

THE DEVELOPMENT OF ORAL PRODUCTION THROUGH GAMES WITH FOURTH
GRADERS AT A PRIVATE SCHOOL IN ARMENIA

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FACULTY OF EDUCATION SCIENCES

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ABSTRACT

The present research is focus on one of the fundamental tools for professors at the moment of teaching English as a second language, which is the use of games. The problem that was identified was the lack of participation from students at the moment of speaking in the second language. That is why the main objective of this action research is the improvement of the oral skill through the use of different games. The population were two students ranging in age of 14 to 17 of a public school. The instruments for the data collection were interviews at the beginning and at the end of the intervention, pedagogical interventions, observations and field notes. The analysis of data showed good results during the implementation of the research. There was evidence the improvement in the students not just in the speaking skill but also in the increasing of vocabulary. Furthermore, it was made a review of different studies related to the use of games in different context, International, national and local. In this sense, the conclusion was that the use of different games definitely creates a good atmosphere in order to improve the oral skill.

RESUMEN

La presente investigación se centra en una de las herramientas fundamentales para los profesores en el momento de enseñar inglés como segundo idioma, la cual es el uso de juegos. El problema que se identificó fue la falta de participación de los estudiantes al momento de hablar en el segundo idioma. Es por eso que el objetivo principal de esta investigación de acción es la mejora de la habilidad oral a través del uso de diferentes juegos. La población era de dos estudiantes que iban de 14 a 17 años de edad, de una escuela pública. Los instrumentos para la recolección de datos fueron, entrevistas al principio y al final de la intervención, intervenciones pedagógicas, observaciones y notas de campo. El análisis de los datos mostró buenos resultados durante la implementación de la investigación. Hubo evidencia de la mejora en los estudiantes no solo en la habilidad de hablar sino también en el aumento del vocabulario. Además, se realizó una revisión de diferentes estudios relacionados con el uso de juegos en diferentes contextos, internacionales, nacionales y locales. En este sentido, la conclusión fue que el uso de diferentes juegos definitivamente crea un buen ambiente para mejorar la habilidad oral.

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THE DEVELOPMENT OF ORAL PRODUCTION THROUGH GAMES WITH FOURTH GRADERS AT A PRIVATE SCHOOL IN ARMENIA

INTRODUCTION

Learning a second or third or even more languages is really popular and common nowadays, it is a consequence of the globalization that increases and generalizes rapidly in this time. As a result of the necessity of a shared language to communicate between people who do not have the same mother tongue in common, English language has positioned as the most important and prestigious language used by users from different languages to facilitate the interaction between them (Seidlhofer, 2013). For this reason, around the world, people see the need to learn English as a second language. Teaching and learning a new language is always going to be a great challenge. According to Harmer (2010), language is about communication, and teaching has always been a very human characteristic. Consequently, it is possible to say that human beings have a natural disposition to learn, but the way in which they are taught has a very important influence in the learning process; and, it is at this point where teachers have to be careful to choose and implement correctly the different methods and materials to teach students. Harmer also stated that one of the most important teacher's aim is to have the students in constant motivation. So, when teachers and professors go to the classroom to teach an English lesson, they should use very good strategies in order to catch and maintain the students' interest.

Developing every language skill (reading, writing, listening and speaking) is fundamental to communicate with an appropriate proficiency level. But, one of the biggest difficulties teachers face in the classroom is related with the development of oral skills. This happens due to the fact that many students do not want to speak because of factors such as fear, shame or lack of vocabulary. For this reason, any effort in improving and implementing

enjoyable ways to develop this skill is necessary. In Colombia, the Ministry of Education has understood the importance of developing the different competences in the second language from a young age; consequently, it has worked with the schools in order to implement a suggested curriculum which indicates how to teach the second language, which is English in the case of Colombia from pre-school to high school.

It is well known that children and young people like playing a lot, and that they do it just for fun. Since games are a great source of fun, this fun can be used to help the students to improve the oral skill; so students can learn and improve a lot while they are just having fun. According to Mora & Lorpera (2001 as cited by Urrutia & Vega, 2009), the implementation of games in the English classroom is a practice that allows students to develop different language skills since it creates an appropriate atmosphere and provides opportunities for free expression. Thus, the combination between learning and playing creates an environment in which students feel more comfortable to use the language. For these reasons, this research aims at analyzing how games can influence the learning process, specifically the speaking skill.

1. STATEMENT OF THE PROBLEM

In Colombia, students have English classes from the first grades until high school, but not in many cases they can speak and communicate adequately in English when they graduate from high school. They know vocabulary and understand written texts; but when they need to put into practice oral production it is very hard for them. They get blocked and it is almost impossible for them to communicate their opinion or express their feelings by speaking. In some cases, the teacher in charge also has difficulties when speaking or does not have the appropriate level to teach this language; especially in primary levels where most of the teachers do not know the language and this makes the process more difficult. And in these cases when the teachers do not have a wide knowledge about the foreign language, the students do not have the enough conditions to develop the different language skills. According to Cameron (2001, as cited by Salazar & Villamil, 2012), the speaking skill is a priority for the purpose of language when children are learning it. For this reason, it is necessary to find new methodologies that can contribute to make the process of learning more successful.

Bygate (1987, as cited by Urrutia & Vega, 2009) stated that the speaking skill is as important as the literary skills, and it is necessary to work appropriately to develop it. The interaction in a real situation develops adequately when students can speak with confidence and comfort, which is very influenced by the conditions of the atmosphere where the learning process happens. Developing the oral skill is important; therefore, the pedagogical strategies implemented to achieve it are really important as well. It is known that this skill is one of the most difficult language aspects to develop; then, it is really necessary to look for alternatives that work satisfactorily. Those ways to improve the oral production must be appropriate and effective when engaging students; but also, they must guarantee that the expected results will be obtained. According to Urrutia & Vega (2009), games are fantastic activities that can help English teachers to change the routine in the classroom, and make the students feel relaxed while they are learning the language. Also, games can stimulate and entertain the students. There are many teachers who do not use games in the classroom because they think that they

are a waste of time, or they can lose control of the class; that is why they prefer to teach the language in traditional ways. Nevertheless, time has changed and students do not want to have passive classes in which they are always listening to the teacher.

A clear example happens in Iceland, where the National curriculum in foreign languages talks about the importance of teaching through different methods in order to maintain interest among students. To do so, teachers should help students to improve the use of language by using activities that require students' creativity, and thinking through emphasizing personal and cooperative learning. According to this curriculum, teaching methodologies through games help the teachers perform successful classes. Then, teachers should not be afraid of using games (Dögg, 2010).

For all the above, the following questions and research objectives arise.

1. General question

How can games be used as a pedagogical tool for developing the oral skills in English with fourth graders in a private school in Armenia, Quindío?

2. Specific questions

What level do students have regarding the oral skill?

What kind of activities related to games can benefit oral production?

How do students respond when they develop oral production through games?

Which is the impact of using games to develop the oral skill?

1.3 General objective

To identify the type of games that can be used as a pedagogical tool in order to develop the oral skill in English of fourth graders in a private school in Armenia, Quindío.

3. Specific objectives

To identify the students' speaking level.

To describe the type of games that can benefit the students' oral production.

To analyze how students respond when they develop oral production through games.

To establish the impact of using games to develop the oral skill.

2. JUSTIFICATION

Nowadays learning a second language is not just a privilege that people have, but a necessity, and in some cases a requirement to obtain a job thanks to the globalization that increases every day. This is a reason why students need to be competitive in the use of a second language. According to Cummins (2000 as cited by Galindo, 2009) a person should develop the BISCs (Basic Interpersonal Communicative Skills) which determine the use of the language in situations decontextualized that is a complex work due to, it supposes the use of multiple academic functions of the language as the analysis, the synthesis and the interpretation of the conversation. And also, a person should develop the CALP (Cognitive Academic Proficiency) which is the use of the language in a determined context where factors such as fluently, body movements and paralinguistic factors are present. This is not an easy work for a teacher who is preparing a class or teaching a second language, in this case English language. That is why it is really important that teachers start to implement new and creative strategies that facilitate the learning process specifically, speaking skill.

For most of people, the hardest skill to be developed is the speaking part. According to Urrutia & Vega (2009) the majority of student's difficulties in the oral skill are present for different reasons including inhibition and fear to criticism among others. In those situations is where the professor has to make use of different games which promote solidarity and interaction to create a trust environment. Crespillo (2010, as cited by Castrillón, 2017) claims that game helps people to control the body and the feelings, to solve emotional problems in order to become a social human being and to learn to be a part of a community; this is another reason for teachers to implement games inside the classroom. If students feel emotionally well, they will be able and enthusiastic to learn and participate. The philosopher and psychologist Groos (2012, as cited by Castrillón, 2017) establishes the theory of the symbolic function which takes for granted that a previous game will have a subsequent behavior in all people. Also, Darwin (n.d. as cited by Iglesias, 2009) indicated that the species that survive are the best adapted to the changing conditions of the environment. Taking this point of view, it can be said that games are preparation for adult life and survival. That is why the teachers who implement games within their class at the school level and university will help their

students to adapt better to their environment and allow them to have a better professional life, thanks to everything a game involves.

3. LITERATURE REVIEW

When learning a new language, teachers and students have to face a big and important challenge; for that reason, the research about defining the best ways of teaching the languages is always relevant. Games have positioned as an alternative for facilitating the learning process. Then, the following chapter presents previous studies which have been carried out at international, national and local levels, regarding the implementation of games in order to improve the students' oral skill. The revision of this literature, serves to improve this study, to have into account some important concepts, and to reaffirm ideas.

