NCOLLT 5 | The 5th National Conference on Language and Language Teaching
2019

"Language Teachers' Professional Development in Disruptive Era: Issues and Practices"

CONFERENCE PROCEEDINGS

English Language Education Department
Faculty of Teacher Training and Education
Universitas PGRI Adi Buana Surabaya

Surabaya, 24 August 2019

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FOREWORD FROM EDITOR

THE 4TH NATIONAL CONFERENCE ON LANGUAGE AND LANGUAGE TEACHING

NCOLLT 5
2019

The 5th National Conference on Language and Language Teaching (NCOLLT) 2019 is annual conference organized by English Education Department, Faculty of Teacher Training and Education, Universitas PGRI Adi Buana Surabaya. The conference provides the opportunity to all EFL experts, practicioners, researchers, and students to get together to share ideas, experiences, aspirations, and research findings.

The theme of today's conference is "Language Teachers' Professional Development in Disruptive Era: Issues and Practices". This conferecence covers several sub topics relating to 1). Teaching Methodology 2) English for Specific Purposes 3) English for Academic Purposes 4) English for Vocational Purposes 5) English for Young Learners 6) Blended Learning 7) Language Assessment 8) Curriculum & Materials Development 9) ICT in ELT 10) Second Language Acquisition 11) Linguistics 12) Translation 13) Cross Cultural Understanding 14) Literacies in ELT 15) Teaching Literature 16) Character Education through ELT 17) English for Students with Special Needs, and 18) Action Research.

More importantly, this conference will proudly present two keynote speakers. The first speaker is Prof. Dr. Joko Nurkamto, M.Pd., Universitas Sebelas Maret Surakarta (UNS) Surakarta and President of TEFLIN. He will be presenting the topic: Engaging Language Teachers in Reflective Practice as a Way to Pursue Sustained Professional Development. The second speaker is Dr. Dyah Rochmawati, M.Pd., English Language Education Department, Universitas PGRI Adi Buana Surabaya, Indonesia. Her topic is about "Building High-Quality Teaching Profession for Young EFL Teachers in Indonesia"

This conference will not have been succesfully conducted without the support from some parties which we will not possibly mention one by one. However, let us take this opportunity to extend our sincere and highest appreciation to Rector of Universitas PGRI Adi Buana Surabaya, Dean of Faculty of Teacher Training and Education, Head of English Education Department, invited speakers, all the reviewers, the presenters, participants and all members of the organizing committee who have been expending a tremendous time and energy to make this even possible.

Thank you and happy conferencing

Surabaya, 24 August 2019

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"Language Teachers' Professional Development in Disruptive Era: Issues and Practices"

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TEACHING ENGLISH TO YOUNG LEARNERS THROUGH GAMES: A MODIFIED SNAKES AND LADDERS GAME

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Abstract

This paper critically reviews the potential of using games in the context of formal learning of English Language for young learners. Games help the teacher generate language contexts so that the language is useful and meaningful. They provide the young learners with a series of illustrative examples of how games are being used in fun activities in learning English. One of the board games chosen is Snakes and Ladders Game since this encourages young learners to work in pairs or small group work as one of the main ways to increase cooperation. The variation of Snakes and Ladders Game created by the teacher can motivate and promote learners' interaction, and automatically improve their language acquisition. The use of Snakes and Ladders Game can create a more dynamic language learning, so that the learners obtain their self-confidence and are responsible for their own language learning.

Keywords: Young learners, Language Leaning, Games, Snakes and Ladders Game

INTRODUCTION

Teaching English to young learners is totally different from teaching English to adults or adolescents. Teachers' knowledge about the learners' age and characteristics help them implement appropriate teaching techniques in the classroom. The variety of teaching techniques chosen by the teachers in teaching young learners are expected to be interesting since young learners get bored easily.

There are many techniques to make the process of teaching language to young learners more enjoyable and interesting. One of them is using games. Butler (2019) considers games as a type of play with goals and rules. Hadfield (1999) states that game is an activity with rules, a goal and an element of fun. While Hoopingarner (2010) defines a game as a structured activity that has challenges, rules, and rewards. Games can serve as a memory aid and repetition drill and as a chance to use language freely, serve as a mechanism to review or reinforce material and a diagnostic tool for the teacher who can note areas of difficulty and take appropriate remedial action or can even be a part of classroom management system (Hadfield, 1999; Hoopingarner, 2010).

