

# Combining Reading with a Game: An Interactional Approach in an EFL Classroom

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## Abstract

The principle of integration still has a long way to go in English language teaching (ELT). There is undoubtedly a wide gap between reading, writing and edutaining activities. However, bridging such a gap should not pose problems as long as teachers master the art and craft of mixing without breaking. Classroom observation proves that after teaching a lesson on the use of prepositions of place, teachers generally give learners practical exercises and move on to another activity or lesson. This is irrelevant as learners' ability to use prepositions of place will not go beyond being able to identify them in a sentence or being able to use them in sentence-building. Even if learners mastered both of these skills with prepositions of place, the problems would probably persist. Now as this paper combines receptive skills with productive sub-skills, it reinforces as well the idea that games participate in creating a relaxed atmosphere in the English language classroom. My findings reveal that games not only resolve learners' emotional and cooperative problems but also help build a strong teacher-learner rapport. To carry out this study, I did empirical research with quantitative and qualitative data based on a reflective practice approach.

**Keywords:** integration; ELT; edutaining activities; games; reflective practice.

## 1. Introduction

As interactional activities, games in which prepositions of place are used could definitely foster speaking. It is indeed quite familiar for a teacher of English to begin a discussion theme, for example, with a *Hangman* or an *Odd one out* game. The fact of making learners guess the answers, winning or losing while both having fun and learning require high consideration. So games as interactional activities stimulate an entertaining and educational interest among participants. While interaction occurs, it is mostly on the nature of the task, including its structure and the outcomes [1]. The main purpose of a language class is not to focus on speaking only because reading, listening and writing will be also needed and might even be needed more for some learners.

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Even though speaking is commonly considered as the most important skill according to Thornbury, learners should be exposed to as many diverse activities as possible, some of which might encompass more than two skills [2].

The interest of this research paper lies in the fact that teachers especially will not be raising learners' awareness about prepositions of place and asking them to write down any lesson or doing any exercise related to it and stop there. Instead, teachers will make their learners practice an integrative and interactional game that will not only help the latter to cope with stress but also use prepositions of place in real life, too. A mechanical exercise which instructions go as follows: "Fill in the blanks with the prepositions of place below" is not a bad thing but combining it with a communicative exercise gives better results in terms of learners' oral performance. The problem that occurred before doing this empirical research was to find a way to practice prepositions of place without making learner's write anything after teaching it in a classic way. This inevitably arose three questions. First, what kind of original activity of my own should I create for my learners? Second, how will I develop it in a structural way? Third, what will be my learners' reactions to it after practicing such an activity in class?

We all like games, especially children and teens. So why not a game? A step-by-step approach is a popular structure for games. After practicing the game, the participants' reflections will be collected by means of questionnaires. In this article, I will demonstrate that it is possible to teach learners how to use prepositions of place properly through consciousness-raising reading activities combined with a speaking activity through a game as a process of integration.

## **2. Literature review**

The way I taught grammar over the past five years and the way I teach it today have improved substantially. Through observations of my learners' timid reactions to grammar lessons I realized that my teaching techniques needed some brush up. After long hours of self-assessment and reflective teaching at the end of a lesson on the use of prepositions of place, time and direction with about 14-16 year-old learners, one idea flashed across my mind. In fact, integrating a game as icebreaker and practice tool of the English language into a reading activity is not an ordinary thing. As Thornbury puts it, games have a long history in language teaching [3]. It took me time to reflect on my practice in class though. Following the cycle of action research developed by Richards and Lockhart in *Reflective Teaching in Second Language Classroom* also quoted by Blázquez (2007), [4] I identified learners' problems, planned an action to solve it, implement the planned action, observed the action and reflected on the observations. Using prepositions of place is indispensable to communication, and their misuse often distorts meaning, so it is essential to be able to use them correctly when writing or speaking [5]. Thornbury argues that consciousness-raising describes the way that learners become aware, or are made aware, of features of the language they are learning [6]. To support him, Hendricks adds that consciousness-raising helps learners if attention is focused on correct grammatical forms by highlighting or emphasizing them in some way [7]. There are prepositions of direction (to, across, along, around, past, through, etc.), time (at, in, on, for, since, etc.) and prepositions that show the relationship between ideas (despite, except, owing to, etc.). But it would be too premature and reckless to present all of them to learners at this stage. In addition, it would not be possible to play the game with them all. The target learners have been learning English for four years now and

