Teacher Training Module:

English

Learning Cycle Fourteen

English Language Learning through Games

Sindh Technical Assistance –h
Development through
Enhanced Education Programme
(STA-DEEP)

School Education & Literacy Department (SE&LD)

Government of Sindh.

Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You
The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skilled teacher.

Online CPD portal for teachers

An online CPD portal has been developed for teachers to ask questions to experts, exchange ideas, and share personal learning experiences and difficulties in rolling out the CBLCs. The online CPD portal would help teachers connect with other teachers from all the districts and subject experts to share and learn as a community of teachers.   Online portal: https://stadeep-cpd.com/

Note: CBLCs have been developed in alignment with the School Education & Literacy Department (SE&LD), Government of Sindh notified curriculum and textbooks of English subject from grades 1-8 under STEADA and PITE supervision. English textbooks of Grade 1-8 have been used in this LC as a reference.

CBLCs: 1-20:
Please refer to the last page of this LC to see the complete list of topics for 1-20 LCs.
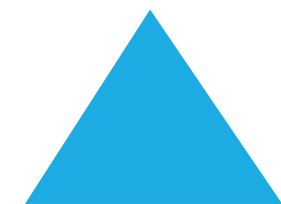
Acknowledgement

Dr. Pervaiz Pirzado	Education Officer, UNICEF
Mr. Aftab Ahmed Nizamani	National Teachers Professional Development Consultant, UNICEF

Learning Objectives: By the end of the session, the teachers will be able to:

Comprehend Game-based English Language Learning.

Practice Game-based English Language Learning.

Assess Game-based English Language Learning.

120 mins

Session Plan

Instructional strategies/activities

Time	Objective of the activity	Activities	Materials/resources
5 mins	**Recitation**	**Activity-1** 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of today's session.	

20 mins	**Warm-up**	**Activity-2**
		1. Throw a ball to a teacher who has to say something on the questions like 'What are your future plans? How will you feel if you win a big lottery?
		2. Ask that teacher to pass the ball to another teacher who has to speak on the same question.
		3. Continue this activity until every teacher gets a chance to say something.
		4. Finally, sum up the activity by asking the questions below:
		    i. What is the importance of language-based games in learning English language?
		    ii. What type of impact language-based games can bring on the mind of English language learners?
			Board, Marker, Duster

30 min	**Understanding Game-based English Language Learning**	**Activity-3** 1. Divide teachers into pairs. 2. Ask each pair to read and discuss Hand-out 14.1. 3. After reading and discussion, ask each pair to share the key points of the Hand-out with class. 4. Finally, summarize the activity by giving feedback on their presentation.	Marker, Board, Duster, Handout 14.1

60 mins	**Practice and Assessment on Game-based English Language Learning**	**Activity-4**
		1. Divide teachers into Pairs/Groups.
		2. Ask each Pair/Group to select any game from the Textbooks 1-8.
		3. Then, ask them to plan and create the similar activity and present it one by one in the class.
		4. During presentations, ask other Pairs/Groups to observe and make notes on any one activity using Template given in Hand-out 14.2.
		5. Ask each Pair/Group to share their observation on the activity with the class.
		6. Finally, sum-up the activity by asking the questions given below:
		   i. Do you think language-based games are important for the mental and physical growth of students? How?
		   ii. Do you think language-based games cover 4 language learning skills? How?
			Marker, Board, Duster, Textbooks 1-8 Handout 14.2

5 mins	**Feedback/Closure**	**Activity**-5 Conclude the session by asking about the achievement / learning of the day.	Marker, Board, Duster

Game-Based English Language Learning

The number of ESL students entering public schools remains on a consistent upward trajectory. As teachers welcome a more diverse student population into their classrooms, it's becoming increasingly imperative to add better, more differentiated tools for language learning. Games can be a very worthwhile teaching element. A successful game is successful because of the reason that it is based on specific time allocation, it has clear relevance to the material, there is appropriateness to all members of the class, and ultimately, the enjoyment of the learners is increased through their active engagement with the language

Importance of Language Games in Learning English

Activities and games can prove to be really useful while learning a language. The learners understand better when they are active. If games are properly designed, they may help in making the teaching-learning process more effective.

Games offer an environment where the learners can practice using new words and are free to express themselves. Multiple research studies show that participating in such activities can be an efficient way to develop communication skills, strengthen relationships and face the world with confidence. Games are highly encouraging and increase cooperation. They can motivate learners, promote learners' interaction, and improve learners' acquisition. As a result, games can increase learners' achievement, which means that learners' test results, ability of communication, knowledge of vocabulary, or other language skills can improve.

Here are a few language games that will integrate language learning with fun and help build vocabulary.

1) **Fun with Words -** Playing with words can be really creative and a fun way to learn English. The learner will be learning English as they play. Pictionary (Picture Dictionary) helps to practice vocabulary and it is a great way to check if your student is remembering and using the words.

   HOW TO PLAY:

   - Before the class starts, prepare a group of words.
   - Tell the student to choose a word from the bag. Alternatively, in an online classroom, you can show a picture representing a certain word, and students will guess the word.
   - The correct answer gets a point or a reward.
   - Then, encourage the student to draw and guess the word.
   - You can also ask the students to tell synonyms and antonyms of the word that you've shown in order to enrich their vocabulary.
   - Tell them to make sentences from the words that have been used in the class.

2) **4 Pics 1 Word:** It is an entertaining picture quiz that will force the learners to brainstorm and find the correct answer.

