**PROMOTING LEARNERS TO IMPROVE THEIR SPEAKING SKILL THROUGH GAMES IN A PUBLIC SCHOOL.**

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**ESPECIALIZACION EN LA ENSEÑANZA DEL IDIOMA INGLES**

**CARAGENA DE INDIAS D.T. y C.**

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**Trabajo de grado para optar el título de Especialista en la enseñanza del inglés**

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**ABSTRACT**

This study presents the strategies that foster oral production of seventh students in a public school of Cartagena. It is the result of an action research, which responds to the descriptive and interpretative method. The aim of the current work is to investigate the impact that game activities produce on the development of learners´ speaking skills. Three instruments were used for the collection of information, namely: observations, digital survey and an interview in order to find the speaking skills students develop with the implementation of games. The data gathered showed that the students want to improve their speaking skill. Hence the necessity to look for strategies to encourage students to enhance this communicative skill.

A pedagogical intervention was implemented. This consisted of four lessons aimed to foster learners’ use of games to develop their speaking skill. The results of the data analysis reveal that the participant group’s confidence has increased, as well as their speaking level.

**Keywords:** Speaking, games, advantages of games, types of games.

**INTRODUCTION**

This research study is focused on improving the speaking skill in the seventh students through the use of games at Institución Educativa Antonia Santos (IEAS) de Cartagena. According to Lewis (1999) games are a beneficial pedagogical resource because they give the opportunity of developing the communicative skill while learners are playing. IEAS is a public school located in a neighborhood that borders la Popa Hill defined as ‘high-risk areas’. This school provides education to children, teenagers and young people who belong to a low level of social stratification.

The present action research aims to use games as a classroom strategy in seventh grade “01” students who are 27 students, 13 female and 14 male, between 11 and 15 years old. English is taught as a fundamental area, four hours a week.

In the last three years Ministerio de Educación Nacional has supplied a text, *Way to go!* a six-level secondary school series aimed at grades 6 to 11 for schools that teach between three and five hours of English per week with the purpose of creating an appealing and enjoyable environment in which students can develop their English, not only in terms of grammar, but also at a communicative level.

In order to identify the research problem some instruments were implemented such as class observations and students’ surveys. Observations were necessary to observe objectively the determined difficulties students presented and the context where it was developed. The survey was conducted to inquire students about the perception of learning English language and what skills they would like to develop the most. Later, a written interview was applied to explore more deeply about the development of English classes. Finally, four lessons using games were carried out.

NEEDS ANALYSIS

Observations took place to analyze students’ performance and attitude during English classes in which it was observed that students felt embarrassed, had difficulties by expressing their ideas orally, lacked vocabulary and were reluctant to participate in class and to take notes.

A survey was the next instrument applied to the students. It was conducted in the mother tongue due to the students´ basic English performance. It was done online and consisted of eight questions focused on the perception of the students about the learning of the English language. By analyzing the information collected, the results showed that some students answered that it is difficult to learn English and the most important skill to develop is the speaking skill. They also declared that they liked activities in which they were able to interact with others as role plays and games. A great number of students stated that they felt nervous and were scared to make mistakes when speaking in English.

An interview was the last instrument used to obtain evidence about the perception of the English learning and activities done during the classes. It was conducted in Spanish and consisted of eight questions in order to extend the information gathered from the online survey and verify if it matched with the new data. Most of the learners agreed with the idea that it is important to learn English in order to travel around the world and meet people as well as to get a scholarship and a better job. Some of them considered that it is interesting to learn English because it would be a way to obtain better things and others stated that it is difficult to learn English due to the lack of vocabulary and the fear of making mistakes.

In the last decade, the Colombian government has developed different programs to increase students´ English competence such as Colombia Bilingüe which seeks to promote the use of English language in all schools in the country in order to be competitive at an international level and to provide the students with the possibility of being fluent in this foreign language which at the same time will provide greater chances of success in the academic and professional fields in the future. (MEN, 2006). Hence in the last four years, the results in PRUEBA SABER 11°, English test scores have improved, but a concern between English teachers has grown and it is the low performance presented by students of seventh “01” that would be reflected in a negative way in the test scores in the next years.

Keeping in mind the performance of this group of students and the results obtained from different data collection instruments we considered the implementation of games as the best motivation to help this group face communicative situations in an appropriate atmosphere, primarily in relation to the speaking skill. The games also provided them with opportunities for free expression. According to this idea, Mora & Lopera (2001) stated that games and fun activities have always been one of everybody´s favorite things to do in a class, both for teachers and students.

As stated by Brown, (1994) and Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Nowadays the goal of teaching speaking is to improve the communication skills of the students. Given that speaking is one of the productive activities in daily life, its mastery must be a priority for students in schools and taking into account that 70,37 %, 19 students, agreed that the most important skill to develop is speaking and, also that in any school English language is taught as a communicative approach as stated in *Guía 22: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* and based on previous need analysis it was possible to establish as a research question: *“What speaking skills do 7th graders at Institución Educativa Antonia Santos develop when using games?”*  To answer this question an action research has been carried out in order to improve the speaking skill in the seventh students through the implementation of four lesson plans based on the use of games.

