BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH, NHẬT

Sinh viên   : Vũ Thị Liên
Giảng viên hướng dẫn: ThS. Phạm Thị Thúy

HẢI PHÒNG - 2019

A STUDY ON SOME EDUCATIONAL GAMES TO MOTIVATE THE FIRST YEAR ENGLISH MAJOR STUDENTS TO IMPROVE THE READING SKILL AT HAI PHONG PRIVATE UNIVERSITY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH, NHẬT

Sinh viên   **: Vũ Thị Liên**
Giảng viên hướng dẫn: THS. Phạm Thị Thúy

HẢI PHÒNG - 2019

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Vũ Thị Liên   Mã SV:1512751002

Lớp: NA1902N   Ngành: Ngôn ngữ Anh , Nhật

Tên đề tài: A study on some educational games to motivate the

first year English major students to improve the reading skill

at Hai Phong Private University .

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

2. Các số liệu cần thiết để thiết kế, tính toán.

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

3. Địa điểm thực tập tốt nghiệp.

   …………………………………………………………………………………..

   …………………………………………………………………………………..

   …………………………………………………………………………………..

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

<u>Người hướng dẫn thứ nhất:</u>

Họ và tên: Phạm Thị Thúy

Học hàm, học vị: Thạc sĩ

Cơ quan công tác: Đại học Dân lập Hải Phòng

Nội dung hướng dẫn: A study on some educational games to motivate the first year English major students to improve the reading skill at Hai Phong Private University .

<u>Người hướng dẫn thứ hai:</u>

Họ và tên:...

Học hàm, học vị:..

Cơ quan công tác:...

Nội dung hướng dẫn:..

Đề tài tốt nghiệp được giao ngày … tháng ….. năm …..

Yêu cầu phải hoàn thành xong trước ngày …. tháng ….. năm ……

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN
    Sinh viên   *Người hướng dẫn*

    Vũ Thị Liên   ThS. Phạm Thị Thúy

Hải Phòng, ngày ...... tháng........năm 20..

Hiệu trưởng

GS.TS.NGƯT Trần Hữu Nghị

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Nội dung hướng dẫn: ....

....

....

1. **Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

....

....

....

....

....

....

2. **Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)**

....

....

....

....

....

....

....

3. **Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

QC20-B18

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Đề tài tốt nghiệp: ....

....

....

1. Phần nhận xét của giáo viên chấm phản biện

....

....

....

....

....

....

2. Những mặt còn hạn chế

....

....

....

....

....

....

3. Ý kiến của giảng viênchấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm phản biện ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viênchấm phản biện
(Ký và ghi rõ họ tên)

QC20-B19

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

PART I: INTRODUCTION

1. Rationale

Nowadays , English is an international language , and most young people are learning this language with the hope of being able to communicate with people in the world. Learning a new language is always a challenge for anyone. English is considered as the second language that every young person in VietNam needs to learn, thus learning English becomes more and more necessary. Learning English is not just limited in memorizing vocabulary and grammar, but it is also a process of training and improving listening, speaking, reading, and writing skill. There is no denying that reading is one of the important skills in English and gives a variety of benefits to us. Reading is the window of the world because of the fact that people can get more knowledge and information from books, magazines, newspapers, etc. It helps readers to discover new words and phrases that they come across in everyday conversations. Many foreign language students often regard reading as one of the most important goals in learning process and social interaction because, first, reading is an indispensable communication tool in a civilized society. Second, the reading materials produced in any period of time in history is most influenced by social background. Third, the developments over the period of the recorded history of reading have led to two very different poles. In the process of teaching and learning English as a foreign language in Vietnam in general, and at Haiphong Private University (HPU) in particular, reading has always been paid a great deal of attention from both teachers and students. Like many other universities in Vietnam, English at HPU is learnt and taught in a non-native environment, therefore, reading is not only considered as a means to gain knowledge but also a means by which further study takes place. For the first-year English major students although they have been learning English for at least several years, it is still often difficult for them to understand text or a passage in English, since they still lack of vocabulary, grammar, reading skills and poor background knowledge. Besides, the teachers sometimes have to face with difficulties in

dealing with the students' learning demand and newly introduced sources of materials. In addition, teaching methods and teaching techniques in general, are still below the international standard of education. Therefore, identifying the methods to motivate students to learn English reading skill is necessary. It is hoped that the study will make some contributions to improve learning English in general, and reading in particular among the 1st year English majors at HPU. The author also hopes that it will be possible to make useful suggestions for the teachers to improve the situation of teaching and learning English reading at HPU.

Due to the above mentioned , I have studied some English games with the hope that they can help the first year English major students at Haiphong Private University study English reading skill better in the near future . That is the reason why I decide to choose the research with the title: *A study on some educational games to motivate the first year English major students to improve the reading skill at Hai Phong Private University* .

2. Aims of the study

The aim of this study is finding out helpful games for teaching reading lessons which attract students' attention to the lesson. The students will feel interested, enjoyable and funny when they take part in the reading lesson and it's helpful for students to improve their reading skill in which the study focuses on finding the reality of the first year English majors' learning English reading and giving them the suggestions for better reading. The author wants to change the students' attitude on reading English and let them find English reading more interesting. The expectation is that the first year English majors at HPU can consider reading English as their favorite activity.

3. Scope of the study

The present study focuses on improving the first year English majors' reading skill at HPU. In fact, there are lots of various techniques to study English reading. It requires much of time and effort. However, due to the limitation of time, resources and knowledge of mine as well as some other

conditions, this study was carried out to find out the reality of teaching English reading for the first year English majors and offer some English games to help the English majors at HPU enhance their reading skill. Thus, the result of study is limited only to those students participating in this study and these findings may impact the generalization to the larger population of all students and they can also be the references for anyone who wants to practice English reading.

4. Research questions

In order to achieve the aforementioned aim, the researcher has set the following specific question: *To what extend do the educational games motivate the first year English majors to improve reading skill?*

5. Method of study

To complete this study, a variety of methods have been employed:

- Concemed materials including reference books on teaching methodology have been carefully studied and analyzed.

- A survey questionnaire was conducted to the first year English majors at HPU to find out their recognitions, attitudes of the matter and their expectations when practicing English reading skill.

- Explore and refer to some useful games for learning English especially reading skills

- In addition, to make the data collected more reliable and authentic, qualitative method was applied with two instruments: an informal interview and observation.

All the comments, remarks, recommendations and conclusion provided in the study were based on the data analysis of the study.

6. Design of the study

This study consists of three parts:

Part I, **Introduction**, includes the rationale to the study. It also includes the aims of the study, the research questions, the scope of the study. Next the design of the study is also presented.

Part II, **The development** consists of three chapters:

Chapter 1, Literature review, presents a review of related literature that provides the definition of reading skill, the purpose of reading skill and the educational games with 11 contents: introduction, definition of educational games, types of the educational games, educational games significance, the pedagogical benefits of educational games, educational games in english language class, the significance of using games in english language class, advantages of using games in english language class, language games selection criteria, when to use language game and how to use language games in english language class

Chapter 2, Methodology, focuses on the reality of English learning and teaching at HPU, the survey in which the objectives of the survey, the subjects, and the methods of the study are studied. Chapter 2 also studies on the data analysis , the findings and discussion of findings.

Chapter 3, Some suggested techniques in teaching English reading skill for the first year English majors at HPU.

Part III, Conclusions in teaching reading English through educational games are made; some limitations and suggestions for further research are stated. The last are references, the appendixes that include all the documents relating to the study.

PART II: DEVELOPMENT
CHAPTER 1: LITERATURE REVIEW
1. Definition of reading skills

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols like letters, punctuation marks and spaces and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent in our head or aloud so that other people can hear. Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it .

Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in written text (literal comprehension)

2. Make judgments about the written text's content (evaluative comprehension)

3. Connect the text to other written passages and situations (inferential comprehension)

The development of these reading skills is vital to children's development, and a sheer volume of studies has demonstrated a link between competency in reading and overall attainment in school . According to OCED's report on reading for change, program for international student assessment: "Reading for pleasure is more important for children's educational success than their family's socioeconomic status." Besides, there are some other key benefits of engaging children in reading from the early age. This is so because the development of reading is a key to future success both in school and in life. By supporting children to read in their leisure time at every age, parents can help to ensure that children are equipped with the necessary skills to succeed in later life.

2. The purpose of reading skill

Reading is usually the priority topic to study in the aspect of the language. There is no denying that reading is one of the important skills in English and gives a variety of benefits to us. Reading is the window of the world because of the fact that people can get more knowledge and information from books, magazines, newspapers, etc. It helps readers to discover new words and phrases that they come across in everyday conversations. Many foreign language students often regard reading as one of the most important goals in learning process and social interaction because, first, reading is an indispensable communication tool in a civilized society. Second, the reading materials produced in any period of time in history is most influenced by social background. Third, reading activities are also a good indication of student's strength and weakness. Therefore, reading is considered to be a main means to gain knowledge.

3. Educational games

3.1. Introduction

Different goals call for different strategies to be achieved . The time our education goal is to build the learner as a whole , certain strategies away from the traditional ones should be followed. Traditional methods based on the teachers' positivity and the learners' negativity can not appeal to our education goals nowadays . As result , new methods based on maximizing the learners' active role in the teaching – Learning process have appeared (Mcllvain, 2004)

Cooperative learning , active learning , effective learning , task based approach, group work, songs, projects and games are different strategies and techniques have been adopted . The goal is the enhancement of the learners' positivity, being the central factor of the teaching – learning process for better learning outcomes .

Games as a teaching strategy has appeared as a reaction for two issues. Firstly, the vast development in the educational literature as interest has been shifted from the content as a goal in itself to the learner. The core of the teaching

– learning process has become the learner who is to practice positively a variety of activities . Through these activities he would acquire the knowledge, the concepts and the skills that enable him to practice life in his society . Secondly , the interest in the function of the information and its role in solving the society problem .

Uberman (1998) indicates that using games has becomes a popular teaching technique used by methodologists for its noticeable advantages . Moreover, studies evidence that for language acquisition to happen , students need to involve in a situation where there is no anxiety . Games provide the students with a learning situation that interests and encourage the development of communication among the learners and bring about better learning outcomes (Hyland , 1993)

Due to the fact that the essence of many games lies in outstripping someone else's performance or in bettering one's own , the goal is visible , outdoing others and improving oneself in an enjoyable atmosphere . Lee(1979) claims that game is a powerful instrument for teaching which promotes learning through stimulating the leaners' intrinsic motivation.

3.2. Definition Of Educational Games .

Hubbard(1991) indicates that games become an integral strategy for teaching language . They no longer are entertainment activities but a stimulant for practicing communication .

Crookal(1994) sees games as a tool for developing problem solving skills and reinforcing the students' language competence . In this section , different definitions will be presented so that a comprehensive perception of what educational games are may be achieved .

Coleman (1990) defines educational games as " cooperative or competitivie activities performed by the individuals to achieve certain goals within a set of rules ".

Hadfield (1990) defines games as "an activity with rules , a goal and an element of fun ".

Collier (1998) defines educational games as " a kind of competition in which players have objective such as winning or succeeding by having fun under clear rules ".

Hogle (1996) sees the educational games "as a contest of mental skills and strengths that requires the participants to follow a specific set of rules in order to attain a goal".

Studying the previous definitions , one could deduce that educational games are activities with some characteristics :

-They evoke excitement and pleasure .

- They have rules and limitations that should be followed .

-They are goal oriented activities .

-They stimulate and motivate students towards more positive interaction.

