TEACHING SPEAKING SKILL THROUGH LANGUAGE GAMES IN A FIFTH GRADE OF A PUBLIC SCHOOL FROM PEREIRA

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ABSTRACT

The purpose of this classroom project focused on implementing language games for teaching speaking skill in a public school in the city of Pereira. The teaching aim of this classroom project was to promote fluency in the speaking skill of students in order to have good communication in English, and the learning aim was to develop fluency in the English language by interacting orally in language games.

The classroom project was conducted from 1st October to 19th November 2014.The implementation took place in a primary public school in Pereira. The subject of the implementation was the students of a 5th grade; thirty-four students. The present classroom project was carried out in eight lessons, consisted on two classrooms per week. Every classroom consisted in a series of steps, which were planning the lesson, implementing the language games, observing each classroom, and reflecting about the process of learning. Information was collected through observations, video-recordings, photographs, and personal journals. The observations were systematized in field notes at the back of each lesson plan.

The conclusions of the information show the strengths and challenges in terms of proffesional growth, student's responses regarding the language games and linguistic outcomes.

Key words: Teaching, speaking skill, language games, fluency, Affective filter, Motivation.

RESUMEN

El propósito de este Proyecto de aula se enfocó en implementar unos juegos de lenguaje para enseñar la habilidad del habla en un colegio público de la ciudad de Pereira. El objetivo de enseñanza de este proyecto de aula fue promover la fluidez en la habilidad del habla en los estudiantes para tener una buena comunicación en inglés, y el objetivo de aprendizaje fue desarrollar la fluidez en el idioma inglés para interactuar oralmente en los juegos de lenguaje.

El proyecto de aula fue llevado a cabo desde el 1º de octubre hasta el 19 de noviembre del 2014. La implementación tomo lugar en una escuela primaria pública en la ciudad de Pereira. El tema de la implementación fueron los estudiantes de quinto grado; treinta y cuatro estudiantes. El presente proyecto de aula fue llevado a cabo en ocho lecciones, los cuales fueron dos clases por semana. Cada clase consistió en una seria de pasos los cuales fueron: planear las lecciones, implementar los juegos de lenguaje, observar cada clase, y reflexionar sobre el proceso de aprendizaje. La información fue reunida a través de las observaciones, videos, fotografías y diarios personales. Las observaciones fueron sistematizadas en notas de campo en el respaldo de cada plan de lección.

Las conclusiones de la información obtenida reportan las fortalezas y desafíos en términos de crecimiento profesional, la respuesta de los estudiantes referente a los juegos de lenguaje y los resultados lingüísticos.

1 JUSTIFICATION

Teaching speaking is one challenging process for language teachers and it is even more challenging for language students since speaking demands students to produce in English which leads them to use mistaken and wrong forms, and display affective factors like anxiety. For this reason, speaking is the main construct of this project. According to Bailey (2005) & Goh (2007) the development of the speaking skill is fundamental for communicating effectively with others in any language, especially when speakers are not using their L1. The authors state that as English is one of the languages more used to develop effective communication around the world, it should be integrated with the other skills in order to convey communication in an achievable way with native speakers and other people. Besides, speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:3). Hence, the speaking skill is the way people can communicate efficiently together with the use of body language and gestures in order to be understood. Speaking, as a productive skill, is considered on Bygate (1987) theory as the way learners not only agglomerate sentences without sense, but also the way how learners produce them and accommodate them to the appropriate situation. As a consequence, speaking is being able to think and express the ideas in the moment which is required; in order to carry out a successful communication goal.

In this sense, teaching speaking skill is important given the fact that English language is a tool for communication. Students interact during their English classes with their classmates; they share their opinions, ideas, thoughts, and feelings as this is part of their nature, as well as with the intention of being active, and to participate too. Speech is the essential part of the communication, without it there is not effective communication. Then, the importance of this skill is relevant in terms of learners' capacity to transmit a meaning orally, because in the other way it would just be a script. According to Gower, Philips and Walters (1995) the opportunity to practice

the speaking skill should be taken as much as possible. When using the oral communication students become aware of the necessity to transfer meaning, besides, through the oral communication students develop their fluency, and confidence. These authors support the importance of speaking skill by the reason of it can be done in a variety of contexts with the result of improving students' confidence and fluency. According to Scrivener (2011), if students use the eye contact while they are speaking, they are going to be connected with the conversation and they will have a better understanding of the messages in order to share students' ideas regarding to the topic and environment. In this sense, the students feel more confident at the moment of speaking. With the intention of having a successful communicative competence, the learners must have clear knowledge of what they want to express, as well as an appropriate situation to transmit the meaning.

Bachman (1990) comprises the languages which are the knowledge or competence in the language, and the capacity for using the language. This means that speaking is not a challenging skill to improve in the English classroom because there are many strategies that facilitate this process. According to Harmer (2001) getting students to speak in class can sometimes be easier when there are good strategies to help them in this process such as: preparation, the value of repetition, big groups, small groups, and finally mandatory participation. First of all, preparation is when they have a change of mind about what they are going to say. Second, the value of repetition works when learners get a change to analyze what they have already done. Third, working in groups learners can socialize and share different ideas. Finally, there is mandatory participation which is one specific task for each member of the groups that is working in class. The author hightlights these main strategies for improving speaking skill with the purpose of scaffolding language as useful tool for teaching. Since speaking is perceived as a difficult skill to develop, there is a need to emphasize on the planning of speaking lessons. It is important to consider the organization of activities to promote communication in the language

classroom. To conclude, the prepariation of the speaking activities will be based on different strategies mentioned above to challenging learners to go a little beyond of their current level.

Otherwise, there is a set of limitations when teaching the speaking skill. First of all, learners are not constantly exposed to the English language outside the classroom. According to Goh (2007), even though speaking skill is now an essential part of many language curricula, the teaching of the speaking skill in classroom is replaced by other activities that take less time and which require less effort to the students. Besides, it is considered by current authors as Zhang (2009) that students, who are developing their foreign language, frequently have limited opportunities to speak English outside the classroom due to lack of resources. Taking into account that many students do not have the tools such as computers, speakers, books, and dictionaries to reinforce the lessons outside the classrooms, they also do not have disposition to practice this language outside the English class. Furthermore, students do not have the support and environment where this language is practiced all the time.

This classroom project focused on the implementation of teaching speaking skill through language games. The purpose of this classroom project is to generate awareness through English foreign language and to improve the oral production of young language learners, in order to participate with fluency during their English lesson without being under pressure of producing orally. That is why the use of language games are a big advantage to improve this skill, given the fact that games generate a relaxed atmosphere, add a variety of stages to avoid monotony, and learners increase their motivation to learn, and interest for this language. According to Wright et al., (2006) the process of learning a second language requires a hard effort of understanding the language, repeating accurately the sentences, bringing new vocabulary into conversation and use it in written composition, too. A hard attempt to speak the language is needed at the moment of transmiting meaning or maintaining a conversation for a long period of time.

Language games are an important tool to help the teacher develop context in which the language is useful and significant to transmit meaning. Through the use of language games learners have the necessity of participation actively according to the message they have received form their partners, they need to communicate and interact with others. By using games, students need to express what they have wrote, or said in order to transfer information. Language games can support the experience of using the language in classroom instead of just studying the use of it.

The use of most language games in particular can provide the use of many language items that the simple use of conventional drill exercises. Furthermore, language games result meaningful depending on the time of the practice of the language itself, as well as the quality of the language game. In addition of quality, language games give the opportunity to practice in real communication.

Wright et al., (2006) stated that language games involve the emotions, feelings, and the meaning of the language conveys more vividly experiences. Consequently, the use of language games benefit, and motivate the learner to speak the language, and not just to do elaborated sentences or exercises.

The purpose of using language games in English classrooms according to Wright et al., (2006) must be central to learning. It can be used to support the lesson plan, to reinforce a topic, or to teach in an indirect way, but it must never be to waste the valuable time of language classes. The use of language games must be implemented in class for academic issues, and the aim must be learning. Teachers can take advantages of using language games in English classes because learners have the opportunity to use the language, but in a different context, because they feel the classroom as a comfortable place to practice the foreign language.

Taking into account the above mentioned, this classroom project is important given that language games offer a number of positive results in the English class. It helps to motivate the students to participate in the oral production, to interact through the communicative activities, as well as to create a pleasurable environment where

learning is fostered. In this way, speaking activities are not uninteresting and learners can be more interested on English as a foreign language.

To carry out this classroom project, the practitioners are going to take advantages of using the language games such as the motivation of the students, the interaction between them, and the good classroom atmosphere. According to Hadfield (1999) language games could be classified into many more categories: sorting games, ordering games, arranging games, information gap games, guessing games, search games, matching games, labeling games, and exchanging games. In agreement with several authors, it is important the implemention of flashcards worksheets, videos and songs for different purposes in the engagement, study and activate stages of a lesson. This way, students benefit from this implementation as a consequence of avoiding fears, panic, and axiety of making mistakes in English classes. Then, the teacher is going to elicit better participation through the languages games more actively. Wright et al., (2005) point out that those English teachers must reflect on how they are implementing speaking skill and what strategies they are including in their teaching process in order to help the students to develop this ability, taking into account the observations as the process of assessment, and evidences inside the classroom.

Reflection on the implementation will guide the process on how to best use certain strategies to teach speaking through games, and also will report on the students response towards the implementation, their linguistic outcomes, in terms of the impact on their speaking skill and last but not least, what practitioner will learn in relation to the material design, learning strategies, lesson planning, and personal growth in the implementation of the classroom project. The practitioner is going to benefit from the reflection which will explore three categories that are professional growth, students' responses, and linguistic outcomes.

