

ACCURACY WORK THROUGH LANGUAGE SPOKEN GAMES IN FIFTH  
GRADERS FROM A PUBLIC SCHOOL.

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### **Abstract**

This classroom project is focused in the development of students' speaking skill through the implementation of different spoken games. It was carried out in a public primary school from Pereira. The main objective of this classroom project was to implement spoken games in order to promote the development of the speaking skill focused on the accurate use of grammar and vocabulary.

The classroom project was conducted from September 26<sup>th</sup> to November 17<sup>th</sup> of 2015. The implementation took place in a primary public school in Pereira with a 5<sup>th</sup> grade; 37 students were involved on it. The information was collected through questionnaires, journals and checklist.

It was found from the experience and the reflections made by the teacher, that the use of games in classes have positive results since it not only allows students to feel motivated, creating a good rapport with teacher and partners but also learners showed as the weeks passed more understanding and advance in the speaking skill by using the correct grammatical structures and the proper use of vocabulary. However, at the same time there were some challenges during the implementation of this classroom project, such as group work, classroom management and the learning of more advance structures.

**Key words:** Teaching, games, accuracy, speaking skill.

## **Resumen**

Este proyecto de aula se centra en el desarrollo de habilidades del habla de los estudiantes a través de la implementación de diferentes juegos. Este proyecto de aula se llevó a cabo en una escuela primaria pública de Pereira. El objetivo principal de este proyecto de aula era implementar juegos hablados con el fin de promover el desarrollo de la habilidad de hablar centrada en el uso preciso de la gramática y el vocabulario.

El proyecto de aula se llevó a cabo del 26 de septiembre al 17 de noviembre de 2015. La implementación tuvo lugar en una escuela pública primaria en Pereira con un 5º grado; 37 estudiantes participaron en ella. La información fue recolectada a través de cuestionarios, revistas y lista de verificación.

A partir de la experiencia y de las reflexiones realizadas por el profesor, se ha comprobado que el uso de los juegos en las clases tiene resultados positivos, ya que no sólo permite que los alumnos se sientan motivados, creando una buena relación con profesores y alumnos. Sino también al pasar las semanas los estudiantes mostraron una mayor comprensión y avance en la habilidad de hablar utilizando las estructuras gramaticales correctas y el uso adecuado del vocabulario. Sin embargo, al mismo tiempo hubo algunos retos durante la implementación de este proyecto de clase, como el trabajo en grupo, la gestión del aula y el uso de cierta estructura gramatical.



## 1. Justification

Nowadays, the effect of globalization in economic sector throughout every part of world has increased the numbers of EFL learners. English is a global language in the world. Due to this, every country teaches English even in non – English speaking countries, they try that students learn this language as early as possible, as Baker (2014) indicated, people who learn a different language early, develop significantly cognitive abilities. In addition, according to researchers from Penn State University in the US, the structure of the brain changes when it learns a new language, at the same time, it reports that age does not matter to learn a different language; Reason why Colombian education seeks the need to incorporate a series of bilingual education policies focused on the English language, to help people be able to express and speak the language which will give them more opportunities such as improving their professional profiles, speaking skills, jobs, and make them more competent in the international market.

Colombia has been implementing programs that focuses on the teaching of the English language for many years. In 2004, the MEN launched the National Bilingual Program (Programa Nacional de Bilingüismo, PNB), which was designed to be implemented from 2004 to 2019 and aimed to develop communication skills in English language, in students of the official sector in order to globalized the market labor. Currently, the board of education (Ministerio de Educación) is implementing a program called “Colombia very well 2015 - 2025” it was created in order to improve the quality of education through the development of English skills in children and young people in the country. Nevertheless; the results of “ Retos y realidades de la enseñanza del inglés en colombia” are shown in charts, the real issues of Colombian education, the reasons, and how can they be solved.

A specific case shows that there is a small quantity of teachers who implement different strategies, and pedagogic resources in order to obtain a successful class, for students to be motivated in the subject. This means that teachers need to be more prepared, more interested and have further access to materials in order to reach the goal of a bilingual Colombia 2025.

Currently, public schools in Colombia are crowded, around forty students per classroom; Subsequently, the overpopulation in the classrooms, affects the learning process of the English language since most of the students have different interest, personalities, learning styles and skills, etc. besides the fact of the low intensity of hours of the implementation of it, makes the learning process more difficult for students to use the language in the classroom. In addition, we need to consider that the real country's conditions for bilingualism, as established few hours for teaching English, there is a shortage of materials and qualified teachers, classes are numerous and, in general, there are few opportunities to use English in real communication.

Moreover, in most of the Colombian public schools, teachers emphasize on grammar skills leaving aside the other, such as reading, listening and speaking. Usually in Colombian EFL classrooms, teachers tend to take the active role in the classroom while giving few chances for students to speak English. Given this, is evidenced that teachers do not encourage students to use what they have learnt in a communicative way. When education or training feels dull, students are not being engaged nor motivated; they are not really learning, they are memorizing a list of verbs, vocabulary, etc. and what we need is for students to acquire skills through a learning process, that gives them the ability to respond appropriately in a variety of situations. It means that professors are teaching

grammatical rules, but when students need to speak they are not capable to do it, and when they do, most of the time aspects such as pronunciation, use of vocabulary and grammatical rules are very poor. Consequently, it is most likely said that no matter the amount of time we use in English subject, if teachers continue implementing classes with a traditional methodology in which the main aspect is the grammar leaving aside other skills we cannot move towards a bilingual Colombia.

For these reasons, it was necessary to plan and implement a project, which focuses on the development of accuracy by the use of spoken games in classes, taking into account that game-based environments provide children the opportunity to use the second language to express themselves freely, without any kind of fear, but it focuses on the game developing the oral accuracy unconsciously.

This project aims at implementing spoken games that required memory, competition, speed and others, in order to use correctly the grammar and vocabulary orally. Schultz & Fisher (1988) agrees with the fact of implementing games in the classroom can help lower their anxiety, which is generated by the stress that produce classes when they face with unfamiliar topics or unknown grammatical structures, words, texts. Consequently, students feel uncomfortable and insecure in class, which inevitably affects their ability to learn (Schultz & Fisher, 1988).

To conclude, it is reasonable to say, that the development of speaking skill in fifth graders through the use of spoken games is an attractive strategy that can be implemented in any classroom in order to improve the speaking skill. games can be adapted to the individuals' age, skills and language levels; they are used not only for fun,

but have a learning experience, which lead the students to achieve the lessons' goals with pleasure.

## **2. Objectives**

### **2.1 Teaching aims**

#### *General*

Analyze the effects of the implementation of language spoken games in the development of grammatical and vocabulary accuracy in fifth graders.

#### *Specific objectives*

- Design and implement language spoken games to promote grammatical and vocabulary accuracy.
- Describe students learning responses when applying language spoken games to fifth graders.

### **2.2. Learning Aims**

#### *General*

Recognize the correct use of vocabulary and grammatical structures through the use of spoken games

#### *Specific Objectives*

- Produce accurate grammatical structures in the English language through spoken games
- Increase vocabulary range in the English language through spoken games.

### **3. Conceptual framework**

The purpose of this section is to provide a solid theoretical reference of this classroom project; for this, three concepts will be useful for understanding and contextualizing the purpose of it. In this sense, games will be the main term in this study which refers to the use of spoken games in order to improve speaking skill in terms of vocabulary and accuracy. These three concepts are supported by some theories and contributions of some authors. The first one has to do with the concept of games, kind of games, advantages and how it would be incorporated, authors such as Harmer (2001) private (2010) Byrne (1995) Erzos (2000) I-Jung (2005), and Lee Su Kim (1995) supported this concept. The second one is speaking, which is divided into three parts, first we have the definition and how to teach speaking to children. Finally, our last concept is accuracy, this concept will explain the importance of it and some definitions, this concept is supported by authors such as Lee (2008), Skehan (1996) and Bratton & Walton (2002).