RESEARCH QUESTION

* What speaking skills do 7th graders at Institución Educativa Antonia Santos develop when using games?

RESEARCH OBJECTIVE

* To identify the speaking skills that are developed by 7th graders at Institución Educativa Antonia Santos when games are using.

**THEORETICAL FRAMEWORK**

1. **Definition of Speaking**

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which speaking occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking requires the mastery of the following sub competences/skills:

* **Linguistic competence:** This includes the following skills: using intelligible pronunciation, following grammatical rules accurately, using relevant, adequate and appropriate range of vocabulary.
* **Discourse competence:** This includes the following skills: Structuring discourse coherently and cohesively and managing conversation and effectively to keep the conversation going.
* **Pragmatic competence:** It means to use the languageeffectively and appropriately according to the context.
* **Fluency:** This means to communicate ideas as naturally as posible, speaking reasonably quickly and without having to stop and pause a lot.

According to Bygate (1987), speaking is a skill which deserves attention every bit as much as literacy skills, in both first and second language. Bygate (1987) argues that “learners need to be able to speak with confidence and fluency not only with the purpose of learning a foreign or second language but also because is a medium to social solidarity, and a vehicle to make or lose friends” (p.1). Learners not only learn a second language to interact in the classroom but to meet the world.

In terms of teaching speaking, Byrne (1984) stated that “The main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or gets impatient). To attain this goal, the students had to move from the stage where they merely imitate a model or respond to cues to the point where they could use the language to express their own ideas” (p. 9). Taking into account Byrne's concept, we used fun and interesting games in our project in order to motivate and help students move from the imitation stage to the production stage.

1. **Definition of Game**

According to Jill Hadfield (1996) a game is “an activity with rules, a goal and an element of fun” (p. 4). He also said that “there are two kinds of games: competitive games and co–operative games. A competitive game is games in which the player or teams race to be the first to reach the goal. And co-operative games are games in which players or teams work together towards a common goal.

Ersoz (2000) states that when games are used properly in class, students feel comfortable to participate and exercise their language skills. Most students find games fun and entertaining and at the same time games provide the students the opportunity to make use of language while playing. Games also foster and promote collaborative activities. The facilitator must design a plan in order to enrich a lesson in which games lead the students to participate and to be motivated during the activity. In order to get students’ attention and involvement in the classroom activities; games work as a tool which provide enjoyment to students’ process and at the same time allow the teacher to give the students the information that she/he wants to transmit.

1. **Advantages of games**

According to Kim (1995) some advantages of using games in the classroom are the break from the usual routine of the class, games are motivating, challenging. Games require effort and make students have the willingness to practice different skills giving them the opportunity to interact and communicate meaningfully in the target language.

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

According to Chen (2000), games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. They are thus a natural self-expression for both the young and old. They have the advantage of attention in focusing, providing a self-motivating environment for the students with their active participation.

1. **Types of Games**

According to Wright (1997), there are several types of games. Some of them are:

1. Picture games

A picture game is a game in which the use of pictures plays a major part. These games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationship between pictures.

1. Card and board games

Card and board games offer a wide variety of benefits. They give the opportunity of developing a lot of skills such as to solve problems and overcome any adversity. In addition, cards and board game help students improve their memory and think quickly. On the other hand, these kinds of games help learners to improve their social skills as they work in small groups.

1. Story Games

This game provides a framework for learners to speak and write at length instead of engaging in short exchanges. The teacher should decide that it might be helpful to correct certain errors that are made, them make a written or mental note of the errors during the story telling, but dealing with them until afterwards.

1. Word Games

This game focuses initially on the word rather than on the sentence: spelling, meanings, words for sentence-making, words as inferred from contexts, or words as categorized according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length.

1. Question and answer games

This game aims to verify information of previous topics and knowledge and improve concentration. In addition, this activity creates contexts in which the learner wants to ask questions in order to find something out, usually connected with grammatical points.

**METHODOLOGY**

To respond to the purpose of this study in the best way we have selected Action Research. Burns (1999) stated that action research is a process that implies the participation and collaboration of each one of the members of a given community by showing evidences which may provide different chances in a specific situation.

Following this line and giving answer to our research question, this study is focused on the improvement of speaking skills through the use of games as a classroom strategy in seventh grade “01”. This type of research was chosen in order to analyze the problems students have to communicate orally and look for strategies to help them develop and enhance their speaking skills.

In this action research, we started with the identification of the problem; then the collection, organization and interpretation of data in order to plan actions that help us to achieve the objective and finally wrote some conclusions according to the results. We used different techniques in order to develop our research. They were class observations, survey and interviews.

They were chosen in order to delve more deeply to students about the development of English classes, and determine the preferences and interests of students related to the language skills focused on the speaking skill. To carry out this proposal, we have the collaboration of teachers, students and management staff from the IEAS.

