LANGUAGE GAMES AS A MEANS TO PROMOTE THE SPEAKING SKILL

IN FIFTH GRADERS AT A STATE SCHOOL IN PEREIRA

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Carolina Valencia Mejía

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1. ABSTRACT

The present classroom project describes the implementation of language games to promote and facilitate learners' oral production. The implementation was carried out taking into consideration that speaking is as important as the other language skills during classroom sessions; and that it requires a certain amount of practice to be acquired. The population involved in this project consisted of 40 students from 5th grade of a public school in Pereira, Risaralda. The participants were exposed to oral language games for a period of two months, two hours per week in which they were carrying out certain tasks that consisted of engaging and appealing activities that allowed them to interact through team work. Also, the two pre-service teachers in charge of the implementation employed some instruments to collect evidence and analyze it such as teachers' journals, students' artifacts and lesson plans reflections. Concerning the results, it is important to highlight some positive aspects such as an increase in learners' ability to express through oral speech, some learners developed self-confidence and interest towards the English language; as well as a real life experience for the pre-service teachers. Having this in mind, the project could lead to the implementation of similar type of tasks in future lessons in order to benefit and develop new strategies on the field of teaching and learning a foreign language.

2. RESUMEN

El presente proyecto de aula describe sobre la implementación de juegos con el fin de promover y facilitar la producción oral en los estudiantes. Dicha implementación se realizó teniendo en cuenta que el habla es tan importante como las demás habilidades del lenguaje durante las sesiones de clase, y que esta requiere cierto tiempo de práctica para ser adquirida. La población involucrada en este proyecto consistió en 40 estudiantes de grado 5to de una escuela pública en Pereira, Risaralda. Los participantes estuvieron expuestos a juegos del lenguaje enfocados en la producción oral por un periodo de dos meses, dos horas a la semana en las cuales ellos llevaron a cabo actividades llamativas que les ayudaba a interactuar a través del trabajo en equipo. Así mismo, las dos docentes en formación a cargo del proyecto, emplearon algunas estrategias para reunir evidencia y analizarla a través de reflexiones de cada clase y resultados del desempeño de los estudiantes. En relación con los resultados, es importante resaltar varios aspectos positivos, como lo es el crecimiento en la habilidad de los estudiantes para expresarse a sí mismos a través del discurso, un aumento en la confianza en sí mismos y un mayor interés hacia el inglés; así como una experiencia de enseñanza en un ambiente real para las docentes en formación. Teniendo en cuenta lo anterior, el proyecto podría llevar a la implementación de actividades similares en futuras clases con la idea de beneficiar y desarrollar nuevas estrategias que ayuden en la enseñanza y aprendizaje de una lengua extranjera.

3. INTRODUCTION

In the world that we live in, in which we interact with people from different countries and cultures almost every day, the rush of learning a common language, one that eases such communication is necessary. English has become that one language which makes it possible. According to Seidlhofer (2004) English is chosen by non native speakers as a lingua franca to facilitate communication between people. Having this in mind, Colombia educational system includes the teaching of English in the early years of schooling with the idea of having bilingual young people when they graduate from high school.

The four language skills are necessary to develop proficiency in the foreign language as it is stipulated in the guide design by the Ministry of Education in Colombia to be used in the teaching of English "Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" included in a bilingual program "Programa Nacional de Bilingüismo Colombia 2004-2019" which pretends that at the end of high school on 2019 learners have an intermediate level of English (B1) based on the common European Framework. However, in recent years, students continue graduating with lower levels of English without showing much progress in the mentioned program due to different reasons such as the teaching methods implemented in the lessons.

The present work aimed at analyzing how the speaking skill in a foreign language can be promoted through the use of language games. That implementation was carried out taking into

account the four language skills in the lessons, but focusing the games especially on oral production. To do so, this document is divided into different sections.

Firstly, the justification specifies the purpose of the project. Secondly, the Learning and Teaching objectives guided this project such as, use simple sentences to express ideas and needs and everyday activities. Design and implement teaching techniques to promote the oral skill in children and foster oral production through the use of different language games such as board games, role plays, etc. The participants of the classroom project were forty fifth graders from a public school. The two pre-service teachers of the project implemented reflection formats, teacher's journals, students' artifacts and lesson plan reflections as a means to collect evidence. The results of the implementation showed that games bring benefits for learners, one of which is to maintain learners' motivation and encourage them to produce utterances in the target language, etc. This led to depict some pedagogical implications that may contribute to the education field such as implementation of games to promote all language skills, and that it is necessary to provide sufficient input in order for learners to produce output. In conclusion the implementation of games generated a progressive impact in learners' foreign language knowledge in terms of oral production and in their attitudes when learning a language.

4. JUSTIFICATION

Teaching English to young learners has gained more importance in Colombia in recent years. Therefore, to promote the learning and practice of English the government has designed different programs and studies such as the "Programa de Fortalecimiento de la enseñanza y el aprendizaje del inglés" which has shown a special interest to learners from public schools, and also this document evidences the number of efforts made by the Colombian government in view of strengthening language learning from early age.

In order to develop an appropriate level of English in learners, the four skills, and their sub-skills, need to be taken into consideration. This includes recognizing speaking, and interaction as well, as an essential part in the development of the learning process given the fact that speaking is involved in almost all human being's actions in their daily life, considering, through this, the idea of learning as a way to acquire useful knowledge to be used in real life. According to Bygate (1987) speaking is like a bridge that allows people to have and lose friends, through which individuals can progress socially. Besides, speaking tends to be underestimated about the amount of practice that it requires, but it should be considered differently. For instance, in some cases the academic skills (Writing and reading) are more valued in education than the rest of abilities (Listening and speaking). This scholar confirms what happens in Colombia that in many cases the speaking skill is not reinforced like the other language skills.

Taking into consideration the importance of speaking as a part of people everyday communication, several strategies and mechanisms have been mentioned and proposed by

different authors in order to promote the implementation of this skill in a foreign language, such as presentations, group interactions, language games, and discussions. However, this project is mainly focused on language games, which need to be included in the English teaching programs in Colombia for the development of speaking since they motivate and activate self-confidence in learners. In this way, teachers can take advantages of those games in the classroom to foster learners' self-improvement. Games should be seen as a medium of learning specific or general objectives such as the improvement of speaking. According to Wright, Betterige & Buckby (2006) it is important to include games in language lessons in order to remove the thought that games are activities used only to spent time in the classroom, and taking into consideration the fact that those games can provide several benefits for learners, as well as the necessity of removing the thought that games, are activities to only spend time in the classroom. These authors aim to inform how significant games can be in the EFL or ESL classroom, but due to traditional conceptions teachers do not take proper advantage of them, and use them to pass time.

Taking into account our previous experiences as observers and as learners, we have notice that in many cases, speaking has not been fully considered skill within the classroom. Bygate (1987) state that "Speaking is in many ways an undervalued skill" (p. 9) for which it is usually the less practiced ability. Considering this, it is very important to rethink the teaching of speaking in EFL classrooms and give it the attention it deserves; this can be promoted through the use of different games. Also, this author mentions some factors that have influenced the development of this skill such as the number of learners in a class, the time assigned to carry out a lesson, and the appropriate strategies and methods for promoting this ability. On the other hand, It has been evidenced through previous observations carried out by the practitioners in

different public schools, that what generally happens with games in language lessons is that, in many cases, they have been implemented as activities without a specific or clear learning objective, so that, students are not developing the level enough to communicate in the foreign language.

As previously started, this project is focused on the implementation of activities involving language games in order to promote speaking skills in learners; thereby, this idea is relevant in the educational field inasmuch as when learning a foreign language, speaking is one of the most important bridges in order to communicate among others in social contexts, and games prompt this communication.

According to this idea, the pre-service teachers used, adapted and designed different games, so they could be implemented with teaching and learning purposes. Richards (2002) affirms that speaking is one of the most difficult skills to be developed in a foreign language class inasmuch as students are not really involved in the target language context, and the communication process need an involvement of different factors such as social interactions, gestures, intonation, stress, etc. in order to have a smooth progress in their learning process especially in the oral production with the best setting and methods it is important to seek for strategies to create the appropriate environment for learners. Another relevant aspect is to make possible the increase of motivation, and to maintain it in and out of the classroom, so as to help students to reach specifics goals concerning speaking abilities. The games are focused especially on interaction and cooperation among learners which facilitate the use of the target language for communication purposes in a meaningful way for their real lives. The cooperation issue is a key

aspect in the development of this project because through cooperative learners students have the possibility to interact by negotiating meaning and making agreements to reach a specific goal presented in the language game.

The population that was part of this purpose of classroom project are learners from a public elementary school (5th grade) in the coffee region in Colombia. Through the implementation of this project students will be able to feel more comfortable and less worried about speaking in the classroom since they will do it through games implemented during the classes. Therefore, this will increase students' motivation and self-confidence when they are asked to use the language

5. OBJECTIVES

5.1 Learning objectives

- Use simple sentences to express ideas and needs and for everyday activities.

- Select strategies to produce and carry out simple conversations as in real life.

5.2 Teaching objectives

- Design and implement teaching techniques to promote the oral skill in children.

- Foster oral production through the use of different language games such as board games, role plays, etc.

6. CONCEPTUAL FRAMEWORK

To create a better understanding of the present classroom project, a variety of definitions of three different concepts: language games, motivation and speaking skills will be provided by some theorists and experts in the field of language teaching and learning which will be considerably useful for its development. Also, at the end of each key concept the practitioners will take a position summarizing the definitions of the aforementioned. Subsequently, there are mentioned the main authors who contributed to define the three concepts. The aspect language games will be addressed by Lewis & Bedson (1999) and I-Jung (2005), who point out that Language games are dynamic and playful activities used as an educative strategy. In the factor of motivation, Gardner & Lambert (1972), Dörnyei (1998) and Harmer (2011) state that this is the influence on individuals to reach an objective. Finally the key concept of speaking skills was explored by Bygate's (1987), Luoma's (2004), Harmer (2003) and Thornbury's (2005). They agree that speaking is the awareness and capacity that a person has to communicate messages through speech in an effective way.

6.1. Language Games

In foreign language education, teachers use different strategies in order to find the appropriate way to help their students to reach a specific goal such as learners' development of speaking skills. It is necessary to maintain motivation during the process through carrying out engaging classes that keep students interested in the lesson. Language games are strategies that can help both teachers and learners to increase interest concerning the learning of the language; for instance, to improve the four language skills. Lewis & Bedson (1999) and I-Jung (2005)

agree on the idea that language games are related to the utilization of enjoyable activities in English classes which can provide a large percentage of meaningful practice of the target language.