One type of games that can be used in young learners' language learning activity is board games. There are some kinds of board games, one of the most popular and common is Snakes and ladders game. Snakes and Ladders Game is a traditional game that many people are familiar with and played as children. Snakes and Ladders Games is easy to make from basic materials and can be adapted to suit many learning situations (Lowe, 1988). The general rule of this game is also not hard to understand and follow. Meipiana (2014) as cited in Zikriyati and Syafei (2018) describes Snakes and Ladders Game as a classical board game which is played on a playing board with numbered grid squares, in which the objective of the game is to avoid the snake slides and climb the ladders to the end of the pattern playing board. In general, the game usually requires some kinds of tools such as Snakes and Ladders board, the dice, the counters.

GAMES IN LANGUAGE TEACHING

Games, in general, are considered as useful classroom materials which can be included in any part of the lesson: from warm-up through wrap-up and is one useful strategy to encourage language acquisition (Richards and Rodgers, 1986). According to Sketchley (2014), one of the ways of encouraging young learner's interest and maintaining their learning motivation during the lesson is to incorporate games during the lesson. Hadfield (1999) believes that games should be regarded as an integral part of the language syllabus because games can provide as much controlled practice as a traditional drill. Klimova (2015) shares a similar view with Hadfield that games should be a part of students' learning, including the learning of foreign languages because games is a natural means for children to understand the world around them.

According to Lee (1979) as cited in Hang (2017), most language games enable young learners to use the language right away instead of thinking about learning the correct form. Games by their language teaching and learning nature, help students focus on what they are doing and use the language as a tool to reach the goal rather than as a goal in itself (Terrell 1982, as cited in Richards and Rodgers, 1986). That is why games have been considered as a very helpful technique for training speaking skills because they naturally call for communication and emphasize fluency rather than accuracy. Through playing games, children engage in social interaction. The games will help learners reduce the anxiety of speaking using the target language in front of other people, especially fellow learners. When children are playing games, they will engage in dialogue with themselves or with others, they also perform different roles and experience different language uses (Butler, 2019).

Games have been used to acquire various knowledge and skills such as cognitive, social, emotional and physical skills, and also used for recreational purpose (Butler, 2019). In language learning, games are not considered to be just time-filling or warm-up activities. Instead, games can also carry education value. Games can be used to practice in all language skills and be used to practice many types of communication (Ersoz, 2000). According to Hang (2017) game is an effective technique to use in young children's classes, especially when they want to help young children to experience learning and playing atmosphere at the same time. Games will serve not only as an 'amusing activity', but also as a technique to carry out tasks to learners (Hang, 2017).

Similar to Hang, Chen (2005) also believes that the use of games can be a powerful language learning tool and serve as excellent communicative activities. Hong (2002) argues that the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun. Lowe (1988) provides principles that teacher might think in using games in the classroom, those are:

1. Select a game according to the needs of the class. The game should make a unique contribution to learning. Learning should be stressed and of course the pleasure that the game gives
2. Use the game at the proper time. Games should be used at the time when ideas of skills are being taught or reviewed, others after completing a topic. Some use them as rewards for work well done. Others use them as remedial work. Games should be played relatively short so that pupils do not lose interest
3. Arrange the game situation so that all pupils will be able to participate. Embarassment should be avoided on the part of the player who cannot solve the problem at once. Pupils should work or play on materials suited to their ability.
4. Plan and organize the game carefully so that the informality and excitement of setting do not defeat the purpose. Have all the materials at hand so that the game can proceed efficiently and in an orderly fashion, and teach the playing of the game in a planned organized way.

game. Choosing of team members by pupil captains should be avoided so that low ability pupils will not be embarrassed by being the last choice.

6. Evaluate the game as to the knowledge and skills learned; concepts; other learning that have been reinforced or enriched, evaluate also the values acquired during the game.

Kinds of Language Games

Games that are used in teaching can be categorized in many different ways. Andy and Brooks (2017) categorize educational games based on kinds of response elicited from the students namely: Physical-only response, Physical and verbal response, and Verbal-only response (listen and respond).

