomová underlines the fact that we "should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc."

Of course, considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students' language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on. When a game's value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language so that the grammatical knowledge can be used easily as they are playing the game.

Additionally, Rixon details that games enable social interaction and participation is also important. Learners, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team. Hence, what teachers should consider while choosing a game is the fact that children learn best with games which require physical action, interaction, competition and participation. It is also important to consider the size and the physical properties of the classroom, the equipment, the materials and the time available for a game

In conclusion, teachers should take all these factors into account while choosing a game because a game which seems to be most appropriate may turn into a complete failure in the end.

WHEN TO USE GAMES

Hadfield (1999),stated "Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action."

Hadfield further emphasizes the effective use of games. Students are always resistant to do the tasks. Therefore, games are used so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective because students can play and learn at the same time.

Games are mostly used when there is some time left at the end of the lesson to keep students quiet. However, Lee (1979), proposes that "games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do." With this in mind, games should be put into the center of classroom teaching and they should not be treated as a merely warm-

up activity. Rinvolucri (1990), clarifies that a game can be used in any of these three stages while using them as a part of grammar instruction:

1. Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners;

2. After a grammar presentation to see how much the group have grasped;

3. As a revision of a grammar area (p. 3)

As a result, teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary.

McCallum (1980), suggests that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the teacher should first understand how the game is played. Especially when working with children, the teacher should always be prepared to adapt the game to the students of the class. After choosing the game, the teacher should explain its rules to the learners in a direct and non-complicated way. Especially for young learners, it may be necessary to use the mother tongue because if these learners cannot understand how to play the game, there is no educational purpose in playing it.

Demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners. According to Celce-Murcia M. (1979: 54-55), "interruptions should be as infrequent as possible so as not to detract from the student's interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over". In other words, as sudden interruptions may distract learners' attention, it is better to wait until the game is over to discuss and correct the mistakes of the learners. In addition, appropriate class organization increases the success of a game.

Many games require the class to be divided into groups or pairs. This gives the teacher a chance to monitor the activity of the learners while they are playing the game. McCallum (1980), asserts that learners should be in the same team during the year because it both saves the teacher's time and helps learners develop team spirit that promotes exchange of ideas among themselves. Pair work is also beneficial as it develops learners' communication skills. In short, dividing the class into pairs and groups enables learners to improve their language and communication skills while promoting competition among the teams or pairs. As such, the teacher may find more time to focus on students' language development.

Evidently, games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their

ability in using language as they are given a chance to use language in the situations which have a purpose (Deesri, 2002: 3). Celce-Murcia & Hlles (1988:132), claim that when English language learners participate in games, the language they use is task-oriented and their aim is to do more than produce the correct speech. Therefore, games provide learners with a chance to practice grammar communicatively provided that games attract learners' attention to some specific forms before the communicative practice. When this is achieved, the relation between form and discourse is enhanced with the help of games because the form(s) aimed for attention exist naturally in the larger discursive context provided by games.

In short, games provide learners with an opportunity to drill and practice grammatical rules and forms by presenting them in a communicative way. Communicative competence games, which were initially treated as time fillers or for relaxation activities, began to appear as an indispensable part of any English foreign language teaching program.

TEACHING GRAMMAR THROUGH GAMES

Games are definitely the most natural way of learning something. Playing is the most effective method for children. Through playing they meet with their environment, understand many principles of how things work and it is easy for them to remember something which is connected with pleasure, fun or amusement. Vernon (2006), suggests that the theory of intrinsic motivation may

also give some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don´t yet understand the concepts of why it´s important to know proper grammar, so these external factors won´t affect them much either. Instead, intrinsic motivation can encourage them to play games. If these games are good then they will be learning while they are playing.

Vernon (2006), continues that using games in teaching is valuable because:

- Games are really very motivating, even for those who are ashamed or are afraid of making mistakes;

- Games help to involve pupils of each level;

- Pupils can learn to speak English as fast when they are excited about learning.

- Games support using new grammar rules unviolently;

- Games teach pupils to cooperate;

- Pupils learn not only grammar but other four skills – speaking, writing, listening and reading;

- Games teach communication and fair-play.

COMMON GRAMMAR GAMES

a) Living sentences (Lee, 1979: 121)

Level: Elementary

Age: Children

Group size: Teams

Use: Reading and sentence structure.

Instruction: Give each team some word-cards.it is important that each student of the team has one word-card. Then ask them to form sentences with the cards (they have to form the sentences with their body). The team which forms the sentence in less time is the winner. The sentence should be accepted according to student's level. It is better to play the game one time at a time, or if there is enough space, two or more teams simultaneously.

b) Simon Says (Turtledove, 1996:92)

Level: Elementary/ intermediate

Age: Children/ teenagers

Group size: Whole class

Use: Listening practice to recognize oral commands.

Instruction: A command, or a series of commands is given to the whole class which obeyed when the teacher says "Simon Says", if she does not say so, nobody does anything. E.g. Touch a window (nobody does anything), Simon says hold up a green book (everybody does the action). The students who make mistakes are eliminated. The winner is the last student who follows correctly the commands. What vocabulary and syntax are used depends on the interest, age, level and the achievement of the class.

c) Grammar Galore (Mrtinez, Perez, & Portillo, 2007)

Level: Elementary/ intermediate/advanced

Age: Older Children

Group size: Pairs

Use: Spelling practice, noun and verb modifiers.

Instruction: Divide the class into pairs. Give the pairs a word. Pairs work together to find a word for each letter of the given word. Ask students to check out if the words are verb or noun modifiers because the y have to find words according to the type that it belongs.

d) The lost twin (Carrier, 1980:59)

Level: Intermediate/advanced

Age: Older Children, Adults

Group size: Pairs

Use: Pronunciation, Listening and Speaking.

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

e) Noughts and crosses/tic-tac-toe

This game can be used for each level. This game would be suitable for smaller groups of pupils. The class is divided into two groups. One group has noughts and the second has crosses. A teacher prepares a large table on the board and writes words intent on various grammar points (adjectives, irregular verbs...) in the fields. Pupils must say opposites, comparatives or

superlatives or past forms. The team is expected to make a line of three or five crosses or noughts.

This game has the advantage of being used for different grammar but it also has a disadvantage because it needs some time to prepare it on the board and the game could be a bit chaotic when there is a large group of pupils.

f) Dominoes

It is a very old game that consists of plastic, wooden or paper blocks which are divided in two halves. On each side there is something different written or drawn. Before the game you must first turn dominoes face down and mix them. The players choose the blocks (mostly about five) and they must not show them to anyone.

One player begins with putting one block on the table, and then the other continues with putting another block with the same picture next to the first one. If he does not have an acceptable block, he must take another block from the pile and another player continues in playing. The winner is the player who does not have any block. You can practice various kinds of grammar such as irregular verbs, adjectives, pronouns etc.

This game has an advantage because of its variability, it can be played in pairs or in groups of more pupils, and children know the rules, so the game

does not need a long explanation. It also does not need large space for playing, one table is enough, and does not need any materials for playing except the domino.

g) Board games

Board games are really very popular with pupils. They are very adaptable and teachers can practice any grammar they want. Board games are made for pair work or group work.

All you need are some figures, a dice, a board and sometimes paper and a pencil. The game has Start and Finish. A pupil is supposed to throw the dice and according to the number he goes through the game. The field where he stays has some task, which he must fill in. The winner is the pupil who reaches Finish as the first.

The advantage is that this game is variable, so you can use it for pair work or group work. You can use your own game or download some from the Internet. However, the disadvantage is that you must have enough copies for the whole group. Also it is difficult to check all the groups and to correct their mistakes.

h) Battleships

It is a well-known game including two players and two copies of a chart. Players draw their battleships into the chart and the game can begin. They

use words or sentences written vertically and horizontally to hit the rival´s battleship. The winner is the first one who covers all ships.

The advantage of this game is that you can practice wherever you want and whatever grammar you want. It is not a difficult game for preparation and pupils memorize the grammatical structure very easily. However, the disadvantage is that you must prepare the chart for playing the game.

