Games for the development of the listening skill

APPLICATION OF GAMES FOR THE DEVELOPMENT OF THE LISTENING SKILL

IN SECOND GRADERS OF CANCELES SCHOOL

VIVIAN FABIOLA PAYAN RIVERA

ROBINSON RESTREPO MONTOYA

UNIVERSIDAD TECNOLOGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LA ENSEÑANZA DE LA LENGUA INGLESA

PEREIRA

2009

APPLICATION OF GAMES FOR THE DEVELOPMENT OF THE LISTENING SKILL

IN SECOND GRADERS OF CANCELES SCHOOL

VIVIAN FABIOLA PAYAN RIVERA

ROBINSON RESTREPO MONTOYA

Trabajo de grado presentado como requisito parcial para obtener el título de

Licenciado en la Enseñanza de la Lengua Inglesa

Asesor:

Clara Inés Gonzales Marín

UNIVERSIDAD TECNOLOGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LA ENSEÑANZA DE LA LENGUA INGLESA

PEREIRA

2009

ACKOWLEDGEMENTS

RESUMEN

Como futuros profesores de inglés, es de gran importancia pensar, en que estrategias metodológicas pueden aportar al desarrollo educativo en el área Inglés, principalmente en la básica primaria, ya que los niños tienen más facilidad de asimilar información porque con el paso del tiempo, el aprendizaje de una lengua extranjera aumenta su dificultad porque los estudiantes se acostumbrarán a escuchar y hablar en su lengua materna.

Empezar a estudiar un idioma a una edad temprana, le permite a los niños, adquirir conocimientos y desarrollar habilidades a través de la implementación de actividades novedosas que seguramente mantendrán a los niños bastante perceptivos y participativos.

Conjuntamente, los niños tendrán la oportunidad de un proceso más completo y una practica más prolongada, contribuyendo a un mejor desempeño de esta lengua extranjera y de cierto modo esto tendrá un impacto positivo para el programa que se viene desarrollando nombrado "Colombia Bilingüe", el cual se ha visto afectado, debido a la falta de recursos de nuestro país, permitiendo que aquellos profesores que no tienen una preparación rigurosa en el área de inglés, se vean en la tarea de enseñar esta lengua.

Lo anteriormente nombrado, se soporta en un comentario que hizo la ministra de educación Cecilia María Vélez en el periódico el tiempo que habla sobre los resultados negativos, por parte de los docentes de inglés, en un test realizado en el mes de Julio del presente año. Según la ministra, se debe trabajar arduamente en el mejoramiento académico por parte de los educandos.

(Pasaporte Colombiano. Artículo: Enseñando Inglés sin saber, Publicado el 7 Junio 2009)

Teniendo en cuenta esta problemática que estamos viviendo referente al inglés, nosotros nos dimos a la tarea de experimentar, que tan eficaces podrían ser los juegos en este proceso, basándonos en la habilidad de escucha que es de gran importancia para el entendimiento y una comunicación activa en la lengua extrajera.

Como primera medida nos planteamos unas preguntas con relación al método de enseñanza, teniendo como base una población y lugar especifico.

¿Qué tan útil puede ser desarrollar la habilidad de escucha en inglés como lengua extranjera por medio de juegos para los niños de la escuela Canceles, una comunidad educativa poco privilegiada?

¿Qué influencia o impacto, tienen los juegos, a través de actividades auditivas en el desarrollo de la habilidad de la escucha?

Teniendo en cuenta estos cuestionamientos, nosotros creamos unos objetivos, los cuales sirvieron de guía para tener un enfoque más claro relacionado con lo que nosotros

deseábamos durante la implementación del proyecto. Estos fueron:

* Examinar si los juegos contribuyen de manera positiva al desarrollo de la institución "Canceles".

*Reconocer y analizar como es el proceso de los niños de Canceles, al hacer uso de los juegos.

Referente al diseño de investigación, para dar solución a estas preguntas, hicimos uso de un estudio cualitativo interpretativo, ya que este incluye una ilustración y explicación de todos los eventos que acontecieron en la implementación de los métodos de enseñanza. Asimismo, se manejaron unos instrumentos como el diario, las encuestas y videos para recolectar información por un periodo de dos meses. Con la información obtenida, se realizo un estudio analítico en el cual se codificaron los datos, produciendo así unos hallazgos, que dieron respuesta a los interrogantes formulados inicialmente. Todo esto se llevo a cabo con base en teorías desarrolladas por especialistas afines con nuestro proyecto.

ABSTRACT

This study examined the effectiveness of games and activities in the development of the listening skill in second graders students from Canceles School. It covers essential factors of the learning process, such as, cooperative learning, motivation and how to give good instructions to children, among others.

Data collection sources for this study included information from a journal with the teacher's perceptions and description regarding to the activities developed in class, video recordings for some practical listening exercises and a questionnaire with students opinions in terms how they fell towards the games implemented with them.

One of the findings obtained with the analysis of the data, revealed that students were more confident during the implementation of games than in other moment of the class. Another finding that we have to highlight, was the success achieved through those activities which integrated the extrinsic and intrinsic motivational factor along with the means to give clear instructions making sure that students understand what they have to do.

BRIEF DESCRIPTION OF THE STUDY

In regards to the problematic that our country is facing nowadays with unprepared English teachers, and schools requirements to enable students with English skills, we decided to explore the role of games in the development of EFL listening abilities among second graders in a public school.

To investigate this topic, we designed and implemented lessons that focused on exposing the students to oral English through games, we video recorded the lessons, recorded our thoughts in a researchers' journal, and gave the students a questionnaire.

TABLE OF CONTENTS

INTRODUCTION

Nowadays the teachers and educational institutions are aware of the benefits that listening brings to all students in any language around the world.

In the past, listening was one of the less developed skills in schools and educational organizations, but through studies and researches, listening became in one of the most important skills for the developing of a new language.

Learning a language depends on listening, due to the fact that it provides the aural input, which serves as the basis for the acquisition of a language and enables learners to interact in spoken communication. Effective facilitators should show students how they could correct and adjust their listening competences to face a variety of situations presented through different types of listening input.

Listening in a foreign language is hard work; therefore, there are diverse listening activities such as songs, spelling games, dictations and others, which could be developed in order to give the teacher a chance to encourage the students, in such a way, that they start to feel motivated and enjoy what they do. In order to build up the listening skill in students, teachers have to make use of their creativeness, presenting innovative proposals, for example games, which not only allow the students to cope effectively the teacher's demands, but also offer the learners the opportunity to enhance their communicative competences, attributable to the interaction students keep among them.

When designing and implementing different English listening activities inside or out of the classroom, the teachers should focus the attention on the learning goal, because the students have the tendency to listen just for fun, disregarding what they are supposed to learn; hence the teacher works as a guide to accomplish the students' suitable proficiency levels throughout the lesson that will be presented.

STATEMENT OF THE PROBLEM

When you spend time learning a language, certainly you will be compensated by the utility that it has at the present time. English could be taken as an illustration; although, it is not the most spoken language in the world by a native population; it is used beyond the borders of English-speaking countries. According to data provided by the British Council, approximately 375 million people speak English as their native language and other 375 million   speak   it   as   a   second   language.

"The importance of English is not just in how many people speak it but in what it is used for. It is a language of information, news, business and even governments use it around the world; even in some countries where it is not their second language. Besides, American popular culture is being in charge of spreading English through movies, music and television" Kitao (1996).

When you surround yourself with English you realize that it is very important, because it contributes to your personal development in the modern society. "English is involved in ongoing processes of globalization and localization" Phillipson (1999; 20).

In Colombia for example, the government together with the English teachers are playing a prominently role, improving the country's competitiveness, becoming it bilingual in the coming years. The challenge is great; therefore, the English teachers should be competent to teach what they know to those who have not had the opportunity to learn this fascinating and useful language. The teachers must think about their professional profiles'

progress so that they can deal with the demands of a globalized world, otherwise they would not be sufficiently prepared.

Nowadays, the English-speakers power of the world is influencing Colombia in the way that English is the mean to get around, you obtain things done, you make friends, do business with a foreign country and get information. There is not dilemma if you are a child, a young or old person; English is used as a proficient tool in order to interact with the world.

One example of that foreigners' influence is the "Colombia Bilingue" program that is being implemented in schools which are interested on improving their academic component.That program has established proficiency levels to be attained in the long-term 2010 and 2019, respectively. Actions have begun in connection to the definition of national standards, teacher's preparation and examinations following the Common European Framework for the development of this entire project.

The National Ministry of Education decided to lead the definition of national standards for our country based on The Common European Framework (Council of Europe, 2001). In that sense, it is possible to start thinking about the implementation of those standards in most public schools, mainly in primary which is being affected due to the lack of information along with organization in relation to what the learners of a level A1 should achieve in English as a foreign language, and based on the experience obtained though the practical sessions at Canceles school.

The majority of primary public schools teachers in Colombia should teach all the subjects. As a result, the teachers are not enough skillful to teach English; the students do not receive productive English classes; it means students get a minimum part of what they are supposed to learn in the foreign language, due to the fact that a large amount of teachers are not trained in English.

El Ministerio de Educación hizo un examen a once mil profesores del país, según relata la Ministra Vélez y el test dio que cinco mil no hablan inglés y 6 mil saben algún rudimento. "Lo mínimo que debe tener un profesor de inglés es hablar inglés", indicó la ministra al admitir que en Colombia "somos bastante malos en inglés". Un asunto bastante grave si se tiene en cuenta que esa lengua es determinante para mejorar los niveles de competitividad del país. With the comment mentioned before, we could consider that English in Colombia is not being developed significantly.

Scholz & Tietje (2002) concluded that there is little interest in the lower class in Colombia to learn English… This is connected with the indifference that some teachers have towards the innovative work of their formation processes, making their classes boring and monotonous.