   HOW TO PLAY:

   - Prepare a collage of four words which has something in common with each other.
   - Share the picture collage with the students in the class and ask them to guess one word that is common in all four pictures.
   - You can help the learner with hints if required.
   - Once done, move to a different picture collage and continue till the learner learns some good new words in your class.

3) **Comic Strips:** Comic Strips are a great way to describe a picture and guess a story from the images.

HOW TO PLAY:

- Prepare a comic strip (sequence of cartoons without writing captions).
- Show the picture to the students and ask them to describe the images in the correct order.
- After the students have described the images in the correct order, half of the work is done as the student is able to make a story out of the comic strip.
- Help the student to understand the images and tell a whole story in a comical way.
- The student will, thereby, make a story and help the learners to understand a concept.

4) **Impromptu Speaking**: This activity will help the students to think and respond quickly and build self-confidence.

HOW TO PLAY:

- Prepare a list of topics that are engaging, and your learners will be aware and able to speak.
- In an online classroom, you can give one topic or tell your students to choose one topic out of the different topics you give them.
- The student needs to speak for at least a minute.
- Later, you can tell your students the grammatical mistakes that they have made.

5) **Memory Game -** This activity can improve attention, concentration and ability to focus. Research finds that memory games sharpen thinking skills and lead to improvements in memory and learning.

HOW TO PLAY

- Keep 10-15 words ready in your bucket.

- In the class, speak all the words that you have chosen.
- Tell the learner to remember the words without writing them anywhere.
- After you've shot all the words to the learner, ask the learner to recall and state the words in no specific order.
- After the student has revealed the words, you can tell the remaining words to him/her that he/she has forgotten.
- Thereafter, you can discuss the meanings of the words and tell the learner to make sentences using those words.

These games and activities for teaching English can help learners plan practical lessons for learners of all ages and levels and encourage them to speak. Keep using a variety of activities and media, such as podcasts, videos, articles, and music, to keep your classes interesting and lively.

https://www.teachingchannel.com/k12-hub/blog/game-based-english-language-learning/
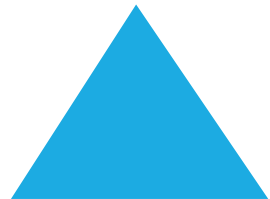
Handout# 14.2

Game-Based English Language Learning Observation Sheet

Student/Group Name: _____

Game Title: _____

Language Skills Assessed: (Check all that apply)

➢ Vocabulary
➢ Grammar
➢ Pronunciation
➢ Fluency
➢ Listening
➢ Speaking
➢ Reading
➢ Writing

Observation Criteria:

1. Participation and Engagement: (YES/No)
   ➢ Does the student actively participate in the game? (YES/No)
   ➢ Does the student show enthusiasm and interest during the game? (YES/No)

2. Language Use:
   ➢ Does the student use appropriate vocabulary and grammar during the game? (YES/No)
   ➢ Does the student pronounce words correctly? (YES/No)

3. Communication and Interaction:
   ➢ Does the student communicate effectively with peers during the game? (YES/No)
   ➢ Does the student respond appropriately to questions and prompts? (YES/No)

4. Task Completion:
   ➢ Does the student complete the game tasks successfully? (YES/No)
   ➢ Does the student demonstrate understanding of the game objectives? (YES/No)

Observation Notes:

➢ What did a student do well during the game?

_____

➢ What areas does the student need to improve in?

_____

➢ Any notable language use or communication moments during the game?

_____

Assessment Rating:

- ➢ 1 (Novice): Limited participation and language use
- ➢ 2 (Developing): Some participation and language use, but with errors
- ➢ 3 (Proficient): Active participation and effective language use
- ➢ 4 (Advanced): Excellent participation and language use, with minimal errors

Additional Comments:

- ➢ Any additional observations or comments about the student's performance during the game.

_____

This observation sheet can be adapted to fit specific game-based language learning activities and assessment goals.

For reference:

List of 1-20 LCs topics

Learning Cycles (LCs)	Topics
LC-1	Listening Skills
LC-2	Reading: Approaches and Components
LC-3	Reading: Types and Techniques
LC-4	Teaching Grammar: Approaches and Methods
LC-5	Teaching of Writing
LC-6	Writing: Types and Genres
LC-7	Teaching of Vocabulary and Comprehension
LC-8	Teaching of Story-writing and Story-telling
LC-9	Grammar Structures: Parts of Speech and Narration
LC-10	Integrated Language Skills and 21st Century Skills
LC-11	Presentation Skills for Effective Oral Communication
LC-12	Aligning English Curriculum with Textbooks
LC-13	Use of Correct Pronunciation in Reading and Speaking
LC-14	**English Language Learning through Games**
LC-15	Teaching of Poetry and Prose
LC-16	Formation of Words and Sentence Structures
LC-17	The Use of Technology in Learning English Language
LC-18	Learning Styles in English Language Learning
LC-19	Real-life English Language Learning by Using Different Strategies
LC-20	Use of English Language in School Culture

For Reference:

List of Resource Items for English Learning Cycles (11-20)

Items	No. of items	LC-11	LC-12	LC-13	LC-14	LC-15	LC-16	LC-17	LC-18	LC-19	LC-20
Sticky Notes	6		✓						✓		
Paper Cutters	1								✓		
Tennis Ball	01				✓						
Chart Papers	40		✓				✓	✓	✓		✓
Permanent Markers (Assorted Colors)	20		✓				✓	✓	✓		✓
Paper Tape	5		✓				✓	✓	✓		✓
Speakers	1	✓		✓					✓	✓	
Multimedia	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Contact email address:

kamranshah@iba-suk.edu.pk

School Education & Literacy Department (SE&LD)

Government of Sindh