**PEDAGOGICAL INTERVENTION**

According to the results from the survey and the interview we decided to apply one unit with four classes to the selected group, developed from July 4th to July 28st, 2017, one lesson plan per week. The topics introduced were related to free time Activities, Frequency Adverbs, WH questions and Future Tense that correspond to the English syllabus for 7th grade at the school. Video tapes were used to get evidences from the work done when the pedagogical intervention took place.

Our lesson plans were designed with the following structure: the identification of the subject and topics to study, a warm up, presentation of the topic, a practice that includes a game, a review section in which students express appreciations and questions about activities done during the class and finally homework. The teacher introduced the topic keeping the interaction with students. A game is presented as a strategy to practice their oral skills. Participations from students were spontaneous. They interacted with each other. These games were played in small groups in and outside the classrooms. The games applied to develop the lesson were: “Snake and Ladders”, “What is the question”, “Hopscotch”, “The hidden card” and “The hangman” as well as a charade and a competition of tongue twisters.

**ETHICAL CONSIDERATION**

In this research, the information provided by teachers, students, parents and principals was used only for academic purposes. It is important to emphasize that the expected results of this research will be beneficial for the school and the English class only.

**DATA ANALYSIS AND RESULTS**

After analyzing the data collected from the different instruments we found the following four categories and results.

GAMES REDUCE FEAR

We defined this category as fear that appears when learners face communicative situations while they are developing any activity during the learning process along an English lesson. Students stated that they were worried about making mistakes or simply shy of the attention that their speech attracts. They felt embarrassed and nervous about speaking in front of their classmates. The following data belongs to a student´s interview: *“Aprender inglés es difícil porque me da pena hablar así delante de mis compañeros porque de pronto me puedo equivocar y se vayan a burlar de mí”.* (Interview-Juan-Q5)[[1]](#footnote-1). Another student´s interview data: *“Algunas veces me gusta participar en la clase de inglés, pero en algunas ocasiones me cuesta trabajo porque me da pena”.* (Interview-Michael-Q6).

During the pedagogical intervention, we noticed that the fear and concern about making mistakes gradually disappeared as the classes progressed and students felt more confident. One of the student stated: *“Me gustan los juegos en Inglés, los diálogos y las actividades en grupo porque cada estudiante puede aportar y nos ayudamos unos a otros”.* (Interview-Cristian-Q8).

Learners demonstrated to be more engaged and interested in participating in the different communicative activities when games were used. It was observed that games helped participants to improve the second language acquisition process and increased the interaction with classmates overcoming their initial reluctance to speak. It was also evident that they seemed to enjoy the lessons and the class atmophere created during the activities.

INTEREST FOR SPEAKING ENGLISH

This category has to do with the participation of students in communicative activities even though the mistakes they made when they spoke. Many students had problems in some speaking subskills such as pronunciation, grammar, vocabulary, coherence and fluency. One student expressed: *“No me gusta participar en la clase de inglés porque no sé pronunciar muy bien las palabras, pero a veces me salen bien y participo”.* (Interview-Camilo-Q6)

This situation made organizing ideas more difficult and caused students to speak slowly, make grammatical errors frequently and not to pronounce words correctly. Due to these problems when the teacher gave instructions to play games, students did not answer inmediatly and began to speak in their mother. They answered with isolated words, made some grammar mistakes, and did not connect organized and coherent ideas.

The transcription below is part of a dialogue that took place during a game activity:

*Student 1: Which nomber?*

*Student 2: Siete*

*Student1: What are you going to do next Saturday?*

*Student 2: Um. Um. I soccer and park*

*Student 1: Where do you practice football?*

*Student 2: uh, in a park eh eh la playa, cómo es qué?And the beach.*

*Student 1: What time do you practice football?*

*Student 2:10, digo ten, ten o´clock* (Pedagogical intervention-Juan and Rosita).

The implementations of games also contributed for participants to change their attitude to the class. At this point classroom interaction increased and students were involved in group activities and had the opportunity to dedicate more time to speak, interact with different peers in every activity and negotiate meaning in order to be understood. One student expressed: *“Me gustan las actividades en grupo porque siento que con mi compañero nos estamos ayudando y lo hacemos mejor cuando participamos”*. (Interview-Jaider-Q8)

Grammar mistakes were tolerated. Participants gained better pronuntiation and speaking fluency. Teacher corrected students´ errors afterwards, trying not to interrupt the normal course of the games.

LACK OF VOCABULARY

This category refers to the difficulties that students have when they participated in games because they conveyed their ideas in both L1 and L2. This happens apparently because it is not considered that acquiring a study habit is a good way to learn new words. The correct study habits support the ability to work in class, therefore, help students to obtain good results.

One student declared: *“Me cuesta mucho trabajo aprender inglés porque no me sé el vocabulario”.* (Interview-Ángel-Q5). Another pointed out that: *“La clase de inglés me parece algo difícil porque esas palabras me enredan, no las sé ni pronunciar y aprenderme el vocabulario me estresa”.* (Interview-Liliana-Q5).