According to Lewis & Bedson (1999) language games are different from other classroom activities given the fact that most games are characterized by having certain rules students must follow to be part of the game, and due to this, teachers can set some rules that allow students to put into practice their abilities in the foreign language. These authors also state that language games can be focused on cooperation where the learners can work as a team, searching for solutions and helping each other with the purpose of reaching specific objectives in the game. The writers describe language games as fun activities, and they illustrate them as task based strategies since through them students can achieve goals that are not exactly language related and at the same time, keep practicing the language component. For example, art craft activities and songs can be used as language games. These theorists also point out that: *"Language games are a healthy challenge to a child's analytical thought. The rules of the game set clear limits within which the children's natural decision-making processes must function. With beginners, some games can resemble 'fun' drills, with the decision making reduced to substitution of a single word in a phrase."* (p. 5). The previous points of view refer to the importance of having fun activities in the classroom, which is an essential issue in language education because those kinds of activities allow students to internalize the English language in a pleasing way.

Some studies about the implementation of games in the classroom have shown several benefits for language learning. For example, I-Jung (2005) exposes that, games:

- are learner centered.

- promote communicative competence

- create a meaningful context for language use.

- increase learning motivation.

- reduce learning anxiety.

- integrate various linguistic skills.

- encourage creative and spontaneous use of language.

- construct a cooperative learning environment.

- foster participatory attitudes of the students.

The advantages taken from language games help students to find reasons to learn a language by their own and not forced by teachers or parents. They do not need to memorize complex grammar rules or verbs from a book which tend to be forgotten in few time since they can learn it meaningfully. To illustrate this idea, a Pictionary game can be adapted to learn any language topic like expressing likes and dislikes where the class is divided into two groups and one leader draw on the board his/her likes and the contrary group guess just saying what the leader possibly like according to the drawing. As a result, this game may have a clear goal which needs to be reinforced with other classroom activities. According to I-Jung (2005) language games have an objective which goes further than the making of accurate speech. Language games have as the main objective, to allow learners to apply language; likewise, students employ the target language to win and agree on the results they want. This procedure engages useful practice of the speaking and team working abilities at the same time. Games provide students with a comfortable learning environment and through the implementation of these, learners

concentrate on the meaning instead of on the language itself; besides, the just mentioned strategy is described as task-based and offer good communicative activities in this way it is appropriate to be used in the communicative language teaching method which will be addressed subsequently.

6.1.1. Communicative language teaching

Richards (2006) defines Communicative language teaching as a method which reflects a theory or a model. "It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence" P.5. The communicative competence relates to the following sub competences:

- Linguistic competence: The ability to internalize grammatical rules and lexis.

- Sociolinguistic competence: The ability to participate in conversations in an effective way.

- Discourse competence: The ability to be coherent and consistent when communicating a message.

- Strategic competence: The ability to communicate efficiently and solve problems caused by communication misunderstandings.

CLT method is not authoritative; it means that CLT is wide open for the use of other methods or techniques. As it was just mentioned language games are techniques or strategies that can be adapted to the Communicative Language Teaching method without difficulties.

It is pertinent to simplify that language games are playful activities used in education with rules as any type of game. Those games allow students to learn English language in a relaxing and engaging way; besides, they create an appropriate learning environment where learners can make their own contributions and productions without the anxiety and stress that a test might produce. Games can provide teachers to have an entertainment classroom activity which allows them to get familiarized with the abilities learners have toward certain skills. Games can involve physical movement, concentration, cooperation and competition. The just mentioned activities can be implemented to practice or present any English topic; additionally, language games provide a great deal of motivation in the classroom and a meaningful learning of the language which permits a communicative use of language.

6.1 Speaking Skills

To have a solid preparation when learning a foreign language, it is essential to consider the development of the four language skills. However, in this project, the oral production is highly remarked in relation to the need of the speaking skills development in language classrooms because through this means human beings interact with each other. Based on Bygate (1987) writing and reading skills are more valued in contrast to speaking which is seen as a common way of expression, that implements informal speech. This conception would be based on the fact that speaking is spontaneous and easy. The author also affirms that speaking is an ability that allows people to have and lose friends; it is like a 'vehicle' through which people progress and develop social status, professionalism and business. Bygate (1987) also suggests that "It is also a medium through which much language is learnt and which for many is

particularly conductive for learning. Perhaps, then, the teaching of speaking merits more thought" (p.7) Through this author's ideas the question is if teachers are conscious of the importance of speaking in the classroom and in the students' learning process as speaking forms part of almost all of our actions, and determines our social conditions with individuals.

On the other hand, Luoma (2004) refers to speaking as a term to talk of one or several abilities that students should develop; speaking is something that people do, and in almost every aspect of life, language use is personal; speaking takes place in social actions sharing interactions. The author mentions that in a typical oral production in a social context, two or more participants speak to each other sharing ideas and personal interests depending on the circumstances and the surrounding environment. This theorist expresses several facts; for instance, speaking is a skill or a group of skills that learners should develop. This is an important view in teaching a language due to the fact that speaking does not involve only producing words. It involves many aspects such as, accuracy, fluency, etc. and interaction itself, which depends on people emotions, likes, dislikes, culture and the context as well.

To identify the nature of speaking as a macro-skill or a group of skills, it is important to explore the elements implicated in oral production. According to Harmer (2011), in order to produce oral language in the classroom, learners should take into account several factors such as the ability to connect ideas smoothly, the ability to pronounce correctly, the use of intonation and stress patterns, along with others.

Other important aspects of speaking stated by Harmer (2003) are the follows:

Connected Speech: Learners can join a group of phonemes to produce utterances, but they also should be able to generate a fluent speech. This connected speech involves the modification of sounds, through assimilation, use of contractions, stress, and so on.

Expressive devices: For effective communication speaker can apply a series of strategies which allow them to convey meaning in their oral messages, these includes the use of paralinguistic features, the speed and volume in the speech, the intonation of utterances and the feelings involved in verbal communication.

Lexis and grammar: Students should be able to use grammatical forms, as well as different language functions such as apologizing, disagreeing, approving, etc.

Negotiation Language: Speakers usually employ tactics to achieve an effective communication, and this occurs when they ask for clarification, take turns and generally organize their discourse.

The features of speaking can be developed through the implementation of language games. For instance, in guessing games, learners can improve their lexical knowledge. Performing a role play, students can negotiate meaning and improve fluency, etc.

Alternatively, Ur (2003) shows the characteristics of a successful speaking activity, such as the following:

1. Learners talk a lot

2. Participation is even

3. Motivation is high

4. Language is of an acceptable level

Finally, Thornbury (2005) points out that speaking is an ability that takes place in daily routines. An individual usually produces tens of thousands of words per day. Speaking is involved in real life and it is usually 'linear' since 'words follow words' and utterances follow utterances. The author also makes emphasis in oral production in foreign or second language which differs in several aspects from the native language; In relation to the mother tongue, speakers can change and show a high grade of fluency while speaking in the foreign language, people demonstrate 'lack of fluency' which can involve some factors such as feelings of humiliation.

Having in mind the contributions of the previous theorists, and unifying the meanings regarding speaking skills, it could be inferred that speaking is one of the four language skills which allow interaction among people, it is a productive skill, and through speaking human beings express their opinions, feelings, ideas, etc.; Speaking takes place in almost all people's situations, and although there is a big difference between speaking in ones native language and in the target language such as the level of fluency, the purpose of both is the same, communication. Thus, speaking is like a bridge through which people know and learn about culture, improve other language skills, have personal opportunities, develop educational activities, and learn about language itself. Moreover, speaking not only refers to producing words, but it also involves several elements or sub-skills which help speakers to communicate effectively, for instance, the range of vocabulary, patterns of interaction, body language, level of fluency and so on.

It is pertinent to remark that the teaching of speaking has not been equally considered as the rest of language skills, as it has been supported by the previous authors. The teaching of this ability needs to be rethought in order to obtain successful results in learners' oral production. Therefore, it is necessary to put into action appropriate strategies to promote speaking one of the possibilities is the use of games as it was mentioned games provide several benefits for language learning, they engage learners to acquire language significantly, and contribute with a high motivation.

6.2 Motivation

Taking into consideration speaking skill as it is the one the teachers in practice focused on during the class sessions and the project itself, it is important to consider different factors that affect the students' learning process, and that might lead them to increase participation during the tasks through the use of different strategies which enhance the development of speaking. One of those factors is motivation, which is considered by some researchers, and in this case by the pre-service teachers, as one of the most important aspects during the process of acquiring a new knowledge, and it influences the way people learn, it has been evidenced in the observations of English classes previous to the project, when learners are motivated, they want to learn more.

As suggested by some authors to be mentioned below, motivation is a psychological process which provokes a person to maintain goal-oriented behavior; this desire to do something leads a person to act and to put him or herself into motion in order to achieve the goal they have established. Also, motivation involves decisions taking, risk taking, persistence and intensity that

are considered a continued effort with success as a purpose which aspects are vital to succeed when learning a language. According to Gardner & Lambert (1972), there are two types of motivation which affect the language learning process: Instrumental Motivation and Integrative Motivation. The first type consist in individuals learning a language as an instrument, and that is, language learning is seen as a need in order to achieve a certain goal. In the second type of motivation students learn language as a matter of personal growth; the learner learns the language because he or she enjoys that language and wants to know its culture. To sum up the authors definitions, it is important to take into consideration these two types of motivation as they might affect the environment in the classroom depending on how students feel towards the language and what motivates them to learn it, and, once identified, teachers can direct their tasks according to the type of motivation. Moreover, whether learners are instrumentally motivated or integratively motivated, it is essential to take advantage of such motivation inside the classroom when learning a second language.

Following the previous ideas, Dörnyei (1998) affirms that researchers and teachers have concluded that motivation, of any type, is a key factor which powerfully influences learners' success on the second or foreign language. He also states that even if a student has the abilities for learning languages, it will be very difficult for the learners to accomplish a goal if there is no motivation. According to the author, motivation can determine human behavior in any situation and especially, within a classroom. The author also claims that "motivation to learn an L2 presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself" (p.3). He highlights the fact that motivation towards the learning of a foreign language can be different from the motivation towards a

different stimulus, due to the fact that through language learning, students create a new identity and get involved in the language culture, which is a plus at the moment of learning.

Harmer (2011) conceives motivation as a type of 'internal drive' which fosters people to perform actions in order to achieve a goal. There are some differences between the goals desired by adults and the ones by children since adults could have their goals already established, but children have theirs less structured and those are difficult to describe.

For that reason, learners need stimulus to increase their motivation through the way facilitators guide them in the learning process. Through motivation learners can accomplish goals they thought were very challenging. That is why students can discover new abilities they have without knowing it, explore them, and thus being successful. Motivation gives a real reason to do something because students with a high motivation complete tasks with inspiration and enthusiasm. There is a need of increasing motivation in the EFL classroom with the purpose of achieving learning goals successfully; furthermore, learners can increase instrumental motivation, and integrated motivation through special activities proposed by the pre-service teachers of this project in which language games are meant to play a significant role during lessons. Those games promote the use of speaking and aim to increase interest in learners.