This classroom project, about the development of the speaking skill through language games, was carried out in order to help the students in the process of improving their oral communication, it drives the students towards the participation

through the speaking activities in class, and to promote the confidence to talk in order to share the students' information and feelings during the English classes. The application of games in this classroom project is relevant because there are a number of reasons of why games provide many meaningful advantages in language classrooms and not just for having fun. According to Mora and Lopera (2001) the employment of games in English classes must be for another reason that goes beyond setting a relaxed atmosphere, adding variety in class, rewarding the class, or promoting socialization, group work, and the creation of values. Games allow students to acquire self-confidence, as students feel interested in participating. At that point, the classroom interaction results to be a natural process where all students in a class get involved in it.

2 LEARNING OBJECTIVES

2.1 Main Objective

To develop fluency in the English language by interacting orally in language games.

2.1.1 Specific Objective

1.   To learn new vocabulary and structures to interpret and speak fluently in the English classes.

2.   To familiarize with strategies for the development of the oral production.

3.   To participate orally through different language games, taking as support speaking strategies in order to express points of view, information, descriptions, and likes and dislikes.

4.   To express sentences confidently in front others according to the proper social setting, audience or situation.

3 TEACHING   OBJECTIVES

3.1 Main Objective

To promote fluency in the speaking skill of students in order to have good communication in English.

3.1.1 Specific Objective

1.   To observe which are the advantages and disadvantages of using languages games in developing oral fluency in the English language teaching classroom.

2.   To create classroom environments where students have real life oral production in English through authentic activities.

3.   To foster language use and interaction between the students through the use of language games.

4 CONCEPTUAL FRAMEWORK

In order for this classroom project to have a theoretical ground, two concepts will guide the development of this study. Speaking skill, which focuses on an interactive process of constructing meaning which involves producing, receiving and processing information, and language games which focuses on improving the student´s speaking skill through activities, in order to learn the language in a natural way. The concept of speaking skill would be explained based on Cunningham & Edmonds (1999), Brown (1994), and Harmer (2001). Implementations and arguments by Cameron (2001), Uberman (2002), Demes da Cruz (2008), will be presented to support the construct of language games. At the end of the theoretical concept, a conclusion will be presented.

4.1 Speaking skill

For many children, the ability to speak a foreign language in front of the class is synonymous of fear, anxiety, even painful because speaking in front of others implies knowing about the subject, being known by others, or even being prepared for criticism. Speaking aloud in front of others requires confidence, self-teem and motivation. When developing the speaking skill, there are two key components in order to accomplish successful communication. Consequently, spoken language proficiency involves being able to produce fluently and accurately correct sentences which are appropriate to the context of the speech situation.

4.1.1 Fluency

Fluency is a term that means the flow with which words and sentences are associated when speaking. The term fluent is defined by Chambers Concise Dictionary as being "able to speak and write a particular language competently and with ease". In this meaning, fluency is considered as the ability to get across communicative intent without any interruption or many pauses that causes limitation at the moment of communicating with another person. As accordant to Crystal, (1977); Bryne, (1986); and Nation, (1991). Hedge (1993) states fluency as the ability to connect the features of speech easily, and without the need to strive hard to think on what to say when talking, or without the unnecessary pauses, and the excessive hesitation. Hedge (1993) also argues that non-fluency in an English language learner is recognized when there is an amount of pauses, repetitions, and self-corrections that prevent the facility of expression. Under this conception, fluency is the way an information is delivered quickly and with knowledge of the language.

Richards (2006) noted that "fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns" (p.14). In this meaning, fluency can be developed in group activities as it provides meaningful opportunities to expose the language. According to Richard (2006) there are some activities that focus on fluency and that can be used in English classes such as: focusing on achieving communication, requiring meaningful use of language, and producing language that may not be predictable.

4.1.2 Accuracy

Accuracy refers to the use of the correct form of the communicative competences such as the grammar and vocabulary without any mistake. According to Bryne (1988), accuracy is when speech does not contain errors affecting the discourse features of a language. It is important to highlight that the accuracy is more difficult to develop in young language learners, but teachers who focus more on context than on meaning, help students to produce grammatically correct written and spoken language.

4.1.3 The importance of speaking skill

Cunningham & Edmonds (1999) states that speaking is a wider concept that not only makes reference to the only fact of producing words; it is more than that. The speaker should know which words should be used and the appropriate moment for using those words in order to get the listeners comprehension, taking into account the use of gestures and body language to catch the listener's attention.

In addition, Cunningham (1999) "notes down that its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking" (p. 15). Some speaking activities are used by learners as the way of using the spontaneous language in a real communication, because they can use the language to express their points of view, experiences, and ideas. Also they can create or build their own meaning that they understand to communicate with their friends or family members.

On the other hand, Harmer (2001) suggests that teachers need to be patient, tolerant, and create a very relaxed and friendly environment for learners to try to speak a foreign language. Because it means that in the English foreign language

classroom, sometimes, learners do not feel comfortable, when they receive wrong advise at the moment of the feedback, but the idea is that learners need to be able to handle a natural communication, and this is possible if learners are exposed to interactive speaking activities, in which they understand opinions and ideas.

4.1.4 Affective filter

Sometimes young language learners feel bored, angry, frustrated, nervous, unmotivated or stressed in the English classes, when they have to speak in front of their classmates. Moreover, they may not be receptive to language input and then they do not assimilate the input given. This difficulty is referred to as the affective filter. This suggests that when young language learners are bored, angry, frustrated, nervous, unmotivated or stressed, they may be unsuccessful at learning a second language. According to Krashen the learners who have high motivation, self-confidence, and a low level of anxiety are prepared for acquiring the second language successfully. In other words, the author expressed that is necessary to obtain all this affective filters for having a better development in the process of acquiring a second language.

4.1.5 Strategies for promoting the development of speaking skill

Some of the speaking strategies that Harmer (2007) highlighted to help the young language learners to develop the speaking skill were:

- **The survival strategies and repair**

This is a game in which consist in face-to-face conversation, learners should be able to ask for repetition by using formulaic expressions, and repeating up to the point of conversation breakdown.

- **Conversational rules and structure**

This game is about the frequent expressions such as conversational openings, greetings, interruptions, topic shifts, and closures.

- **Set up**

This game applies to small discussion-groups, in order for students to feel more confident instead of speaking in front of the whole class; it is very helpful for the shy learners.

In conclusion, speaking skill is one of the abilities that need to be developed in the classroom for avoiding some affective factors such as fear of making mistakes, anxiety, jitters and lack of confidence that affect the learning process. Therefore, teachers help students to solve this kind of problems by motivating them to speak. Teachers have to ensure that students remain in schools to strengthen their capacity, because the interactive speaking activities promote more confidence and motivation for learners and expose the foreign language, given the fact that there are many tools that encourage the speaking skill in a natural way as games do.

4.1.6 Language games

A game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Although competition is not an ingredient of games, but challenging often is. Competition may be stimulating for some, but it can also be destructive, making players anxious, the losers will be categorized as "not good" and the winners as "very good". (Wright, Betteridge, & Buckby 2006).

Language games are a valuable technique in learning and developing communicative competence, given the fact that it can create positive classroom interaction that can lower the student´s anxiety in learning the foreign language.

Games also help the learners improve their speaking skill through interactive activities to learn in a natural way.

Some authors support the use of games; for example, Cameron (2001) suggests that "teachers should provide more strategies, including games, in order for learners to develop their speaking skills during their language learning sessions" (pag.72-73). Using games in the language learning process can help students ~~to~~ memorize vocabulary, learn pronunciation, even grammar. Also, it can eliminate the anxiety aroused from using speaking aloud activities in front of the teacher or their own classmates. The use of games in teaching speaking skill is therefore a source of cognition for learners.

In addition, Uberman (2002) supports that the major part of language games is spontaneous when learners use the English language, without feeling the pressure of being judged for commiting mistakes. As language games can lower student´s anxiety in using the target language; they are also highly motivated and entertaining. Then, shy students will get more opportunities to express their opinions and feelings. According to the author, the most important aspect is to speak without speech and stimulate the motivation and opportunities to express their feelings. Through language games, learners are expected to have a better attitude and disposition when they are learning a new language game.

Likewise, Cruz (2008) states that "while playing language games, students can be exposed to the target structures. However, because this is done in a context of game, they relax and forget that they are being watched" (pg.18). Once students are engaged with the language games, it facilitates the ability to speak without demands. At the same time, students will enjoy the process of learning, because they become so connected with the language games that students forget some affective factors that prevent them from speaking in their learning process.

In conclusion, language games are a useful tool to be implemented through the classroom activities, in order to improve the oral skill for young language learners

because it gives to the teacher support to engage students and improve their knowledge and motivation, given the fact that students do not feel secure talking in a foreing language, or in front of unknown people. Furthermore, the use of language games provides more advantages to develop through interactive speaking activities. Also, games can help the student to learn in an easy and productive way, using their creativity and enjoying at the same time.

The main focus is not on the target structures, the main aim is to make speaking and expressing enjoyable through games, provided that games are the mindful of the human spirit, it only can be possible when the activities have an entertainment, flexible, instructive and competitive element. Through language games we can analyze the children's skills, and difficulties to develop the activities. Games are the positive experience which helps them in the strengthening the mind. It provides them physical strength which is always needed for doing the activities. Without games, children usually become bored, and the classroom uninteresting, as well as monotonous.

4.1.7 Types of language games

The selection of what kind of language game should be implemented in the English class is essential depending of the aim of the lesson. How the language game is going to contribute to the process of learning English, or even what language game could engage better the learners to participate actively through the English class. Wright et al., (2006) provide a number of language games which can be indispensable according to the aim of the lesson. Following some types of language games proposed by Wright et al., (2006) from the book games for language learning (pg. 4-5).

o **Do: Move, Mime, Draw, and Obey:** The learner is expected to do something non-verbally in response to a read or a heard text.

o **Identify: Discriminate, Guess, Speculate:** The learner is challenged to identify something which is difficult to identify, or to hypothesize about something which is then compared with the facts.

o **Describe:** the learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something. For example drawing or picturing.

o **Connect: Compare, Match, and Group:** The learner is challenged to connect, compare, match or group various items of information. Perhaps pictures or texts, objectively or subjectively.