Finally the approach used in this research is deductive approach. In this case, rules, principles, concepts are presented first, and then their applications are treated with examples. A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart in 2000 was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her student situation.

CONTEXT

"Adolfo Valarezo" Public high school was selected as the place for the present research work, and it is the school where the researcher was currently teaching

and observing as a part of her teaching practicum; therefore, she had insight into the spectrum of English teaching within the school. "Adolfo Valarezo" Public high school is located in Sagrario Parish and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public high school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory for middle and high schools. In the case of "Adolfo Valarezo" Public High school, the treatment of English as a subject within the curriculum of the school is compulsory and this is reflected in the five class periods devoted to teach it. The school has five English teachers as part of its teaching staff.

PARTICIPANTS

This research was applied at "Adolfo Valarezo" Public High School to a student that had five hours of English classes a week. At the time of the observation, the student was working with past tense using the textbook without applying any type of games for teaching this kind of grammar. The student, a 15- year old girl, who was named Anne to protect her identity. Although she had been receiving English classes since elementary school, she had some gaps with the structure of the simple present. Anne felt frustrated because she was uncomfortable participating in English classes and was not getting good grades. Currently, the

professor was not doing anything to help Anne to improve the use of the present tense.

Permission to conduct the study was obtained from the principal through a written formal letter, and from the English teacher through verbal authorization. Confidentiality was maintained through password-protected data banks, with only the researcher and research professor having access to the data.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the games applied to develop the Learning of Present Simple Tense. It helped in the observations done before and

during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through two test-administering sessions, an interview and regular entries to a field diary. It was also adopted to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the two tests as the qualitative text analysis of the data received from the interviews and field diary.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted to facilitate learning and focus the information. Technology offered

valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

The instruments that were used to collect the information were the following:

- One researcher-made test assessing the student`s knowledge about the Simple Present Tense (Annex, page 101) was applied at the beginning and at the end of the intervention (pre, and post-test).

- Qualitative data keeping track of the student`s progress was collected in a Field diary (Annex, page 105). In the field diary the researcher detailed information and questions in order to know how she was feeling in the development of each class.

- A semi-structured interviews (Annex, page 100) was conducted and primarily open-ended questions were asked in order to allow aspects of a particular matter to be explored in detail.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target

population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was a student of "Aldolfo Valarezo" Public high School. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations (Annex, page 105) of the English classes of the 3rd-C year of basic education in order to identify the issues the student was facing.

The analysis of observations helped to form the problem statement and envision a possible solution; in order to support the questions raised during the observations, a theoretical framework was developed.

An intervention plan (Annex, page 88), organized in 8 lessons, and was designed to apply a game-based strategy with the help of the literature

framework. Then, the intervention plan was applied in April, 2014. During this stage quantitative and qualitative data were collected using the instruments mentioned above.

After collecting the data it was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.
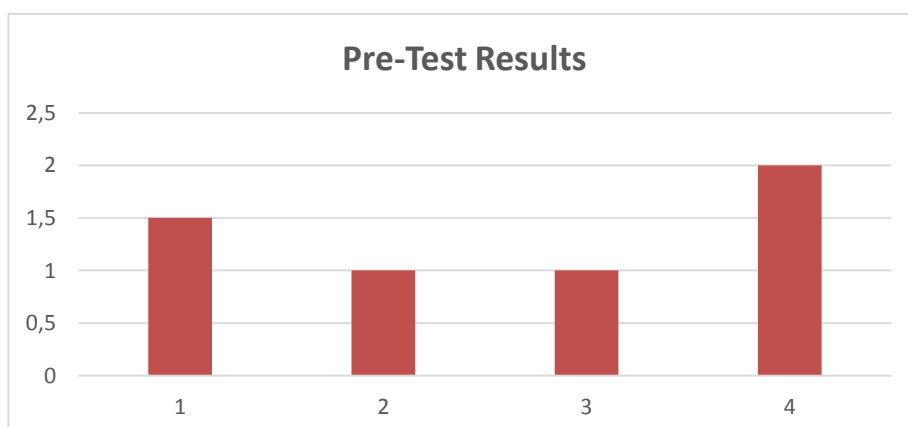
f. RESULTS

PRE-TEST RESULTS

The quantitative data came from the pre-test administered to a tenth year student at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to four questions each one related to Present Simple Tense in its four grammar forms: *affirmative sentences, negative sentences, Yes/No questions* and *short answers*.

a. **Chart 1   Pre-test Results**

Student's code	Q. 1 2.5	Q.2 2.5	Q.3 2.5	Q.4 2.5	Total 10
Anne	1.5	1	1	2	**5.5**
	60%	40%	40%	80%	**55%**

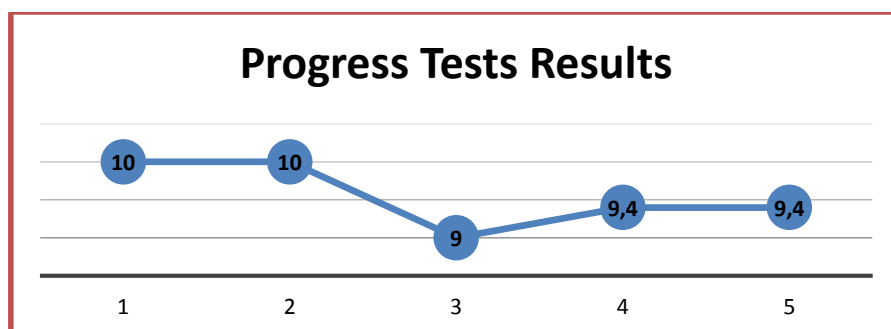*Note.* Q: question; Numbers: number of question.

b. **Graphic 1**

Source: 10ᵗʰ year student "Adolfo Valarezo" public high school
Researcher: Esrher Mariuxi Vera Córdova

The pre-test results show that "Anne" had most difficulties in question 2 and question 3, in other words, *making negative sentences* and *yes/no questions.* She received 1 out of 2.5 points (40%) for each question because she could not differentiate when to use "Don't" and "Doesn't" and "Do" or "Does." However, in question 1, making affirmative sentences, she had fewer difficulties. She received 1.5 out of 2.5 (60%). In fact, she had few errors in most of the questions adding the "s" to the verbs and in question 4 making short answers, she did not have apparent difficulties. She received 2 out of 2.5 (80%) because she answered most of the questions with a correct structure. Considering her overall score in the grammar test, the student's achievement was very low (55%) which means she had to catch up in all the areas tested.

PROGRESS TESTS RESULTS

According to the progress tests results, the researcher designed an intervention plan organized with a logical process-learning order. Firstly, the student recognized the personal pronouns and after she had to write positive and negative sentences, yes/no questions and short answers.

Graphic 2

Progress Tests Results

10	10	9	9,4	9,4
1	2	3	4	5

Source: 10ᵗʰ year student "Adolfo Valarezo" public high school
Researcher: Esrher Mariuxi Vera Córdova

During the intervention plan Anne had to complete a lesson assessment after every class. Each lesson assessment had 2 tasks with 9 questions each. In the first quiz Anne had to identify the following Pronouns: I, you, we and they. Then, in the second lesson assessment she recognized which pronouns (he, she, and it) require a "s". Finally, in the third, fourth and fifth lesson assessments she had to write positive and negative sentences, yes/no questions and short answers respectively. The tests confirmed that the application of games *Noughts and crosses/tic-tac-toe, Dominoes, Board games* and *Battleships* helped to improve the knowledge of the Simple Present tense grammatical structure.