7. METHODOLOGY

7.1 Context

This classroom project was carried out with students from a 5th grade of a public primary school situated in Pereira Risaralda, "Institución Educativa Instituto Técnico Superior" which is included in an agreement with a public university "Universidad Tecnológica de Pereira" where students from last semesters of the program "Licenciatura en lengua Inglesa" conduct their pedagogical practicum. The teaching of English in this school is oriented by the standards of teaching English in Colombia "Guías 22". Therefore, the project was implemented during an academic period (two months) consisting of two hours a week in which the English classes are designed by the practitioners on the basis of standards, which are chosen in previous teachers´ meetings in accordance to what students are being taught, and the inclusion of games. (See appendix 1. Plan de studio área de inglés)

As it was mentioned before, this is a public school, which means that it belongs to the program for free education in the country. That is why its students do not have to contribute money for school. Most of the students that are registered belong to middle socio-economic stratum, and some of them belong even to lower stratum. The teachers who work at the school are in charge of one group teaching all subjects including English although none of them has graduated from a language program. The school has different physical resources such as a cafeteria, fields for practicing sports (football and basketball), and a computer room. The 5th grade classroom has two TVs, a recorder and a DVD, teachers work with text books, the board and copies.

7.2 Participants

7.2.1 Students: This classroom project was carried out with forty fifth graders from a public primary school located in Pereira. Those forty students consisted of eight girls and thirty-two boys. Their ages varied from nine to twelve years old. Learners were exposed to English once a week for two hours which is why their level is very low; however, most of them have previous knowledge about simple vocabulary and common expressions like greetings.

7.2.1 Practitioners: The pre-service teachers in charge are ninth semester students from a public university. During the time in which the project took place, the practitioners were carrying out their pedagogical practicum. This practicum was focused on the development of the classroom project which consisted of implementing activities and games in the classroom to promote the speaking skill in learners.

7.3 Instructional design

7.3.1 Analysis

Previous to the implementation, the practitioners conducted a series of observations in the learning environment where the project was going to be developed in order to analyze the students' behavior and to identify their previous knowledge and skills about the English language; in particular about their speaking skills as well as the methods and techniques used by the in-service teacher to facilitate the students' learning process of the foreign language; also, to

determine if language games were implemented during classes and for what purpose. To complete this objective an observation format and some reports were employed after the observations. (See appendix 2. Observation report)

7.3.2 Design

The main focus of this project was the implementation of games in fifth grade classes to promote the speaking skills. According to Ersoz (2000) "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication." As this theorist emphasizes and as it is mentioned in the **Conceptual Framework** section, games can provide several benefits to the EFL classroom; for instance, they do not only allow communication, but they help learners to increase motivation as well. Bygate (1987) states that the teaching of speaking skills needs to be reconsidered in terms of how to teach them and how much exposure of time they require to be acquired since through the years in the ESL and EFL classroom this ability has been seen as less important than the others such as the literacy skills. For that reasons, the pre-service teachers have designed the lessons by using different types of games through which they can determine which of those promotes speaking in the classroom in a more efficient way.

The type of games implemented in the lessons were based on USA Information Resources Management Association's (2010) theory of educational games which consists of the thinking that games could be beneficial for learning, and they can be divided in different genres like:

- Linear games: These types of games are related to the use of logical thinking to succeed. In this section the most common are solving problem games, board games, puzzles, etc.

- Competitive games: They are similar to linear games, but involving motor and physical skills like sports. Also, competitive games can be focused collaboratively.

- Strategic games: In this game, players need to spend time organizing and planning strategies because of its complexity.

- Role playing: These games require abilities to create characters and perform situations like in real life.

It is important to highlight that not all type of genres mentioned before were performed in the classroom, and that all of them required modification depending on the number of players, the ages, language needs and of course the particular purpose of the project which was to promote speaking.

7.3.3 Development

Some aspects considered when carrying out this project involved keeping in mind what type of activities were going to be implemented, how to implement them, which learning strategy was appropriate for the whole class, what were students learning styles and how to confront and cope with those differences. The lesson plans were designed following the ideas mentioned above. The pre-service teachers followed the ESA (Engage, Study, Activate) teaching model proposed by Harmer in order to have some logical and accurate stages to carry out the lesson and

the Communicative Language Teaching method described in the **chapter 6**. It is worth noting that the games were used in one of the stages of the class, and this varied in all the classes. For example, in one class the game was carried out in the engage step, in other class in the activate part, and so on. The content and type of activities were put together in a way that all of them were somehow related; in other words, the knowledge acquired by learners in a lesson was still useful for certain activity involving the same, or some other topics in further lessons. The tasks needed to be meaningful and enjoyable for learners so that they would be more willing to maintain a positive attitude in the classroom. It was necessary to integrate the exercises with the standards provided by the school as well as by the Ministry of Education, and to follow a coherent sequence, considering the order in which the activities were to be carried out, the materials to be used, the skills being practiced, and the strategies used for this purpose during the implementation.

7.3.4 Implementation

For the implementation, the pre-service teachers used different materials according to the type of activity used. For the role plays, for example, the practitioners provided learners with a model of a conversation, so they could use it in order to create and perform their own dialogue. Other activities which were implemented in the classroom were songs for kids: the pre-service teachers sang the song and asked learners to repeat it. After this, students could sing them by themselves. For other activities like "Pictionary" and "Describing", the practitioners used flashcards, images and handouts were learners needed to use the language they knew so far in order to carry out the activities.

During the speaking activities some learners felt shy and embarrassed to participate. In this situation, the practitioners used different strategies to motivate learners. One strategy, which really helped, was to reward those learners who showed interest by giving them a "happy face" which they placed on a poster in the classroom. This strategy was not always implemented due to the fact that sometimes learners volunteered as participants.

7.3.5 Assessment

In this phase learners were assessed in all the activities performed in class; they received feedback on their speaking tasks, and in some other cases they received grades from 1 to 5 taking into account the rules of the school and of course the students' commitment with the tasks, and their performances related to the speaking skills' progress such as in their pronunciation, intonation, fluency, etc. Moreover, learners were asked to present a final project where they had to make an oral presentation including the topics learnt during the period about a theme they liked, such as sports, music and others. To complete this activity learners worked on a collage of images filled during several classes as a visual aid for their presentations.

7.4 Reflection Stage

Having established the necessity of reflecting on the lessons, the pre-service teachers took into consideration the work of the professor Bullok (2000) in relation to the methods that facilitate the reflective process. This theorist states that to conduct a reflection the researcher can use the reflection on action which refers to the reflection after the event and/or the reflection in action that is related to the reflection made at the moment is happening the event. Thusly, during the classes the practitioners could take notes while the activities were performed inasmuch as

both practitioners were making the practicum together, so while one of them was implementing the games the other one could reflect on those events. Likewise, the reflection on action was employed after each class; some formats for reflection were used (See appendix 3. reflections) which included a description and reflection regarding the professional role, material design, learners attitudes, and so on.

7.5 Resources

In order to carry out this project, the pre-service teachers made use of different materials which had been chosen taking into consideration what types of activities and topics were going to be implemented. For the first part, appropriate games were selected based on what was stated in the **Instructional Design** section, the practitioners' previous experience and common knowledge, as well as those games that could be modified to suit certain activity, and those that were somewhat familiar for learners so it would be more easily for them to understand them and enjoy them. After selecting the games, they proceed to adapt those games to the class by using interactive material in order to fulfill the goal of each game; this included using handouts, posters, flashcards, colors, markers, pictures, toys and some handmade material for the class; also, students were allowed to use dictionaries provided by the school when necessary; during some other classes, learners were asked to bring magazines, cardboard paper, colors and some other craft material. In addition to this, some technological devices were used such as a laptop, speakers, but due to the lack of technological devices of the school the practitioners tried adapted the lessons in concordance to what they had been given to use.

8. ANALYSIS OF RESULTS

Students involved in this classroom project are characterized by being learners with a high level of enthusiasm. They demonstrated interest and motivation during the implementation of the project since they actively participated in the development of the classes. Also, most of the academic goals established in the planning framework for the project were successfully accomplished inasmuch as at the end of the lessons and through the assessment process there were evidenced of an increase in learners' interest about the importance of learning a second language. Moreover, it can be stated that students developed social skills due to the fact that through the activities involving cooperation and interaction among students, they had the opportunity to socialize and get to know others interests and likes. On the other hand, learners' belong to a medium social status, which is evidenced given the fact that the resources used for their learning process were barely enough for that purpose.

8.1 Professional development

There were many aspects to reflect upon during the implementation of the project in terms of professional development. In this section, the practitioners have reflected about the aspects that went well and the ones that did not go that well during the implementation of the project.

8.1.1 Challenges and strengths

In terms of challenges, there were many things the facilitators had to face every class. The biggest challenge was to use English that was appropriate for the students level for learners to be able to understand without the need to translate, as well as to encourage learners to use English themselves. During most of the classes in which the games were implemented, it was possible to make students use the language, especially when those games involved songs or vocabulary previously studied in class, as it was evidenced in activities such as the game of rhythm which focused on the practice of vocabulary already learned. Through the rhythm game learners clapped and tapped on their chairs while they sang the rhythm song, and each learner had to say a different word, for instance, a fruit or a vegetable. On the other hand, the Pictionary game, in which learners were divided into two groups of people who had a leader, the leader received a sentence referring to likes and dislikes such "I like dancing" then, the leader had to make a drawing on the board illustrating that sentence until their group guessed what the sentence was about. Something to highlight during this activity is the fact that most learners actively participated and volunteered to perform them.

8.1.2 Aspects to be improved

Something that did not go that well was monitoring all learners' performance due to the fact the group was very numerous and it was not easy to make sure that all learners were going at the same pace. Throughout the activities it was evidenced that even though the group was very large, the same students participated all the time which generated lack of interest of other learners and thus they did not take part of some activities since they did not feel confident enough to talk in English. Some of them were shy to speak and participate since they felt

intimidated by those who actively participated; in other cases those learners did not show any interest whatsoever during the games. Consequently these students frequently used L1 during activities involving group working. Therefore, in terms of classroom management, supervising all learners made it difficult to guarantee students practice of what was being taught.

8.1.3 Material Design

The pre-service teachers consider that the material applied was appropriate according to learners' ages and needs. It showed flexibility due to the fact that some of this material was created by the practitioners; other material was taken and adapted in order to make sure that everything used was connected and accurate with the activities. Some material was interactive since it included colorful cards, toys or hand-outs. There was functional material, in which learners needed to bring images from a newspaper or magazines. The material played an important role during the classes as it benefited learners when interacting or performing any activity in which they needed to put certain language item into practice, thus it engaged learners in the tasks. One example of this is that when they had to carry out any activity involving colorful flashcards, their enthusiasm and desire to participate was triggered.