3.3. Types of the educational games

Al Rafi(2000) cites that educational games can be classified into three basic categories :

A- Instructional games

They are instructional activities designed according to a set of rules that organize the procedures of the game and the roles of the participants . Two or more learners participate to achieve certain instructional objectives . The game includes competition that ends in the winning of one team . These games don't initiate a life –link situation . Word game that aims at grasping the meaning of a word or constructing a sentence is an example of this type .

B- Simulation

It is a life – link situation , where each learner has a specific role that demands a problem solving or making a delicious . Role play and simulation relate to this category .

C- Contests

They are interesting activities that include the discussion of certain topics . These contests can be performed with a simulation or without . Lewis and Bedson (1999) classify educational games into two categories:

A- <u>The rousers</u>

Games which wake a class up . They get the adrenalin going . Movement games where there is an element of competition are typical arouser . Besides , guessing games that get students excited and the games that require students to speak . These games could backfire , excite and make student wild and sometimes lose control.

B- <u>The settlers</u>

The settlers on the other hand , calm the students down . Typical " settlers " are craft activities and games which focus on listening . Writing games also tend to settle the class , unless they are combined with other stirring elements . for example running to the board . The difference between "rousers " and " settlers " is not always clear . It depends on how the teacher decides to play the game .

3.4. Educational Games Significance

Shaptoshvili (2002) asserts that games should be an essential part of the teachers repertoire . Though they are recreational activities whose main purpose is enjoyment , they have an evidence in the teaching- learning process . Whatever we teach , whatever we hope the children are going to learn , the experience is richer and more memorable when we engage the emotions , when we include an element of fun , when we laugh (Hearn , 2004)

Al Hela (2002) , Essa and Masalha (2005:p.488) , Al Hwadi (2002) summarize the achieved doals og using educational games :

- <u>Educational games are a learning tool</u>

Educational games help the child discover and explore his surrounding world . Through games , the child acquires a lots of information, facts and concepts about people and things .

-Educational games are a tool for developing the cognitive competence

The game anticipates developing the child's cognitive competence as a result of understanding its rules . The child has to use his skills of analysis, innovation and synthesis to play the game successfully .

- Educational games enhance the social and affective aspects of the child's character

Playing with others claims co-operation among all the practitioners . Games accustom the child to communicate with others within group work . Furthermore , they build the child's emotional and affective balance . When the child sacrifices his ego for others , he acquires some attitudes that facilitate his adaptation to his environment .

- Educational games are a tool of compensation

Educational games help the child get rid of stress and repression . In some assimilation games , the child tries to regain balance through assimilating the roles of the elders .

- Educational games are a tool of expression

Games constitute a great means of communication that surpasses language . Children can express their emotions , ideas interests , tendencies and aptitudes through games .

3.5. The pedagogical benefits of educational games :

Games constitute a wonderful tool for engaging learners and reinforcing their learning if they are used appropriately . This is a fact that no educator can dispute or argue. The benefits of games as a teaching tool is noticeable as many researchers have proposed many . These benefits touch almost all the aspects of the students's character. (Hogle , 1996)

1. Affective benefits
- Educational games are a demand for lowering the students' affective fitter and eliminating any psychological barriers towards the effective learning.
- Educational games provide the students with a special atmosphere full of attraction, competition, luck and excitement which reflects on their motivation. They promore the students' intrinsic motivation which keeps them attentive the lesson .

- Educational games not only provide the learners with the opportunity to express their needs , desires and tendencies but stimulate their readiness and aptitudes towards learning.
- Educational games affects their positive interaction and involvement .
- Educational games prevent boredom and develop a sense of achievement which results in self-confidence and independence .

2. <u>Mental benefits</u>

- Educational games being free and fun activities stimulate the students' energy towards a meaningful learning as many games can be geared towards self- learning .
- Educational games create a state of doubt and disequilibrium which is essential for recognition . This state drives the student to search , discover ,analyze and evaluate to regain the state of equilibrium .
- Educational games enhance students' reasoning skills and high order thinking . The student in the game is a creative thinker and a decision marker. Through games students become better problem solvers as they continue developing strategies and techniques to achieve their goals.
- Educational games develop students' skills of observation , analysis , classification , deduction and synthesis .

3. <u>Pedagogical benefits</u>

In this aspect , educational games play a basic role in the teaching – learning process which bring about remarkable results in the students' school achievement .

- Educational games change the traditional role of both , the teacher to be a guide ,a supporter and a facilitator and the learner to be a researcher and an active participant .
- Educational games individualize and organize learning to meet individual differences . Different games meet different learning styles , auditory, visual and Kinetic.

- Educational games promote intrapersonal reward structures for learning . Besides they produce effective classroom interaction .
- Educational games enhance students' competence of communication as they enhance their language .
- Educational games shift the classroom mood from a deadly boring mood into an interesting one .

4. <u>Social benefits</u>
- Educational games reinforce cooperation habits and the spirit of team among students .
- Educational games promote healthy competition .
- Educational games develop students morals like , tolerance , co- operation, respect and the acceptance of the other.
- Educational games build whole class participation .
- Educational games help students to assimilate some future roles .
- Educational games provide students with life- like experience , accordingly they bridge the gap between the class and their real life.

3.6. Educational games in English language class

Educational games play a fundamental role in the lives of students . They tend to see life in terms of games and anything else is seen as something they " have to "

rather than "want to "do . If play and learning could be integrated , English will become an important part of the students' daily reality. Adding games to the English languages classroom will vary the lesson and motivate students. Through games, English becomes less frightening and immediately useful for students. (Mclaughlin ,2004).

3.7. The significance of using games in English language class

Bacha (2002) asserts that games have the potential to lower social and emotional constraints and pressures that interfere with effective learning . Games spark intrinsic motivation which raises students natural curiosity and interests that promote learning . Educators believe that learning intrinsically

achieves superior understanding of the material being learned as well as promotes long- term retention of language .

Educational games are very significant in English language class as they create a non- threatening environment . Games stimulate the students to get involved and participate actively in language learning activities . They also bring real world context into the classroom and enhance students use of English in a flexible communicative way .(Huyen & Nga ,2003)

Recently , the concern of foreign language teachers is to make students use the language communicatively . This orientation in teaching foreign language gives the activities or techniques that are task-oriented importance and significance . Games get this importance being a good instrument in enhancing motivation ,and help students acquire language unconsciously . They create a meaningful context for language us . The use of games increase cooperation and competition . Thus , potential classroom ideas com into being and a successful ,joyful and enthusiastic learning is provided. (Saricoban & Metin 2000)

3.8. Advantages of using games in English language class

Though games are often associated with fun , we should not lose sight of their pedagogical values , particularly in the foreign language teaching . Learning a foreign language is not an easy task . Students have to face unfamiliar or unknown grammatical structures , words and texts . Therefore , students often feel uncomfortable and insecure which inevitably affect their learning . Games help students stop thinking about language and use it spontaneously without realizing they are learning (Deesri ,2002)

Many researchers and educators point out a lot of advantages of using games in English languages class . Kim (1995) points out that the educational games students help students acquire English unconsciously within an enjoyable and rewarding environment . They foster students to practice English using different skills . Through well –planned games learners can practice vocabulary and structures extensively .(Saricoban &Metin ,2000)

- Students practice English in a vivid and meaningful context (Lengeling & Malarcher ,1997) thus , promote their communication competence . (Chen , 2005)

- Educational games develop students' fluency , accuracy and ability to improvise . They maximize students' meaningful use of English in a creative way (Langran &Purcell, 1994)

- Educational games help students practice English for purpose in a life – like situations (Atake ,2003)

- In English language class , educational games motivate and loosen the barriers to allow all students to practice English without any restrictions . Even low achievers and shy students can practice English without being afraid. (Atake ,2003)

- They are good option to increase students' involvement and keep their attention .

- Educational games are an affective tool to lower the students' stress and drive them in a natural real communication using English .

- They also maintain interest and create a student class centered where students dominate the scence . (Lengeling and Malarcher ,1997)

- Educational games are highly appreciated thanks to their amusement. Uberman (1998) highlight the use of games as they offer students a fun-filled and relaxing atmosphere , so they encourage , entertain , teach and promote fluency . They are highly motivating and entertaining and add diversion to the regular classroom activities .

Huyen and Nga (2003) believe that games help students learn and retain new words more easily . They enhance students' competencies of using English in a flexible and a communicative way .

To sum up , educational games are an essential and vital instrument that help students acquire English unconsciously within a healthy competitive or co-operative atmosphere .

3.9. Language Games Selection Criteria

Deesri (2002) indicates that there is a great number of language games , so teachers have variety of choices . However , in deciding which game to use in a particular class , teachers should take many factors into account . They should be very careful about choosing games if they want to make them profitable for the learning process .(Uberman , 1998)

The more careful the teachers are in choosing the games , the more effective and fruitful the game is .(Atake ,2003) This process is not as simple as it seems . Care should be given to the selection so that the success of a game is inevitable (Lengeling &Malarcher ,1997)

Hogle (1996) refers that good games are fun ,intrinsically motivating and offer the right amount of challenge . Furthermore , games should be cognitive tools that reduce the need for laborious activity and drive students to achieve the target goals . They should provide intensive practice of the language .
Huyen & Nga (2003) point out that space , students' level ,age and culture , context , timing and classroom setting are basic factors to be considered .

Al Rafi (2000) asserts that authenticity , adequacy to the learning objectives , expense , simplicity , classroom setting and students' age are important factors . The game should also fit the purpose of the lesson , the content and the students' characteristics along with providing students with both fun and educational meaning . (Deesri ,2002)

Uberman (1998) and Lengeling and Malarcher (1997) state that appropriateness is an essential factor to consider . Appropriateness means that the game is appropriate to the content and the setting . Another factor influence the choice of game is its length and the time necessary for its completion .
Sabreeni and Ghazawi (1987) & Mclaughlin (2004) summarize the game selection criteria in the following :

1- The game should present reality . It should enhance skills students need in the future .

2- The game should be the best way to achieve the target objectives

3- The game should be appropriate to the content and the students' level , culture and classroom arrangement .

4- The cost of the game, cheap and reusable games are preferable .

5- Good games should be fun and task –based within clear rules and a well-defined goal .

6- Lewis and Bedson (1999) claim that there are some basic points to consider while choosing a game .

1- <u>Safely</u>

Is the space enough for a lively movement game ? Can the children fall or injure themselves ? Safety is also a matter of control . The students must know their boundaries and respect the teacher's authority

2- <u>A game must be more than just fun</u>

All the language games should be fun , but the teacher should keep the focus on clearly recognizable objectives rather than jumping from them to another to introduce popular games .

3- <u>Variation is required</u>

The teacher should vary his repertoire and use different games . Students always call for old and familiar games , but the teacher must not give in . Variation enhances motivation .

4- <u>The game should be student's motivation .</u>

Students' language level , interests , tendencies and aptitudes affect the choice of the language game .

3.10. When to use language game

Hadfield suggests that language games should be regarded an integral part of the language syllabus .(Atake ,2003).

Lee(1979) warns of regarding games as a marginal activity filling in odd moments . Games ought to be at the heart of teaching English language . They can be used at all stages of the lesson ,provide that they are carefully chosen . (Uberman ,1998) .

Lewis and Bedson (1999) cite that games can be used at the beginning of the lesson to diagnose what students can or can not do . They also can be used for language practice purposes and for reinforcement and reward at the end of the lesson.

Uberman(1998) points out that games can be used at different stages of the lesson . The teacher may use games at :

- Presentation ; to provide a good model of the new language making its meaning clear .
- Controlled practice ; to elicit good imitation of the new language .
- Communicative practice ; to give students a chance to use language in authentic situations .
- Revision ; to help students recall material in a pleasant and entertaining way

3.11. How to use language games in English language class

Not to include games in the classroom would be to withhold from the children an essential tool for understanding their world . The world which the language teacher seeks to enlarge through the experience of English language . Games represent a stimulus for learning English language as they bring it to life . The use of games in the classroom is a process that requires systematic procedures .

