

GAMES AS A TEACHING STRATEGY TO PROMOTE TEACHER-
STUDENT INTERACTION: AN ACTION RESEARCH IN SECONDARY EFL
CLASSROOMS

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Games as a Teaching Strategy to Promote Teacher-Student Interaction: An action research in
Secondary EFL Classrooms

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GAMES AS A TEACHING STRATEGY TO PROMOTE TEACHER-STUDENT INTERACTION: AN ACTION RESEARCH IN SECONDARY EFL CLASSROOMS

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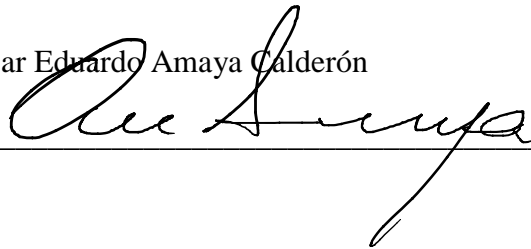
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Abstract

This research aimed at exploring the contribution of games as a strategy to promote interaction between teacher-student in EFL teaching and learning. The study took place at a secondary school located in the north-east of Colombia. Data was gathered through audiotaped observations, the researcher's journal and non-structured interviews with 40 participants aged between 11 and 13 years old. The present study was guided by qualitative action research principles as a way to study, reframe and reconstruct instructional practices applied in concrete and particular research context. Content and interpretative analysis were carried out with the collected data. The obtained findings, ratified that using games as a pedagogical strategy develops attention, motivation, interest, participation and promotes teacher-student relationship; in the same way, the teacher managed to overcome the shortcomings presented and improved the classroom environment, fostering rules of mutual coexistence, such as respect, solidarity, tolerance among the actors of learning, making it a more meaningful process.

Keywords: games, teacher-student interaction, motivation, collaboration, action research

Resumen

Esta investigación, pretende explorar las contribuciones del juego como estrategia para promover la interacción entre el profesor-estudiante en el proceso de enseñanza-aprendizaje del inglés como lengua extranjera. El estudio tuvo lugar en una escuela secundaria ubicada en el noreste de Colombia. Los datos se recopilaron a través de observaciones grabadas en audio, un diario del investigador y unas entrevistas no estructuradas con 40 estudiantes de inglés con edades comprendidas entre 11 y 13 años. El presente estudio se orientó por los principios de

investigación acción cualitativa como una forma de estudiar, replantear y reconstruir prácticas de instrucción aplicadas en contextos de investigación concretos y particulares. Se llevaron a cabo análisis de contenido y análisis interpretativo con los datos recopilados. Los resultados obtenidos ratificaron que el uso del juego como estrategia pedagógica desarrolla la atención, la motivación, el interés, la participación y promueve la relación profesor-alumno. Asimismo, el profesor logró superar las deficiencias presentadas y mejorar el ambiente del aula, fomentando reglas de convivencia mutua, como el respeto, la solidaridad, la tolerancia entre los actores del aprendizaje, lo que lo convierte en un proceso más significativo

Palabras clave: juego, interacción estudiante-profesor, motivación, colaboración, investigación acción.

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Chapter 1: Introduction

1.1 Introduction to the study

Language classrooms can be seen as sociolinguistic environments in which input for language acquisition is generated by means of classroom interaction. Ellis (1999) states that interaction is an interpersonal process and an intrapersonal activity, which involves processing operations for learners to acquire the negotiated input. This research intends to explore and gain a deeper understanding of various aspects related to the use of games as a teaching strategy to promote student-teacher interaction in a secondary EFL setting. Although language education is moving towards independence and autonomy from the teachers, we should not ignore that teaching is a people profession that demands a large amount of time being dedicated to personal interaction teachers and students as important actors in the classroom environment as well as the advantages of an adequate interaction among them. Thus, Consolo (2000) believes that student-teacher interaction entails an important aspect in language learning because it may facilitate language acquisition in classrooms or may impose constraints on the participants.

Furthermore, Brazelton and Greenspan (2000) claim that according to a developmental perspective, the establishment of an adequate and positive teacher-student interactions not only impact productively on a student's self-esteem and enhance their skills but also support a student's cognitive, social and emotional growth. The abovementioned authors are not the only ones that hypothesize the benefits of a positive teacher-student interaction; Pianta (1999) indicates that teachers who had positive interactions with students reported that their students were less likely to stay away from school and seemed to be more independent in learning.

Besides, Solmaz et al (2013) also talk about the importance of this topic in the classroom assuming that teacher-student interaction is the most important element in student's academic achievement at school. Thus, there is a strong relationship between a positive interaction among classroom members and the willingness to continue studying and learning. These findings demonstrate that teacher-student interactions have a multidimensional influence on the cognitive and emotional needs of students consequently it is important to find an adequate strategy to promote teacher-student interaction which is one of the goals of this research.

One important strategy EFL teachers should use is games in the classrooms; Wright et al (2006) define games as an entertaining and engaging activity where learners play and interact with others and consider games as key elements for classroom interaction because they create contexts in which the language is useful and meaningful, converting hard work in an enjoying activity for students.

Using games when teaching English may provide several benefits, Lee (1995) explains that games give the chance to escape from the usual routine and they are essential when talking about motivation and challenges.

In, the same way, Hadfield (1999) highlights the role of games in the EFL classroom, as a tool that provides the opportunity to practice language and offers a meaningful context for language use. However, a greater number of studies are still needed to describe the evolving interactions that may take place in secondary school contexts and on the processes facilitated by games in the learning of English. This action research addresses the idea that games as a teaching strategy may set up a natural process where students will go through listening and watching and demonstrate knowledge acquisition,

evidence values and creates a wide range of activities with pleasure, joy, creativity, and interaction (Hadfield (1999)).

As a result, the present action research seeks to study possible associations between games and student-teacher interaction in EFL learning as a way to recognize particular psychosocial developments facilitated by ludic activities. To reach that goal, this action research studied a group teenager students both, male and female, from seventh grade at English classes of a public school in northeast Colombia.

1.2 Rationale for the study

The effects of teacher-student interaction have been researched extensively as in Hattie (2015), Gillespie (2002), Lukianenko (2002), (Jiménez, 1998) and (Diaz & Hernández, 1999) among others. The mentioned authors point out how positive interaction can produce beneficial, social and academic outcomes understanding interaction as adequate assertive communications exchanges with respect and tolerance that take place between the students and the teacher. Teacher-student interaction is central for EFL learning because it facilitates language acquisition in classrooms. Hattie (2015) substantially studied the influence related to this field and discovered that teacher-student interaction along with teacher immediacy, teacher credibility and classroom behavior establish a positive and supportive environment that provides a platform in which students are encouraged and motivated to grow both academically and personally. In addition, Gillespie (2002) pointed out the qualities of teacher-student interaction in the line of caring, trust and mutual respect, resulted in a classroom where students are supported to achieve their best. Consequently, the present research arises from the need to improve the teacher-student relationship in the classroom, as a result, it is necessary to implement a teaching

strategy that provides a better class environment, more assertive communication, respect and dialogue among class participants.

Lukianenko (2002) proposes different advantages of using games in EFL classrooms and one of them is that games promote interaction among students, and also among students and teachers. Lukianenko (2002) indicates that according to the nature of classroom pedagogy and classroom behavior, pair or group work during games is one of the main ways to increase positive interaction in the classroom. The reason for that is that participants are more willing to ask questions, communicate and discuss topics with the teacher and think about how to use the new language to achieve the objective of the game. Finally, Lukianenko (2002) states that the competition in games provides students with a natural opportunity to work together and communicate with other classmates and the teacher.

Studying the theory, it can be noticed that there are not studies around using games as a strategy to cope with interaction problems in EFL classrooms. Therefore, based on the need to improve teacher-student interaction in the subject of study, games were selected as a teaching strategy to promote teacher-student relationship among secondary school EFL students because they are linked to everyday life, especially to the search for the meaning of life and human creativity (Jiménez, 1998). Additionally, as they are flexible instruments, games enable students to learn meaningfully and to solve academic problems (Diaz & Hernández, 1999).

1.2.1 Rationale for the problem of the study

1.2.1.1 Needs analysis and problem statement

The first part of this action research was to do an activity to discover what the learner needs are. This process is called needs analysis which is defined as a systematic process that helps teachers to collect information and get an accurate and complete picture of their students' needs.

In this study, the needs analysis was carried out with the help of a diagnostic-formative evaluation (ECDF), which is an evaluation carried out by the Ministry of Education (MEN) of Colombia to teachers at public schools with the objective of evaluating weaknesses and strengths in the teaching practice.

This ECDF evaluation consisted of the study of videos from English classes of the research group at the school. Such videos are carefully evaluated by experts in the area and show learner needs which can contribute to successful course planning. The subjects on the selected group are teenager students both, male and female, from seventh grade English classes of a public school in northeast Colombia.

The ECDF evaluated the video and its final concept was that there was little or no interaction as well as poor interaction between the teacher and the students during class activities, which affects a good teaching performance and learning processes (see attachment A and B).

After getting the results from the needs analysis the researcher started class observations in order to confirm the results gathered from the ECDF. During the class observations, the researcher discovered that seventh-grade students did not participate in

class unless teacher encouraged them as seen in appendix A and B. It was highly probable that when the teacher wanted students to participate in class activities, they started looking at the floor or they started pretending to be reading or talking. Conversations between students and teachers were scarce and occurred only when the teacher asked. Moreover, there was little communication between students and the teacher since few questions about class topics were formulated.

On the other hand, the results of the ECDF also stated that the classroom environment did not provide students with confidence and motivation to acquire new knowledge. In addition, it was stated that the classroom environment makes learning less meaningful to exchange ideas with peers and to participate in each activity proposed by the teacher.

Another aspect that was pointed out by the ECDF as seen in Appendix B was that the teacher in the classroom was not using assertive communication with students, which constitutes a basic element for the development of educational and pedagogical actions within the educational institutions (Barrera, 2016).

According to Barrera (2016), pedagogical actions should be created to improve student-teacher communication and be able to develop class activities that favor good teaching-learning process. Based on the shortcomings obtained in terms of teacher-student relationships, a search for adequate methodological strategies was conducted. Games emerged as a plausible teaching strategy to implement to reinforce the teacher-student relationship because they aim to develop individual freedom and give students equal opportunities for preserving assertive communication. Moreover, the incorporation of games as a didactic strategy consists of a procedure or set of steps or skills that students

acquire and use intentionally (Diaz & Hernández, 1999) in their process of EFL learning. This would improve the teacher-student relationship through participation, attention and student-teacher interaction.

1.2.2 The strategy proposed to address problem

The strategy proposed to address the problem in the present study is games since is the aim of this study is to promote teacher-student. Hence, games were placed at the center of the foreign language-teaching program. The selected games were not only fun but they also included goals and controlled by rules as suggested by Hadfield (1999) and they created positive competition among students (Greenall, 1990) who were involved in-class activities.

Moreover, this study used class games such as Bingo, Pictionary and board race game as a teaching strategy to promote teacher-student interaction not only in L1 but also in L2 in the selected group. The class games were carefully chosen according to Constantinescu's (2012) guidelines with specific aims and also focused on language use, their content fit the curriculum and they were in accordance with student's age and level of English.