If students lacked the suitable vocabulary to communicate their ideas, they would have problems during the communication process in any oral activity and consequently, the ability to communicate in L2 would be affected. We could observe that many students were easily distracted, as a result they did not take notes, did not attend instructions and started working without knowing what they had to do exactly, as a consequence they refused to participate in class and were not very active to work. To overcome this situation interesting and challenging games were selected in order to motivate and involve students to participate actively in different communicative situations so that they could learn new words and expressions and some grammatical aspects. The students were given different topics to develop the games for them to acquire the acceptable vocabulary related to their daily routines, free time activities and hobbies and sports. Thence, participants discussed what vocabulary was the adequate to give the correct answers in the different communicative situations proposed by the games.

In one student´s interview data it was found that: *“Las actividades que me gusta se llama el juego de los dados y los videos, las preguntas con sus respuestas y buscar las traducciones porque todas esas me ayudan a desarrollar más conocimientos sobre el inglés”.* (Interview-Luis-Q8). Another expressed*: “Me gusta cuando la seño nos trae juegos y las actividades en grupo para aprender vocabulario”.* (Interview-Roberto-Q8).

Games revealed quite good results. Participants seemed to be concerned about understanding what the teacher wanted them to do and they were much more focused on the activities themselves. Games showed that participants could enhance some speaking subskills in English conversations: they learnt a lot of new vocabulary and understood and managed some grammatical rules facilitating the learning process. Participants employed a richer and more accurate vocabulary in their speaking fluency, too.

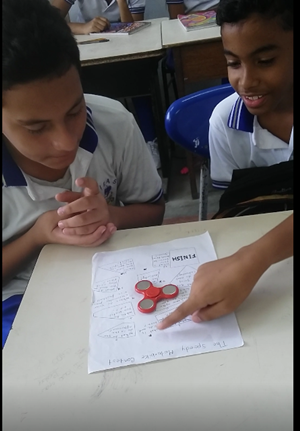
A negative aspect noticed was that many students used the English dictionary for being able to participate in the games even though teachers provided with the suitable vocabulary to develop the activities. This situation was very complicated keeping in mind that this takes a lot time and the competition is an evident tool in the use of games.

LEARNING STRATEGIES

This category is related to the interaction required at the moment of facing the activities through games and the learning process.

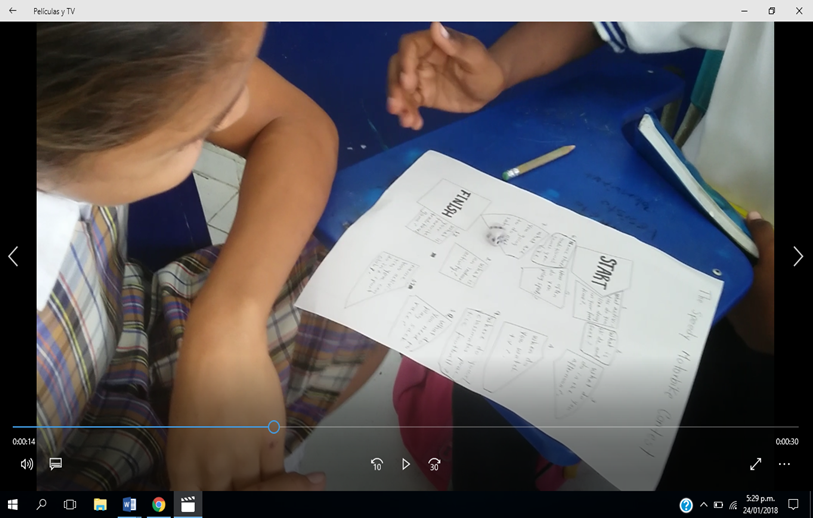
The use of games is seen as a learning strategy that improves speaking skill. The aim of a teacher is to teach students to learn which means that has to use the necessary tools and strategies to acquire a set of knowledge, to develop learners´ abilities and skills, motivate them and help them feel confident in developing their own oral production. The use of learning strategies according to Oxford (1990) are actions taken by the student to make the learning easier, faster, more enjoyable, self-directed and transferable to new situations. A wide variety of classifications of such strategies are also presented. O´Malley (1985) organized them into three groups: metacognitive, cognitive and socio-affective. Cognitive refers to the relationship of new information with prior knowledge; metacognitive have to do with the student's ability to plan, control and evaluate the learning process; and the social ones are related to the motivation and the affective disposition that the student has before his process.

The implementation of the games as a learning strategy was choosen because it is a natural, espontaneuos and free activity that requires to make decisions and execute practical actions as well as to conceive new ways to solve a challenge and consider the differences between the participants, especially to their differences in rhythms and learning styles. Participant students had the opportunity to work in small collaboratelly groups in order to reach a goal encouraging participants to learn from each other. They also had the opportunity to use games as a strategy to facilitate the adquisition of the second language and to communicate among them using the English language.