Hadfield (1999) proposes two set of kinds of games, namely: Competitive games and cooperative games and Linguistic games and communicative games. In competitive games, the players or team race to be the first to reach the goal. Meanwhile in the cooperative game, players or teams work together towards a common goal. The emphasis of Linguistic games is linguistic accuracy. The aim or the expected outcome of lingustics game is the correct production of a language structure. While the emphasis or focus of communicative games is fluency and the successful exchange of information. Hadfield further explained, in communicative games, the successful completion if the game will involve the carrying out of task such as drawing in a route on a map, filling a chart or finding two matching pictures.

Using variety of technique is important in designing, choosing, or modifying games for language teaching. Using and recycling games with the same technique or principles, will make the students bored. Hadfield (1999) gives examples of technique of language games: information gap, guessing, searching, matching, exchanging, collecting, combining, arranging, card games and board games, puzzles and role-play. Using the elements that define linguistic and communicative games and variety of technique of games for language learning above, she further classified and explained games into more detailed forms, such as :

1. Information gap and reciprocal games. In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task. In reciprocal, all of the players have information and they must work together to solve a common problem

2. Guessing games. These are a variation on information gap games. The player with information intentionally withholds it, while others guess what it might be.

3. Searching games. These games usually involving the whole class, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.

4. Matching games involved a transfer of information. As the name implies, participants need to circulate and goes around the classroom until they find a partner with matching word, picture, or card.

5. Exchanging games. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.

6. Collecting games. These games are a bit similar to matching games. The difference is the players need to collect cards in order to complete a set. Each player needs to goes around the classroom, exchanging articles or cards with fellow players until they have a complete set of card.

7. Arranging or sequencing games. The players must arrange items in a specific order. Items to be arranged can be picture cards, events in a narrative, etc.

8. Board games. "Scrabble" and "Snakes and Ladder" is one of the most popular games in this category.

According to Armstrong (2009), board games can be used as a teaching strategy to improve students' interpersonal intelligence because it provide excellent setting for interaction between students for example, when playing board games, students are chatting, discussing and following rules, and throwing dice. He further suggests that board games will engage students in learning language skills or subject which happens to be the focus of the game set by the teacher. Armstrong describes that board game can include a wide range of topic or subjects, from numbers, to phonics skills, Teachers can also design board games that involved quick open-ended or activity oriented tasks that require learning new words by simply place the directions or activities on each square or card of the board games (Armstrong, 2009). According to Sketchley (2014), in order to engage and interest their learners, many teachers tend to perform games either to start the lesson or end/conclude the lesson. Sketchley (2014) adds that board games can be included at any time during the lesson and can be used in class to prompt learners into talking English in the classroom and they are suitable for any ages.

Sigurdardottir (2010) categorizes games based on the language skill they train.
1. *Reading*: According to Sigurdardottir (2010) one of the best example of games that's suitable to practice reading skill in a fun way is board games. The main objective of this game is to get students to read out loud a short text and asking another player a question. It is also to get students to practice their listening, because they have to listen carefully in order to be able to answer the question correctly. This game is actually very adaptable and can be used to practice multiple skills at the same time. For example, reading and listening, speaking and reading, etc.
2. *Writing :* A variety of interactive writing games can be found on the internet and teachers can create a game that practices writing. This type of game is a search game. In this game, another skill that are being simultaneously used and exercised is speaking skill because they have to ask and tell when their the topic. The vocabulary focus of this game is numbers, months of the year, noun related to birthday present.
3. *Listening:* example of listening game is what Hadfield (1999) calls "SPELLING LOTTO" This game is a matching game. Through this game students are not only can practice their listening skills by listen carefully to the words spelled by their friends, but also speaking by spelling words. In main object of this game is for students to cover all the pictures on their lotto boards with matching word cards. Teacher can pick the topic of vocabulary is going to be used in this game. teacher copy one set of word card and one set of lotto board for this game.
4. *Speaking :* Games elicit communication and they emphasize fluency instead of accuracy, which should encourage students to communicate because when the emphasis is on fluency students usually do not receive much criticism although they might make errors. "NOISE OFF" taken from Hadfield (1999) is an example of game that can be used to practice speaking skill. The objective of the game is student must try to guess the action from the mime act performed by the friends. This game is a pair work and guessing type of game. Through this game students also can learn new vocabulary. There are many topic that can be used as a vocabulary material, for example, animals, jobs, everyday activities, music instruments, etc.