Students were exposed to the abovementioned games in a sequence of eight classes one hour each in which students worked in groups applying collaborative group work abilities in order to succeed in the game. The games aimed at promoting a higher level of students' participation as well as encouraging assertive and dialogic communicational patterns. During class interventions, several opportunities for students' participation were facilitated through different games such as Pictionary or bingo game that fostered non-

threatening communication among course participants in a relaxed and safe setting where the researcher carefully observed.

1.3 Research question(s) and objective(s)

Starting from the experiences of EFL students in a secondary school, the research question for the present study was: *Do games as a teaching strategy promote teacher-student interaction in secondary EFL Classrooms?* And its corresponding objectives were *to identify the key conditions that influence teacher-student interaction and to establish the possible contributions of games as a teaching strategy to promote teacher-student interaction in secondary EFL Classrooms.*

Chapter 2: Literature Review

2.1 Introduction

This chapter is divided into two main sections. The first one aims at establishing a common understanding of the key terms used throughout the present research. Therefore, section 2.2 gives the definitions of pivotal concepts such as classroom atmosphere, student-teacher interaction, and games. Section 2.3 presents a review of related literature based on previous research about student-teacher interaction in language classrooms and games as a language teaching strategy.

2.2 Theoretical framework

A teaching strategy is a generalized plan for a lesson(s), which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. Moreover, De la Torre (2005) defines didactic strategy as the technique that is used to handle, in the most efficient and systematic way, the teaching-learning process, the components that interact in the didactic strategy are: The teacher and the student, the content or subject, the context of learning and the strategies methodologies or didactic.

Didactic strategies include learning strategies and teaching strategies. The former consists of a process or set of steps or skills that a student acquires and they are intentionally used as a flexible tool to learn meaningfully and solve problems and academic demands. The latter, are all those aids proposed by the teacher, which are provided to the student to facilitate deeper processing of information (Díaz and Hernández, 1999).

After discussing the definitions of the term strategy, it is time to discuss the rationale for using games as a teaching strategy in EFL classrooms. Moon (2000) believes that when children are motivated and interested in the activity they are working on, they show a willingness to participate and to successfully complete with it until the end. Consequently, game activities could play an important role in developing a positive attitude towards the teacher and the target language because children have to enjoy experiences during the activity.

Tomlinson and Masuhara (2009) focused on the potential of competitive games involving physical movement to facilitate second language acquisition. By way of introduction, they discuss that physical games have not been considered and explored in the past 30 years according to the lack of research-based literature on physical games in second language acquisition. After that discussion, the authors provide some advantages from using physical games on second language acquisition:

1. Physical games provide learners with a rich experience of language in use since learners have to listen or to read the instructions and rules of the games and to interact with other players.
2. Learners are motivated to understand and use the language because they have a strong desire to play and win the game.
3. The language used in the game is meaningful and it is repeated several times and in different ways.

From that point of view, Tomlinson and Masuhara (2009) support their ideas on one of the language acquisition principles, which says that language learners need to be positive about the target language, about the learning environment, about the teachers, and about

their fellow learners. According to Tomlinson and Masuhara (2009), physical games provide the opportunity to give positive ideas toward the teacher and their peers, which improves the teacher-student and student-student relationships.

Finally, Tomlinson and Masuhara (2009) provide other advantages to the use of games on second language acquisition activities:

- help the course to cater to kinesthetically inclined language learners,
- energize the teacher and the learners,
- provide rich and meaningful input of language in use,
- stimulate affective and cognitive engagement,
- promote positive attitudes toward the course,
- promote positive self-esteem,
- provide opportunities for personalized incidental use of language
- provide opportunities for using language in order to achieve non-linguistic outcomes
- provide feedback on outcome achievement,

Together with the above-mentioned authors, other scholars discuss the advantages of using games for improving the teacher-student relationship. That is the case of Langran and Purcell (1994), who give language teachers a summary of reasons for using games in their classes. The authors argue that the first reason to learn a language is to be able to function in real situations; Language games can provide the opportunities and situations that people are likely to find.

Another important aspect for Langran and Purcell (1994) is that games provide variety, raise motivation, maintain interest and help the teacher to create a friendly

atmosphere right from the start. According to the authors, such a friendly atmosphere may improve the relationship among students and with the teacher.

2.2.1 Classroom atmosphere

Zapata (2016) states that the atmosphere in the classroom should be based on fostering attitudes that promote confidence in the ability to learn. As a result, that atmosphere should provide security and encouragement for students to acquire attitudes and to create a learning community among the group of students by fostering the acquisition of values and attitudes that they put into practice through learning activities and various forms of learning.

Castro and Pueyo's (2003) vision of classroom refers to social and cultural identity; an operational system that has the potential to unite and provide stability to a given group with the purpose of solving problems and reaching goals together. Consequently, classroom atmosphere refers to a set of guidelines; it is about sharing the meaning of being a member of a community and agreeing on the main practices, goals, and ideals during everyday work.

In addition, it is important to point out that the classroom atmosphere is also influenced by personal and academic histories as well as beliefs and values belonging to each member of the classroom community (Castro & Pueyo, 2003). Therefore, classroom atmosphere encompasses a double process of sharing already experienced histories, beliefs, values, languages, products, and perspectives and generating new ones as a result of collaborative interactions.

It is worth noting that the creation of a specific classroom atmosphere, is not frequently dictated by the tutor; it is neither a collection of instructions originated in the school which establish how to understand events in the classroom environment; rather classrooms embrace specific frameworks for participation constituted by rules that enabled the participants to reflect and construct meaning with their peers.

Furthermore, a supportive classroom atmosphere also prompts that members of a given classroom could step outside their traditional designated places as students and teachers which this study aims through the use of games in the classroom. According to Llanes (2016), classroom collaboration between students and teacher shapes a classroom culture where roles may be reversed and sometimes blurred, as classrooms are genuine places to experience, to understand and to do something with others.

According to Cámara (2009), the classroom is undoubtedly the fundamental means where the teacher deploys his personal and didactic resources to fulfill his work, whose central axis is the relationship with the student. Like all human relationships, it has implicit and explicit characteristics that imprint it with a stamp and dynamics.

2.2.2 Teacher-student interaction

It has been difficult to define classroom interaction because it might come in various forms. Repetition, responding to questions, eliciting or acting out are simple examples of interactions, but a review of the literature reveals different definitions. Jhonson (1995) indicates that classroom interaction is the explicit behavior and language learning in the classroom providing the students with learning opportunities for using the target language. By contrast Sinclair and Coulthard (1975) define classroom interaction as an exchange

containing either a complete initiation, response, and feedback sequence or a partial initiation and response one.

Ellis (1990) also presents a definition of this term by stating that classroom interaction is the process through which learners are exposed to the target language and as a result how different language samples become available for learners to use in the classroom.

The student-teacher relationship in the classroom presents some configurations that make it especially different from any other interpersonal interaction (Cámere, 2009). Although teaching relationship is an interpersonal relationship, it is not a normal friendly one. First, because friendly relationships are established between people in their concrete individuality, that is, knowing each other. Secondly, this strictly personal relationship consists of a mutual willingness and endeavor, each, for personal and individual purposes of the other.

Teacher-student interaction should not be left to chance, instead, teachers can influence the dynamics of their classrooms and build a strong relationship that will support student learning. Hoque (2016) states that an effective teacher-student interaction creates emotional support which means the positive relationships among teachers and peers. He also claims that apart from such emotional support it is also important what he calls classroom organization which is well-managed classrooms that provide students with frequent and engaging learning activities.

Hoque (2016) remarks that teachers should try to build a personal relationship and adequate interaction with their students and take an interest in them. The author also states

that learning students' names and using names in class can help students understand that the teachers are interested in them and in the success of the course.

Bearing the previous definitions in mind, this study aims to investigate teacher-student interaction as the process which takes place between teachers and learners inside the classroom which aims at facilitating language learning opportunities.

2.2.3 Theory of the game

Based on the previous discussions, the EFL classroom requires talking opportunities where students can socialize and interact with their peers using English as a medium of interaction (Corden 2000). One of the most popular ways to reach that goal is by establishing a playful context in which students can practice their knowledge of the foreign language in an interactive and meaningful.

Vygotsky (1978) argues that the context of play creates zones of proximal development which differs from the way they behave in non-play situations. Consequently, it is important to define the term "play" or "game". In this sense, Wood and Attfield (1996) define the term game as a variety of activities that can be creative and motivating. In this study, the term game refers to the use of language games in the classroom such as memory games where students can have a group or individual work. Such activities scaffold each other with the guidance and support of the teacher.

Cámere (2009) also states that due to its status, the teacher is responsible for offering the dynamics and the continuity of the relationship between him and the students because it depends on him or her to generate the appropriate climate in the classroom and ensure the smooth flow of student relationships. In this sense, Cámere (2009) also states

that teachers have the possibility of promoting an adequate environment situation because when an environment is tense and uncomfortable it frustrates expressions of particularities, initiatives, and participation in students. Consequently, this study proposes to help the teacher creating such adequate environment by using games in the classroom which at the end could promote teacher-student relationships.

According to Jiménez (2002), the game is a condition rather than a predisposition of the human being versus life. It is a way of being in life and relating to it in those everyday spaces where it is produced by symbolic and imaginary activities. The smiling, the sense of humor, the art and other series of activities (dance, love), that occurs when we interact with others, with no more reward than the gratitude that these events produce.

Additionally, the game has been defined as an activity, which is entertaining and engaging, where learners play and interact with others and which is often challenging (Wright, Betteridge & Buckby, 2006). According to Yturralde (n.d.), it is awesome how broad the concept of game is, its fields of application and spectrum. Games have always been related to the emotions they produce. The game creates magical environments, generate pleasant environments and emotions, such as joy and pleasure.

Yturralde (n.d.) argues that games also transcend the stage of childhood, they are expressed in the daily life of simple activities like sport competitions, in video games, in shows, in the disco, in the karaoke, in folkloric manifestations, in cultural expressions such as dance, theater, singing, painting, verbal communication, conferences, demonstrations of lateral thinking and sharing of stories.

At an educational level, Yturralde (n.d.) remarks that teachers can use games in different stages of the learning processes of the human being. In fact, learning through

game activities is one of the experiential expressions that help the student to become constructive, generating new knowledge. According to Posada (2014), playing is similar to a cultural experience that goes through life, which is not practical but is an inherent process development human in all its psychic, social, cultural and biological dimensions. From this perspective, playing games is linked to daily life and it should be linked also to the classroom environment which may consequently help to solve interaction problems which are the objective of this action research.

It is connatural to human existence in its daily and pedagogical practices, a way of getting into the world, having fun with it, which obviously requires observation, experience, selection of meaningful information and their contextualization, relationship, an association at the mental level in processes that lead to learning. It is thus necessary to have an education that understands and transforms.

Linked to language learning, games are important to the teacher because they create a context in which language is useful and meaningful, converting such hard work in an enjoying activity for students (Wright, Betteridge & Buckby, 2006). The authors also argue that games offer a reason for speaking, so they can give students confidence resulting from the adequate use of the language. Thus, games offer a stimulus in context and considerable support in the language.