Children are appropriating their native language, and they are not used to receive input from another language; consequently, they possibly will feel confused and find a little complex the written English structure, due to they are in the process of learning how to read and write in their mother tongue. Based on that fact, there is an opportunity to begin giving the listening skill the importance it deserves, in relation to how useful it would be for

students to be exposed to a language in a more natural way, as they do in their native tongue using their sense of hearing and converting it to the art of listening which processes meaning to facilitate communication.

"The early learning of English in schools is becoming more common" (Rixon, 1992; Kubanek-German, 1998; Driscoll and Frost, 1999). It is widely believed that the earlier people start learning a second language, the more successful they will be. If there is a period during which language can be acquired more easily than at any other time. (Richards, Platt and Platt 1992). Children are the foundation of our society and giving them the opportunity to have a good input in English, they are going to be a support for Colombia.

Learning a language is a challenge; teachers should find a way of implementing an efficient pedagogy to develop children's listening skill, implementing activities such as songs in which students have to fill the blanks, watching films that could help the students to interact within round tables as well as establish discussions about what they heard and watched. Furthermore, the teachers should implement games which allow students to be active and enjoy the class, reflecting on the learning component having a cognitive aim but also letting the children interact among them.

One advantage of using games in order to develop students listening skill, is that children could be taught naturally being exposed to the listening component that is really important in the ability to communicate.

There are many reasons for using games in the language classroom. Students, in the informal atmosphere of game play, are less self-conscious and therefore more apt to experiment and freely participate in using the new language. Games are useful, when we teachers think about motivation and how to engage the students keeping in mind their interest.

The teacher should keep in mind that games could reinforce, review and enrich students' knowledge; ensuring participation, creativity and natural use of the language. Moreover the teacher should be aware of how to use materials that are necessary in the learning process, with regards to the different skills, specially listening because it is a big deal when students do not understand what is being said; there should be a minimum of comprehension in each student to get in touch with others.

When you think about production of the language, first it is important to take into consideration the development of the listening skill; as in the normal mother tongue development, children have to listen before they are able to modulate their first words. Listening is one of the most important skills in the acquisition of a new language, children have to understand what the teacher says in order to imitate this action and begin the communicative process. Peterson (2001) says that using active listening skills creates an important role in an effective communication; and the goal of active listening is to develop a clear understanding of the speaker's way of communication and listener's interest in the message that the speaker is trying to share.

Another important fact that shows the importance of the listening skill is that "we learn our culture largely through listening; we learn to think by listening; we learn to love by listening; we learn about ourselves by listening" Nichols (1957:37).

With listening, it is possible to discover tons of things because all the time we are listening to people around us, we learn from them. From the very beginning of our existence, we have been exposed to human and surrounding's sounds; as time goes on and we begin our scholar development, we realize that the process that we began many years ago is still there.

Finally, it is reasonable to say, that the development of listening skill in second graders through games is one competent and attractive way that can be implemented in any classroom.   Games can be adapted to the individuals' age, skills and language levels; they are used not only for mere fun, but more importantly, games provide a learning experience, which lead the students to achieve the lessons' goals with self-sufficiency and pleasure.

RESEARCH QUESTIONS

What opportunities can listening based games provide to EFL learners of Canceles School, who have a poor English language input and that is located in an underprivileged context?

How does the use of listening based games influence or impact the development of listening skills in second graders students of Canceles School?

RESEARCH OBJECTIVES:

General Objective and Specific Objectives

*To use a variety of strategies, in order to give students at the age of 7-8 the opportunity to develop the listening skill, and at the same time to have a pleasant experience through games.

SPECIFIC OBJECTIVES:

*To analyze if the implementation of listening based games have a positive impact in the development of the second graders listening skill.

*To recognize how the students' listening learning process is developed through listening based games during the class.

RATIONALE

Taking into account the importance that English has nowadays, and the different issues concerning with the learning of a second or foreign language; this project is going to work as a guide, which could facilitate teachers the creation or innovation of efficient and constructive activities. The central point of the project deals with learning process in relation to the development of learners' listening skill.

Students spend the majority of every school day listening, and much of what students know is obtained through listening. It is essential that students have opportunities to practice the behaviours of effective listeners. The contact with verbal English is very significant from students of English as a foreign language, who need to hear the language spoken in meaningful contexts in order to acquire it.

In the communication practice of English as a foreign language, students should be aware of how to listen, because to interact with others is not just hearing; it is going beyond their thoughts and needs. In addition, comprehending spoken language engages process-oriented to think, for the reason that listening involves the use of language and thoughts in order to express ourselves.

It is important to take into account the learners as social agents (Council of Europe, 2001, Approach adopted) it means that students are part of the society, and that is why it is relevant to keep in mind the importance of acting in collectiveness.

Since an individual as a whole is not a good idea, it is necessary to have a support; getting different perspectives and advices from others to promote a better interaction in the learning process.

In order to encourage students' learning, their academic achievement, increase of retention and also the development of students' social skills such as interest and understanding in others' situations including letting others know you are listening, there is a constructive strategy that could be useful, called cooperative learning.

It is essential as facilitators to think about good strategies such us cooperative learning, it consists in an excellent teaching plan in which small groups of students with different levels of ability, make use of various learning activities to improve their understanding of a subject. "Each student has the responsibility not only to learn what is taught but also to help teammates learn, thus creating an atmosphere of achievement". (Johnson & Johnson, 1991)

Besides, thanks to the strategy named above students benefit themselves from others' experiences, share different realities and points of views. Also they can get confidence between them and reinforce their self-stem, so that their learning practice should be more pleasant and comfortable.

In the cooperative learning process, the role of games is considerable, in the sense that they persuade many learners to sustain their interest when learning; games work as a

learning tool and create contexts in which the language is useful because games are meaningful for children and makes learning enjoyable for them.

Argardizzo, C. (1993) explains that children in general learn well when they are active; and when action is channelled into an enjoyable game they are often willing to invest considerable time and effort in playing it. If we design our games in such a way that they are productive of language learning then become an excellent, even essential part of a programme of children's language course. Teacher should be concentrated in the quality of the game, how to organize it, involving clear academic goals through performance of challenging tasks, and providing participants with a felling of pleasant tension.

Keeping in mind those methodological features and strategies named above, when implementing games; it will be easier to have an exceptional development of the listening skill due to the fact that we as potential educators can not think about problems, we should look for the solution bearing in mind that the role of teachers is more than having information to pass on, it also represents the responsibility we have as future teachers in order to develop all the students' abilities to learn.

Finally, a playful situation requires children's participation, it should have a certain level of listening, if children are unable to cleverly understand their partners' wishes, they will not be able to share with them what they think and what they need. Children most of the time see adults as models in relation to behaviours in the communication act, for that reason the teacher should take actions as a representation of how learners could interact among themselves.

LITERATURE REVIEW

Listening.

In order to define listening, it is important to take into account the component skills and what a listener does. Successful listening, involves not only the individual skills, but the integration of them; In that sense the person's listening ability should be developed through perception skills which involve the discrimination of sounds detecting the similarities and differences between the frequency, intensity, location, duration and recognition of words, analysis skills that identifies the grammatical and pragmatic units, and synthesis skills that connect linguistic and other cues using background knowledge.

According to Rost, (1991); there are four sections which help students to develop a range of skills and strategies.

The first, called attentive listening is designed to give students practice with listening and with supplying short responses to the speaker, either verbally or non-verbally (through actions), because this kind of 'responsive' listening, involves immediate processing of information and it also requires quick decisions about how to respond. The attentive listening support is of three types: linguistic, in the form of cue words and previewed utterances, non-linguistic, in the form of visual aids, photographs, tangible objects ad music used in the activity, and interactional, in the form of repetitions, paraphrases and confirmation checks by the speaker. By providing this support, the activities allow the teacher to introduce real-time listening practice to students at all levels, including beginners.

Second, intensive listening will focus the students' attention on language form. The intensive listening aim is to raise the learners' awareness of how differences in sound structure and lexical choice can affect meaning. Since this kind of listening involves an appreciation of how form affects meaning, all of the activities in this are contextualized-placed in real situations.

Third, selective listening that will enable students to identify a purpose for listening. By providing focused information- based tasks, the activities help direct the students' attention on key words, cues and facts.

Fourth, interactive listening is designed to help learners assume active roles in shaping and controlling an interaction. This listening has a built-in need for information or clarification questions by the listener; listening skill is developing in the context of interaction.

When people listen attentively, their goal is to understand and to remember what they are hearing. In addition, attentive listeners have relational goals like giving a positive impression, advancing the relationship, or demonstrating care.

Communication scholars like Michael Rost (1991) has identified three listening skill clusters and accompanying behaviors that are used by attentive listeners that you should incorporate into the communication skill repertoire. As with learning any new skill, acquiring new communication behaviors requires practice.

When communicating it is important to consider the different skills which lead the way of how we get in touch with others; those are the attending, following, reflective and critical skills.

The attending skill involves the posture of the body, appropriate body motion, eye contact and non-distractive environment which allow the person to maintain an appropriate distance from the other speaker, use the correct facial expressions and eliminate the distractions that could interfere in the conversation. Afterward, the person starts to think about the following skills, that are those which help to create the opening of the conversation, how to indicate interest asking questions or doing an attentive silence.

Then the reflective skills, that plays an important role to the speaker when he/she needs to paraphrase, express feelings, meanings or do a summative reflection.