Langra &Purcell (1994) and Lewis & Bedson (1999) summarize those procedures as follows :

1- Define the structures and vocabulary

A language game is often used to reinforce a particular language structure or area of vocabulary which has recently been introduced . In this case the teacher needs to make sure that the game he uses will help students to practice that language .

2- Check the logistics

Many languages games rely on interacting pairs and groups . It is very important for the teacher to check that what he asks students to do will actually

work smoothly . The teacher should make sure that tasks he sets are actually achievable within a simple and understandable framework .

3- Use a suitable room

Ideally , English language classroom for a teacher who uses a lot of language games should have a formal area for learner to sit with or without tables , and flexible area to move freely . The time , the teacher decides to use a game that requires particular arrangements he has to rearrange the room in advance or he may book the library for this purpose .

4- Prepare the game

Some English language games need detailed preparation which takes a lot of time , others are less demanding of this sort of preparation . In any case , the teacher still needs careful notes of the sequencing and instructions of the games .

5- Give clear instruction – demonstrate if necessary

It is essential that learners should understand what they are expected to do , and how they are expected to do it . To play a game the students need to know the rules . The teacher should explain these rules as clearly as possible . If the instructions are simple and the students can cope with , he can use English language . If they are complicated , the teacher may use Arabic to save time . The teacher may demonstrate some of the situations in front of the whole class before starting the game sometimes , he may stop the game to explain at point which students are getting badly wrong .

6- During the game, monitor, prompt, be on hand

While the game is actually taking place , the teacher has to move out of the centre of the stage. During this phase, the teacher can decide either to move around, listening, prompting, taking notes of particular points that need emphasis or correction later on or to concentrate on the work of a particular learner, he should monitor the students sensitively , without inhibiting or shopping the flow by constant correction.

7- Stop the game at the right time

Some language games come to a natural end, with others it is more difficult . A general rule is to stop the game too soon rather than too late .

8- <u>Look for effective flow-up</u>

Most language games lend themselves to some form of flow up . A pair work game leads naturally to verbal interaction , with different pairs giving their results . A summary of the results can be used as a reading or listening activity . Most games lead to written work .

9- <u>Use games early on in a beginners' class</u>

Language games , if well structured with carefully limited vocabulary , can be used from the very first lessons of a beginners' course . In general , the earlier such techniques are used better , before learning patterns become fixed .

CHAPTER 2: METHODOLOGY

1.The reality of learning and teaching :

1.1. Teachers

Haiphong Private University has a large teaching staff with lots of experience and enthusiasm. Most of them are M.A and some others are Dr who are quite interested in teaching profession and always find out many ways to give their knowledge to students and show their enthusiasm towards the teaching which can create a positive learning envirnment for students . Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. Therefore, besides the high quality, teachers should apply some interesting games in the lecture to draw the attention and the interest of the students.

1.2. Students:

A total of 30 students in the class NA2201N who are in the first year of English Department at HPU are selected for this study. Some of the evidences are unfortunately showing that many of the students who have just finished high schools are really passive in their learning process. They appear to be used to listening to the lectures and writing down what the teachers read aloud or copying what is written on the board. Particularly, for English majors a big number of them are really reluctant in their learning English reading proven by the fact that they only focus on trying to understand grammar structures in the given text book. Consequently, a number of students cannot read English well. Therefore, a question raised here is what we should do now to inspire in students the interests and motivation to improve their English reading learning.

Follows are the advantages and disadvantages of the first year English majors at HPU:

- Advantages:
  - students can receive constant help and support of the school and the lecturers in Foreign Language Department.

➢ They have chances to study in a modern studying environment which have been equipped with modern facilities.

- Disadvantages:

➢ The students' background knowledge is not uneven.

➢ Students focuses too much on grammar and forget the importance of reading skill.

➢ Some of them are so shy and lack of confidence and they try to avoid reading in front of the class.

1.3. English teaching and learning condition at Haiphong Private University.

The students'classrooms have been equipped with projectors, camera, air - conditioners, computers with internet connection and wireless internet connection. The teachers often use projectors to make English lessons more interesting and effective. Besides, the school library is an "electronic library system", which has been equipped with many modern high speed computers which is really a big advantage for students' learning.

Teachers often organize English contests to encourage students to express their reading abilities. This is an outstanding advantage and a good condition to help them improve their English reading skill. It can be said that, the study conditions are quite enough and convenient for students to study English effectively. These factors have great influence on the results of the students in general and the first year English major students in particular. In fact, they have just graduated from high school to study in a brand new condition – it is at University. Certainly, their English is very common and poor. They do not have much knowledge about any specific fields, especially the reading skill. With the textbooks interact with some funny educatonal games, they are taught according to specific topics in order to practise and improve the reading skill. Therefore, they have more opportunities to widen and improve English reading skill.

1.4. The teaching material:

The material the students are using is the text book "Developing reading skills" based on the National Curriculum Framework. The book consists of six units:

Unit one: The rights of children, Unit two : The changing Family, Unit three : Education Around the World : Japan , the Netherlands , and Sweden, Unit four : How to give a speech, Unit five : The Fascinating World Of the Honeybee and Unit six : To Review .

2. Data collection instrument

2.1. The design of the survey questionnaires

Nunan (1992) points out that "A questionnaire is an instrument for the collection of data, usually in written form, consisting of open and closed questions and other probes requiring a response from subjects". Richards et.al (1994) also defines questionnaires as an effective way of collecting information about "affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences, and enable a teacher to collect a large amount of information relatively quickly". In addition, having the same idea with Richards, Seliger and Shohany (1995) also state that questionnaire is an attractive means of collecting data on phenomena, which are not easily observed, such as motivation, attitude, language learning strategy use, etc.

In this study, questionnaires are selected as the important data collection instrument because it provides the data and information about the learning English reading skill of the first year English majors at HPU. Its aim is to do research on students' attitudes and expectations about studying English reading skill. The questionnaires including 10 questions as follows:

Question 1 gives information on students' English learning time. The author wants to have further understanding about students' bonding time with English. Basing on this understanding, the author can get right information and give appropriate method to them.

Question 2 is about the students' attitude on learning English reading skill. Not every student learns reading English because of their love to it. By understanding exactly how they love reading English the author can have some more methods to strengthen their passion on studying English reading.

Question 3 gets information on how students think about the importance of English reading. The researcher wants to know about students' opinions on this matter.

Questions 4 and 5 are about the dificulty of reading skill and how they think about English reading lessons. These can bring more specific information and help the author have a better look into students' ideas on English reading lessons as well as their frequency of reading English.

Question 6 gets information on whether learning English through games is a good way to motivate students.

Questions 7,8 are about how often their teacher holds games in the reading lessons and how often they want to take part in learning reading skill through games in the class time. This can bring more specific information and help the study become more valid and reliable.

The questions 9 and 10 are about the students' opinions on the current teaching method and their expectations which can help teachers to satisfy their students' requirements and make them love reading English more as well as enhance students' English reading skill.

2.2. The data analysis:

2.2.1. The result from the students' English learning time:

Question 1 : How long have you been learning English?
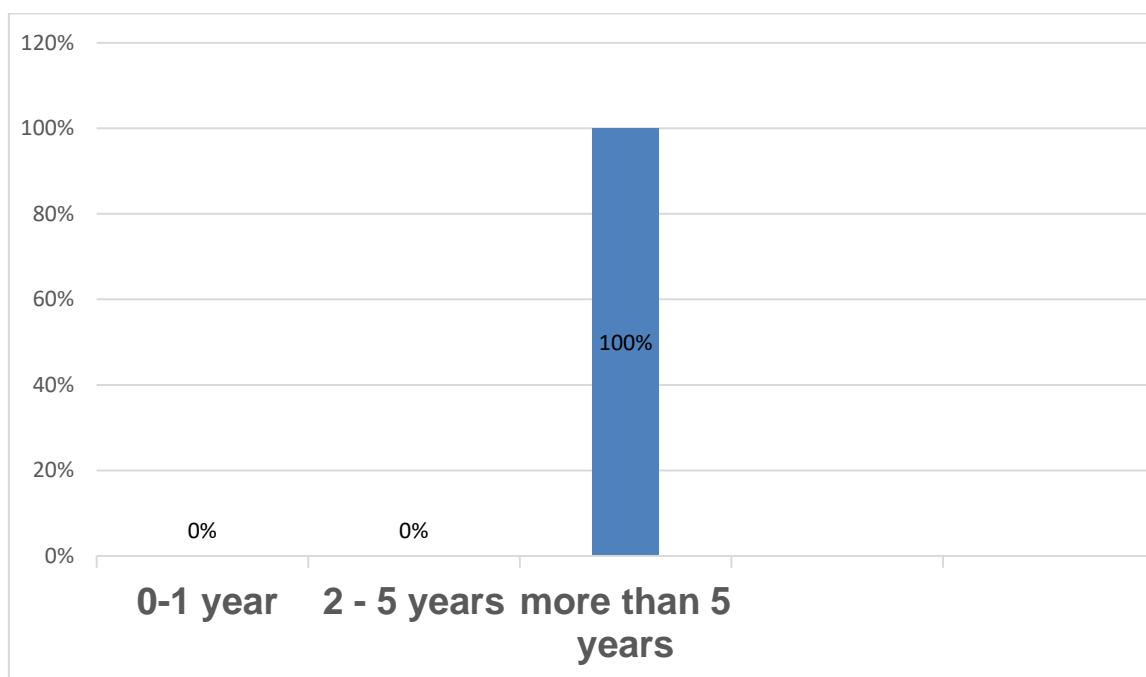

Chart 1: Students' English learning time

The chart 1 shows us that 100 % of participants answered they have been learning English more than five years, no student (0%) has been learning English less than five years. Students in Vietnam, who have to learn English from primary school to high school. It is proved that learning English has become a very important task and the great concern of everyone. English is an interesting subject which attracts a great number of students. Moreover, it is a compulsory subject in most schools from primary schools to universities as well. Thus, they are fully aware of the fact that English is really important and necessary for their future jobs.