In the same way, Hadfield (1999) talks about the role of games in language programs, where the inclusion of games as an integral part of a syllabus provides the opportunity for language practice. Hadfield (1999) also argues that games offer a context in which language is used as a means to an end, which is meaningful for students.

Consequently, the tutor will use bingo, Pictionary, charades and board race games as tools

that offer what Hadfield (1999) calls an adequate context that will finally bring closer the teacher and students with a consequent improvement in their interaction.

Another important aspect of games advanced by Hadfield (1999) is that they can act as diagnostic tools for teachers because they highlight language gaps and areas of difficulty. Finally, the most important aspect for Hadfield (1999) is that games are enjoyable but not only for students but also for teachers because they change completely the normal flow of the class.

After stating the importance of games in EFL classrooms, we can discuss the types of games that can be used in the classroom. Langran and Purcell (1994) consider that simple games with straightforward instructions can be used for young children or beginners while more complicated ones are usually used for advanced learners.

By contrast, Bedson and Gordon (1999) propose ten types of classification “movement games, card games, board games, dice games, drawing games, guessing games, role-play games, singing and chanting games, team games, and word games”. Furthermore, Cakir (2004) suggests that language teachers should use games that include fun activities, clear language objectives, encourage participation and capture the interest of the students.

2.2.4 Limitations of games in the classroom

Although in the previous chapter, the study showed all the advantages of using games in the classroom, research has shown that games are sometimes problematic. Rixon (1988) believes that one of the difficulties of using games in the classroom is having large numbers of students since not all the students will have the opportunity to participate.

Additionally, Brumfit et al (1991) claim that sometimes learners will use L1 instead of L2 which will not permit the language learning as planned by the teacher.

2.3 State of the art

Previous studies on games as a language teaching strategy Astudillo (2012) presents a study in the city of Ambato Ecuador, where there is low interest to work in the school using ludic activities, According to the researcher it is necessary to apply ludic activities, since it is the way the student will be able to develop his learning in a better way letting him to prepare for a new knowledge and to have a better academic performance in his daily tasks. Therefore, Astudillo (2012) discovered that games and play singing facilitate the teacher to develop the best way to present the class and thus motivated students. In his research, Cando (2015) revealed how recreational activities habits are promoted from the framework of good living. Ludic activities promote habits of hygiene and order for a healthy social coexistence. This case draws conclusions and suggestions for the change of the characteristics of the school activities, which supposes the benefit of children and the teaching staff.

In Colombia, Zapata and Gómez (2009) argue that lack of confidence affects teacher-student relationships. Their research was developed in the guiding principle of qualitative research and gathered information from surveys in several institutions to determine the factors that affect confidence. The authors concluded that the factors that contribute to the teacher-student relationship are: the achievement of the course, the domain of the subject and the communicative skills.

Likewise, Aldana and Cardona's (2016) study proposes the design of a teaching strategy to strengthen the dimensions of human development through recreation, ludic and games. The dimensions included games, corporal, socio-affective, cognitive and communicative. This project was conducted over a period of 3 months with an educational intervention with first-grade students where the results showed that recreation strengthens the dimensions of human development.

Additionally, Hernandez's (2013) work aimed at designing a pedagogical proposal as a teaching strategy, in which a series of games are adapted with the view of enhancing students' attention. Such study showed a positive incidence on student's attention when using games as a teaching strategy in class.

Similarly, Lizcano and Rodriguez (2016) propose games as a means of learning, in which a ludic proposal is designed, applied and evaluated. The results obtained in the study support the proposal of the game as a means of teaching and learning since students showed improvement in the learning process, they showed better grades and an improvement in motivation at school.

Peinado (2012) presents his study of the use of game in the teaching-learning process. The author suggests that games are good tools in the teaching task since they stimulate the teaching-learning process while the student is having fun, which in most of cases students don't realize they are learning during game activities.

(Ordoñez & Ramirez, 2008) applied a methodological proposal that involves ludic and cooperative work as a pedagogical strategy to promote the development of the scientific competences in students of sixth and seventh grade. In this work, it was possible to conclude that the game as a ludic strategy 90% of the students found pleasant and

interesting the subject and the non-favorable attitudes towards the learning of the natural sciences changed.

2.4 Conclusion

Different teaching strategies have been discovered over the last years to cope with the challenges for English teachers in the classroom. Research studies and literature review above mentioned the advantages of using strategies as flexible tools to learn meaningfully, solve problems and academic demands (Díaz &Hernández, 1999).

Langran and Purcell (1994) and Tomlinson and Masuhara (2009) discussed the importance and the advantages of using games as a teaching strategy for improving the teacher-student relationship. Such advantages discussed in this chapter included: games energize the teacher and learners, stimulate affective and cognitive engagement and help the teacher to create a friendly atmosphere from the start. For the above-mentioned reasons, the current research study aimed at using games as a teaching strategy to promote teacher-student interaction in the classroom.

Chapter 3: Research Design

3.1 Introduction

One of the objectives of this action research is to identify the contributions of games as a teaching strategy to promote teacher-student relationship during class activities. In this regard, Zabala (2002) states that the teaching-learning process should be carried out through the events that arise from the interaction between teacher-student. Therefore, the development of classroom activities should be dynamic, inclusive, conciliatory and reflective. Consequently, the problem addressed in this study was approached from the qualitative methodology, which focuses on human beings, since it seeks to understand the social reality of the protagonist with an internal perspective Sandoval (2002). In this regard, it was necessary to establish action research as a social reflective process in the subjects of a public school located in the east of Colombia using videotaped observation classes, interviews and participant observations as research instruments.

3.2 Context

This research was conducted at a public school located in the east of Colombia. It is an official institution that serves at the levels of preschool, primary, secondary and night section, for which it has 94 teachers, 7 teaching directors and a total of 3028 students in two locations with socioeconomic stratum 1 and 2.

The school mission focus on educating competent citizens that build their life projects having an impact on their communities. Regarding the visions, the school is interested in promoting students who participate actively in the social and cultural transformations of the Colombian society.

The participants of this study are a group of 40 seventh-grade students both boys and girls. Student's ages ranged between 11 and 13 years old and the group is heterogeneous in terms of English proficiency level.

Students have 3 hours of English classes a week and its proficiency varies but in general, they are in A1 according to the common European framework of reference for languages.

In terms of the English curriculum, although schools follow the Common European Framework of Reference for Languages and the standards adopted by the ministry of education guidelines, English classes follow the communicative approach, thus they are guided to use the functions of language to be competent in different skills. This communicative approach has the idea that learning language successfully comes through having to communicate real meaning. Learners are involved in real communication which aims that their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Consequently, activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered and there may be increased use of authentic materials.

3.2.1 Type of study

According to Elliott (1994), action research (hereafter AR), which is the basis of this study, is a social reflexive practice in which there is no distinction between the practice under which it is investigated and the process of investigating it. Social practices are considered as acts of research, like theories in action or hypothetical tests that must be

evaluated in their potential to make appropriate changes. From this perspective, teaching and research are intertwined. In Elliott's (1994) words, research is a reflexive process where there is no distinction between practice and the consultation process on it.

Elliott (1994) also stated that AR allows establishing a communication relationship among peers, between the educator and the educated, between the researcher and the population, where problems are analyzed and solved by actors. In this study, the researcher was an active participant in the process. In addition, AR was valuable for the research purposes because it encourages teachers to look at their practice, to research the issues and possible solutions. In fact, Cunningham (1993) associated AR with investigation on changes and therefore it enabled the author to hold a continuous process of research and learning in the researcher's relationship with the problem

This study followed the four stages of AR proposed by Susman and Evered (1978) the first step is diagnosing which is identifying the research question which in this AR was the diagnostic-formative evaluation (ECDF) video by the ministry of education , the second step is action planning, which is to determine actions to address the problem, the third step is action taking which is implementing and monitoring the planed actions and finally evaluation step which is to determine if the actions addressed the research question or not.

3.2.2 Participants

The research participants were a group of 40 seventh-grade students. Their ages ranged between 11 and 13 years old, and there are 10 females and 30 males as seen in table 1.

Ages	Gender	Population	Sample
11-13	Female	10	25%
11-13	Male	30	75%
total	M/F	40	100%

Table 1. Number of students participating in the project

3.2.3 Researcher's role

There are two main researcher's roles in this research study according to (Cohen (2007); the first role is as an observer that is part of the group, collecting data and keeping track of the process. In addition, this role was as observer-as-participant, since the researcher was the primary instrument of data collection and analysis from the interviews, journals and videotaped classes. The second role is what Kramsch (2015) calls a mediator which consists of formulating and expressing understandings of culture. This also involves developing an interpretation of language practices as culturally based, both in their own context and in the language they are learning to work as a bridge between knowledge and practice.

3.2.4 Ethical considerations

Ethics is an important aspect of action research. Burns (1999) states that researchers must follow the principles of confidentiality, responsibility, and negotiation. In relation to confidentiality, participant's identity was protected and no name was provided in this research. Regarding responsibility, the researcher used a consent letter for the principal and another to the parents (see Appendix C) asking for permission to implement the research

study. In relation to negotiation, students were informed that their participation in this research would not affect their grades or their learning process.

3.3 Data collection instruments

To find out whether games can promote teacher-student relationships in the sample group, four instruments were used to gather data: video recordings of the lessons, observations documented in the field notes, the researcher's journal and unstructured interviews.

Instrument	Purpose	Time	Stage
Video recordings	To record of natural interactions during the classes	3 * 55 minutes	Needs analysis Data collection
Fieldnotes	Observations recorded by a researcher colleague to contrast findings obtained from the data collection instruments	3 sessions	Data collection
Journal	To record the interpretations of the events that occurred in the day to day of the lessons and that were especially significant	1 for each lesson	Data collection
Unstructured interviews	To gain participants' perspectives and a deep understanding of	5 minutes each interviewer	Data collection

important aspects of the setting and the experiences of people in that setting through a conversation.

3.3.1 Video recordings of the lessons

It involves the collection of naturally occurring data using video cameras and is perhaps the most established use of video for data collection within the social sciences. Goldman and McDermott (2009) argue that the use of video in social research became foundational to this theoretical approach since it focuses on the description of the structures of interaction order, social and behavioral mechanisms that humans use. This use of video involves recording the interaction of people in a specific context and recording all aspects of the environment that structure the interactions recorded, the setup of the environment and undertaking casual interviews with participants.

In this research study, three 55-minute video recordings out of 10 lessons were used as a research tool to facilitate the recording of naturally occurring interactions during the lessons. Video recordings were selected because they have multiple advantages such as facilitating identification of speakers since the classroom under scrutiny involved multiple participants or the possibility of remaining open for longer relative to other methods of data collection because data management and sampling frames are usually employed at the later preliminary analysis stage in ways that focus down the data. . In addition, video recordings allow for the incorporation of non-verbal features into the analysis (Friedman, 2012) and it

permitted a relatively objective recall of events to enrich the description produced on the basis of the field notes.

3.3.2 Fieldnotes

It refers to notes created by a researcher colleague during the class interventions to remember and record behaviors, events, activities and other features of observation with the intention of being read by the researcher as evidence to understand and produce the meaning of the phenomenon being studied.