they almost dealt with the main prepositions in the previous years. Learning some grammatical rules and terms makes language learning easier for some learners. Other learners, *e.g.*, young children may not find them useful at all [8]. Learners will learn little or nothing if they do not find the activity catching and involving. It needs to attract them, fill their minds and hold their attention [9]. But engagement in game-based activities gives learners a chance not only to experiment with the language being learnt in a natural and fun way but also to sharpen their English skills [10]. In general, children love secretive and scary tricks. Even in class, they sometimes play hoax on their classmates hiding their stuff and so forth while the teacher is explaining the lesson. In Senegal, learners traditionally put teachers on a high pedestal, which makes their building rapport difficult at times. The teacher majestically stands there facing mostly more than fifty learners. The latter have to keep silent while taking notes. So the class is often oriented to a teacher to learners' interaction. Furthermore, this face-to-face atmosphere creates a perpetual confrontation that makes learners stand in awe of teachers or defy their authority sometimes. However, the language classroom should not be teacher-centered nor monotonous. Senegalese language experts have done ground-breaking research in communicative language teaching (CLT) of English. On one thing, Thiam [11] reviews five fundamental principles in the CLT literature as the principles of integration, authenticity and contextualization, discourse, information gap and unpredictability, and reasoning gap. As for the principle of integration, it rings a bell inasmuch as the game I am proposing here encourages learners to understand the use of prepositions of place in reading and to learn how to use them in speaking. On another, Drame [12] lists eight overarching principles of CLT in a foreign language context adapted from Richards's study on materials development and research published in *RELC Journal*. The eighth principle that could circumvent the teacher-centeredness issue pinpoints that the teaching/learning process is no longer vertical but horizontal to match the nature of normal interaction [13]. Both the reading activities and the game are in line with the five cognitive processes developed by Thiam [14] as instigation (before reading), identification, investigation, interpretation (while reading) and integration (after reading). In the following methodology, I will share the game I have been practicing with my pre-intermediate learners since I started teaching the use of prepositions of place before sharing the content of the quantitative and qualitative data collected. I must precise that this game is my own creation.

### **3. Materials and methods**

This section aims to present the game I created in an integrated process since I combined it with a text for reading. The next section will concentrate on the presentation and analysis of the data collected from the learners' questionnaires as this research was conducted after practice. Any interesting text for reading can be selected. Internet and textbooks are also helpful tools. The most important thing for the teacher is to make sure the text selected contains at least three or more prepositions of place. This will be a pretext for the teacher to get the learners practice the game and have fun while learning. The materials that will be needed are pictures for visual aids, handouts for the reading activity and a piece of color chalk to underline keywords. One hour or more will be needed as well to teach the reading lesson. For answers of the activities, see Appendix A and Appendix B.

#### **3.1. Reading comprehension**

### ***Step 1: Warm-up activities***

Lead the learners into the text to read using an engaging activity (*e.g.*, odd one out). You could write four words about school on the board adding “phantom” to them. You could also choose another theme, *i.e.*, sports, jobs, musical instruments, and so forth. Write them in disorder, then ask learners which word should be the intruder. This figure is an example.

Table – **phantom** – pen – teacher – book

Intruder: \_\_\_\_\_

**Figure 1:** Odd one out activity.

Underline the answer in color chalk or marker. Remember “phantom” may be a new word to them, so you need to elicit its meaning using pictures for instance. In some Western cultures, a ghost is represented with curved shapes as its head and hands, and a wiggly tail, all colored in white, except for the eyes. However, in other cultures a ghost is just an invisible paranormal spirit. Here I have chosen “phantom” because of the context of French as the learners’ L1. In fact, the French word for “phantom” is “fantôme” and the comparison may foster fast understanding for learners. Also take time to explain to learners that “phantom” is the synonym of “ghost” before moving on.

### ***Step 2: Pre-reading phase***

Before reading, have a brainstorming session with learners to initiate a classroom discussion on phantoms. As an illustration, in the figure below are listed a number of questions.

- What do you know about phantoms?
- Make a list of three (03) words about phantoms and compare your answer with your partner’s.
- Read the text and check if the words you have found are in the text also.