2.2.2. The result from students' attitude toward learning reading skill

Question 2: Do you like learning English reading ?
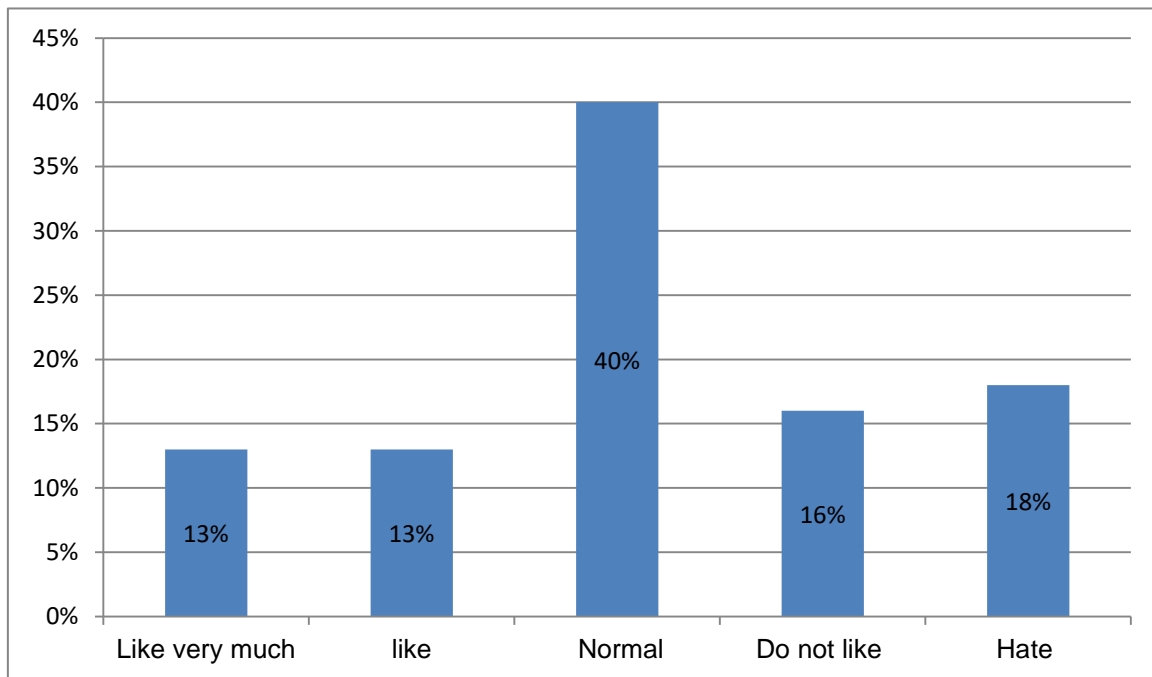

Chart 2: Students' attitude toward learning reading skill

The chart above reveals that 26% of students (13%: Like very much; 13%: Like) have very good attitude toward learning English reading. This result is not surprising and this proved that they are surely aware of how reading English is interesting and important to them. However, the number of students who do not like learning English reading are still at the high rate because it occupied 16% or we can say in another way that nearly one fourth of the students do not pay attention to learning English reading and there are about 40% of students find learning English reading normal. So how to make the learning reading interesting to attract these students is a concerned problem.

2.2.3. The result from students' perceived importance of reading skill

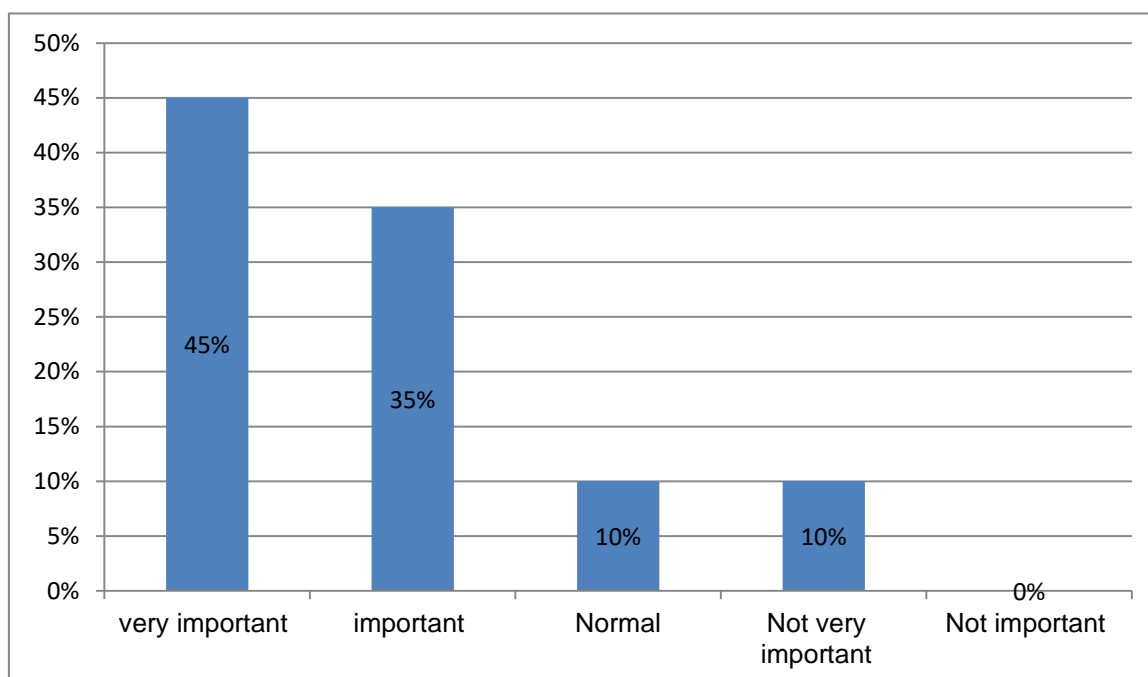**Question 3 : In your opinion, how important is English reading skill?**

Chart 3: Students' perceived importance of reading skill

As can be seen from chart 3, the high percentage of the respondents (45 %) considered reading skill very important to them while 10 % stated it was normal. 35% of the respondents mentioned reading was important. In general, most of students were aware of the importance of reading English in their studying.. However, some of them (10%) did not admit this. Therefore, from the chart above, we can easily see that students realize obviously how important is reading skill to them.

2.2.4. The result from students' perceived difficulty of reading skill

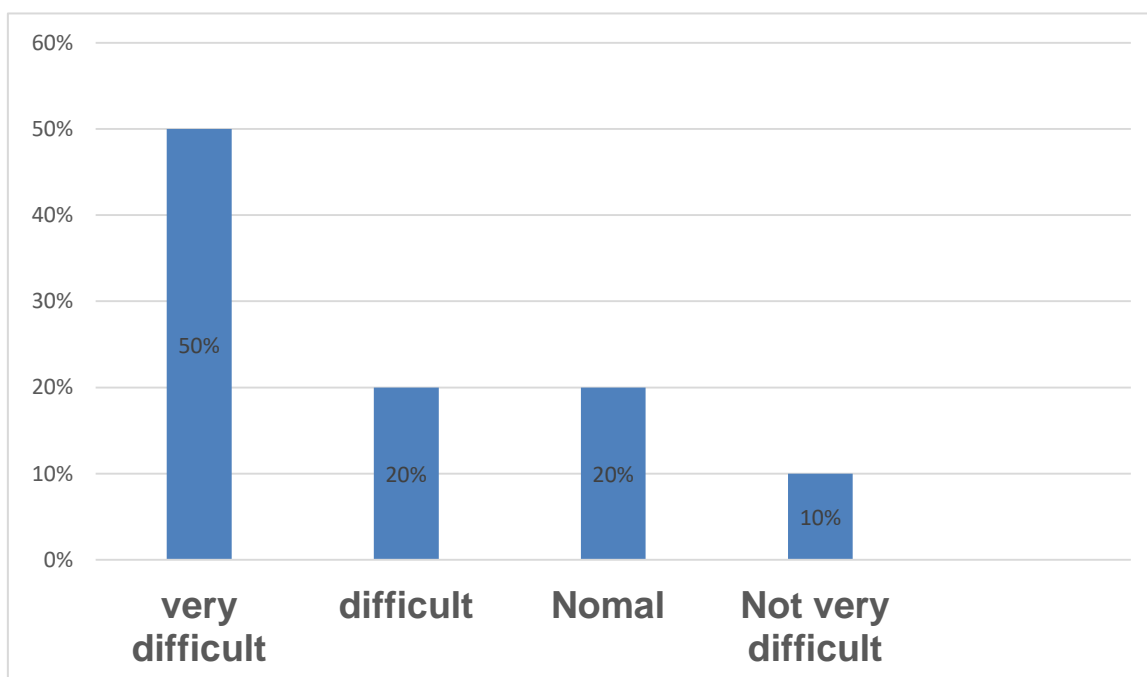**Question 4 : In your opinion, how difficult is the reading skill?**

Chart 4: Students' perceived difficulty of reading skill

The chart 4 gives us the answer for the fourth question: " How difficult is English reading skill?". It is very surprising to know that 50 % students think reading is very difficult skill, 20 % think reading is a difficult skill, 20 % and 10 % of them think reading is nomal and not very difficult respectively. So, why students suppose reading is a very difficult skill? Some interviewed students said to me that: "There are so many kinds of readings which are too difficult for them so they do not know how to understand and how to practice so this is a big challenge."

2.2.5. The result from students' impression on the English reading lessons

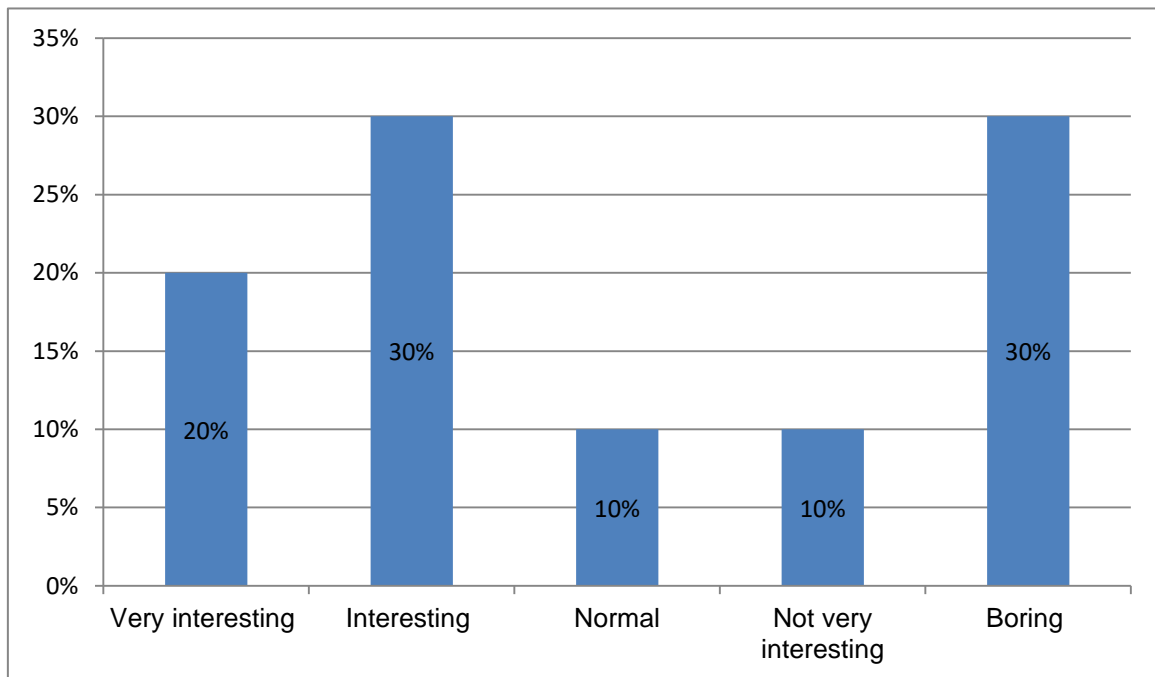**Question 5: What do you think about your English reading lessons?**

Chart 5: Students' impression on the English reading lessons

   The result indicates that 50% like learning reading lesson. while 30% othes fed up with learning reading lesson. and only 10% of them find reading lesson normal . This leads to a situation that students do not pay attentions to the lesson. All the questions above are about the interest of learning English of students and how do they think about four skills in English, especially reading skill. From that, we can find what they need to learn English reading in the class and we also want to know how they learn a reading lesson. In order to know exactly about it, we have another question and the following chart will show the answer .