*Picture 1. Learners ´ interaction in a game activity.*

Games facilitated the participation of introverted students and enhanced the learning process. Those shy learners that often felt threatened when they were forced to participate by answering a single question in front of the rest of their classmates, could integrate and get involved by being able to participate such a small groups that avoid being exposed to the entire course. On the other hand, students were exposed to real communication situations in which they required to use and speak in the target language. (see Picture 1)



*Picture 2. Learners´s participating in a game activity.*

During the development of the different games, students played with enthusiasm in an expontanous way, overcoming any obstacle and inviting their classamates to participate in the communicative activities. (see Picture 2). Thus, games promoted team work, peer teaching and collaborative learning. One student stated: *“Me gustan las actividades en grupo porque siento que el compañero y yo estamos ayudándonos unos a otros”.* (Interview-Esteban-Q8). Some students stated that: *“Me gusta participar en la clase de inglés porque es divertido porque así podemos aprender muchas cosas”* (Interview-Rosita-Q6)*; “Súper bien porque estamos aprendiendo vocabulario y siento que le ponemos el alma”*. (Interview-María-Q7).

Games became part of the learning space that transformed the environment being very beneficial not only for the students but for the teacher, the time passed over and students laughed and enjoyed the class. Another aspect observed was the learning of vocabulary, that has been a trouble that constituted an obstacle to the expression of ideas in the play activity. Students could use words within oral context with more facility and without the fear of making mistakes.

CONCLUSIONS AND IMPLICATIONS

By analyzing the data gathered in this study, carrying out the pedagogical intervention to the seventh graders and according to the research questions *What speaking skill do seventh graders at Institución Educativa Antonia Santos develop when using games*? it was possible to draw the following conclusions:

* Regarding to the first category, *Games reduce fear,* the participant group seemed to be much more motivated and willing to participate of the games in spite of their fear of making mistakes. They were much more engaged with the activities and games. It was observed that participants could overcome their inhibition of speaking in front of the classroom at the time games were implemented. Games transformed the place into a good atmosphere and students could work freely and confidently. Those students who were usually shy or did not like to participate during the classes changed their attitude and became more enthusiastic while were playing.
* According to the second category, *Interest for speaking English,* games proposed by the teacher required from the students the necessity to express orally their ideas thence the speaking skills that they developed were pronunciation, grammar and vocabulary. As the classes progressed students perceived speaking as a natural process when they were playing. They could express orally without the pressure of time or constant evaluation. As a consequence, they learnt more vocabulary, created short sentences, and managed pronunciation. Games also required the students to work cooperatively in theirs groups where they had to speak and express information and ideas. As well as games allow learners to discuss a specific topic with their peers in order to complete the requested activity.
* Related to the third category, *Lack of vocabulary*, participants seemed to be more comfortable using new vocabulary and produced more complete and elaborated speech. Although using games seemed to be a hard task for the teacher, such a task was more appealing to learners due to they found it enjoyable, natural and comfortable. It was observed that students were really involved in the activities causing their knowledge of the second language increase. This implies the teacher must bring interesting games that give to the students the opportunity to communicate their ideas by speaking, enabling them to use the language to communicate effectively. Furthermore, it is necessary that previously teachers design syllabus that contain activities where students not only improve the oral skill, but also the other skills.
* The iniciative of implementing games among young learners seemed to be an effective pedagogical strategy to improve oral skills according to the fourth category *Learning strategies.* Games gave learners the opportunity to feel more confident, even though the directions that must be met in a game. Games became a key to foster interaction and participation into the classroom. When the dynamics of the game were integrated to the learning procces, they transformed the environment, providing benefits for the teacher and the students during the classes by spending time between laughs, lessons and games. In addition, games inspired students to think, to create and recreate activities that contributed to the development of attention, to achieve their communicative skills and learn new vocabulary, to follow directions and to commit to carry out rules.
* By including games in the classroom activities the learner is given a positive message, that games are a mean that facilitate the learning process and help them to develop their oral production and interaction, besides improving their English. Games motivate students to participate actively during the class at the same time that they learn to respect their peers and be valued by the rest of the group.
* Finally, we concluded that it would be useful to do further research into the use of games in which students have the opportunity to work on teams and involve their different learning styles.

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ANNEX 1 – SURVEY QUESTIONS

Responde las siguientes preguntas sinceramente a tu parecer. Cuando hayas terminado haz clic en el botón *finalizar.*

1. ¿Es importante para ti aprender inglés?

SI \_\_\_ NO \_\_\_

1. ¿Cómo te parece aprender el idioma inglés?

ABURRIDO \_\_\_ FACIL \_\_\_ DIFICIL \_\_\_ INTERESANTE \_\_\_

1. ¿Consideras que para aprender inglés eres?

MUY BUENO \_\_\_ BUENO \_\_\_ REGULAR \_\_\_ ME CUESTA TRABAJO \_\_\_

1. En tu opinión, ¿qué es más importante aprender en la clase de inglés?

HABLAR \_\_\_ LEER \_\_\_ ESCRIBIR \_\_\_ ESCUCHAR \_\_\_

1. ¿Qué habilidad comunicativa te gustaría profundizar al aprender inglés?