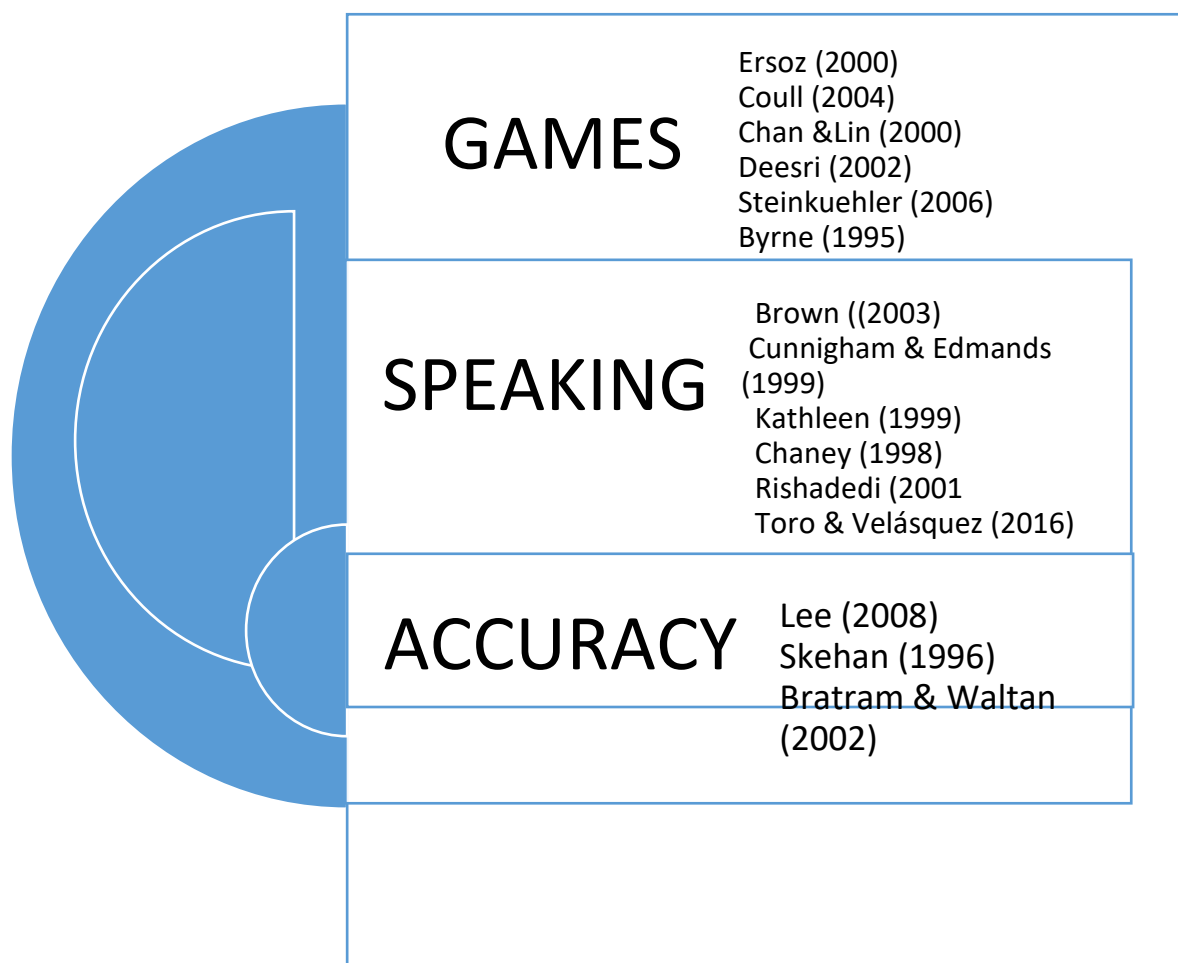


Figure 1.

Source: own production

### 3.1 Games

In foreign language education, teachers use and are in constantly search for different strategies that help students to develop the speaking skill. It is considered that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have Harmer (1991). They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and

are especially useful at the end of a long day to send students away feeling cheerful about their English class.

Games are entertaining activities that stimulate communication, thinking, and learning. Byrne (1995) indicated that Games are not only for entertaining but also a way that learner use the language throughout the implementation of the game. Play games before starting school, it is a way in which they enjoy; however, in most of the cases they play games before after they go to school or at the break, since the implementation of games in the class is not commonly used. Nevertheless, most of the teachers forget that It permits students to produce naturally sentences, and to express their opinions, given the fact that when they are playing their mind are more focus on the game, competition, recreation rather than if they have a mistake in the oral production; however, they are improving skills unconsciously. Steinkuehler (2006) mentioned that games are architectures for engagement, he refers that it is a good strategy to engage students, to motivate them to participate and to be involved in the class. Likewise, through the use of games students are able to understand a new concept or idea, take on a different perspective, there are innumerable skills that students can develop through the use of games such as critical thinking skills, creativity and teamwork.

### **3.1.1 Games in English Foreign Language**

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. Amato (1996) exposes that although games are associated with fun, facilitators must not forget that it is a great tool for educational purposes. In fact, games can provide English as a foreign language (EFL). One useful strategy to encourage learning a foreign

language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress and practice the content learnt. This section aims to give a clear understanding of what games are and why and how games are used in the classroom to promote students speaking proficiency.

### **3.1.2 The role of games in teaching English for young learners**

Games can be defined as a fun activity with a goal. Various scholars (Chan & Lin, 2000; Jiang, 2008; Kuo, 2008; Robinson, 1960; Zheng, 2008) have indicated that games are useful for children engaged in learning English since games can reinforce motivation and self-confidence of students. Young learners' achievement will be increased through the implementation of games, since games involves four language skills which are listening, speaking, writing and reading, as well as the sub – skills such as pronunciation, grammar, vocabulary, etc.

Young learners love to play, that is why they participate in a game in any classroom task with more enthusiastic and disposition. However, there are still teachers who think the class games work only to entertain, and fail to consider that this is also a strategy for students using the language with real communication purposes, also taking into account that games active students and commonly children learn better when they are active.

But one aspect what they need to consider is to include in the classes good games, those more than fun need to have a purpose, Likewise, those need to be carefully selected based on students likes and interest. It means that if games are properly



designed, they may become an essential part of the classes. Also, it is necessary to remember that the more variety teachers can introduce teaching is even more likely to achieve fulfil the needs of all the different students.

Based on the explanation above, it is clear that games have an important role in teaching English for young learners. Games have an important role in teaching, since it motivates young learners to learn, improve their language acquisition skill, increase learners' achievement, promotes their interaction and cover all the four skills.

### **3.1.3 Types of Games**

Games can be classified into categories. Hadfield (1990) states that there are two ways of classifying language games: First, we have linguistic games and communicative games. Linguistic games focus on accuracy; on the other hand, communicative games focus on the exchange of information. To classify it is necessary to mention first the accuracy.

In accuracy, the main purpose is to reinforce learners' command of correct linguistic features. In which the players are required to correctly recognize or say vocabulary words and grammatical forms or to correctly pronounce or spell words or phrases of language. Commonly, accuracy involves one single word or one sentence utterances. Accuracy games are usually directed by the teacher who, as a judge, decides who and what is right and gives points accordingly (Rixon, 1981).

Moreover, Ersoz (2000) stated that well-chosen games are helpful since students not only feel the break of doing something different from what they normally do in classes, but also they practice their foreign language skills. It is essential to mention that is

necessary to search, explore and examine all the different kinds of games in order to implement the most appropriate according to the group needs and interests.

In addition, above we can evidence some examples of games that teachers can implement in classes.

1. **Sorting, ordering or arranging games.** For example, students have a set of cards with months, and they have to arrange those cards in order.

2. **Information gap games.** In such games, one or more people have information that other people do not, and they must exchange their information to complete a task.

3. **Guessing games.** These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.

4. **Matching games.** As the name implies, participants need to find a match for a word, picture, or card.

5. **Board games.** “Snake” is one of the most popular games in this category.

7. **Role playing games.** Such games involve students in playing roles that they might not play in real life. They are adopted to facilitate students’ motivation, confidence, and vocabulary acquisition.

### **3.1.4 Benefits of Games for Young Learners**

Games describe an approach for teaching, in which activities are competitive and interactive whereas students are gaining certain knowledge depending of the skill in which is focused. It has been a part of education through the years. Generally, games learning is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world.

The implementation of games in the classroom provides itself the students to participate and create an environment of experiential learning, since when students are performing the game they are not only playing, but at the same time, they are putting into practice what has been learned in a natural way. There are many benefits considering the implementation of games in the classroom focusing on children of primary school; Ability to capture student's attention, Coull (2004) argues that in order to have an effective attention is necessary to have a limited time for certain activities, since topics can use temporal information. It means that attention span depends on the situation, and the types of activities that teacher implement. Some researchers suggest that activities should have a maximum duration of 15 minutes, due to normally student's attention span is from 10 to 15 minutes.

Simultaneously, is necessary to consider that implementation of games creates a lower student stress since they do not focus on the language consciously; Schultz (1988) states that that when students do not feel the pressure of a normal foreign language class, in which many of them feel forced to use the foreign language, but they are free of stress, they have more possibilities to improve their speaking skills. It means that when students play games they feel comfortable and relax since the major goal is to win the game, and this requires them to use speech. In other words, they would be producing and improving its accuracy unconsciously, subsequently they enjoy and learn at the same time. Likewise, it provides students the chance of real communication in which they are using language with a real purpose.

### **3.1.5 Disadvantages of games**

Given the fact that in Colombian educational context is common to have from 30 to 40 students per classroom it often results difficult to manage and incorporate games in which every student participates actively. Likewise, there are increasingly disadvantages and difficulties of this project given our context.

As it was mentioned before, there are a huge quantity of students in each classroom, which generates a little more complexity when implementing different kind of games because of the noisy. The second disadvantage is that time is not enough to implement quantity of games and activities, due to it takes a lot of time explaining the topic and checking understanding of every student.

## **3.2 Speaking**

In order to define speaking, is necessary to take into consideration that it is a productive skill, and a communicating process that implies to produce and to receive information. On the other hand, Cunningham & Edmonds (1999) exposed that speaking is more than produce since this skill includes some aspects such as intonation, pronunciation, stress, accuracy; it means it is more complex that most people consider. According to teachers and researchers, in order to become a complete student in the field of English language it is necessary to develop the four skills, which are, listening, speaking, writing, and reading. However, in this classroom project, the oral production will have an important role, due to is greatly remarked regarding the need to develop speaking skills in language classes.