Advantages and Disadvantages of Using Games in Language Learning
Many research and survey have proven that games can be a beneficial for students' language learning process. Deesri (2002) encourages teachers to consider the advantages of games such as: (1) The ability to capture students' attention and participation; (2) Lower students' stress; (3) Give students the chance for real communication and increasing students'

proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. The relaxed and fun atmosphere that games bring in learning activity will make students eager to communicate and participate in the classroom activity in order to win the game. Therefore, they can improve their natural speaking style and fluency. Chen (2005) reports nine major benefits of using games for language learning namely: (1) Games are learner- centered (the student is always in focus); (2) Games promote communicative competence; (3) Games create meaningful context for language use; (4) Games increase learning motivation; (5) Games reduce learning anxiety; (6) Games integrate linguistic skills; (7) Games encourage creativity and spontaneous usage of the language; (8) Games construct a cooperative usage of the language; (9) Games foster participatory attitudes of the students. Derakhshan & Khatir (2015) believe that to promote learning effectively, games need to include ways for students to reflect on and explain what is happening. It is also the teacher's responsibility to make sure that the structure and rules of the game do not take higher rank over learning (Derakhshan & Khatir, 2015)

Hoopingarner (2010) asserts that while games can be useful, lessons should not be built around games, the game should be added to the lesson only as appropriate. Moreover, Games will serve as a technique to carry out tasks to learners in an amusing kind of way as well. However, some games are just "time fillers" (Vernon, 2006). It means that they don´t involve or reinforce specific skill, sub-skill, grammar point, etc, to practice or learn with them. These types of games are simply to have fun, so the teaching time won't be used effectively. Hong (2002) explains that if the game is only for fun and do not carry educational goals it may not be the best use of the teaching and learning time in the classroom.

Hoopingarner (2010) also reminds educators that not every game is appropriate for the language class. Some games sometimes just do not suitable to be used in the classroom since students have different learning styles, and some other factors such as being used in an inappropriate time, as well as the nature of games themselves (Deesri, 2002). Only games that make integral use of language should be included in the lesson. Games deserve to be used and adapted to the learning situations and to the learners so that they are suitable to be effective teaching tools (Petrovic, 2014). Games that are overly physical, that require running or speed, for example, may not meet these criteria (Hoopingarner, 2010).

Similar opinion comes from Butler et al (2014) as cited in Zhein (2019) who recalls one issue in using games in language learning activity for young learners is that how teachers manage the balance between children's degree of enjoyment and learning, because highly enjoyable games do not necessarily warrant learning. Choosing to play a particular game that does not have a linguistic aspect is a waste of valuable instruction time (Hoopingarner, 2010). Teacher also needs to make sure that the games have a language focus, because succeeding in the game depends on using language correctly (Hoopingarner, 2010). Therefore, language must come first than the game. Therefore, teachers have to choose carefully which game will be used in the classroom.

SNAKES AND LADDERS GAME

Russo and Hopkins (2017) state that Snakes and Ladders Game is an engaging game for young children which can be modified to fit children's learning needs. Snakes and ladders game can stimulate students' active thinking because it needs comprehension, activity, and cooperation of the students (Zikriyati and Syafei, 2018). One of the challenge of teaching language to young children is teachers must be able to gain young learners' interest and attention, as many experts claim that young learners' attention span is usually short. According to Saraswati (2016) Snakes and Ladders Game is an effective game to lengthen

the students' attention span. The colourful boards, dices, pictures and the counters can attract the students' interest and attention.

Snakes and Ladders Game facilitates the learners to learn about counting, life, interaction and socialization and can be used to teach and practice various language skills (Saraswati, 2016). Through Snakes and Ladders Game, students will learn language by playing. It can be used in both teaching of macro and micro language skills, for example, Zikriyati and Syafei (2018) use Snakes and Ladders Game to teach vocabulary and reading, especially nouns to young learners such as introducing the names of animals, fruits, things, and so on. The variation of the topic can be taken from the group of vocabulary that have been taught to the students (Zikriyati and Syafei, 2018). For example, when the group of vocabulary that have been taught is about animals, the game can be called Snakes and ladders Game Animals. When the group of vocabulary that have been taught is about food and drink, the game can be called Snakes and Ladders Game Food and Drink. Below is the example of Snakes and Ladders Game of animals taken from Zikriyati and Syafei (2018) :