In the first instance, Dewi, Kultsum, & Armadi (2016) conducted a research about using communicative games in improving oral skill. They have understood that English is the most common language accepted for communication among people from different languages. Also, they have recognized that it is easier for people to find a job when they are fluent in a second language; especially English. And, according to Gard & Gautam (2015, as cited by Dewi, Kultsum, & Armadi, 2016), when people manage English in a proper way, it is much easier for them to communicate and to interact with others when they travel around the world. However, when talking about using English in some Asian countries where people learn English as a second language, it is found that most of the time they are very afraid because of their mistakes, and young students feel embarrassed when they are not able to understand the lessons, and when they cannot express what they want which stops their progress and becomes in a big problem. Even though many Asian countries have become very touristic, and a lot of students have been motivated with the opportunity of working in it using English language, there are some other countries and regions where they do not have so many opportunities for using the second language in real contexts making them face many problems when speaking English in the classrooms. Then, the researchers think that it is really appropriate to find other ways in which students could be helped regarding the difficulties they face while speaking in the SL. According to Harmer (2004, as cited by Dewi, Kultsum, & Armadi, 2016, p. 64), "there must be something that makes students interested in communication". At that point, games appear as a way in which teachers can provide

passion for teaching and involve students in an enjoyable atmosphere that can help them in the learning process.

Looking for that, this project was developed as a classroom action research with the participation of 36 students from the seventh grade Junior High School of south Tangerang Jakarta, Indonesia, in 2016. The main purpose of it was to identify and reveal the difficulties that the students face in the classroom when they speak English, and provide a solution through the use of communicative games. The teacher worked as an observer and she collected the data while the researchers performed the classes using communicative games. The data was collected through observation and it was written in field notes, they used questionnaires, tests and interviews as instruments. They were chosen according to the purpose. After analyzing the data collected and taking the percentages from them, the study showed that it is possible to improve the students speaking skill through the implementation of communicative games.

In addition, Alonso & Causil (2016) carried out a study with the general objective of enhancing sixth grade student's oral production through board games, and the strategy which was chosen to reach this goal was guided vocabulary learning and practice. The present research was at the south of Bogotá, Colombia. It presents that: according to Prieto (2007, as cited by Alonso & Causil, 2016), one of the difficulties Colombian English learners face in different school contexts is the development of oral production skills. It occurs for the lack of enough vocabulary, and the trouble to remember and use the new words in context. Also, O'Malley & Pierce stated that it is important to consider the relevance of teaching vocabulary and the development of oral communicative skill in students (1996, as cited by Alonso & Causil, 2016). That is why, the research team decided that it was necessary to implement a strategy to help students overcome the previous problem through an action research.

To accurate the influence of the intervention, the researchers chose two groups from two different public schools, with twelve students each one; eleven boys and thirteen girls,

who ranged in age from 10 to 13. According to the common European Framework of Reference (2001, as cited by Alonso & Causil, 2016), their English level was A1. The groups showed common behaviors of disinterest and lack of participation in activities that required oral communication in English. The instruments which were used to collect the information before, during and after the research were oral production tests, vocabulary tests, questionnaires, teacher's journals and checklists. The analysis made from the beginning of the pedagogical intervention showed the limited vocabulary as the principal reason that made students feel insecure and unsafe when they were asked to participate in oral activities. Also, the data analysis revealed positive results about the implementation of teaching and learning vocabulary guided through the games, with the objective of improving the speaking part. Based on the results, this research provided a pedagogical alternative for the developmental of oral production skills in second language learners. It demonstrated that games helped students to feel more confident and when interacting with the other classmates. In the same way, this intervention made students become more participatory. According to Alonso & Causil (2016), when students were asked about their experience with the strategy implemented, they answered that they liked playing in the English class, and that they found the content easily to practice and to participate in the games. Finally, the present research demonstrated the important role of the games in the process of teaching English since in a certain way, the game changes the atmosphere, and provides a good environment to learn a second language successfully.

In the same way, Valencia & Cañas (2015) conducted an action research with the objective of promoting and enhancing the speaking skill in a group of students from 5th grade through the implementation of games. Their study presents that the speaking skill is as important as the other language skills during the process of teaching a second language; but it requires more time to be developed. That is why it is important to find a good strategy that helps and allows students have contact with the language in order to acquire it successfully. Moreover, it presents that the implementation of games in the English classes has a positive impact and makes students feel comfortable practicing the second language. Taking this in

consideration, the researchers explored, through a qualitative action research, the implementation of language games to promote and facilitate learners' oral production.

To precise the impact of the intervention, the researchers worked with 40 students from 5th grade at a public school in Pereira, Risaralda. The participants were exposed to oral language games for a period of two months, two hours per week in which they were carrying out certain tasks that consisted of engaging and appealing activities that allowed them to interact through team work. The instruments that were used for the data collection during the development of the research were: teachers' journals, students' artifacts and lesson plans reflections. But, before choosing them, the researchers analyzed the group through observation; and in that way, they knew the students' English level and their potential and disadvantages regarding the different skills. Also, they determined if games had been used in class before and for what purpose. During this process some observation formats and reports were used. And, after this, the researchers decided which would be the most appropriated design and the different lessons using games (based on USA Information Resources Management Association's, 2010) and the indicated instruments for collecting the data. Later, the researchers chose different materials according to the activities and games they wanted to develop.

According to the results, it was possible to determine that the students improved their ability for performing the oral skill. Also, some of them showed more self-confidence using English language and more interest for using it. And there was a positive influence in the learners' social environment in which they lived since the project helped them to have a perspective of the world beyond their own through another language.

The present research is a clear evidence of the positive impact that games can have in the learning and teaching process in a determined context. It was very interesting how they took into account the social context and the students' level in order to determine and decide the implementations of the methods and the course of the research. Nevertheless, it is

important to find a strategy that makes every single student to participate in the different proposed activities, including shy and quiet students.

On top of that, Saliha (2015) also developed a research in which she aimed at demonstrating that it is possible to improve students' speaking skill using games. Before developing the project, she realized that one of the biggest students' problems is speaking the foreign language in the EFL classroom; and, because of it, she decided to conduct the present research in 2015. In the study, she presents games as a very attractive strategy for providing a solution to the problem. Then, the researcher, Saliha hypothesized that "the use of games in the classroom can enhance students' speaking skill through motivating them to participate in the classroom" (Saliha, p.8), in addition, the research takes into account the descriptive methodology of investigation.

After having clear the importance of the four skills regarding language (speaking, listening, reading and writing), and taking into account the problem with speaking skill, which is produced by lack of confidence and motivation, games appear as a useful tool for encouraging shy and demotivated students to participate in the EFL classes since they provide more opportunities to speak in a natural way. They also help to protect students for anxiety and stress while performing in the target language because of the enjoyable atmosphere that they provide. According to Wright (1984, as cited by Saliha, 2015) games are very useful for creating contexts where language can be useful and meaningful. Then, this research, which aims at showing the advantages of the use of games in the classroom, was developed with a group of forty students and five professors of oral expression from first year of LMD at the University of Briska in Democratic Republic of Algeria. The data collection was made through the implementation of questionnaires with 17 questions including yes/no questions, and open questions. They are related to the main problems that students face when they have to talk in English, and questions about the point of view that the students have about the use of games in the classroom. Also, it was taken into account the perspective that the professors have about the games, and the way in which they use them.

Finally, after analyzing the answers provided by the students, it was possible to conclude that the students face big problems when they try to speak in English, those problems are grammar mistakes, pronunciation mistakes, and anxiety; this significantly affects the learning process, and they expressed that in most of the cases it happens because their teachers do not use good strategies for teaching the language. They also manifested that their teachers do not use games so much, and that they considered that games can be very good strategies for giving them more opportunities for participating in successful ways during the classes. The results showed that using the appropriate games helps students to develop the speaking skill; and, after analyzing the data collected, it was possible to recognize that the hypothesis claimed by Saliha was confirmed.

The development of this research is very important because it presented the main advantages that using games can have, and it also showed through the different answers provided by the students that when professors use games in the classroom, they can feel more comfortable, and the atmosphere that games provide is adequate for guaranteeing good and successful conditions in order to develop in an easy way the oral production. It also is important since it showed that students do not like it a lot when teachers avoid using games in the classroom. Then, it is a good indicator and support for encouraging teachers to start or continue using games in the classroom, and facilitating the learning process to the students.

In the same manner, Gil & Arrollo (2013) developed a Mixed-approach, action research with the principal goal of determining the effectiveness of the teaching techniques using games, and it was implemented in the improvement of speaking skill of students at La Salle Languages Center. After analyzing the group during a semester, the researches realized that there were some problems which did not allow students have a successful process while learning a second language, especially regarding the oral part. From this point of view, the researchers conducted the study in order to improve and encourage students to learn a second language through some activities such as: role playing, students' presentations, games and group/pair work.

To evidence the impact of the project, the researchers worked with students from third, sixth and seventh levels who differed in ages at La Salle Languages Center which is a university in the center of Bogotá. According to Ferrance (2000, as cited by, Gil & Arrollo, 2013) the data collection is a crucial step in deciding what action needs to be taken. That is why: the instruments used by the researches were chosen meticulously; those instruments were: observation journal, questionnaires and a rubric with the objective of gathering enough information to achieve the project. Some data was quantifiable and could be analyzed without the use of statistics or technical assistance: opinions, attitudes, or checklists which were summarized in a table form. Thanks to the analysis of the data, it was possible to see three main issues that affect the development of the oral skill: a) lack of interest, b) poor participation, and c) lack of previous knowledge.

After the implementation of games as a means to improve the speaking skill, the positive results were significant. The researchers realized that it was crucial to have carried them out because of the fact that students enjoyed playing different games while they were learning. Due to this, they were able to complement the learning process in a didactic and funny way (Gil & Arrollo, 2013). Additionally, the researchers concluded that games create an adequate and comfortable environment of competition and participation during the class. This allowed the researchers to valid the theory proposed by Ruben (1999) when the author says that “students are naturally drawn together and bond in the comfortable competitive environment of the game, it is almost impossible to sit passively and not become involved in games, particularly when they are entertaining” (cited by Gil & Arrollo, 2013, p. 25). Taking this into account, it is pertinent to mention that the implementation of games is a good technique in order to change the course of the monotonous class, thanks to the benefits that the meaningful games contribute to the improvement of the speaking skill.