Kathleen (1999) states before the speaking skill was ignored in most the institutions, such as schools and universities, since its emphasis was mainly in the grammar component instead of the oral production. Although, in the currently education in Colombia government seems to be more interested on the English, because of the implementation of programs such as Colombia very well, which is trying that students leave the school with a better level of English in all skills. One of the aspects to improve is the implementation of task in which students use the language with a purpose.

To sum up, we can say based in Brown (2003) that speaking is key to communication, which cannot be separated from pronunciation since it encourages learners to learn the foreign language sound, and simultaneously, the listening skill due to in the nature we find the speaker and the listener, it is a complement.

### **3.2.1 Definition**

“Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney & Burk, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied

to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

### **3.2.2 Teaching Speaking To Children**

One of the major challenges that we as teachers of foreign language, is to make students produce orally, taking into account the age and the time intensity to which students are exposed to English as a foreign language. As Toro & Velasquez (2016) stated this is one of the most difficult skills to be implanted in the class, since once they are asked to express orally in front of the class, the anxiety and nervous comes, and it doesn't let that students produce, due to they feel the criticism. On the other hand, many linguistics agreed with the fact that students learn to speak another language through the interaction. It means that communicative language teaching based on implement activities that expose students to real life situations.

According to Stern (Risnadedi, 2001) explains who child's speech development, in which first they listen, then they speak, understanding always produces speaking.

Harmer (1984) states that when teaching speaking or producing skill, we can apply three major stages, those are:

1. Introducing new language
2. practice
3. communicative activities.

When a new language is introduced, teacher must know the genre of the text, in this stage teacher can ask students to repeat unknown words, in order to improve pronunciation, and finally look how it is used in real situations. However, there are other

techniques to teach speaking it could be through the use of games, photographs, songs, etc.

### **3.3 Accuracy**

As most of educators know, speaking covers three important parts which teachers should keep balance, these are; accuracy, fluency and complexity. In this classroom project accuracy refers in how to use it in spoken language since it is considered the importance of using in a correct way the grammar and vocabulary. According to Batram and Walton (2002) accuracy refers to utterances as near as native speaker in terms of vocabulary, grammar and pronunciation. Moreover, other authors refer as “how well the target language is produced in relation to the rule system of the target language” (Skehan, 1996, p. 40).

Additionally, accuracy is one of the micro - skills to produce correct sentences using correct grammar, pronunciation and vocabulary (tense, auxiliaries, sentence structure in affirmative, negative and interrogative form). In terms of accuracy this classroom project focus on grammar and vocabulary, excluding the pronunciation as learners of a foreign language. In the accuracy of grammar, it is focus on the syntax and morphology of the spoken language. On the other hand, in terms of vocabulary is how well they use it, depending of the sentence and situation.

Moreover, it is important to clarify that accuracy is a relative aspect because a child in early primary does not have the same level of accuracy as an adult. According to Lee (2008) if teachers want to improve this micro – skill in their students they should help them to produce grammatically correct written and spoken English but always having in mind the level in which their students are.

#### **4. Literature review**

The implementation of games in classes becomes increasingly one of the most methodologies implemented in the primary school. Due to the results and reactions that games create, it is known that there are several studies related with the implementation of games in order to improve a foreign language. For this reason, I have two studies that support this classroom project, one of these was implemented in Colombia and the other was implemented in Negery, both focuses on the improvement of the speaking skill.

In a study conducted by Urrutia and Vega (2010) states that the implementation of games in classes would improve the speaking skills and their confidence to produce. They explored this project by studying a group with 40 students, 20 girls and 20 boys from 14 to 18 years old that belonged to the first and second socioeconomic level in Colombia. In order to carry out this study the following questions were established.

1. What kinds of games can we use to improve students' speaking skills?
2. What happens to students' oral production when they are engaged in games?

The data collection used for this project were video recording in order to analyze the students' feelings, impressions and attitudes towards the implementation of games in classes, also were implemented questionnaires to get the students' opinions, knowledge and experiences and finally they used teachers' journals these were implemented in order to get the details regarding to the project aims.

The stages implemented to develop this classroom project were first ask for permission for recording, second implementing the data collection such as questionnaires in order to



check what are the games that students enjoy the most, then the selection and creation of games, after this they implemented the games and finally was the reflection of classes according to the data collected. Subsequently, there were implemented three type of games that implementers considered encouraged students to participate caring and sharing, guessing –speculating, and story games in order to encourage students' motivation and also to develop the students speaking skill.

The findings presented in this paper indicated that games not only helped to improve the confidence since students did not feel the pressure, but also, they improved their communication skills, based on the results, students learnt more vocabulary, creation of short sentences and pronunciation. Also, Urrutia & Vega (2010) indicated that games help to improve the speaking skill especially when the games based on competition and group work.

This project contributed in this paper given the fact that it shows students' perception about the use of games, the kind of games that better works based in Colombia population. In addition, helped me to take into account the different data collection methods that in this research were used.

The second research was conducted by Dwi Nurul Fajary from 3<sup>rd</sup> April to 8<sup>th</sup> May 2009 in Negery 2 Baki, Sukoharjo. The purpose of this study was to improve students' speaking skill through the use of games, (Nurul, 2009) established two aims in order to carried out this research; the first is to describe whether or not and to what extent games improve speaking proficiency of the eighth-grade students. And the second is to identify the situation when games are implemented in the speaking class of the eighth-grade students.

This is a type of action research that was developed with students who belonged to eight grade, in which there were a quantity of 37 students, which was composed by 18 girls and 19 boys. The model of this research was based on Kemmis and McTaggart (1988) model, which process consist on first; planning, in which he prepared materials, lessons and the types of evaluation that were implemented in classes. The second phase is action: in this phase teacher implement the games.

Basically, the methodology that Fajary used to implement this study was first, identify the problem, in which found that students have a low speaking level. Then, he continues with action research, as it was mentioned before it was about planning, implementing, observing and reflecting.

In terms of accuracy grade, it was taken from the criteria which considered aspect such as correct in structural usage, correct in vocabulary usage and correct pronunciation. The data in the form of quantitative method are got from the test. this test is in the form of speaking, the researcher does pre-test at the beginning of the teaching learning process and post-test done in the end of each cycle.

The procedure of the test was:

1. Preparing the test materials: speaking materials, 2. Doing the test 3. Examining the result of the test based on the aspects and scores determined before

The result of the test within each process is analyzed to see the degree of the student's speaking proficiency. As a result of this study it was identifies that students' speaking proficiency was still low, they rarely answered the question given by the teacher orally. It was evidenced that they had difficulties to find the appropriate words to create sentences or expression and also to recognize the words and grammatical used the classroom

atmosphere was not alive during TL process. In addition, students were not active in answering the teacher 's questions seemed to be bored in following the TL process.

Some of the causes were because teacher's material was less creative, there were few resources and Limited time and teaching materials.

## **5. Methodology**

The following section aims to explain about the information related to how the study was conducted. For this, is necessary to make a description about different elements related to the classroom project such as context, which explain where was applied, participants who were the population, instructional design and data collection that stated how it was implemented.

### **5.1 Context**

The development of the project was carried out at the primary section of the public primary Instituto Técnico Superior, which is located in Pereira city (Risaralda – Colombia) located in Ciudad Jardín neighborhood. On April 10, 1943 with about 100 students, this school was opened in this capital. One school of arts and crafts which began work in the race 13 with street 21, under the tutelage of Jorge Garzón, the first principle who began the training in the specialties of mechanics, electricity, carpentry, masonry and auto body. Currently, the principle is Jose Daniel Ocampo Marulanda, whose target population corresponds to all socioeconomic status, and its population is around 300. Therefore, offers basic primary grades, from preschool to fifth; basic secondary, from sixth to ninth grades; and mid secondary, from tenth to eleventh grade, which it focuses on technical education.

The primary school area has a soccer field, two bathrooms, one teachers' office and eight classrooms; each of these has its own TV set, but most of them does not work, there is only one in which the beam video works. The primary school has seven in-service teachers who are *normalistas* and teach students from kindergarten to fifth grade and who were in charge to guide groups around 26 to 40 students. Spanish is their mother tongue, and they are studying English as a foreign language.

For the development of English subject, it was implemented two hours per week in a fifth grade during 7 weeks. The size of the classroom was not appropriate for the quantity of students, it was suitable for about 30 students; However, students had to take classes there. It had one board, 37 chairs, likewise a TV set, a DVD, a tape recorder and a video beam, but none of them worked.

English Subject usually was taught two hours per week and was oriented by the English standards proposed by the Ministerio de Educación (MEN).

## **5.2 Participants**

The aim of this section is to explain and show the characteristics of the participants. The first participants were the students, who had an important role on this project, since they were the population which was being studied, observed and analyzed. The secondary is the pre- service teacher who implemented a variety of lessons in order to check students' responses.