If any, teacher can correct the students' mispronounciation when they read the noun words in the picture cards. The presence of picture cards is a visual aid that can help students to memorize the noun words in the Snakes and Ladders Game. That is why Zikriyati and Syafei (2018) believe that it is a fun and interesting game. The reason that Snakes and Ladders Game should be implemented in young learners' language learning activity is because the variety of pictures and color in Snakes and Ladders Game helps students remember words faster and better and it elicits learners' active participation in the teaching and learning process. The content and the visual appeal of Snakes and Ladders Game can improve not only the learners' vocabulary size but also vocabulary comprehension (Setiawan & Zuana, 2018). After all, pictures and other visual aids are essential, because they provide the content for communication and facilitate the acquisition of a large vocabulary within the classroom (Richards and Rodgers, 1986).

Furthermore, in order to successfully implement Snakes and Ladders Game in the classroom, Zikriyati and Syafei (2018) suggest that the teachers have to make sure that students already have a group of vocabulary collection before using the game in the class. Sari and Muniroh (2012) through their study find that most young learners thought that learning English vocabulary through Giant Snakes and ladders Game is easier for them because they could learn while playing with their friends so that they could understand easier. The study also shows that the use of snakes and ladders game could improve the learners'' learning motivation and active participation since it involves physical movement and group work.

The Snakes and Ladders Game also can be used as one of the media that facilitates the students to be able to speak in class. According to Suryani and Rosa (2014), using board games is effective to improves the students' speaking skills, especially their motivation to speak in English in the classroom learning activity. The improvement lied on students' comprehension, fluency, and pronunciation. (Suryani and Rosa, 2014). Saraswati (2016) in her research and development (R&D) creates her own Snakes and Ladders Game to teach speaking skill to young learners. From this game, the students tried to speak to each other and cooperate with each other.

Saraswati modifies the equipment of this game such as the size of the board game, the size of the dice and also adds two kinds of cards which are ASK and TELL cards. On the each square of the board game they need to take a card containing clue and mission (ASK/TELL) that they need to practice. According to Saraswati (2016) her giant speaking Snakes and Ladders Game has achieved the goal of the language competence which is the children communicate by using simple language and respond to some instructions, as well as involving students in physical activity. It makes children able to practice their speaking skill in enjoyable environment. Moreover, Saraswati's game's board and the ASK/TELL cards also presented some interesting and colourful pictures. This made the children excited for what lesson they were going get. The pictures on the ASK/TELL cards are suitable to the topics of the materials so the children can link and easy to understand the mission printed on the each card. The instructions with clear and to the point language made the children easy to understand them. Saraswati (2016) suggests the teachers to organize board games, especially Snakes and Ladders Games based on the levels of difficulties that is suitable for the students to create a positive learning experience. The games must also accommodate the individual and group work. The instructions of the game also must be clear and easy to understand. In Saraswati's giant speaking Snakes and Ladders Games, group work stimulate learners to have discussion and help each other within their group to solve the question printed on the ASK/TELL cards.

Advantages and Disadvantages of using Snakes & Ladders Game in Language Teaching

Zikriyati and Syafei (2018) have felt the benefit or advantage of using Snakes and Ladder Games to teach language to young children, one of the benefit is since the game is played in group, student will have chance to get help from their group member in finishing the task in the game, so they will feel secure. The game encourage students' participation. This will increase their self-confidence to speak up in the class. By implementing this game, the students will also learn how to work in groups and cooperate with their friends.