**Figure 2:** Pre-reading questions.

**Step 3: While-reading phase**

Give learners handouts with the text if it is not written on the board. You might choose your own text as well, but the idea is to use prepositions of place in it. In this text chosen as an example, I wrote in bold the prepositions of place to raise learners' awareness. If you happen to be compelled to write on the board, you would better use color chalk or marker as highlighter. Aminata was trapped **in** the lonely house when her parents went to work. As she was footloose and fancy-free, she would rather stay home. Afraid of her own shadow, everything seemed strange that day. Her father's guitar was playing alone **in front of** her bed. She heard a mocking laughter that went louder and louder. Suddenly, the kitchen door banged with a creak. She could see many utensils spread out **on** the floor. The pots were **under** the table, the spatula dancing in frenzied applause, the spoons hidden **behind** the fridge, the blender put **next to** the bathroom, the cooker strangely stood **by** the window and her favorite coffee cup was hanging in the air **between** the sink and the ceiling. A ghostly silhouette directed to the blackness of her chamber. The helpless girl felt her heart leap out of her throat. But when someone knocked at the door, she realized that she was only having a bad dream. Then, she woke up and breathed a sigh of relief.

**Source:** My own production

**Figure 3:** A text with eight prepositions of place.

**Step 4: Post-reading phase**

You might want to adapt this text to your learners' proficiency and to the social and cultural environment of the class. For instance, consider changing the name of the main character, Aminata (a common West African female name), some idioms, and think of finding simpler synonyms for some words, if necessary. Upgrading the text for upper-intermediate learners is also a good idea. When you are done giving learners the handouts or writing the text on the board for learners to copy it down in their notebooks, ask them to read the text and say whether they have found in it their own words about phantoms. After checking their predictions, give them comprehension activities. Figure 4 illustrates a Multiple-Choice Questions activity and Figure 5 shows an Information Transfer activity.

**TICK THE RIGHT ANSWERS.**

1. The best title for the text is:

- ☐ Fright night      ☐ A nightmare      ☐ Ghosts

Justification from the text: \_\_\_\_\_

2. The general tone of the text is:

- ☐ Informative      ☐ Frightening      ☐ Funny

Justification from the text: \_\_\_\_\_

3. The story ended:

- ☐ Well      ☐ Bad      ☐ Sadly

Justification from the text: \_\_\_\_\_

**Figure 4:** Multiple-choice questions activity.

**ANSWER THE QUESTIONS WITH INFORMATION FROM THE TEXT:**

A. Give two passages that show that Aminata was afraid.

1. \_\_\_\_\_

2. \_\_\_\_\_

B. List the groups of words that show there was a lot of noise in the house.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

C. List seven (07) objects that appeared strange.

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

**Figure 5:** Information transfer activity.

**INTERACTIVE QUESTIONS:**

Where was Aminata?

Where was the guitar?

Where were the utensils?

Where were the pots?

Where were the spoons?

Where was the blender?

Where was the cooker?

Where was the coffee cup?

**Figure 6:** Interactive teacher-learner questions.

When learners finish these activities, make sure the last while-reading activity will encourage them to give answers that contain the prepositions in the text. Here, you do not even need to give learners time to do it in their exercise books. Just do an oral interactional activity using concept questions and do not hesitate to reformulate the questions, if need be. Write the prepositions on the board as learners give them using the same questions in the figure below or other questions related to the text you will be choosing but that will make learners provide answers with prepositions of place.

### **3.2. Game: Ghost House**

In “Ghost House, a Kinesthetic Game to Practice Prepositions of Place in Speaking,” [15] I only focused on sharing the game as teaching technique and pedagogy with EFL teachers who might not be interested much in academic research findings but here I have demonstrated how efficient it could be when combining it with reading bearing in mind that other games could also be combined with this reading activity. In general, EFL Teachers mostly opt for a direct and more professional way of reshaping the way they teach. So though theoretical outpouring may be interesting in terms of questioning the existing literature in English Language Teaching (ELT) or classroom practices, teaching techniques contribute to quenching EFL teachers’ thirst for new classroom tools which they could mold, remodel, associate with another technique and/or finally improve. As a reminder, I created this game after deep reflections about how I could make learners practice what they learnt. As materials, just the learners’ tools laid on their tables will do (pens, rulers, rubbers, bags, pencils, books, etc.). Approximately between 30 minutes and 1 hour will be necessary to play this game according to the class size. As long as the learners show interest, each one of them would want to volunteer so as to role-play the ghost and have fun. So the time the game will take to be practiced depends on the class mood.

#### **Step 1: Preparation**

Prepare learners psychologically. They need to know that since the reading is finished they have now to play a game using the prepositions of place written on the board. To be certain that your learners will not forget the meaning of the prepositions, you could give their meaning in their L1. Here I personally use French. Explain learners that they are about to play a game called “Ghost House”.