Some of the attentive listening behaviors described above may seem far more suited to an interpersonal communication situation than to a classroom lecture situation. When people listen critically, their goal, in addition to understanding and remembering, is to evaluate (assess, interpret) what they are hearing. Whereas attentive listening emphasizes nonverbal skills along with some verbal skills, critical listening emphasizes critical thinking skills. Like attentive listening, critical listening is related to asking questions. Listening attentively enables you to ask good questions of clarification; listening critically provides the basis for good probing questions. Listed below are four critical thinking skills and two

critical listening skills which learners should put into practice as a key of successful incorporation of those skills into their communication repertoire.

The critical thinking skill' function is questioning and challenging from a position of goodwill and mutual goals in addition to the recognition of differences. For example, facts and opinions which form, support and determine what you think and why to elude tunnel vision and bias.

Subsequently, the critical listening skills which review and preview what you listen, anticipate what is next, it shows how the argument will be develop and what issues to cover. Also, the critical listening skills determine the purpose, identifying the main points to have a satisfactory development through the listening process.

Listening Games and Activities:

To increase and to develop the listening skill is an important part of young children's education, talking about learning English as a Foreign Language. Teaching children to listen efficiently furthermore polishes their attention skills and helps them to interact in a better way in the English learning process. Hearing a sound, processing it in the brain and then figuring out the suitable response can facilitate children to be good learners later in life, because listening is not a skill that is automatically developed, educators must teach children how to listen with appropriate and engaging and challenging activities like the ones below.

Music and Rhythm

Music is a very good strategy to develop the listening skill at any stage of the learning process and with any learner, especially the young ones, because as Gardner (1995) states "using rhythm, chanting and songs students can increase their attention and interest while motivating them to learn."

Artists, advertising companies and even the film industry have discovered that with music they have the control upon their public because the power of music is so huge that it can evoke emotions and get our total attention to serve them in the way they want; teachers need to learn from these strategies using songs, rhythm and chanting activities to help children to learn, using the power of music to catch their attention and to be immerged in the English language in a natural way, just listening to music.

But we have to take into account in the creation of those activities, that children already have a background knowledge and we as teachers can use this advantage to reinforce some things they already know and to teach some others with the influence of the music due to the fact that music "can increase children's interest, it maintains motivation in the class and it can activates student's thinking skills." (Ginap, 2007)

Repetition Drill.

Repetition and drill have become bad words in education because nowadays, this form of learning is considered by some authors like Bremmer, Bassnett and Dixon among others as out of style and an old fashion way of teaching; Heward (2003) also says that using drill and repetition teachers only produce rote memorization and at some extend, they dull creativity.

But, that was only an opinion among many others about what strategies the teachers can use in their daily routines for their teaching process. We think that repetition is important and to prove this, we have to think, how is the way for a good player at any sport becomes a better one? The answer is the repetition and practice. Brophy (1989:1069) argues that "the development of basic knowledge and skills to the necessary levels of automatic and errorless performance, requires a great deal of drill and practice … drill and practice activities should not be slighted as low level. Carried out properly, they appear to be just as essential to complex and creative intellectual performance as they are to the performance of a virtuoso violinist." For these reasons drill and practice can be conducted in ways that students can learn easily because practice makes perfect.

Visual Materials and Flash Cards.

Visual materials are all the resources used by teachers in a learning environment to enhance learner's motivation and development of skills such as pictures, charts, realia, hand-made objects and even electronic and digital input (Jahangard 2007).

Ur's contrast (1984) between visual-aided and visual-based approaches in the design of visual material. Visual-aided material refers to that in which the listening text is based on, such as the presentation in advance of a determined object whose history or description will be the content of the recording. On the other hand, the material specially designed with worksheets and pictures to mark responses or drawing conclusions based on the listening text is referred to as visual-based material.

Cooperative Learning.

Even though a student may have good listening ability, she/he should always be able to put it into practice, cooperating in community and starting to feel that listening is an important part of communication and help to develop the other abilities more naturally.

Students should interact with each other effectively, but it is necessary to work together to accomplish shared goals. In cooperative learning situations, there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals (Deutsch, 1962; Johnson & Johnson, 1989).

Johnson & Johnson (2001) explain that, cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates

learn, thus creating an atmosphere of achievement where the students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts, recognize that all group members share a common fate, know that one's performance is mutually caused by oneself and one's team members, and feel proud and celebrate together when a group member is recognized for achievement.

Why Use Cooperative Learning?

Research has shown that cooperative learning techniques promote students' learning and academic achievement, increasing learners' retention. Also, it enhances students' satisfaction with their learning experience; developing students' social skills, promoting self-esteem and positive race-relations.

Working in groups is frequently presented as a good way of dividing work and increasing productivity, because if each member of the group is working to reach the same goal, as a result, it is going to be easier to accomplish it. Another importance of working in groups is that allows students the utilization of the different skills, knowledge and experiences that they have had throughout their lives. In schools, working in groups can also be implemented as a mean of carrying forward curriculum fears and varying the classroom experience changing the way the facilitator gives his /her class. For those reasons it is very important to cheer up students to work in groups, but sometimes, no matter the activities we as teachers could design, inserting the group work factor, occasionally

students do not work as a group but just as individuals. Bosworth (1994. 25) states that "one of the obstacles to implementing collaborative activities is that students are accustomed to work competitively, not cooperatively."

Elements of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are the positive interdependence, in which each group member's efforts are required and indispensable for a group success.

Another element is the face to face interaction that promotes solutions of the problems through the sharing, checking, discussion and connection of knowledge teaching among the people.

A third component is the individual & Group Accountability that concern with the size of the group along with how each student contributes and learns from the others' performance.

Subsequently teachers should keep in mind the interpersonal and small-group skills as a result of a better students' leadership to make decisions, build trust, communicate themselves and develop a conflict-management skills.

Finally, the teacher has to take into consideration the group processing in order to discuss how well students are achieving their goals and maintaining effective working relationships and also make decisions what could be helpful or not, what students' behaviors should continue or be changed.

At this point of the project, it is very important to high light some important issues that Smialek and Boburka (2006), two researchers from Pennsylvania State University and East Syutroudsburg University respectively, researched in the field of cooperative learning with their work about the impact of cooperative learning in a musical institution in the US. We added this information because no matter music is not our field of research, cooperative and group work is, and with this information we can evidence important issues concerning important behaviors working with this kind of approach.

Smialek and Boburka begin their work talking about the argument that Johnson et al (1991) present about the idea that cooperative learning engage small groups of students working together, rather than competing as individuals, to maximize their own and each other's learning making the interaction of groups of knowledgeable peers really activities of active learning, demonstrating that cooperative learning produces higher achievement, extra positive relationships amongst students and healthier psychological adjustment than do competitive or individual experiences. The authors also reported findings from Norris (2004) about progressive education's factors that are related to collaborative, cooperative, and active learning containing a child-centered focus, an emphasis on issues-solving and analytical thinking.

The authors continue with their work, highlighting the findings of Johnson and Johnson (1989) which say that applying cooperative learning in the learning process, encourage not only higher achievement than competitive or individualistic learning, but promotes higher-levels of understanding, more frequent generation of new ideas and solutions and better transfer of what is learned within one situation to another.

But on the other hand, the researchers mentioned the arguments that Hooper (2003) presented about the limitations of cooperative learning and warned of the danger of groupthink, where passive learners are hiding in the security of the team and the individual critical thinking is not anymore individual. Smialek and Boburka talk about Johnson and Johnson (1999) arguments in relation to possible barriers such as deficiency of group maturity, responses without previews thinking analysis, the little or not involvement of passive learners. To avoid unfairness in group members' contributions, they highlight the significance of generating structures that embrace both group and individual responsibility but they maintained that groups need a certain amount of heterogeneity to perform effectively.

Motivation.

"Motivation in a general sense is that which influences the arousal, selection, direction and maintenance of all human behavior. …Students require some form of stimulus to activate, provide direction for, and encourage persistence in their study and learning efforts. Motivation is this energy to study, to learn and achieve and to maintain

these positive behaviors over time. Motivation is what stimulates students to acquire, transform and use knowledge" (Groccia, 1992:62).

There are many good reasons for learning a foreign language, but if the child does not know why she/he is leaning it and without these reasons, learners can feel unmotivated and if they are not motivated to study English, their ability to learn is compromised.

Learning began at the moment our lives initiated and it will continue until the day we die. For every human being learning is instinctive, and we have to do it whether we are aware of its occurrence or not. But no matter we are born with the necessity to learn, we are not necessarily born with the ability to learn in specific, formal settings as in the case of learning a new language.

Learning a new language sometimes is a challenge for many students from public schools in Colombia and for being successful in this mission, like Groccia (1992) illustrates that we must learn to adapt our natural predispositions to learn. This adjustment is frequently difficult, especially considering the amount of work necessary to be successful, and requires motivation.

Maintaining Motivation

According to Groccia (1992) applying the next principles of strengthening simultaneously with general motivation tips should get you energized and oriented toward higher levels of educational success.

It is very important to establish a learning-oriented environment because students are going to know what their final goal is. Besides, they have to learn to recognize their interests and needs, and with that information; the teacher can use those facts in order to prepare tools and materials related with those issues for the students to be interested, and after that instruction to encourage them giving informative and positive feedback for them to initiate their own autonomous learning.

The authors of a classic study of successful language learning (Naiman 1978) came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation. When the learner has a positive task orientation, he/she is willing to tackle tasks and has a lot of confidence, in this way; the learner is acquiring a feeling of self-reliance due to for he/she it is very important to succeed, promoting his or her own positive self image.

High aspirations are important too, due to the reason that if the learner is ambitious, goes for demanding challenges, high proficiency for the achievement of the main goal having perseverance, investing a high level of effort in the culmination of the project.

Another important issue talking about motivation is the kind of material that we as teachers are presenting to our learners; no matter the preparation of the designing of those tools, if they are not interesting for our students, our labor as facilitators will be harder presenting boring material. In many institutions, they already have an established book as a

help in the process and we must use this material but with care, we cannot use the book preparing the whole class, we have to look for interesting, relevant and if it is possible authentic material for our classes.