5 LITERATURE REVIEW

Urrutia & Vega (2006) conducted a study in order to encourage teenagers to improve speaking skills through games in a Colombian public school. This research study shows that speaking is the most challenging skill to develop because students presented fear of commiting mistakes in front of their partners, suffered from anxiety, jitters, poor vocabulary and lack of confidence when they speak in front of their classmates. The author gave evidences that games are useful techniques for improving the speaking skills.

Something similar was observed in Urrutia & Vega (2006) who led a research project which focused on analyzing the implementation of speaking skills through language games in a public school called "Federico Garcia Lorca" located in the Usme Zone in Bogotá, Colombia. The participants were 20 girls and 20 boys from 14 to 18 years old. The research project was about the implementation of oral games to develop the speaking skill. The tools used for collecting data were video recordings, teacher's journal, and questionnaires because they analyzed the features of students' oral production in games. The researchers collected the data towards charts that included some questions answered by learners in which they used some percentages to evaluate the test.

The findings of this study showed that many learners considered that speaking skill is one of the most challenging ability that students learn in a foreign language. Researchers noticed that learners preferred not to speak in English class in order to not make mistakes and because of the lack of vocabulary when speaking with others. Also, the study revealed that 58% of the students expressed that they preferred games and highlighted advantages of playing them. In conclusion, the findings of the mentioned research project contribute to the design of this classroom project, inasmuch as the use of language games helped the oral production of young learners and they felt more comfortable and interested with the use of this method in order to develop their speaking skill.

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Salazar & Villamil (2012) conducted a research project on the application of Games for the development of speaking skill in fourth grades in Remigio Antonio Cañarte a state school in Pereira. The participants in this study where chosen randomly. Agustin (a1), Brayan (b2), Santiago (s3), and Kamila (k4), and where part of 4th grade taking the English course with the purpose of analyzing the influence that games may have on the speaking skill. The researchers considered that observation was a good method to examine what happened in the context, making an analysis of the problem at the same time of collecting the data. Field notes, checklist, and video tapes were used as data collection instruments. The researchers considered that observation gives to the study one of the most important tools, that is: 'the facts'.

Data from the field notes and observations formats were constantly compared to classify the findings. According to the findings in Salazar & Villamil (2012), games can motivate students to participate in the class, which implies that students have a positive attitude towards learning. It was found that through the implementation of games, the students were provided with the opportunity of interacting and speaking, as they had to formulate questions and communicate with the others in order to identify the speaking interactions performed by the classmates. According to Ersoz (2000), games permit students to exercise the language skills, then an English teacher must take into consideration the use of language games as a constructive process where the learners acquire the English language through a natural development.

Based on a study related to the use of guessing games to improve student's speaking skill, Herliani (2013) considered the speaking skill as the main construct and linked it to guessing games to promote freedom of speech and expression of the students in English. Nevertheless, it was mentioned in the research that it was not easy to master the speaking skill, as a result of the limited opportunities that the students have to speak the foreign language during class, second, the lack of variation of teaching strategies used by the teacher, and the last, the teaching

strategy application tends to be monotonous and made the students bored and disinterested in studying English (cited in Buzanni, 2008). According to Dwiyanti (2009), one of the useful techniques that improve the speaking skill is the game, considering that games are one of the potential activities that gives to the students the freedom of expression.

In Dwiyanti (2009), some activities were conducted to implement the guessing game which were pre-teaching activities, whilst-teaching activities, and post teaching activities in order to play the game Guessing what I am, and who I am. The pre-teaching activities consisted on a review of the previous lesson, and after the teacher analizes the students' attitutes towards learning another lesson. The pre-teaching activities were about achievement indicators and objectives of the lesson. Whilst-teaching activities consisted on introducing the guessing game technique, there were four interesting techniques available to play the guessing game. In the last activity or post-teaching activity, the teacher asks for a volunteer in the class in order to conclude what was the idea of using the guessing game for that lesson. In the posteaching activity the teacher gives feedback of what was correct or incorrect.

The research aims were to find the advantages and disadvantages of using guessing games, and how did students perceive the use of guessing games. This study was conducted by one student from Indonesia University of education, and the research was carried out in one Junior High School in Bandung, with a group of more or less 40 students, both male and female. The range of the participants were between 12 to 13 years old. All of them were from Sundanese ethnic group in Indonesia.

The information was collected through the use of three data collection techniques which were observations, tests and interviews. First, data collection technique was the pre-test result, second, the researcher observed how was the teaching process as well as the students, and finally, the students' interviews. The

content of the tests was pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on that technique of using guessing games for teaching the speaking skill, it gives some advantages and disadvantages. The advantages of using it were that students were more excited than with a regular activity, and the guessing games creates a better environment to the English class. One of the disadvantages were that by using guessing games the teacher asked the students who were more capable to provide questions for the other students to guess.

This research was important to highlight because the research aim refered to the advantages and disadvantages of using guessing games for teaching speaking skill, and it is related to one of the teaching objectives of the present classroom implementation.

A research article conducted by Prieto (2007) referred to Improving oral production in English class through cooperative learning strategies. The author considered speaking is an important skill and connected it to cooperative learning to promote the language in a comprehensible way and improving student's confidence and motivating environment. The aim of this research article was to provide cooperative learning strategies to improve the speaking skill.

Some activities were conducted to implement the cooperative learning strategies which were Jigsaw, Think-Pair-Share, Round Robin Brainstorming activities and etc. Jigsaw activity was about a teacher who established the classroom in group of 5 students. Then, each group member was assigned an exclusive material that they needed to learn in a specific time, after, the student used the foreign language to teach to the group members their material, and so on. The Think-Pair-Share consisted on a three-step cooperative structure. In the first step individuals think silently about a question posed by the teacher. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other students. And Round Robin Brainstorming refered to

divide the class in small groups. In each group there is one person as the recorder. Then, a question is formulated with many answers and students are given time to think about answers. After the "think time," members of the team share responses, then, the recorder writes down the answers of the group members. Everybody should participate in the activity.

The study was carried out with eleventh graders at Colegio de Bachillerato Patria in Bogotá, This school is located in the north of Bogotá in Chico neighborhood. The particicipants were fifty-three students (eighteen girls and thirty-five boys). Whose ages ranged from 14 to 17 years old. The purpose of this research study was that learners shared information with others students, in order to develop their oral production.

The instruments that the teacher used for collecting the data was in a spiral way, with the help of field notes, students' and teachers' surveys, students' interviews and recordings. The field notes focused on the reflection during the class sessions about strengths with the activities and the problems. The Surveys were to collect the student's and teacher's opinions about the cooperative learning strategies used during the English classes. Recordings were used to have evidences about the oral production of students. Finally, the interview highlighted the positive and negative aspects with the cooperative learning strategies for developing the speaking skill.

The findings showed that there were two main challenges that the teacher faced at the beginning of this research study. The first difficulty was that learners did not like to work with other students; they only wanted to work with their friends. The second problem was that students felt uncomfortable when they spoke in English. That was why this research article helped this project to corroborate that good cooperative learning strategies is one solution to develop speaking skill because the oral production improvement gave students the opportunity to learn, and improve

their language acquisition. Also, students noticed that all of them had something to share and something to be admired in the group.

6 METHODOLOGY

6.1 Context

This classroom Project has been conducted in a public school located in Boston neighborhood in the urban zone of Pereira, which is a city located in the coffee region of Colombia. Moreover, there is a population of 469. 644 inhabitants according to the DANE (2015). Most of the schools in Pereira used the PNB (Plan Nacional de Bilinguismo.) for the construction of their partial curriculum. To do this, they have considered that the National Ministry of Education wanted to improve the learners' skills in the foreign language.

6.1.1 Setting

This classroom project was carried out at a Public school called Sur oriental (sede principal) located in the city of Pereira (Risaralda). There were 420 students in graders from kinder garden to fifth graders, and eight in- service teachers. Also, this institution had a stratum three, which makes it a medium class neighbourhood. Moreover, this institution was composed of ten classrooms, a canteen, a playground, swings, two bathrooms, one special for girls, and another for boys, a computer lab, a small soccer court, and a principal teachers' office.

Nowadays, public schools in Colombia have a number of forty students per each group due to the amount of population and students; however, in this classroom project there were only thirty- five students in the classroom. The schedule of the English classes at this school was two hours per week. The time for each English class was 15 mins.

The project was developed under one subject of the program Licenciatura en Lengua Inglesa, which is the teaching guided practicum and its implementation was

developed weekly for two hours. This implementation had a practitioner, and one observer during the English classes. This division of responsibilities was explained further in the section roles of the participants.

For the implementation of this classroom project there were three main limitations that were: first of all, since the beginning of the English classes the time was reduced fifteen minutes from the normal schedule to give students their breakfast time. Second, the seating arrangement should be modified into another form for learners receive the other class, then learners did not pay attention at the end of the classes because they had to do it. Third, the grades of quizzes, homework and test of others subjects were given at the same time of the English class by the mentor teacher. The mentor teacher interrupted most of the English classes calling aloud each one of the students causing distraction between them. Finally, attention problems were emerging when the students got easily distracted by some factors like noises outside the window because there were a hall, and noises from the other classrooms that were next to it.

6.1.2 Participants

This classroom project was carried out with fifth graders, in total they were thirty four students. There were seventeen girls and seventeen boys whose ages ranged from 10 to 12 years old. The fifth graders were very active learners, they were participative in the English classes, they asked for information when they had doubts, besides they raised their hands up in order to participate through the language games. In addition, they paid attention to the teacher when the teacher explained the vocabulary using the flashcards, as well as they followed the instructions of the activities. Moreover, the participants were very visual learners; they understood information most effectively when they saw pictures, diagrams, posters, and flashcards together with the explanation through teacher body language. Additionally, they showed interest through the English course as they

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were always looking for more information. Aligning the students to the Estandares Basicos de Competencia La Guia 22 El Reto, the fifth graders of the Suroriental institution were in A1 English level.