HABLAR \_\_\_ LEER \_\_\_ ESCRIBIR \_\_\_ ESCUCHAR \_\_\_

1. ¿Cuáles actividades te gusta que se desarrollen durante la clase de inglés?

|  |  |  |  |
| --- | --- | --- | --- |
|  | mucho | poco | nada |
| Ejercicios de gramática |  |  |  |
| Ejercicios de lectura y traducción |  |  |  |
| Monólogos, diálogos y role plays |  |  |  |
| Juegos |  |  |  |
| Exposiciones |  |  |  |
| Ejercicios de repetición |  |  |  |

1. ¿Cómo te sientes cuando te piden hablar en inglés?

BIEN \_\_\_ PREOCUPADO \_\_\_ NERVIOSO \_\_\_ TEMEROSO A EQUIVOCARME O HACER EL RIDICULO \_\_\_ APENADO \_\_\_

1. ¿Qué te motiva a participar en la clase de inglés?

UNA BUENA NOTA\_\_\_ SER MEJOR \_\_\_ ME GUSTA LA MATERIA \_\_\_ QUIERO APRENDER INGLES \_\_\_ TENGO DESEOS DE ESTUDIAR \_\_\_ QUIERO INTERACTUAR EN EL AREA DEL TURISMO \_\_\_

ANNEX 2 – INTERVIEW QUESTIONS

Responde las siguientes preguntas sobre tu percepción del aprendizaje del Inglés y el desarrollo de las clases.

1. ¿Cuál es tu nombre?
2. ¿Qué edad tienes?
3. ¿En qué curso estás?
4. ¿Por qué crees que es relevante aprender el idioma Inglés?
5. ¿Cómo te parece aprender el idioma Inglés? ¿Por qué?
6. ¿Te gusta participar durante la clase de Inglés?
7. ¿Cómo te sientes cuando participas en la clase de Inglés?
8. ¿Cuáles son las actividades que más te gustan de la clase? ¿Cuáles no?

ANNEX 3 – LESSON PLANS

LESSON PLAN 1

|  |  |  |
| --- | --- | --- |
| **Lesson name: What do you do in your free time?** | | |
| **Subject:** English | | |
| **Standard:** Identify expressions about daily activities, and talk about hobbies and interests**.** | | |
| **Unit aim:** At the end of the unit students will be able to give and ask for information. | | |
| **Lesson objectives:** Students will be able to ask for and give personal information about free time activities | | |
| **Grade:** 7° | **Students´ ages:** 11/ 15years old | **Time :** 110 minutes (x 2)  **Date: July 4th and 6th, 2017** |

**Session 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Description** | **Resources** | **Time** |
| **Introduction** | * Teacher greets students and takes the attendance. * Teacher introduces the new topic, the standard, the unit aim and lesson objectives. | List of learners  Pacing guide | 10 minutes |
| **Warm up** | * Teacher shows some pictures and asks students where the places are in the photos and what they think children there do in their free time. * Students listen to the audio track and match pictures with the vocabulary from the Word Bank Box * Teacher repeats the two more time. * Check the answers. * **Word Bank**: * **Go…** to the movies, to restaurants, to the beach , to the gym, , shopping, horse riding, fishing, dancing * **Do…** chores, woodwork, exercise, gymnastics and athletics. * Students pronounce the words. | Flashcards  Cd  Computer  Speakers | 10 minutes |
| **Presentation** | * Students look at a graph about some teenagers ’ free-time activities and answer next questions in pairs:   1. Which of the activities in the article do you do?  **2.** What other activities do you like doing in your free time?   * Next, teacher explains the present tense. | Students book “Ways to go 7” | 25 minutes maximum |
| **Practice** | * Teacher will invite student to participate in a spelling content about the free time vocabulary. Students write on their notebooks the key words and spell them. |  | 20 minutes |
| **Game** | * Teacher divides class into small groups of 4 students in order to play the game “*Snake and Ladders*”. * The game consists in throw a dice and answer a question in order to advance to the Finish. * They have 30 seconds to answer it. * If they don´t know the questions another group has the option to answer it and get the point. * Win the group with the high number of points. | “Snake and Ladders Game”  Dice and points | 30 minutes |
| **Review** | * Group work: students walk around the classroom and fill in a chart by asking their partner what activities they do in their free time. | Worksheets | 10 minutes |
| **Homework** | * Students will ask their family members and write a list of sentences about the activities they do in their free time. | Notebooks | 5 minutes |

**Session 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Description** | **Resources** | **Time** |
| **Introduction** | * Teacher greets students and takes the attendance. * Teacher introduces the new topic, the standard, the unit aim and lesson objectives | List of learners  Pacing guide | 10 minutes |
| **Warm up** | * Teacher explain what a cultural centre is. * Teacher asks next question: *Is* *there a cultural centre in our neighbourhood?/* *What activities does it offer?* |  | 10 minutes |
| **Presentation** | * Students read some information about a Cultural Centre Teen Club Questionnaire and answer the questions. * Teacher explains simple present tense: Third singular person. | Worksheets | 30 minutes maximum |
| **Practice** | * In pairs students ask questions about   using the third person singular. Example : María, what does (a student’s name) do in his/her free time? He/she likes doing exercise.   * Students use the information in the table to write about Sara’s free-time activities. * Check the answers. | Worksheets | 15 minutes |
| **Game** | * Students will play *“What is the question?”* * Teacher divides students in small group of 4 students and puts a pile of cards on a desk. * Then one volunteer comes in front of the class and takes a card with a blank to write the question and read it to the rest of the students. If he/she doesn´t know the question, he/she goes to his/her group and discusses it. * They have 30 seconds to answer it. * If they don´t know the questions another group has the option to answer it and get the point. | Word cards | 30 minutes |
| **Review** | * Teacher presents some flashcards in order to students describe the free time activities | Flashcards | 10 minutes |
| **Homework** | * Students will bring an album about their own free time activities as well as their families | Album with draws or pictures, colours | 5 minutes |