8.1.4 Lesson Planning

In terms of lesson planning and according to Palmer (2009), it is fundamental to create an appropriate lesson plan which truly facilitates the learning process of the students, and that helps teachers to self-evaluate their role as facilitators. Following the precious statement, the practitioners focalized on designing classes in which the tasks were planned in order to promote the use of English through the speaking skills by implementing dynamic activities. In this

specific point practitioners detected some positive aspects and some others that need improvement.

Firstly, due to learners' good reaction and responses to the implementation, advances in their learning process were evidenced and, thus, most of the objectives were achieved. One example of this was a lesson which was focused on likes and dislikes related to food; during this lesson learners demonstrated understanding of the topic by expressing their preferences about food at the end of the class. Therefore, the objective in this class was accomplished since the game was smoothly performed. In other words, most learners participated and used the target language studied during the lesson.

On the other hand, there were some issues that emerged in some lesson dealing mainly with time management which led to misbehavior during certain activities, as, in some isolated cases, learners took longer than expected to carry out certain activity, meaning that some learners did not finish on the stipulated time, therefore they could not achieve the objective of the activity and could not produce any output about what they had studied. Sometimes learners' responses were not aligned with the purpose of the activity nor had anything to do with it due to students' lack of concentration or interest to be part of the activity; in some cases, those students were noisy or unwilling to work. Moreover, despite these drawbacks, most of the time the lessons went as planned. (See appendix 4. Lesson plans)

8.1.5. Implementation of the Activities

The activities used during the lessons were meant to see students' response to speaking through the implementation of games. These activities were planned taking into consideration learners' ages, level of English, preferences and needs. Most of these activities fitted with the objectives purposed for every lesson, and they were successfully implemented and developed by learners, such as the song, the Pictionary game, and the game about guessing the described image. As previously mentioned some learners felt intimidated and not willing to participate during the tasks in which they were asked to use the language in order to figure something out by their own using oral skill. An example of this was during the game with the stuffed animal were some of them preferred not to say a word while some others switched to Spanish. This could have happened because they felt under pressure of making mistakes in front of their classmates or being bothered because of their partners' different English levels. This might have been caused by the fact that, as mentioned by Brophy (1996), shy learners are affected by self-consciousness of certain social situations that make them feel insecure of themselves and their abilities; for which the facilitators needed to encourage learners to participate by providing hints, words or formulating questions. Nevertheless, as mentioned before, most of them developed the tasks really well, and they even volunteered to do it first.

In order to implement the appropriate type of activities, the practitioners based the project on different theories, especially on those concerning L2 games and the development of speaking skills in the classroom. There was a lot of concordance between the theories and what actually happened during the classes due to the fact that different aspects of students' learning process were taken into consideration. The activities implemented were thought to fit the target

population, as we implemented activities concerning group working, talking to peers, etc. Those type of activities increased learners' motivation since they were related to interesting subjects for them. Most of the responses received by learners were the expected ones, though the language outcomes were different in each learner.

At the end of the implementation of the classroom project, the practitioners have learned several issues concerning to the professional development. For instance, considering the aspect of academic growth, it could be assumed that the practitioners realized about the importance of combining theory and practice which let them reflect on the reality of the Colombian context regarding teaching and learning English, especially in relation to the implementation of games, which is not the same as in other countries due to the fact that it is influenced by some other aspects such as the culture, for example, the way a language is taught and how learners perceive it in these contexts, the resources, the amount of students in a classroom, and so on. Socially, the facilitators came out with the conclusion that through games learners have the opportunity of interacting with their classmates in a less stressful environment. Also, that students' social status does not influence their opportunity of learning a foreign language and that all students from private and public schools can have the chance of having a high quality education, and this perspective is contributed by the teachers' and learners' interest and commitment.

With regard to the practitioners personal growth, the implementation of this project was really meaningful given the fact that we could reflect upon the teachers' role, perceiving the teacher as a guide and not a person who only faces discipline problems, as observed in the school involved and, particularly, in the in-service teachers. The practitioners realized that learners need

to be guided and accompanied in their learning process since guidance make them feel comfortable and motivated with the subject, in this case, English learning. Therefore, games were a good tool to accomplish the previous aspects, and to facilitate the oral production in the target language.

The facilitators consider that being a teacher is not a simple profession given the fact that if they want to succeed, it is important to have a constant learning process in order to improve several aspects of the teaching role which guide them to become appropriate teachers for today's education needs. Moreover, it is important to be aware that there are many facets that need to be polished such us the methods used in a class, design of the lessons, the materials implemented, the role of giving instructions, and others. Thus, education will start changing if teachers are conscious about the necessities of being open-minded and learn from every teaching experience.

8.2 Students' responses

8.2.1 Students' reactions

Since the beginning of the implementation of the project, students showed a lot of enthusiasm towards the class. The first contact, the practitioners had with the students was during an observation, during which learners showed excitement when they were told about the English classes that they were going to be given, these responses evidenced a notable motivation in the class.

Through the development of the project, from the moment the practitioners walked into the classroom, most of students received the pre service teachers with an outstanding attitude and

compromise; this was evidenced in their behavior during the sessions, some examples of this was when students raised their hand to participate freely in the activities and when they showed the teachers their homework without being asked for it. Students' positive reaction may have been the result of the activities proposed since they were carefully designed according to students' ages and likes which had a positive impact on them and caught their attention.

Most of the activities implemented seemed to have had good responses from the students as well as letting learners take risks to perform the activities despite their weaknesses in the language. Therefore, learners took advantage of the games to put into practice what they had learnt. However, using the language in oral production was a bit difficult to achieve during the games, especially with some few shy students since when the game requires them to speak in English, it was problematic to make them participate as they were fearful of making a mistake or saying something wrong. According to Ur (1996) "speaking requires real-time exposure to an audience" for which some students might feel inhibited when trying to say something since they are afraid of criticism. In those cases, the practitioners tried to encourage them by asking and helping them when they were struggling with the answer. Also, by not obliging them to participate if they did not want to. On the contrary, with the outgoing students, the games were fruitful as they were willing to take the chance to take part in the activities since they were eager to participate without being afraid of committing mistakes.

8.2.2 Students' attitudes

Throughout the implementation of this classroom project learners showed different attitudes towards the speaking activities proposed during class time. Most of the classes included

different types of games which allowed the practitioners to analyze the learners' reactions concerning to those games. For instance, most of the time, learners seemed to be interested in the activities by showing happy faces especially when they were going to perform a game. According to Deleżyńska (2012) "Young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task." Based on the evidence from collected from the observations and the teachers reflections, it was detected that learners from fifth grade whose ages range between nine and twelve seemed to be appropriate for the type of activities proposed, and these young learners participate enthusiastic during games.

Two important aspects that need to be highlighted about the impact of games on students was the fact that they enjoyed working in groups, and the second was the effect of the game rules.

First of all, students were very active and motivated because they could work in pairs, small groups or simply interact with the whole group in a relaxing atmosphere as they could be organized in different positions such as in a round table, on the floor, standing up, and so on. On the other hand, in the way they were always sat on the traditional sitting arrangement; for instance, rows which made them feel imprisoned according to the comments that learners mentioned when the pre-service teachers arrived to the classroom such as S1: "Teacher we are in a jail", S2:"Teacher rescue us" among others. Baines, Blatchford & Kutnick (2008) state that "Group work doubled pupils' levels of sustained, active engagement in learning and more than doubled the amount of high-level, thoughtful discussion between children" (p. 2). This idea depicts that learners engagement in learning is one of the benefits of working in groups which

was evidenced in the implementation of this project because students showed advance in their learning process.

Also, learners were comfortable listening to the teachers when they used the target language to give directions or explain something in the class. Taking into account that they were not used to it, they showed an easy understanding of the directions, and they did not complain about using English for explanations, and generally for interaction. This is an important and convenient attitude from students since it allows them to promote their language skills, especially the speaking skills in this case, in which they need to receive listening input, and the main provider is the teacher. Considering Brands' (2011) work, who states that "A classroom situation in which the target language is used for communication gives the learner opportunities for interaction in the target language." (p. 10), it was evidenced that, during the classes, the exposure to the language provided a good amount of input for learners who were able to understand instructions, follow direction and generate output, which was evidenced in their oral production.

8.3 Linguistic outcomes

Throughout the implementation of the project, different aspects concerning to learners' linguistic outcomes were evidenced. These aspects will be developed more deeply in the following paragraphs.

8.3.1 Linguistic Profile

At the beginning of the implementation, the students involved were observed by the practitioners taking an English class; also, the in-service teacher provided relevant information about the learners' English level.

Coming to the conclusion that learners did not have enough exposure to the language due to the teacher's reduced knowledge about the language as it was mentioned by herself.

"Como yo no sé casi inglés yo me limito a enseñarles un poco de vocabulario, por ejemplo, en estos momentos estamos viendo las frutas y verduras"

Furthermore, throughout the first classes the practitioners discovered that two students stood out from the rest of the group due to their participation in the activities after interacting with them they expressed that they were taking English classes in a language institute of the city, but in general, the whole group was found in an A1 level or lower according to the Common European Framework English language levels. It could be stated that throughout the development of the implementation stage learners could reach an A1.1 level of English since they could perform more complex English functions, than the ones they were used to. For instance, they only knew how to greet and recognize certain vocabulary. However, they learnt how to express their likes, how to introduce themselves, among others functions.

8.3.2 Language development

Although the purpose of this study plan was focused on promoting the speaking skills, the other language skills were also taken into consideration. Furthermore, learners were able to show awareness concerning the four language skills (speaking, reading, writing and listening) according to their level and to the input they were exposed to.

In terms of speaking, which was the main object during the classes, learners demonstrated progress since they could use the language orally to express themselves in a more complex way

when referring to self introduction, to what they like and what they don't, to the description of places, objects and people, and to what they usually do during the day. This is considered an improvement in their skills inasmuch as at the beginning of the project, during the observation stage, learners did not have enough tools to carry out this type of linguistic issues since they were only exposed to study the language through isolated vocabulary without any pragmatic purpose.

Through the study of the just mentioned topics, learners also produced output concerning to reading as they could use skimming and scanning strategies while reading a text; concerning to writing since they were able to use simple structures already studied in the classes; and concerning to listening because they demonstrated understanding about the teachers' explanation and the giving of instructions, also to live listening such storytelling.

As the project is based on promoting speaking skill, this was the most noticeable developed ability, and the one that students practiced the most. Almost all the tasks included a stage focused on oral production performed by the students.

Despite the fact that speaking was the main point of the project, the four language skills were considered at the moment of designing the activities in order to have a balance in students' learning process; however, the it could be said that the ability learners had the less exposure to was reading given the fact that assessing the reading comprehension is more demanding and requires a different planning due to the complexity of combining speaking and reading activities at their ages and level of English.

8.3.3 Material design impact

As mentioned before, the material designed was thought to be appropriate to learners inasmuch as the material was selected and adapted taking into account students' ages and interests which eases their interaction with it during the sessions.