2.2.6. The result from students' opinions on the effectiveness of educational games on motivating students

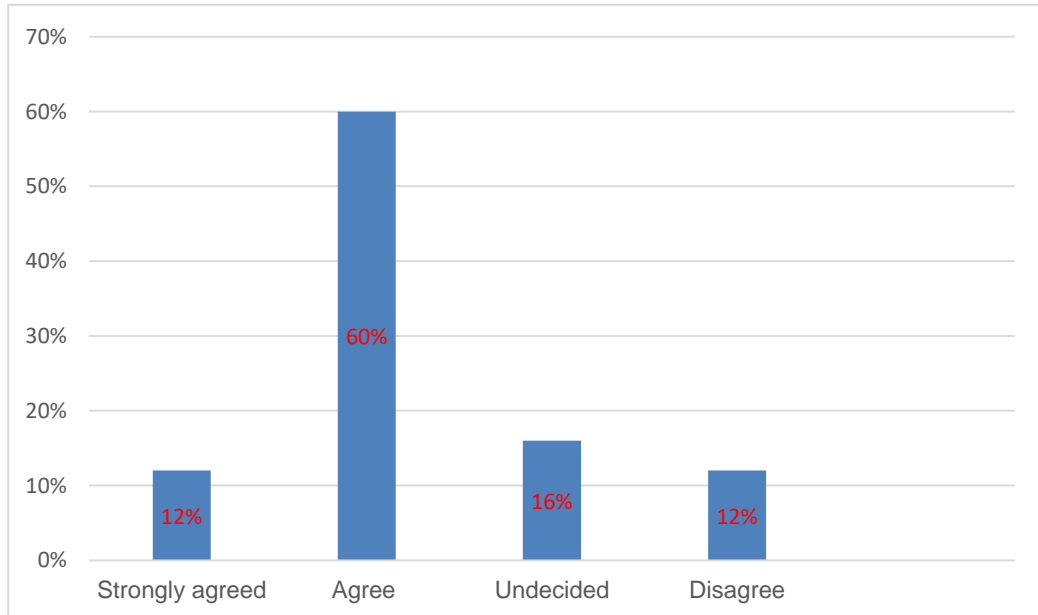**Question 6: Is learning English through games   a good way to motivate students ?**

Chart 6: Students' opinions on the effectiveness of educational game on motivating students

The chart shows that, almost students agree (60 %) with the effectiveness of educational game on motivating students . Working in a group with the educational game seem to be a new kind of learning for students, so the number of students disagree and undecide are 12% and 16% respectively. So, it proves that this method is extremely effective in the reading class.

2.2.7. The result from teachers' frequency of using English games in class

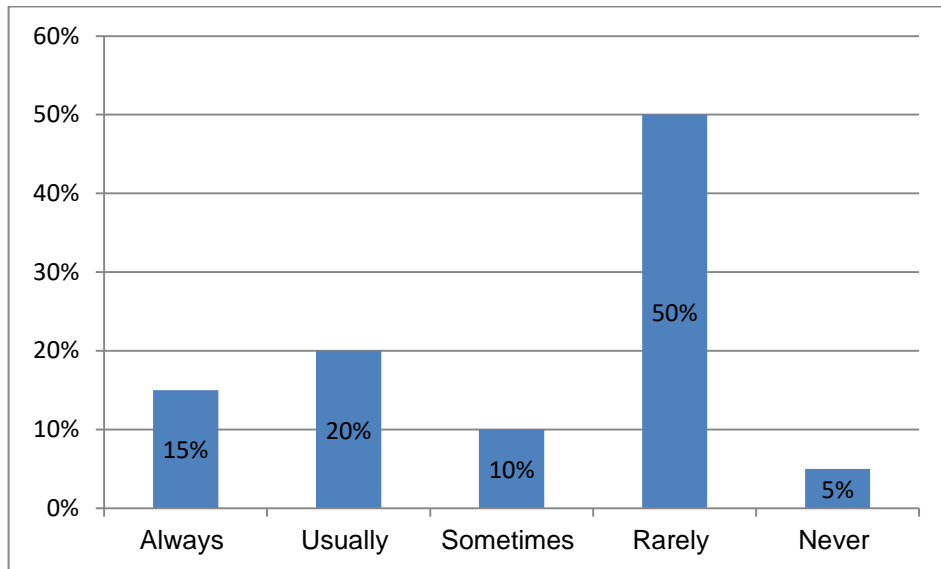**Question 7: How often do your teachers hold the games in teaching reading?**

Chart 7: Teachers' frequency of using English games in class

It can be seen the teacher do not have a habit of holding extra activities in teaching. It means that the teachers hardly create an exciting atmosphere in the class. Their lectures, thus, sometimes do not attract students. The number of students who always and usually using English games in class are 20 %. Sometimes using is 10 %, rarely and never are 50 % . So, this method is considered as an interesting method to make students pay attention to the class. Therefore, teacher had to find out the suitable methods to teach effectively.

2.2.8. The result from students' frequency of learning English reading skill with games in class time

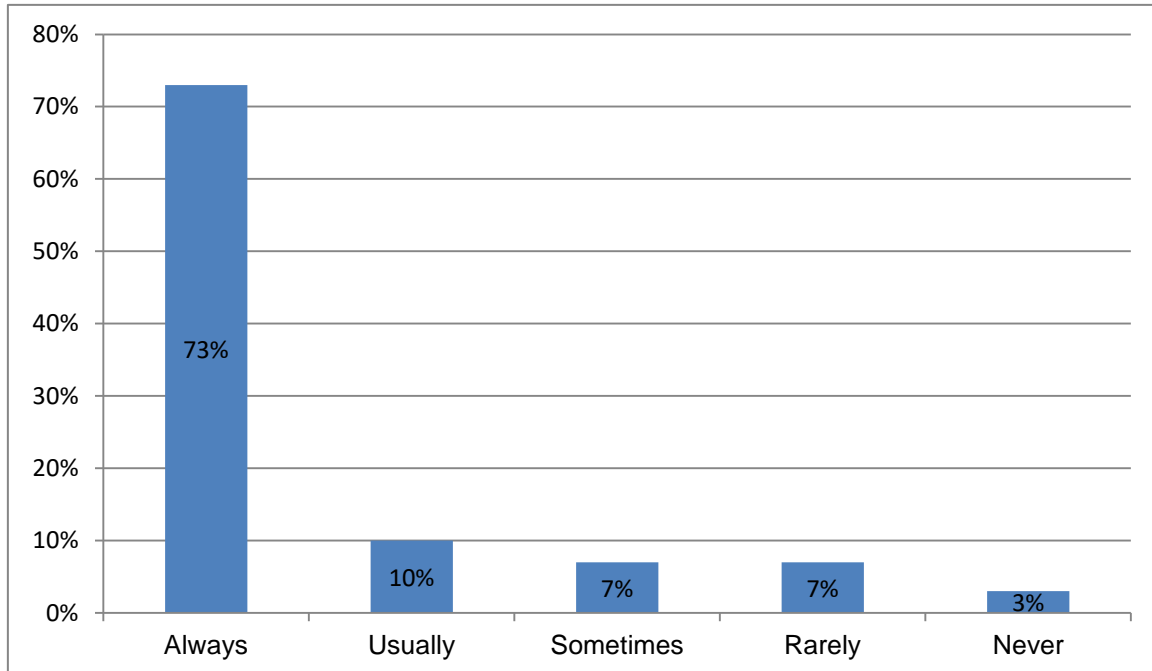**Question 8. How often do you want to learn reading lesson with games?**

Chart 8: *S*tudents' frequency of learning English reading skill with games in class time

According to the result of survey questionnaire, the percentage of students who want to learn English reading through games is high (83%). However, 17% of students don't like this method . During a studying day at school, most of the students want to entertain themselves when learning. Although students have a good exposure to a variety of sources to study reading skill, they still enjoy learning with games.

2.2.9. The result from students' opinions on the efectiveness of interesting activities

Question 9: Is learning English through interesting activities is a good way for students to improve their reading skill?
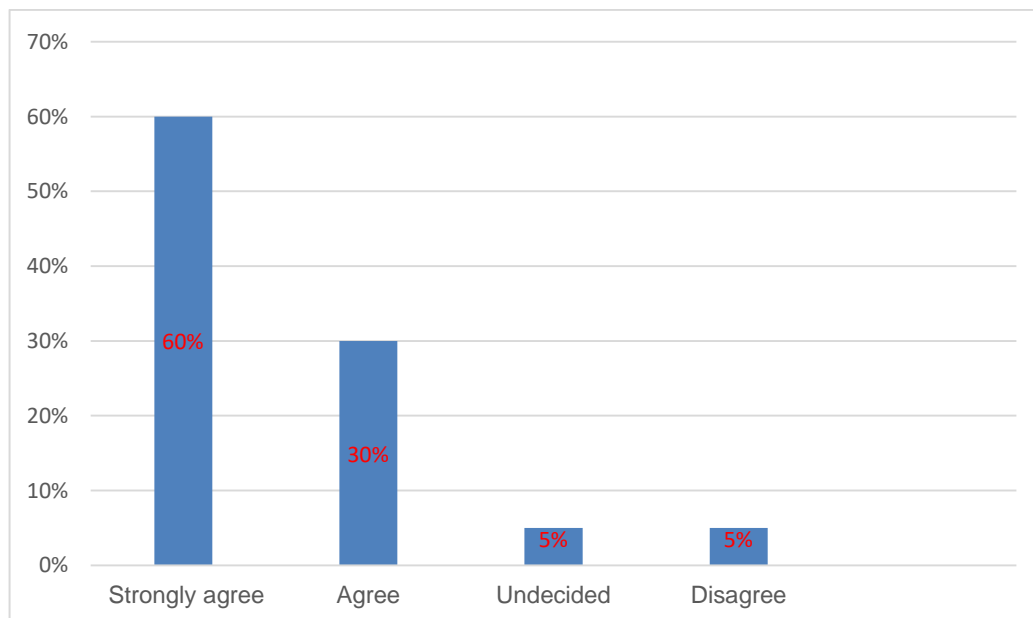

Chart 9: Students' opinions on the effectiveness of interesting activities

Learning English through fun activities is essential for students to improve their reading skills. Class activities will help them better understand and study better when learning English. When learning in games , many good ideas appear and let students help others do the tasks easier. Looking at the chart above, I find that almost students agreed and strongly agreed (30 % and 60 %). Working in with the interesting activities seem to be a new kind of learning for students, so the number of disagree and undecided students are 5% and 5% respectively. So, when the teachers use this method, they must pay special attention to improve activities in class.

2.2.10. The result from students' opinions on the current teaching method

Question 10: Is studying English-reading through interesting games is an effective way to improve reading skill?
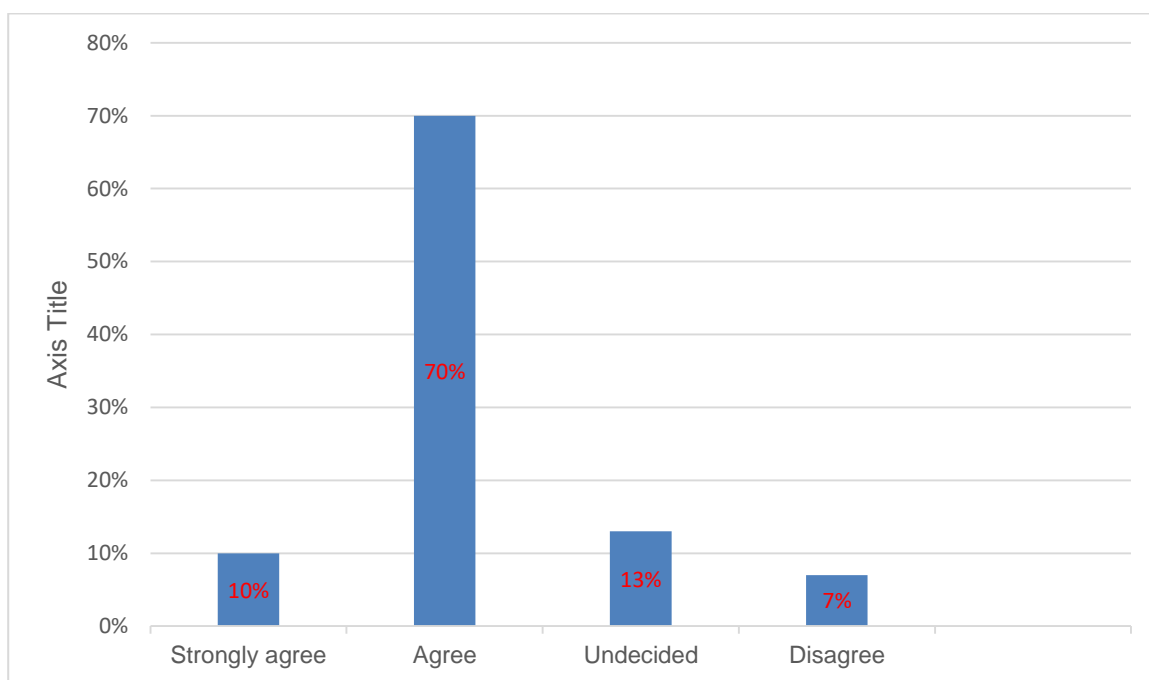

Chart 10.: Students' opinions on the current teaching method

To answer this question, all of questioned students agreed and strongly agreed(70 % and 10 %) but only 13% of them undecided and 7% of them are disagree . From this, we can see clearly that studying through interesting activities is considered the most favorable method. Playing a game appears attractive to the students; contrasting with traditional method, it will make the atmosphere in class better. So, it is suggested that teachers should use this method in teaching English reading in order to make students find these advantages of this method.