With the intention of developing a holistic understanding of the phenomena under study, field notes were created during the data collection phase with the help of a researcher colleague during the lessons and registered in field notes (see appendix B, C). Participant observations not only increased the validity of the study but also allowed a better understanding of the phenomenon because the researcher colleague took detailed field notes and captured the participants' words with the point of view of a person apart from the researcher which could give different points of view. Furthermore, observations enabled the author to make an exploration from reality and to contrast findings obtained with other data collection instruments.

3.3.3 The researcher's journal

Wiegerova (2013) states that in pedagogic research journal is a personal document of the researcher mainly used as an instrument to investigate student practices or to capture subjectively experienced situations and events. The researcher's journal (see appendix D) in this research was a written text in which the teacher-researcher recorded the interpretations of the events that occurred in the day to day of the lessons and that were especially

significant. It was a data collection instrument used by the researcher to record those facts that are easy and suitable for the interpretation of the data. The Researcher's journal was equally valuable for building an audit trail (Dörnyei, 2007) by recording each step and the sequence of decisions made during the whole research process.

3.3.4 Unstructured interviews

Unstructured interviews are sometimes referred to as discovery interviews or informal interviews which is a guided conversation with flexible questions that can be adapted or changed depending on the respondent's answers. They generate qualitative data through the use of open questions which allows the respondent to talk in-depth with their own words.

Unstructured interviews were selected in this study due to their freedom not only on the wording but also in the script since it is not scripted ahead of time. It is rather a purposeful conversation in which the researcher asked questions pertinent to the topic and listened closely to respondents' answers in order to gain participants' perspectives and a deep understanding of "what is important to know about the setting and the experiences of people in that setting" (Maykut and Morehouse, 1994, p.81) Interviews were conducted by a researcher colleague in order to set up informal conversations guided by a trusting atmosphere between the interviewer and the interviewees. What is more, to avoid language barriers, confusion or misunderstandings the interviews were conducted in the student's native language.

3.3.5 Validation and piloting

Validity is usually described as an indication that findings truly represent the phenomenon the researcher is claiming to measure. This term is divided into two types, internal which refers to the extent to which the independent variable can accurately be stated to produce the observed effect and external validity which refers to the extent to which the results of a study can be generalized beyond the sample or it can be generalized (Cohen et al., 2000).

Therefore, Brown and Rodgers (2002) argue that reliability, which is the degree to which the results are consistent, and validity give credibility and confirmability to the research findings.

To cope with that requirement, the researcher applied four different instruments to gather data and to allow triangulation of results using multiple data sources and taking into account different points of time and lessons. The perspectives of the research participants were compared to the teacher-researchers point of view and the observations of lessons were supplemented with video recordings.

On the other hand, the terms of external validity were strengthened through providing detailed information about the context, the participants, the problem, the instruments so that any other researcher will have solid basis for comparisons.

Finally, to reduce bias conclusions and greater objectivity, the researcher avoided preconceived opinions about interviewees (Cohen et al, 2000).by having other researcher colleagues when applying the unstructured interviews.

3.4 Conclusion

As seen in the present chapter, this action research is a reflexive practice, which implied the study of the participants' actions, the relation among students and the relation between teacher and students. In order to conduct this study, several data collection instruments were designed in order to document information: video recordings of the lessons, observations recorded in the field notes, the researcher's journal and unstructured interviews. In that sense, it is necessary to discuss the implementation of the instruments, the interventions and the observations as illustrated in chapter 4.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

In the previous chapter, the research design was described as well as the research context and data collection instruments. In the present chapter is necessary to detail the process of intervention with the implementation of games as a teaching strategy to promote teacher-student interaction. Hence, this chapter starts with the visions about language, learning, curriculum and classroom that support the pedagogical intervention as well as the instructional design that was devised to achieve the goals of the present research, which embraces the lesson planning, the implementation and the justifications of the selected action plan.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

There are several ways to define what language is, the traditional view of language states that it is an accumulation of competences in a language. This definition has been changing including new theories and assumptions with more precise linguistic terms. McKay (2002) believes that learner are members of a discourse community where language is a medium to share culture, which allows them to use competences to communicate in another language.

Language is a means of communicating beliefs, ideas, thoughts, opinions, which are the results of the socio-cultural background of the participants or what Brown's (2007) states that language is essentially cultural and interactive.

4.2.2 Vision of learning

In Brown's (2007) words, learning embraces the active and conscious action of acquiring information with the active participation of the individuals. Learning also needs to be meaningful for students (Squires 1999) which involves building bridges between what he already knows and what he is trying to learn. Squires (1999) also states that learning must be authentic and the activities must be based on a student's social background.

In this study, learning is the result of constant interaction of learners through the use of foreign language using texts, audios, and activities based on real-life situations (Harmer 2007). This gives students the opportunity to be in contact with real language preparing them for future real language contact.

4.2.3 Vision of curriculum

Considering the vision of the curriculum at school, it can be said that the teacher worked guided by the communicative approach, which according to Bérard (1995) its basis is the communication. Bérard (1995) states that students in this approach are the central character in the learning process and teachers under the communicative approach should consider students' needs and provide opportunities to communicate.

Thus, students in this approach will have the ability of learning to learn, creating a good class environment that promotes motivation and communication among peers and students with the teacher.

West (2016) on the other hand argues that class activities as role games, puzzles among others in a communicative approach improve the student performance into the classroom and acquire new knowledge since they are using real contexts with real content,

which at the end motivates students. Therefore, the pedagogical intervention, readings, activities, and final products were designed aiming at communicative approach foundations.

4.3 Instructional design

4.3.1 Lesson planning

The pedagogical intervention was held during 20 hours of practical implementation divided into ten sessions (see appendix G), 110 minutes each along a five-week term. In the development of the sessions, orientation sessions were considered to help participants in the comprehension of basic vocabulary concepts, which were the basis for the gaming activities.

In more detailed words, there were 10 individual sessions the first part of the lesson (one session) focused on training on vocabulary, grammar and vocabulary concepts according to the class topic, which prepare students for the gaming activities. The second part of the session (one session) focused on the gaming activities where students put into practice the abilities and knowledge.

During the research, there were three main sections, the pre-implementation phase where the researcher started with the needs analysis with the help of a video and the conclusions gathered from the video (see appendix A and B) to evidence the main problem in the case followed by a deep literature review which will help in a possible solution for the problem. The second session was the implementation of the strategy, which comprised five weeks. Finally, the -post-intervention part focused on analyzing data gathered from the previous sections of the study.

4.3.2 Implementation

The pedagogical intervention of this study was carried out in the second semester of 2018 between July and November. The participants were 7th-grade students from a public school in the town of Piedecuesta, Santander. During this section, students were exposed to 10 class sessions using games as a teaching strategy to promote teacher student interaction as presented in table 2.

The implementation phase started with the presentation of key concepts that in this case was the vocabulary of fruits with the objective of preparing students to face the first game class activity which was a bingo. During the first game activity, students received materials for the bingo game; one sheet is the bingo chart. They also received some papers for playing the game. Students were not allowed to use their mother tongue. This activity took a 60-minute session.

The second activity in week 4 was a Pictionary game. Students drew, instead of acting the words out. The class was divided into two teams. One person from Team A went up to the front of the class and drew a card/word. The other students should guess the word to his or her team using only drawings. Students couldn't use words, symbols or hand gestures. Each student should have a time limit of 3 minutes. The first team to get 10 points was the winning team.

During week 5, the researcher applied a charades game as a teaching strategy in session 3, where students should write down a couple of words on paper. The class was divided into two teams and one person from each team chose a paper and mimic the word out. A team received a point for every correctly guessed word.

In the next session on week 5, the game activity session 4 was presented with the game Board race. The class was divided into two teams and each team had a colored marker. Students must then write as many words related to the topic in a relay. The first person writes the first word and passed the colored marker to the one next in line. Score each team with one point for each correct word. Unreadable or misspelled words are not counted.

Finally, during the -post-implementation phase, the researcher applied the unstructured interviews for ten students and started the data analysis from the -pre-implementation and implementation phase. The following table shows a summary of the implementation phase.

Week	Stage	Objective	Activities	Description	Time	Patterns of interaction
1	Pre implementation	Gather information about the problem	3 sessions of class observations	Class observations with the usual strategies using board, markers and a textbook.(journals and field Diary)	180 m	T-SS
2	Pre implementation	Gather information about the problem	Presentation of key concepts for the development of the class. Lesson video recording	Class observations with the usual strategies. (video recording, journals and field Diary)	60 m	T-SS
3	Implementation	Present the strategy	Presentation of key concepts and rules for the development of the class.	Presentation of the game rules and description of it. (journals and field Diary)	60 m	T-SS
4	Implementation	solve the problem	Bingo game with vocabulary about food Filmed class	The students will get materials for the bingo game, one sheet will be the bingo chart. They also received some papers for playing the game. Students were not allowed to use their mother tongue. (video recording, journals and field Diary)	60 m	SS

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4	Implementation	solve the problem	Pictionary	Students will draw, instead of acting the words out. The class is divided into two teams. One person from Team A come up to the front and draws a card/word. The student must convey the word to his or her team using only drawings. Students cannot use words, symbols or hand gestures. Each student should have a time limit of 3 minutes. The first team to get 10 points is the winning team. (journals and field Diary)	60 m	T-SS
5	Implementation	solve the problem	Charades game	This is a game to get students to move. First, students have to write down a couple of words on paper. The class is divided into two teams and one person from each team will choose a paper and act the word out. A team receives a point for every correctly guessed word. (journals and field Diary)	60 m	T-SS
5	Implementation	solve the problem	Board Race game	The class will be divided into two teams and each team has a colored marker. Students must then write as many words related to the topic in a relay. The first person will write the first word and pass the colored marker to the one next in line. Score each team with one point for each correct word. Unreadable or misspelled words are not counted. (video recording, journals and field Diary)	60 m	T-SS
6	Post intervention	collect data	Interviews	Ten students were selected randomly. The unstructured interviews were conducted by a researcher colleague. (field Diary)		T-SS
7	Post intervention	Data analysis	Analysis of the data gathered from the instruments.	Data analysis	30 h	T-SS
7	Post intervention	Data analysis	Comparison of the data gathered from the pre and implementation phases.	Comparison of the data and first conclusions	30 h	T-SS

Table 2: implementation

4.4 Conclusion

The pedagogical intervention in this study was designed to present the different visions of language, learning, and curriculum that guided the researcher through the implementation of the study. The implementation was intended to promote teacher students' interaction guided by the communicative approach to learning English as a foreign language. During the implementation, instruments described in chapter 3 were used to successfully gather relevant information to later analyze the impact of the strategy on teacher-student interaction and finally compared the results before and after the interventions, which will be discussed in the next chapter.

Chapter 5: Results and Data Analysis

5.1 Introduction

This present chapter aims at describing the method and the procedures applied for data analysis in this study. In addition, it includes, techniques for data management, validation processes, and data analysis for triangulation purposes according to the principles of the grounded theory approach as stated by Corbin & Strauss (2008). The purpose is also to show the coding processes to outline the categories, subcategories and core category that emerged from data sources as an answer to the research question addressed at the beginning of the research.