For this reason, the material used in the lessons played an important role in students' learning process, and it was helpful to facilitate learner's linguistic outcomes. This was possible due to the fact that learners felt identified with the colorful and animated material they were interacting with, which made them to be more interested in performing the activities and in creating their own material for them to produce the tasks. One example of this was the students' commitment to take some magazines to the class in order to select some images about something they felt identified with, such a sport they like.

8.3.4 Learning Strategies

In order to make the learning process easy and more dynamic for learners, the practitioners focused the activities in a way that students could use different abilities concerning to learning.

The pre-service teachers used several learning strategies when designing the tasks, some examples of this are activities focusing on skimming and scanning, following models, etc; the main idea of including these different strategies was to give all learners different opportunities to interact in the activities, with the knowledge being provided and with their peers.

As stated by Cohen (1996), language learning strategies are used during classroom activities in order to enhance retention, memorization, organization and consciousness of the own learning process, also, they might help to regulate motivation, emotions and attitudes towards the second language. Following this idea, during the classroom session it was evidenced that learners found it more interesting to develop the activities by using different strategies, and not always the same type of task, which increased their own enthusiasm to keep practicing and learning through the previously mention activities. One example of this was during classroom sessions which included a reading exercise in which learners needed to take the main idea out of the text, they highlighted what was relevant for them and compared it with other students. After this, teachers used to ask them for some exact information, in which learners needed to focus on a specific part of the test, in this part, most learners usually looked concentrated on finding the right answer. Besides, during the activities, it was also evidenced that social strategies, such grouping and co-working, encourage learners to take decisions in order to interact in an appropriate way with other learners.

9. PEDAGOGICAL IMPLICATIONS

The present project aimed at promoting the speaking skills through the implementation of different language games which enabled the practitioners to state diverse implications a project of this type can involve. This is very important since the suggestions given here can be helpful for those people, especially teachers who are thinking about implementing a similar project; these ideas can support future projects related to teaching English through games.

As it was affirmed some chapters before by Wright, Betterige, & Buckby (2006) games are activities that can have clear objectives, and not a way of wasting time in the classroom inasmuch as some teachers only use games to distract children or for them to enjoy class, but games can be joyful activities with their own language learning objectives such us to promote the speaking skills.

To develop the speaking skill in a foreign language implies to have access to a large section of input provided by the teachers who are the models when learning a language. For this reason, the pre-service teachers suggest that for future related projects it is important to include games in class by using the ESA sequence (Engage, Study, Activate) given by Harmer (2009) due to the fact that through the use of these stages, teachers can use the engagement part to provide the input necessary for the activation part modeling the language, and then they can continue studying which means practicing the language learnt in order to have the expected

results in the activation part. Through this sequence teachers can include games into the stages in an organized way.

Another implication is to take the necessary time to give instructions before starting a game because it can occur that learners misunderstand the rules of the game, and the purpose of it can be affected. So a good strategy is to explain the steps of the game using the target language and then, teachers ask a student to explain in their mother tongue what they are going to do. In this way the rest of the group clarify their doubts and perform the game as it was designed. Also, to give examples of how to play the game could be very useful.

It is preferable to implement only one to two games each class since if the lesson is full of games, some discipline problems could happened due to overexcitement emotions in students. The idea is to increase motivation, but with some limits given the fact that young learners tend to be more active than adults and they need to be controlled by the facilitators in order to have a good classroom management.

Additionally, it is essential to make a deep analysis of the population involved in the project taking into consideration aspects like their English levels, socio-economical status, behavioral problems, and others with the purpose of diagnosing anticipated problems in the sessions will be carried out the project. This is very relevant since the teachers can be attentive about future obstacles that might be presented, so that they can find the ways to solve them to allow the smooth development of the games.

Finally, for future projects the suggestion is to take advantage of implementing games with children since it was proved that through these types of activities learners can increase their motivation which is a key factor when learning a language. Moreover, games are flexible activities that can be used with any other purpose not only to promote the speaking skill, but they can be useful with other skills by adapting them to obtain the desire results.

10. LIMITATIONS OF THE PROJECT

During the implementation of this project, a series of limitations were experienced which were considered as a kind of difficulties for the development of this plan. Despite of these obstacles the project could be carried out and finished in a smooth way. Those limitations can be divided into two types, pedagogical limitations and limitations of physical resources.

10.1 Pedagogical Limitations

These limitations mainly related to the number of students involved in the implementation as the group was large, in total forty learners. This situation did not allow the pre-service teachers to give special attention of the learning process of each student such as to observe their skills and competences development since it took extra time to assess learners individually or to detect particular difficulties they could have in relation to speaking. Hence, this was a general perspective of the process taking into consideration the results of most of the participants. In other words, what the practitioners did was to analyze the global participation of students during activities and to try to involve the whole group in the games; also, to encourage them to participate by taking turns, thus the same students did not participate all the time, but all the members of the group have the opportunity to participate actively.

Another limitation presented was that the project took place while the guided practicum of the English Language program was carried out; furthermore, the main focus of the project which was the use of language games to promote speaking skills was limited since the

practitioners had to take into account other types of activities and focus on the rest of skills although the four skills are necessary to acquire a language, the time was not enough to focus on both purposes, the implementation of the project and the development of the practicum itself; also, it was necessary to follow a plan already established by the school for fifth grades.

10.2 Limitations of physical resources

Taking into consideration that the project was implemented in a public school, there were some inconvenient circumstances that the practitioners faced during some of the sessions. Some of these circumstances limited the implementation of certain activities; however, the pre- service teachers adapted the activities so that they could be performed having a lack of resources. One example of this is the lack of audio equipment for listening exercises in the classroom, in this cases the teachers used live listening or took their own devices to the class, laptops and speakers. Some other cases were the use of slides to show images to the students which were replaced by printed handouts with the images. The lack of technological devices was previously known for the facilitators, so that they could design the tasks in a way that it was possible to carry them out in the school.

The classroom in which the classes were carried on was small in terms of the number of students. This caused some difficulties at the moment of performing activities in which students needed to move around the classroom or to organize the chairs in a circular form as the room did not have much space to perform these types of activities.

As a conclusion, it can be said that although certain obstacles did not allow the practitioners to make full use of the ideas to implement during the classes, it was possible to redesign and reorganize ideas to confront those possible situations in order to make the project succeed by using the available pedagogical and physical resources.

11. CONCLUSIONS

The purpose of the project was to promote and enhance the speaking skill in a group of students from 5th grade through the employment of games; and after its implementation and making an analysis of the results; the practitioners could emerge with some conclusions about it concerning what happened during its development. Taking into account that the practitioners did not know the real level of English of the learners, neither their interest, nor how they learn or participate during the tasks, the conclusions that emerged from the proposal led the practitioners to reflect on how to deal with such situations before initiating implementations. The following information concerns social, academic, personal, professional and institutional issues as they were evidenced in the journal and reflection from all the sessions.

In terms of the social impact generated by the implementation of the project, it is important to mention that there was a positive influence in the learners social environment in which they lived since the project helped them to have a perspective of the world beyond their own through another language, and how other cultures live due to the fact that they were exposed to information about other language and they were constantly working in groups, exchanging information with their partners about their own and others lives by using that language. The children involved in the project showed increase in their interest and motivation at the moment of interacting in that other language, even if they did not completely understand everything, which was evidenced as sessions went by and students were more willing to participate and use what they were learning during the activities than at the beginning of the implementation. The project also helped learners to increase their self-confidence due to the fact that as the classes

were going by, learners were more outgoing when giving their own opinions and creating and finding solutions to the exercises: this was evidenced especially when interacting within their classmates by doing team-working since several of the activities were meant to make groups or together with the whole class.

Academically, there was an increasing level in students' knowledge of the language in classroom sessions; learners were able to use the language in a more complex way by using new structures and vocabulary, such as the use of "like" and "don't like" with vocabulary about hobbies, food, etc. The activities were focused on speaking that was given to the tasks helped learners to interact with the language in a real communication context, which included everyday use of English such as self-introduction, expressing likes and dislikes and talking about routines. Also, it is important to take into consideration that, although most of the tasks implemented during the classes were designed based on the speaking skills, it was also possible to integrate writing, reading, and listening in all of them. The pre-service teachers included activities to put students into the practice of each skill while working in class and at home. One example of this is that during some tasks they needed to use the listening skill in order to pay attention to their classmates and the teachers while the instructions of the activities were given; also, there were some listening and live listening exercises previous to a speaking task, etc.; the reading and writing skills were also highly integrated during the classes as most of the time the activities included handouts with short paragraphs to read or fill in, writing sentences or out of certain exercise and topic, etc., and students were also asked to go the board during sessions as part of participation.

Professionally speaking, the project was challenging for teachers in development given the fact that we were faced to a real classroom context in which they needed to deal with situations such as numerous students in the classroom, lack of didactic resources, mixed ability level, students different backgrounds and needs. Also, the practitioners discover that the education system does not cope completely with the curriculum established by the government (Guia 22) since not all the learners were in the level of English they were supposed to be in according to the grade and their ages, also, they had to face the fact that some learners had a higher level of English than others. Considering all this, we the pre-service teachers need to constantly pay attention to how situations were emerging in the class in order to deal with them and design the lesson plans according to this, which included adapting material and selecting the appropriate tasks in order to make them meaningful and for the class so that students were actually feeling in a comfortable environment, motivated and learning at the same time. Taking into account the curriculum does not consider the whole population as individual participants with individual needs, so the practitioners realized that they had to adapt most of the material in order to make it meaningful for the whole class.

As a conclusion, the practitioners concluded that, there was lack of resources needed to make the English lessons more effective and practical for students, and that those learners involved were not exposed enough time to English classes during the week (only two hours) which made the constant practice of the acquired knowledge even more difficult. However, in spite of the difficulties mentioned above, it was possible for the practitioners to adapt and carry out the classes in a meaningful way that by the end of the project there were very good results in

different aspects, concerning to students learning process as well as teachers professional growth that made of the project worth implementing.

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13. APPENDIXES

13.1 Appendix 1. Plan de studios

	INSTITUTO TECNICO SUPERIOR DE PEREIRA FORMACION EN COMPETENCIAS LABORALES GENERLAES 2013		
AREA: Inglés Cuarto y Quinto	**GRADO :**	**PERIODO:** Cuarto Periodo	**NIVEL:** Básica Primaria

COMPETENCIAS DEL AREA	**COMPETENCIAS LABORALES**
➤ Mejorar y ampliar el componente lingüístico de la lengua extranjera, incorporando nuevo vocabulario y comprendiendo formulas gramaticales simples, con el fin de utilizar lo aprendido en contextos reales y compartir gustos, experiencias y saberes con individuos de diferentes culturas.	➤ Reconocer y comprender a los otros y expresar ideas y emociones, con el fin de crear y compartir significados, transmitir ideas, interpretar y procesar conceptos y datos, teniendo en cuenta el contexto.