3. Findings and Discussions of findings:

The survey is responded by 30 of the English major students in HPU, which can partially useful to give some suggestions on using some games in studying English reading skill. According to the view of the first year students, almost of them realized the importance of reading skill proved by 80% of them who consider this skill is important. So that they will try to find good ways to learn English reading because it is necessary for their future job. But only 26%

of students have very good attitude toward learning English reading. 50 % students think reading is very difficult skill and all of participants agree that they have been learning English for many years. It means that teachers will have many a big challeng when teaching. Moreover, students need more motivation to study reading. Almost of them admitted that studying English reading skill through the interesting activities help them obtain the knowledge more rapidly and exciting. Furthermore, demanding about studying English reading skill through interesting activities creates a pleasant atmosphere in class most students agreed or strongly agreed with this statement. Most of of students feel excited about the teaching method with games so that 83% participants want to have a new creative English teaching method. In conclusion, teaching English reading through educational games for the first year English major students is an effective way. It is an interesting method that is very helpful for teachers to present reading skill. After getting all students' expectation in improving reading skill, I am not surprised when receiving answers 90% of them want to learn reading with the interesting activities. It can be said that learning through games is really effective way to motivate students to learn English reading better.

CHAPTER 3: SOME SUGGESTED EDUCATIONAL GAMES TO MOTIVATE THE FIRST YEAR ENGLISH MAJORS AT HPU TO LEARN ENGLISH READING SKILL

1. Some interesting games to study English reading :

1.1 . The game promotes vocabulary learning :

1.1.1. The word search game

Through this game, students can enrich their vocabulary and then use them to improve reading skill. If they have a rich vocabulary, they will be able to read
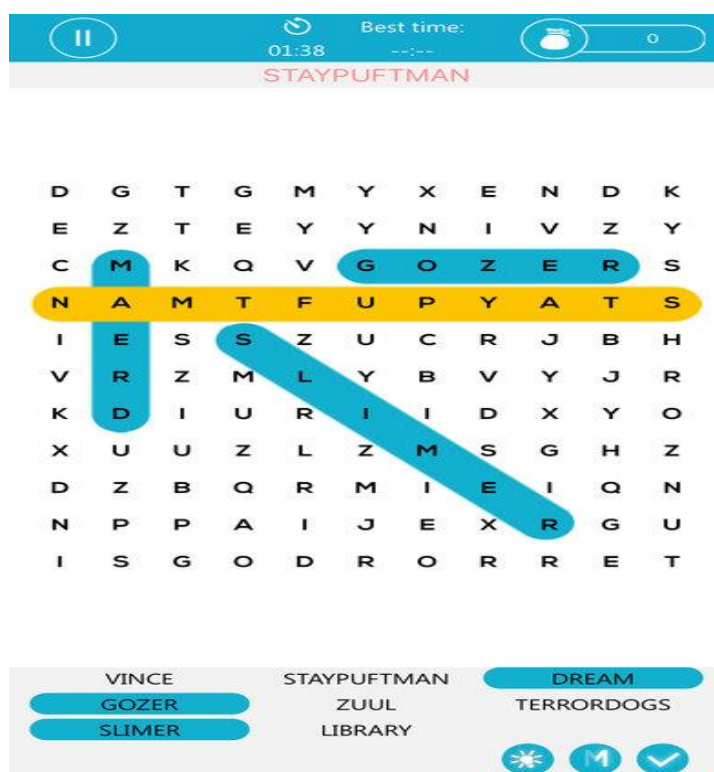
English better, more quickly and

1.1.2 " 21 Days " games

This game tries to make the player experience what a typical refugee has to go through every single day. In it you play as a Syrian refugee who's trying to survive in another land.

The game is short, which makes it ideal for English practice. It's purelytext-based, which means that it can only be used to improve your reading skills. The language is quite informal and also has some Arabic phrases mixed into it since you play as a Syrian. The sentence structures are quite simple in the game and the dialogues are close to realistic, making it very useful for beginners.

1.1.3. " Bubbles" games

This is a simple online puzzle game where you need to make a sentence that describes a picture correctly within a time limit. In one level there are many puzzles. As you keep making the right sentences in each level, the number of word-bubbles keeps on decreasing.

The game offers different speed options and also lets you decide the vocabulary category.
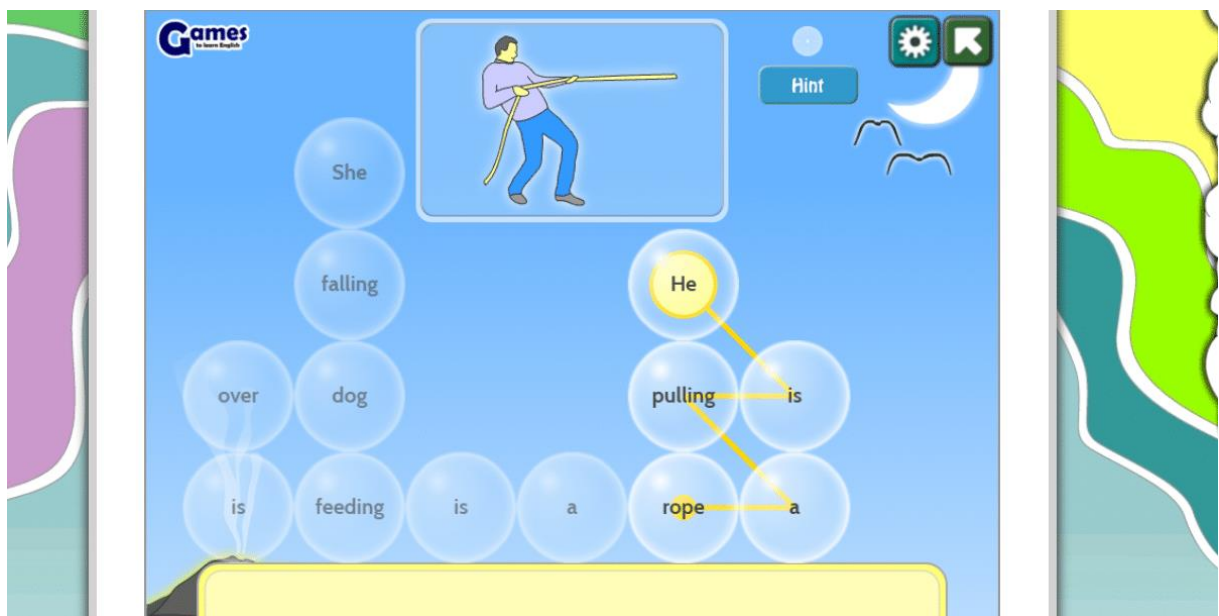
1.1.4. " Make a word " games
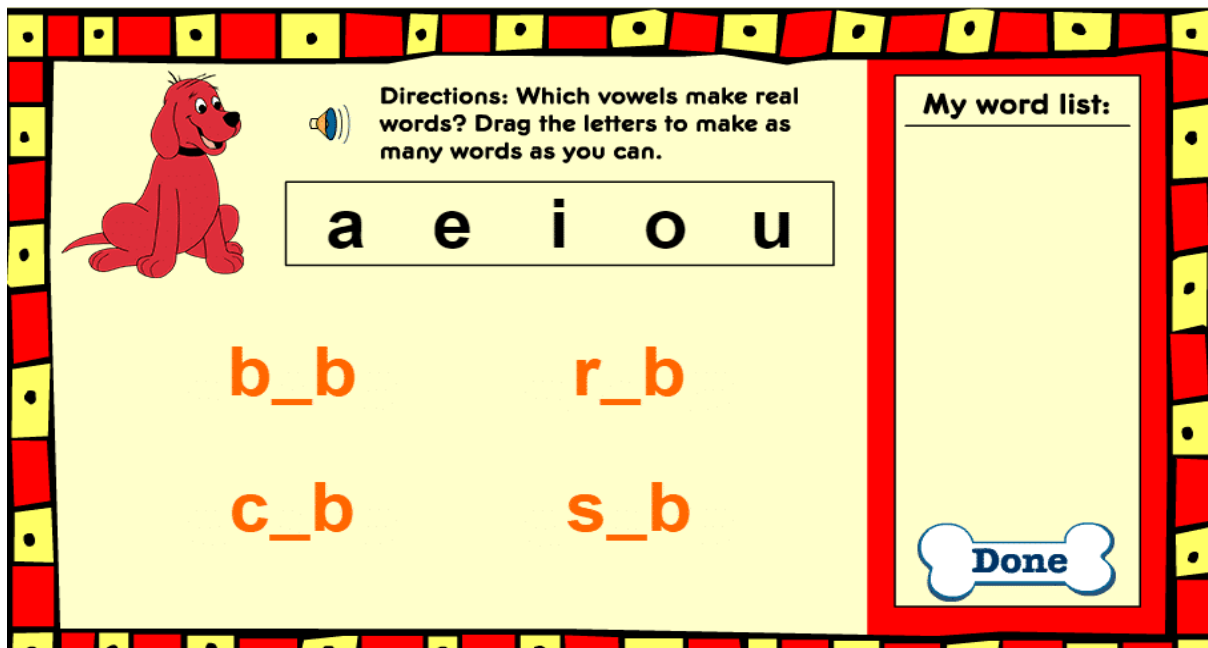
In this easy puzzle game, you're given four incomplete words and you have to drag the five vowels to each word below to complete it. Your aim is to make as many words as possible and complete the list on the righthand side of the game. Every time you make a correct word, the game gives you its pronunciation. This game can be used either as a test or as a learning tool. If you're using it to increase your vocabulary, be sure to search for the definition of each word you complete.

1.1.5. "Professor Garfield: Reading Ring"

This game is a fun way to boost your reading comprehension skills. Comics are pretty great for this purpose as they combine text with images to create the best medium for almost all kinds of learners. But the game adds another layer of fun and helps you test your understanding of the comic.

1.1.6. "Tropico 4" games

This game puts you in the shoes of a dictator who has to rule an island. It's set in the Cold War era and you have to manage international relations with the two superpowers, along with keeping the various factions in your island happy as well. If you like city-building games or have a love for politics, then this is the ideal game for you.