6.1.3 The teachers' role

The role of the teacher was to guide the students in the process of learning through the communicative competence which was developed through the implementation of language games. A lot of previous studies have proved that the implementation of language games in English classes bring many learning advantages to the students as well as, it helps to develop the communicative competence. In this case the role of the teacher was to provide the students the resources, the materials as well as the right learning environment in which the students feel motivation to learn, equally important, the teacher's role was to provide the students with more opportunities to use the language in order to be very active learners. Additionally, the teacher was a designer of the proper conditions for the students to get involved in the language games.

The classroom implementation had a practitioner, and one observer. The practitioner was nice, and friendly with the students. The age of the practitioner was twenty-four. The role of the practitioner was to guide the English course, as well as to implement the language games in the English classes. The age of the observer was twenty-three, the observed was in charge of paying attention to check if the objectives were achieved at the moment of implementation. The purpose of the observer was to write down the information about the specific aspects and collect the data-information provided by the students' behaviors during English class. The observer analyzed the advantages and disadvantages of using the language games during English classes, the students' interactions in class, and their reactions to the game activities that was carried out during the classroom implementation. The data for the classroom project was collected through the observations written in a journal,

video-recordings, reflection logs, and students' notebooks with the purpose of having the evidence to support the classroom implementation.

6.1.4 Design

This classroom project was focused on the communicative competence in a group of fifth graders. The model chosen for the implementation was taken from Harmer (2007), three teaching sequence elements such as engage, study, and activate was presented in the lesson plans. In the engagement stage, the practitioner presented the topic in an interesting way; it was through pictures, posters, and flashcards in order to capture the attention of the students. Then, the practitioner elicited information from them. For the Study, there were a set of study activities in which the students were asked to focus on the construction of something, the correct order of grammar, and asked for information. Crucially, in this model, study was part of a 'focus form's syllabus, or grew out of a communicative task. The Activate stage were those activities which were designed to get students using the language and communicate. In this part, the implementation of the language games was developed to reinforce the previous stages in an enjoyable way, as well as to develop the speaking skill in the students, and to improve the students' communicative competence.

6.1.5 Instructional design

As claimed by Smith & Ragan (1999), the term instructional design means "the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation" (p.2). During the implementation of this classroom project, the implementations of language games were planned as a learning strategy to generate a positive impact with learners. Besides, we wanted to teach content of natural

sciences while we focused on improving the oral production to learners of fifth grade. For that reason, we adapted some ideas presented in the book teaching English in the primary classroom by Halliwell (1992) and websites such as: www.funenglishgames.com, www.eslgamesplus.com, and so on. In order to choose the appropriate game to conduct in the English class. (See page # 61-74).

The purpose of this implementation was to select some games and activities that engage learners in a fun way, and they could expose their language without stress, anxiety, and nervousness. As Richard-Amato (1988) arguments that language games have the power of decreasing the nervousness of speaking, thus making the process of learning more easily for young language learners. The author also expresses that the language games add variation instead of normal classroom activities.

The language games that we used were: Pictionary, who am I?, hangman, and ladder & snake. This language games created an interesting classroom environment, in which learners felt more comfortable in the English class, because most of the learners remembered some previous knowledge about the topic about insects. As we can see appendix pages # 70-74.

According to Lee (1979), "most language games make learners use the language instead of thinking about learning the correct form" (pg. 20). The author referred that language games had many benefits for the learners; because students could be entertained and motivated so they could participate during the game. This classroom project was developed with the aim of observing how fifth graders improve their speaking skill through language games.

The instructional design of this classroom project was divided into 8 lessons: some examples of the lesson plans are in the appendix 2 of this classroom project. Lesson # 1 was an identification game between the teacher and the students. This language game was to review vocabulary about insects, as well as to spell the alphabet. To engage pupils the teacher shows a poster about the school garden and

some flashcards with the insect that live in the garden. In this section teachers motivate the students to participate in a matching activity. They were seating in a u-shape arrangement, in order to manage discipline issues. The aim of this language game was to remain the name of the insects for next activities. This game lasted 30 minutes.

Lesson # 2 was a description game called guessing game. Students were divided into two groups, girls and boys. Then they had to pick up a paper which contained a short description of one insect. Then they had to read to the other group in order to give clues, and the others guess. The aim of this game was to produce oral production. This game lasted 20 minutes.

Lessons # 3, 4 were a song called the ants go marching. Students had to understand the key words of the song. Then, students followed the motions according to the sequence of the lyrics. They sang the song using the letter of it. It was an individual activity. In the lesson # 4, a memory game was used in order to review the vocabulary. Students had to look at pigeonholes, then they search the couple of the pigeonholes. The aim of this activity was to use a different strategy in order to engage the students to participate actively, as well as to improve their listening skill. This song lasted 25 minutes.

Lesson # 5 was a storytelling game in which the teacher read a story about the insects. Each Student had a different image, and while the teacher was reading aloud the story, the student made connections between the story and the images that they had in their hands. Students went to the board to paste the image. The aim of this activity was reading comprehension and it lasted 20 minutes.

Lesson # 7 was a Pictionary game. Students were sitting in u-shape arrangement. Then the teacher selected a volunteer, which had to select a card and try to draw it on the board In order to give clues to the other students. The student who guessed more quickly had the points. In this lesson there were other activities implemented; for example, the broken telephone.

6.1.6 Resources

In the execution of this classroom project, the use of some materials were: Computer, Speakers, Posters, Flashcards, pictures and, images, and students' notebooks in order to orient the different tasks of the lesson plan. The use of the flashcards were to present the unknown vocabulary, as well as to introduce the new topics, and call the attention of the learners. The use of computer and speakers were for the listening part, the presentation of the videos, the songs, and the resources of the input. The use of language games was the product of the classroom implementation due to the fact that students had to produce the language. Different resources were considered for the implementation given that there were different learning styles in the classroom such as visual, auditory and kinesthetic learners. The purpose of this resource is to motivate the visual and auditory learners in order to participate and interact in the language activities, and engage them with the topic, as well as to enjoy it. Most of the resources are presented in the lesson plans in the appendix section of this project.

6.1.7 Reflection stage

In order to have a successful classroom project the implementation of one reflection per day was done with the purpose of improving as teachers in development. According to Ofsted (2004) the most distinctive feature of good teachers are that their practice is the result of a careful reflection, they evaluate what they do using their self-critical evaluation to adjust what they do for the next time.

The observer wrote down the information of each class in a reflective journal, and the practitioner wrote down a reflection format which contained four questions such as: What went well? How do you know that? What did not go that well? And what would you do different next time? In order to be more specific with our

reflections, we are going to use the reflection in action and reflection on action proposed by Schön (1983), in which all of the aspects were focused on:

The reflection in action, the idea is to observe not only the advantages of classroom management, planning and using authentic material such as: posters, flashcards, and realia, as well as the language games, but also the disadvantages of these aspects, and the stages which are engage, study, and activate, in which the teacher is going to teach during the class. Moreover, how the practitioner was going to give the instructions, if the use of voice projection and body language were effective, in order to be clear with the activities. In the reflection in action we observed our own process as teachers, including hunches and emerging reflections that come to our mind while we were implementing our games.

In the reflection on action, the purpose was seeing if the aims were achieved, if the content that students learnt was well-structured, or if the content needed changes for a future class. In addition, what students have learnt from the English classes, as well as what did not work in it. We wanted to improve the speaking ability in learners through the implementation of language games in our lesson planning with the purpose of fostering an enjoyable learning environment, and also encouraging language learning.

In the methodology we used the language games as a strategy, in order to make students feel comfortable and increase their confidence when they are exposed to the foreign language. Teachers created an effective atmosphere in which learners practiced and learned the speaking skill during the classes with guessing games, debate, role play and etc. in addition, the reflection process, it was used a format sheet with the stages, the procedures, and the description of what happened when we implemented the language games, taking into account the students' responses, the professional growth, and the linguistic outcomes. All this information will be displayed thoroughly in the following section.

7 RESULTS

In this following section it is going to be evidenced all the results of the linguistic outcomes, students responses and professional growth as a result of the process of this project. Since the beginning of the project, the students were exposed to speaking tasks that focused on improving the students' confidence in order to promote a better development of the speaking ability. Therefore, linguistic outcomes was an important aspect concerning the development of the students' oral skills, students were capable of controling their affective factors and express their ideas, emotions and some words related to the topics of the lessons. On the other hand, students' responses were a significant result concerning the students' personality factor that helped to achieve the objectives of the classroom project, as well as students' motivation to get involved through the language games. In addition, professional growth addressed the strengths and challenges in the path of being a successful English language teacher, specifically in the teaching of the speaking skill.

7.1 Linguistic Outcomes

Linguistic outcomes was a substantial process of reflections on action and in action written by the teacher and observer in which students showed their language development specifically in terms of vocabulary range and use, the construction of simple sentences, and some negative aspects like the interference of L1 and written production to describe. According to Bilash (2009) the written skill is elementary for the process of learning a foreign language given the fact that communication is not just orally. For that reason it is necessary to implement the written production in the process of gaining oral fluency because there is a connection between the four key skills in learning a language. None of those skills reading, writing, listening and speaking fuction independently, each skill integrates one to another. Then, the

written production addresses students to practice the language skills. The reflections in the linguistic outcomes helped to analyze what were the students' improvement in terms of linguistic performances, however in some cases the linguistic outcomes were not positive results.

7.1.1 Good Vocabulary development in student's language learning

During the data collection, it was evidenced that students had good vocabulary development taking into account that students identify the meaning of words with their respective images. Learning vocabulary is important for the first construction of simple sentences, and also as the next step for learning grammar. The vocabulary development is essential for the continuous process of the construction of the language. The following evidence demonstrates the writing of one student in their notebook which shows how the student identifies the difference in the vocabulary, and recognizes the image with the meaning.