POST TEST RESULTS

The same test was applied that considered the same parameters to measure student performance of the Simple Present Tense.

a. Chart 2   Post-test Scores

Student's code	Q. 1 2.5	Q.2 2.5	Q.3 2.5	Q.4 2.5	Total 10
Anne	2.5	2.5	2.5	2.5	**10**
	100%	100%	100%	100%	**100%**

*Note.*Q: question; Numbers: number of question.

b. Graphic 3

Post-Test Results

Source: 10th year student "Adolfo Valarezo" public high school
Researcher: Esrher Mariuxi Vera Córdova

The post-test results indicated that after the intervention period "Anne" improved in all the areas because she had a perfect score. Thus, in question 1, making affirmative sentences, she did not present any problem adding *"s"* to the verbs. In questions 2 and 3, making Yes/No questions and negative sentences, she could distinguish when to use "Do" or "Does" and "Don't" or "Doesn't" respectively. Finally, in question 4, making short answers, she used the correct structure and punctuation to answer. Therefore, she improved in all the areas because she has 2.5 in each question that is the total score for each one. Finally, she was able to establish the relationship between verb forms and pronouns that apparently was a problematic area in relation to grammar.

COMPARING TEST RESULTS

a. Chart 3 Comparing tests results

Student's code	Pre-test				Post-test			
	Q.1	Q.2	Q.3	Q.4	Q.1	Q.2	Q.3	Q.4
Anne	1.5	1	1	2	2.5	2.5		2.5
Anne				2.5				

Note. Q: question; Numbers: number of question.

This chart showed that Anne has increased her total score because in the pretest she achieved 5.5 but in the posttest she achieved 10, which is a perfect score. In question 1, making affirmative sentences, the score increased from 1.5 to 2.5 In question 2 making negative sentences improved from 1 to 2.5 and the same in question 3 making yes/no In question 4 had a few change from 2 to 2.5 making short answers. In other words, the application of games was an excellent tool to improve the weaknesses that Anne presented with the Simple Present Tense.

b. Graphic 4
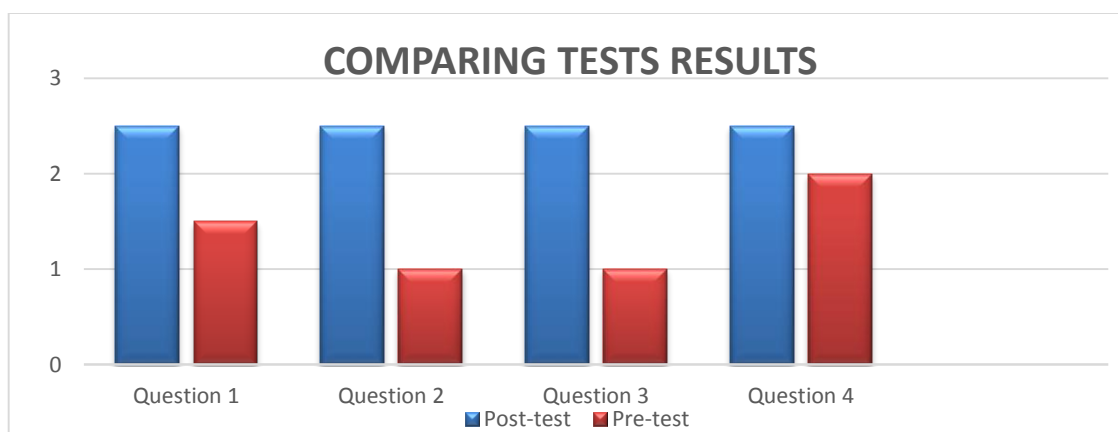
Source: 10th year student "Adolfo Valarezo" public high school
Researcher: Esrher Mariuxi Vera Córdova

ANALYSIS OF THE INTERVIEW

QUESTIONS	ANSWER
1. Do you like the English classes? Why?	Si un poco para aprender el idioma extranjero.
2. Which difficulty have you faced in the English classes?	Casi nunca
3. Do you practice grammar with games in the English classes?	No
4. How often do you practice grammar with games in the English classes?	No answer
5. How do you feel doing the English tasks?	Bueno aunque a veces son un poco difíciles
6. Is it easy for you to do your homework? Why?	Si porque nos ayudamos con el diccionario y se nos hace más fácil.

The interview demonstrates that Anne likes English a little because with this she learns a Foreign Language, in others words she is interested in learning English. Also, she answers that she had few difficulties in the English classes. However, in grammar she presents difficulties when she has to use the Simple Present Tense in sentences and questions. In addition, she clarifies that she did not practice grammar with any type of game for this reason it was very important choose at least one game at the moment of teaching grammar. Finally, doing tasks and homework she does not have a lot of problems because she used her dictionary as an aid, it could be useful but when we talk about grammar is more important the rules.

g. DISCUSSION

In this study, A Case Study Using Games to Assist in Improving Knowledge of Present Tense with a 10th Year Student in Parallel "C" at 'Adolfo Valarezo' Public High School, Academic Year 2013-2014, it was expected that the student would improve knowledge of Present Tense through the use of games. Before carrying out the intervention plan the researcher stated the following inquire: How does the use of games assist in improving knowledge of present tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School during the academic year 2013-2014? Based on the findings of this study, it was revealed that using games as a strategy to improve student's knowledge of Simple Present Tense had a significant effect on improving student's understanding. It is important to comment that student collaboration was great although there were difficulties at the moment of performance the pretest. Deesri, (2002: 3) confirms that Games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given a chance to use it.

The findings in the pre and posttests revealed an important change in the knowledge of using Simple Present Tense. The pretest showed that the student did not understand the structure of Simple Present Tense. Thus, in the pretest she achieved 5.5 but in the posttest, she got 10, which is a perfect score. In question 1, making affirmative sentences, the score increased from 1.5 to 2.5

because she can add correctly the "s" to the verbs. In question 2 making negative sentences improved from 1 to 2.5 and the same in question 3 making yes/no questions because she identify the structure of when to use do or does and don't or doesn't. In question 4 had a few change from 2 to 2.5 making short answers because she apply correctly the structure. However, in this case is impossible to prove the correlation because is only one student but the results demonstrate a significant change.

Throughout the process of the intervention plan there were positive attitudes from Anne. She always made enough time to receive the classes planned to improve the difficulties that she had with Simple Present Tense. Additionally, Anne always enjoyed her classes because through the games she learnt grammar and at the same time smiled with the games. Also, during this process I was proved that if there is not the English teacher is better because the researcher could teach Anne in accordance with the practice experience.

The use of games as a strategy to improve the knowledge of Simple Present Tense was a success because they helped Anne to increase the understanding of this Tense. The increase in the knowledge of Simple Present Tense was demonstrated in the pre and posttests applied in the intervention. Carrier in 1980 stated that Games stimulate students' participation and give them confidence." This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel more confident with their

performance and this make they learn and practice new structures, learn from their mistakes and fulfill the goals of the class, indeed.

Finally, this research helped the investigator in many ways and one of them is that in the future as a teacher the researcher will be aware that the use of games is a good strategy to teach grammar. The methods of data collection were pre and posttests. Even though, the way in which the questions of the pre and posttests were not enough well. However, these played an important role in this research because with them the researcher collected the necessary information. Also, the guidance that this research gave the investigator is that she had a problem she needs to give a practical solution.

h. CONCLUSIONS

Based on the findings, derived from the results of this study, the researcher conclude the following:

✓ The issues that limited the learning of Simple Present Tense with the tenth year student were that Anne had problems with the Simple Present Tense when she had to make affirmative and negative sentences, yes/no questions and short answers.

✓ The intervention plan designed in eight sessions was addressed to face the issues that the student had in learning Simple Present Tense. The lessons were planned based on the student's cognitive process to build up her knowledge. Each lesson was prepared considering the weaknesses that the student presented in the pre-test, it was done using games as a strategy. The eight lessons were reinforced with activities that enable the student to identify and recognize the structure of the Simple Present Tense and understand the use of it, all of this was achieved thankful to the games applied.

✓ Fourth games were used to improve the learned of Simple Present Tense of the tenth year student. During the whole intervention plan Noughts and crosse/tic-tac-toe games, board games, Battleships games and dominoes games were applied to help student to practice and understand the Simple

Present Tense. The games mentioned assisted in the improvement of the use of Simple Present Tense in positive and negative sentences, Yes/No questions and short answers.