At the same way, Salazar & Villamil (2012) developed a study with the objective of improving the speaking skill through the use of games at Remigio Antonio Canarte School. It presents that it is necessary to implement activities that make students learn while enjoying the classes; due to it is a way to make the class successful. It stated that the implementation

of games could have a positive impact in the process of learning a second language and at the same time for developing the oral skill because games give students the opportunity to interact in the target language. Taking this in consideration, the present investigation decides to explore through a qualitative research the reaction of students of fourth grade to the implementation of games in class, and the influence that the game-activities have on their speaking skill. With the objective of motivating students to speak and interact with others through the use of games, and also to help students to move from the imitation stage to the production stage.

To precise the impact of the intervention, they selected randomly four students who were part of the fourth grade and who took the English classes in Remigio Antonio Cañarte, which is a public school located in the city of Pereira. The age of the students varied between 8 and 10 years old. Those students were selected with the principal objective of analyzing the influence that games have in the oral skill, and to obtain data from them, which could provide useful information in order to give answer to the research questions. It was used several methods such as observation, field notes, video recording, and check list for obtaining useful information. The two researchers took part of the class; one of them was an observer and the other one was a participant-observer. They decided to take those roles due to according to Wallace (1998, as cited by Salazar & Villamil, 2012), the researcher as a participant observer can describe what is going on, how and where, and also he or she can analyze the events and relationship among the people who is being analyzed. It allowed the researchers realize about the influence that the games have in the speaking skill of English as a second language, and at the same time implement some games to motivate students to interact in the English class. The results of this research were satisfactory due to these point out that when a teacher makes use of games in an English class, it allows the students to have the opportunity to practice and improve the speaking skill, and also, it helps to improve the listening skill. It showed that through games, students get involved with the class activities since they are using language, and that the use of games apart of contributing to have a more successful learning, is an interesting strategy to be implemented in the English classes.

Then, it is important to have into account different criteria when selecting the games to obtain good results. Using games in the classroom is a good strategy to break with routine classes (Kim, 1995, as cited by Saliha, 2015). The use of games makes students feel motivated and challenged to speak and communicate their ideas in a clear way; it requires effort and practice of the different skills. It is really important that the teacher establishes a purpose for the game, and for this, it is fundamental that the teacher knows how to choose a game in order to have a successful learning. According to Richard-Amato (1996, as cited by Salazar & Villamil, 2012) most of the students desire to play games only for fun, but here it is where teachers require more persuasive reasons. Some characteristics to take into account in the moment of selecting a game are: to present unambiguous rules, define the ultimate objective in a clear way, have a satisfying focus in order to avoid tediousness (Hadfield, 1990, as cited by Salazar & Villamil, 2012). Also, it is important to take in consideration the target language in the game and the skills that are going to be developed; teachers should ensure that the game is appropriate for the age, needs and interest of the students to get the maximum participation from the learners (Khan, 1991, as cited by Salazar & Villamil, 2012) According to Kim (1993, as cited by Salazar & Villamil, 2012) games should be implemented as a principal activity in the moment of teaching a foreign language and not as a stuffing activity. It should not be used as a short warm –up or when the teacher does not have something else to teach. It is crucial that teachers realize the important role that games have in the classes in order to give the importance that it requires. For example, games could have consequences in the introverted students, and in the willing students; also, the games encourages them to participate generating communicative proficiency.

It can be said that in the study of this investigation there is no presence of impartiality, the authors do not leave unsolved questions, they make adequate use of the theoretical framework, and it is possible to perceive that they have made a profound revision of literature and also of the state of the art. All these points strengthen the author's arguments by creating reliability. This research supports the research problem in the present study due to the fact that it has strong point of views of authors related with the idea of using games as a medium of teaching English as a second language, specifically listening skill.

As well as the authors mentioned above, Urrutia & Vega (2009) conducted an innovative action research with the main purpose of encouraging teenagers to improve the oral production through the use of some games such as caring-sharing, guessing and speculative games and a story game. The research was developed at a public school in the Usme Zone in Bogota in 2009. Their study claims that the oral skill is the most difficult part of learning a second language; in this case English. One of the reasons for this is that the speaking part is not practiced frequently for some causes, to mention one, students felt inhibited with activities that involved oral interaction mainly because they are afraid of criticism and jokes about what other classmates say. Taking this in consideration, it is important to provide a good atmosphere where students feel comfortable to learn a language and where they feel encouraged to speak. That is why, researchers explored, through a qualitative innovative action research, the use of some games to encourage and promote the speaking skill.

To concrete the power of the intervention, the researchers worked with 20 girls and 20 boys from 14 to 18 years old in this group. They belonged to the first and second socioeconomic level in Colombia. Although, the researchers have the enthusiastic attitude to do the research; they had to face many obstacles such as the amount of students, the classrooms conditions, and the few hours available to teach the language, the lack of vocabulary that produced interferences among students when they were talking, this did not allow an effective communication. From this point of view, it was relevant and fundamental to find a good strategy which generates opportunities for students to use the English language in a comfortable and fun way in order to solve the presented problems, and at the same time to develop the students' speaking skill. At this school, English is taught as a foreign language. In first and second grades, English is studied through the communicative approach method (Urrutia & Vega 2009) which promotes the acquisition of new vocabulary related to the context in which students find comfortable, in third, fourth and fifth grade, the same method is used but emphasizing in reading and writing process. While, in high school English is taught based on the four skills: oral, listening, reading and writing, and in higher

grades such as sixth and eleventh, English is taught with more complex topics including semantic and syntactic (Urrutia & Vega 2009). The instruments that were used for the data collection during the development of the research were: video-recording, questionnaires, and teacher's journals. Additionally, the games were implemented with the objective of exploring the possibility of solving the low level of students' speaking participation. According to Burns (1999, as cited by Urrutia & Vega, 2009) the action research is a process that involves the participation and collaboration of each one of the members of a community. In addition, the researchers analyzed the questionnaires which were answered by the students. One of the researchers analyzed the information which was written in the journal about the reasons why students do not speak English in the classroom (fear, lack of vocabulary etc.). After they examined all the information exposed in the three techniques (video recording, teacher journals, questionnaires) they found one category and two subcategories as: games from different perspectives; students' perspectives: Cooperation and involvement, Self-confidence, and teachers' classroom management. Finally, the teachers' perspectives were: motivation, improvement in speaking participation, free and confident students' performance.

According to the results, it was noticed that games helped students to believe in themselves, thanks to the creation of a good atmosphere inside the classroom. Besides, the games encouraged students to communicate orally and to gain confidence in speaking. And, during the process of implementation, students overcame their fear of making mistakes and perceived speaking as a natural process when they were playing. The majority of students could express and communicate orally without the pressure of time or constant evaluation.

This research reassures that games have been, and will be, an important part of learning a second or foreign language. Once again, this research has pointed out the importance of using games in the English learning process. Thus, games are motivating and exciting experiences for students to develop the speaking skills in a fun and comfortable way.

On the other hand, Fajariyah developed an action research in 2009 after observing some problems in a particular group. Through observation, the researcher discovered that the students of class 8E of SMP Negeri 2 Baki in Sukoharjo presented some problems regarding proficiency; also, they had some problems with their vocabulary, grammar and pronunciation. All those factors made the process of learning a second language very difficult, especially when they wanted to communicate in the classroom. The students almost never answered correctly the different questions made by the teacher, and they had to talk with a lot of pauses. The other identified problem was the atmosphere since students did not show very enthusiasm or interest in the different activities. Also, the teacher used several worksheets, and later they had to read them which did not give the students the opportunity of participating in natural dialogues. According to Hadfield (1996, as cited by Fajariyah, 2009) with games, teachers have a set of activities that includes rules and goals, and they can be used as elements for providing fun in the classroom. After identifying the different problems, the researcher looked for ways to use games to improve speaking proficiency and also to identify the perfect phase in the class to use them.

The research took place in an eighth grade with 37 students (eighteen girls and nineteen boys) through teaching and learning in the classroom. It is an action research developed through a dynamic process that includes planning, action, observation and reflection. The researcher used qualitative (observation and notes) and quantitative (a test) methods for collecting the data. And, it was conducted from March 3rd to May 10th in 2009. During the sections, the different games and activities were used while an observer documented the events that happened. Later, the researcher analyzed and evaluated the data collected through the observation and the test. After analyzing the data from the different sources such as field notes, research diary, research observational report, and the score of post-tests, it was found that the students improved their speaking proficiency, and that the atmosphere changed in a positive way when the games were implemented in the classroom. Also, students could explore their knowledge, and they responded positively toward the use of games since they felt motivated, and the anxiety was reduced. It is possible to conclude

that when teachers use games in the classroom, the students feel more comfortable and the opportunities for learning successfully are much bigger.

After doing the literature review, it is possible to see how different researches regarding games for improving languages skills, including the oral skill, have been developed during the last years. They have been conducted in different countries with different sociocultural contexts, and generally they have concluded that if teachers use games in an appropriate way, they can be very useful for the students. They help to transmit the knowledge in a less rigid way, then students can feel more comfortable while they are learning. Through the literature review it was possible to understand that at the moment of performing the different stages in the present research study, it is important to be very careful when choosing the different games. They have to be very meaningful, and it is very important to have into account the sociocultural context in which it is going to be developed; and also, it is crucial to determine the games according to the group's age since the proficiency level changes according to this factor. Also, it was possible to find international, national and regional researches, but some of them were performed at high school and university level. Moreover, though some works have taken place in the region, there is not enough information about them in Armenia. Then, after knowing that this kind of researches are supported by a lot of literature it is possible to continue developing the process, and identify what results it provides in fourth graders in a private school in Armenia Quindío.