#### **Step 2: Teacher’s demonstration**

Show learners what to do and how to play the game. Ask all learners to watch you carefully as you will role-play the ghost. Make sure learners understand you are the ghost and they the guests. Tell them when you clap your hands one time, they have to close their eyes and then you will take three learners’ tools at random and hide them somewhere in the class. The hidden tools could be behind the door, next to another learner, under a table, on the teacher’s desk, in the bucket, etc. When you clap your hands two times, they will have to open their eyes and some of them will realize their tools are missing. At this stage, you do not want to mess things up, so learners who realised their belongings are missing raise their hands and wait until you give them the floor, one by one. Seeing that pre-intermediate learners may not be fluent in English, tell them what they have to say is written on the board (see Figure 7). When the first learner who raises his hand is taking the floor to speak to the

ghost, he may look for his lost thing everywhere in the classroom until he finds it. When role-playing the ghost, it is not a bad idea to imitate a loud and angry voice. The ghost ought to sound authoritative and demanding. The learner who imitates the guest needs to simulate a frightened and emotional voice. After writing the dialog on the board, underline with a piece of color chalk or marker the lost tool and the preposition to use as examples. At the end of the dialog, the learner who found his tool will go and take it. Then the game continues. Learners will swap roles if necessary. Another thing is that the class objects and the learners' tools could be also written on the board with their meanings in the learners' L1 to make them feel more comfortable and overcome their weak English level complex.

### **Step 3: Practice**

Now it is time to play. First, ask learners to leave their tools on their tables. Second, tell learners that to play this game they need one volunteer to role-play the ghost and the others the guests who should be sitting down keeping their eyes closed with their bare hands. For the sake of clarity, the table below shows the different steps to follow in a simplified way.

**Table 1:** A simplified process to play the game in class.

<b>Ghost</b>	• Faces everyone.
<b>Guests</b>	• Leave all their things on their tables. • Keep quiet.
<b>Ghost</b>	• Claps his/her hands one time.
<b>Guests</b>	• Close their eyes covering them with their bare hands.
<b>Ghost</b>	• Circulates in the classroom and picks up three guests' belongings to hide them in different places in the class. • Claps his hands two times.
<b>Guests</b>	• Open their eyes to realise three of them have lost something.
<b>1<sup>st</sup> guest</b>	• Raises his/her hand to talk to the ghost.
<b>Ghost</b>	• Questions the first guest saying: "What do you want? Speak now!"
<b>1<sup>st</sup> guest</b>	• Says: "I can't see my bag."
<b>Ghost</b>	• Says: "Where is it?"
<b>1<sup>st</sup> guest</b>	• Says: "It is under the teacher's desk."
<b>Ghost</b>	• Says: "Go and take it."
<b>1<sup>st</sup> guest</b>	• Says: "Thank you!"
<b>Ghost</b>	• Questions the second guest, then the third guest.
The game continues with another volunteer to role-play the ghost.	

## **4. Results**

To collect quantitative and qualitative data, questionnaires were designed to make a survey of learners' opinions after playing the game in class. The questionnaires were distributed to 34 participants aged between 14 and 16. They had to answer the questions anonymously. These participants are in their fourth year in junior high school. Their level corresponds to pre-intermediate or elementary as the game was played by a mixed-ability group.

### **4.1. Presentation of the data**

I designed questionnaires for learners. The questionnaires had yes or no questions, open-ended questions and



nominal questions, I added some blanks for justifications.

In the following tables, F means frequency of the participants' responses and P means percentage of the participants' responses. N refers to the number of the participants surveyed.

**Table 2:** Learners' responses to the yes or no questions.

Statements/Questions	Participants' responses (N=34)			
	Yes		No	
	F	P%	F	P%
1. Was it easy to practice the game in class?	27	79.41	7	20.58
2. Have you felt a change in the classroom atmosphere since you practiced the game?	31	91.17	3	8.82

**Source:** Quantitative field data (July 2022)

**Table 3:** Learners' responses to the nominal and closed-ended questions.

Statements/Questions	Participants' responses (N=34)							
	Funny		Pedagogic		Boring		Lively	
	F	P%	F	P%	F	P%	F	P%
1. How have you found the game?	21	61.76	22	64.70	0	0	18	52.94
2. You participated in the game to	have fun		or to learn how to use prepositions of place					
	F	P%	F		P%			
	3	8.82	29		85.29			