Classroom artifact Nº 1: Extract of a notebook of a student
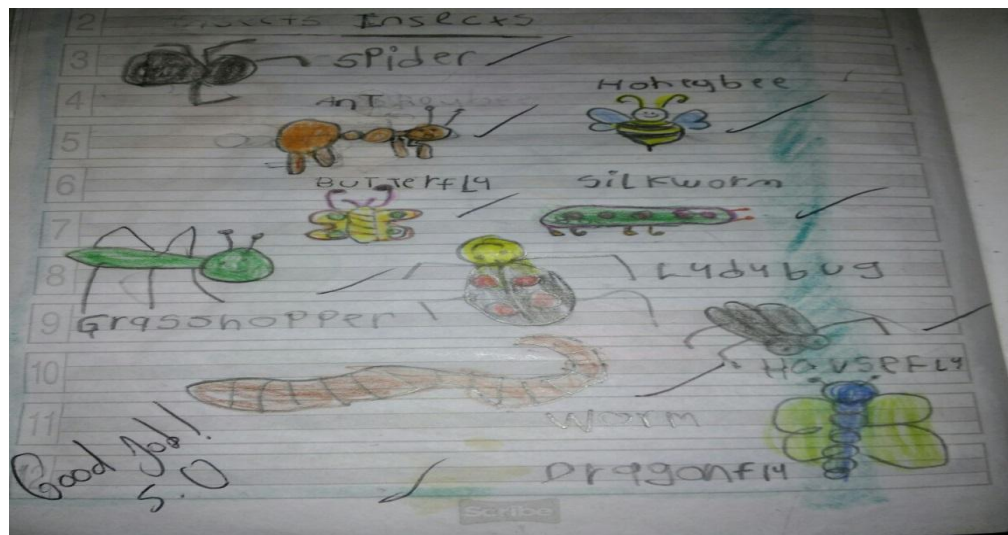
Ilustration 1students wrote and drew the insects

In this activity, students wrote the names of the insect in English. Also, they had to draw the meaning of the living beings. In this sense, students understood and followed instructions very good. Students enjoyed the process of learning new vocabulary. They painted the drawings and wrote the correct names for each one of them. The vocabulary development was a continuous process according to Cameron (2001), learning the word as unit is not just memorizing the word but it is a cyclical process of using these words in a context.

According to Cameron (2001), the useful vocabulary in primary level of the students is fundamental because words do have a special significance for students learning a foreing language. The words as linguistic units are distinguishable elements when students are learning their first language, then when students are learning a foreing language they will notice the new vocabulary. Therefore the importance of the new vocabulary is enriching because vocabulary serves as the complement of short sentences when students start constructing new concepts or definitions of something. The importance of vocabulary is because it serves as the introduction of a new topic, and subjects for teaching a lesson.

7.1.2 Students' improved the construction of simple sentences

Based on the data collected during the classroom implementation, it was noticed that some learners achieved the production of some simple sentences, as well as their vocabulary range. The process of construction of those simple sentences was useful to some of the students to start writing appropriately given the fact that students followed the instructions of the correct form of the structure of simple sentences in conjunction with the vocabulary about the living beings. Additionally, as students understood the writing process of the simple sentences, they accomplished the oral performance. In this lesson, the task for the students was to form two simple sentences expressing what their favorite living beings were in real

life, and what was not. This affirmation could be evidenced in the following video transcription:

<u>Classroom Artifact Nº 1: Extract of a student homework</u>
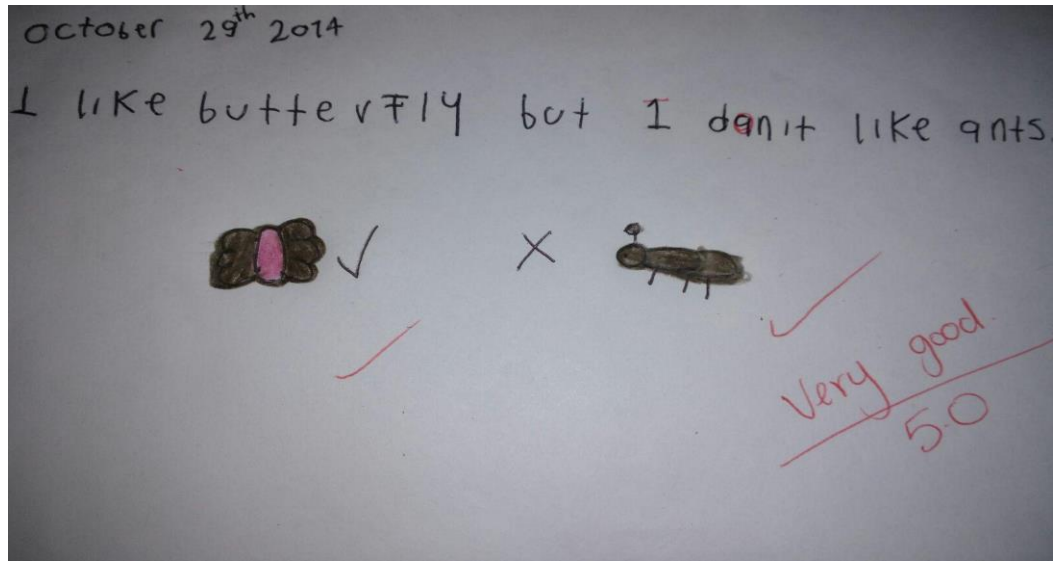
Ilustration 2 Students constructed simple sentences

In this task, students were asked to write two simple sentences expressing their likes and dislikes using the connector "but" for joining the two sentences, using the living beings of their desire. It was noticed that the student understood the task of constructing the simple sentences and did it well organized. It was a good point that students showed an improvement in the correct process of writing when they formulated the sentences regarding their likes and dislikes. According to Harmer (2011) students have to understand the use of the language and the construction of the grammar with the purpose of using it. This could be evidenced in the simple sentences that students wrote what they liked and did not, because the simple sentences showed coherence and good construction as well. In conjuction with another author Demirezen (2012) claims that the simple sentences is the first type of a sentence that children learn to speak given the fact that simple sentences

expresses a complete thought. The construction of simple sentences requires a subject+ verb + Complement.

The following script from a video recorded in one class can evidence the improvement of construction of simple sentences for the oral production. Teacher asked to the student and they answered according to the question. After this, students were formulating these simple sentences on their notebooks previously.

Sript # 1. Student 1 transcription of video recording. October 29/ 2014

T: -what living being do you like?

S1: - I like the flowers

T: And what not?

S1: -But I don't like the snakes.

T: - Very good!

In the transcription of video recording above there was a dialogue between the teacher and student 1, where the teacher asked for the likes and dislikes using the living beings in which the student had a good performance. The student expressed the sentences without hesitation, or mistakes. It was noticed on the student the knowledge of the structure of the simple sentences, as well as the meaning of the vocabulary. Also, there was an improvement in the ability of oral production, for instance the student 1 pronounced the sentences with the correct intonation. In agreement with authors the sentence depends, for its success, on putting a number of elements in the correct order, in this case subject, verb, and complement. Then, the components of a simple sentence have to go in the correct order to make this work.

Script # 2. Student 2. Transcription of video recording. October 29/2014

T: - What living being do you like? And what not?

S2: - ahhh I like the……. (Hesitation evidenced) fox. Mmm badger

T:- I like the fox?

S2: - I like the fox!

T:- and what not ?

S2: -But I don't like the badger.

Teacher: -Very good!

Based on the transcription of video recording # 2, there was a dialogue between the teacher and the student 2. In the conversation was evidenced that the student 2 had some difficulties with the grammar structure of the simple sentences, because the student commited two mistakes when answering the questios as well as to remember the vocabulary of the living beings. Then, the teacher helped him with the correction of the sentences. The teacher guided the student 2 with the pronunciation, and the right order of the sentences. Then, the student 2 repeated the sentences very well. Halliwell (1992) claims that students need to talk, in view of the fact that students do not practice speaking out of the class, hence, it is more difficult for them to become competent speakers.

7.1.3 The interference of the first language in the foreign language process

At the beginning of the process of learning a foreign language, students tend to rely on the use of the grammar structure of their mother tongue instead of learning the new grammar structure of the target language (Ellis 1997). Because the grammar structure of English language is different from the Spanish language,

students do not realize of this change at the beginning of the process of learning English, then students commit mistakes by the reason of associating the structure of Spanish into English language, that is the reason why the interference of the first language. But when students listen to the English language by the first time, they start making an idea about how is the English use, then students start producing different words that they consider are in English. In this case, Students try to translate the pronunciations of some images pronouncing different words, as it is evident in the following journal entry:

**<u>Teacher journal entry # 1 (Reflection on the first session 1st October 2014)</u>**

[….. when the teacher showed some pictures of the insects they started creating different names for the insects such as cucarachi, hormigui……]

During the transcription of teacher journal entry above, there was a reflection concerning the students' responses of the pictures. Students were highly motivated to participate expressing new words. For instance, the teacher showed a picture about a cockroach, and they pronounced immediately the new word [cucarachi] and some others [cucarach] and in the same way many expressions more. Cole (1998) argues that L1 is important to be learnt since the beginning of language learning, because L1 can serve as the platform to learn the L2. Besides, L1 can be used to teach the major differences between L1 and L2, and the most relevant grammatical structure of the target language that students must know. As students have training in L1 it is easier to learn the concepts of grammatical aspects in L2 (Cole 1998). It could be observed in the data how students associated the pronunciations of some words in English into Spanish. It was manifested that students were generalizing the pronunciation of words in English and changing the pronunciation of the ending of words into English.