Experts Russo and Hopkins (2017) believe that playing a well-known game with well-established rules like Snakes and Ladders Game has the benefits of increasing learning eficiency. Teachers do not have to spend a lot of precious time to explain the basic rules to the children. While for the children, they do not have to spend too much time to learn the basic mechanisms of the game because they are already familiar with the game. Even when the teacher has modified the rules of the game, the original rules may still exist (Zikriyati and Syafei, 2018). Therefore the children can focus their attention to complete the task in the game. Hoopingarner (2010) adds that some complicated and complex games may be more fun for the students, but it will also take longer to explain.
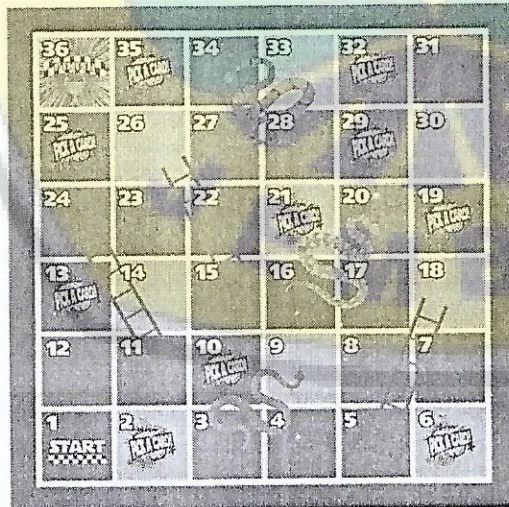
Furthermore Russo and Hopkins (2017) remind all educators of across all ages to never underestimate the advantage and benefits of playing and using board games in teaching young learners. Playing a simple board game as snakes and ladders can have great aducational value in primary classroom. Russo and Hopkins (2017) say the key to perceive
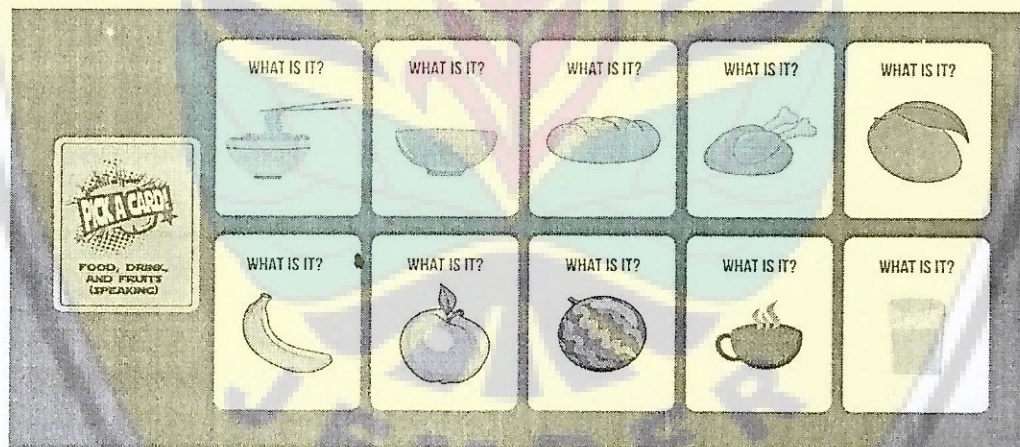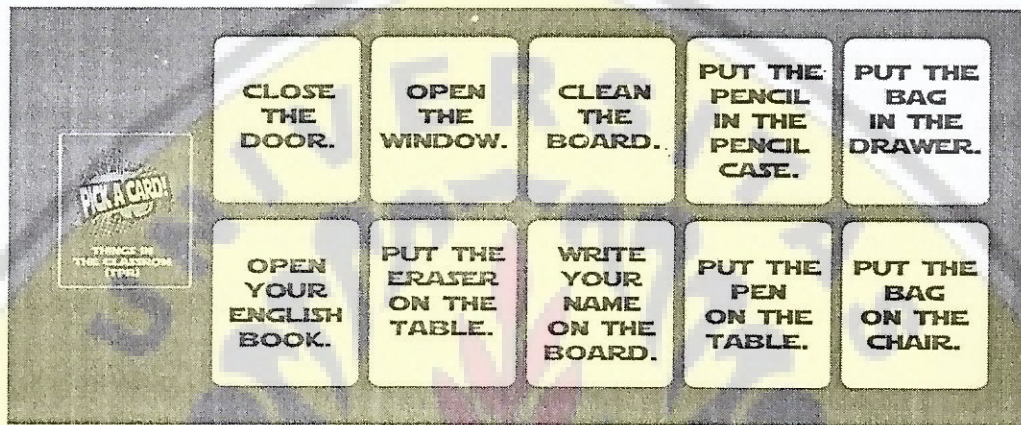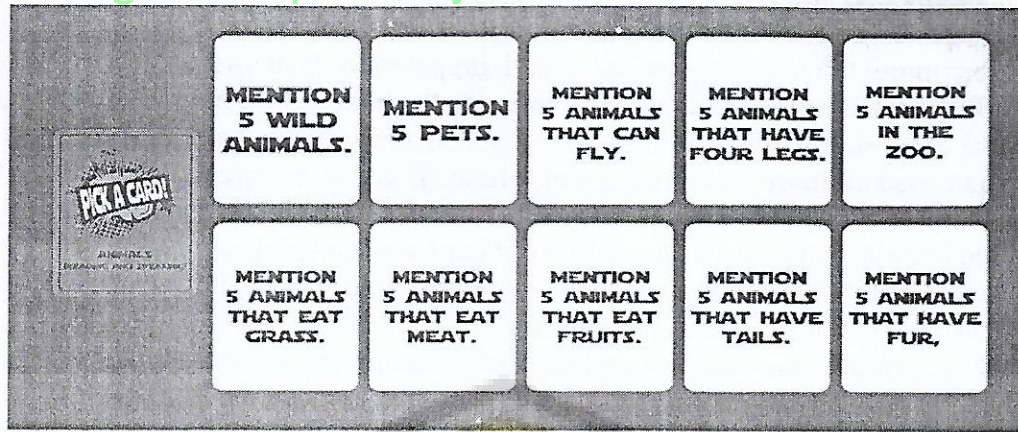
this value is to think carefully about the materials or concept that is needed to be taught to the children and modify the game accordingly.