The implementation of authentic material may complement English classes by energizing the class and creating a more positive attitude toward learning. Authentic material must be easy to understand like menus, maps, newspaper, store advertisements, travel brochures, and various pamphlets of tourist information.

Games in the Foreign Language Classroom, Advantages and Uses.

Andrew Right (1984:2) states that "Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work." When teachers have to deal with large groups of children and besides they are in ages between 8 – 9 years old, teachers have to be very resourceful, and prepare in an extensive way all their classes, because this kind of children are very energetic and they are always looking for more activities, explanations and assessments. If a teacher does not prepare his/her class in a good way, at some part of the lesson, students are going to feel inattentive and they are going to use the energy they do not use in class doing anything else that could become a disaster or disturb the class. At this moment, the management of the classroom's discipline will be seriously hard, since students will be distracted because of the lack of preparation of the class.

There has been a frequent perception in our classes that all learning should be solemn and serious in nature, and if one is including fun and there is laughter and hilarity, then it is not truly learning. That is a false impression. It is probable to study and learn a language as well as enjoy oneself at the same time; the best way to feel that is through the games which deal with learning processes. We have to prepare games not only for fun, but for students' better learning process.

As Aydan Ersoz (2000) said "Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation". The teacher must prepare a good and enrichment class and a very good way to promote/encourage students' motivation is through games. In order to get student's attention and involvement in the classroom activities; games work as a tool which provide enjoyment to students' process and at the same time allow the teacher to give the students the information that she/he wants to transmit.

Games Advantages

According to Lee Su Kim (1995: 35) some advantages of using games in the classroom are the welcome break from the usual routine of the class, games are motivating, challenging and require effort and practice of the different skills from the students helping them the opportunity to interact and communicate meaningfully in the language children are learning.

To use games in class is an excellent idea from many points of view. First of all, the games and activities are very exciting for students; applying these techniques teachers may enliven their classes promoting more interest and enthusiasm into any topic they are teaching, and also the teacher can utilize games for changing a little bit the monotonous classroom's atmosphere giving a pleasant and an enriched environment to the students for learning easily.

Another advantage of using games is to help the teacher to generate situations and contexts in which the language is practical, useful, functional and meaningful. Students want to take part in the process because they want to participate and understand what others are saying or have written, and they should speak or write in order to express their own point of view or give information.

How to Choose Games

To choose the perfect game is invaluable as they provide learners a break and at the same time permit students to put into practice language skills. Games are very encouraging and motivating since they are exigent and at the same time entertaining. Furthermore, the teacher could implement by games useful and meaningful language in real contexts. Games can be applied to provide practice in all language skills and are used to perform different types of communication, giving confidence and increasing cooperation.

Students could desire to play games only for enjoyment, but on the other hand, teachers require more persuasive reasons. Teachers need to consider which games to use, how, more specifically due to different games will benefit students in different manners. One suggestion to accomplish an excellent language game should be to present unambiguous rules, define the ultimate objective clearly and have a satisfying focus not to promote tediousness.

Khan (1996) presents some characteristics which we might think as we choose a game, such as the language to be target in the game; the skills that will be developed and practiced through it. It is relevant to think about the type of game and the purpose, for example if it is a dictation to build up the listening and writing skill taking into account a specific topic. Also, the teacher should analyze if the game is appropriate for the age, needs and interests of the students to obtain from the learners the maximum participation as Tyson, (2000:3) affirms /asserts "The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics."

General Benefits of Games

According to Lengeling & Malarcher (1997) there are some benefits in games. It initiates with the affective which encourages students' motivation, promoting creativeness, spontaneous use of language, development of the communicative competence and at the same time allow students to have fun. Subsequently, the cognitive benefit starts to work; it reinforces, reviews, and extends knowledge, focused on grammar communicatively. Those

first benefits along with the class dynamics where teachers act as facilitators, it is students centered of the class; the teachers should build class cohesion, foster participation and promote healthy competition among learners in association with the adaptability that adjust the games to the students' age, level, concerns, the use of the four skills to be build up and a previous preparation to the development of the game.

The students should learn new vocabulary as a result of playing the game. They also find out new and useful English expressions while playing. Besides the students would be able to think in English during the game which promotes students' communication in addition to good manners.

When to Use Games

Occasionally games are employed as a short warm-up activities or when there is some time left at the end of a class or the lesson. A game must not be regarded as a trivial activity filling in peculiar moments when the teacher and students have nothing better to do. Games ought to be at the principal activity for teaching a foreign language.

Games also provide themselves a revision of exercises serving learners a recall of material in an entertaining and pleasant manner. Games have consequence only in the introverted students, but also in willing ones, teachers have to pay attention in the classroom since they encourage motivation in learners, generating communicative proficiency.

Games are used not only for simple excitement, but more importantly, for the review and practice of language lessons, bringing in mind a specific goal for the improvement of learners' communicative competence.

Why Use Games in Class Time

Games are really good aids for teachers because with them, a tedious and boring class becomes into a brilliant setting for children, where skills are developed while they are playing.

Through games children discover, experiment, discern and interact with their environment, if the teacher exploits the games properly, children can interact with everything around them, developing all those communicative competences required for the normal process of communication in each kid.

By means of games, it is possible for the teachers to include variety to each lesson they prepare, and students' motivation will be enhanced by giving a reasonable incentive use to the foreign language. For a lot of children who are in ages between 5 and 11 years old, especially the youngest, to learn a foreign language does not provide enough motivational factors; although the games possibly will stimulate children.

When children play games to acquire the target language, they are contextualizing what they are learning because with games children bring out the target language

immediately after it is functional for them, and due to this fact, the foreign language is brought to their lives in a meaningfully.

With games, even reluctant and shy students want to participate in the activity. Uberman (1994:118) refers to games that "They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings". Almost all children like to play games, so that everybody in the classroom will be involved in the activity.

Lastly, when children learn the target language with games, they can learn it in the way they acquire their mother tongue without being aware about what they are studying. So they are going to learn it without any pressure and stressful activities; for this reason they could learn in a better way.

Giving Instructions to Young Learners.

Some of the activities that we use in the classroom are quite complex in terms of the way they are organized, and at any time in the process of any teacher, they must have faced the situation in which many of his/her students did not understand what they had to do. For this reason, new teachers have to be very sure how to give instructions in the classroom. "Learning to give effective instructions in the target language is well worth the effort. It provides an opportunity for children to acquire language naturally in an authentic, purposeful context, and at the same time it gives them the satisfaction on being able to show understanding through their responses." (Coralyn Bradshaw 2005)

Giving verbal instructions and using our own bodies to explain what students have to do in any game or activity is often the quickest and most effective way to communicate ideas in the classroom. Having children from low ages we have to be very sure that learners understand what we are saying to them, but sometimes, verbal communication can often leave room for error and confusion.

Before giving any instruction, you have to get students' attention. Explain who needs to pay attention to your instructions when addressing large groups, when each of the groups have to do something different from the rest and check that everyone can hear you and the teacher cannot forget to make eye contact with as many people as possible to hold attention.

When working with children, it is important to give a small number of instructions giving them the time to understand what they have to do, because children tend quickly to forget large quantities of information using simple words for being clear and concise; it is better for the teacher not to use complicated language and long words. Gestures are important too, for enhancing the meaning of the instruction and to repeat the instructions as often as necessary, trying to say with different but easy words the main idea of the instruction giving only a summary of the previous instructions and don't add extra things or change commands.

Elicit from class a repetition of your instruction, in this way, if some of the learners have not understood yet, with an instruction of one of their own, they are going to get the idea.

Background Knowledge

Dochy & Alexander (1995) describe prior knowledge as the whole of a person's knowledge, including explicit and tacit knowledge, metacognitive and conceptual knowledge.

Students are frequently confronted with new information, particularly ones that have to face with the acquisition of a foreign language, especially in terms of the listening skill. For listening successfully students need to incorporate new material into their existing knowledge base, build new understanding, and familiarize themselves with existing conceptions and beliefs. Nevertheless, students who have deficiencies in background knowledge or are incapable to stimulate this knowledge may struggle to access, contribute, and progress throughout the general learning process, where listening is the prerequisite to learn successfully and teachers can facilitate their students' literacy success by helping them to build and activate background knowledge.

RESEARCH DESIGN

The study is qualitative descriptive interpretative case study, because it involves the illustration and explanation of all the events that happened in the implementation of all those teaching methods.

According to Creswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting."

Our study involves an interpretive, naturalistic approach to its subject matter. This means that we are going to study things in their natural setting (the classroom), attempting to make sense or interpret phenomena in terms of the meanings people bring to them. Qualitative study involves the studied use, and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meaning in individuals' lives (Denzin and Lincoln,1994).

We want to focus our attention on the study of all the data collection recollected in the project, giving it a social and academic view. It means studying all the needs students have, their interests and their way of living in order to know what their preferences are to develop their listening skill through games.

According to Neuman (1994) there are some activities of the qualitative research that should be taken into account such us the observation of daily events and the way they happen. It is related with studied people and with their personal experiences.

Besides it is significant for the observer to acquire an internal point of view having an analytical perspective, using diverse social abilities and research techniques (the data, the maps and diagrams), for the purpose of generating detailed descriptions.

There are some aspects that are important in order to support our research such as the development of an idea, topic or area of research because if there is not clarity in the idea or the problem it is very difficult to follow any study.

The selection of the environment is very important too, because students need an excellent atmosphere where they can feel comfortable, in a peaceful environment, and the classroom or the place that we a used for the development of the project must be suitable with the necessary tools to carry out the required activities. Also the selection of the participants should be made in a very detailed way taking into account, ages, levels and preferences of the participants.