**LESSON PLAN 2**

|  |  |  |
| --- | --- | --- |
| **Lesson name:** Leissure Activities-Traditional Games- Wh- questions | | |
| **Subject: English** | | |
| **Standard:** Identify expressions about daily activities, and talk about hobbies and interests**.** | | |
| **Unit Aim:** Develops oral fluency through questions to have short conversations. At the end of the unit students will be able to ask question about traditional games using WH- Questions | | |
| **Lesson objectives:** Students will be able to answer questions about traditional games and explain them. | | |
| **Grade:** 7th. | **Students´ ages:** 11/15 years old | **Time :** 110 minutes (x 2)  **Date: July 11th and 13th, 2017** |

**Session 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Description** | **Resources** | **Time** |
| **Introduction** | * Teacher greets students and takes the attendance. * Teacher introduces the new topic, the standard, the unit aim and lesson objectives | List of students  Pacing guide | 10 minutes |
| **Warm up** | * Students look at some photos and say if they recognize some traditional games. * Teacher asks if they know how to play   the games in the potos.   * Students check the pronuntiation of next Word Bank: jacks, hopscotch, sack race, tag, hide-and-seek spinning top, players, need, advantages, members, rope, skip, jump, places, area, board, ground, exploring, develop, agility, speed, ,learn,, winner, loser. | Poster about traditional games | 15 maximum |
| **Presentation** | * Students listen to a TV advert about traditional games and label the pictures of the games (1–6) with words from the Word Bank. * Teacher asks question about games using WH- Questions: What is your favorite traditional game? / When do you play it? / How do you play it? / What do you need to play it? / How often do you play it? | Computer  Cd  Speakers | 20 minutes maximum |
| **Practice** | * Read the chart and complete the benefits of traditional games (1–6) with the phrases in the box. * Students form groups of 4 and ask each other’s about their favorite traditional game and complete a chart. | Worksheets | 15 minutes |
| **Game** | * Students will play *The hopscotch*. * Teacher divides the class in groups of four students. Then set a time limit in order to complete the course or lose the turn. * When a student throws the stone and complete the course until # 10 must choose a set of wordcards and continue the course when finishes it must give the cards to the team and organize a sentence. If do it well get a point and get another chance to do another course and get a new set of wordcards. * Win the team with the most cards. | Wordcards | 35 minutes |
| **Review** | * In pairs students receive three cards and ask questions to each other. | Wordcards | 10 minutes |
| **Homework** | * Students will design a poster about a traditional game. |  | 5 minutes |

**Session 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Description** | **Resources** | **Time** |
| **Introduction** | * Teacher greets students and takes the attendance. * Teacher introduces a new topic, the standard, the unit aim and lesson objectives | List of students  Pacing guide | 10 minutes |
| **Warm up** | * Students will read a text and complete the information (1–4) with the headings (a–d). * Teacher explains some vocabulary / expressions if it is necessary. | Worksheets | 20 minutes |
| **Presentation** | * Teacher explains the following sounds **/iz/ /s/ /z/.** * Teacher writes examples on the board for students to practise the pronunciation. | Computer  Cd  Speakers | 20 minutes maximum |
| **Practice** | * Students listen to some tongue twisters. * Teacher writes them on the board and practise saying them slowly, then, try and say them fast. | Computer  Cd  Speakers | 20 minutes |
| **Game** | * Students have a competition. In groups of 3, students say the tongue twister out loud. The fastest and most accurate group wins. |  | 25 minutes |
| **Review** | * Teacher writes more examples using the endings **/iz/ /s/ /z/**and students try tos ay them. | Marker  Board | 10 minutes |
| **Homework** | * Students will complete a worksheets about the topics studied | Worksheets | 5 minutes |

**LESSON PLAN 3**

|  |  |  |
| --- | --- | --- |
| **Lesson name: How often do you play sports?** | | |
| **Subject: English** | | |
| **Standard:** Exchange information about personal care through questions and answers**.** | | |
| **Unit Aim:** Develops oral fluency through questions to have short conversations. At the end of the unit students will be able to ask question about what frequency they do free-time activities. | | |
| **Lesson objectives:** Students will be able to express what free-time activities they do and its frequency. | | |
| **Grade:** 7th. | **Students´ ages:** 12/15 years old | **Time :** 110 minutes (x 1) **Date: July 18th** |