5.2 Data management procedures

After implementing the selected strategy, data was collected by using the instruments described in chapter 3. At first, the video recordings of the lessons were analyzed and transcribed by the author. The transcription process took several weeks by listening to and transcribing the exact words used by the research participants. Additionally, the field-notes of observations and the researcher's records were cleaned and unitized which is the process of extracting useful and meaningful data in a MS Word document (Patton, 2002). In the same way, the notes of the interviews that referred to the objective of the research were extracted and transcribed in a MS Word document as in the previous procedure. Likewise, codes were assigned to the research participants in order to facilitate the analysis and the identification of their views within the whole dataset. Finally, it was necessary to analyze each instrument, compare results and design the category mapping. The data analysis procedure attempted to summarize the data in a dependable and accurate

manner which helped the researcher to structure the findings from the different data collection instruments to uncover trends and patterns.

5.2.1 Validation

The validation phase was not completely separated from data gathering. It started while collecting data with the purpose of gaining field-based analytical insights (Patton, 2002). For example, by taking considerable time to write a researcher's journal, it was possible to prepare useful descriptive notes about the participants and their interaction with their teacher. The researcher further triangulated the observation data, the videotaped data, the interviews, the research journal data and the theory from the experts in the literature review, to better understand whether the strategy helped to improve the teacher-student interaction.

Prior to the coding and analysis phase, the transcripts were submitted to respondent feedback (Dörnyei, 2007). The interviewees were invited to read the transcripts and make additional comments or add clarifications if necessary. Through this form of member checking, they contributed to the analysis by verifying that they had said what they actually wanted to say.

5.2.2 Data analysis methodology

As the aim of this study is to identify the possible contributions of games, as a teaching strategy, to promote student-teacher interaction, an analysis was conducted through the principles of the grounded theory approach as stated by Corbin and Strauss (2008). Indeed, the descriptive nature of qualitative research allows for illustrations coming from classroom situations and this is why content analysis (Friedman, 2012) was

fundamentally used for data analysis. This means that although the researcher was the main measurement device in this study (Dörnyei, 2007), analysis was not the product of the researcher's subjective interpretation but the students' own thoughts expressed in their own words and confirmed by their behaviors recorded in videotaped lessons. Three rounds of hand-coding were conducted with the collected data: initial coding, axial coding and selective coding (Friedman, 2012).

5.3 Categories

5.3.1 Introduction

The theory in which this section will be based lies on Glaser's (2002) and Strauss' (1998) ideas who argued that qualitative research is a field of inquiry in its own right, not merely to be used for pre-studies to real statistically-based studies. The above-mentioned theorist argues that Grounded theory consists of constant analysis and fits in with life world research since the emphasis is on individuals as unique living wholes and the researcher focuses on the world as it is experienced by the individual.

Furthermore, Babchuk (1996) stated that the researcher needs to state clearly whose guidelines were used in their studies and which steps were followed in the research process. Such guidelines among others include categories or concepts are generated from the data rather than being directed by the researcher's hypotheses and preconceptions, identification and verification between emerging categories and between categories ensure that these conceptual relationships are grounded in the data, finally it is important to mention that the identification of a core category is fundamental for the integration of other categories into a conceptual framework and theory grounded in the data.

Corbin and Strauss (2015) later named the process of analyzing such concepts as coding. Consequently, careful reading and analysis were carried out with the gathered data; it permitted the emergence of some patterns that were labeled into specific codes. These codes were grouped into categories that constituted the core category (Corbin & Strauss, 2008). In order to find the categories, qualitative content analysis was conducted in order to explore the relationships among the concepts found in the dataset (Schreier, 2012).

5.3.2 Overall category mapping

It is fundamental for grounded theory to analyze the data once it is gathered to generate theoretical samplings (Corbin & Strauss, 2015). Consequently, after gathering the data, category mapping started with initial coding by separating data into smaller analytical pieces; this allowed the researcher not only to identify recurring themes, trends, patterns and relationships but also to organize the gathered data.

In the first round of data analysis, initial coding (Friedman, 2012) enabled the author to go through the dataset, line-by-line, assigning codes to conditions, behaviors, roles, and actions that might evidence the promotion of student-teacher interaction. The initial codes that emerged from the open coding process are displayed in the table below.

Codes	Description/ examples	Data source
Conditions	<ul style="list-style-type: none"> • Participatory classroom environment • Respectful classroom climate • Assertive and dialogic communication among participants • Classroom innovation • Trustful environment • Tolerance of inquiry environment • Non-threatening environment 	Field diary
Behaviors	<ul style="list-style-type: none"> • Respectful treatment among participants • Indifferent attitude towards participants • Disrespectful treatment among participants 	video

	<ul style="list-style-type: none"> • Supportive outlook towards participants • Willingness to participate in ludic activities 	
Roles	<ul style="list-style-type: none"> • Group cohesion prompter • Motivator the group of students • Collaborator • Community builder: <i>Involve students in classroom activities</i> • Connector and conduit: <i>facilitate exchange among participants</i> • Innovator and change maker • Mediator 	video
Actions	<ul style="list-style-type: none"> • High levels of active participation • Collaborative work • Better performance in classroom activities • Full backing of trust between participants • Freedom of expression • Non-limited comments 	Video Field diary

Table 3: First round of data analysis, initial coding

Once the above mentioned initial codes emerged in the first stage, the researcher started with the second stage which is doing a comparative analysis to determine broader category concepts. During this second stage of analysis, axial coding (Friedman, 2012) was used to find patterns in the dataset by comparing the codes across the data sources and by establishing connections between initial codes (see Figure 1).

As seen in Table 3, initial codes were grouped in order to gather broader categories which in this case were classroom environment, student's involvement, teacher's role, and student's role. It was necessary to constantly analyze information gathered from the data collection instruments in order to see common characteristics that could be integrated into a broader concept or category which according to Corbin & Strauss (2015) is the most difficult part in the analysis under the guidelines of grounded theory.

In the end, the category mapping diagram was designed which held the possible theory to come based on the emergent coding from data analysis as seen in figure 1.

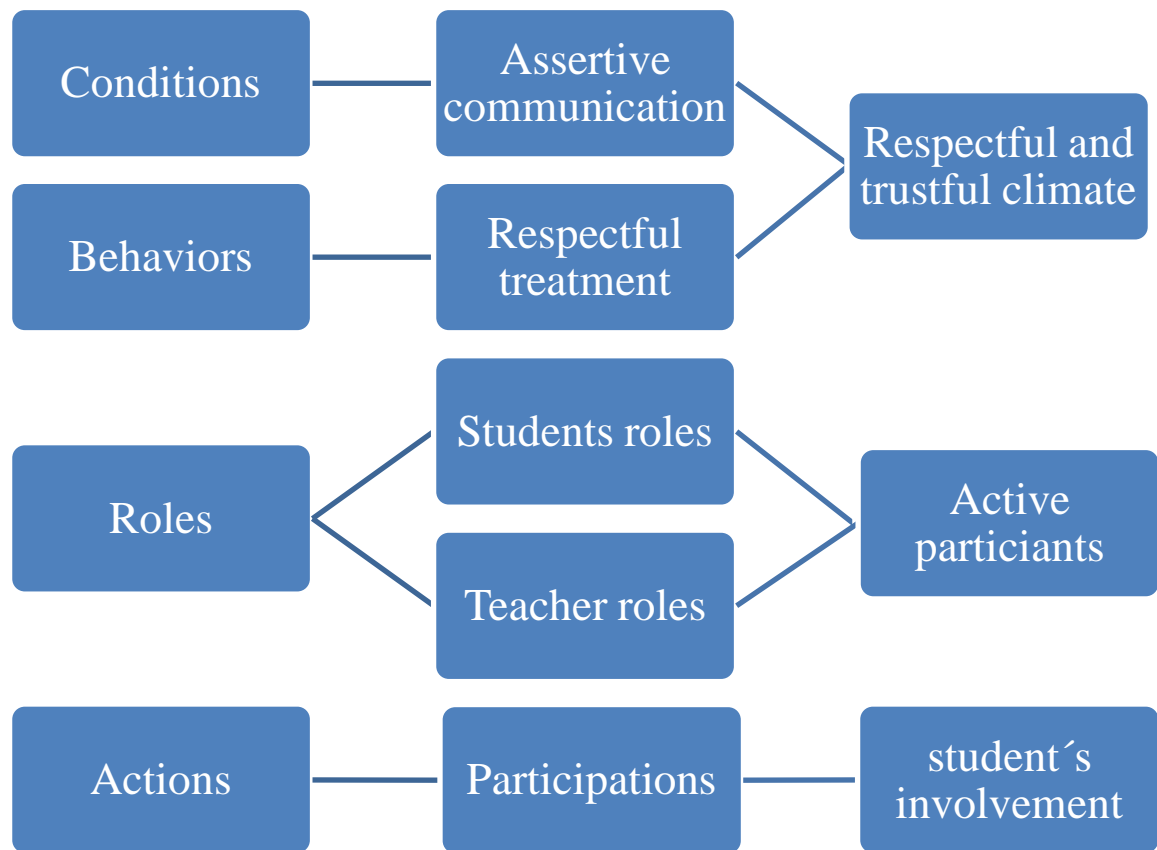


Figure 1. Final coding

5.3.2.1 Identification of core category

As soon as the category mapping was created, it was easier to find fundamental categories to build grounded theory and answer the question. During data analysis traces the final step suggested by Friedman (2012) was selective coding. That is integrating all categories into a determining category that delimits theory. This fundamental category was classroom environment. Classroom environment as a core category was established in the

selective coding phase, bearing in mind principles of frequency of appearance and relations among categories. Indeed, in selective coding (Friedman, 2012) the researcher concentrated on the most frequent codes and at the end, a process of sorting and grouping led to the development of a system of a core category that provided the researcher with foundations to answer the research question.

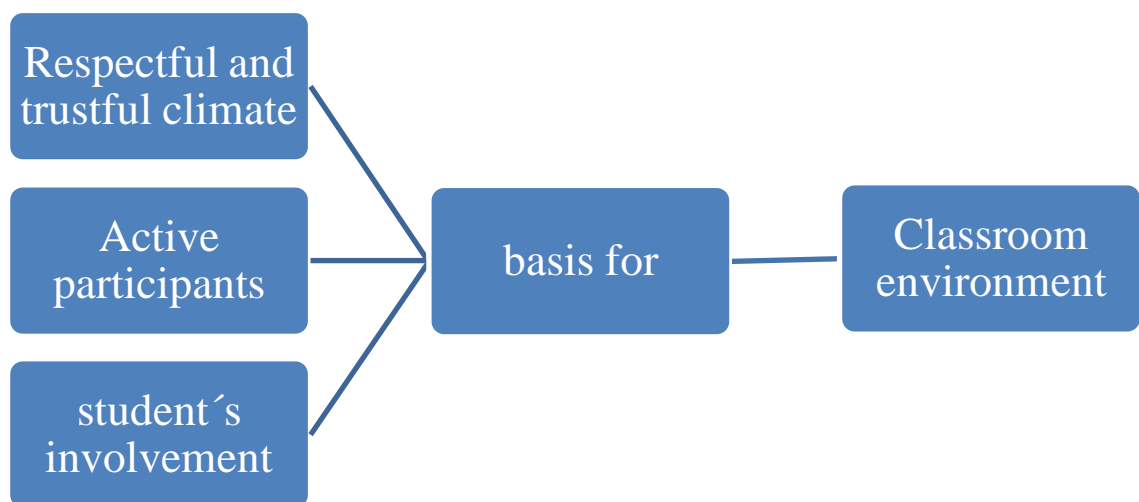


Figure 2. Core category

5.3.3 Analysis of categories

The three main categories that emerged after the axial coding are as follows: Classroom environment, teacher's roles, and students' involvement. In this section, lengthy excerpts coming from the participants' interviews, field notes, and videotaped classroom sessions were selected to support these categories. These quotations serve as substantial data that lead to the main findings related to the main contributions of games in the

promotion of student-teacher interaction. Excerpts from the original Spanish data are presented in the author's translation.