ESTANDAR POR COMPETENCIA

Estándar General:

➤ Mi vocabulario se limita a temas y referentes cercanos y conocidos

Estándares Específicos:

➤ Hablo de las actividades que realizo habitualmente.
➤ Uso oraciones cortas para decir lo que puedo o no puedo hacer.
➤ Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.
➤ Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.
➤ Participo en juegos y actividades siguiendo instrucciones simples.
➤ Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.)

CONTENIDOS PARA DESARROLLAR LAS COMPETENCIAS			
SABER	**HACER**	**SER**	**EVALUACION (EVIDENCIAS)**
Unidad 4to Periodo: **My daily life** ➢ Presentación personal ➢ Los números y la hora ➢ Gustos (likes and dislikes) ➢ Rutinas y actividades diarias (Present simple) ➢ Fechas especiales (Navidad, Halloween, día de la independencia) ➢ Habilidades (Can & Can't) ➢ ¿Que estoy haciendo? (Present Continuous) ➢ Comparativos (Adjetivos) ➢ Repaso general antes de exámenes del periodo. **Vocabulario** **(presentado a lo largo** **del periodo)** ➢ Verbos	➢ Desarrollo estrategias que me ayuden a entender algunas palabras, expresiones y oraciones que leo. ➢ Relaciono actividades diarias y de tiempo libre con los días y las horas en las cuales las realizo. ➢ Pronuncio en Inglés palabras y oraciones cortas y aisladas para expresar mis ideas y sentimientos sobre temas del colegio y mi familia. ➢ Empiezo a estructurar mis escritos, estoy aprendiendo a leer y a escribir en mi lengua materna. ➢ Escribe el nombre de lugares y días de la semana relacionando ilustraciones con su respectiva escritura o en diagramas, practicando pronunciación, empleando oraciones, valorando y respetando las participaciones de los demás.	➢ Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. ➢ Respeto los rasgos físicos y culturales de las personas que provienen de otros países ➢ Demuestro respeto por el trabajo de los demás miembros de mi grupo.	➢ Trabajos grupales ➢ Participación en clase ➢ Tareas y quizzes ➢ Disciplina **Examen Final del Periodo** ➢ **Writing:** Proyecto de clase (Libro sobre nuestras vidas) ➢ **Speaking:** Presentación del libro (Exposición conjunta con 4to y 5to) ➢ **Reading:** Lectura con preguntas de falso y verdadero ➢ **Listening:** Video (responder preguntas sobre el video)

➢ Comidas ➢ Opuestos ➢ Deportes ➢ Objetos del salón ➢ Partes de la casa ➢ Miembros de la familia			

Observation report

Prepared by: Eliana Marcela Cañas and Carolina Valencia mejía

For: Sandro Alfonso Echeverry

Date: September 23th, 2013

The following paper seeks to make a complete analysis of a class carried out in the "Institución Educativa Técnico Superior" on September 16[th,] 2013. The grade involved in the observation was a 5th grade of approximately forty students between boys and girls. The key aspects which will help to guide the following observation are the layout, the activities used in the lesson especially concerning to games and the classroom management, where each section will present positive aspects and aspects that need improvement by giving a theoretical support.

Classroom layout

Generally, the classroom is lighted, decorated with some posters, well organized in lines and very clean which is a fundamental aspect for students' learning process and according to Breaux (2005) "An organized environment is the breeding ground for learning" furthermore, it means that the learning process cannot must take place in disorganized environments, and teachers and students play an important role; they need to have organization as a habit in their lives. Also, there are some technological devices as two TVs, a DVD reproducer and a recorder which can be useful for the different students' learning styles (Visual, Kinesthetic, and Auditory) as the VAK theory proposed. Since through these kinds of resources teacher can take advantage and design great activities for the class including the three previous learning styles. On the other hand, the space of the

classroom is not enough for the amount of learners because chairs were are always in the same position. This is an aspect that needs improvement by the school's political organization because learners also need to work in groups and move around the classroom.

Games in the classroom

In this class the in-service teacher did not implement games for the activities, and the tasks were based on a review of some fruits and vegetables. For that learners worked in their notebooks and they had to write in English the name of the fruit or vegetable in front of the drawing of it, they worked individually and this was the only activity carried out during all the session. Besides, it was not observed a sequence in the lesson because the same activity was implemented; they were not exposed to a "warm up" or to an "Engagement phase". Also, learners did not seem to be enthusiastic doing their tasks what would be differently if games were implemented.

Classroom management

It is relevant to highlight that the teacher handles discipline in the classroom without yelling her students as many teachers do it. This is a positive aspect inasmuch as learners are less stressful to learn and work in the classroom than the ones that always receive yells. On the contrary, learners behave differently when the teacher sometimes leaves the classroom; they start fighting verbally and speaking aloud. This is something that needs improvement because learners need to be aware of their actions independently if the teacher is in or out the classroom. Another aspect is that the teacher often gives them an inappropriate feedback for instance, T:

"Cuando será que usted va a mejorar la letra, usted tiene una letra muy fea, cuando termine les voy a mostrar la letra a ellas" In relation to this Breaux (2005) affirms that "Unfortunately, in the typical classroom far more positive things than negative things occur, yet teaches typically pay greater attention to the negative things at an alarmingly high rate" (p.29), and this asseverations are reflected in some feedback provided by the teacher which is not helpful to encourage learners to do their best. Besides, grouping is not observed in the classroom because of the space and because of the teacher since some of students do not bring their books and the teacher does not allow them to work either in pairs. Hock (1961) states that, it is effective for learning, grouping students because they have a variety of talents and interests which is useful in their learning processes.

13.3. Appendix 3 Reflections

Reflections

Class No. 5

Students' responses	Description	Reflection
Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted What went well? What didn't go that well? What would you do different next time?	During this session there were two different activities, one at the beginning of the class which was a game called "Rhythm" and at the end of the lesson there was another game called "Pictionary". Learners needed to work cooperatively in order to carry out the activity. The only material required for the exercises was the board, Both of the games are well known for the students, and they were adapted to the classroom contest and its purposes. The activities in general went good as they aimed their objective which was to create a space were L2 needed to be used. Some disciplinary problems were presented during the session, but they were handled right away so that they did not interfere with the rest of the activity.	Learners had a good response towards the activities as they showed motivation and interest to participate, also, they asked questions when necessary, and proposed different solutions. Most of them did put into practice the vocabulary and language issues they had learned before by using English when speaking. However, for some learners it was difficult to develop the activity as for them it was difficult to speak in front of their partners. Some others did not know what to say or felt shy to participate. We had some problems at the beginning of the Pictionary activity since learners were speaking at the same time as they all wanted to be heard, in this case we asked them to discuss the different ideas within the groups and rise their hand when they wanted to participate. Some things to consider for coming classes is implementation of different strategies in order to keep learners behaving in an

		appropriate way, especially during these total physical response activities, and, in that way, find a balance in classroom management due to the amount of students in the classroom.
Towards the tasks and activities	This class was about the use of expression to talk about "likes and Dislikes". Also, teachers exposed learners to different vocabulary about "food". During this class session, learners had the opportunity to choose things they like in different topics that were studied.	As mentioned before, we had a really good response from learners toward the activities. In the first part, learners were enthusiastic to participate, even though some of them did not say a word in the first try, but slowly, they got confident and started to participate by mentioning different words they previously knew (hotdog, apple, pizza, tomato, etc.). However, in the Pictionary game we had more participation as we studied the topic during the whole class. Learners were willing to participate and the use of language was evidence. But as the teams were too big, there were some learners who could not participate, mainly because they feel shy of making mistakes. However, in general, the activity was successful since most of the learners participate and demonstrated their knowledge of the language through speaking.
Towards the teacher	Learners were very attentive during teachers explanations, also they asked questions when they did not understand something about the activities. They were respectful and followed directions as they	The activities were student-centered, however, there were moments in which the teachers were controlling them. For example during the instructions-giving, learners needed to be focused on what the teachers were saying. Also, teachers were

		controlling the well development of the lesson. Every time learners did something in the games such as say a type of food or guess sentences, they looked at one of the teachers to see if it was ok.
Professional growth	**Description**	**Reflection**
Lesson design	This lesson was designed taking into account the implementation of two different games (Rhythm game & Pictionary) which were used to support the topic of likes and dislikes.	The variety in the activities was very relevant since this caught the attention of students specially the games were very helpful and significant for the practitioners' professional growth given the fact they could realize that this types of games allow learners to practice their vocabulary and the construction of utterances.
Teacher's role	The teachers played the role of observers and both carried out the lesson, so they were participants too. Also, they were facilitators in order to help learners when problems were presented.	In this kind of lessons were games are the main focused in terms of activities, it is very important the role of participants because the teachers can encourage learners energetically to play a game while they are playing to, for instance, in the Rhythm game the teachers performed it with students at the same time; also, the role of facilitator was presented since learners were fostered by the teachers to develop autonomy through their creativity such as in the Pictionary game in which they mentioned the sentences that came to their minds in order to guess the drawing which allowed them to practice by themselves, and not just through transmitted knowledge by the pre-service teachers.

Material design	In order to design the materials in an accurate way, the teachers searched for some images, created a handout, and adapted two already known games according to the thematic of the lesson.	The material implemented in the lesson was designed to enrich the learning process of students and to help them to achieve the learning aims effectively. In the case of the pictures, they were very helpful to familiarize learners with some important vocabulary (food) which would be addressed on the lesson, the Rhythm game needed more analysis for the adaptation, since it is a game that requires an assumed knowledge which they were supposed to have (fruits and vegetables), but might not remember very well, so it was not as successful as we expected; the handout really helped learners to practice writing and the Pictionary game was more effective since students could practice what they already had seen during the lesson.
Students' roles	Active learners	In the lesson students play the role of active learners inasmuch as they had the opportunity to participate through the different activities because those were involved in different types of grouping, so they could work collaboratively as well.
Language use	The use of vocabulary related to food and expressions concerning to likes and dislikes	This kind of language use was implemented in a communicative way; its purpose was that students could express what they like on a daily and natural environment.

Patterns of interaction	Teacher to the whole group (T-Ss) The whole group to the teacher (Ss-T) Pair work (S-S) Group work (Ss-Ss)	The aspect played an important role in this lesson given the fact that the participants could experience four different patterns of interaction which is decisive to promote the speaking skills; learners could share knowledge with their partners and with the teachers too concerning to the topics.
Linguistic outcomes	**Description**	**Reflection**
Target skills or subskills	During the class session, we studied on the four skills. However, as our project is focused on the speaking, we centered the games on this ability.	As mentioned in the description, the aim of the games was to expose learners to listening and provide them with an opportunity to use speaking. The activities were successful in the fact that the use of the skill was evidence. Also, they did it through the use of sub skills, especially during the use of the vocabulary learned in class. During the games, however, the listening skill was also practiced, as the instructions were given orally and learners gave answers in the same way. Some sub skills were also studied such as vocabulary use and spelling.
Analysis students' production	Writing activity (Handout) Speaking activity (Games and participation during the class)	Although learners do not reach the level they were expected to according to "Guías 22" which is an A2.1 level, They demonstrated progress in the activities showing interest and motivation as well; also, they tried to participate even if they did not know the target language.
Students'	S-S interaction	The types of interaction

Students' responses	Description	Reflection
interactions		used in the games promoted cooperation amount learners as they were interacting essentially between themselves. This type of interaction caused communication and exchange of ideas in the classroom.