7.1.4 Students achieved better written production to describe specific aspects: insects

Students developed a better written production to achieve successful learning in the foreign language in order to express what they want to speak. One important principle of Krashen's theory is that students need to receive a good input when learning the language in order to produce a better written product to discuss, or to describe something. The language production challenges students to become better writers and to advance in the process of learning the foreign language. The following evidence shows a written production of one of the students.

Classroom Artifact # 2. Extract of a student' homework
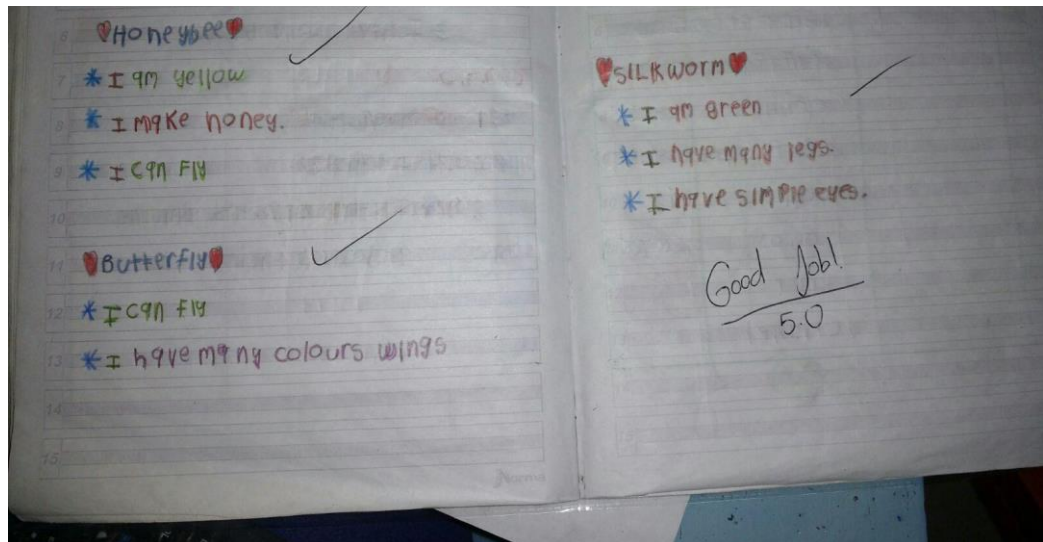
Ilustration 3 Students were describing the insect's body parts

In the evidence above it was noticed how students wrote short descriptions about the living beings, using short simple sentences, and previous vocabulary learnt

in class such as the colors and numbers. Likewise, Students learned vocabulary regarding to the part of the insects like simple or compound eyes, antennas, wings, and legs. Also, Students learned how to use some relevant verbs like have, fly, walk, make, and jump in order to describe the insect's actions. This task was developed with the aim of learning how to describe insects, and to identify the insects' body language. The task was that students had to write two descriptions using three different insects. The purpose of this task was to promote the oral production in a guessing game in the following lesson. Harmer (2001) expresses that for students it is useful to write sentences after they have studied how to do it. The visual demonstration of language construction is more important due to the fact that it helps teachers to reinforce students in the process of improving their writing as well as the recognition of words in context.

7.2 Students' Responses

Students' responses were the results of using the language games from the classroom implementation. What was the most relevant, what was positive or negative, and how the language games helped to achieve the objectives of the classroom implementation. In the reflection session there were some questions regarding the students' behavior such as what difficulties did the language games posed. In the students' responses it was found the decreasement of anxiety and the improvement of students' motivation by using the language games.

7.2.1 Decreasement of anxiety and nervousness during the development of language games

The student's affective factors when participating in the language games and learning the foreign language were important factors observed during the classroom implementation. Students showed less anxiety and nervousness when the teacher proposed activities where the students had to activate their previous knowledge about insects. Therefore, students participated actively with their opinions, and ideas about what they knew of the topic. Students felt more confident and secure when they developed didactic activities that focused on improving their foreign language.

Observer journal entry # 2- October 27ᵗʰ -2014

[… At the beginning students were anxious about the class because they did not know what they needed to do. However, when the game started, students showed a better disposition and high participation. Students were very active and focused on the game. E.g., students had to unscramble simple sentences with a set of papers that were in disorder on the floor, they were working in groups of five students. Students were working in competition with the other groups in order to have extra points. Students were forming simple sentences very well …]**.**

The fact that students were active manifests that students were motivated to participate playing the language game. Here, the observer noticed the students' engagement with the language games because it facilitated the students' participation and work in groups. Throughout the language games students felt more self-confident to participate forming the simple sentences regarding the insects. When students were working in groups, they showed their capabilities for developing the activity, as well as students achieved the objective of the class. At the end of the class, students felt excited to continue participating in the language game.

When students felt excited to participate in the language game, it was easier to achieve the objective of the game, as well as to develop a better performance in the process of learning. According to Brown (2000) the affective domain is the

emotional side of human behavior, and it may be juxtaposed to the cognitive side. It means that both sides are equally important. The author also argues that the development of affective states or feelings involves a variety of personality factors, feelings both about students and regarding others students with whoever comes into contact. It is important to highlight that both, too much, and too little anxiety, may obstruct the appropriate process of English language learning.

7.2.2 High Students' motivation to participate through language games

Motivation is an influential factor for learning a foreign language that teachers consider as a difficult task to be developed in the English classroom, taking into account that every student learn differently, and every student is diverse in their own way. Therefore, to have motivation in classroom it is necessary to consider some issues regarding the atmosphere, teacher' attitude, students disposition to learn, teacher methodology to teach, as well as to the topics. Depending on the appropriate development of the previous factors, students will mantain motivation in classroom to learn the foreign language. The students' motivation is evidenced in one of the observer' journal.

Observer Journal entry # 1 October 22nd 2014

[… when students listened to the song, they were singing and dancing the steps of the song how the teacher was doing it. Most of the students did not know very well the lyrics and steps, but they were motivated to follow the teacher's instructions**.** The song was listened to twice, and when it finished, students wanted to sing one more time. Students expressed sentences like: "Profe otra vez". Additionally, it was a group of 5 boys from the classroom that tried to sing the song individually in front of their partners, due to the fact that they felt motivation to sing and dance the song …**]**

Here, the observer highlighted the students' motivation for participating when singing the song. First of all, the teacher was singing the song acapella called: The ants go marching, and it was followed by the steps while students were observing her. Then, the teacher gave instructions of the song and asked students to sing it again. Students stood up, and started repeating the steps and singing the song with the lyrics. Students showed motivation when singing the song; in fact, they wanted to sing several times. Additionally, most of the students learnt the actions and vocabulary about the song appropriately. Harmer (2008) suggests some interesting ideas of how to sustain motivation in the English classroom, for which the author suggests activities as agency, affect, adaptation and attitude in order to arise students' curiosity. According to the author, the activities need to be related with the real life; Harmer defined the following terms: agency is when the students have the power of deciding what they can do as a written product, affect is about the feeling, how students feel in class not only about the teacher, the adaptation is to be prepared in any situation, and the attitude refers to the way teachers assimilate the environment and take the positive aspects for improve in the development as professional.

7.3 Professional growth

Professional growth was the process of self-reflecting about our development as English teachers. Professional growth focused on the aspects that teachers are concerned in regards to how they carry out a successful lesson. Therefore, it refers to the strengths and challenges to be considered in order to improve in the path of being betters teachers every day. The reflection in the professional growth deals with the teachers' behaviors regarding classroom management, lesson planning, material design; as well as teacher's attitudes about how to solve disruptive behaviors in classroom.

7.3.1 Strengths in the process of becoming professional English language teachers

Professional growth is the process of increasing and improving teaching strategies and skills in the path to be professional English language teachers. The reflection on professional growth was meaningful in order to evidence the strengths and challenges as teachers on improvement.   Professional growth also refers to the learning of many abilities as knowledge which connects the theory with the practice. "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995:41).   In brief, Professional growth has been seen as the process of integrating all the skills, and experiences with the intention of progressing in the process of being English language teachers.

Even though, the process of teaching in primary school has been a challenging experience, the reflections in the professional growth help to build many positive aspects in the methodology of teaching, and professional role. During the implementation of this classroom project, we could evidence strengths in terms of classroom management, material design, and lesson planning.

When teachers want to manage classrooms effectively, they have to be able to handle a range of variables. Classroom management is the variety of techniques and tools that teachers use during the lessons to keep students organized through the different stages in the class. During the classroom management, there were found strengths such as many positive results, for instance when the teacher had good voice projection, the students paid attention, and they were not distracted, and the students which were at the back of the classroom could hear the teacher just as well as those who were at the front. Second, the body language helped to explain the ideas, as well as to give instructions in order to communicate through movements, in this way we made the content of a message clear to learners. Third,

teacher' physical presence played an important role in the classroom environment. When the teacher moved around the classroom, the teacher could retain students' interests, or work more closely with smaller groups and got students involve in the same activity.

When the materials were designed for each of the classes, we took into account a number of factors, for instance, the learners. When we prepared the material, we had to consider if the topic was relevant to them, if the material could motivate the students to learn, if the material called the student's attention, as well as if the topic was interesting. We needed to know our students very well, their specific interests, and their learning preferences. Equally important for designing good material was the knowledge about the students' experiences in relation with the previous classes. When designing the material, it was observed that students enjoyed working with the living beings, and topics of natural science.

Lesson planning is the map of activities we followed during class in order to have an organized process of learning because the lesson plan includes the goals that teachers wanted to achieve at the end of each one of the classes. According to Harmer (2001) a lesson plan helps to remind teachers about what they intended to do, or what they had proposed to teach. During the lesson planning, there was found that it was easier to convey our thoughts, and knowledge, it also helps teachers to reduce doubts, and questions about the thematic beign taught. Planning a lesson gives us confidence at the moment of teaching with clarity the topic.