### **5.2.1 Students**

This classroom project was performed with students of fifth grade, there are 37 students, 29 boys and 8 girls, and the range of age was between 9 to 12 years old. These

students were from low to middle socio economic status and their English level according to the Common European framework should be A1, but they did not display a good knowledge about English as a foreign language due to the fact that they evidenced a lack of vocabulary related to their environment. This classroom project was implemented during 8 classes, one hour per class and twice a week.

### 5.2.2 Pre – Service Teacher role

The second participant was about one student from Universidad Tecnológica de Pereira who was belonging her pedagogical practicum in this school. She was in ninth semester of Licenciatura en lengua inglesa. Her role was of facilitator, implementer and observer, as Burns (2010) stated “The teacher who becomes an investigator or explorer of his or her personal teaching context while at the same time being one of the participants in it” (p. 133). In the sense that, teacher guided classes and at the same time observed the different student’s reactions and responses through the implementation.

## 5.3 Design

The purpose of this classroom project was to implement different games in order to work oral accuracy. The development of the implementation of the project is based in the model engage-study-activate (ESA) stated by Harmer (2009) which describes a sequence of stages in the lessons that expose learners to three different moments in the session where each of them aims and in which each one has a purpose.

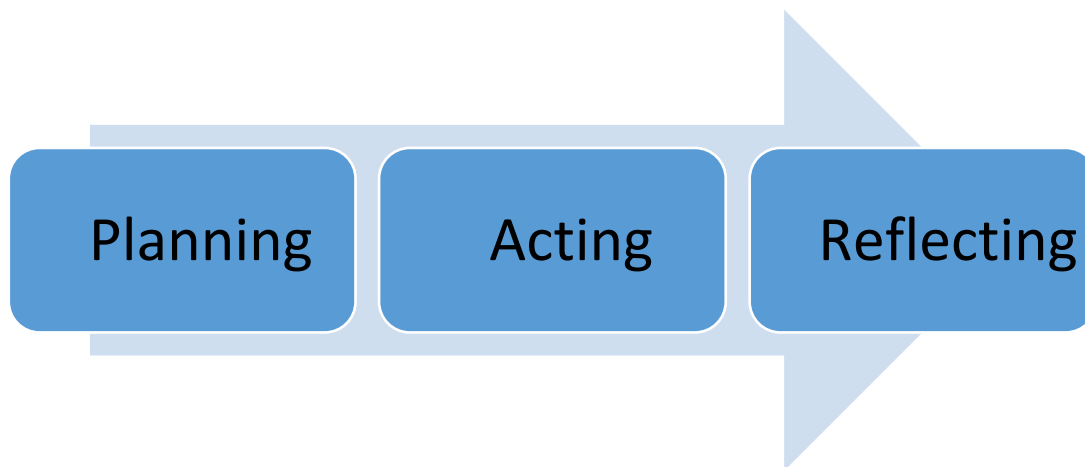
First, in the **engage** stage, teacher engage students to the last topic by using a game, is necessary to highlight that each class games are different. Secondly, in the **study** stage

students learn how the structures according to the topic. Finally, in the **activate** stage students activate their knowledge through a game, focusing on the speaking skill and at the same time working with the others.

#### 5.4 Instructional Design

This section aims to explain and describes the teaching process that took place this classroom project. Also, to show what kind of materials and resources were used in order to conduct the project, as well how it was incorporated.

To begin with, this classroom project was implemented in six classes, once per week. The classes lasted about 50 minutes each. The process followed by the practitioner for the design of this project was as follows:



*Figure 2 Sequence of instructional design in the implementation of games to foster accuracy in the language teaching process*

In the first stage, we have planning that is an important feature in order to carry out the class. It is defined by Shrawder (2006) as the creation of effective learning objectives using critical skills to develop a successful lesson that archives the outcomes proposed.

It means that, in order to have an effective teaching is necessary to have a good lesson plan, those aspects will be always connected in the development of a class. The estimate time that took to prepare the lesson was around 1/2 hour each one, during this time it was searched the appropriate games based on their likes, behaviors and the ones who better adapted depending the class and topic. Regarding to the selection of the games it was considered some websites such as [busyteacher.org](http://busyteacher.org), [gamestolearnenglish.com](http://gamestolearnenglish.com) and this journal “helping teachers & students understand and learning strategies, other games were taken from the realia (see appendix 1) For example In the class # 4 was implemented a game based on the realia and modified, in this game students had to burst the balloon with their bodies and inside of this balloon there was a word with a daily routine the first group who burst the balloon and say the sentence in present simple using the word related the daily routine had a point (see appendix #2).

In addition, it took 1 /2 or 2 more hours to select, create and looking for materials that were used in classes. Regarding the materials such as flashcards, audios, some other websites were helpful for the creation of these such us

In order to develop this classroom project the first step that I followed was planning, the lesson plans as integrated the curriculum and the “*malla curricular*” provided by the institution (see appendix 3) which contained the standards taken from Guia # 22 Estándares Básicos de Competencias en Lenguas Extranjeras. Additionally, as it was mentioned before the teaching model implemented into the lesson plans was ESA (Engage, Study, activate), In which in the Engage part the teacher broke the ice with a fun activity by presenting the general topic to the class. Second, the instructions and rules of the game were given to students and the game was carried out. Likewise, the study

stage in which students learned the grammatical structures, and finally the activate, in this section professor implemented games in order to verify and confirm if the content was learnt by the students. Also in each stage was taken into account the English level, activities for children's age, and profile of students. For this classroom project, several factors were taken into account at the time of designing the lessons, all of these considerations were related to the age and language level of the learners, and the materials selected for pre service teacher since students have short time of attention span was necessary that games were planned to be implemented in maximum 10 minutes, and then incorporate another.

After having clear topics, interest and students' needs. It was implemented the active stage, in which was applied the present project, and was used certain games. Principally, in the engage part was implemented games, it could be about board, word, guessing games, etc. Those games most of the time were carried out in pairs or groups, in which students practiced what they learnt in the last class. In the second part thanks to the questionnaires implemented the decision of team work was implemented in classes, due to these questionnaires, confirmed that for them is better to work in group, which was study students learnt about the correct use of words, grammatical rules, etc. And the last part was activating in which students practiced what they had learnt during the class in which professor applied board games, word games, etc. One example is evidenced in the lesson plan #8 (see appendix #4) in which the game was applied in the activate stage the games name is Snake, also it will be reflected how usually was implemented games in the activate stage.



Finally, in the reflection part teacher took all the notes, questionnaires and checklist to reflect about the results after each class. By doing this the professor could reflect about the growth as teacher, the students' reactions and what they had learnt. These reflections contain critical incidents regarding the implementation was the reflection formats, this was divided in professional development, students' responses and linguistic outcomes (see appendix # 5)

## **5.5 Methods**

In order to gather data, it was necessary to use two types of methods in the present classroom project; those are questionnaires, journals and checklist.

### **5.5.1 Questionnaires**

This is one of the most popular methods of collecting data, since respondents most of the time feel comfortable, they do not to be prepared before it. According to Esposito (2002) questionnaires help to gather information on knowledge, attitudes, opinions, behaviors, facts, and other information. It is necessary to highlight that those kinds of questionnaires need to be simple in order to avoid misunderstanding. For this reason, these questionnaires have squares, and are in Spanish for a better understanding (see appendix #6). Also, it was implemented in order to get the students' opinions and ideas about the classes.

### **5.5.2 Journals**

Other instrument used in our research project was journals Wallace (1998) argues that "they have been written to be read as public documents" (p. 62).

The teacher's journal shows impressions, descriptions and processes in students' work while the research activities are being carried out. Thus, we used the teacher's journals to register the details the responses and behaviors during the implementation of the games in the classroom project. (see appendix#7)

### **5.5.3 Checklist**

According to Smith & Ragan (1993) checklists allow teachers to evaluate the quality or performance of students' outcomes. A checklist was designed in order to collect data about aspects based on the speaking skill, in terms of accuracy, some aspects such as grammar, vocabulary and pronunciation was took into account in order to evaluate students speaking skill. (see appendix #8)

## **6. Results**

### **6.1 Professional growth**

Professional development is an important reflection area in teachers' lives. It allows teachers to keep learning and growing professionally and personally. First, in the following section, it will be informed about the professional growth as an implementer and observer obtained during the implementation of the classroom project, which focused on games applied at Escuela Instituto superior Pereira in fifth grade. Subsequently, it will be

shown the results obtained emphasizing in the professional development categorized into 2 sections: Strengths and challenges.

### **6.1.1 Strengths in the professional development**

During the implementation of games with fifth graders, many aspects were improved such as lesson planning, material design, recycle of material and classroom management, in such a way that improvement has emerged regarding professional development. These aspects had significantly impacted a way of involving the process of improving the properties of teaching abilities and learning methods on the field. An interesting aspect were the results acquire throughout the way of game implementation, how it made the teacher development process have better results

#### **6.1.1.1 LESSON PLANNING**

Planning is an important feature in order to carry out the class. A good lesson planning is defined by Shrawder (2006) as the creation of effective learning objectives using critical skills to develop a successful lesson that archives the outcomes proposed. It means that in order to have an effective teaching is necessary to have a good lesson plan, those aspects will be always connected in the development of a class.