Class No. 6

Students' responses	Description	Reflection
Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted What went well? What didn't go that well? What would you do different next time?	In this session the materials used were designed by the teachers. In order to perform the activities some images were implemented and some sentences written in pieces of cardboard; also, a stuff animal was used for a game and some pieces of paper. Besides, the time spent for the activities was accomplished.	We consider that in terms of material design, what was implemented was appropriate for this type of population due to the fact that the images were colorful and stimulating; also, all students had the opportunity to interact with them. Besides, to bring a stuff animal for the last activity as accurate because it was about a character they liked (an Angry Bird), so learners looked excited to participate. The instructions given played an important role for the development of the activities since they were given in L2, and learners were able to understand what they were told to do; however, after that the same instructions were doble checked in Spanish. The time management was well applied since all the activities proposed were accomplished in a successful way and learners had the appropriate time for each activity.

		Something that did not go very well was the fact that in the first game learners used mainly L1 to interact among the group despite the efforts from the teachers to make learners use L2. What we would do next time is to focus more in the development of speaking. For instance, in the first game learners have the opportunity to interact with their classmates, but as it was mentioned they did it mainly in the mother tongue, so we need to reflect on the necessity of providing learners more input to carry out this kind of activities in the second language for it to be completely meaningful.

| Towards the tasks and activities | Two different games were implemented. The first one was a game which consisted on matching some images with its respective sentence to review the topic of the previous class (Daily Routine), and it was about Sophie's daily routine; learners were divided into two teams, and they received a set of images and a set of sentences which they needed to match, and also order them according to what Sophie does every day.

Another activity was playing with an Angry bird stuff animal, they needed to make in a semicircle, and the teachers threw the teddy to a learner randomly, so they had to pick a piece of paper which contained an hour for instance 7:30 am then the teacher asked him/her what do you do at 7:30 am?, after this, the learner answer I usually…. And if they did it correctly they received a happy face. | We found that these activities were engaging for the students because they looked happy and motivated to perform them. Also, they did correctly what they were asked, they followed instructions, but they used mainly L1 in the first activity. This might have been because they did not have enough input to interact in English, in contrast to the second game in which they did it in L2 as they had a model to answer the questions, but what needed improvement in this last activity is to think in a strategy that involve all the learners while one of them is participating since in the first activity, all of them participated, so that they were more focused, and during the second one as it is a large group, there were problems when the learner who had the stuff animal was speaking, teddy was speaking the other was not paying enough attention, besides they spoke very low which could not catch the attention of their partners.
Besides, they spoke very low which impeded that the rest of the class was able to fully listened and caused distractions almond them. |

Towards the teacher		
	The teachers guided all the activities and checked students' performances in the games. Also, they helped them when they did not know how to say something or when they needed help in general.	The session was learner-centred, so the teachers were facilitators which had a good response by students given the fact that they are mostly used to attend to more traditional classes where they do not participate freely; so, having this type of class helped them to participate with less anxiety and more motivation since they felt part of the group. As in most of classes when learners are exposed to games they get to make much noise organizing the groups, it is important to highlight that this class was different because the teachers used the strategy of assigning each student a number in order to form the groups. Once the numbers were assigned, learners were asked to stand up and meet up with the students with the same number
Professional growth	**Description**	**Reflection**

Lesson design	The design of the lesson was thought to continue with the topic of the last lesson, so learners had to review what was seen by eliciting some questions made by the teacher, and then they perform the game of matching the sentences to review "Sophie's daily routine", then they started brainstorming some ideas about their own daily routine, and finally they play with the angry bird.	We consider that the design of the lesson was coherent and paced. Also, learners could practice language in a meaningful way because they talked about things they do in daily life.
Teacher's role	As it was mentioned before the teacher was a facilitator, an organizer, and an observer too.	As the lesson was focused to promote students' oral skills which are productive skills, it was designed to learners perform most of the activities, and they could practice language, but the role of the teacher as facilitator needs more analysis since learners did not receive the necessary strategies or modeling to develop the speaking activities. On the other hand, the teachers show awareness in the role of organizers because the activities were carried out as they were designed.

Material design	The material used consisted in some images printed searched by the teachers, and some sentences written in some pieces of cardboard; also, a teddy that the teachers took for the class.	The materials were appropriate for learners because for example the images and the pieces of cardboard were colorful and big so learners could manipulated easily, also the stuffed animal used for the last game allowed learners to be motivated and excited to participate.
Students' roles	Active learners	In the lesson, learners play the role of active learners given the fact that they had the opportunity to participate through the different activities as those activities were involved in different types of grouping, so they could work collaboratively as well.
Language use	The use of vocabulary and expressions to express daily activities, also the use of the time on those activities.	Learners had the opportunity to interact around the topic of daily routines, but they developed it mainly in their first language; also, they could review the forms to tell the time and how to relate it with their daily activities which allowed a significant practice of English during the last activity since it was more precise and it had a model for learners to follow, so they felt more comfortable to use English.

Patterns of interaction	Teacher to the whole group (T-Ss) The whole group to the teacher (Ss-T) Group work (Ss-Ss)	During this session students could work collaboratively since most of the activities involved group work which allowed them to work in a more relaxed environment and to share their knowledge with their classmates.
Linguistic outcomes	**Description**	**Reflection**
Targetted skills or subskills	During this lesson the four skills were taken into account, but the main focus was speaking skill.	The idea of the games was to promote speaking, but something that did not work very well was that in the first game learners used mainly L1, and in this activity there was a tendency to practice the reading skills instead of the speaking as it was supposed.
Analysis students' production	In all the activities proposed learners were encouraged to produce.	In the first activity which was aimed to review the oral skills, they participated actively using L2 according to their level and eliciting the questions made by the teachers, in the first game they were supposed to speak in English, but they did not do it as it was challenging for them; however, they could practice their pronunciation at the same time. They also practiced a little of writing when they brainstormed the ideas of daily routine which was successful since they already had a model, and finally the had to participate in a game by talking about this routine, and in this time they

		could use English, and in case they did not know a word they would ask to the teachers, this was a good sign of an appropriate learning process because they felt the necessity of expressing something, so they asked the unknown words to the teachers in order to do it.
Students' interactions		The types of interaction used in the games promoted cooperation amount learners as they were interacting essentially between themselves. This type of interaction caused communication and exchange of ideas in the classroom; however; the use of L2 during this type of activities still needs improvement.

Class No. 10

Students' responses	Description	Reflection
Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted What went well? What didn't go that well? What would you do different next time?	During this class the topic studied was adjectives to describe images. In the first part of the class, the teachers introduced the adjectives to students through the description of a picture. After this, learners had the chance to practice by using an image they brought, and the adjectives to describe it. During the activate part of the class, teachers developed an	As the activate session was based on a speaking game in which learners needed to use what they had learned on this class, the activity was a good opportunity to promote the use of the language in an oral way. As we, the teachers, were passing around the classroom checking learners' job, we could notice that some learners were not doing the activity because they felt scared of speaking in English, in this situation, we

	activity in which needed to work in groups; then, they received a card with an image of a character or a place on it, and they needed to describe the pictures to their partners by using the adjectives. The other members of the group had to listen to their partner, and tried to guess what the picture was about.	tried to motivate them by helping them with some adjectives. Most of them, however, were really taking advantage of the game to use the language, even if they needed to look at the board in order to remember the words (adjectives) provided by the teachers. Also, they asked us for different words which were not on the board.
Towards the tasks and activities	The activity carried out by students had as aim the use of some simple adjectives in order to describe the images. One example is in the case of a park, learners need to use adjectives such as relaxing, green, big, cool, etc.	As the activity was meant for learners to use the language, all the attention was centered in learner's performance. We had a really good response by most of the students who were constantly using the vocabulary studied as well as asking the teachers for new word they needed to describe the images.
Towards the teacher	During the activity, teachers were going around the classroom in order to help learners in case they had some doubts about the instructions of the game or about vocabulary. Also they were checking learners' performance in the game as well as controlling classroom behaviour.	Learners were very attentive to the teachers; they paid attention during the explanation of the game, and felt confident to ask them questions when necessary. Also, all students participated when one of the teachers asked them to describe the pictures which showed that learners did not have problems about frustration, stress or pressure due to teacher's presence, they actually felt very comfortable.

Professional growth	Description	Reflection
Lesson design	The lesson was design with the purpose of implementing activities and tasks which promote students' learning about the use of adjectives. In order to carry out the activate part, an activity which consist of a game based on speaking skills was included.	Throughout the development of the class, learners were exposed to different input given by the practitioners and by other activities. This input prepared them for the last activity in which they should use what they learned. As, in general, the activity went successful, it helped the practitioners to realize that this type of activities actually promote the speaking skill and encourage students to use the language.
Teacher's role	The role of the teachers during the activity was as observers and also as facilitators in order to help learners when there were some doubts.	This type of games really helped in the professional development of the practitioners as they showed the different roles they can play in a classroom and depending on the activities. This activity for example, showed how teachers can be on charge of the class but they do not have to be exactly the center of it. In the game learners were interacting each other and the teachers were only observers and helpers, but they did not participate on the activity. This way, teachers

		experienced different types of classroom environment which helps the class to be diverse and dynamic.
Material design	In order to carry out this game, the teachers designed some speaking carts which were given to the working teams. The speaking carts contained images which were in full color.	The type of material used in the classroom session, is appropriate to the population. As the participants of this project are fifth graders, they are still kids who need colorful materials which catch their attention.

For this session, the teachers designed some speaking-cards which contained colorful images about characters well-known for students, and images of places and things of interest for them such the park, a bike, etc. Due to the fact that the images were familiar for the learners, they could easily make a relation between the adjectives studied and the pictures. This helped and motivated learners to keep trying to relate other images and ask for new vocabulary. Due to this fact, the activity was developed smoothly. |
| Students' roles | During this part of the class, the learners were active participants and the center of the class. | During the game the students were active participants of the class as the activity was based on their performance. The game was students centered since they were the ones who were performing the game and teachers did not interfere on it. This type of activities is very useful in the classroom as learners become a |

		very active part of it, and that increase their interest on the class due to the fact that they feel an important part of it which help them to develop their learning process more easily.
Language use	Use of language items previously learned as well as the new vocabulary (adjectives) use to describe people, things and places acquired this class session.	From the teachers' point of view, this type of activities encourage learners to use the language in a communicative way since they are trying to describe the image the best they can so that their partners can guess what those pictures are about. Although some of them used Spanish in some of the descriptions, they tried to do it well went the teachers went around.
Patterns of interaction	During the game the pattern of classroom interaction used the most was Students-Students interaction	This type of classroom interaction is really interesting to apply in the classroom due to the fact that learners can share knowledge and information, and, at the same time, interact among each other, which was evidenced during the game when learners used the adjectives to describe the picture to their classmates.
Linguistic outcomes	**Description**	**Reflection**
Targetted skills or subskills	The main focus of the game is to promote the speaking skill during the game.	Due to the fact that the project is based on speaking skills, the activity had as aim the promotion of this one. Most of the students used English to describe the words, some of them knew them by heart, and some others looked at them in the classroom. Some of them also used L1 to describe things they did not know in English, but most of them interact in L2.