4. THEORETICAL FRAMEWORK

After doing a very deep analysis of some literature taken from different sources regarding the problem proposed in the present research (problems for developing the oral production), it is time to have into account the concepts that some experts in the matter have developed. For example, Lee (1977, as cited by Tierno, 2015) concluded that when people learn through games, this kind of learning is more valuable than when they learn through conventional means. Also, he stated that learning with games is a very natural learning process, and that games are a very fundamental activity among children. It is believed that with the implementation of games, young people can learn how to face many circumstances in the real life. Then, they are not only important for having fun and enjoying the time, but they are also very useful for learning how to face different problems and guide the education process.

The concepts that sustain the project research will be presented in this chapter as follows: 1-speaking skill, 2-didactic games in language teaching, 3-teaching speaking and fluency. 4-motivation in developing the speaking skill.

1. Speaking skill

The speaking skill is one of the four communicative abilities that people should develop in order to make themselves understood successfully in a foreign language. Nevertheless, some students have demonstrated that the most difficult part of the learning process is the development of the oral skill. Besides, it is important to remark that the main goal of language is communication, and the objective of speaking in a language context is to encourage communicative efficiency (Bilash, 2009). According to Bygate (2006, as cited by Alonso & Causil, 2016) oral production is the ability to adjust the abstract features of language, as grammar structures, to a communicative moment where the user of the language produces it orally. Furthermore, Brown & Yule (1983, as cited by Alonso & Causil, 2016)

established that the oral production has a relationship with the meaning depending on the specific situation in which the speakers use the language to interact. In the same way, Wilkinson (1970, p71) claimed that the oral production has to deal with the “verbalization of experiences”. Besides, he established that the oral skill helps not only the development of communicative skills, but also helps the construction of personality. Furthermore, Hornby (1995, as cited by Arrollo & Gil, 2013) defined speaking as the use of words in an ordinary speech. While skill is defined as the ability to do something well. In short, the oral production is the ability that people have to perform the linguistics knowledge in an act of communication. In addition, Tarigan (1990, as cited by Gil & Arroyo, 2013, p. 29) said “speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned”. That is why, it is important to implement techniques that help students to improve their communication ability with the purpose of creating a good environment where they can feel comfortable and available to learn a second language successfully.

According to Chastain (1998 as cited by Alonso and Causil, 2016, p. 22) “Speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the construction grammatically correct” Taking into account the previous definition, it is essential to work with the correct techniques in order to cover the students’ needs for improving the speaking skill and to do so, it is essential to implement several activities or games that help teachers to create the perfect conditions and opportunities that allow students to participate and practice the second language in the correct way. Furthermore, Cummins (2000 as cited by Galindo, 2001) claims that in order to achieve a communicative act in a second language, the student should develop the BSCS (Basic Interpersonal Communicative Skills) that is the use of the language in situations decontextualized which includes the use of multiple academic functions of the language such as the analysis, and the interpretation of the conversation. Besides, the student should develop the CALP (cognitive academic proficiency) the use of the language in a determined context and it wraps factors such as fluently and body movements.

2. Didactic games in language teaching

When talking about didactic games for teaching, it sounds like a very enjoyable way for developing different lessons in the classroom. There is a lot of evidence that proves that games are not only a source for having fun, but also a very useful tool for helping students to learn in an enjoyable way. Before defining didactic games, it is important to have a clear definition about what games are. Then, taking into account Wright (2006, as cited by Saliha, 2015) games are activities that entertain and engage through the challenge. This kind of activities makes people play and interact with others. In some cases, people may show a negative predisposition when they are close to learn something new. This could be more common in young students, and even more when learning a new language since it represents a big challenge. But games are seen as a method that helps to make the learning process a nicer experience. Besides, Hadfield (1984 as cited by Saliha, 2015) defines games as a kind of activities guided by rules with a specific goal; and also, they have the property of providing fun and joy while they are being developed. Therefore, games can lead students to forget about the pressure that they usually feel when they are in the classroom because games make the class look like a recreational activity, and they can provide a fit state in the brain for facilitating the learning process. Moreover, Kiryk (2010 as cited by Saliha, 2015) states that games are very useful activities for promoting interaction, thinking and learning; and also, they are very appropriate for finding and implementing problem solving strategies.

After citing some definitions of games, it is necessary to define in a short way what didactics is in order to understand much better what didactic games are. Then, according to Diaz (2004), didactics is a science of education which is directly related with the teaching and learning process. It means that it focuses in the interaction that can emerge between teachers, learners and knowledge. Each of these actors interacts at the same time while teaching, and they support each other, then it is necessary to understand how they work in order to reach the goal proposed in a determined learning process.

Then, if games are activities that provide fun and joy, and help people to interact, think and learn; and didactics takes care of teaching and learning process and how the different actors in this process interact, it is possible to say that didactic games are a group of techniques for teaching a specific topic; and, this techniques make use of games as the tool through which the knowledge will be transmitted to the learners. Also, after applying the games with the main purpose of learning, and when the students have the opportunity of interiorizing the knowledge, this kind of games and their results become the source that will prove if games have produced the desired result. Thus, it can be seen in the way in which students interact with each other, and produce easily the information and behavior that games require in the specific situations. Flores, (2009, as cited by Montero, 2017, p. 77) says that “didactic games are a participatory technique routed to develop management methods and correct behavior in students, stimulating discipline with an adequate level of decision and self-determination”. Additionally, Chavez (2017) concluded that “didactic games involve the acquisition and reinforcement of learning”. Thus, this kind of games has a main purpose which is closely linked to the teaching and learning process. They help to improve students’ cognition and many aspects related to children’s successful learning.

After successful teaching speaking process, fluency is one of the most notable results. And it is known as the use of the language with confidence and security allowing the speaker performs a conversation in a natural way. Brown (1994, as cited by Fajariyah, 2009, p. 26) claimed that “fluency means flowing naturally and that it is an initial goal in language”. Then, fluency becomes in an important part when learning a foreign language.

3. Teaching speaking and fluency

Learning a new language is not only learning how to speak it; there are more competences regarding the language that have to be learnt in order to have an integral development in it. But, speaking plays one of the most important roles in language since this is one of the main language skills used when communicating. Then, teachers should be very careful and attentive at the moment of guiding the students to acquire an acceptable speaking

level. According to Hadfield (1999, as cited by Fajariyah, 2009, p. 21) “speaking is a vehicle par excellence of social solidarity, of social ranking, of professional advancement and business”. Also, for Bygate (1997, as cited by Fajariyah, 2009, p. 21) “speaking is a medium through which much language are learnt”. Therefore, it is necessary to have into account the big impact than teaching in a good way has on the speaking skill since it plays an important level role when learning the second language and developing oral production. Teaching can be called a process in which the teachers make use of their learnt knowledge (scientific or academic) to guide students through the learning process and allow them to be participants of the content knowledge. Then, when teaching, professors use different strategies that are premeditated and tested according to the different ways in which students learn (learning styles); and as a result of the teaching process, learning appears as the interaction between knowledge and students. Then, it is at this point where according to the students’ experience, they construct new meanings, and in that way, the content that the teachers wanted to transmit to them becomes significant new knowledge (Diaz, 2004).

Usually, when people start learning a language, the main objective that they have in mind is being able to communicate and express their thoughts orally. It does not mean that the other skills are not important; of course they also have a very important impact in the adequate language level for communicating; but, if people are good in writing, listening or reading, and they have problems when they want to speak, they may feel frustrated since communicating through the speaking skill is one of the most important goals. Then, teaching speaking is a fundamental part. When specifically talking about teaching speaking, it could be defined as the process through which the ESL students are taught how to produce orally in the target language in an efficient way. Good pronunciation grammar and enough vocabulary. Through it, students learn how to express themselves in a way in which they can be understood. According to Harmer (2007, as cited by Segura, 2012, p.22), teaching speaking is a process through which people learn “how to construct words with individual sounds, how to pitch change, intonation, and stress to convey different meaning”. In view of the previous definition, the teachers are in charge of providing adequate and interesting activities such as games to achieve the abilities regarding oral skill.

4. Motivation in developing the speaking skill

Motivation is one of the fundamental elements that any educator should have into account in the process of teaching a language. Due to this, it is a crucial factor that influences the success or failure of the improvement of the speaking skill. To support this assumption, Skehan (1989, as cited by Quan, 2014) assures that motivation seems to be the second strongest predictor of success in the teaching process. Then, motivation refers to the interest and effort which students put into learning a second language, and it is crucial that students feel encouraged to develop their speaking skill in order to have a successful communication.

Gardner (2010, as cited by Fernández, 2013) defined motivation as a complex construct that does not have a simple definition; nevertheless, the author states that a motivated student is someone who establishes a goal and perseveres to achieve it. Furthermore, Gardner and Lambert's (1972, as cited by Guerrero, 2015) claim that the theory of motivation draws an important relationship between motivation and orientation or goal; besides they established two important terms which are used in the field of motivation: Integrative orientation which refers to the positive disposition that a student has to learn a language, its culture and its community. Integrative motivated students have a strong reason to improve their listening skill. By contrast, instrumental orientation has to deal with the practical reasons that an individual has to improve his/her speaking skill such as getting a job, passing an examination, meeting the educational requirement or using it in their jobs, etc.

Also, Dörnyei (2006, as cited by Guerrero, 2014) claims that the motivation in the language teaching, specifically speaking skill has three levels: the level related to the language, in this level there are many components as the culture and, intellectual and pragmatic values of the languages which are important in terms of motivation. The second one has to deal with the level related to students, the self-confidence and the individual characteristics are quite important for the improvement of the speaking skill. And the last one, which is the level related to the learning moment. Here, there are motivational

components of the speaking class: materials, tasks, etc. And motivational components of the teacher such as personality, behavior, and style. For that reason it is essential that teachers motivate students through games in order to see their improvement in the learning process; due to the successful of the class depends on it.