Board games also have some disadvantages in the teaching and learning process. Teachers need more time, energy, money, and preparation than the ordinary teaching preparation. It is because the teacher needs to prepare the board, dice, and cards in order to ensure that the activity runs well. Furthermore, it is very unfortunate that most of the snakes and ladders game is still found in conventional format. Teachers who really want to use this game as a teaching tool need to give a modification from the old format. They also need to use their imagination to design or modified a board game which appropriate for their students. Currently, there are many websites which can help the teacher to make a board game based on the student's needs. It is necessary to modify the Snakes and Ladders Games in order to make it much more fascinating and provide appropriate teaching aid as well as make the game suitable for language teaching and learning need of the young learners. By doing so, Snakes and Ladders game can motivate the students in learning language skills because of its attractive appearance and sophisticated form (Setiawan & Zuana, 2018).

Below is an example of Snakes and Ladders Game that can be used by the teacher in teaching English to young learners. The learners are required to do what is stated in the card they have have picked. Simply the rules are like the following:

1. Learners find their partners since this game can be played by at least two players.
2. The first player takes turn, rolls the dice and gets the number. Then the player puts the counter on the Snakes and Ladder Board based on the number of the dice s/he gets.
3. When the player is on the board with a writing **PICK A CARD**, the teacher asks her/him to pick a card, show it to her/his partner and follow the instruction on the card.
4. When the player can follow the instruction correctly, s/he has another chance to roll the dice and get the number. However, if s/he is not able to do the instruction correctly, the counter will be moved one step, and the instruction card will be shuffled together with the set of picture cards.

PICK A CARD!

MENTION 5 WILD ANIMALS.	MENTION 5 PETS.	MENTION 5 ANIMALS THAT CAN FLY.	MENTION 5 ANIMALS THAT HAVE FOUR LEGS.	MENTION 5 ANIMALS IN THE ZOO.
MENTION 5 ANIMALS THAT EAT GRASS.	MENTION 5 ANIMALS THAT EAT MEAT.	MENTION 5 ANIMALS THAT EAT FRUITS.	MENTION 5 ANIMALS THAT HAVE TAILS.	MENTION 5 ANIMALS THAT HAVE FUR,

PICK A CARD!
THINGS IN THE CLASSROOM (TYPE)

CLOSE THE DOOR.	OPEN THE WINDOW.	CLEAN THE BOARD.	PUT THE PENCIL IN THE PENCIL CASE.	PUT THE BAG IN THE DRAWER.
OPEN YOUR ENGLISH BOOK.	PUT THE ERASER ON THE TABLE.	WRITE YOUR NAME ON THE BOARD.	PUT THE PEN ON THE TABLE.	PUT THE BAG ON THE CHAIR.

PICK A CARD!
FOOD, DRINK, AND FRUITS (SPEAKING)

WHAT IS IT?	WHAT IS IT?	WHAT IS IT?	WHAT IS IT?	WHAT IS IT?
WHAT IS IT?	WHAT IS IT?	WHAT IS IT?	WHAT IS IT?	WHAT IS IT?