Learners will get to know the basic world history of the recent past, which is still relevant today. Throughout the game you get various notifications from your advisers, leaders of different factions and ambassadors of many countries. This can be used as a convenient tool to learn and read English, since all messages are accompanied by voice playbacks.

Learners should keep

1.1.7. "Influent" Games

If you thought language learning could never be adventurous, then this game is here to prove you wrong.

In this game, you explore a modern apartment where everything is clickable. You use a device to scan objects and it tells you the name of that object in English. The game features native audio pronunciations and tests your memory using time-based quizzes. It also has a mini game inside it where you fly an airplane and shoot down various things. Since the setting is a typical house you can find in most English-reading countries, it helps you learn the names of objects used in daily life.

1.1.8. Challenging game.

- Type of game: Challenging game

- Time 15 minutes

- Classroom management: Work group

- Procedure: The teacher splits the class into two teams. The teacher gives topic has the key words. The key word can be everything, but it is not too big and too small. Two teams huddle within 30 second to give words relates to this topic and turn to challenge your team. Which team is more challenging than the number of words spoken before?

If one person say enough and the right amount of challenge is scored one point. If students say one wrong word or saying one word that does not belong or not say enough times. It will lose the challenge and points will belong to the other team.

After makes a question for students and give words then requires students write report to the class what have learnt about that place.

Then make a question for students to read a low their report.

Related to the statement, presenting some advantaged of using the Interview in classroom, which are:

- Games provide language practice in the various and integrated language skills.

- Games encourage students to interact and communicate to each other

- Games create a meaningful context for language that is being learned by the students.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication which is in line with objectives of the reading skill.

1.1.9 . Zigsaw reading game

- Purpose: Test of reading comprehension skills, done right after teaching reading comprehension. Playing time: 5-7 minutes.

- The teacher prepares wordcards with information to be checked. Then divide the class into 2 groups. Each group sends 5 students to play.

- Teachers assign numbers to each student. Then, whichever number the 2 students from each team ran up to the board put together the wordcards to match the information of the comprehension text. If the team matches correctly and the fastest team will bring their team 1 point. If the match is incorrect, no points will be awarded.

1.1.10. Sentence Arranging game

- Use this game to review some grammatical structures in reading skills.

- Playing time from 5 - 7 minutes.

- Teachers prepare cardboard sheets (can use cardboard or wall calendars to make) or plastic cards

- The teacher should prepare a few sentences to review and write down each word of the sentences on a cover or card.

- The teacher shuffles the words in the sentence before handing out the number of students called on the board, one word for each.

1.1.11.Weed- Read game

Objective : Extracting and weeding extra words from a reading text.

Group Size : Six Students .

Materials : Sheets of papers in which the text is written .

Time : 10 minutes

Lesson Phase : Controlled practice

Language Focus : Reading

In Class

1-The teacher divides the class into groups of six .

2-The teacher distributes the prepared sheets ,one for each students .

3-The students work individually then in groups to weed-out any extra words that don't belong to the text .

4-The first group to finish the winner.

5-The teacher elicits the extra words ,asks a student to read the original text and another to read the text after weeding out the extra words (*Mclaughlin ,2004:p.42)*

1.2. The games to practice about skimming and scanning :

1.2.1. Reading street
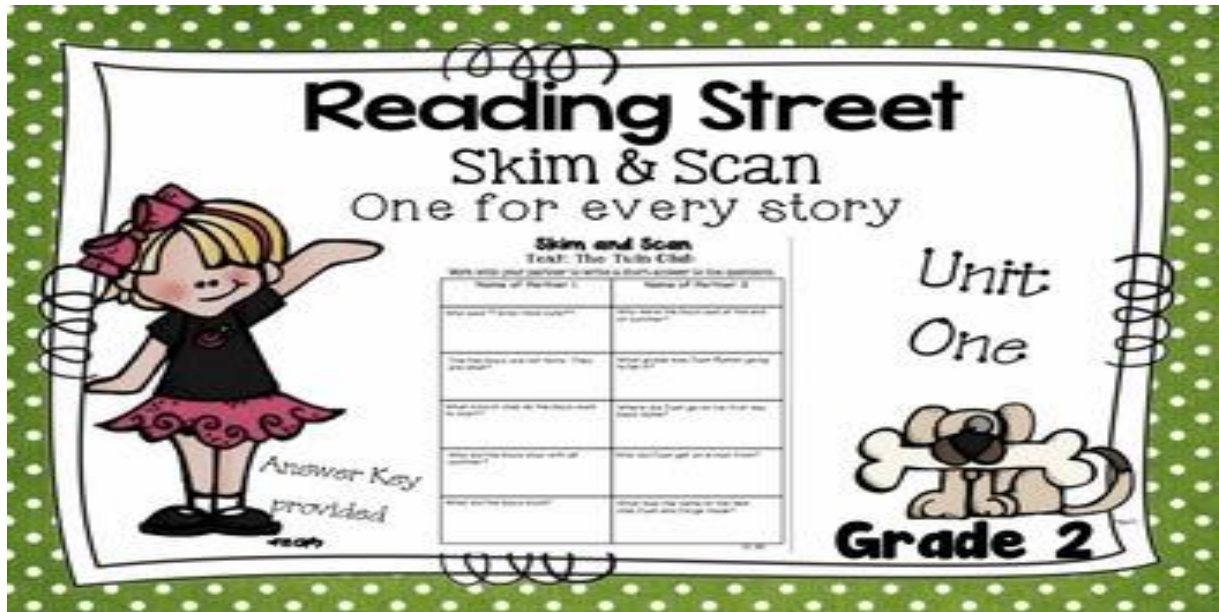
     In this game, students can be a detective and try to solve the case with the given clues. And while doing so, students need to scan the scattered information in the game to guess what really happend. It could be very interesting and useful at the same time for students. However, vocabulary used in this game is a little bit difficult so it would be more suitable for university students. As a warm-up activity or even as a main activity, we can use this game in class when we give them a lesson about scanning and skimming.

1.2.2. Spreeder
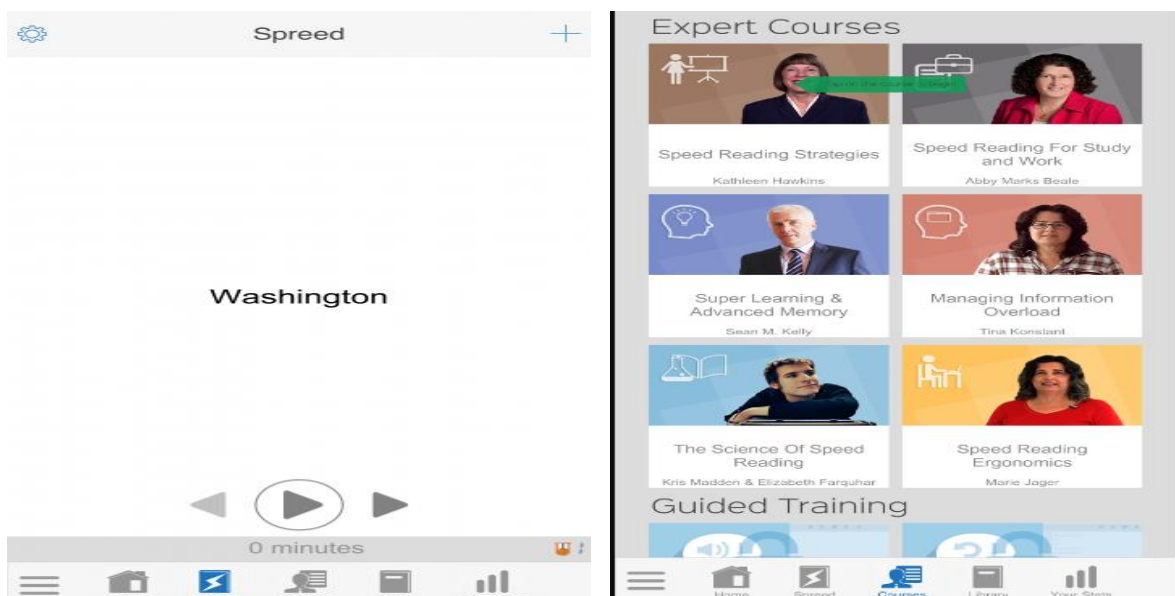
This is a rare application with instructions on how to read. Speed Reader provides a series of videos on how to read quickly. Along with that are four different practice modes, but you have to pay to practice those four modes. You can track your progress in reading speed.

Not only play on your phone, you can also practice reading text on the web.

1.2.3. Skimming & Scanning
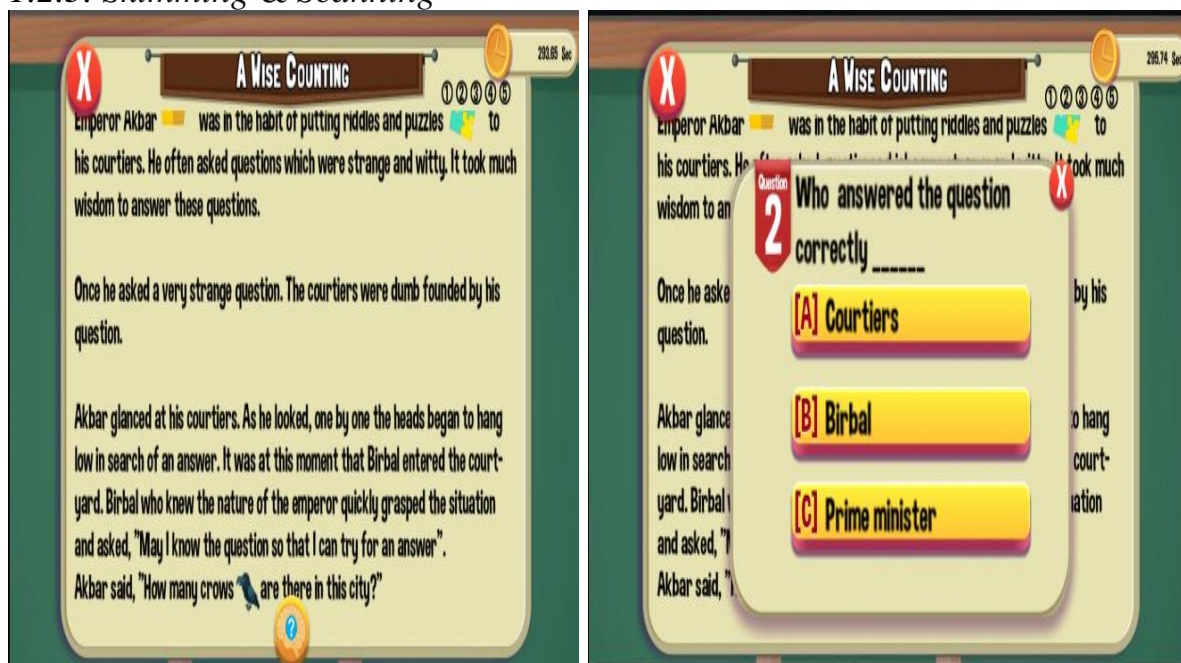
This is the only reading app that allows us to experience learning while playing. In both modes, both skimming and scanning are available and the gameplay is identical. The player reads a passage and answers the accompanying questions of that passage. The texts are also presented with eye-catching illustrations, so you will not be bored as reading a long full text

1.2.4.Read , Answer and Compete Game

Objective : To scan a text for specific information

Group Size : Six Students .

Materials : Sheets of paper with reading texts

Time : 20 minutes

Lesson Phase : Controlled practice " While reading "

Language Focus : Silent reading

In Class

1-The teacher divides the class into group of six

2-The teacher distributes the activity sheets .(A reading text with six questions to be answered)

3-The first student reads the text and answers the first question , then he passes the sheet to the next student who answers the second and passes it to the third ….. and so on .