**Session 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Description** | **Resources** | **Time** |
| **Introduction** | * Teacher greets students and takes the attendance. * Teacher introduces a new topic, the standard, the unit aim and lesson objectives | List of student  Pacing guide | 10 minutes |
| **Warm up** | * Students will listen and read a Word bank present by the teacher. The listen and number the pictures. * Word Bank: Ride a bike, playing video games, surfing online, chatting through social networks: Whatsapp, Facebook, Snap chat, Skype, watch TV, go shopping, play sports and go to the gym. * Students practice pronuntiation. | Cds  Video Beam  Computer  speakers | 15 minutes |
| **Presentation** | * Students will listen about a girl talking about their daily routine. * Teacher explains the use of Frequency adverbs and the place of them with verb To Be. | Cd  Computer  Speaker | 20 minutes |
| **Practice** | * Students copy on their notebooks a chart. * Teacher plays the audio track. Students   mark how often the girl performs the actions. | Cd  Computer  Speaker | 15  Minutes |
| **Game** | * Students will play *The hidden card*. * Teacherhides some cards with questions around the classroom before students arrive. * Teacher divides the class into 2 teams. * Teacher explains that he /she has hidden cards throughout the room and they have to find them and need to decide if the sentences wrote on the cards are well written. Once students have correctly answered the question on the card, they can search for another card. At the end of the game (after a certain amount of time or when all the cards have been found) the team with the most cards in their possession wins the card at a time. | Wordcards  Chalk  Stone | 45 minutes |
| **Homework** | * Students in the same groups will bring a new game using frequency adverbs and their daily routines. |  | 5 minutes |

**LESSON PLAN 4**

|  |  |  |
| --- | --- | --- |
| **Lesson name: Future plans** | | |
| **Subject: English** | | |
| **Standars:** | | |
| **Unit Aim:** Students will be able to express orally their future plans. | | |
| **Lesson objectives:** Students will be able to have conversations asking and answer questions about their future plans. | | |
| **Grade:** 7th. | **Students´ ages:** 11/15 years old | **Time :** 110 minutes (x 2)  **Date: July 25th – 27th, 2017** |

**Session 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Description** | **Resources** | **Time** |
| **Introduction** | * Teacher greets students and takes the attendance. * Teacher introduces a new topic, the standard, the unit aim and lesson objectives | List of attandance  Lesson plan | 10 minutes |
| **Warm up** | * Teacher asks about students’ plans using *going to*: *What are you going to do after* *school? / What is (student’s*   *name) going to do after school?*   * Student read about a boy’s email and complete a summary (1–5). * Teacher checks answers . | Worksheets | 15  minutes |
| **Presentation** | * Teacher explains the future tense with Like and *Be going to*. * Teacher writes new expressions on the board related to future plans: By 2023, In 2 years, In the future, next week, next month, next year. * Finally, in chorus students repeat the vocabulary. | Board  Human resources | 20 minutes |
| **Practice** | * Students look at some photos and describe the actions using *like +ing*. Teacher gives an example: *1. They like*   *riding their bikes.* Then listen to a telephone conversation and label the activities in the photos (1–4) with what they are talking about. They listen again and make notes about all the activities they hear using going to do or NOT going to do. | Cd  Computer  Speaker  Wordsheets | 15 minutes |
| **Game** | * Students will play *The Hangman* * Teacher divides the class into two groups: A and B. * They will guess missing letters to complete a word or phrases. Then, they will use them to make sentences in future tense and obtain a point. * Winner is the group with more points | Wordcards | 35minutes |
| **Review** | * Students will ask theirs partners about their plans for the rest of the day |  | 10 minutes |
| **Homework** | * In groups of four students will do a survey about the plans for the weekend and holidays |  | 5 minutes |

**Session 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Description** | **Resources** | **Time** |
| **Introduction** | * Teacher greets students and takes the attendance. * Teacher introduces a new topic, the standard, the unit aim and lesson objectives | List of attandance  Lesson plan | 10 minutes |
| **Warm up** | * Teacher asks students if any of them   has moved house and how they felt about it   * Students listen to a conversation and next answer some questions. * Teacher checks the answers. | Worksheets  Cd  Computer  Speakers | 20  minutes |
| **Presentation** | * Teacher explains the way to form questions using future tense and short answers. | marker  Board | 15 minutes |
| **Practice** | * Students will do a list of all the free-time activities they know. * Teacher elicits students’ answers and   write them on the board and encourages them to make sentences using future tense. | Notebooks | 20 minutes |
| **Game** | * Students will play charades. * Teacher explains that charades consists in doing mimes in order to guess the actions through pictures about daily activities. * Students can ask *Yes/No* questions. * Teacher limits the number of times   students can guess to two times.   * Teacher puts students into groups of 4. | Students | 30minutes |
| **Review** | * In the same group students receive three piece of paper with questions related to the topic and ask each other and answer them. |  | 10 minutes |
| **Homework** | * In pairs students will do a report about how teenagers spend their free time in the countryside and in the city. |  | 5 minutes |

1. Students´ real names have been changed. Their interventions correspond to answers from the interview. [↑](#footnote-ref-1)