Lesson planning was one of the strengths that the implementer had, at the beginning of the implementation, planning classes took long time given that had to contemplate about which were the appropriate games for them, given that implementer did not have enough knowledge regarding their interest. Questionnaires and journals helped to plan the lessons much better since the activities were planned thinking about and focusing on the students' interest and likes. After that knowledge of students' interest is greater, and

questionnaires were applied to check their likes and interest in terms of classes styles and games it was less time consuming.

Also thanks to the questionnaires and journals such as journal #1 it was evidenced that when lessons planning is being planned, the activities to be implemented do not need to consume much time due to students have short time of attention span is necessary that games are planned to be implemented in maximum 10 minutes, and then incorporate another. On the other hand, the inclusion of some standards of the booklet Guia N° 22 “Estándares Básicos de Competencias en Lenguas Extranjeras, were implemented in order to be conscious about what they were able to do according to the standards referred to in order to use this as a reference to involve the students’ competences focus on the topic taught. This classroom project allowed the stages of lesson planning (Engage, Study, and Activate) ESA proposed by Harmer (2011), which has been as a great model to organize the lesson plan, and provides a logical sequence to achieve the different activities planned during this classroom project.

The aforementioned aspects contributed to the professional growth, since it guided the implementer to develop the classes. In agreement with Jensen (2001) the lesson plan was an important tool to have, in order to develop the classes, since it was a reminder of how to implement the process.

#### **6.1.1.2 MATERIAL DESIGN**

According to Diamond & Moore (1995) visually enhanced reading materials can contribute to students' learning experiences. Illustrations with vivid colors and details allow students' imaginations to travel to other times and places. Materials are an important

factor in order to develop a successfully class. For this reason, it was necessary to implement in classes in order to create a relation between the language and realia.

After the implementation of 2 classes based on the reflections it was evidenced that was not necessary to design per student, given the fact that most of time games are implemented in pairs or groups. It means that this strategy helped to save time, materials and money. On the other hand, considering the needs and the real interest of the students, material, topic and games was carefully selected and adapted for students' levels. In fact, as it was mentioned before, students' interests are being taking into account. After a brief search, reflection and implementation of games, it was evidenced that most of their favorite games that fit with their curiosity and their needs. Those were guessing, board, and all those kinds of games that involve movement. For example, when it was incorporated images dragon Ball Z routine, students' motivation increase. Material produced a good response due to they started to comment about the series, and to pay more attention to the explanation of facilitator.

The result agreed with Diamond & Moore (1995) stated, when it was incorporated colorful materials and that these matched with students' likes, their reactions were positive, since they were focused on the materials, (drawings, games, etc) and unconsciously they learnt new vocabulary, and improved their oral skills.

#### 6.1.1.4 RECYCLING MATERIAL AND VOCABULARY FOR THE IMPLEMENTATION OF THE GAMES IN CLASSES

Another strength was the recycling of materials, since it was used the same material utilized in previous classes that allowed to practice one more time the same vocabulary and adding more grammatical structures.

It was necessary to invest time in order to analyze the best way to incorporate it in different stages of the class without students thinking that it was boring. An example of this were in classes #6 #7 and #8 in which students practiced the daily routine, but with a different purpose. For example, in class #6 the board game was used to practice the vocabulary and present simple in which the students had to create a sentence using the personal pronouns, such as: She takes a shower in the morning. On the other hand, in the class #7 the board game was incorporated to review the present simple, and adding the topic, what time is it? in this class students had to say answer to the leader of each group, question such as: At what time Camila takes a shower? And in the lesson plan #8 students had to describe the activity they were doing at the moment by using the present continuous structure.

As Halliwell (1993) states is not necessary to use a different material for every single class, also that we can use the same materials for some classes with different purposes. Basically, it was learnt that is not necessary to spend a lot of money and time in order to obtain students' attention and to obtain good results, what really matters is the imagination, creativity and the attitude for the implementation of games, In addition, it was demonstrated that no matters if the same game has been implemented before, what is really important is to change the purpose of it.

### **6.1.2 Challenges**

The field of professional growth is in constant growth, only throughout the experience we can improve the aspects necessary. Since the beginning of the implementation and planning of this project became apparent several challenges, these were discovered

thanks to the reflections after every session. These challenges were time management, level of students and classroom management.

#### 6.1.2.1 CLASSROOM MANAGEMENT

Brown (2003) stated that efficient classroom management is essential for a disciplined classroom. One of the major challenges faced by new teachers is the fact to be able to control and keep discipline in the classroom. However, it is necessary to consider that classroom management does not involve only discipline, but also other aspects such as ground rules, time management, ground rules, and disruptive behavior.

In the reflection process, it was evidenced that one of the challenges was the classroom management. In most of the sessions, the behavior of some students was not appropriate and expected; it was evidenced by the disorder, noise, lack of respect for their partners. For example, in the session #7, two students started to fight because one of them wanted the dice of a specific color. Additionally, their partners started to scream, the class was out of the implementer's control, although before each activity the recommendations were clear explained, students disregard it. Additionally, that the types of activities implemented depended on their behavior. The use of some strategies is of a great importance in order to engage students and to control them. One of this is to focus on students' interest; it means to establish a supportive relationship with students. Brown (2003) states by showing a genuine interest in students, they will realize that you care.

Another challenge was the time management is necessary to highlight that one hour is short considering that each class is spent from ten to 15 minutes to keep discipline and to explain again the activities. At the beginning of the process, the lesson plan had many activities and games; consequently, at the end of every class 1 or 2 exercises were no

implemented. Another challenge was the fact of implementing grouping games, at the beginning of the implementation, students organized as they required as a result activities were not achievable. Given that they create groups of best students, and the others of "bad" students, thus the winners always were the same students meanwhile the motivation of the others students came down because they noticed that they always lose. Given to this, it was necessary to set up the groups in order to mix good, bad and disorder students. It had been implemented after evidence the results when they organized the groups, and the results have been achievable since in most of the cases they work in a cooperative way, as Paulsen and Faust, (2008) stated Cooperative learning is viable yet generally underutilized method of instruction at the college level. It means students who had problems with the language or who did not understand a topic received the help of others who understand.

Although the questionnaires exposed that they preferred group games instead of individual, group games became chaotic the classroom it was evidenced because of their noisy, in most of the cases although recommendations are made about their noisy, most of them ignore that. Consequently, some activities were not achievable or meaningful.

The lack of knowledge about L2 were one of the challenges since the project is focused on speaking skill. They had to produce and when is a lack of vocabulary and not enough time to work in that is difficult to obtain the results expected, this factor is presented due to the lack of knowledge and the time to implement it.

To sum up all those challenges presented in the professional development as teacher helped the implementer to reflect about the aspects which are necessary to consider, and



to improve every time that is presented, to develop a successful class and to advance in students and teacher learning process.

### 6.1.3 Limitations

One of this limitation was the lack of resources in the institution, since the facilitator did not have access to a video projector or tv, audio, these are considered as an important tool to implement in the class since to with these students work their listening skill. In order to replace it and to work in this skill, the implementer incorporated various activities and games, which was, required the listening such as ask and answer in pairs questions such as what is your favorite song? In some cases, it was used a speaker that the implementer lent a friend; however, in not all the cases facilitator had access to it. Another factor is that the classroom is not big enough for 36 students.

Due to this in most of the games, that requires movements, they cannot develop that at the same time, and as a result, some students felt that they were not part of the activity. It was evidenced when one of them told me " *Profe pero usted nunca me saca a participar*" for this reason nowadays when it is implemented this kind of games is necessary to work in groups and to have some leaders in the group or just to develop this by pairs. Another factor was the schedule, it was difficult to implement after the break because they are energetic, tired, and is difficult that everybody focus in the class. In order to manage it, was necessary to give them 5 minutes to drink water, clean their faces and then continue with the class. This strategy resulted effective in the sense that students after the 2 minutes they were prepared to receive the class.

## **6.2 Students' responses**

Connected with the professional development, the implementation of games showed some relevant responses that students had during the application of this classroom project. In this section, it will be presented the main issues that constituted strengths and challenges in relation to learners' responses to our implementation. In which it will be highlighted 3 aspects, such as attitude, motivation and group work.

### **6.2.1 Students' attitude as a response of the different games implemented in classes**

Student's attitude is an vital part of learning and it also is an important component of second language learning pedagogy, Feng and Chen .H (2009) stated that the learning process can be disrupted for an emotional factor, taking this into matter, the students' attitude toward learning influence their behavior. That is why we as teachers have an important role in the instance of creating a good atmosphere, by choosing activities of their interest.

Based on questionnaires, and reflections it was evidenced that after some classes learners displayed a positive attitude towards the spoken games given the fact that they were willing to participate in the different activities. This is shown when learners raised their hands to answer; most of them always wanted to be the leaders.

One of the cases that called the attention was one of the student Camilo, at the beginning of the implementation showed an attitude of roughness and shyness. During the implementation of the games, it was proved some methods to work on this attitude, among these were the group work, in which student displayed an apathy with his partners

especially with all the girls. The other method was to make him feel a significant part of the group, for this reason he was chosen as the implementer's monitor. After this student showed an improvement in terms of attitude and learning (see appendix #9).