5.3.3.1 Classroom environment

After analyzing data gathered from the instruments, two main factors related to classroom environment emerged, as a result of games to promote teacher-student interaction. First, a higher level of students' participation and second assertive and dialogic communicational patterns. During class observations, several opportunities for students' participation were facilitated through different games such as Pictionary or bingo game that fostered non-threatening exchanges among course participants in a relaxed and safe setting.

In addition, in their interviews, students reported that classes became better because of gaming activities in class. The research participants provided their opinions about classroom climate in the following ways:

"I enjoyed the class today teacher" (Interview (Henceforward: Int.) Student 3).
"Can we do it again next class?" (Int. Student 6).

It is interesting to see the quotations above because they show that students started enjoying the classes and they noticed that the class environment was different. Moreover, it is also important to emphasize that students started talking to the teacher and expressing their ideas about the class for the first time in the school year as a consequence of the games proposed.

Taking advantage of open and free participation, students supported their positions to listen, evaluate and to respond to one another's arguments. In short, the students manage their own discussions and develop thoughtful interactions; leading towards a respectful and trustful climate. The following excerpt from a classroom session illustrates this point:

“Sorry dear friend, I’m afraid you’re not right, I think the correct answer is strawberry” (Video recording (hereafter VR) of class 2, April 28th 2018).

Respectful and trustful classroom climate do not only benefit students’ interaction but also the interaction between teacher and students. For instance,

“Excuse me teacher, student 6 is making a mistake, may I correct it?” May I (VR of class 2, April 28th 2018).

In the previous quotation, it is especially highlighted the well-balanced participation in classroom conversations. Group work varied a lot in terms of who set the rules, who organized and monitored the activities, but the participants focused on achieving the same goal. The participants’ interactions included arguing, organizing and respectful questioning, too.

Another important aspect of the classroom environment facilitated by games is the emergence of dialogical and assertive communicational patterns. Games allowed students to engage in a dialogic interaction that leads to an increased respectful and trustful participation in classroom sessions. Classroom exchanges were mostly in the form of discussions, thus they resulted in dialogical sessions characterized by repetition and supply of words and phrases, as it is demonstrated in the following extract:

“Student 4: I go study the vocabulary for the class” “student 1: I am going to study for the class, remember its future, is that so teacher?” (VR of class 4, 9th may 2018).

In this case, it is noticeable that while a peer is talking everyone in the class is listening to him, that is why student 1 noticed the mistake and tried to correct him in a respectful way, which in previous cases student 1 wouldn’t be listening, or he would treat him disrespectfully because of the mistake.

5.3.3.2 *Teacher's roles*

During the data collection phase important piece of evidence appeared which suggest that game class activities positively influenced the enactment of various teacher's roles during the class.

"Teacher: come on student 1 you can do it better; it begins with a c;" May I (VR of class 4, 9th May 2018).

"Teacher: It is like when you get home and say..." "Student 4: um I see" May I (VR of class 4, 9th May 2018).

"Student 3: teacher can you help me with number 5; I don't get the idea" May I (VR of class 4, 9th May 2018).

In the excerpts, it is possible to notice that the teacher is acting as a collaborator who always guides the activities and motivates students. During the sessions, the teacher demonstrated active listening towards course participants' contributions by keeping eye contact with them. He also supported peer talk throughout class activities using games. Besides, the teacher invited noticing and comparing various aspects of language use and he prompted personalized viewpoints through interactive questioning.

Another important aspect that emerged with games, as a teaching strategy, was that the teacher gave no limits to the students' comments and so each of them was able to express themselves at length. This freedom of expression also enhanced the role of the teacher as a community builder since the research participants were encouraged to verbalize their thinking. In fact, the students started relying on the teacher and they continuously look for guidance from the teacher in order to successfully accomplish the activity. The interviewees also identified the various roles and the changes enacted by the teacher. They provided their views and ideas about the teacher's roles during the game activities as the extracts below demonstrate:

“The teacher is more active now” (Int. Student 4).

“The teacher helped me a lot” (Int. Student 6).

“Now my classmates obey the teacher’s rules” (Int. Student 1).

In the excerpts above, the students notice the difference in the teacher’s behavior, they feel that something is different, something has changed in a good sense and this change leads to better behavior. It is also noticeable that after the intervention, the students also see the teacher as a mediator that applies clear rules in the class group. Indeed, he mediated between the course participants’ comments and game situations that were not defined in advance. There were always new topics introduced by the students that were not mentioned in the pedagogical timeline.

5.3.3.3 *Students’ involvement*

According to Liu (2001), there are four forms of student involvement in the classroom: full integration, participation in the circumstances, marginal interaction and silent observation. During data analysis, the researcher focused on various forms of involvement such as full integration, participation in the circumstances, marginal interaction and silent observation. Silent observation and marginal interaction were seen as if the teaching strategy was not promoting interaction, whereas participation in the circumstances and full integration was seen as a positive aspect.

Data gathered through the field notes indicated that students’ involvement increased through the application of games as a teaching strategy because they showed respectful treatment, supportive outlook and willingness to participate in ludic activities.

“students seem to focus their attention on the activity” (lines recorded in the field notes of class 4, 28th April 2018).

“students seem to be very happy when they get one answer correct, they start laughing, clapping and some of them start dancing in their sits” (lines recorded in the field notes of class 4, 28th April 2018).

“students respectfully cheer up their peers because they think it is important to success in the game” (lines recorded in the field note) of class 4, 28th April 2018).

“students show respectful treatment during class activities” (lines recorded in the field note) of class 4, 28th April 2018).

In the previous extract, it is possible to notice that students focus their attention on the game because they see the activity as something important and they celebrate it when the activity was successful they seem to be happy about that. It is also important to mention that students show respectful treatment during class activities when using games and willingness to participate.

The previous claim is also supported by data gathered during video recordings of the class. For instance,

“Before starting the second class intervention every group of students wanted to start first:

May I start the activity first?” (Video recording (hereafter VR) of class 4, 9th May 2018).

Given the fact that learning through games entailed students’ active participation in activities with others and that those actions were framed by game rules, students’ involvement occupies an advantageous position in the process of language learning. In fact, during the interviews after interventions, students were asked about English classes, students said:

“The class is more interesting now” (Int. Student 1)

“The time flies in English classes” (Int. Student 5).

These excerpts clearly state, first their preference with the new teaching strategy instead of the usual one and secondly the claim that classes are more appealing and interesting when working with the new teaching strategy which clearly influences the opinion towards English classes.

5.3.4 Core category

Once having analyzed data and obtaining the codes and categories, classroom environment as the core category of the research showed that games, as a teaching strategy, might contribute to the promotion of student-teacher interaction. The first explanation to this assertion is that games set up a special classroom environment that is participatory and where a respectful and trustful climate prevails. Several authors and theorists described the importance that classroom environment have in learning process as in Hannah's (2013) work which states that there are intangible elements as the energy of the classroom that can impact student's focus and achievement in the class. Consequently, the findings of this study reveal that classroom environment positively affects the teacher-student interaction as in Hanna's ideas.

The second reason that backs up games as a teaching strategy that promotes student-teacher interaction is the enactment of certain teacher's roles as collaborator, mediator and community builder, which requires collective will and support. By pursuing in his endeavor of using games as a teaching strategy, the teacher transferred control to the course participants, the teacher not only developed course activities but he also supported and distributed roles within the games; allowing students to select topics, and participate autonomously in classroom sessions.

Finally, the third reason that supports the utility of games to foster student-teacher interaction is the students' involvement in class when reflecting on experiences and sharing their learning. Students also build collaborative competences while developing individual skills.

5.4 Conclusion

This chapter presented the procedures that the researcher used to analyze the data gathered. Grounded theory guided the process using its three main steps: open, axial and selective coding to study, evaluate and analyze all data collected from the data collection instruments.

It is important to mention that due to the new classroom environment students started changing their mindset, attitudes and motivation towards English classes and the teacher which leads to a better teacher student interaction inside and outside the classroom. Lack of motivation was perhaps the biggest obstacle faced by the teacher at the beginning, but the researcher managed to capture the children's attention, curiosity and channel their energy towards learning during the implementation of games as a strategy to promote interaction.

On top of that, after analyzing the categories that emerged from the data gathered, it can be noticed that the classroom environment, the teacher's role and the student involvement are the key factors regarding the problem in this action research study. In terms of classroom environment, using games as a teaching strategy in this case empowered not only student's participation in class but also an assertive and dialogic communicational patters into that participations. Besides, it is interesting to see that after the instrument implementation, it was the first time in the school year that the students started expressing their ideas about English classes, the classroom environment and the teacher's role in those classes. Analyzing the categories it can be noticed that during implementations, there exists a respectful and trustful interactions not only in L1 but also in L2 where students managed

to have discussions, dialogs and questionings lowering their voices and using correct words and obeying the rules of the class.

As far as teacher's role is concerned, important piece of evidence appeared which suggest that implementing games in the selected group positively influenced the enactment of the teacher's role as a collaborator and motivator during English classes.

Additionally, data gathered through the field notes indicated that student's involvement in class increased after the usage of the teaching strategy proposed, students also were more focused in the activities while using games than before.

Finally, it is also important to notice that data shows the improvement the students had in terms of oral proficiency since they started communicating with their peers and the teacher. It is noticeable that the barriers they used to have, are not present any more which in the end permits that students get concentrated not in their social barriers but in their English abilities' development.

Final conclusions of this study, pedagogical implications, significance of the results, comparisons with previous studies' results and research limitations will be discussed in the next chapter.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This research study analyzed the contributions of games as a teaching strategy on teacher-student relationship in seventh grade students. As seen in the previous chapter, the analysis of data and the categories provide evidence that using games as a teaching strategy have a direct impact on classroom environment, the teacher's roles and the student's involvement. Consequently, using games in the classroom have some important pedagogical implications that will be discussed later in this chapter. This chapter aims at discussing the results presented in the chapter above in order to compare them with previous understandings and empirical research already conducted in the field. In addition, the chapter is intended to present pedagogical implications and limitations of the research.