✓ The use of games as part of the classroom activities reduced the student's limitations meaningfully. It was demonstrated in the student's collaboration to participate in each lesson and the progress she reached performing her tasks. The change of the scores from the pretest (5.5) and posttests (10) is relevant evidence that demonstrates the positive impact that the games had in this intervention.

✓ A case study is a good research because is useful to establish a firm research focus to which the researcher can refer over the course of study of a complex phenomenon or object. This is an excellent kind of research because through it the student learn in a better way the structure of the Simple Present Tense with the application of games.

i. RECOMENDATIONS

✓ The researcher suggests applying and analyzing the use of resources such as games to teach the Simple Present Tense because through them students enjoy but at the same time they learn different English grammar structures in this case Simple Present Tense.

✓ To make well-designed tests because the correct questions measure the weaknesses before starting with the application of any strategy and after the application of this one.

✓ Teachers should apply Noughts and crosse/tic-tac-toe games, board games, Battleships games and dominoes games in the English language classes because they help to teach in a relax way.

✓ Teacher should take into account the size and the number of the class to improve the effectiveness of the games because if the number of the class is extensive it could cause a chaos and if the size of the class is too small is impossible to apply any kind of game. Thus, it is important to make a balance between the number of the students and size of the class.

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k. ANNEX

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ÁRTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

<u>PROJECT</u>

A CASE STUDY USING GAMES TO ASSIST IN IMPROVING KNOWLEDGE OF PRESENT TENSE WITH A 10TH YEAR STUDENT IN PARALLEL "C" AT "ADOLFO VALAREZO" PUBLIC HIGH SCHOOL, ACADEMIC YEAR 2013-2014.

Thesis project previous to obtain the bachelor's degree in Science Education, English Language Specialization

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2014

a. THEME

A CASE STUDY USING GAMES TO ASSIST IN IMPROVING KNOWLEDGE OF PRESENT TENSE WITH A 10TH YEAR STUDENT IN PARALLEL "C" AT "ADOLFO VALAREZO" PUBLIC HIGH SCHOOL, ACADEMIC YEAR 2013-2014

b. PROBLEMATIC STATEMENT

2.1. BACKGROUND

The present research work will be carried out at "Adolfo Valarezo Public High School", which is located in the Sagrario Parish in the east of city of Loja. The institution has about 1000 students distributed in the eighth, ninth and tenth years of basic education, and the first, second and third years of Bachillerato. The staff counts with 57 full time teachers, placed in the third and fourth level of Education, all of them with degrees in different educational areas; it also has an administrative staff of 11 members.

The English Department has a director and a secretary of area; it counts with five teachers of English each one with thirty hours per week so the students receive five hours of 40 minutes in the week.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

This study will be carried out with a 10th year student, parallel "A" at the "Adolfo Valarezo" public high school. This group of twenty-eight students has five hours of English classes weekly. At the time of the observation, the group was working with past tense using the textbook without applying any type of games for teaching this kind of grammar

In this class there is one student, 15 years old, who will be named Anne to protect her identity. Although she has been receiving English classes since elementary school, she has some gaps with the structure of the present simple. Anne feels frustrated because she is uncomfortable participating in English classes and is not receiving good grades. Currently, the professor is not doing anything to help Anne to improve the use of the present tense.

This case study is based upon the implementation of games to improve Anne's use of present tense.

2.3. RESEARCH PROBLEM

How does the use of games assist in improving knowledge of present tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School during the academic year 2013-2014?

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The research project will be developed in the academic period 2013 -2014.

b) Spatial

The "Adolfo Valarezo" Public High School is the establishment in which will be carried out this project.

c) Observation units

The researcher Esther Mariuxi Vera Cordova as a practitioner.
A student, Anne, of 10th year parallel "C" at "Adolfo Valarezo" Public High School.

d) Subproblems

What kind of theoretical references about games present simple are effective to help a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014?

What are the issues that limit the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014?

What are the important phases of the intervention plan that address the current issues about the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014?

Which games are implemented to improve the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014?

How do games as part of the classroom activities improve the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014?

c. JUSTIFICATION

This work is carried out to help a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School to improve her knowledge with simple present tense through games. The aims of this research are to gain practical professional experience using different types of games, to create an effective solution to improve present tense grammar through these games and to obtain the Bachelor´s degree in English language specialization.

This action research is done to allow the researcher to obtain experiences using games such as Dominoes, Information Exchange, Information Gathering, and Verb Dominoes during a class. Also the researcher can gain knowledge of the results of game implementation in teaching the present simple. Consequently, the investigator can approve the games' effectiveness in teaching grammar in the class.

Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. McCallum (1980) emphasizes this point by suggesting that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." Thus, the use of games can help resolve the student's difficulties   with present simple.

Likewise this work is a requirement for the researcher, in order to get the   Bachelor´s degree in Sciences of Educations, English language specialization as established in the regulations of the Education, Art and Communication Area of the National University of Loja.

d. OBJECTIVES

GENERAL

To improve the knowledge of present tense using games with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, Academic year 2013-2014.

SPECIFICS

- To investigate the theoretical references about games as a strategy and present simple tense in the English language to help a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014.

- To diagnose the issues that limit learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014.

- To design an intervention plan with the use of games to identify their effectiveness with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014.

- To apply the intervention plan as part of the classroom activities in order to reduce the limitations in the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014.

- To reflect upon the effect that the games had on 10th year student's use of present simple tense at "Adolfo Valarezo" Public High School, academic year 2013-2014.

e. THEORETICAL FRAME

The sentences are acceptable grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately (Richards, Platt and Weber)

5.1. Grammar

5.1.1. Definitions

According to Richards, Platt and Weber (2005: p.2), grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences.

Crystal (2004) affirms, "Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning."

Jeld Abu (2004), clarified grammar as: The sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers.

5.1.2. Tenses of Parts of Grammar

In grammar, the students are provided with many rules of a language. One of them is tense. Hornby (1995: 123) states that tense is a verb form or series of verb forms used to indicate the time of the action or state. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

a) Simple Present Tense

Simple Present Tense is one of tenses that is important to be mastered by the students. Wrong perception of Present Simple Tense will affect the students" ability in constructing or understanding Simple Present Tense sentences. Simple Present Tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general (Krohn, 1971).

Usage

According to Baskara (2010: 1), usage is the way in which a word or phrase or sentence is normally and correctly used. Here are the rules of usage of Simple Present Tense:

Subject   +   auxiliary verb   main verb

Do/Does   base

There are three important exceptions:

✓ For positive sentences, we do not normally use the auxiliary.

✓ For the 3rd person singular (he, she, it), we add "**s"** or "**es"** to the main verb and "**es"** to the auxiliary in the negative and questions form.

✓ For the verb **to be**, we do not use an auxiliary, even for questions and negatives.

Look at these examples with the main verb *like*:

	Subject	**auxiliar verb**		**main verb**	
+	I, you, we, they			like	coffee.
	He, she, it			like	coffee.
−	I, you, we, they	Do	not	like	coffee.
	He, she, it	Does	not	like	coffee.
+	Do	He, she, it		like	coffee?
	Does	he, she, it		like	coffee?

Look at these examples with the main verb *be*. Notice that there is no auxiliary:

	Subject	Main Verb		
+	I	Am		French
	You, we , they	Are		French
	He, she, it	Is		French
-	I	Am	not	Old
	You, we, they	Are	not	Old
	He, she, it	Is	not	Old
?	Am	I		late?
	Are	You, we, they		late?
	Is	He, she, it		late?

Baskara stated that, in positive sentence, DO/DOES has function to indicate emphasis.

I **do** study English every day.

According to Baskara (2008:1), the chart below shows how Affirmative, Negative and Interrogative Simple Present Tense are constructed:

Statements +	Statements -	Questions ?	Short answer +	Short answer -
I work.	I don't work.	Do I work?	Yes, I do.	No, I don't.
He works.	He doesn't work.	Does he work?	Yes, he does.	No, he doesn't.
She works.	She doesn't work.	Does she work?	Yes, she does.	No, she doesn't.
It works.	It doesn't work.	Does it work?	Yes, it does.	No, it doesn't.
You work.	You don't work.	Do you work?	Yes you do.	No, you don't.