Confronting this result with what was mentioned by Feng & Chen (2009) (cited by Gajalakshmi, 2013) highlighted the learning process is connected with the emotions, in this project it was demonstrated that students' responses most of the time depends on teachers interest for students, and also it depended on the games implemented, additionally that those who does not have a good response sometimes just need more attention, but it is part of our professional development.

### **6.2.2 Students positive motivation towards the implementation of the project**

As important as attitude the other aspect to take into account is the motivation. Dörnyei (2005) explained that motivation is the first step to learn. Reason why, as teachers, we need to make daily approaches to motivate the students to have interest and wanting for a better learning process.

By the analysis and the reflection of the journals and questionnaires one aspect found was the positive motivation and participation, as it was evidenced that at the middle of the implementation of the classroom project students felt a different atmosphere, first because of the rapport between students and teacher allowed that students participate in the class with freedom, also the implementation of games permitted students to produce and participate during the classes. Since most of the games were applied due to the fact that some students' ideas it demonstrated students that they are fundamental part of the class.

It was demonstrated in classes as #4 when students practiced the daily routine through a board game (see appendix #10), in which the 96 % of the class participated actively and showed a good motivation since the beginning of the exercise. It was evidenced in one of the transcripts of the recordings.

S1: Teacher que vamos a jugar hoy?

T: Snake

S1: Snake? ¿qué es eso profe?

T: ¿Ustedes han jugado culebrita?

S2: ¡ Ay que chévere teacher! ¿Déjeme repartirlos sí?

S1: ¿Profe, cuantos por grupo?

In the evidence above it was noticed from the beginning of the class, when they realized that teacher was going to implement a game, most of them tried to help and started to ask some questions about the game in order to begin to strategize and by doing this, win the game.

Confronting what Dörnyei (2005) mentioned, the motivation is the first step to learn, it was evidenced that students' motivation changed compared to the ones that they had at the beginning of this process, and based on the last questionnaire (see appendix #11) they felt that they were an essential part on the class and it was because as it was mentioned above most of their ideas were considered.

To sum up after describing students' responses and analyzing the information collected during the implementation, it was evidenced that the implementation of games allowed to improve aspects in students such as motivation, participation, attitude and knowledge, in

the students' motivation, pupils who in the other classes showed apathy to classes, found in the English classes a way to enjoy and unconsciously they learnt. In addition, since most of the games were students' ideas about their likes, the participation was active, it was evidenced when in most of the activities, they raised their hands and showed disposition.

### **6.2.3 Challenges**

The main challenge was the failure of working in group in classes. Most of the games that required to work together, they were difficult since they required movement, and in most of the cases students' energy was difficult to handle, as a result of the noisy they produced, some teachers from other classes were to ask for silence. Additionally, since the beginning of the implementation of the project it was evidenced that boys excluded girls in every single activity, they refused to work with them, their answers were basically that girls never participated and when they did were not a great help (see appendix#12) also in the following transcript is evidence how boys reacted when they had to work with girls.

S1: ¿Teacher, me puedo hacer con Santiago?

T: ¿And Valentina?

S1: Ah profe yo no quiero trabajar con ella.

S2: Es que ella es más sonsa, ni hablar sabe.

As the transcriptions shows there was a discrimination in terms of gender. But despite having had several confrontation and types of comments as those mentioned above. After the implementation of several games in which they had to work together, finally students learned to work in group without any kind of judgement. (see appendix 13)

To sum up it was learnt that without establish rules from the beginning classes become highly disorganized, is necessary to create strategies to control students in the activities that requires group work, in order to have a successful result.

### **6.3 Linguistic outcomes**

Among the results, students' language development was one of the main objectives of this project. Since the beginning of this project was expected that at the end students improved the speaking skill in terms of vocabulary and grammar. That is why in all the stages, the professor made a meticulous reflection in which were reflected two aspects. In this section, it will be introduced the positive aspects in terms of students' progress when used the language. In addition, it will be described some weakness presented when students used and produced the language.

#### **6.3.1 Students improvement**

##### **6.3.1.1 IMPROVEMENT IN LEARNING VOCABULARY THROUGH GAMES**

Vocabulary is considered a vital part for learning, limited vocabulary in a foreign language obstructs successful communication, it means that without exposure to new words students do not acquire the skills needed to achieve the speaking in terms of accuracy, also we will be unable to use the structures and functions we may have learned for comprehensible communication. Harmer (1991) mentions these two types of vocabulary, the receptive vocabulary which are words that learners recognize and understand when they are used in context, but which they cannot produce. The second is the productive vocabulary which is the words that the learners understand and can

pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, it can produce the words to express their thoughts to others (Webb, 2005). In this classroom project, it was worked with both, speaking and listening skills are connected.

During the process of the data collection it was evidenced that students had a lack of knowledge regarding to vocabulary. For this reason, it was necessary to focus first in the vocabulary to continue with the sentences construction. The games were a key role in this process. The appendix #14 demonstrates the progress that students faced in terms of vocabulary.

After the implementation of some games students improved the vocabulary. In this game students had to write the major quantity of verbs in a minute. Once they write the words they had to go to their groups and with all the partners' help create one simple sentence per word. The leader who produced accurate the sentence, in terms of vocabulary and grammar obtained points for their groups. Contrasting this same activity with the first class it is demonstrated that students range of vocabulary has had a great advance since the first time that it was implemented students wrote only 3 words per minute and they were no able to produce or create a sentence. And in class #5 thanks to the games students could write 10 per minute and were able to create and produce the 55% of the sentences that they had to produce.

Diamond and Gutlohn (2006) stated that vocabulary is the knowledge of words and word meanings. Basically, the more vocabulary students have at their disposal, the better they learn, From the definitions above, it can be concluded that vocabulary is the total

number of words that are needed to communicate ideas and express the speakers' meaning and that it allows students to develop the other skills due to it creates a positive impact on the capacity to build up the language proficiency. To sum up, it was evidenced the advance through the implementation of different games for the improvement of the vocabulary range, also the implementation of these games allowed students to continue with the next step that was the production of simple sentences in a most easily way due to they had a base, which was the vocabulary to construct it.

#### 6.3.1.2 PRODUCTION OF SIMPLE SENTENCES

Students language production was one of the main focus established for this project. Based on the data collected during this classroom project, it was evidenced an improvement in terms of construction of simple sentences. Since students had vocabulary knowledge, it facilitated the process of the sentence construction

Also, it was evidenced an advantage in the class of November 5 2015 field notes, which can be compared with the first class in which students felt nervous to produce a word in L2 due to the lack of knowledge.

#### *November 8<sup>th</sup> 2015/ Journal and conclusions*

"In the first day of classes students had to write the personal information such as the name, hobbies, color, and age in a piece of paper. However, in the development of this activity it was evidenced the lack of knowledge of students in terms of vocabulary and the construction of simple sentences, due to during this activity teacher were checking and the 90% of students had not done anything, then facilitator asked the reason and students said "*Ah no profe es que cómo vamos nosotros a saber eso*" then with the teacher's help students completed the task. After this, all those pieces of paper were put in a bag and



students had to choose one and say aloud what the paper said, nevertheless the result was not successful due to most of them pronounced it with some difficulty. Thus, if we compare the first class with November 5<sup>th</sup> class (one of the last classes) in which students produced accurate some simple sentences, we can say that the advance was remarkable”

In the following recording transcription is evidenced in one of the games developed in the class of November 12<sup>th</sup> how they produced accurately some simple sentences.

ST: Morning, Mario, wake up, seven

T: You have 30 seconds to create a sentence using these words.

ST: ¿Una oración profe?

T: Yes, and it needs to include these 4 words.

ST: ¿Profe, cierto que es wakes up?

T: I don't know

ST: Mario wakes up at seven in the morning.

T: Excellent, congratulations!

In the above transcription, it was evidence the advance that although students' had some doubts about what had to do the creation of sentences was successful, he expresses sentences without any hesitation and grammatical error, the use of grammar and knowledge of vocabulary allowed to produce a simple sentence. In agreement with Urrutia & Vega (2010) thanks to the implementation of games, students not only learnt, but also produce in a freely way what they have learnt.

### 6.3.1.3 CHALLENGES

#### ***Weakness in the production of ING sentences***

Even though students advance was evidenced in aspects such as vocabulary and present simple sentences, the advantage with the creation of present continuous sentences students did not have the same result. During the implementation of this grammatical structure, students had some extra activities to develop in the school. And consequently, it only could be implemented for 2 classes. In which it was evidenced based on the result of the games and the evaluations that students needed more preparation in this field. Also, the process that implementing games in the classroom in which they first prepare the students, give instructions, check If students listened, and when they are achieving this if they are doing in a good way. These are areas that consumed much time and does not allowed to finish all the topics aimed for the classes.

## **7. Conclusion**

The present project aimed to analyze the effects of the implementation of language spoken games in the development of speaking skill in terms of grammatical and vocabulary accuracy in fifth graders. These conclusions are related to the results of the implementation in this classroom project. These results are focused on professional growth, students' responses and linguistic outcomes, in which it will be mentioned the positive aspects when implementing games, the aspects to improve and the suggestions for future implementers.