All the data collection techniques should be gathered in a systematic way in order to have organized files and the information for a better interpretation of the data and for the optimization of the reports that must be done.

METHODOLOGY

Type of Study.

Descriptive-Interpretative Case Study.

Descriptive studies explain phenomena systematically to reveal patterns and connections that might otherwise go unnoticed. On the other hand interpretive studies generally attempt to understand phenomena through the meanings that people assign to them.

Through that definition above, it is possible to give an introduction of how conducted our project taking into account the approaches that have the descriptive and the interpretative case study. We illustrated children's behaviors in order to know if there are some manners and conducts in common related with what we are going to present "games". We interpreted that information and those descriptions, opinions and behaviors about how they felt with the games and activities we did in the classroom in order to develop their listening skill.

According to Yin (1994) Case studies are common in the interpretive tradition focus on human interpretation and meaning. (Human behavior and the reasons behind it) we investigated the phenomena in their real-life context studying their attitudes and behaviors about the games we presented to them.

In our case study, we are going to work with the follow criteria:

Interpretive research: empirical work

Outside observer – not direct involvement

Involved researcher (action r, participant obs.)

Evidence: interview as primary data source

Fieldwork

Credibility: Process of data collection

Importance of details (research site, motivation for choices, num of people, data sources, ...

and theory)

CONTEXT

Our project was developed in Canceles, a school located in a natural environment. The participants of our project were second graders, children from 7 to 9 years old of an underprivileged context, who had not been exposed to English, and even a few of them still had some difficulties to read and write in their mother tongue.

When we say unprivileged context, it covers two main aspects, such as the fact that the school does not have access to plain water, which is vital for everybody's life, and hydrate children who really enjoy playing and using their energy.

Other concern is the transportation, because the majority of the children live on farms, and they have the habit to maintain everything in order, but it becomes something complicated, due to the road is not paved. It is difficult for them to maintain the school things and their uniforms in good condition. Besides, there was a girl who had asthma and could not attend to the class many times because it rains a lot and she did not have the mean to get to school, and in spite of that, she performed very well in class.

The P.E.I.

Canceles School's main objective is to accomplish a social function with the community of Canceles and the neighborhoods around it.

Canceles School was funded on May 19th 1944 and it gives to the children who live in that part of the city, the chance to get education from kindergarten to fifth grade. Also, Canceles has an educative agreement with Villa Santana and Kenedy Schools which guaranty the continuity to reach the basic levels in the education system in Colombia (Article 4 decree 1860).

The school deals with the orientation of the students based on their realities, values and necessities, democracy and all the criteria that should be taking into account to evaluate students' learning process.

The philosophy of the institution is based on the universal aims of the education (article 5 law 115 1994), and the principles of the humanistic conception which aims are:

* To form boys and girls conscious of their reality as participant people of the society with the freedom to choice what they consider good for them.

* To form boys and girls capable of creating and to live in harmony with the others, respecting human values of tolerance, respect, coexistence, love and the other values.

At the same time, the school looks for de development of their strengths, since students and teachers' knowledge integration have regard for the teaching processes – learning based on integral education of students.

Data Collection Techniques

Methods

In the project we used Journals, questionnaires and video recordings for the data collection.

Questionnaires

Questionnaire is one of the most popular means of collecting data, because it can cover a large number of people or organizations. Respondents can feel comfortable because of the anonymity of their answers and no prior arrangements are needed, because children do not need a previews preparation to do it, but on the other hand, questions must be relatively simple, in order to avoid misunderstandings. They are difficult to design and often require many rewrites before an acceptable questionnaire is produced. (Leedy and Ormrod, 2005)

In our case, the questionnaire was designed in a way children feel comfortable with it. We used a lot of images for them to describe how they feel with the activities we presented to them.

This questionnaire was implemented in second graders in order to gather information about what students think. Questionnaires can be positive in the sense that they are a tool which helps to confirm the data of other instruments that are being used in the

project. Besides questionnaires control the private information of the participants to make sure they will answer honestly.

The questions that were included in the questionnaire were closed format. Taking into account that the participants were children, for that reason the questionnaire was clear and understandable.

Journals

Journals record the thoughts, feelings, reflections, and observations of the writer. They may be focused on a specific lesson, activity, or student, or they can describe the writer's more general day-to-day thinking or questions. (Freeman, 1998)

The purpose of journals is to identify issues, puzzles, or questions in teaching. We recollected information in the journals at the end of each session. Journals were used to gather information, taking notes about students' behaviors and what attitudes they had during the procedure and performance of the games and activities.

Lessons Video recordings

The term "video recording" refers to storing a video signal (information designed to specify a moving image) in a recording medium such as magnetic tape, optical disc, or computer memory. (Scott 2003). Its purpose is to capture real interactions between teacher and students, and among them.

We implemented this instrument collecting all the expressions that called our attention in order to obtain important data that we will use for the construction of our project.

INSTRUCTIONAL DESIGN

The project was developed in a period of two months with recollection of the data every week. At the beginning of the process, we asked the teacher what listening activities she planned in the specific period of time named before. Also we requested the second grade teacher what she was going to work with, and what topics she was going to develop; keeping in mind that the lesson plan we put into practice, had to be adequate to the topics and the materials she used for her class and change them for our purpose. We developed games with all the collected information in order to present those games to children in an interactive and amusing way. In this process we were participant and observer because it was very important to get involved into the process; in that way children would have a sense of belonging in the process.

After that, our role was to gather information, presenting questionnaires to students to know how the process was acquired and if our strategies did really work taking into account the aims of our project.

FINDINGS

This section describes general findings concerning to the different components immerged in the development of the listening skill through games as a significant component in the teaching-learning process.

One of the concerns presented in the data analysis, is the way students react towards the different activities and games we presented to them, giving us the idea that they were interested and confident when participating during those practical sessions.

Students Motivation Towards Teacher Instruction

Concerning to motivation which plays an important role in students' interests, degree of attention and participation through the development of the class, there were some situations that describe in detail, the way of how games could encourage students' enthusiasm showing a positive attitude and desire, or produce a lack of interest when they are learning.

When analyzing the data in the journals, we could find that the students wanted to participate and they seem to be interested. In the following examples it is shown that because of the students had previous knowledge about the topic which was presented that day, it was easier for them to act with confidence.

J6L2 As soon as the students entered to the system room and they watched "pim pom" video they felt more confident trying to sing in English what they had learned the day before.

Ss showed interest by means of gestures, towards the activity, because of the fact that they already have been exposed to the song the teacher was presenting.

- On the other hand there was another activity in which students were not that attentive due to the fact that it was too difficult for them to produce something in English.

* J5L7 Students enjoyed "pim pom" song, but it was difficult for them to learn all the paragraphs; children sang the first part many times, then they said that they were tired.

As soon as they noticed that the song was longer than what they expected, they started to feel frustrated.

- In the learning process, feedback is very important for students to know how they are doing and get better those aspects that need to be improved. In many occasions to provide a good feedback could encourage the learners' development. To illustrate this fact, it is relevant to give evidence with the example below.

* J14L7Students made a row to be revised by the teacher in relation to how they say each food group. Children were attentive because they wanted to listen how to pronounce the words. Immediately after the teacher gave them feedback of the appropriate pronunciation, and subsequently students had to repeat the words in a correct way.

- In relation with the data analysis taken from the video recordings, we could find that when there is a problem related with the organization of the game, the teacher must be

resourceful. When he/she has to improvise those aspects that are not good enough, the teacher must be creative finding out strategies for the good development of the activity in which all students feel comfortable doing the exercise. The game was between two groups, as the number of them was odd; one of the girls was out of the teams, so the teacher decided that she was going to be her assistant, so she does not feel excluded from the game.

V2VIL48 - 49: Vamos a vigilarlos, pendiente, no pueden… usted es la que me va a decir quien hizo trampa y quién no.

With this example the teacher recognizes the importance of being attentive to those students that are not included in the activity for not to lose motivation.

- We have to take into account all students- interests in the implementation of any game because some of the learners start to create a bad atmosphere among the other students for the reason that they dislike the activity making gestures and words of disagreement.

V1VIL2: Que van a hacer ustedes? Lo que van a hacer ustedes es hacer el juego del alfabeto.   OK.

V1COL3:   Nooo.

At the very beginning of the activity, when the teacher said that they were going to play the game, one of the kids showed a negative reaction, maybe because he does not like games or just for interrupting the teacher. One result of this negative reaction towards the activity could be the lack of attention; the student can behave in a bad way because of the fact that he didn't like the game and showing that bad reaction he can bother his classmates to call the attention of the teacher. In this case it is necessary the intervention of the teacher to solve the inconvenient in gentle way.

V1VIL11: Ya Pepe Please. No quiere a la teacher Pepe? No va a colaborar con el juego? When they were trying to start the game, the same kid began pushing his classmates, maybe because the lack of motivation he presented before so the teacher tried to persuade him in order to continue with the game and it worked because it is better to fight violence with tenderness than violence with more violence.

- When a game is implemented in the classroom, most of the students participate actively calling the attention of the teacher by any mean.

V3Ro2-6: We are going to play de animals… the… Zoo game. I'm going to say the name of an animal, for instance, COW, who's the cow, cow, OK, cow and who's the camel, who's the camel. (while the teacher was thinking the name of another animal, one of the Students called his attention in order to participate)

V3LE: Yo   profe   yo.

V3Ro: OK and the, the dog, and the dog, yes. So, I'm going to say JUNGLE JUNGLE and you are going to dance, dance, dance, dance. Jungle, jungle, jungle… In this example is evident the enthusiasm they presented towards the game, when one of the Students asked constantly to be in the activity.