CONCLUSION

The use of an appropriate Snakes and Ladders Game in teaching English for young learners focusing on practicing the four language skills, namely listening, speaking, reading, and writing, should be properly handled since the teacher plays an important role to the success of the learners. It really needs skillful and dedicated teachers who spend their time and energy to prepare the teaching learning activities. The Snakes and Ladders Game also can be used as one of the media that facilitates the learners learn and avoid boredom of the learners.

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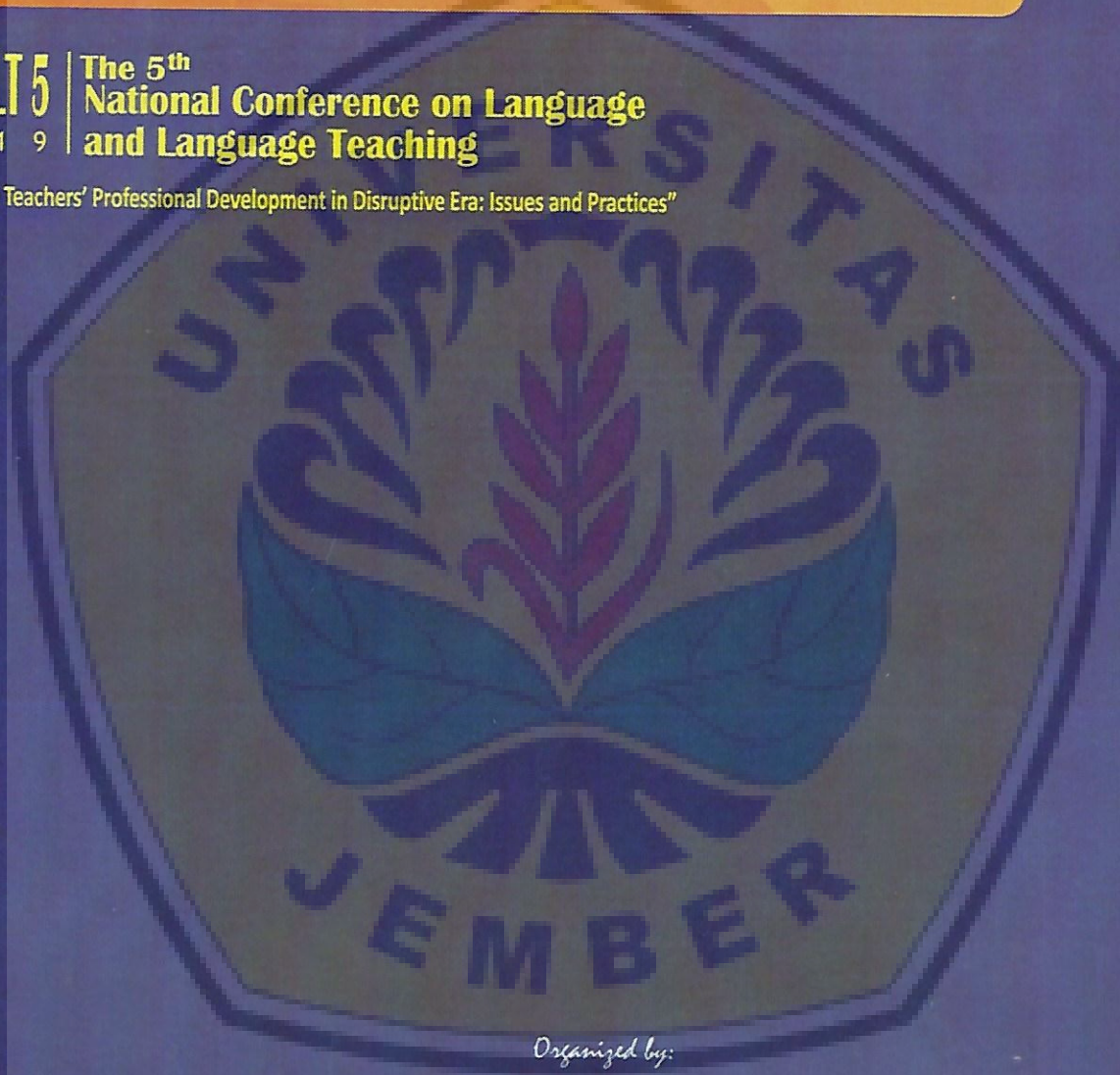
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