We work.	We don't work.	Do we work?	Yes we do.	No, we don't.
They work.	They don't work.	Do they work?	Yes they do.	No, they don't.

The explanation of the chart is as follows:

1. **The rule of Affirmative Simple Present Tense**

> Subject + Verb1 / Verb 1 + s/es + object

Verb 1 without suffix *s/es* is used when the subject is the first person, second person, or third person plural.

For example:

I sweep the floor.
You play marbles.

However, we use Verb 1 with the suffix *s/es* if the subject is the third person singular.

For example:
She eats bread.
He likes her.

2. **The rule of Negative Simple Present Tense**

> Subject + do/does + not + verb 1 +

Do is used when the subject is the first person, second person, or third person plural.

For example:
I don't like apples.
They don't live here.

Does is used when the subject is the third person singular.

For example:

She doesn't hate school.

It doesn't like milk.

3. **The rule of Interrogative Simple Present Tense**

> Do/Does + subject + verb 1 + object

Do is used when the subject is the first person, second person, or third person plural.

For example:

Do I love you?

Do we agree on his decision?

Does is used when the subject is the third person singular.

For examples:

Does she understand?

Does he work here?

5.2. Games

According to Hadfield (1999), "Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action."

Hadfield further emphasizes the effective use of games. Students are always lazy to do the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and

willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time.

5.2.1. Definitions

According to Chen (2000), games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. They are thus a natural self-expression for both the young and old. They have the advantage of attention in focusing, providing a self-motivating environment for the students with their active participation. A universal form of recreation general including any activity engaged in for diversion or amusement and often establishing a situation that involves a contest or rivalry (Safra, Yannias & Goulka, 1998:105).

Allery (2004)) defined a game as "a competitive activity with a prescribed setting, constrained by rules and procedures. The learning results for playing the game (for example, interactions and behaviors exhibited) and not form the academic content or specialist subject matter" (p.504)

5.2.2. Advantages

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

- "Games give a variety of tools to facilitate the teaching-learning process;" in other words, teachers can make use of games as they are one of the complementary tasks of the syllabus and with which students can better develop their learning strategies.

- "Games are flexible," it means that they can be used for teaching any aspect of the language. One game can even be used to teach two or more three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.

- "Games make the lesson less monotonous," as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.
- "Games raise the students' motivation" in such a way that the students enjoy their learning so much that they might not realize they are doing so.

- "Games make students produce language subconsciously." This means that students learn the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are right or wrong; they just produce it and achieve it.

- "Games stimulate students' participation and give them confidence." This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel more confident with their performance and this make they learn and practice new structures, learn from their mistakes and fulfill the goals of the class, indeed.

- "Games transform the teacher's role from that of formal instructor to that an organizer and moderator of the class." In other words, games reduce the domination of the classroom done by the teacher. Ergo, there is no too much teacher talking time any more, only the necessary to model and moderate the activity. The teacher mainly observes the students while they carry out the activity rather than exposing, explaining and correcting.

- "Games can also serve as a testing mechanism" because they expose students' weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes about students' mistakes and weak points to give an

adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as a formal evaluation.

5.2.3. Which Game to Use

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful.

However, when its value is considered from the view point of foreign language teaching, it may have little or no purpose. Nedomová (2007:19), underlines the fact that we "should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc." when they choose a game.

Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students' language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on. When a game's value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners' level so that the grammatical knowledge can be used easily as they are playing the game.

The fact that games enable social interaction and participation is also important. Learners, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team (Rixon, 1991:5). Hence, what teachers should consider while choosing a game is the fact that children

learn best with games which require physical action, interaction, competition and participation.

In addition to all these, there are many other factors such as the size and the physical properties of the classroom, the equipment, materials and the time available for a game (McCallum, 1980).

In conclusion, teachers should take all these factors into account while choosing a game because a game which seems to be most appropriate may turn into a complete failure in the end.

5.2.4. When to Use the Games

Games are mostly used when there is some time left at the end of the lesson to keep students quiet. However, Lee (1979: 3) proposes that "games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do." With this in mind, games should be put into the center of classroom teaching and they should not be treated as a merely warm-up activity. Rinvolucri (1990), clarifies that a game can be used in any of these three stages while using them as a part of grammar instruction:

a. Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners;

b. After a grammar presentation to see how much the group have grasped;

c. As a revision of a grammar area (p. 3).

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary. McCallum (1980) suggests that the teacher should organize the game before the

instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the teacher should first understand how the game is played. Especially when working with children, the teacher should always be prepared to adapt the game to the givens of the class. After choosing the game, the teacher should explain its rules to the learners in a direct and non-complicated way. Especially for young learners, it may be necessary to use the mother tongue because if these learners cannot understand how to play the game, there is no educational purpose in playing it.

Therefore, demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners. According to Celce-Murcia M. (1979: 54-55), "interruptions should be as infrequent as possible so as not to detract from the student's interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over". In other words, as sudden interruptions may distract learners' attention, it is better to wait until the game is over to discuss and correct the mistakes of the learners. In addition, appropriate class organization increases the success of a game.

Many games require the class to be divided into groups or pairs. This gives the teacher a chance to monitor the activity of the learners while they are playing the game. McCallum (1980) asserts that learners should be in the same team during the year because it both saves the teacher's time and helps learners develop team spirit that promotes exchange of ideas among themselves. Pair work is also beneficial as it develops learners' communication skills. In short, dividing class into pairs and groups enables learners to improve their language and communication skills while promoting competition among the teams or pairs. As such, the teacher may find more time to focus on students' language development.

Games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situations which have a purpose (Deesri, 2002: 3). Celce-Murcia & Hlles (1988:132) claim that when English language learners participate in games, the language they use is task oriented and their aim is more than producing the correct speech.

Therefore, games provide learners with a chance to practice grammar communicatively provided that games attract learners' attention to some specific forms before the communicative practice. When this is achieved, the relation between form and discourse is enhanced with the help of games because the form(s) aimed for attention exist naturally in the larger discursive context provided by games. In short, games provide learners with an opportunity to drill and practice grammatical rules and forms by presenting them in a communicative way. In sum, with the introduction of communicative competence, games, which were treated as time fillers or for relaxation activities, began to appear as an indispensable part of any English foreign language teaching programme.

5.2.5. Teaching Grammar through Games

Games are definitely the most natural way of learning something. Playing is the most effective method for children. Through playing they meet with their environment, understand many principles of how things work and it is easy for them to remember something which is connected with pleasure, fun or amusement. Vernon, (2006) suggests, the theory of intrinsic motivation may also give some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don´t yet understand the concepts of why it´s important to know proper grammar, so these external factors won´t affect them much either. Instead, intrinsic

motivation can encourage them to play games. If these games are good then they will be learning while they are playing.

Why is it worth using games in teaching?

- Games are really very motivating, even for those who are ashamed or are afraid of making mistakes.

- Games help to involve pupils of each level;

- Vernon says: "Pupils can learn to speak English as fast when they are excited about learning. " (2006)

- Games support using new grammar rules unviolently;

- Games teach pupils to cooperate;

- Pupils learn not only grammar but other four skills – speaking, writing, listening and reading;

- Games teach communication and fair-play.

5.2.6. Types of games

a) Living sentences (Lee, 1979: 121)

Level: Elementary
Age: Children
Group size: Teams
Use: Reading and sentence structure.

Instruction: Give each team some word-cards.it is important that each student of the team has one word-card. Then ask them to form sentences with the cards (they have to form the sentences with their

body). Check the time in which the sentence is formed. The team which forms the sentence in less time is the winner. The sentence should be accepted according to student's level. It is better to play the game one time at a time, or if there is enough space, two or more teams simultaneously.

b) Simon Says (Turtledove, 1996:92)

Level: Elementary/ intermediate
Age: Children/ teenagers
Group size: Whole class
Use: Listening practice to recognize oral commands.
Instruction: A command, or a series of commands is given to the whole class which obeyed when the teacher says "Simon Says", if she does not say so, nobody does anything. E.g. Touch a window (nobody does anything), Simon says hold up a green book (everybody does the action). The students who make mistakes are eliminated. The winner is the last student who follows correctly the commands. What vocabulary and syntax are used depends on the interest, age, level and the achievement of the class.

c) Grammar Galore (Mrtinez, Perez, & Portillo, 2007)

Level: Elementary/ intermediate/advanced
Age: Older Children
Group size: Pairs
Use: Spelling practice, noun and verb modifiers.