4-At the end of the time . the teacher displays the model answers .

5-The winner is the group with the most correct answer .

6-Each leader may read a question and it's answer aloud.

2.Summary

This graduation paper has been carried out with the aim to investigate the current English reading learning situation in the first year English majors at Hai Phong private university. From the fact that many students do not focus on learning reading skill so that some educational English reading games to attract the interests of students in practicing reading skill should be pointed out in order to help students enhance their studying and improve their reading skill. Learning foreign languages from games today is not too strange for everyone anymore. A lot of people who are good at English have experiemced them all. And it is proved that learning reading through games are very relaxing and effective.

There are some advantages of games: Firstly, we can react in the fastest way in all circumstances, we can become a game creator and have good reading skills. The only way is to study and plow actively English to have enough vocabulary to understand the task of reading and find ways to overcome. By day by day immersing in English dictionary will help you have a solid foundation and you will be surprised at your reading skills. Secondly, we can explore the way of any game that is controlled, find the rules in each game and develop them in the future. You can also have best friend and live more responsibly. The most important thing is that people who play game have happy time, relax to concentrate on learning or working.

PART III: CONCLUSION

1. Conclusion

Basing on surveying the current teaching and learning English in HPU of the first year English major students I have already had a research on their attitudes toward learning English reading. During the process of complete this research paper, I would like to give some useful games to support the first year English major students in learning English reading with the hope that this research paper will contribute some effective ideas to study English reading skill.Since the survey and informal are restricted to only small number of students, surely that the result cannot reflect the all the real condition of learning reading skill of students in English major at HPU. Nevertheless, I hope that my findings and the discussion following can give useful information to some extents.

It can be clearly seen the most important thing about this method is to help students who play games with happy time, relax to concentrate on learning. It can not be denied that language games create a joyful learning environment, positive teaching methods are learner-centered. The number of students interested in learning through games is very high about more than 80%. The number of students who often participate in activities and lessons when there are useful games up to 73%. These datas show that educational games are highly beneficial and in need, which is essential for students to improve their reading skills. The game is a source of encouragement, enhances students 'interest in learning and is often seen as a starting step to attract students' attention to the foreign language teaching environment. Collaboration and competitiveness are factors, which are necessary to increase the learning motivation for English learners. And this is true because the game not only encourages competition between them but also encourages mutual support within the group. In addition to providing instant feedback, language games also help teachers check what students have learned informally without having to ask students to take a serious paper test or have to go to the board to do homework, or do a bunch of

homework on paper in a boring and tiring manner. This form of assessment is particularly effective and attractive to students.

In a conclusion, most of the students focus on learning reading skill when learning with educational English reading games and their teacher also revealed that her students' reading skill is better. It can be said that learning through games is really effective way to motivate students to learn English reading better.

2. Limitations and recommendations for further studies

Although this research was carefully prepared, I was still aware of its limitations and shortcomings. Due to the shortage of time and knowledge, the study could not cover three other skills such as listening, speaking, and writing and in a variety of participants such as sophomore or senior at HPU.

Due to the limited time and a small number of students, the designed games are only administered to a small population of first-year (30), which had a great influence on the reliability and accuracy of the collected data to some extent. Therefore, other studies can be carried out on other subjects such as second-year, third-year or final-year students. In brief, it is hoped that the study will be of great help in enhancing the teaching and learning quality and become a useful source for both teachers and students at HPU.

APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS
(ENGLISH VERSION)

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your current learning English reading. Its ultimate purpose is to improve your English reading skill. Please do give your own opinions frankly!

Please, tick the answer that best described your ideas and add final comments at the bottom of the sheet if you wish .We need your frank opinions about the English lessons to make them more relevant and interesting, as well as to meet your needs .We thank you for your cooperation!

1.How long have you been learning English?

□ 0-1 year   □ 2 - 5 years   □ more than 5 years

2. Do you like learning English reading?

□ Like very much   □ Like   □ Normal

□ Do not like   □ Hate

3. In your opinion, how important is English reading skill?

□ Very important   □ Important   □ Normal

□ Not very important   □ Not important

4. In your opinion, how difficult is the reading skill?

□ Very difficult   □ difficult   □ Normal

□ Not very difficult

5. What do you think about your English reading lessons?

□ Very interesting   □ Interesting   □ Normal

□ Not very interesting   □ Boring

6. Is learning English through games a good way to motivate students?

□ Strongly agree   □ Agree   □ Undecided   □ Disagree

7. How often do your teachers hold the games in teaching reading?

□Always   □ Usually   □ sometimes

□ rarely   □ never

 8. How often do you want to learn reading lesson with games?

□Always   □ Usually   □ sometimes

□ rarely   □ never

9. Is learning English through interesting activities a good way for
students to improve their reading skill?

□ Strongly agree   □ Agree   □ Undecided   □ Disagree

10. Is studying English-reading through interesting games is an effective way to
improve reading skill?

□ Strongly agree   □ Agree   □ Undecided   □ Disagree

Your comments:

....

....

....

....

Thank you for your co-operation!

APPENDIX 1.2 : QUESTIONNAIRE FOR STUDENTS
(VIETNAMESE VERSION)

Các bạn thân mến,

Hãy điền vào bảng câu hỏi này và gửi lại cho chúng tôi. Chúng tôi cần những ý kiến thẳng thắn của các bạn về các giờ học Đọc tiếng Anh trên lớp để làm chúng ngày càng thú vị và phù hợp hơn cũng như để hiểu được mong muốn của các bạn. Rất cảm ơn sự hợp tác của các bạn!

Hãy đánh dấu vào câu trả lời miêu tả đúng nhất ý kiến của bạn và viết thêm một vài bình luận của bạn ở dưới.

1.Bạn đã học tiếng Anh được bao lâu?

  □ 0-1 năm   □ 2 - 5 năm   □ Hơn 5 năm

2. Nhìn chung bạn có thích Đọc tiếng Anh không?

  □Rất thích   □ thích   □ Bình thường

   □ Không thích   □ ghét

3. Theo quan điểm của bạn, kỹ năng Đọc tiếng Anh có quan trọng không?

□ Rất quan trọng   □ quan trọng   □ Bình thường

□ Không quan trọng lắm   □ Không quan trọng

4. Theo quan điểm của bạn, kỹ năng Đọc tiếng Anh khó như thế nào?

□ Rất khó   □ quan khó   □ Bình thường

□ Không khó lắm   □ Không khó

5. Bạn nghĩ sao về những tiết học Đọc tiếng Anh hiện nay?

□ Rất thú vị   □ Thú vị   □ Bình thường

□ Chẳng thú vị mấy   □ Nhàm chán

6. Học tiếng Anh qua các trò chơi có phải là cách tốt để khuyến khích học sinh ?/

□ Rất đồng ý   □ Đồng ý   □ Chưa quyết định   □ Không đồng ý

7. Giáo viên của bạn thường xuyên tổ chức các trò chơi trong giảng dạy đọc như thế nào ?

□ Rất thường xuyên   □ Thường xuyên

□ Đôi khi   □ Hiếm khi   □ Không bao giờ

8. Bạn có thường muốn học đọc với các trò chơi không?

□ Rất thường xuyên   □ Thường xuyên

□ Đôi khi   □ Hiếm khi

9. Học tiếng Anh thông qua các hoạt động thú vị là cách tốt để học sinh cải thiện kỹ năng đọc?

□ Rất đồng ý   □ Đồng ý   □ Chưa quyết định   □ Không đồng ý

10. Học đọc tiếng Anh qua các trò chơi thú vị có phải là cách hiệu quả cải thiện kỹ năng Đọc hay không?

□ Rất đồng ý   □ Đồng ý   □ Chưa quyết định   □ Không đồng ý

Ý kiến đóng góp của sinh viên:

....

....

....

....

Một lần nữa xin chân thành cảm ơn sự hợp tác của các bạn!

REFERENCES

Atake, K. (2003) . *Using Games to teach English in Japanese Junior High School* . Eric No : ED479748 . Retrieved April .23 ,2006 from : http :// www.eric .ed.gov/.

Coleman, D. 1990*. Language Learning Through Computer Adventure Game .* Simulation and Gaming , Vol.21,No.4,P.P 443-251

Crookal, D. (1994). M*iscellaneous Review* .Simulation and Gaming ,Vol.25,No.2,p.p.309-310.

Collier, C. (1998) . *Creating Games for Emerging English Speakers : Language & Content Reinforcement Activities* . Paper presented at the Annual Meeting of the National Association for Bilingual .

Chen , I - J (2005) *. Using to Promote Communicative Skills in Language Learning* . The Internet TESL , Journal , Vol.11,No.2.

Deesri, A. (2002).*Games in the ESL and EFL class*.The Internet TESL Journal.Vol.8,No.9.RetrievedFeb.18,2006,from:*www:http://iteslj.org/techniques /Deesri-Games.html.*

Hadfield, J. 1990. A Collection of Games and Activities for Low to Mid-Intermediate students of English*. Beginners' Communication Games*. Hong Kong: Thomus and Nelson and Nelson and Sons Ltd.

Hogle, J. G. （1996）*.Considering Games as CognitiveTools: In Search of Effective Edutainment.*University of Georgia Department of Instructional Technology .(ERIC Document ED425 737)

Hyland, K. (1993) . Language - Learning Simulations *:* A Practical Guide, *English Teaching Forum* 31 , 4 .Available from http://exchanges.state .gov/englishteaching/forum- journal.html.

Hubbard, (1991). "*Evaluating Computer Games for Language Learning."* Simulation and Gaming*,* June 1991: 220-223.

Kim, L. (1995). *Creative Games for the Language Class.* Forum, Vol. 33. March1995 at http://exchanges.state.gov/forum/vols/vol33/no1/p35.htm.

Lee, W. R. (1979) *Language teaching games and contests*, Oxford University Press, Oxford, 1979.

Mei, Y and Jing , J . (2000) . *Using Games in an EFL Class for Children* . ELT Research Paper , Fall . Design University .

Mclaughlin, S . (2004) . *Games , Activities and Worksheets For The English Classroom. A Practical Manual For Vocabulary, Grammar and Pronunciation Development* . QCERD. Palestines .

Makarova , Veronica (1997) . *Fun Games and Activities for Pronunciation and Phonetics Classes at Universities* . Paper presented at the Annual Meeting of the Japan Association for Language Teaching Hamamatsu , Japan .

Mcllvain, A. (2004). *Teaching English to very young learners.* Selected Papers from the Amazing Young Minds. Cambridge: Cambridge University Press.

Nunan, D. (1992). *Research method in language learning*. Cambridge: Cambridge University Press.

Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga :*Learning Vocabulary Through Games* . *Asian EFL Journal* – December 2003.

Rixon, S, *How to use games in language teaching*, Macmillan Publishers Ltd, London, 1981

Saricoban, A. & Metin, E. (2000). *Songs, verse and games for teaching grammar.* The Internet TESL Journal. VI(10). Retrieved from http://iteslj.org/Techniques/Saricoban-Songs.html

Shaptoshvili, S. (2002) . *Vocabulary Practice Game . Forum* , Vol. 40 ,No . 2. April 2002 .(p34).

Saricoban & Esen Metin(2000) ***Songs, Verse and Games for Teaching Grammar*** arifs [at] hacettepe.edu.tr Hacettepe University & Cankaya University (Ankara, Turkey)

Uberman, A. (1998) *. **The Use of Games for Vocabulary Presentation and Revision** . Forum , Vol.36, No.1, P.20 .*