Based in the previous considerations, the present research reaffirms that it is pertinent to apply activities such as games in the environment because it is essential that students feel comfortable with the class and in the same way, it is a didactic perspective in which students can improve their speaking skill while learning, which is the main objective of this study.

5. METHODOLOGY

The research is conducted with the objective of identifying how games can be used as a pedagogical tool for developing the oral skills in English with four graders in a private school in Armenia, Quindío. Then, for reaching this goal, in the first instance, it is necessary to determine the students' level regarding the English oral production skill. In that way, it will be known if their level increases after developing the present research. Also, it is important to choose in a correct way the most appropriate games that can benefit the oral production; for doing it, the students' age and English level are going to be taken into account since it is going to influence the good conduction of the research. Another objective is to analyze how the students respond when they use games for developing the oral production, and how these kind of methods influence the learning process (in a positive or a negative way). Also, the research aims to establish the impact that the games have for developing the oral skill.

Thus, the methodology of the present study is presented as follows:

5.1 Research approach

Taking into account the different objectives in the research, it is possible to see that it is oriented to the observation and analysis of a specific group in order to establish their level in the speaking skill. After observing that, some methodologies that include games will be taken into account for determining how this kind of games influences the speaking English skill of the population included in the research. The students were in the normal environment in which they learn every day; and, the researchers analyzed how students react to the use of games, and how their English level is affected by the methodologies used. Then, the research approach in this work is qualitative since it has been considered most appropriate when the works are related to education, and it provides many advantages, which according to Chistensen (2004 as cited by Gil & Arroyo, 2013) are flexibility for following unexpected ideas, sensitivity to contextual factors, increase in opportunities, ability to study symbolic dimension and social meaning, etc.

The qualitative approach is the one that normally explores through the research. This approach helps a lot to understand the reasons of something, motivations and opinions. It is very useful when developing hypotheses or ideas; and, it also goes much deeper into a problem proposed in the research. When developing qualitative research, there are different methods for collecting the information; the methods are selected according to the work's objectives, population and characteristics. Some of them are focus group discussions, interviews, observation and observation/participation. According to Sampieri, H-Fernandez and Baptista, (2004), the qualitative approach is used in first instance to discover and refine research questions, using data collection and methods without numerical measurement (description and observation). Also, Shank (2002, as cited by Ospina, 2004, p.1) says that qualitative research is “a form of systematic empirical inquiry into meaning”. It means that it has an order and an organization; and, it is related with the experiences that the population lives which the researchers analyze and try to understand. Besides, Lincoln (2000, as cited by Ospina, 2004, p. 1) stated that “qualitative research involves an interpretive and naturalistic approach, then, it studies things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings that people bring to them”. At last, taking into account the qualitative research nature, its advantages and principles, the researchers decided that this is the most appropriate research approach for developing the present work.

5.2 Type of research

When talking about the type of research, it is very important to have into account that it is going to influence highly the development of the research; depending on it, the implemented strategies during the research are going to be chosen. For example, some characteristics, the procedure and the research design will differ depending on the type of research that the researchers decide to implement or the work requires. The present work is developed following the principles proposed by the descriptive research, which describes different characteristics of the object of study. According to Sampieri, Fernandez & Baptista (2010, p. 80), “descriptive studies look for specifying the properties, characteristics and profiles of people, groups, communities, processes or any phenomenon that is subjected to

an analysis". In addition, Gall & Borg (2007, as cited by Nassaji, 2015) said that descriptive studies are usually developed through different methods such as observation, through which the characteristics of a group or situation are described with a hypothesis or theory as a foundation. Sampieri, Fernandez & Baptista (2004) stated that the descriptive research is helpful in order to see the accuracy of the different dimensions of a phenomenon, a community, a context or a situation. The description could be deep but it looks for measuring the characteristics of the object of study. Then, it is useful for measuring the tendency of the data, looking for information of a specific phenomenon (when there is not so much information about it), and studying a phenomenon in a qualitative way (including pedagogical phenomenon).

This type of research is characterized by the true, precise and systematic information that it offers, the low interference that it requires regarding the phenomenon and the facility that it provides for establishing relations between the data collected, etc. Also, it is divided into different stages such as the identification and the delimitation of the problem, the construction of the instruments for collecting the data, observation and data register, decoding and categorization of the information, analysis and proposals. In addition, this type of research presents some methods that should be taken into account depending on the research objective. The methods are observational, case study and surveys. According to Gall, & Borg, (2007, as cited by Nassaji, 2015) observations and surveys are very used tools for gathering data. When researchers choose the observational method, this can be developed through direct observation, by which the research introduces in the environment where the research is taking place; thus the researcher can get information by himself/herself, though it is very important that his/her presence does not affect the behavior of the subjects. On the other hand, the observation can be indirect, and if this is the case of observation the researcher studies the phenomenon through registers or audiovisual elements. Finally, some of the advantages of descriptive research are: data collection, varied data, natural environment and accuracy at the moment of developing it.

5.3. Research Design

It is understood that design is the plan or the strategy through which the researchers gather the necessary information for developing the study. In order to make a relevant research project, the research team decided to implement and develop a collaborative action research. Reason & Bradbury (2001, as cited by Alonso & Causil, 2016) claimed that collaborative action research allows researchers to think on their profession, mixing theory and practice at the same time, with the purpose of changing a problematic situation. Also, they claimed that it can improve the participants learning process. One of the reasons why this design was chosen is because the researchers wanted to determine the manner in which the use of games can promote interaction and how they can decrease the students' anxiety in order to improve the oral production skill.

Ferrance (2000, as cited by Arroyo & Gil, 2013) explained that the action research is a method that allows people involved on it, to observe and check their educational procedure making use of the research techniques. In the same way, Edwards and Willis (2014, as cited by Alonso & Causil, 2016) established that action research methodology demands the research team to find a problem that is negatively influencing a specific group, and that it proposes actions or solutions to address the problem. Taking this into consideration, the research team identified the problem which is the lack of vocabulary which prevents to have an active participation using the speaking skill .Thus, the researches decided to make use of the action research because according to Burns (2010, as cited by Alonso & Causil, 2016), action research gives the teachers-researchers the chance to take an active role in the different stages of the study: collecting data, analyzing and interpreting data and proposing strategies to solve the problem.

Finally, there are some considerations that researchers have to take into account in order to carry out an action research. Watts (1985, as cited by Alonso & Causil, 2016) took for granted that teachers work in a best way solving problems when they have identified those problems by themselves; also that they help each other by working collaboratively,

and that working with colleagues helps teachers in their professional development. On the other side, there are four types of action research: individual teacher research, collaborative action research, school-wide action research and district-wide action research. In this case, the research team decided to work with the collaborative action research, which according to Bruce & Easley (2000, as cited by Betsi & Manesi, 2013) seems to have the added benefit of offering an adequate context for forming a community of practice or a community of investigation within the classroom. Through this research design, it has been possible to have an active participation in order to analyze the problem and help to improve the students' speaking skill.

5.4. Ethical considerations

For developing a research project, it is fundamental that researchers have into account some items which have to deal with ethical and bioethical aspects in order to do a trustworthy research since the researchers are not working only by themselves, but also with a part of society. It is possible to define ethics as the norms for conduct that make the difference between acceptable and unacceptable behavior. Furthermore, Mantzourou & Fouka (2019) claim that ethics has to deal with a system of principles which can influence previous considerations about actions. Also, they said that a research work is like the human activities, which are controlled by individual, community and social values, and it involves requirements about protection of dignity of subjects and the publication of the information in the project. Besides, according to Johnston (2009, as cited by Mantzourou & Fouka, 2011) ethics is the branch of philosophy which refers to the dynamics of decision that concern what is right and wrong. Thus, some of the values that the researchers had into account at the moment of developing the research were: values that are essential to collaborative work, as accountability, trust, mutual respect, fairness, responsibility and human rights. Confidentiality, respecting the identity in order to not to reveal the proper names of the participants and to ensure that the results of the research are only for academic aspect, good use of the data sources; specifying the textual quotes respecting the authors' opinion and differentiating them from the researchers' ones, and finally, honesty on the use of the data

obtained; not to manipulate the results, not to confuse the personal opinions with the real situations or acts.

Taking into account the previous information, the school and the participants were informed about the research objective, the time required for doing the study, and the stages that were being developed, all of this through an informed consent (Annex 1). Once they were in agreement to be part of the project, they were informed that they could abandon the process whenever they wanted to. Furthermore, the researchers assured to hold the privacy, confidentiality and integrity of all the participants in the research. Also, the information provided by the participants was used in a confidential way, assigning others names to the institution and participants. At last, the research team assures that in this study there is not plagiarism or modification in any information, and the relationship between the research team and the society involved. Finally, it was carried out in terms of kindness and respect.

5.5. Context and population

This research was developed in a private bilingual school. It was made in fourth grade of primary. In order to maintain the confidentiality mentioned previously, the researchers assure neither the name of the school nor the participants will be revealed. The school is located in Salento. According to Gallego, Lopez & Sepulveda (2014, as cited by Alonso & Causil, 2016), the socio-economic stratification system in Colombia, which separate urban populations into different strata with similar economic aspects on a scale from one to six, where one is the lowest area and six is the highest. Taking this into consideration, it is possible to say that the study was developed in a rural place of medium-high stratum. Some of the parents work in a formal job. It could be said that some of the families are stable and it looks as if the community has an adequate life, of course with social problematic issues but not in a very remarkable way.