Instruction: Divide the class into pairs. Give the pairs a word. Pairs work together to find a word for each letter of the given word. Ask students to check out if the words are verb or noun modifiers because the y have to find words according to the type that it belongs.

d) The lost twin (Carrier, 1980:59)

Level: Intermediate/advanced

Age: Older Children, Adults

Group size: Pairs

Use: Pronunciation, Listening and Speaking.

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

e) Noughts and crosses/tic-tac-toe

This game can be used for each level; it depends only on a teacher. The class is divided into two groups. One group has noughts and the second has crosses. A teacher prepares a large table on the board and writes words intent on various grammars (adjectives, irregular verbs...) in the fields. Pupils roupmust say opposites, comparatives or superlatives; past forms. The team is expected to make a line of three or five crosses or noughts.

Likewise, it game has the advantage that is very variable and could be used for different grammar but also has a disadvantage because it needs some time to prepare it on the board, the game could be a bit

chaotic when there is a large group of pupils. This game would be suitable for smaller groups of pupils.

f) Dominoes

It is a very old game; it was probably invented in China in the 12th century. It consists of plastic, wooden or paper blocks which are divided in two halves. On each part there is anything different written or drawn. Before the game you must first turn dominoes face down and mix them. The players choose the blocks (mostly about five), they must not show them to anyone.

One player begins with putting one block on the table, and then other continues with putting another block with the same picture next to the first one. If he has not got an acceptable block, he must take another block from the pile and another player continues in playing. The winner is the player who has not got any block. You can practice various kinds of grammar irregular verbs, adjectives, pronouns etc.

Thus, this game has an advantage because is variability, it can be played in pairs or in groups of more pupils, children know the rules, so here the game need not explain for a very long time. Do not need large space for playing, one table is enough, and do not need any proprieties for playing except the domino.

g) Board games

Board games are really very popular with pupils. They are very variable and teachers can practice any grammar they want. Board games are made for pair work or group work. Everything you need are some figures, a dice, a board and sometimes paper and a pencil. The game has Start and Finish. A pupil is supposed to throw the dice and according to the number he goes through the game. The field where

he stays has some task, which he must fill in. The winner is the pupil who reaches Finish as the first.

The advantage is that this game is variability, so you can use it for pair work or group work. You can use your own game or download some from the Internet. However, there is a disadvantage you must have enough copies for the whole group. It is difficult to check all the groups and to correct their mistakes.

h) Battleships

It is a very known game including two players and two copies of a chart. Players draw their battleships into the chart and the game can begin. They use words or sentences written vertically and horizontally to hit the rival´s battleship. The winner is the first one who covers all ships.

Hence, this game has an advantage you can practice wherever you want and whatever grammar you want. It is not a difficult game for preparation. It is pair work. Pupils memorize the grammatical structure very easily but also has a disadvantage you must prepare the chart for playing the game.

f. METHODOLOGY

6.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of games to assist in improving the knowledge of present simple tense and see the reflections of her intervention.

6.2. METHODS, THECNIQUES AND INSTRUMENTS

6.2.1. METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the games applied in the developing of present simple tense. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners and field diary. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The *statistic method* will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the interviews and teacher's diary.

This work will use the research spiral cycles proposed by Kemmis & McTaggart (2000), since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005: 2).Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 1993; Atweb, Kemmis & Weeks, 1998).

Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped him/her reflect upon her teaching and improve his/her students' situation. The researcher intends to see if the plan would work

well or if any necessary modification or amendment would be needed to improve his/her students' language learning.

6.2.2. TECHNIQUES AND INSTRUMENTS

Data Collection

Two semi-structured interviews with a student, tests and research's field diary will be used to collect data in this study. Quantitative data will come from the tests and qualitative data will come from the interviews and research's field diary. All the data will be triangulated to confirm validity.

Tests

Two sets of face-to-face tests will be used. A test of fill in gaps questions will be used to collect student's answers about the knowledge of the present simple tense at the beginning and at the end of the intervention. This will allow the student to provide a wide range of responses. The tests will be used in class so that researcher gives a clear explanation to student and clarify all inquiries raised. In addition, one hundred percent return rate should be ensured.

Field Diary and notes

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situation that happen.

Interview

A set of face-to-face interview will be used. An interview will be used to collect student's answers about the gaps in present simple tense. This allow student to provide a wide range of response. The interview will be

conducted in class so that researcher gives a clear explanation and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

6.3. PROCEDURES

The action research work process will include the following stages: The intervention plan will start and end with tests. . Two tests will be applied; one at the beginning of the study to collect data on student's. A variety of activities will be introduced to improve the use of the simple present tense. A will be field diary used as instrument to help the researcher to observe students' performance during classes. Afterwards, a researcher's field diary will be written after each lesson or a semi-structured interview will be conducted to see student's perception of the strategy used.

Finally, the second test will be applied to check the overall students' progress after the intervention plan. The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, he will draw the conclusions of the intervention. Finally, the report of his intervention will be disseminated among the teachers, the partners and the school.

6.3.1. Tabulation

The tabulation of data will be done with the data collected in the two tests conducted. A logical analysis will be done with the information received.

6.3.2. Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

6.3.3. Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each test's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

6.4. POPULATION SAMPLE

The student from tenth year of Basic Education parallel "C" is chosen as sampling to develop the action research work. The participants of the study are 22 students between boys and girls. They are between fifteen and sixteen years old. The student receive five hours of English per week with a certified teacher, however she presents a very low English proficiency in simple present tense.

6.5. Intervention Plan

General Project Objective: To improve the knowledge of present tense using games with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014.				
	Objectives	*Activities*	*Procedures*	*Resources, Instruments*
Week one	**Lesson 1** To answer questions about present simple tense.	Evaluating	Teacher explains each question. Student takes the test.	Pen test

Week One	**Lesson 2** To identify (I, you, we, and they) using Noughts and crosses/tic-tac-toe game	Using verbs and pronouns. Completing worksheet	Teacher prepares a large table on the board with verbs (go, walk, travel, work, write, listen, read, speak). Teacher asks student to play with crosses. Student has to say each verb using pronouns (I, you, we, and they) until to make a line of five crosses but if she is wrong she has to start again. Student has to complete cluze sentences with verbs and pronouns.	Color pencils Worksheet Board Noughts and crosses/tic-tac-toe game

WeekTwo	**Lesson 3** To recognize which pronouns (he, she, and it) require a "S" using board game.	Recognizing he, she , it, and adding "S". Completing worksheet	Teacher shows a board where there are some verbs. Student needs to throw a dice. This is especially for recognizing the third singular person and add "s" to the verbs. Teacher gives student a worksheet and asks her to do the activities about which pronouns	Dice Figures Pencil Paper Worksheet Board game
Week Two	**Lesson 4** To write positivesentences using Battleshipsgame.	Writing positive sentences Completing worksheet	Teacher explains the structure to form positive sentences. Teacher displays a chart where there are different words written vertically and horizontally. Student has to complete at least six sentences to get award. Teacher gives a worksheet where she has to write	Pencils Worksheet Chart Battleshipsgame

WeekThree	**Lesson 5** To write negative sentences using dominoes game.	Writing "do not" and "does not" in negative sentences. Completing a worksheet.	Teacher explains the structure to form negative sentences. To display student the dominoes game, this consists of a chart with do not does not and verbs. Student has to make the instruction in this case form negative sentences. Teacher gives a worksheet there student has to complete with affirmative and negative	Dice Color pencils Chart Worksheet Dominoes game