Clear Commands and Repetition in Order to Give an Efficient Instruction.

One of the teachers role is to facilitate the students learning process giving them the opportunity to receive understandable commands to accomplished the different tasks that they should perform.

V4Ro15: N Ok… Girls 2 points. Now, touch the yellow pencil. Excellent. Ok. Students understood T. instruction and they demonstrated it by touching the picture when T. said the name of that thing on the printed material.

- When the teacher presented an instruction and takes part of it using the paralinguistic features for students is easier to comprehend what they have to do and to participate enthusiastically in the game.

V3Ro2-6: We are going to play de animals… the… Zoo game. I'm going to say the name of an animal, for instance, COW, who's the cow, cow, OK, cow and who's the camel, who's   the   camel.

V3LE: Yo   profe   yo.

V3Ro: OK and the, the dog, and the dog, yes. So, I'm going to say JUNGLE JUNGLE and you are going to dance, dance, dance, dance. Jungle, jungle, jungle…

At the very beginning part of the game, we could notice that when T. said the instructions using an example Students understood what they had to do. In the video, we can see how the teacher presented the activity and for example in the dancing part, the T. danced to show Students the procedure of the game.

- When a teacher notices that the students are not following the instructions, in order to be sure that they understood, it is better to repeat the order.

V3Ro11-12: Ok, now. You have to do something, so go to the door, go to the door. Ok very good.

The teacher made use of gestures and body language with the intention of giving a clear idea to the students of how to follow the activity, in that way students started to understand and act without difficulties.

Listening Activities and Repetition

Listening was the main component when we implemented the games and activities, because it involves the attention, concentration, participation and understanding of the children.

During the practical sessions, there were different activities that engaged the students to develop their listening skill and the following examples show the way students act through these exercises.

-In a classroom, when a dictation is used as a tool for the realization of the listening activities, it is useful to think about other resources to support what the teacher wants to present.

J4L2 I made a dictation and played a song that allowed the students to perform a written exercise (sentence frames) successfully.

Example: Hello, How are you.

Hello, How ____ you.

While the students were filling out the blanks, for them was quite difficult to complete the exercise, but when the teacher played a song, they have listened before related

with the topic, the students remembered the explanation given by the teacher in a previous class, so that they started to write correctly the word ARE showing, that the activity was more comprehensible than before.

- Children are very attentive to the teachers' behaviors and the ways they act with them. We as teachers have to take advantage of these situations in order to make the teaching process more understandable.

J9L1 I gave the students a copy in which they should write a description of their mothers and classroom, but learners did not remember some words, so I reviewed the adjectives pronouncing and showing pictures to give the students an idea of how to complete the written exercise. I also divide the children in groups of five and I started to describe myself, and then I elicited the children to make the same thing, keeping in mind their characteristics. For example, one student said: "my skin is black" "I am thin".

Being in contact with the students and giving them real examples while students were performing the activity illustrates how meaningful was for the children to have the teacher as a facilitator of the process and interact among themselves.

- Challenging tasks, when implementing listening activities, encourage children to be more conscious when something is being said. For instance, ask students using the L2 to do something, creates in the students the necessity to comprehend the spoken language.

J12L9 Students played "Hot Potato" game, when one child got the ball he went to the board and copy the word that the teacher said. Also, children told the students who had the ball one word in English, and she had to explain it using gestures and movements.

When students had the turn to participate, they were aware of how to respond to the teacher's commands making a big effort listening to answer in a correct way.

- Children are very visual, but sometimes they get distraught, for that reason gestures and body language should be joined with repetition in case students need other chance to understand the explanation given by the teacher.

J8L1 I started class describing myself. Example: I am thin, short with gestures and movements to teach the adjectives, and students made strange faces as if I were crazy. Then I decided to repeat the explanation again, but this time slowly and that was more comprehensive for the students in order to start with the other activities that I have planned.

- For young learners, explanation at first occasionally could be misunderstood, but then when a teacher starts to be more detailed repeating in other words what was being said or using other resources, he/she facilitates the students' learning process.

This is another example that illustrates this fact.

V1VIL43:	One,	two,	three.	"J"
V1JL44:	hay	no,	no	sé.
V1VIL45:				J.

V1JL46: Hay ya sé.

In this part of the game, the teacher said a letter and the child at the beginning did not identify what letter he had to write, when the teacher repeated again, the boy knew what to write.

Background Knowledge and Connections.

When the teacher contextualizes what is being taught making use of the environment, it is easier for children to understand and put into practice what they have learnt.

It is shown in the following example, that as soon as the children start to observe their surroundings, they related the words the teacher was dictating with what they have heard before.

J2L4I made a dictation and students made connections between the objects that surrounded them and the words they should write. For instance I said window and students looked at the window and started to write saying aloud: "Ahora recuerdo".

- When children are exposed to listening activities, it is very common that if the teacher makes herself understandable, the students will possibly apply the knowledge acquired before, when the chance is given to them.

J6L2 As soon as the students entered to the system room and they watched "pim pom" video they felt more confident trying to sing in English what they had learned the day before.

Students recognized the song and they made the effort to sing it, no matter they did not remember the whole song, they sang few parts they learn by heart.

- The teacher have to use a lot of strategies in order to make easier his labor, adapting popular games to classroom games is a very good tactic, and using this approach, students can show more interest, due to the previews knowledge they already have.

V3G7-9:   Quiten   una   silla,   quiten   una   silla.

V3Ro: Yes, take out a chair, take out a chair. Saquen una silla, take out a chair. Jungle,

jungle, jungle, jungle, jungle… (Sacala, sacala) ZOO

This activity was modified from a very popular one, for this reason, Students knew some

rules of the game. One of the Students knew what the procedure was and before the T. say

anything the kid already had made a connection with that game and the one they already

knew asking to take out a chair.

Improvement of Skills

All skills should work together, in that way when the teacher is implementing any

activity; children could have a more developed cognitive process. When the teacher focuses

one activity in a specific skill, generally, other skills take part of that activity as a support,

giving the learners different kinds of input.

In the following examples, the students were using the different skills in an efficient

way, giving the activity the sense that the teacher expected them to accomplish.

J9L1Teacher gave the students a copy in which they should write a description of their

mothers and classroom, but learners did not remember some words so the teacher reviewed

the adjectives pronouncing them, and at the same time showing pictures. Then, children

completed the written exercise without difficulty.

In this exercise, we could see that the teacher had to provide reinforcement of the

lesson using visual material and listening input in order to give the students a clear idea of

how they should develop the written exercise, then it was understandable for the children

because they were using the correct vocabulary in relation to the classroom and mother's description.

- When we design an activity centering it in the development of one skill, as we stated before, usually, another skill is developed too, because one complements the other.

V4Ro32-34: Ok. A green door, a green door. Ok Lucho.

V4Os: G-R-E-E-N D-O-O-R

V4Ro: Excellent Lucho.

When the T. said the thing one of the boys touched the right thing and after that he spelled it without any mistake in the word. In this part, we can evidence the improvement of the children in terms of speaking an listening skill, listening, when he touched the thing without hesitation and speaking when the kid spell the word easily.

Cooperative Learning

In cooperative activities students look for the achievement of the goals in any task they are doing in the group and for reaching this, students work together integrating all the skill they have developed in the learning process, sharing what they know with their classmates for the best outcome. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

In our case, we could not evidence this cooperative learning in the studied group, in some of the activities, they tried to help the group cheating for winning, but this was not any cooperative learning behavior, just only competitive actions because as Bosworth

(1994: 25) states "one of the obstacles to implementing collaborative activities is that students are accustomed to work competitively, not cooperatively."

Another issue, that we perceived in students' behavior towards the game and activities, was that at the beginning the teacher used extrinsic motivation, prizing the students who won the games with candies and sometimes with little toys, but she realized that this was a very risky strategy because they can habituate themselves to those prizes and there was the risk also that they were only participating because of the possibility of winning something, for this reason she decided to quite giving gifts. At the beginning, she thought they were going to change the conduct they had in front of the activities but they did not react in a different way, they just continued participating actively in the exercises. In this moment we realized that they did not were participating just for the prize but because they liked the activity and they want to play for learning.

DISCUSSIONS.

Based on the experience we had in Canceles School, we observed that public schools in Colombia, mainly in primary, they do not have the proper English input, because their teachers have to give them all the subjects; the educators are not skillful to teach English. "El Ministerio de Educación hizo un examen a once mil profesores del país, según relata la Ministra Vélez y el test dio que cinco mil no hablan inglés y 6 mil saben algún rudimento." (Pasaporte Colombiano, 7 Junio 2009)

Thinking about Canceles school, as the first time they were going to receive a support in the English language, we decided to focus in the listening ability. As Cameron (2001) states "Speaking and listening are both active uses of language … Listening can be seen as (primarily) the active use of language to access other people's meanings, whereas speaking is the active use of language to express meanings so that other people can make sense of them."

Taking into account that listening skill promotes the development of others skills such as the speaking skill which helps students to communicate themselves better and keeping in mind that those students are in the beginning in the reading and writing process, we consider necessary to use significant tools such as games, that increase students motivation, understanding of the instructions, and group work.

The consistent use of games which encourage the listening development in second grade children from Canceles School proved that they were more engaged when performing

the activities that were done in the classes. This finding is consistent with the conclusion of Right (1984:1) that "Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work." Children are usually distracted when the class is being monotonous, due to this fact, the teacher should take into consideration the implementation of an activity that promotes attention and motivation to participate.

Ersoz (2000:23) considers that "Well-chosen games are invaluable as they give students a break and at the same time allow them to practice language skills. Games are highly motivating since they are amusing and challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation". We have to say that the teacher plays the main role in the classroom when implementing a game, because the majority of the times children feel confused to the foreign language's instructions since they are used to compete and win; consequently the teacher should consider some aspects to be understandable and involve the students' interest.