5.5.1 Institution History

The Educational institution “unknown name” is a private bilingual school located in the Centenario Avenue in Salento. This institution was born right after the earthquake in April 1999 as a club located next to the Quindío’s University, with the purpose of giving children different knowledge about English language. This club helped students with their English homework and offered them different English spaces in order to increase their English skills. After a year, it moved to the Centenario Avenue where it is located nowadays. It became in a small educational center which had from Kindergarten to Third grade. Then, it included fourth and fifth grades. After 3 years, the school included secondary school and it became in what it is today, a big rural bilingual institution which allows students to have comfortable areas to play or to hang out with their friends. Also, it has soccer and volleyball fields in good conditions. The school counts with a restaurant and 2 big dining rooms. As it is a private school, the classrooms are small and medium size because there are maximum 20 students within them. In addition the school has a library, a dance stage and a laboratory. There is one office to the principal, one for the two coordinators and one for the secretary and one teacher’s room. In addition the institution counts with 2 computers lab with 42 computers in perfect conditions.

Besides, as a bilingual school all of its decoration is in English. There are different animals in the classroom’s doors which represent their grades.

5.5.2 Population

The institution has around 230 students who are between 4 and 6 social strata. In primary there are around 95 students. The research was developed in fourth grade with 11 students, 6 girls and 5 boys. Also, This School has 21 bilingual and 10 monolingual teachers which 15 are men and 16 are women. Most of teachers are young, between 20 and 45 years old. Teachers share similar aptitudes like dynamism and responsibility.

5.6. Data collection techniques and instrument

One of the principal objectives of this research project is to improve the oral skill of each student from fourth grade. The techniques and instruments for data collection in the present study were considered based on the research objectives and the methodological considerations. The instruments and techniques applied in the current study were: a) interviews, b) observation, c), and pedagogical intervention.

5.6.1 Interviews

According to Taylor & Bogdan (1987), informal interviews are presented face to face between the researcher and the interviewees. Besides, Del Rincón, Latorre & Sans (1995, as cited by Vargas, 2012) established that a structured interview refers to a situation in which the interviewers make pre-established questions with a limited series of response categories. While, the semi-structured interview can provide a greater range of the responses, and the question can be open questions making that the interviewed constructs the response.

The objective is the understanding of their perspectives on different concepts or elements related to the research. For the present study, the interview was semi-structured with the purpose of identifying the student's English level and it was carried out as follows: an interview with the focus group of 4th grade students. It is important to clarify that the interview was recorded using a voice recorder (prior authorization from the interviewees), and this facilitated the process of transcription. This technique complemented the class observation process because it provided the researchers direct information such as perceptions and opinions of the participants (Annex 2).

5.6.2. Pedagogical Intervention

The pedagogical intervention was one of the most important techniques for data collection, since it allowed the researchers to demonstrate the reality of the educational context under study, while facilitating focus on those most relevant phenomena related to the objectives and Research questions raised by the researchers. This type of pedagogical intervention is the intentional action that is developed in the educational task in order to perform with, by and for the student the ends and means that are justified based on the knowledge of education and the functioning of the educational system (Tourriñán, n.d.).

The pedagogical intervention will be developed having into account four modules which are based on the suggested curriculum of fourth grade. It includes some basic learning rights that are the next, 1) Asks and answers questions related to who, when and where, in written or oral form, after reading or listening to a short and simple text. 2) Exchanges opinions about a topic of interest based on situations related to his/her immediate environment, using simple and familiar sentences. In the module number one, the researchers work the topic related to health and life. In the second module the topic is peace and living together. In the third module, the activities are related to environment and society. And in the last module the topic is a global village. The language functions are giving and asking for personal information, apologies using simple sentences, taking care of the environment and describing daily routines. The intervention process will be developed during a month with sections of four hours per week. The intervention comprises three stages such as planning, performing and reflecting. During this stages, the researchers decide what they are going to do and how. Also, they make the intervention, and through the observation, they get the data for analyzing, and finally, they make the reflections for obtaining a result.

The pedagogical intervention plan is described in the following table:

PEDAGOGICAL INTERVENTION			
(Based on the suggested curriculum FOURTH GRADE)			
BASIC LEARNING RIGHTS:			
<ul style="list-style-type: none"> ● Asks and answers questions related to who, when and where, in written or oral form, after reading or listening to a short and simple text. ● Exchanges opinions about a topic of interest based on situations related to his/her immediate environment, using simple and familiar sentence. 			
MODULE	GOAL	LANGUAGE FUNCTION	ACTIVITIES (GAMES)
1 Health and life I WATCH WHAT I EAT	Identify and introduce in English the effects of certain substances for your health (sugars, caffeine, salt, and fat).	Give and ask for personal information about eating habits	Role play games. Guessing games. Search games. Bingo. Lottery. “Bombón” Games with images. Guessing games. Tell me a story. The doctor is IN. It’s movie time.
2 Peace and living together I LIKE TO TALK	Express agreements and disagreements in very simple conversations in English, showing respect for the opinion of others.	Ask for a give apologies using simple sentences. Express own qualities. Express agreement and disagreement in a simple manner.	
3 Environment and society LET’S TAKE CARE OF OUR WORLD	Compare in a simple way in English the actions that have a positive and a negative impact on the environment.	Make simple comparisons about actions to take care of the environment	
4 A global village I LIVE IN A GLOBAL VILLAGE	Describe in simple language how their actions and those of their community affect our world	Describe the activities he or she performs every day.	

Table 1 – Pedagogical intervention plan (designed by the authors)

3. Observation

Observation is a tool that can be used to collect information related to behavior, process, and cultures, in a specific context for a main purpose. It is a very useful tool for teachers to collect data while they are developing researches in the classroom. One of the most common type of observation is the participant observation where the observer can be present in the real context. According to Marshall & Rosseman, (1989, as cited by Kawulich, 2012) an observation is a systematic description of different behaviors, events in a social setting. Besides, it is important to mention that the observation will take place in the class, and during the intervention one researcher will take the observer roll and he will have a class observation format which will be used for saving the necessary information for evaluating the impact of the activities regarding the intervention. The principal objective of observing is to register how the intervention happens and affects the student's development.

5.6.4 Field notes

Researchers decided to make use of the field diary in order to facilitate observations. Emerson (1995, as cited by Salazar, & Villamil, 2012) claims that field notes are important instruments in descriptive studies since they allow the researchers realize some important aspects such as: a better understanding of what occurs in the classroom, the social interaction among the participants, the activities developed in the classroom, the students who take part in the activities, the non-verbal interaction, and the opportunity to record exact comments made by the participants. In this order of ideas researchers decided to use this instrument as a tool to record what was heard and observed in each session. And from those perceptions create some games according to the students' needs, with the principal objective of creating a good atmosphere and facilitating the teaching process in order to help the students improve their speaking ability.

6. DATA ANALYSIS

Getting the data through the different techniques and instruments is just a part of the process. After having all the information provided by the interviews, interventions and observations or the different instruments implemented during the data collection, the next stage is to organize, categorize and analyze it. Then, the main purpose in this chapter is to present and analyze the data that was collected during the interventions performed by the researchers in the present work, which has as a main objective to identify how and what type of games influence the oral production skill in ESL students in order to improve it. There are many ways and strategies that researchers can use to obtain the data needed for an appropriate development of the research. According to Sampieri, Fernandez & Baptista (2010) the data collection for the qualitative research normally takes place in natural environments, that is to say, that when this happens, the target group or subject is immersed in its natural environment while the researchers perform as interviewers, observers, teachers or the roles that are required by the type of research that takes place. They also stated that the main source of data in the qualitative research is the same researcher or researchers since they are who make use of the different instruments or strategies in order to get the information. The instruments that the researchers implement do not have to be standardized; there is a variety of strategies that can be included in the development of this part of the work.

For developing the data collection, the researchers used different instruments such as: an interview that consisted on asking some personal information, and basic questions regarding the environment and social life. It was designed by the researchers with the purpose of identifying the proficiency level of the students at the moment of developing the interventions; the same instrument was used at the end of the interventions with the objective of knowing how the students' level was influenced. Also, they made use of some interventions that consisted on teaching some lessons that were designed taking into account the suggested curriculum, and with the particularity of including games as the main source for developing the classes. While one of the researchers did the intervention, other one was in charge of observing the class and saving the information of the most relevant aspects and events that took place during the interventions.

After analyzing the data collection and taking into account the purpose of the present research, the next categories and subcategories emerged.

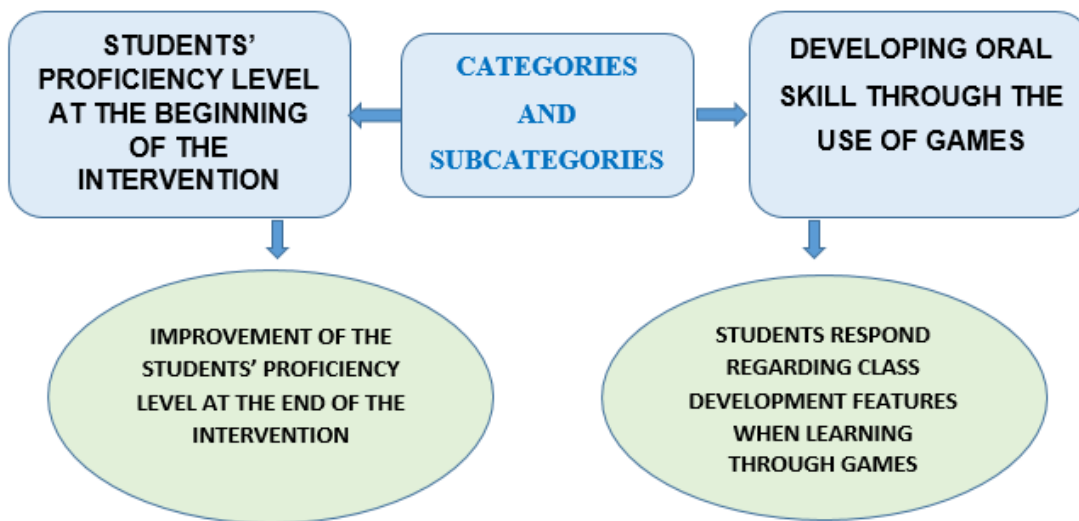


Table 2 – Categories and subcategories

6.1 Students' proficiency level at the beginning of the intervention

This category emerged after carrying out the first interview and analyzing the data collected. According to Del Rincón, Latorre & Sans (1995, as cited by Vargas, 2012) a structured interview refers to a situation in which the interviewers make pre-established questions with a limited series of response categories. The interview was semi-structured with the purpose of identifying the student's English level. It is important to clarify that the interview was made up of personal information questions and questions related to the environment.