**Source:** Quantitative field data (July 2022)

**Table 4:** Learners' justified responses to questions 1, 2, 5.

Statements/Questions	Participants' justified responses
1. Was it easy to practice the game in class?	<ul style="list-style-type: none"> <li>• The teacher helped us a lot to practice the game.</li> <li>• The teacher fixed rules to avoid disturbance. It was very difficult to practice the game.</li> <li>• There were many learners in the class and it was noisy and poorly organized.</li> <li>• The fact of having many objects in class already made the game easy to play.</li> <li>• No, because learners are not careful and do not listen.</li> <li>• Yes, because we already wrote on the board all we had to say and we already did the lesson.</li> <li>• Some learners did not respect the rules because when the "ghost" hides something, they did not close their eyes and warned their classmates whose things were hidden.</li> </ul>
2. Have you felt a change in the classroom atmosphere since you practiced the game?	<ul style="list-style-type: none"> <li>• Since we played the game, my classmates are more motivated during English class.</li> <li>• The learners needed to relieve their stress.</li> <li>• The class used to be calm and dull but now it is lively and lovely.</li> <li>• Now the class is more hardworking and warmer.</li> <li>• The learners used to be sad but now they feel relaxed.</li> <li>• Now, the class is much more excited, joyful and careful sometimes. This helps us learn many things.</li> <li>• The class atmosphere is less strained now.</li> <li>• Now our teacher treats us like her children.</li> <li>• Our teacher reached out to us whereas we thought her to be unkind.</li> </ul>
3. What have you learnt after practicing the game?	<ul style="list-style-type: none"> <li>• Before the class was usually silent and learners often felt like sleeping but the game has improved the class atmosphere now.</li> <li>• The teacher has become kinder and funnier. She gives us advice and helps us.</li> <li>• Timid learners even engage in class now.</li> <li>• Now I know when I have to use prepositions of place.</li> <li>• I learnt that sometimes we can both have fun and learn faster without getting bored.</li> <li>• I learnt lots of new words and also learnt that the teacher knew how to liven up the class.</li> <li>• I learnt how and when to use prepositions of place.</li> <li>• I learnt that apart from working, we can practice games to have fun and spend unforgettable moments.</li> <li>• I improved my vocabulary in English.</li> </ul>

**Source:** Qualitative field data (July 2022)

#### 4.2. Analysis of the data

79.41% of learners surveyed find the game easy to play. And surprisingly 91.17% think the class atmosphere has been changing positively since they practiced the game. According to the participants' justified answers to the first yes or no questions, the fact of having many objects in class already and the rules set by the teacher before practicing the game have made the game easy to play. On another thing though, since it is a game, having a large class does not fit. The ideal class size must not be more than 25 learners. The room also must be spaced and well-ventilated seeing that learners will need to move from one corner to another. Nine learners out of ten

find the class atmosphere convivial as they feel they belong to one family. Most of them consider the teacher their mother and the weakest learners or the less motivated engage in the activities, which was not the case a few months before the game was practiced. So, the game helped to create a cozy atmosphere and to build learner to learner rapport and teacher to learner rapport.

As a matter of fact, the participants' justified answers of question 5 reinforces the idea that a tense atmosphere in which the teacher is judged unsympathetic is a block factor to good school achievement. A dull and silent language classroom makes learners sleep and so bored to the point that some of them will simply end up missing classes. Here the teacher's responsibility as ambassador of the subject he/she teaches is called into question. Teachers in general must not shirk their responsibilities on the pretext that learners are incurable underachievers or their discipline is too lax.

As far as the nominal and closed-ended questions are concerned, 61.76%, 62.70%, 52.94% of the participants respectively find the game funny, pedagogic and lively. None of the participants considers the game boring. Therefore, thanks to the funny and lively aspect of the game, no participant was bored when practicing the game. Furthermore, 8.82% of the participants acknowledge they just took part in the game to have fun while 85.29% participated to learn how to use prepositions of place in speaking in real life.

The analysis of the results of the questionnaire makes us win a point. The game was indeed successful. However, the most inherent difficulty encountered during all the research process was the fact of being the first English language teacher to practice a game with 34 learners. It is always difficult to be successful in an innovative activity. The lesson to learn is that teachers, especially new ones, need courage and audacity in their classes. The beginning may be too strenuous but once you start just go through it and the light will appear at the end of the tunnel.