WeekThree	**Lesson 6** To write questions using battleship game.	Writing "do" and "does" in questions. Completing worksheet	Teacher explains the structure of "do" and "does" in questions. Teacher presents a chart with some sentences. Student throw the dice ah has to make each sentence to question. Teacher gives a worksheet and student has to complete with	Dice Worksheet Chart Pencils Battleship game
WeekFour	**Lesson 7** To write positive and negative short answers using Noughts and crosses/tic-tac-toe game.	Writing positive and negative short answers. Completing worksheet.	Teacher explains the structure and punctuation of how to answer. Teacher displays a chart with horizontal and diagonal questions. Student has to answer at least six lines but if she is wrong she has to repeat it again. Teacher gives a worksheet and	Worksheet Chart Pencils Noughts and crosses/tic-tac-toe game

	Lesson 8 To take the post-test.	Evaluating	Teacher explains each question. Student takes the test.	Pen test
WeekFour				

g. TIME TABLE

PHASES	ACTIVITIES	2014 Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	2015 Jan.	Feb.	Mar.
Project	Project presentation	■													
	Correction	■	■												
	Project approval		■												
	Apoiment of thesis Advisor		■												
Intervention/action	Revision of the instruments		■												
	Plan the lessons		■												
	Act observe			■	■										
Thesis process	Data organization and tabulation				■										
	Interpreting and Reflecting					■									
	Writing up and reporting						■								
	Presenting the thesis report						■								
	Correction							■	■	■	■	■			
	Private review											■	■		
	Correction												■		
	Copying and Filling													■	
	Legal procedure's													■	■
	Public presentation														■

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

7.1. RESOURCES

7.1.1. Human

- ✓ Researcher

- ✓ Student of 10th year of Basic Education at "Adolfo Valarezo" Public High School.

7.1.2. Material

- ✓ Bibliography

- ✓ Copies

- ✓ Books

- ✓ Office Implements

- ✓ Paper

- ✓ Dictionary

7.1.3. Technical

- ✓ Computer

- ✓ Internet

✓ Flash memory

✓ Printer

7.1.4. Classroom material

✓ Copies

✓ Worksheets

✓ Dice

✓ Charts

7.2. BUDGET

Resources	Cost
Internet	$60.00
Printed of the project	$50.00
Print of reports	$100.00
Printed of final report and thesis	$300.00
Others	$150.00
Total	**$ 660.00**

7.3. FINANCING

The following financing of the expenses coming from the present action research will be assumed completely by the research authoress.

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ANNEXES

I am a student from the Universidad Nacional de Loja, English Language Career. I need your help to collect information about the difficulties that you have with English.

1. Do you like the English classes? Why?

2. Which difficulty have you faced in the English classes?

3. Do you practice grammar with games in the English classes?

4. How often do you practice grammar with games in the English classes?

5. How do you feel doing the English tasks?

6. Is it easy to you to do your homework? Why?

PRE-TEST

Name: _____

Date: _____

1. **Complete the sentences in Simple Present Tense. Use the words in parenthesis.**

   EXAMPLES:

   a. Every day I **go** (go) to school.

   b. Jane often (cook) _____a meal for her husband.

   b. Last week, Rob (buy) _____a new car.

   c. We always (invite) _____our family for dinner on Sundays.

   d. Jane usually (take) _____the bus.

   e. Andy (wash) _____the family car.

2. Write <u>Do</u> or <u>Does</u> to complete the questions.

1) _____Peter live with his father?

2) _____you learn Spanish?

3) _____Andrew and Martin ride their bikes to school?

4) _____they play in the garden?

5) _____Sandy's hamster live in a cage?

3. Complete with doesn't or don't.

a. He _____ have work.

b. I_____ do my homework.

c. You _____ drink coffee.

d. She _____eat meat because is vegetarian.

e. It _____open at 9 o'clock.

4. Write a short answer to the questions.

Do I need a ticket?

Yes, _____

No, _____

Do you both speak English?

Yes, _____

No, _____

Does she want to come?

Yes, _____

No, _____

Do they need help?

Yes, _____

No, _____

Does he like chocolate?

Yes, _____

No, _____

POST-TEST

Name: _____

Date: _____

1. **Complete the sentences in Simple Present Tense. Use the words in parenthesis.**

   EXAMPLES:

   a. Every day I **go** (go) to school.

   b. Jane often (cook) _____a meal for her husband.

   f. Last week, Rob (buy) _____a new car.

   g. We always (invite) _____our family for dinner on Sundays.

   h. Jane usually (take) _____the bus.

   i. Andy (whash) _____the family car.

2. **Write Do or Does to complete the questions.**

   1) _____Peter live with his father?

   2) _____you learn Spanish?

   3) _____Andrew and Martin ride their bikes to school?

   4) _____they play in the garden?

   5) _____Sandy's hamster live in a cage?

3. **Complete with doesn't or don't.**

   a. He _____ have work.

   b. I_____ do my homework.

   c- You_____ drink coffee.

   d. She _____eat meat because is vegetarian.

   e. It _____open at 9 o'clock.

4. **Write a short answer to the questions.**

   Do I need a ticket?

Yes, _____

No, _____

Do you both speak English?

Yes, _____

No, _____

Does she want to come?

Yes, _____

No, _____

Do they need help?

Yes, _____

No, _____

Does he like chocolate?

Yes, _____

No, _____

FIELD DIARY

Lesson						
Date						
Activity						
Objective						
Materials						
Timing						
Procedure						
Grouping						
Does student like it?	yes		For a while		Not really	
Is she bored?	yes		No			
Does she make an effort?						
Comments						

This was applied after each class to measure the student progresses.

Observation Sheet				
Observer:		**Date:**		
Things to be observed	Activities	Yes	No	Sometimes
Have all the students participated during class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Was the activity appropriated for the class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Were the objectives of the activities accomplished?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Suggestions to the activities done	ACTIVITY 1			
	ACTIVITY 2			

	ACTIVITY 3			

This was used to make the observation and through it detected the problem.

Matrix

Theme: A CASE STUDY USING GAMES TO ASSIST IN IMPROVING KNOWLEDGE OF PRESENT TENSE WITH A 10TH YEAR STUDENT IN PARALLEL "C" AT "ADOLFO VALAREZO" PUBLIC HIGH SCHOOL, ACADEMIC YEAR 2013-2014.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
Main (Research) problem: How does the use of games assist in improving knowledge of present tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School during the academic year 2013-2014?	**General** To improve the knowledge of present tense using games with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014.	**Present simple tense** ✚ The Importance research of Grammar. ✚ **T**enses of Parts of Grammar. ✚ Present Simple Tense. ✚ Usage ✚ The rule of Affirmative Simple Present Tense.	**Preliminary investigation** ▪ Observing the English classes. ▪ Stating the background of problem. ▪ Describing current situation.	Tests Diary Interviews

Sub-problems	Specific		
What kind of theoretical references about games present simple are effective to help a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014? What are the issues that limit the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014?	• To investigate the theoretical references about games as a strategy and present simple tense in the English language to help a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014. • To diagnose the issues that limit learning of the present simple tense with a 10th year student in parallel "C"	✦ The rule of Negative Simple Present Tense. ✦ The rule of Interrogative Simple Present Tense. **Games** ✦ Definition. ✦ Advantages. ✦ Which Game to Use. ✦ When to Use the Games. ✦ Teaching Grammar through Games. ✦ Common Grammar Games.	▪ Locating and reviewing the literature. ▪ Creating a methodological framework for research. ▪ Preparing an intervention plan. **Intervention and observation** ▪ Applying, observing and monitoring students' performance

What are the important phases of the intervention plan that address the current issues about the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014? Which games are implemented to improve the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo	at "Adolfo Valarezo" Public High School, academic year 2013-2014. • To design an intervention plan with the use of games to identify their effectiveness with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014. • To apply the intervention plan as part of the classroom	♣ Noughts and crosses/tic-tac-toe. ♣ Advantage. ♣ Disadvantage. ♣ Dominoes ♣ Advantage. ♣ Board games. ♣ Advantage. ♣ Disadvantage. ♣ Battleships. ♣ Advantage. ♣ Disadvantage.	according to the intervention plan. **Presentation of research findings** ▪ Reflecting, analyzing and answering the proposed inquiries. ▪ Organizing the final report.	