First of all, the implementation of games brought up some positive aspects in the professional development, such as the recycling of materials in which the implementer saved time, money and it asked to work the imagination, not only for the classroom

project, but also for the future teacher life, as is known in Public Colombia schools the resources are few. Furthermore, it made the implementer more analytic, with a more critical thinking when she was developing the lesson planning, the reflections divided in what went well, what did not go well and what will do different next time let me to think what are the aspects that were working and which aspects I had to avoid in order to improve my classes and have a successful result.

Additionally, In regards to enthusiasm, participation and motivation in students' responses during classes were satisfactory. It was noticed that when it was implemented the games suggested by students, their motivation increased and the result of what they learnt was effective. Additionally, it was evidenced that the implementation of games allowed a good atmosphere, in which the perception that the students had about the English class changed, also it helped shy students (the major part were girls) to participate, leaving the fear behind that speaking in a foreign language generates. But games are not only linked with fun but also with learning, based on the result it can be said that most of the students developed the 80% of the aims established at the beginning of this classroom project.

In relation to the linguistic outcomes there were positive results, after the implementation of games it was evidenced a significant advance. Students were able to produce orally English sentences, using accurate the vocabulary learnt and creating sentences with the correct use or the grammatical structure.

On the other hand, and despite good learning results, implementer also faced difficulties that evidenced limitations when it came to the proper development of this project. Factors such as the size of the classroom did not allow to implement some games

that required movement, also activities of other subjects, strikes, and that English classes started once the Sports classes ended, it consumed time since it was necessary to give from 2 to 5 minutes to allow them to rest for a while. In addition, as Monday classes started at 6:00 am and most of them lived far away of the school, some of them did not participated of the engage game, so in this cases it was necessary to apply some extra works to review the last topic. Another factor that needed improvement is the classroom management area, as it was the practitioner's first experience and the quantity of students was high, some games were out of control and implementer felt unprepared for those situations, that most of the time in service teacher controlled.

There are some recommendations for future implementers and researchers. As first recommendation we have is to analyze the group check their behaviors, their likes and interest in addition, to plan always considering anticipated problems and possible solution, this will make the implementers more prepared for the class. Besides one of the most important aspects is to take into account that although the classroom project is about games, consider that the implementer is the authority and this is something that learners need to have present. The main reason is because if implementer wish to have a successful result by the implementation of games, is necessary to show authority, in order to have a good control of the group and to achieve the aims of these games.

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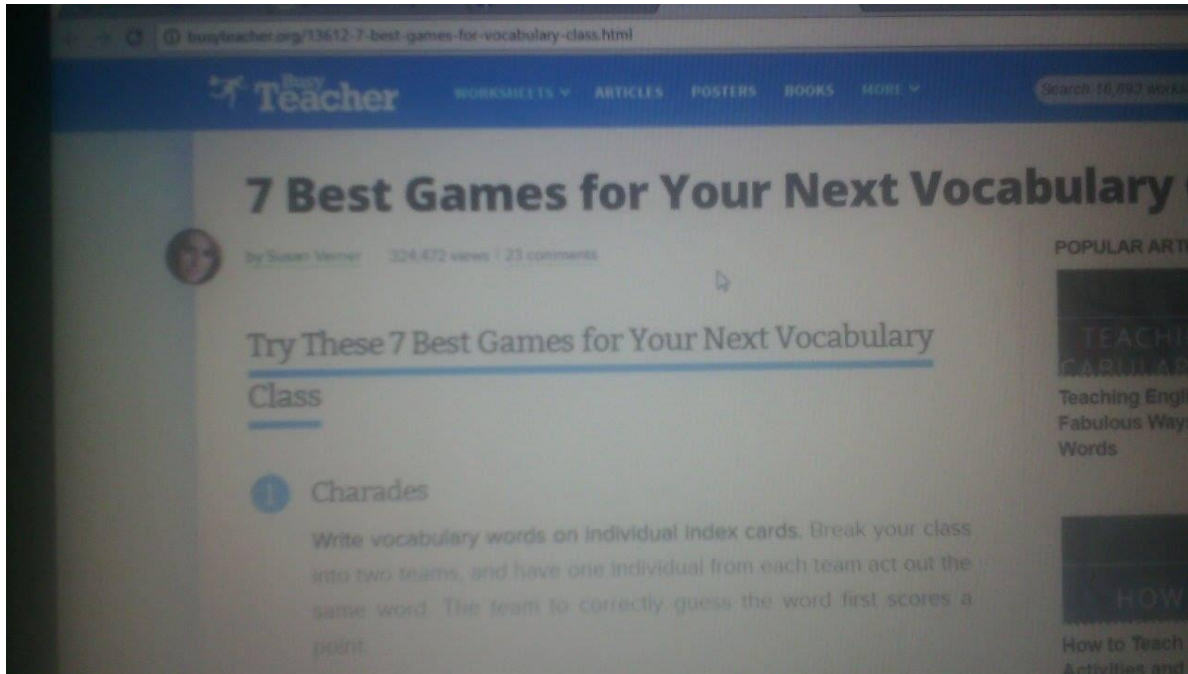
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## 9. Appendices


### Appendix 1. Web page



## Appendix 2. Balloon game



## Appendix 3. Curriculum

	INSTITUTO TECNICO SUPERIOR DE PEREIRA FORMACION EN COMPETENCIAS LABORALES GENERALES 2015		
AREA: INGLÉS	GRADO : CUARTO Y QUINTO	CUARTO PERIODO	NIVEL BASICA PRIMARIA
COMPETENCIAS DEL AREA:		COMPETENCIAS LABORALES.	
<ul style="list-style-type: none"><li>Mejorar y ampliar el componente lingüístico de la lengua extranjera, incorporando nuevo vocabulario y comprendiendo formulas gramaticales simples, con el fin de utilizar lo aprendido en contextos reales y compartir gustos, experiencias y saberes con individuos de diferentes culturas.</li></ul>		<ul style="list-style-type: none"><li>Reconocer y comprender a los otros y expresar ideas y emociones, con el fin de crear y compartir significados, transmitir ideas, interpretar y procesar conceptos y datos, teniendo en cuenta el contexto.</li></ul>	
ESTANDAR POR COMPETENCIA:			
<ol style="list-style-type: none"><li>Hablo de las actividades que realizo habitualmente.</li><li>Mi vocabulario se limita a temas y referentes cercanos y conocidos</li><li>Uso oraciones cortas para decir lo que puedo o no puedo hacer.</li><li>Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.</li><li>Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.</li><li>Participo en juegos y actividades siguiendo instrucciones simples.</li><li>Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.)</li></ol>			

### CONTENIDOS PARA DESARROLLAR LAS COMPETENCIAS.

SABER	HACER	SER	EVALUACION ( EVIDENCIAS)
<b>MY DAILY ACTIVITIES</b> <ul style="list-style-type: none"> <li>Vocabulario</li> <li>Fechas especiales(actividades diarias)</li> <li>Verbo</li> <li>Opuestos</li> <li>Mi comida preferida</li> <li>Actividades diarias</li> <li>Actividades de fin de semana</li> <li>Presente continuo(ING) Presente simple.</li> <li>Adverbios de frecuencia</li> </ul>	<ul style="list-style-type: none"> <li>Desarrollo estrategias que me ayuden a entender algunas palabras, expresiones y oraciones que leo.</li> <li>Relaciono actividades diarias y de tiempo libre con los días y las horas en las cuales las realizo.</li> <li>Pronuncio en Inglés palabras y oraciones cortas y aisladas para expresar mis ideas y sentimientos sobre temas del colegio y mi familia.</li> <li>Empiezo a estructurar mis escritos, estoy aprendiendo a leer y a escribir en mi lengua materna.</li> <li>Escribe el nombre de lugares y días de la semana relacionando ilustraciones con su respectiva escritura o en diagramas, practicando pronunciación, empleando</li> </ul>	<ul style="list-style-type: none"> <li>Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo.</li> <li>Respeto los rasgos físicos y culturales de las personas que provienen de otros países</li> <li>Demuestro respeto por el trabajo de los demás miembros de mi grupo.</li> </ul>	<ul style="list-style-type: none"> <li>Trabajos grupales</li> <li>Participación en clase</li> <li>Evaluación escrita y oral</li> <li>Exposición</li> <li>Trabajo extra clase</li> <li>Interés y dedicación de los trabajos asignados, comportamiento social.</li> </ul>

### Appendix 4. Lesson plan

<b>Date of the class:</b> 29 OCTOBER	<b>Class Number:</b> 6		
<b>AIM:</b> At the end of the lesson, learners will be able to ask and answer how often they do certain of daily activities by using adverbs of frequency.			
<b>Estándares Básicos de Competencias (MEN):</b>  <b>Estándar General:</b> Mi vocabulario se limita a temas y referentes cercanos y conocidos.  <b>Estándares Específicos</b> <ul style="list-style-type: none"> <li>• Demuestro conocimiento de las estructuras básicas del inglés. (Escritura)</li> <li>• Participo activamente en juegos de palabras y rondas. (conversación)</li> <li>• Asocio un dibujo con su descripción escrita. (Escritura)</li> </ul> <b>Indicadores de logro:</b> <ul style="list-style-type: none"> <li>• Participo en juegos y actividades siguiendo instrucciones simples. 1, 2</li> <li>• Hablo de las actividades que realizo habitualmente. 1, 2</li> <li>• Busco oportunidades para usar lo que sé en inglés. 3</li> </ul>			
<b>Assumed Knowledge:</b> For the development of the lesson students know about time, vocabulary of daily routine, possessive adjectives, use of present simple.			
<b>Materials: Board, worksheet, marker, boardgame.</b>			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