## **5. Discussions**

In her article, Cervantes [16] presents 5 games that help to liven up college classes. After reading the article, I have found many common points that especially turn around the positive change games bring in class. As she puts it, "In general, the students find the lessons boring, perhaps because they have been studying the same material for so many years. The lessons are mechanical and quite predictable, the teacher presents rules, gives exercises for students to work on, and administers tests to assess learning" [17]. Further in the article, she adds, "Games are effective teaching tools and have many positive aspects, including the creation of opportunities for students to communicate in a relaxed, friendly, and cooperative environment" [18]. In the introduction, I demonstrated how boring and uncertain a classically taught grammatical lesson can be for learners who have been learning the same grammar lesson for several years. Sometimes, they have the feeling that English language teachers do not have a clear road map as they just jump from one grammar lesson to another without thinking of improving their teaching skills. As an experienced teacher, I have exposed my learners to a wide variety of extra-curricular activities: sketches, debates, theme discussions, project writing, oral presentations and games. And the results have always been interesting. Sometimes, a group of learners would confess that they experienced such activities for the first time.

The Ghost's House game presented in this article takes into consideration the way learners learn best. It mostly highlights visual learning, auditory learning and kinesthetic learning, among other learning styles, so that as many learners as possible will feel involved [19]. Games rekindles collaboration, cooperation and team spirit as its leisure and ice-breaking function makes sure the participants are relaxed to learn in optimal conditions of seeing, hearing and doing. However, several difficult situations may arise and interfere with the practice of the game. When you expose this game to learners who are unfamiliar with games in general, making them practice it might be unsuccessful. Emotional barriers will always render the class difficult to manage and boring. But a well-trained teacher will normally face these issues without any problem. As for me, I had problems to get my learners practice this game the first time because of the large class size. Although CLT is preferable as a teaching method, implementing it in a classroom should match a certain number of criteria. Besides, the difficulties related to the CLT implementation deserves research and discussion in a separate paper.

## **6. Conclusion**

I have demonstrated that it is possible to teach grammar communicatively and in a very fun way. Through an innovative approach, I included a game in a reading lesson in order to help learners develop their communicative skills in reading and speaking. On the other hand, the rationale of the game is to help learners overcome their weak English level complex and feel relaxed in the presence of the teacher and their classmates. The principle of integration [20] and the principle of horizontal interaction [21] have demonstrated their usefulness in bringing life to what I did in class combining reading with a game. Though reading is a receptive skill that involves responding to the text rather than producing it, we also need to connect what we read to our knowledge of the world [22]. In her advocacy of extensive reading using literary texts, Lyntaya [23] justifies how the wrong approach to reading literature can make it a boring and frustrating endeavor. The feeling of being bored when reading takes shape when the text is difficult to understand and when both guidelines and objectives are unclear [24]. Unlike extensive reading, intensive reading which takes into account reading a text several times or repeatedly has its merits. A text that is difficult for students to read may lower their confidence and motivation not just for reading in an L2, but for language learning in general [25]. When playing the game, a number of unpredictable events may occur. For example, some weaker learners will give the impression that they do not understand much about what to do because they are asleep at the switch. Others will be focusing more on playing instead of using the prepositions in sentences. Your reaction as an educator should be to monitor and coach all the learners. Sometimes, you can talk to a learner calmly reminding him the importance of this activity. This raises the relevant question of the teacher's role in class.

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#### **Appendix A:** Answers for the Multiple-Choice Questions Activity in Figure 4

##### **1. The best title for the text is**

A nightmare

*Justification from the text:*

"She realized that she was only having a bad dream".

##### **2. The general tone of the text is**

Frightening

*Justification from the text:*

"A ghostly form directed to the blackness of her chamber" or

“The helpless girl felt her heart leap into her throat.”

### **3. The story ended**

Well

*Justification from the text:*

“She woke up and breathed a sigh of relief”.

### **Appendix B: Answers for the Information Transfer in Figure 5**

#### **A. Give two passages that show that Aminata was afraid**

1. “Afraid of her own shadow.”
2. “The helpless girl felt her heart leap into her throat.”

#### **B. List the groups of words that show there was lots of noise in the house**

3. “Her father’s guitar was playing alone.”
4. “A mocking laughter that went louder and louder.”
5. “The kitchen door banged with a creak.”
6. “The spatula dancing in frenzied applause.”

#### **C. List seven (07) objects that appeared strange**

7. Guitar
8. Pots
9. Spatula
10. Spoons
11. Blender
12. Cooker
13. Coffee cup