6.2 Comparison of results with previous studies' results

This study focused on the analysis of using games as a teaching strategy to promote interaction between teacher and students in seventh grade. In regard to games as a teaching strategy, findings in this study confirmed the positive incidence in the teacher-student interaction as it has been demonstrated in previous studies as in Langran and Purcell (1994) and Tomlinson and Masuhara (2009) the importance and the advantages of using games as a teaching strategy for improving teacher-student relationship since they energize teacher and learners, stimulate affective and cognitive engagement and help the teacher to create a friendly atmosphere from the start.

First, games provided the opportunity to change a negative interaction between the teacher and the students as well as the negative perception of the teacher for students.

Second, such strategy concluded in a respectful treatment among participants and willingness to participate in ludic activities.

Additionally, the data analysis showed that games are important for the teacher since it creates a context in which language is useful and meaningful and a reason for speaking as stated by (Wright et al, 2006). Theorist have been always stating the importance of teachers in the learning process. Bruner (1961) stressed the important role of teachers and states that teacher should always promote learning by any means. Moreover, Vasconcelos et al (2003) state that maintaining interest and developing student thinking is the role of the teacher. Consequently, this study considers the teacher's role as an important factor in teacher-student interaction where the teacher is not only a collaborator and mediator but also a community builder.

Apart from the concept of context, during the class interventions the researcher ratified Hadfield's (1999) ideas, which states that the most important characteristics of games is that they are enjoyable for students. In the present study, students expressed during video recordings and interviews that games were appealing, interesting and engaging to them.

Moreover, considering oral communication, this study has also revealed the effectiveness of using games as a teaching strategy to change what Liu (2001) calls silent observation into full interaction. Mc. Croskey & Richmond (1980) argues that normal educational settings create anxiety in students because their participation is not voluntary but rather is required by someone in authority as opposed to using games in class which lower anxiety among students which permits free oral communication in class.

The results presented above opens the possibility to apply games as a teaching strategy in other school grades to promote a better teacher-student interaction, which would lead to a participatory and respectful climate lowering anxiety on students with a possible improvement in the student skills. Furthermore, it could be wise to consider the importance of including games as a teaching strategy at cross-curricular level and in the English syllabus in a formal way.

It is strongly recommended that inclusion of strategies at school such as games to promote interaction between teacher and students due to the fact that this study evidenced the improvement of the classroom climate with the consequent improvement in the student`s language acquisition

6.3 Significance of the results

The results presented above opens the possibility to apply games as a teaching strategy in other school grades to promote a better teacher-student interaction, which would lead to a participatory and respectful climate lowering anxiety on students with a possible improvement in the student skills. Furthermore, it could be wise to consider the importance of including games as a teaching strategy at cross-curricular level and in the English syllabus in a formal way.

It is strongly recommended that inclusion of strategies at school such as games to promote interaction between teacher and students due to the fact that this study evidenced the improvement of the classroom climate with the consequent improvement in the student`s language acquisition.

6.4 Pedagogical challenges and recommendations

This study has shown the importance of using games as a teaching strategy to promote teacher-student interaction, therefore some recommendations emerged after the analysis of research findings. First, it is important to use games bearing in mind students' abilities, characteristics and needs since there are games based on speaking, reading, writing and drawing. Using games as a teaching strategy may energize teachers and students while creating a friendly atmosphere in the classroom (Tomlinson & Masuhara, 2009). Thus, teachers should use different types of games with the objective not only to prevent student's boredom during activities but also aiming at developing students' abilities in the target language.

By the same token, it will be beneficial to choose games that propitiate collaborative work among course participants; however, the inclusion of games into the syllabus would entail a high degree of planning because it needs to be explicitly planned and controlled throughout the whole process of learning. Collaboration, then, needs to be closely monitored and supported by well-defined guidelines, clear goals and chiefly by well-trained teacher.

6.5 Research limitations on the present study

Analyzing the results obtained in the present study, some limitations were evidenced. First, although, games as a didactic strategy can be used in different groups and ages it is usually used exclusively in the early stages of school, therefore it is essential to point out that participants' profiles were multiple and complex, thus, personal methodologies such as narratives and diaries could to be applied in future studies in order to understand how this complexity may be reflected in the results.

It is also important to point out that the results about the implementation of games to promote student-teacher interaction illustrate, above all, a successful experience. For instance, the participating students respond positively to the selected strategy. Therefore, forthcoming studies should focus on failed interventions or stagnant interactions in order to provide deeper significance to the findings presented in the current study.

6.6 Further research

Although this research study evidenced an improvement in the teacher-student interaction when using games as a teaching strategy, further research should be carried out to investigate implications using games in other contexts. It would be interesting to observe how such strategy works in other class subjects and in other cultural contexts or with different student ages.

Bearing in mind that one of the objectives of implementing games was to foster student-teacher interaction, effects should be studied in longer-term, too. It would be useful to follow the research participants in further research to determine whether and how their relationship evolves.

6.7 Conclusion

After completing the data collection process and applying the class activities and the analysis of the information obtained, the following conclusions are presented. By designing and applying the class activities, as stated by Tomlinson and Masuhara (2009), physical games provide the opportunity to give positive ideas toward the teacher and their peers, which improves the teacher-student and student-student relationship. As a result, teacher-student relationship was improved through the facilitation of a classroom environment characterized by active participation, respect, trust, assertive and dialogic communication.

In addition, after analyzing the collected data games appear as an alternative solution as Hadfield (1999) stated, because they highlight language gaps and areas of difficulty. In fact, the use of games in language classrooms not only enables the teacher to enact particular roles (mediator, collaborator and community builder) it also helped to foster students' involvement in classroom activities and an increase in the interest, participation, and motivation was noticeable.

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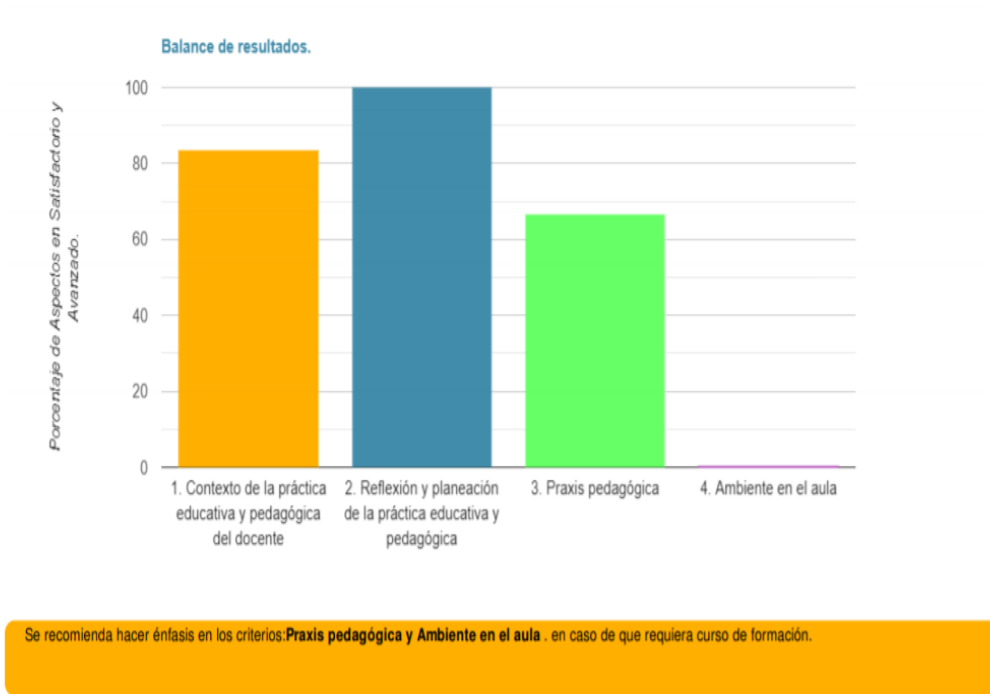
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Appendix A: Needs analysis



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Appendix B: Needs analysis results

A continuación encontrará el nivel de desempeño en el que fue clasificado en cada uno de los aspectos evaluados.

4 Criterio: Ambiente en el aula	
Componente: Relaciones docentes - estudiantes	
ASPECTOS A EVALUAR	SU DESEMPEÑO
Existe un clima de aula en el cual predomina un ambiente de respeto y comunicación asertiva y dialógica.	<p>Minimo</p> <p>El docente: -No es consistente en el trato respetuoso con sus estudiantes y, algunas veces, es indiferente frente al comportamiento de estos. - Aunque en algunas ocasiones promueve la cohesión entre el grupo de estudiantes, se evidencia poco apoyo y por lo general, el trato entre estos es irrespetuoso. -Aunque propicia la participación de los estudiantes, no logra motivarlos e involucrarlos en las actividades propuestos.</p>
El docente toma decisiones en el aula acordes con las situaciones y necesidades que surgen en el desarrollo de la práctica.	<p>Minimo</p> <p>El docente: -Reconoce los comportamientos o las interacciones que afectan el ambiente de aula pero no responde oportunamente a ellos. -En muy pocas situaciones, identifica las necesidades y circunstancias que pueden surgir en el aula, de tal manera que su respuesta no siempre es adecuada y afecta el desarrollo de la clase.</p>
Componente: Dinámicas del aula	
ASPECTOS A EVALUAR	SU DESEMPEÑO
En la práctica se evidencia una estructura formativa y la organización de los momentos de clase acordes con la propuesta de aula del docente.	<p>Minimo</p> <p>El docente: -Realiza la clase siguiendo una estructura que no se relaciona con el proceso de enseñanza y aprendizaje en el aula. -Propone formas de organización durante la clase que no son consistentes con los momentos en los que se llevan a cabo y, por lo general, limitan el desarrollo de la misma.</p>
Existen normas de comportamiento y convivencia y se cumplen en el aula.	<p>Minimo</p> <p>El docente: -Aunque el docente comunica las normas y acuerdos de comportamiento y convivencia de la clase, no realiza acciones que promuevan su cumplimiento. -Pocas veces actúa oportunamente frente a situaciones de incumplimiento de las normas y acuerdos establecidos en el salón de clase.</p>
A continuación, encontrará las reflexiones de los pares evaluadores en relación con su practica pedagógica, a partir de la observación de su video.	
5 Reflexiones pedagógicas de su video	
Reflexión del Par Evaluador Uno	

Appendix C: Consent Letter

COLEGIO...

MUNICIPIO DE PIEDECUESTA

CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Por la presente, yo _____, identificado con la CC No. _____ de _____ cómo padre de familia y/o acudiente del estudiante: _____ de _____ años de edad, estudiante del grado _____ del colegio he sido informado acerca de las grabaciones de videos y/o tomas fotográficas de la práctica educativa y autorizo la participación de mi acudido en el proyecto **“El juego como estrategia didáctica para mejorar la relación docente-estudiante del grado séptimo en escuelas secundarias”** bajo la responsabilidad del docente _____.

Luego de haber sido informado sobre las condiciones de la participación de mi hijo(a) en las grabaciones y/o tomas de fotografías resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo que:

- La participación de mi hijo(a) en estos videos y/o fotografías o los resultados obtenidos por el docente en el proyecto mencionado no tendrá repercusiones o consecuencias en las actividades escolares, evaluaciones, o calificaciones en el curso.
- La participación de mi hijo(a) en los videos y/o fotografías no generará ningún gasto, ni recibiremos remuneración alguna por su participación.
- La identidad de mi hijo(a) no será publicada y las imágenes y sonidos registrados durante las grabaciones y/o tomas fotográficas se utilizarán únicamente para los propósitos del proyecto y como evidencia de la práctica educativa del docente.