Analysis students' production	In the game, learners were asked to use the language orally in order to develop the activity.	Due to the type of game, learners needed to produce language in an oral way to carry out the activity. At the beginning they were shy to use the language, but then they started to make use of the abilities they had in the language. However, not all of the learners had the same success in the production of speaking about the image due to the fact that learners were in different levels. Also, their motivation and attitude towards activities which involve speaking affected their production, Moreover, most of them made an effort to do it correctly.
Students' interactions	S-S interaction	Due to the fact that the activity was students-centered, learners could interact amount each other. This leaded them to help each other and share information about issues they did not know. Moreover, it also could have generated some fears in learners who did not feel really comfortable about speaking in front of their partners. However, most of the groups were interacting and trying to communicate in the language.

13.4. Appendix 4. Lesson Plans

Class No. 2

Date of the class:	Class Number:
Sep 27th, 2013	40

AIM:

At the end of the lesson the learners will be able to:

- Recognize when someone talks about her/his likes and dislikes.
- Talk about the type of food they like and they type of food they do not.
- Negotiate in groups the meaning of something (a drawing) for common good.

Estándares Básicos de Competencias (MEN):

Estándar General: Mi vocabulario se limita a temas y referentes cercanos y conocidos.

Estándares específicos:

Listening: Participo en juegos y actividades siguiendo instrucciones simples..

Reading: Asocio un dibujo con su descripción escrita.

Writing: Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.

Speaking: Respondo preguntas sobre mis gustos y preferencias.

Indicadores de logro:

- Los estudiantes son capaces de comprender y realizar actividades cuando se les da instrucciones básicas en inglés**.**
- Los estudiantes identifican las estructuras básicas para identificar cuando una persona habla sobre las cosas que le gusta y las cosas que no.
- Los estudiantes realizan oraciones básicas, orales y escritas, sobre el tipo de comida que les gusta.
- Los estudiantes utilizan el vocabulario previamente estudiado para complementar lo que están diciendo sobre la comida que les gusta.

Assumed Knowledge: In previous classes, learners already studied different vocabulary related to foods (fruits and vegetables). Due to this fact, they can associate some of the vocabulary with the expressions "I like" and "I don't like".

Materials: Images, markers, handouts, lesson Plan.

DAY/STAGE / ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Sep 27th		If a learner does not know what to answer, teachers will recommend him/her to say a fruit or a vegetable he or she learnt in previous classes.	
Warm- up: Rhythm song 10:05 am to 10:15	Teachers will start the class by organizing students into a semi-circle. Teachers will start to clap, so that learners get concentrated on the activity. Ls will be asked to follow the rhythm of the claps. After this, one of the teachers will start to sing a song: "rhythm, tell me a kind of food" As the song goes, learners will need to		

	say a type of food they know.		
Engage: Present ation of the topic with images 10:15 to 10:30	When someone does not answer, the song will start again. After the rhythm activity, teachers will organize the classroom, so that, all learners can see the board. One of the teachers will paste a picture of a boy and a girl on the board. She will ask learners what the pictures are about. If learners answer "a boy and a girl" she will tell them: "very good, so it is **he** and **she"**. The teachers will show pictures of different types of food to students, such as hotdog, hamburger, soup, spaghetti, etc. After Ts ask learners what the picture is about, she will make oral sentences by using the picture of the boy and the girl and the food. "He likes hamburger" "She doesn't like salad".	If learners do not pay attention and do not behave well, teachers will remind them the ground rules the signed previous classes. Also, if learners do not understand how to create the sentences, teachers will explain again and ask another student to participate until they all have understood.	
Study: Handout practice in groups. 10:30 to 10:40	Teachers will show a happy face to express "like" and a sad face to express "dislike". Teachers will ask learners to repeat the sentences and create new ones by using the	Some learners may struggle with making groups; in this case, teachers will help them to find a partner. If learners do not understand what they have to do, or do	

	vocabulary In the images and the two faces.	not know any vocabulary, teachers will be going around the classroom to help them during the activity.
Activate: Pictionary in teams 10:40 to 10:55	Teacher will ask learners to join in pairs. Each pair will receive a hand out. Before students start the activity, teachers will give learners the instructions of how to solve it. After teachers give the instructions, learners will start to complete the handout, they need to write sentences according to the images on the paper such as I like chocolate, we don't like onion, etc. Teachers will pick up the handout in order to have a grade from it.	Due to the amount of children in each group, they may have problems when choosing a name, for this, teachers will help them by giving them some suggestions. Also, it is possible that they have agreement problems when guessing the sentences. For this, teacher will be reminding them to work as a group to get the point.

	After teachers have picked up the handouts, they will divide the classroom in two groups, and will ask each group to organize in circle in order to have all learners involved in the group. Teachers will give learners the rules of the game. Teachers will ask each group to select a name for the group. After this, teachers will ask them to choose one member of each group to represent them. Each member will go to the board and draw a picture about a sentence the teachers will give him such as "she doesn't like tomatoes". Each group will need to have an agreement to guess the correct sentence according to the drawing and get a point. Each group will have only one change to guess the sentence, if they have it incorrect, the other group will have the change to guess it, as well. The group with more point will win the contest. .		

Class No. 6

Date of the class:	Class Number:
Oct 17th and Oct 21th, 2013	5 & 6

AIM:

At the end of the lesson the learners will be able to:

- Identify words concerning to the activities they perform every day.
- Talk about their daily routine and different actions they are involved in.

Estándares Básicos de Competencias (MEN):

Estándar General: Escribo pequeños textos sencillos sobre temas de mi entorno.

Estándares específicos:

Listening: Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria.

Reading: Ubico en un texto corto los lugares y momentos en que suceden las acciones.

Writing: Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.

Speaking: Hablo de las actividades que realizo habitualmente.

Indicadores de logro:

- Los estudiantes pueden identificar una secuencia de eventos en diferentes partes del día.
- Los estudiantes son capaces de expresar las acciones que relazan en una secuencia de tiempo durante el día.
- Los estudiantes entienden una secuencia de eventos a cerca de la rutina de una persona.
- Los estudiantes pueden hablar de las actividades que realizan y que tan frecuentemente las realizan.

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Assumed Knowledge: In order to carry out this lesson, learners should review different topic previously studied, including some vocabulary and time expression as they will need them for the development of this class.

Materials: Hand-outs, markers, board.

DAY/STAGE / ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	CO MMENTS
Review 7:45 to 7:55	Teachers will ask learners what was done during the last class in order to contextualize the following activity, and make sure that all learners remember what was studied previously.		
Study Matching images with sentences (Game) 7:55 to 8:15	Learners will be divided into two teams, and they will receive a set of images and different sentences related to the reading used in the previous class, what they need to do is to match the corresponding image with the sentence for instance (She has a shower) and then they need to order the actions according to Sophie's routine, the group that finishes first ill receive a special grade.		

Activate			
Brainstorming their own daily routine 8:15 to 8:30	After they finish, some of them will go to the board and do the exercise in order to check if they were right.		
	Then, learners will brainstorm some ideas about their daily routine, they will make a type of spider-gram some actions they do from the beginning of the day until the end		
Game 8:25 to 8:45	Teachers will be going around the classroom in order to help learners with vocabulary they may not know. Finally, teachers will pick up the pieces of papers with the spider-grams.		
	Finally, the teachers will through randomly a teddy (Angry bird) to the children, they will have a bag with some papers with different hours, for example 7:00 o'clock, so the learner who receive the teddy will pick a paper from the bag and will be asked a question, for example, what do you do at… (7:00 o'clock) and the child who has the ball will answer I usually… and they continue, throwing the teddy.		

Class No. 10

Date of the class:	Class Number:
Nov 14th, 2013	10

AIM:

At the end of the lesson the learners will be able to:

- Identify the main elements for describing people, places, and things.
- Pronounce the description of an image
- Provide a short description of some pictures

Estándares Básicos de Competencias (MEN):

Estándar General: Mi vocabulario se limita a temas y referentes cercanos y conocidos

Estándares específicos:

Listening: Identifico de quién me hablan a partir de su descripción.

Reading: Comprendo descripciones cortas sobre personas, lugares y acciones conocidas.

Writing: Verifico la ortografía de las palabras que escribo con frecuencia.

Speaking: Pregunto y respondo sobre las características físicas de objetos familiares.

Indicadores de logro:

- Los estudiantes pueden comprender una seria de adjetivos para asociarlos con una persona, lugar u objeto.
- Los estudiantes pueden identificar la descripción escrita de una personal, lugar u objeto en una oración.
- Los estudiantes pueden utilizar los adjetivos correctamente y teniendo en cuenta la ortografía cuando quieren describir algún lugar.
- Los estudiantes son capaces de describir un lugar o personaje oralmente a través del uso de los adjetivos estudiados en clase, para que un compañero pueda identificar dicho personaje o lugar.

Assumed Knowledge: For this lesson learners need to know some adjectives in English as a general background.
Materials: Images, Cards, markers, board, lesson plan

DAY/STAGE / ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	CO MMENTS
Nov 14th **Engage** Describing a picture 10:30 to 10:45 **Study** Identifying the adjectives of a sentence. 10:45 to 10: 50 Writing adjectives for the images 10:50 to 11:08	Learners will see a picture which has some people and things, the teachers point to different parts of the picture and attempts to elicit some adjectives The teachers will write a sentence on the board in order to ask students if they can identify the adjectives of it, and to explain briefly the position of an adjective in a sentence.	If learners are not paying attention, the teachers will use L1 to catch their attention. Maybe they do not understand all the adjectives, so the practitioners will use body language as much as possible or L1 to save time. If learners have problems in this part, teachers will ask their partners to help them by giving them some ideas.	

	Then the teachers will ask students to take out the images they already have in order to write an adjective per each image		
Activate Speaking cards game 11:08 to 11:25		In this activity, teachers will be checking learners' work in order to see how students are doing and help them with the use of the adjectives.	
	Finally learners will make couples, each couple will receive a card with an image of a person, place or object, they will work with other couple, but they cannot let see the image of their partners because they will try to describe the picture, and so the other couple can guess what it is about.		

13.5.Appendix 5 photographs

Rhythm game

Working in couples

Pictionary game