To measure the level of the participants, the research team guided themselves based on the Common European Framework of Reference for Languages (CEFR) which is an international standard for describing language ability. It describes language ability on a six-

point scale from A1 for beginners up to C2 for those who have mastered a language. According to this, the students reflected an A1 proficiency level since one of the objectives of the investigation was to measure it. This can be seen reflected in the following data.

In the following extracts there are some personal information questions that the research team asked to the participants like: “What is your name?” “How are you?” “How old are you?” “Where do you live?” and “Where do you born?” the participants answered with the following words: participant 1 “my name is Ana” “very good” “catorce” “Armenia”, for the other questions participant 1 answer with “no se o no entiendo”. On the other hand, participant 2 answer with the following fragments “My name is Juliana” “fine thank you and you?” “Seventeen” and for those questions without any answer the participant answered “no se o no entiendo” as it is showed in the following fragments.

Extract one/ First interview/ Participant 1.

What is your name?	My name is Ana	X			X	
How are you?	Very good	x			x	
How old are you?	catorce					
Where do you live?	Armenia					
Where do you born?						

Extract two/ First interview/ Participant 2.

What is your name?	My name is Juliana	X			X	
How are you?	Fine thank you and you?	x			x	
How old are you?	Seventeen	x			x	
Where do you live?						
Where do you born?	No entiendo					

6.1.1 Improvement of the Students' proficiency level at the end of the intervention.

This subcategory offered the research team the opportunity to realize how games could be useful for the participants of the study. Among the games mentioned in the literature review, the team chose three kinds: memory games, matching games, and online games. The researchers considered these to be the most appropriate ones for encouraging students to improve their speaking skill. They could observe that students tried to improve their oral participation when they were involved in the games. For example, when the teacher asked students “Can giraffe climb?” a student answered with the following words no, “can lion swim?” the participant answered “yes lion can swim”. On the other hand, Flores, (2009, as cited by Montero, 2017, p. 77) says that “didactic games are a participatory technique routed to develop management methods and correct behavior in students, stimulating discipline with an adequate level of decision and self-determination”. Additionally, Chavez (2017) concluded that “didactic games involve the acquisition and reinforcement of learning”. In addition games have been and will always be an important part of learning a second or foreign language. The research team has pointed out the importance of using games in the English learning process. Games are motivating and exciting experiences for students to develop the speaking skills. For instance, during the interventions, the team found that games work on the way as they expected; however, the impact that they noticed in this research was that the students found more interesting in learning English, and they also felt more comfortable. A good proof of it can be found in the following interview fragments

From this extract the team can see how the participants were involved to produce oral activities as much as they could. For example the teacher asked to the participant the following question: “can the tiger climb?” and the student answer with the following words: “no”, but at the same time teacher made the participant repeats the appropriate answer “the tiger cannot climb”. In addition, this extract was taken from the transcript of the first intervention.

Extract one/ Transcript of first intervention

Can tiger climb? No, perfect so the answer, la respuesta no, tiger no tiger can climb, yes perfect honey climb, perfect so no tiger cannot climb. Ana come here, come here, como

From this extract we can see how the participants were involved to produce oral activities as much as they could. For example the teacher asked to the participant the following question: “can lion swim?” and the student answer with the following words: “yes”, but at the same time teacher made the participant repeat the appropriate answer “the tiger cannot climb”. In addition, this extract was taken from the transcript of the first intervention.

Extract two/ Transcript of first intervention

digamos para hacer una pregunta con cannot, pon la pregunta y ya? Can lion hummm swim? Yes, lion can swim, perfect! Now you are going to ask for a negative answer, got it yes, bear

The researchers considered that games, in general, encouraged teenagers to improve their speaking skills, especially when these included group work, motivation and competition. Also, they discovered that games are more than a function in the classroom; they helped the students to perform better, to feel confident and free in order to improve their English speaking skills. Bygate (1987) stated that "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages". When students speak in a confident and comfortable way, they can interact better in real daily situations. On the other hand, the team found on the second interview that the games that they implemented on the intervention worked, and also that they made a big impact on them. On the interview, they had a question where the student must answer it using modals verbs as the teacher taught them on the first intervention. The question on the interview was “Can you swim” one of the participants answered this question in a correct way, the answer that the students gave to the

teacher was “yes, I can” at that moment they realized that implementing games during a class is one of the best tools that a teacher can use. See on the following fragments.

This fragment was taken from the first interview, and it shows that the participant answered the question using her native language.

Can you swim?	aveces						
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Now see this fragment taken from the second interview, so here it is evident the improvement that the participants had from the beginning until the end of the interventions.

Can you swim?	Yes I can		X			X	
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6.2 Developing oral skill through the use of games

This category emerged from the intervention that the research team did with the population in order to see what type of activities can be implemented for developing the oral skill. For that purpose, several activities related to games were used to analyze the impact that they produced in the students. Furthermore, it was taken into account to provide a natural environment since according to Lee (1997, as cited by Tierno, 2005) when people learn through games, it is more valuable that when they learn through conventional means.

When the researchers decided to implement the games, it was clear that games are not just for entertainment but they also are means of helping students to improve the learning of a second language. For answering one of the questions established by the research team, it is necessary to analyze some of the following extracts where it is evident the participation of the students. Also, it is possible to see the responses to the teacher’s questions without

much problem. Several activities were used to analyze what types of game engage more the students.

Then in the following extract, it is possible to see that the teacher is teaching about the modal verb “can” and “cannot”. The teacher asked one student “can the panda eat?”, and the students said “yes”, but the teacher asked again for a complete answer, promoting that the students used the correct structure; then, the student answered “yes, the panda can eat”. So, it is evident that the student learned the correct structure to answer questions with “can” and “cannot”. Finally, the teacher said congrats to the student for her job.

Extract one / First intervention

you another question can panda eat? Yes, what is the answer, yes panda can eat, perfect!
Yes perfect! That's pretty perfect now we are going to see the answer, can panda swim? No,

Similarly, in the following extract it is possible to observe that the professor was using flashcards to teach vocabulary. The teacher chose one flashcard and then showed it to the students, she said loudly the name of an animal, and then the students repeated the word. Later on, the teacher chose one flashcard and showed it to the students, and she asked what the name of the animal that she was seeing was, and the student said the correct name. So, it is evident that the students remembered easier when the teachers used visual aids in their classes.

Extract two/ First intervention

have a bird so we are going to repeat bird, bird, lion, lion tiger, tiger and giraffe, giraffe,
okay now, ana what is the name of this? Tiger, tiger! Perfect hi five, and now Camila what
is the name of this? Lion, lion! Giraffe, giraffe! Bird, bird! Okay, we are going to see other
flash cards here and we are going to learn the name right, what is this ana? Ber, bird! What
is this cami? Cat, cat, cat ,cat perfect! And this ana? Chicken, chicken. This? Dog, dog

On the other hand, it is possible to analyze that the teacher and the students were playing the memory game. So, the teacher asked one student to choose one card and say the name of that animal, and the student answered well. Then, the professor asked if that animal could fly, and the student answered with the correct structure, no, it cannot fly. So, it is possible to say that according to the previous information, the students learnt the use of “can” and “cannot” through memory games, and at the same time, they learnt how to give answer to the questions with this modal verb.

Extract Three/ First intervention

and you are going to pick one, ana what is that? Giraffe, so now we have the giraffe, giraffe. Can the giraffe fly? No, it cannot fly so giraffe cannot fly, repeat leeme esto la

At the same way, in the next two extracts, it is notable that the teacher was announcing that they would play a game which was called hidden treasure, and also that the student was using a new word which was “I do not understand” at the beginning of the intervention, she pronounced it, but in a wrong way, and in this fragment she used it correctly. So, the teacher started explaining the dynamic that they were going to use; when she said “hot” it was because the students were near the treasure and when she said cold, it meant that they were away from the treasure. Next, she asked the students if they had understood and they answered “yes”. She confirmed that the instructions were clear by asking one of them what meant “cold” and “hot” and the student gave the correct answer. To finish, it is possible to analyze that students understand most of the words the teacher says. Also, it is notable that at the beginning of the intervention teacher had to translate but in this time, it was not necessary, which shows an increase in oral comprehension.

Extract four/ Second intervention

T : perfect, now we are going to play, do you wanna play? We are going to play, I'm going to hide all of the names, I'm going to hide in all of the house, all of the house, I'm going to hide so you are going to close the eyes and when I said hot hot hot is because you are near,

when I said hot hot is because you are good, and when I say cold cold is because you are not near, is because you are far away. Do you understand?

S: yes

T: when I said hot, what means?

S: cuando está cerca, cuando no ():

T: yes, perfect, hot, yes, perfect, cool, and when I say cold?

S: cuando está frío

T: car, where is the car, show me the car

S: car

T: car, perfect, and how the cars makes, how, the car makes how, rrrr, how

S: I don't understand

Once the research team made the intervention, they discovered that the previous activities related to games are benefit for developing the speaking skill. Some of the principal activities were: watching videos, memory games, flashcards, searching the lost treasure, and games related to match the correct images. It is possible to evidence in the previous fragments

that the students were participating meanwhile they did some of the previous activities. Besides, it is evident that the use of games is a good tool to be used in teaching a second language which put for granted what Wright (2006, as cited by Saliha, 2015) mentioned, games are a method that helps to make the process a nicer experience in the students' life. Furthermore, it is important to mention that the acquisition of vocabulary was notable in the students while they were talking to each other. This is consistent with what Chaves mentioned in 2007: "didactic games involve the acquisition and reinforcement of learning". Finally, the research team finished this category saying that because of the students' behavior shown during the intervention, it is possible to say that through the use of games, the students can increase the use of the speaking skill and at the same time the acquisition of vocabulary

6.2.1 Students respond regarding class development features when learning through games

This subcategory was the result of analyzing how the students responded and acted during the intervention that the researchers did in the execution stage of the current work. The fragments taken into account in this category came mainly from the observations of the four interventions done by the researchers. These observations provided a source of useful data which was consigned in a format that was designed by the researchers taking into account information regarding behavior, interaction, participation and other aptitudes related to the students' response during the classes that were developed with the implementation of games.