<p>*</p> <p>6:05 am to 6:10</p> <p>6:10 to 6:13</p> <p>6:13 to 6:20</p>	<p>At the beginning of the class teacher will ask students to organize in a circle. Then, students will have a number from 1 to 6. The 1 will be work together, the same with other groups. At the end, I will have 3 groups; each of them will sit on the floor.</p> <p>After this, teacher explains the instructions and give examples of what they have to do; the game name's Snake in which there will be chosen a leader who will be the one that will ask the questions to their partners, also this student will have the possible answers that the partners can say, these questions will be about daily routine. In this game students need to throw the dice and depending on the space that he or she has been, they will describe the picture, using present simple. Example: she takes a shower at 7:00 am</p> <p>Each student have 3 opportunities, it means that every student who answer If the activity is very noisy, only one student of each group will choose the partner. wrong three times, will be out of the game. The winner of each group will have two 5.0 that will increase the other notes.</p>	<p>If the activity is very noisy, only one student of each group will choose the partner.</p>	
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6:20 to 6:35	Students develop the activity.		
6:35 to 6:45	Teacher check who were the winners and verify with students all the possible answers of the game.		
6:45 to 7:05	After the engage part teacher will explain the use of adverbs of frequency in order to ask and answer information. At the same time, T will provide some examples connected with daily activities.		
7:05 to 7:20	Then, students will work in a worksheet; they need to answer information about how often they do some activities by using adverbs of frequency.	If Ss do not understand the activity, they will receive teacher's help.	
7:20 to 7:25	In few minutes some students will share the information to all the class.		
7:25 to 7:28	Then, teacher will ask students to organize in the same groups in which they worked at the beginning of the class.		
7:28 to 7:38	T will explain the last game.  Providing some examples in which one student per group will take a paper, this paper will have one or two words, and in the back of this paper will say		

<p>7:28 to 7:48</p> <p>7:48 to 7:55</p>	<p>sentence or question. They have 20 seconds to think on this and after this T will choose the first student that needs to say the sentence or the question they have to do according to their paper. They will obtain points for the group if they say the sentence with a good use of grammar, vocabulary and pronunciation.</p> <p>Students develop the activity</p> <p>At the end the group that have more points will be the winner.</p>		
<p><b>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</b></p> <p>They need to write on their notebooks the daily routine using adverbs of frequency.</p>			
<p><b>COMMENTS</b></p>			

### Appendix 5. Reflections

STATEMENTS	DESCRIPTION
<ul style="list-style-type: none"> <li>- Students' motivation improve when I apply a game.</li> <li>- group games improves student confidence</li> <li>- Games involve all the students.</li> <li>- Recycle materials, help us to re use certain materials in different activities.</li> <li>- Games increase vocabulary.</li> <li>- Lack of attention affects students comprehension.</li> </ul>	<p>One of the positive aspects that implementing games has, is the fact that students are excited about what is going to be the game of the day. Before start the game, students start to interact orally as they start to make questions in order to perform well the activity. Most of the games and activities are develop in groups due to that improve confidence, they feel more comfortable when they talk with their friend that with the teacher. It is demonstrated when they talk and use English, the participation is better. When is required they call me to ask me something about the exercise/ game or activity. At the same time as they feel comfortable, all the students are enthusiastic to participate it could be by telling the answer to their partners or answering, it means that at the end of each activity all the students and engage them to participate. For example in one game which was divided in to two groups, each of them has a leader, those were selected by me and were those who does not like to participate, each of them had to answer a question about daily routine and present simple, if they do not know they received their partners' help. On the other hand it is demonstrated that when they develop each game they are learning and increasing their vocabulary unconsciously. When they need to response a question, they remember or find out in their notebooks, dictionary or ask to their partner words or phrases.</p> <p>One of the major problems that was evidenced was the fact that as soon as the students start the game, some of them</p>



<ul style="list-style-type: none"> <li>- Use of L1 in classes is required in order to check understanding.</li> <li>- Movement games over excited students.</li> <li>- Lack of preparation affect students results.</li> <li>- Games create fun learning situation, therefore it either makes the students enjoy or become more involved in their learning. In other words it reduces their anxiety in learning and increase learning motivation.</li> <li>- Time is not enough to implement and teach.</li> <li>- The competition in games can stimulate and encourages them to participate in the activity since naturally</li> </ul>	<p>do not know what to do because they did not pay attention to the instructions or did not understand what the teacher said. Nevertheless, students formulate questions again in Spanish or in some of the cases, they ask to their partners. However, there are times that is required to use L1 in order to check understanding, it is necessary due to sometimes they do not understand in English or because of lack of attention. Another factor that in some cases affect the implementation of this project is the fact that some games overexcited students; it is evidenced because of the noisy a also when in one class an in - service teacher went to the classroom to ask me about that. Due to this, the research of games should be deeper, taking into account student's behavior.</p> <p>Is normally when facilitators start the process of teaching do not have time management, due to this all the games and activities that I usually planned could not be performed. Is necessary to highlight that is only one hour per class and is too difficult that students in that time have enough preparation. It was evidenced after the explanation and a writing activity about the use of possessive adjectives. i introduced a game in which they only had to say their name, their favorite food, then, they need the other partner need to say the information of their partners by using her or his, and his or her information. For example: Her name is luisa, her favorite food is hot dog. My name is juan. My favorite food is lasagna. This activity could not be performed at all because most of the students did not participate, maybe because lack of preparation or lack of attention.</p>
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they want to beat with other teams.	Due to the fact that project is being implemented in the practicum, and the time is very short. In cases, I planned some games, but there is not time to implement because the period is ending and must teach all subjects it more soon possible.
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### Appendix 6. Questionnaire

QUESTIONNAIRE

Nombre Juan Esteban Varego S.O.

Responde a las siguientes preguntas de acuerdo con tu opinión acerca de la implementación de juegos en el aula de clase.

1. ¿Estás de acuerdo con el uso de juegos en la clase?

☒ Sí ☐ No

2. ¿Qué piensas acerca del uso de juegos en el salón?

es muy entretenido y divertido a la vez nos hacemos preguntas en inglés y muy bueno

3. ¿Cómo crees que ha sido tu aprendizaje a través del uso de los juegos en el aula de clase?

☒ Excelente ☐ Bueno ☐ Mala

4. ¿Qué tipos de juegos prefieres en una clase?

Ajedrez, parques, domino, preguntas y adivinanzas

5. De qué forma prefieres que se desarrollen los juegos

☒ Grupales ☐ Individuales

¿Por qué? por que se siente mucho mas agradable y tiene mas personas

6. ¿Te has sentido rechazado(a) en el desarrollo de los juegos grupales?

☐ Sí ☒ No

## **Appendix 7. Journal**

### *November 8<sup>th</sup> 2015/ Journal and conclusions*

“In the first day of classes students had to write the personal information such as the name, hobbies, color, and age in a piece of paper. However, in the development of this activity it was evidenced the lack of knowledge of students in terms of vocabulary and the construction of simple sentences, due to during this activity teacher were checking and the 90% of students had not done anything, then facilitator asked the reason and students said *“Ah no profe es que cómo vamos nosotros a saber eso”* then with the teacher’s help students completed the task. After this, all those pieces of paper were put in a bag and students had to choose one and say aloud what the paper said, nevertheless the result was not successful due to most of them pronounced it with some difficulty. Thus, if we compare the first class with November 5<sup>th</sup> class (one of the last classes) in which students produced accurate some simple sentences, we can say that the advance was remarkable”

### Appendix 8 Checklist

Spoking accuracy	Good	Average	Poor	Comments
Language free from grammar mistakes.				
Words spelled and/or pronounced correctly.				
Language appropriate to the situation and/or context.				
Clear and articulate speaking,				

### Appendix 9. Implementer's monitor



### Appendix #10 Board game



## Appendix #11 Second questionnaire

QUESTIONNAIRE

Nombre: Valentina

Responde las siguientes preguntas de acuerdo a su opinión acerca de la implementación de juegos en el aula de clase.

1. ¿Cómo describes los juegos implementados en clase?  
Divertidos, grupales.

2. ¿Cuál fue lo que más te gustó de los juegos implementados en clase?  
que era diferente, y pusieron la mayoría de los que nos gusta

3. ¿Si pudieras cambiar algo de los juegos, que sería? ¿Y por qué?  
que nos dejara Participar a todos.

4. ¿Pensas que has tenido un avance en el trabajo en grupo?  
Si, trabajar mejor y nos apoyamos

5. ¿Crees que mejoraste la habilidad para hablar en inglés? ¿en qué aspecto?  
Si aprendimos mucho vocabulario y ya sabemos varias oraciones.



### Appendix #12 Girls rejected



### Appendix #13 Progress on group work



### Appendix #14 Vocabulary