In the process of improvement as professionals in ELT, it was important to take into account all the elements previously mentioned. According to Harmer (2009), if we manage the classroom effectively, teachers will be able to deal with difficult situations. In addition, a good teacher selects proper materials for each lesson. According to Howard (2004), "the materials should be contextualized to topics and themes that provide meaningful, purposeful uses for the target language"

(pg. 105). It means that the lessons and materials should be connected in order to have purposeful learning.

7.3.2 Challenging aspects during professional growth

This experience was an opportunity to reflect about the teaching methods and strategies that could be used in the process of language teaching. For this case, the implementation of language games to engage students in the development of their own oral production. During the implementation of this method, the teacher had to face some challenges that happened into the classroom, such as classroom management and institutional limitations.

The classroom management had some challenges that were evidenced in this classroom project, such as time management, grouping, classroom setting arrangement, and material design. The time management was difficult to the teacher, inasmuch as the teacher prepared the activities for certain time but learners did not finish at that specific time. For that reason, it was a challenge that the teacher had for continuing with the following activities of some sessions. Also, the grouping activities were a challenge because learners did not agree with the distribution of the group that the teacher proposed as learners wanted to work with their friends always. In addition, classroom setting arrangement was an issue because when the teacher gave instructions for doing a circle sitting arrangement, learners made a lot of noise when students moved their chair for the respective position. According to harmer (2009) "successful classroom management also involves being able to do deal with difficult situations" (pg. 51-54) these challenges made a contribution to teacher's development and improved our teaching strategies with the use of plans b.

In addition, the material design it was a challenge as the teacher needed to design each worksheet, activities, and language games because it was complex to search the appropriate material in the internet because of the lack of information

related to the natural science regarding the insects for fifth grade in a process of language teaching. That is why the teacher spent a lot of time designing the language games used to practice the English language.

The last two challenges observed were the constant change of the classrooms and the lack of technology in the institution. Learners arrived late during the English sessions taking into account it was the school policies that learners changed the classroom to others grades; that is why the lesson plan that the teacher had designed, was reduced in the time devoted to develop the activities. On the other hand, there was a lack of technology tools that would had been very important at the moment of designing a lesson plan, for instance, the video projector and the audio visual room. It was difficult to count with these during the English classes because the projector and the audio visual room had to be booked two weeks before for using it. However, most of the time, the teacher booked the room to use the technology tools for her classes but it was busy with other classes.

7.4 Personal growth

The opportunity of working in group was a valuable process because it provides us many benefits as teachers in development. First of all, the improvement of the written production when working together because the ideas and their interpretations are deeper than working individually. Second, group work contributed to the reflective skills development by cause of constant systematized analysis of situations in classes given. Third, group work helps us to show the self-confidence to teach the lessons because of the previous preparation of it and the collaboration when giving feedback.

Group work was useful in view of the fact that it helped us to join ideas and opinions for achieving the main objectives of the classroom project. Therefore, group work was a positive aspect taking into account that the implementation took much

time for the preparation of lessons, selecting the appropriate language game, and other important topics regarding the classroom project; as a matter of fact, group work connected us as a team in order to reinforce ideas, and nurture the development of personal growth in the classroom project.

When the classroom implementation started, the teacher had a lack of self-confidence, because it was the first time that the teacher taught in one group of students. However, the teacher started to adapt to this group of students while more classes were taught, the teacher was planning the English classes more comfortable and enjoyable. For instance, the teacher believed in her skills and her knowledges to teach to students, and the teacher thought about potentially difficult situations into the classroom in order to be prepared with possible solutions.

The self-esteem was developed through different stages in order to be competent as individuals. Then, to have a positive self-esteem as English teachers it is necessary to receive feedback and self-verification what means the necessity of receiving others individual's points of view, to become better teachers.

8. CONCLUSION

The present project leads us to conclude some positive and negative aspects when implementing language games. Firstly, giving instructions to young language learners before the language game is really important at the moment of developing a good lesson plan. The way that teachers talk to students, the manner in which they interact is important to both successful learning and teaching. We could analyze that giving instructions to young language learners refers to the way we explain, or illustrate our ideas in order to facilitate their learning process, and a good teacher is characterized by his or her good explanations. When we were giving instructions, we needed to be clear, precise and effective to say what needed to be said. We could notice that for giving good instructions to learners in class we can make use of the best instrument that teachers have: which is our voice. How we speak and what our voice sounds like, had a crucial impact on classes. Most of the students get distracted easily, or they tend not to pay attention when they are not involved through the different activities. They were sitting down at the back of the class with the intention of being forgotten and not participating. It was very important to use our voice projection, body language, and move around in the classroom. For instance, we need to be audible to express something. Teachers must be sure that the students at the back of the class can hear them just as well as those at the front.

Second, the implementation of language games are a big tool that many teachers use nowadays, taking into account that the implementation of language games were highly meaningful to promote motivation and students' self-confidence to participate through the different language games. Moreover, through the implementation of language games students were fostered to participate actively in speaking activities eventhough it was done with simple pronunciation and many pauses in the conversations.

Therefore, it was evidenced that students did not achieved fluency during the classroom implementation due to the fact that most of the students in the school required visual support and spoke through language chunks.

The students achieved to expand their range of vocabulary that teacher taught in the specifically course on the theme of insects and it related to the construction of simple sentences who produced it to written and oral level.

On the other hand, the interference of the first language in the foreign language process had a negative factor because as learners did not get enough exposure to foreign language in their schools, when the teacher introduced new vocabulary, students started to create false cognates, because they did not know the word. That is why; it could have bad consequences in the student's learning process because learners repeated always the wrong word causing interference in the language. Therefore, they can not correct their mistakes on time.

Students managed to control the anxiety and nervousness during the class implementations, and increased the participation and the motivation with the language games given the fact that learners felt more confident with they way that the language was taught.

Finally, when implementing the language games in fifth graders, it enhanced students' performance on speaking skill given the fact that students felt more comfortable and they participated continusly during the learning activities in the classroom implementation. Using the language games were a meaningful strategy to promote students' motivation.

The use of language games to improve the speaking skill were an advantageous strategy because it provided intense and meaningful practice of the English language, while students were in class they were in constant practice of the foreign language. Moreover, the use of language games to improve the speaking skill were useful strategy at the moment of helping students to avoid fears of

committing mistakes when speaking in front of their classmates. The constant use of this strategy helped students to improve their self esteem and other factors like the confidence to participate in class.

Last of all, the implementation of the strategy of language games was highly fruitful for us because it helped us to improve our teaching strategies and become aware of the different ways of how to prepare an English class according to the neccesities and students' motivations. Also, all this process helped us in the development of being professional teachers in terms of using more plans of action to stimulate students to learn a foreign language.

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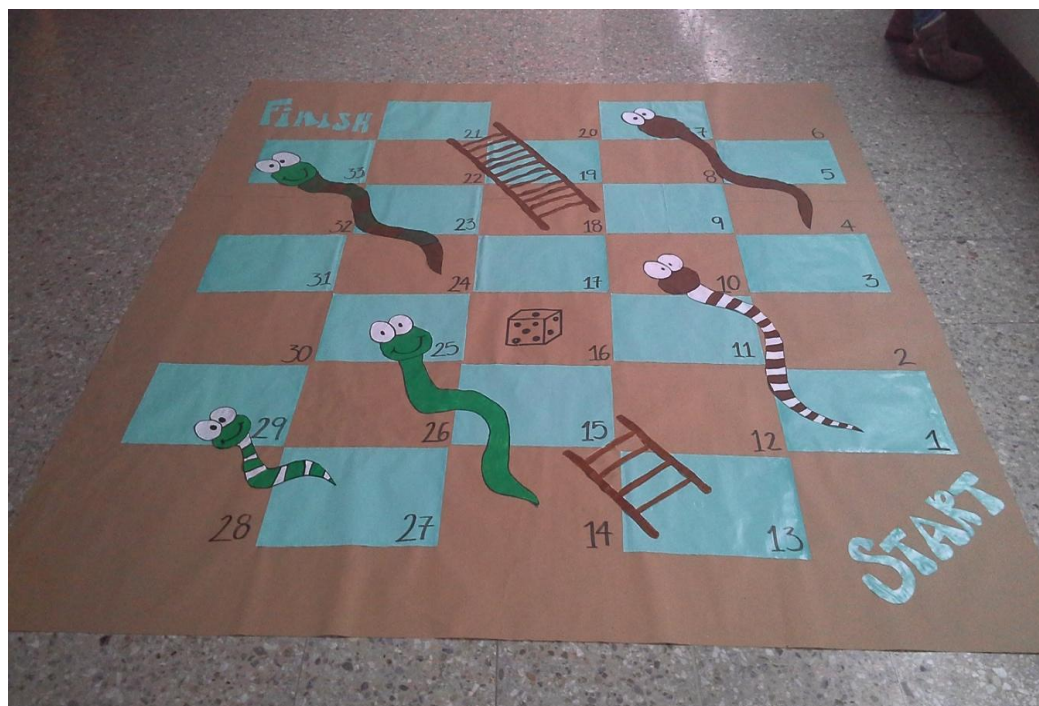
10 APPENDICES

Appendix 1 Insect's body parts

Appendix 2 Students were paying attention

Appendix 3 Guessing game

Appendix 4 Participation in the puzzle game

Appendix 5 Ladder and snake game

LESSON PLANS

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Appendix 6 Lesson plan # 1 introducing the insects

INSTITUTION:	Branch:
Sur Oriental	Primary school
NAME OF THE PRACTITIONER:	
Deisy Velásquez Ortega.	

NAME OF THE OBSERVER: Luisa AlejandraToro Estrada.	
GRADE & GROUP: 5th c	**ROOM:** 23 or 37
TIME TABLE: Monday from 7:25 - 8:20 am, and Wednesday from 9:45 - 10:35 am.	**LEVEL OF LEARNERS (CEF)** A1
NUMBER OF LEARNERS: 34	**AVERAGE AGE OF LEARNERS:** 10 to 12 years old.