Valarezo" Public High School, academic year 2013-2014? How do games as part of the classroom activities improve the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014?	activities in order to reduce the limitations in the learning of the present simple tense with a 10th year student in parallel "C" at "Adolfo Valarezo" Public High School, academic year 2013-2014. • To reflect upon the effect that the games had on 10th year student's use of present simple tense at "Adolfo Valarezo" Public High School,			

	academic year 2013-2014			

PHOTO 1

Worksheet about the correct use of the verbs and pronouns

PHOTO 2

CLASS WORK

Name: _Anna_

Date: _11 05 2018_

1. Arrange the words to make sentences in simple present.

Example I / to collect stamps   I collect stamps.

1. we / to play card games ___We play card games.___
2. he / to read comics ___he reads comics.___
3. Chris / to sing in a band ___Chris sings in a band.___
4. we / to have a hamster ___We have a hamster.___
5. Andy and John / to like cola ___Andy and John like cola.___
6. she / to be nice ___She is nice.___
7. they / to help their parents ___They help their parents.___
8. the children / to speak English ___the children speak English.___
9. I / to buy a newspaper every Saturday ___I buy a newspaper ev...___

2. Use the present simple affirmative

Example I **go** (go) shopping with my brother

1. We sometimes ___use___ (use) a dictionary in class.
2. My friends ___studies___ (study) Italian at their school
3. School ___finishes___ (finish) at three o'clock.
4. You ___live___ (live) near me
5. He ___likes___ (like) rap music.
6. She ___does___ (do) her homework before dinner.
7. We ___play___ (play) tennis in school on Wednesday afternoon.
8. ___watch___ (watch) TV in the evening

Worksheet about affirmative sentences in Simple Present Tense

PHOTO 3

1. Make negative sentences. ( )

Example: I watch TV   **I do not watch TV.**

1.   We play football _We do not play football._
2.   It is boring. _It is not boring._
3.   She cleans her room. _She does not cleans her room_
4.   You ride your bike every weekend _You do not ride your bike every_
5.   Sandy takes nice photos. _Sandy does not take nice photos_
6.   They open the windows. _They do not open the windows_
7.   He buys a new CD _He does not buy a new CD._
8.   I am late _I am do not late_
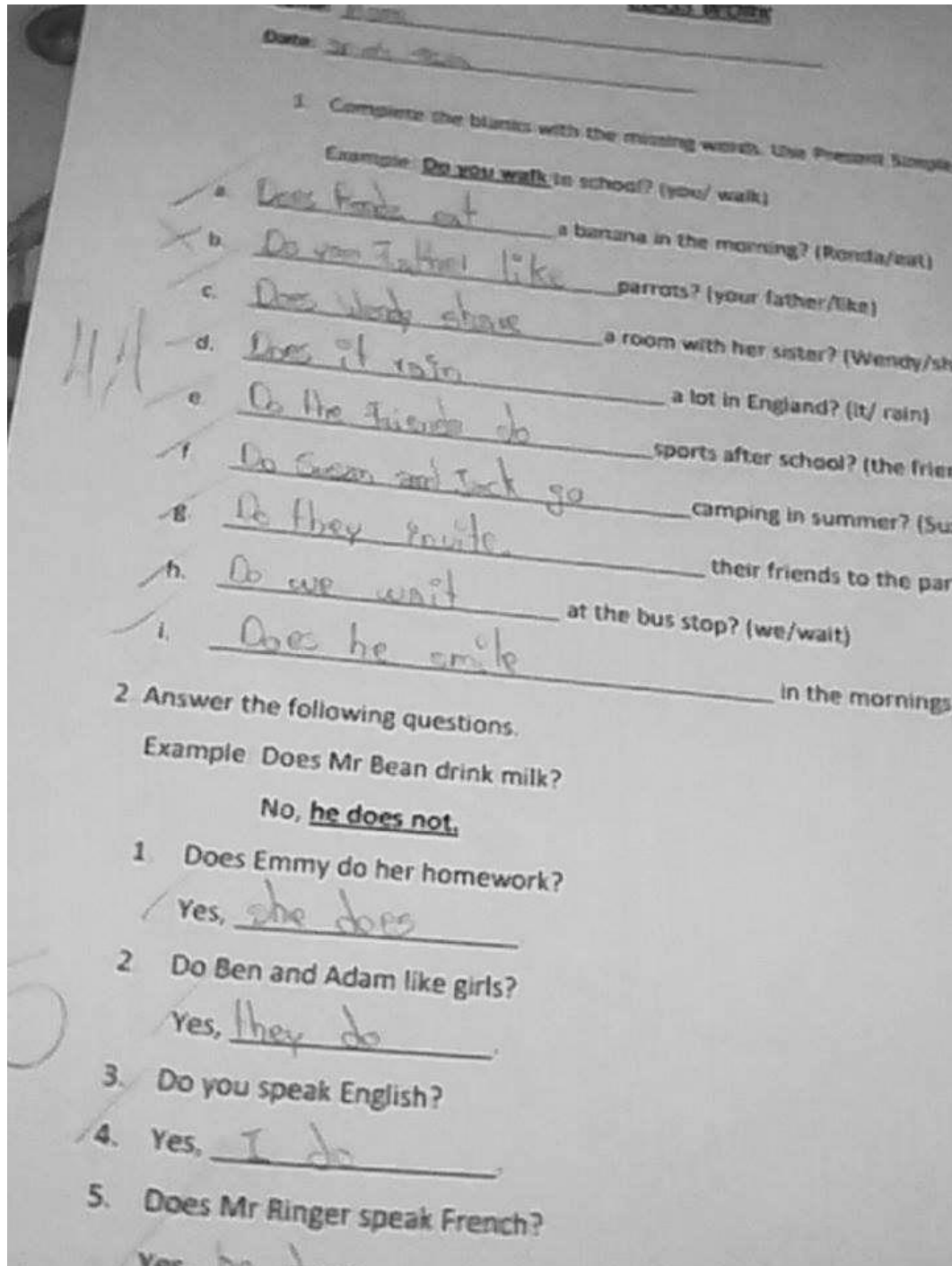9.   She has a cat. _She does not have a cat._

2. Complete with the verbs in the blanks. Use present simple tense.

3. Example: Tom does not collect stamps. (not/collect)

1.   You _do not sing_ songs in the bathroom. (not/sing)
2.   Julie_does not work_ in the garden. (not/work)
3.   I _do not sit_ at home (not/sit)
4.   Tina and Kate_do not open_ the windows. (not/op
5.   Adam_does not speak_ French. (not/speak)
6.   His sister_does not like_ lemonade. (not/like)
     _____ to music. (not/listen)

Worksheet about negative sentences in Simple Present Tense

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PHOTO 4

Date: _____

1. Complete the blanks with the missing words. Use Present Simple

Example: **Do you walk** to school? (you/ walk)

a. Does Ronda eat _____ a banana in the morning? (Ronda/eat)

b. Do your father like _____ parrots? (your father/like)

c. Does Wendy share _____ a room with her sister? (Wendy/sh...

d. Does it rain _____ a lot in England? (it/ rain)

e. Do the friends do _____ sports after school? (the frien...

f. Do Susan and Jack go _____ camping in summer? (Sus...

g. Do they invite _____ their friends to the part...

h. Do we wait _____ at the bus stop? (we/wait)

i. Does he smile _____ in the mornings?

2. Answer the following questions.

Example: Does Mr Bean drink milk?

No, **he does not.**

1. Does Emmy do her homework?

Yes, she does

2. Do Ben and Adam like girls?

Yes, they do

3. Do you speak English?

4. Yes, I do

5. Does Mr Ringer speak French?

Yes, he does

Worksheet about Yes/No questions and short answers in Simple Present Tense

INDEX