According to Tyson, 2000:3 "The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics." To choose a game, it is important to keep in mind that a game must be more than just fun. It should provide students the opportunity to practice and review the language lesson focus in learning. It is important to teach students how to compete in a friendly way in order not to lose the involvement and interest of the other students.

Dornyei and Csizér (1998:215) offered a set of Ten Commandments for motivating learners, based on a survey of Hungarian foreign language teachers. All ten items focus on what the teacher can do to stimulate intrinsic motivation.

"Set a personal example with your own behavior."

To give an explanation with one example of our own it is very important because in this way, students can feel better due to the fact that we are showing to them how to do the activity or the exercise not only with listening input but also with a visual and a kinesthetic approach for a good development of it.

"Create a pleasant, relaxed atmosphere in the classroom."

It is a good idea to have a fine environment for the learning process. If the classroom is full of material and other stuffs, for the learner is going to be difficult to concentrate in whatever he/she is doing.

"To present the tasks properly."

No matter the teacher has the perfect activity for any kind of learner, if he does not know how to express what he wants them to do, it is going to be impossible that students can accomplished the task successfully; for that reason to give a good instruction is essential for the well development of the exercise.

"Develop a good relationship with learners."

We are more than teachers; we are friends and partners to our students and in that way, we have to create a great relationship with all of them, because they are going to be confident and comfortable with us; this fact is going to let them acquire all we have for them in an easy way, treat them with respect to get the same from them.

"Increase the learners' linguistic self-confidence."

Teacher reinforces what the students know providing challenging tasks to be developed making use of the knowledge they have about the language they are learning.

"Make the language classes interesting."

The language that the teacher implements, should be connected to the students' lexical development.

"Promote learner autonomy."

It is relevant to be attentive to how students are going in the process, but the teacher couldn't be most of the time answering everything, the students are supposed to know or what students are be able to look for.

"Personalize the learning process."

Each individual has a different way of learning; therefore the teacher should vary the classes to promote students' participation.

"Increase the learners' goal-orientedness."

The teacher should think about those heterogeneous classes, which represent different learners' goals; so it is relevant to identify what are the students' concerns in relation to the purpose they have with the foreign language, the use they are going to give it.

"Familiarize learners with the target language culture."

At the same time that students are learning a language, it is significant that the teacher provides the students cultural and real material to be more familiarized with the foreign language.

In spite of the fact that children act in a cooperative way during a normal class, when they perform an activity they used to think individually looking the game as a competence to win a prize, and not as a learning exercise in which they share and identify the other's abilities. As Bosworth (1994: 25) states "one of the obstacles to implementing collaborative activities is that students are accustomed to work competitively, not cooperatively." Besides, children are more encouraged due to the reward they receive when they are more competent, so that the results could be negative if they tent to see the other as an opponent.

IMPLICATIONS

Instructional Implications

In EFL learners it is very common to identify how frustrated could the students feel, when they are exposed to an English speech due to the lack of preparation they have in the listening ability. The students desire to understand everything that is said to them, but, due to the fact that they have not been immerged to communicative activities, focused on the listening skill, they do not comprehend the teacher's talking. Considering the situation that students are facing, we implemented some interesting strategies like games and didactic activities for the development of the listening skill so that students can understand and acquire vocabulary in a natural and amusing way.

When students notice that they are able to participate in the activity or the game, that the teacher is implementing, they feel confident, and they are not only starting to learn without difficulties but also they are having a pleasant time. Taking into account this concern of students' fear of being accurate to understand or not, we recommend to EFL teachers to be aware of the importance of implementing games without stop thinking about issues such as the instructions, English level and motivational factors.

In relation to how to give instructions, EFL teachers should be prepared to facilitate the students' understanding of the explanation provided during the class. Enright (1991) explains that teachers adapt their language in different ways to address children: nonverbal adaptation through gestures, mimes, etc; contextual (visual and auditory aids); para-verbal (speaking clearly, slowing pace, using pauses) and discourse (rephrasing, repetition). With

the quotation named before, we could infer that as many resources the teachers use in class, it would be more useful for them to support the students' process with meaningful instructions.

Another aspect that EFL teachers must consider at the time of developing a lesson, it is the English level of the learners, because it guides the teacher to decide which method to use and how to make use of it. Also, when applying listening games and activities, it is possible that students do not have the competence to get the main idea what the teacher wants them to do. For that reason, we suggest to the EFL teachers to take into consideration the students' English level, if they are beginners, intermediate or advanced, connected to the age and if they have been exposed or not to the target language before.

Research Implications.

The researchers, who are interested in the development of the listening ability, could take into account two issues that we considered relevant throughout our project, and that may perhaps be helpful. The first one, is associated with students' cooperation. While second graders were performing the games, we noticed that they were kind of obligated, due to the fact that the teacher was the one who selected the participants, for that reason, we think that future researchers should make something like a warm up with the intention of preparation before the game. In that way the students will be more skilled to work in group giving to the activity the importance it deserves and providing the teacher the opportunity to fulfill the aim of the exercise.

The second issue that researchers must consider is the motivation. We have experienced in the development of our project, that when we used extrinsic motivation, prizing the students who won the games or the competition, it worked and it was showed in the students' desire to participate. However, we advice to future researchers that it is also positive to be very   attentive to the intrinsic motivational factor in all the exercises, giving the class a students' focus and encouraging the children to feel motivated by themselves doing what they are really interested on; if the teachers know the needs and the likes students have, it is going to be easier for them to prepare interesting activities to the children and not utilizing the prizing component for the children's involvement in the exercises.

CONCLUSIONS

Since, it was the first time Canceles school students received input in English, it was relevant for us as English teachers, to keep in mind different strategies such as dictations, songs, pronunciation connected to flash cards and role plays among others which developed listening abilities and also we had to take into account how those exercises should be applied in relation to the students' realities and needs.

Here in Colombia for young EFL learners, sometimes it is difficult to interact and to understand the spoken English language, because they do not have a good input in terms of vocabulary, authentic material and listening background in the target language. Being specific, in the case of Canceles School, it was very useful to use games in the learning process, because these children grew up in an environment with a lack of confidence; we noticed that children looked each other and ask questions about the activity because they did not have self-reliance.

When children encounter ineffective listening in early life, and base their own listening on the patterns they have been exposed to, it is difficult for those patterns to be changed latter, for that reason it is very important to start with children the listening process.

The games in the classes, besides giving the kids enjoyment, students were learning the way to use the language in the manner they could understand easily, and they can begin

their process of learning the target language without feeling frustrated or discouraged for not being able to understand what is being said.

It was common to see the lack of the cooperation among the students when they were participating in a contest or a listening activity; for them the most important thing was to win, due to the fact that they were interested in the price they were going to receive at the end of the game. The objective that the students had was to take part of the exercise, but independently, keeping in mind that for them was better to obtain the prize individually in order not to divide it. At first they seemed to be interested only in the reward, but then, when the teacher decided not to use that strategy again, it was observed that the children did not care much about it and just continue participating actively.

At the time of the teacher was giving the instructions, it was very important to use the paralinguistic features such as body language and gestures for a better understanding of the students when giving the instructions, because in that way, students can comprehend what they had to do and after that they can participate dynamically in any activity the teacher is presenting to the class.

Finally most of the games that have been developed to date, were not designed for educational purposes but we as teachers can redesign those games in order to become them in interesting and helpful activities for us at the time of teaching. Through these games the listening skill which is a very active one can be developed and mastered efficiently and in the best way, because at the time the children are playing they are learning.

Learning games are in an early stage of evolution, because most of the teachers do not use these excellent tools in their teaching affairs and due to this fact they do not innovate, experiment and research in this area. Consequently, we as teachers should use more games and activities in the classroom because they give confidence, entertain, educate, and promote learning. As we gain more experience, the games could be adapted to the students' listening process and we may find that the ultimate value of games is very important for today's education.

REFERENCES.

Argardizzo, C. (1993) <u>Children in action</u>. Hemel Hempstead: Prentice Hall
International.

Bosworth, K. (1994). Developing Collaborative Skills m College Students. <u>Collaborative
Learning: Processes and Effective Techniques, 3</u>, 25-31.

Bradshaw, C. (2005) <u>English teaching professional.</u> Retrieved October 05, 2007, from
http://es.shvoong.com/social-sciences/education/1682796-games-songs-teaching-
elementary/

Bruck, M., & Treiman, R. (1990). Phonological awareness and spelling in normal children
and dyslexics: The case of initial consonant clusters. <u>Journal of Experimental Child
Psychology, 50</u>, 156–178.

Brophy, J., Teacher influences on student achievement. <u>American Psychologist, vol. 41</u>,
1069-1077.

Cameron, L. (2001). <u>Teaching Languages to Young Learners</u>. Cambridge University Press.

Carlisle, J. F. (1988). Knowledge of derivational morphology and spelling ability in fourth,
sixth, and eighth graders. <u>Applied Psycholinguistics, 9</u>, 247–266.

<u>Common European Framework of Reference for Languages</u>. Strasbourg: Council of
Europe, 2001.

Creswell, J. W. (1994). <u>Research Design: Qualitative and Quantitative Approaches.</u>

Thousand Oaks, CA: SAGE.

Denzin, N. K., Lincoln, Y. S. (1994). <u>Introduction: Entering the Field of Qualitative Research</u>.

Buenos Aires: Centro Editor de América Latina.

Deutsch, M. (1962); Johnson, D. W., & Johnson, R. T. (1989) <u>Cooperative Learning</u>.

Retrieved Apri 1st, 2009, from http://www.co-operation.org/pages/cl.html

Dochy, F. & Alexander, P. A. (1995). Mapping prior knowledge: A framework for

discussion among researchers. <u>European Journal of Psychology of Education, 10(3)</u>,

225-242.