- Las entidades a cargo de revisar el proyecto y el docente que cursa estos estudios garantizarán la protección de las imágenes de mi hijo(a) y el uso de las mismas, de acuerdo con la normatividad vigente, durante y posteriormente al proceso de ejecución del proyecto de grado de la Maestría en Educación.

Atendiendo a la normatividad vigente sobre **consentimientos informados**, y de forma consciente y voluntaria **DOY EL CONSENTIMIENTO** Para la participación de mi hijo(a) en las grabaciones de videos y/o tomas fotográficas de práctica educativa del docente en las instalaciones de la Institución Educativa donde estudia.

Lugar

y

fecha:

FIRMA ACUDIENTE

CC

Appendix D: Field Diary workshop two

FIELD DIARY: Observation in the classroom		
Observer: Oscar Eduardo Amaya Calderon		
Date: April 28, 2018		
Location: Classroom 12		
Topic: Food vocabulary		
Objective: Application and reinforcement of food vocabulary through play		
THEMES	DESCRIPTION	REFLECTION
Workshop two		
Characteristics of the group.	Students that oscillate between the ages of 11 to 13 years, of the seventh grade of the school	<p>It is important to develop the activities by applying ludic as a methodological strategy.</p> <p>This process helps students feel safer in part, to express themselves more easily and to have a better learning process.</p>
Work strategies.	A class activity is designed where the ludic is applied as a methodological strategy for the active participation of the students and assertive communication is achieved to improve the teacher-student relationship.	
Development of class.	A structured class is developed according to format (see appendix C).	
Communication with students.	It starts by asking students about the homework for the class, where students participate by giving vocabulary in English and Spanish. In addition, the activity of the lottery game is developed where ludic is applied as a methodological strategy to improve the teacher-student relationship.	

<p>Attention for unexpected situations and / or conflicts in the classroom.</p>	<p>At the beginning of the class, the teacher gave instructions for performing the ludic activity. Later it is necessary to repeat the instructions of the activity since some students did not follow all the instructions.</p>	
<p>Didactic planning</p>	<p>The lottery game (see appendix G) is developed applying the ludic as a methodological strategy, the teacher organizes the students in pairs.</p>	
<p>Work with the group.</p>		

Appendix E: Field Diary Class Activity 3

FIELD DIARY: Observation in the classroom		
Observer: Oscar Eduardo Amaya Calderon		
Date: May 09th 2018		
Location: Room 12		
Thread: Daily routines		
Objective: To learn the daily routine vocabulary and the application in real life through the ludic as a methodological strategy		
THEMES	DESCRIPTION	REFLECT ION
Workshop three		
Characteristics of the group. Work strategies. Development of class.	Students that oscillate between the ages of 11 to 13 years. A class activity is designed where the ludic is applied as a methodological strategy for the active participation of the students and assertive communication is achieved to improve the teacher-student relationship.	It is important to develop the proposed activities by applying ludic as a methodological strategy. The game as a methodological strategy helps students to participate and develop with more enthusiasm the proposed activities.
Communication with students.	The teacher begins with asking about the proposed homework for the class, where several students participate by reading the activity on the vocabulary. In addition, the activity of the game of bingo is developed to apply ludic as a methodological strategy to improve the teacher-student relationship.	
Care of unexpected situations and / or conflicts in the classroom.	The proposed activity was developed smoothly.	
Didactic planning	The teacher develops the game of Bingo applying the game as a methodological strategy, the students are organized in a group of two to participate and can execute this process.	
Work with the group.		

TEACHING ACTIVITIES	STRATEGIES AND / OR PEDAGOGICAL ACTIVITIES	MEANS
MOMENT 1: <ul style="list-style-type: none"> • GREETINGS • LIST CALL 	Welcome greeting will be made And contact will be established with the students, through greeting and prayer.	

<p>MOTIVATION Students will talk about on the assignment proposed in the previous class.</p>	<p>Review homework (students will be asked about the task developed. Students will give the concept of each word of the subject daily routines.</p>	
<p>MOMENT 2 DEVELOPMENT OF THE ACTIVITY Feedback on the vocabulary of daily routines.</p>	<p>It will be announced the vocabulary of daily routines (participation of students through their comments). A workshop will be held.</p>	<p>Students, Computer</p>
<p>MOMENT 3 CLOSURE AND ASSESSING THE ACTIVITY. Team work: In pairs, there will be an application work of daily routines vocabulary where the routine of each student will be created. Group evaluation: They will create their own daily routine in English with come pictures. Homework: To create a virtual portfolio where they write their daily routine during the week. Evaluation of the students about the process of the class</p>	<p>The ludic activity as a methodological strategy will be carried out to improve the teacher-student relationship and participation in the teaching-learning process. (Bingo: location of images according to the concept). Each group will develop a digital portfolio about the topic seen in class. Students will be asked the following questions:</p> <ul style="list-style-type: none"> • How did you feel in the class? • What applicability does it have in life? • Is ludic important to improve learning? 	<p>, Video beam, Strip Board, Markers, List of students, Internet. Bingo Chart</p>

TOPIC: Food Vocabulary **ACTIVITY GOALS:** Implementation and strengthening of the food vocabulary through ludic

Appendix F: Journal

FIELD DIARY: Observation in the classroom		
Observer: Oscar Eduardo Amaya Calderon		
Date: April 20, 2018		
Place: Classroom 12		
Topic: Diagnosis		
Objective: to inform students about the participation in the research project.		
THEMES	DESCRIPTION	REFLECTION
Diagnostic workshop one		
Characteristics of the group.	<p>There are 40 students in the group in the morning session</p> <p>The students' age varies from 11 to 13.</p>	<p>It is important that the students know the why of the investigation that will be carried out.</p>
Work Strategies	<ul style="list-style-type: none"> • Students are informed about the reason for the project. • They are informed about the authorization requirement for participants. • Guidelines and suggestions. • Students are informed about the methodology of the activities. 	
Class development		
Communication with students	In a clear and precise way, a dialogue was held with the students to inform them about the reason and the purpose of the research.	
Attention of unforeseen situations and / or conflicts in the classroom	Some of the students said they did not want to participate in the study.	
Didactic Planning	The activity took place in a one-hour class.	
Work with the group	Students were given the permission format	

GAMES AS A TEACHING STRATEGY TO PROMOTE TEACHER-STUDENT INTERACTION: AN ACTION RESEARCH IN SECONDARY EFL CLASSROOMS

Appendix G: Lesson plan sample

TEACHER: Oscar Eduardo Amaya Calderon **GRADE:** Seventh **AREA:** English

DATE: April 28, 2018

TEACHING ACTIVITIES	STRATEGIES AND / OR PEDAGOGICAL ACTIVITIES	TOOLS
<p>MOMENT 1:</p> <ul style="list-style-type: none"> • GREETINGS • LIST CALL 	<p>The teacher will welcome students and contact will be established with the students.</p>	<p>Students, Computer, Board, Markers, List of students, Internet. Lottery</p>
<p>MOTIVATION Students will talk about on the assignment proposed in the previous class.</p>	<p>Review homework, students will be asked about the task developed and comments will be made on the usefulness and effectiveness in daily life.</p> <p>Students will give their definitions of food vocabulary.</p>	
<p>MOMENT 2 DEVELOPMENT OF THE ACTIVITY</p> <p>Feedback on food vocabulary.</p>	<p>Each of the proposed tools will be explained (participation of the students through their comments). A class activity will be held.</p>	
<p>MOMENT 3 CLOSURE AND ASSESSING THE ACTIVITY.</p> <p>Pair work: In pairs, students will work on a written activity about vocabulary.</p> <p>Group evaluation: They will elaborate a dialogue using the vocabulary.</p> <p>Homework: Students will develop an activity to create a video about a recipe using the food vocabulary.</p>	<p>The ludic activity as a methodological strategy will be carried out to improve the teacher-student relationship and participation in the teaching-learning process. (lottery: location of images according to concept).</p> <p>Students will be asked the following questions:</p> <ul style="list-style-type: none"> • How did you feel in the class? • What applicability do you have in life? • Are ludic activities important to improve learning? 	

GAMES AS A TEACHING STRATEGY TO PROMOTE TEACHER-STUDENT INTERACTION: AN ACTION RESEARCH IN SECONDARY EFL CLASSROOMS

Appendix H: Workshops

THEME	Food				
GRADE	Seventh	date			
COMPONENT	The game "The bingo"				
OBJECTIVE:					
The game. According to Yturralde, the game is present in the learning processes of the human being, in addition many writers have recognized that distraction is an important element of learning, since it helps the subject to be constructive under the methodology of the experience allowing the person a continuous process in life					
DESCRIPTION OF THE ACTIVITY AND DISCIPLINARY AND DIDACTIC REVIEW					
4. Appropriation activities Previous knowledge: Students will be asked What are crafts? What craft do you know? Do you like crafts or not.					
5. APPLICATION ACTIVITIES The teacher will give students the activity where they will find several images so that they select the one they like best and perform a job with creative material according to their imagination.					
6. ACTIVITY IN HOME Write on a block sheet, from where or how I can work the craft you select in the worksheet.					
METHODOLOGY:	Team work		x	DESCRIPTION OF THE METHODOLOGY TO BE DEVELOPED AND TRANSVERSALITY USED Individual work is essential to establish the strengths and weaknesses of learners It interacts at the moment that your school supplies and ideas are shared. The answers are socialized and the difficulties are analyzed.	
	Collaborative work				
	Individual work		x		
	Other, Which:				
EVALUATION ACTIVITIES During the development of the didactic sequence the student will be able to: Color appropriately the different drawings. To find with autonomy the craft that you like more. Demonstrate your creativity. Direct and constant observation of their performance and behavior in the development of the class.					

GAMES AS A TEACHING STRATEGY TO PROMOTE TEACHER-STUDENT INTERACTION: AN ACTION RESEARCH IN SECONDARY EFL CLASSROOMS

Appendix I: Journal

FIELD DIARY: Observation in the classroom		
Observer: Oscar Eduardo Amaya Calderon		
Date: April 20, 2018		
Place: Classroom 12		
Topic: Diagnosis		
Objective: to inform students about the participation in the research project.		
THEMES	DESCRIPTION	REFLECTION
Diagnostic workshop one		
Characteristics of the group.	<p>There are 40 students in the group in the morning session</p> <p>The students' age varies from 11 to 13.</p>	<p>It is important that the students know the why of the investigation that will be carried out.</p>
Work Strategies	<ul style="list-style-type: none"> • Students are informed about the reason for the project. • They are informed about the authorization requirement for participants. 	
Class development	<ul style="list-style-type: none"> • Guidelines and suggestions. • Students are informed about the methodology of the activities. 	
Communication with students	In a clear and precise way, a dialogue was held with the students to inform them about the reason and the purpose of the research.	
Attention of unforeseen situations and / or conflicts in the classroom	Some of the students said they did not want to participate in the study.	
Didactic Planning	The activity took place in a one-hour class.	
Work with the group	Students were given the permission format	