GENERAL DESCRIPTION OF THE CLASSROOM:

Sur Oriental institution is located on toboggan, San Luis, Pereira. The classroom for fifth graders is big; it has a window forward the garden, a door, two boards, one green and the other white, a garbage, a locker, a teacher's desk and thirty desks for learners. Also, it is observed that most of the time the positions of chairs are organized in rows in front of the board, and the teacher´s desk.

PROFILE OF THE LEARNERS:

There are seventeen girls and sixteen boys. Both are very active learners, because they enjoy participating through the different activities, and show motivation to learn. Students pay attention to the teacher, when it requires. Students are in A.1 level.

GENERAL OBSERVATIONS:

Fifth grade students are very smart students, the English classes are effective for some of them, but the rest of the students easily distracted with the noise outside of the classroom, and they are very talkative students. However, they work well during the class.

LESSON PLAN

Date of the class:	Class Number:
October 1, 2014	1

AIM:

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

- To recognize some insects.
- To understand the simple sentences.
- To identify the living beings when people talk about.

Estándares Básicos de Competencias (MEN):

Estándar General: comprendo cuentos cortos o lo que me dice mi profesor de clase.

Estándares Específicos: Listening and Speaking

- Deletreo palabras que me son conocidas.
- Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones.
- Sigo atentamente lo que dice mi profesor o mis compañeros durante un juego o una actividad.

Indicadores de logro:

- El estudiante entiende y desarrolla las actividades en el salón de clases.
- El estudiante identifica a través de oraciones cortas los insectos de un jardín.
- El estudiante reconoce la palabra escrita con la imagen del insecto.

Assumed Knowledge: Students need to know the simple sentence structure and some adjectives (big, small, beautiful, and ugly), numbers, and colors. Also they need to know common animals, as well as the alphabet.			
Materials: Marker, board, poster, paper with words, flashcards, laptop, and speakers.			
Day/stage/ Activity /time	**Procedure teacher and learner activity**	**Anticipated problems and planned solutions**	**Comments**
October 1st. 5 min. Exploring previous knowledge. 5 min. Engage Introduce new topic	First of all teacher is going to greet the students. After this, she is going to write the date on the board and calls the attendance list. Teacher is going to start the class showing a poster about the school garden, and asking questions about what insects they know? What is their favorite insect? Teacher is going to show each one of the living beings using the flashcards in a sequence	**Problem:** They don't understand the activity. **Solution:** be clear with the instructions. **Problem:** Those learners that are shy students don't want to participate. **Solution:** use confidence words to motivate them, such as: you	For the next class will be some changes, the time last 45 minutes.

about insects. 5 min.	and says each one by one using there is/are. For Example, in the garden there are butterflies.	can do it; just try, is a game.	
show the words of the flashcards 5 min.	Teacher is going to put the names of the insects close to the respective flashcards on the board. Then, teacher is going to repeat the pronunciation of the vocabulary.		
Matching activity 8 min.	Teacher calls one student to come to the board in order to participate, and teacher reads one card, then the student to matching the card with the appropriate image that teacher is saying. Teacher repeats this many times with different students.		

Study Unscramble activity 15 min.	Teacher is going to divide the classroom into five groups. Then, teacher gives a set of words in papers to each group. So, students put the set of words on the floor. The idea is that students organize sentences according to the flashcard that teacher shows. Students are going to form sentences in present simple tense using the adjectives, colors and numbers. For instance, the butterfly is colorful. The ants are brown. The honeybee is beautiful.		
Activate Hangman games. 10 min.	Students are going to continue with the same groups. So, students are going to say letters of the alphabet in order to guess the full word on the board. The idea is that the group who guess more words, it will be the winner.		

Worksearch activity 5 min.	Teacher is going to give a Wordsearch in a paper to each student. They need to search the words of the vocabulary that teacher introduced at the beginning of the class.		
Who am i? Game. 7 min.	Teacher is going to give one insect for each learner and put in the head. Then, one student comes out in front of the student and gives clues to the insect. The idea is that students guess what the insect is.		
Organize the classroom.	As students change the classrooms constantly, they need to organize the chairs as chairs looked at the beginning of the class.		

EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER:

Good voice projection and the use of body language to call students' attention. Moreover, the use of flashcards and poster to motivate learners are very important.

REFLECTION SESSION:

What went well?

We could complete most of the activities that we planned for the first implementation of the project. Students liked the matching activity and participated actively during the English class.

Students understood the new vocabulary due to they identify the image with the appropriate name.

Students showed motivation and interest when learning about insects.

How do you know that?

They were very active learners, because they liked to participate during the different activities prepared for class. Teacher was monitoring the process of learning of each one of the students, and she was passing around the classroom in order to check the students' understanding of the activities. Students were working very well. Also, Some students told us that they were motivated for the different activities and the colorful flashcards that we used.

What didn't go that well?

 Some students could not finish their wordsearch due to the time was not enough to complete the worksheet. Then, teacher says that it must be completed for the next class. The English class could not start on time, due to students were late because they had to move to one classroom to another one.

Some students were absent-minded by the reason of the in-service teacher was giving the snacks to the students during the English class.

When students were moving the chairs, they spend a lot of time to grouping, as well as they made a lot noise.

What would you do different next time?

We are going to reduce the activities, in order to manage the time, and students complete it very well.

The notifications regarding the in- service teacher behavior during the classes are going to be exposed to the teacher of guided practicum.

For the next class, students did not have class, because, students have their vacations, and also Monday is holiday.

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GENERAL PLANNING INFORMATION

Appendix 7 Lesson plan # 2 Guessing game and insect's body parts

INSTITUTION:	Branch:
Sur Oriental	Primary school
NAME OF THE PRACTITIONER:	
Deisy Velásquez Ortega.	
NAME OF THE OBSERVER:	
Luisa Toro Estrada	
GRADE & GROUP:	**ROOM:**
5th c	23 or 37
TIME TABLE:	**LEVEL OF LEARNERS (CEF)**
Monday from 7:25 - 8:20 am, and Wednesday from 9:45 - 10:35 am.	A1
NUMBER OF LEARNERS: 34	**AVERAGE AGE OF LEARNERS:** 10 to 12 years old.
GENERAL DESCRIPTION OF THE CLASSROOM:	

This room is located on toboggan, San Luis. The classroom is big; it has two windows, a door, two boards one green and the other white, garbage, a locker, a teacher's desk and thirty desks for learners. Also, I could observe the positions of chairs were organized in rows in front of the board, and the teacher´s desk.

PROFILE OF THE LEARNERS:

There are seventeen girls and sixteen boys. Both are very active learners, because they like to participate in the class and use the dictionary to search words that they did not know. They pay attention to the teacher.

GENERAL OBSERVATIONS:

Fifth grade students are very smart students, the English class is effective for some of them, but the rest of the students easily distracted with the noise outside of the classroom, and they are very talkative students. However, they work well during the class.

LESSON PLAN

Date of the class: October 15th, 2014	Class Number: 2
AIM: At the end of the lesson the learners will be able to: ● To recognize some insects. ● To understand what the teacher is saying. ● To identify the living beings when people talk about.	
Estándares Básicos de Competencias (MEN):	

Estándar General: comprendo cuentos cortos o lo que me dice mi profesor de clase.

Estándares Específicos: Listening, Reading Writing, and Speaking

● Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada.

● Identifico de quien me hablan a partir de su descripción física.

● Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones.

● Asocio un dibujo con su descripción escrita.

● Utilizo gráficas para representar información más relevante de un texto.

Indicadores de logro:

● El estudiante entiende y desarrolla las actividades en el salón de clases.

● El estudiante identifica a través de un audio las descripciones de un insecto.

● El estudiante reconoce la descripción escrita e oral de un insecto y realizan un dibujo de acuerdo a la descripción dada.

Assumed Knowledge:

Students need to know the simple sentence structure and some adjectives (big, small, beautiful, and ugly), numbers or colors. Also they need to know common animals or insects and the alphabet.

Materials:

Marker, board, poster, piece of paper (description), flashcard, laptop, speakers, video, and worksheet.

day/stage/	procedure	anticipated	comments

activity/time	teacher and learner activity	problems and planned solutions	
October 15th 3 min.	First of all teacher writes the date on the board and calls a list.		
Engage Exploring previous knowledge 10 min.	Teacher is going to show a poster about the insect's body part, As well as He presents the parts of the body, and explains the parts such as: head, thorax and abdomen. It has antennae, wings, six legs, compound eyes…. Teacher puts each living beings card on the board, and says the insect's parts of the body once or twice again. Then, teacher asks for names of each one of them. Also, teacher asks if students have anecdotes with insects. For example: one day, I was playing in a park and a honeybee spiked me in my hand, I remember that I cried a lot.		

Pre- listening 5 min.	Teacher is going to show some vocabulary according to the video.	**Problem:** Those learners that are shy students don't want to participate.	
Study Listening activity (video insects). 15 min.	Teacher is going to put an interesting video called learn about insect. The video will be record twice, in order to students complete the information according to what they hear from the video in the worksheet	**Solution:** use confidence words to motivate them, such as: you can do it; just try is a game and etc.	
Activate Drawing activity. 6 min.	Teacher is going to give a specific description of one insect's body part to each learner. Then, students are going to draw the insect according to the reading piece of paper.		
Guessing game. 10 min.	Teacher is going to divide the class into two groups. Then, each group is going to pick up a paper from a bag, a piece of paper which containing a short description of a specific insect. One student of each group comes		

	out in front of the group and read the description in order to give clues to the opposite group. The idea is that students guess what the insect is.		
Writing activity 6 min.	Learners need to write the description of their favorite insect in their notebooks.		
Organize the classroom. 5 min.	As learners changes the classrooms constantly, they need to organize the chairs as they look at the beginning of the class.		
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Good voice projection and the use of body language to motivate learners are very important.			