Driscoll, P.& Frost, D. (1999). <u>The Teaching of Modern Foreign Languages in the Primary</u>

<u>School</u>. London: Routledge.

Ersoz, A. (2000). Six Games for the EFL/ESL Classroom. <u>The Internet TESL Journal, Vol.</u>

<u>VI, No. 6,</u> June 2000, from http://iteslj.org/Lessons/Ersoz-Games.html

Freeman, D. (1998). <u>Doing teacher research – From inquiry to understand</u>. Newbury

House.

Gardner, H. (1985<u>). Frames of Mind : The Theory of Multiple Intelligences.</u>

New York: Basic Books.

Ginap, B. (2007). <u>The use games and songs in teaching elementary English.</u> Retrieved

    August 02, 2007, from http://www.shvoong.com/social-

    sciences/education/1641326-games-songs-teaching-elementary-english/

Groccia, J. E. (1992). <u>The college success book: A whole-student approach to academic</u>

    <u>excellence.</u> Lakewood, CO: Glenbridge Publishing Ltd

Heward, W. (2003). Ten faulty notions about teaching and learning that hinder the

    effectiveness of special education. <u>The Journal of Special Education, 36,</u> 186-205.

Jahangard, A. (2007). <u>The Evaluation of the EFL Materials Taught at Iranian Public High</u>

    <u>Schools</u>. Retrieved September 1st, 2007, from

    http://www3.telus.net/linguisticsissues/tefliranian.html

 Johnson, D. W., & Johnson, R. T. (1989). <u>Cooperation and competition: Theory and</u>

    <u>research</u>. Edina, MN: Interaction Book Company.

Johnson, D., Johnson, R., and Smith, K. (1991) <u>Active Learning: Cooperation in the</u>

    <u>College Classroom</u>, Edina, MN: Interaction Book Company.

Johnson, D., & Johnson, R. (2001). <u>An Overview of Cooperative Learning.</u> Retrieved 15th,

    October 2001, from http://www.clcrc.com/pages/overviewpaper.html

Khan, J. (1996). <u>Using games in teaching English to young learners.</u> England: Longman

Kitao, K. (1996). <u>The importance of English.</u> Retrieved April 4th, 1996 from

    http://englishfirst.org/eff/kitao-wh.htm

Klein, K., & Myers, M. <u>A set of principles for conducting and evaluating interpretative field studies in information systems</u>. Ney York:Tribune.

Krashen,S.O. (1989). *Second language Acquisition and Learning.* Oxford: Pergamon Press.

Kubanek-German, A. (1998). Primary foreign language teaching in Europe -trends and issues. <u>Language Teaching 31:</u> 193-205. Retrieved March 1st, 2003, from http://www.ub.edu/ice/portaling/eduling/cat/n_1/cenoz-article-n1.pdf

Lee, S. K. (1995). <u>Creative Games for the Language Class.</u> Retrieved January 1st, 1995 from http://www.teflgames.com/why.html

Leedy, P. D., & Ormrod, J. E. (2005). <u>Practical research: Planning and design</u>. Upper Saddle River, NJ: Prentice Hall.

Lengelin, M., Malarcher, C. (1997). Index Cards: A Natural Resource for Teachers. <u>Forum Vol. 35 No 4</u>: 42.

Neuman, L. & B. Wiegand. (2000). <u>Criminal Justice Research Methods</u>. Boston: Allyn & Bacon.

Nichols, R., & L. A. Stevens (1957). <u>Are you listening?</u> New York, McGraw-Hill.

Velez, M. (2009). <u>Enseñando Ingles sin saber, que oso</u>. Retrieved June 7th, 2009, from http://pasaportecolombiano.wordpress.com/2009/06/07/%C2%A1ensenando-ingles-sin-saber-que-oso/

Peterson, P. (2001). Skill and strategies for proficient listening. In Marianne. C-M (Eds), teaching English as a second or foreign language (pp.87-100). Boston: Heinle & Heinle.

Phillipson, R. (1999). English as an international language. Retrieved October 28th, 2004, from http://www.springerlink.com/content/q8p2623610v35047/

Richards, J., Platt, J., & Platt, H. (1992). Longman Dictionary of Language Teaching and Applied Linguistics. Longman.

Rixon, S. (1992). English and other languages for younger children: practice and theory in a rapidly changing world. Language Teaching 25: 73-93. Retrieved March 1st, 2003, from http://www.ub.edu/ice/portaling/eduling/cat/n_1/cenoz-article-n1.pdf

Rost, M. (1991). Listening in action. UK, Prentice Hall International.

Scholz, R. & Tietje, O. (2002) Embedded Case Study Methods. Integrating Quantitative and Qualitative Knowledge. London:Sage Publications.

Scott, D. (1994). Synthesis of speaker facial movement to match selected speech sequences. Proc. Australian Conf. Speech Science and Technology, Perth Australia, pp. 620-625, 1994.

Smialek, T., Boburka, R. (2006). The Effect of Cooperative Listening Exercises on the Critical Listening Skills of College Music-Appreciation Students. Journal of Research in Music Education, 54, 57-72. Retrieved March 30, 2009, from ProQuest Psychology Journals database.

Tyson, C. (2000). Using Games in an EFL Class for Children. Daejin University ELT

Research Paper. Fall, 2000.

Uberman, A. (1998). The Use of Games For Vocabulary Presentation and Revision.

Retrieved January - March 1998, from http://www.teflgames.com/why.html

Ur, P. (1984).Teaching listening comprehension. England: Cambridge University Press.

Veléz, M. C. (2009) Ministerio de Educación medirá nivel de inglés de los maestros.

Retrieved 6th June, 2009, from http://www.caracol.com.co/nota.aspx?id=824662

Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning.

Cambridge University Press

Yin, R. (1994). Case study research: Design and methods (2nd ed.). Thousand Oaks, CA:
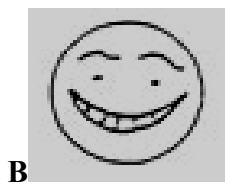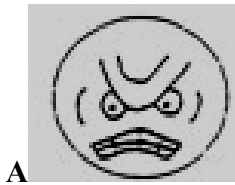
Sage Publishing.

APPENDIX

Cuestionario

Estudiante: _____ **Fecha:** _____

1. **¿Te gustan los juegos?** Marca una de las caritas

2. **¿Cómo te sientes cuando estas jugando?** Escoge una letra

A   B   C   D
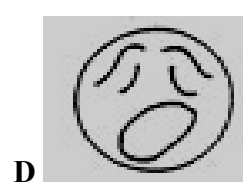
3. **¿Cómo te sientes cuando la profesora coloca canciones?** Has una X

4. **De las siguientes actividades ¿Cuál te gusta más?** Hacer un círculo a la respuesta

Conversar con tus compañeros

(Talk with your classmates)

Cantar

(Sing)

Actuar

(Acting)

Leer en voz alta

(Read aloud)
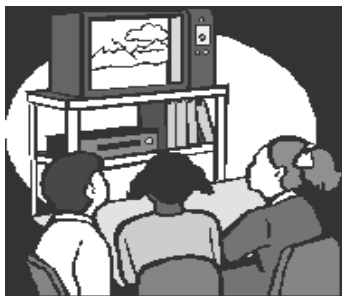
Ver videos

(Watching videos)
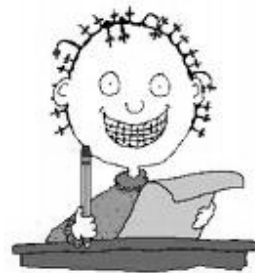
Copiar Dictados

(Copy Dictations)

5. **Cuando la profesora hace juegos de escucha ¿Qué lugar prefieres? <u>Señala la respuesta con una X</u>**
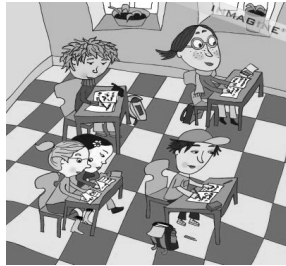
Salon de clase

Salon de sistemas

Cancha

Patio de recreo

Biblioteca

Lessson Plan

SCHOOL: Canceles

GRADE: 2nd

TEACHER TO BE: Vivian Fabiola Payan Rivera

TOPIC: Comuniquémonos (communication)

LOGROS:

* Escribir y pronunciar los saludos sin dificultad.

*Cantar y entender la canción de los saludos.

* Identificar la diferencia entre mañana, tarde y noche.

RESOURCES: Charts, photocopies, song, board, chalk and colors.

Grammatical structures & high-utility language (mortar)	Background knowledge & low-utility vocabulary (bricks)
Nouns **Pronouns:** I, you, she, he, it, we, they. **Qualitative Adjectives** **Prepositions:** In, from. **Articles:** a- an	School, park, girl, boy, day, class, chart, library, classroom, nice, wonderful, fine, good, excellent , happy, sad, city, country, morning, afternoon, evening.

*First I start to greet the students.

*Then I show them some pictures and ask them to pronounce.

*After that, they should write the greetings and goodbyes in their notebooks. Also they should make drawings about the topic and color them.

*Finally we make a practice of the greetings with a song.

GOOD MORNING EVERYONE

GOOD AFTERNOON

GOOD EVENING

Good Night

HELLO!

Goodbye

hey there!

HELLO – GOOD BYE SONG

(Children clap their hands to the words)

Hello, how are you?
Hello, how are you?
Hello, how are you?

(Pointing to themselves, then to the group while in circle)

I'm fine, How about you?

I'm fine, How about you?

I'm fine, How about you?

(Children join hands in circle)

Great , Great, Great

(Teacher Say goodbye to everyone and students repeat)