The extracts one and twelve shown next are an evidence of how students have fun while they are developing the class through the games which make them laugh and feel comfortable when learning. In the extract one it is possible to see the teacher asking the participants to imitate different sounds according to the vocabulary that they were learning, for example the teacher asked the students to do like an airplane and the student did the mimic. Also, the teacher asked the participants to do like a car and like a bicycle, and the students did the mimic and, it made them laugh and enjoy the class. At the same way, the extract twelve evidences how in a particular way the participants acted in a very active way

while they watched the videos shown by the teacher at the beginning of the class, they sang and clapped which helped them to have fun during the learning process and enjoy it.

Extract one, first intervention

T: perfect, so now you are going to do like an airplane, you are going to do like an airplane, do like an airplane, (the student does a mimic) ok, perfect, now you are going to do like an a car, (mimic) perfect, now like a bicycle

Extract twelve, fourth observation

Something particular happened during this class. Normally the students were no very active while they watched the videos used by the teacher for the circle time or for introducing the topic, buy during this class they were very active, they sang and clapped.

Furthermore, in the extracts bellow it is possible to evidence that during the classes that were developed mainly with the use of games, the students participated in the different activities proposed by the teacher. The extract two says that most of the time students answered the questions and participated, and that they could participate with the games and through the questions and the interaction with the teacher. Also, the students participated in the activities proposed by the teacher, and they did it without trying to avoid to participate.

Extract two, first observation.

Are students involved and interested in the class				X	Most of time students answer the questions and participated
Participate					X They could participate with the games and through the question and the interaction with the teacher

Extract six, third observation

The students participate in the class, they answer and ask questions. One of the

Extract nine, fourth observation

The students participated in the activities proposed by the teacher, and they did it without trying to avoid to participate.

On the other hand, in the extracts eight and eleven it is easy to notice that during the interventions the students had the possibility of interacting when they gave answers to the teacher's questions, and when they performed the different games that the teacher included in the class. Additionally, there were games and activities in which it was possible to identify interaction between the students and the teacher, and also between the students.

Extract eight, third observation

The students have the possibility of interacting when they give answers to the teacher's questions and when they perform the different games that the teacher included in the class.

Extract eleven, fourth observation

There were games and activities in which it was possible to identify interaction between the students and the teacher and also between the students.

In addition, the next extracts evidence that during the classes, in general, there was a good behavior since the students did not talk too much about different topics regarding the class, and they were very attentive and followed everything that happened in the class. Also, they participated in the activities with disposition even though sometimes they looked kind of shy. They tried to answer the questions and they were ready for participating.

Extract three, first observation.

In general there was a very good behavior in the class.

Extract seven, third observation

The students really paid attention to the class, they did not talk between them about something different to the topic explained during the class.

Extract four; first observation.

It was important that even though in some cases the students did not know the answer or the right pronunciation of a word they tried to answer and to pronounce it. They had a lot of visual aids for helping them to contextualize and understand what the teacher was talking about. The students participated in the activities with disposition even though one of them looked a little shy, the other one showed a little more liberty for expressing herself.

In general they presented good behavior.

Finally, the next extracts show that the participants could make use of the oral production and transmitted what they thought about the topics related to the class like they did in the class related to the environment. Also, it is proper to establish that the students were interested in the class since they paid attention and participated with disposition.

Extract five, third observation

The students make oral production regarding real situations that the planet is passing by.

Extract ten, fourth observation

They did not talk too much, they were interested in the class.

Taking into account the evidence provided by the extracts above, and analyzing them, it is accurate to say that with the fact of developing the classes with the use of games as a

fundamental tool, some aspects regarding students' response such as: participation, interaction, disposition, oral production, and attention are influenced in a positive way. This happens because the use of games in the classroom helps the teachers and the students to facilitate the teaching and learning process. It is possible to see that the implementation of the games provides fun in the classroom which engages the students and catches their attention, and as it was stated by Harmer (2004, as cited by Dewi, Kultsum & Armadi, 2016) games also involve students in an enjoyable atmosphere that can help them in the learning process. Moreover, Hadfield (1996, as cited by Fajariyah, 2009) said that with the use of games, teachers have tools that can be used as elements for providing fun in the classroom, and at the same time help the students to enjoy the process. When that happens, students are motivated in the classroom, and it is much easier to get their participation in the different activities; that is why Kim (1995, as cited by Saliha, 2015) stated that the use of games makes students feel motivated and challenged. Consequently, the students can be in an adequate environment that allows them to present good behavior, and this is supported by the philosopher and psychologist Groos (2012, as cited by Castrillón, 2017) who established the theory of the symbolic function which takes for granted that a previous game will have a subsequent behavior in all people. Additionally, Flores, (2009, as cited by Montero, 2017, p. 77) says that “didactic games are a participatory technique routed to develop management methods and correct behavior in students, stimulating discipline with an adequate level of decision and self-determination”. Then, when implementing the games in the classroom, the students have many advantages and possibilities for experiencing a more successful learning process which can guarantee that the students have the opportunity to develop the different language skills, mainly the oral production in an easier way. And according to Alonso & Causil (2016), when students were asked about their experience with the strategy implemented (use of games), they answered that they liked playing in the English class, and that they found the content easily to practice and to participate in the games.

Organizing, categorizing and analyzing the data collected are very important steps in order to reach the main purpose of the current research which is, with the use of the previous information, to identify how using games in the teaching/learning process could help students

to improve the oral production skill; and how games help students gain interest and confidence to participate in the different activities proposed in the class because of the atmosphere provided by the use of games.

6.5 Limitations

During the development of this research, some limitations arose which affected the application of the research, the data collection and analysis. First of all, the researchers did not receive the ARL (A mandatory document) that would be used to access the population, and at the time that the researchers obtained their ARL, the country was affected by a world pandemic (covid-19). Therefore, the president of Colombia Ivan Duque closed the schools to avoid contagion and protect minors. For that reason, the classes changed to virtual, and the researchers planned to develop the investigation on a private school with students of fourth grade, but due to the current situation in the country, the researcher team had to use another channel and another population in order to carry out the research. On the other hand, the population was two students between the ages of 14 and 18 years old. In addition, the time was a big limitation because as the researcher team mentioned on the methodology chapter they planned to implement the research in 8 sections and due to the world pandemic they only had 4 virtual sections.

6.6 Recommendations and projection

According to the results provided by the present research, using games in the classroom is an important strategy to help the students to improve their oral skill since games provide a special environment and atmosphere that facilitate the learning process, Harmer (2004, as cited by Dewi, Kultsum & Armadi, 2016); then, taking into account the evidences provided by this work and its reach, it is appropriate to do some recommendations and point some projections.

- The obtained results can be used as a support for teachers who decide to implement games as a tool for accompanying the learning process.

- The development of this work could motivate other students to do similar researches in different contexts and with population with different ages.
- In a future, it would be appropriate to complement the research with the classification of the games according to the students' age.
- It would be interesting to analyze what type of games could help the students to improve their relationship in order to motivate them to communicate orally.

It was evident that the use of games in the classroom improves the speaking skill. For that reason, the present research is a good tool for professors who feel a little bit confused about how they can teach English to children as a second language; even it is useful for professors at the university who could be a little monotonous with their classes. Besides, it is important to have into account that the atmosphere is a fundamental element at the moment of developing a class, and also, through the use of games, professors can correct inappropriate behaviors as Flores (2009, as cited by Montero, 2017, p. 77) mentioned “didactic games are a participatory technique routed to develop management methods and correct behavior in students, stimulating discipline with an adequate level of decision and self-determination”. That is why it is relevant that teachers know that through the use of games they can give a different direction to their classes and also, it is a different path that leads to the success of the teaching process. Furthermore this research can give guidelines for professors to realize about the importance of using games.

7. CONCLUSIONS

Games have been and will always be an important part of learning a second or foreign language. In relation with the first question which is what level do the students have regarding the oral skills, it is possible to conclude that through this action research project, researchers implemented some kinds of games to encourage students to communicate orally and to gain confidence in speaking. According to Flores, (2009, as cited by Montero, 2017, p. 77) “didactic games are a participatory technique routed to develop management methods and correct behavior in students, stimulating discipline with an adequate level of decision and self-determination”. In addition, during the process of implementation, the students overcame their fear of making mistakes and perceived speaking as a natural process when they were playing. The participants could express and communicate orally without the pressure of time or constant evaluation. Also related with the fourth question about which is the impact of using games to develop the oral skills, students took part in the activities in a free, comfortable and motivating way. As a consequence, they learnt more vocabulary, short sentences, and pronunciation. They managed to get the messages across while playing, though in some cases students mixed Spanish and English expressions to communicate their ideas. On the other hand, the project let the researchers reflect on their pedagogical practice and look for new alternatives to encourage oral communication among the learners through games.

Furthermore, once again it was demonstrated that the use of games in the teaching process is a good tool in order to achieve the improvement of oral skill. Regarding to the second question which is what types of games are useful to improve the speaking part, it was possible to give answer to it through the use of some games such as: watching videos, memory games, flashcards, searching the lost treasure, and games related to match the correct images. The research team could observe how the oral skill was increasing in the population through the different interventions that they made. Also, it was evident that the students enjoyed the classes meanwhile they were learning. According to Wright (2006, as cited by Saliha, 2015) games provide to the classroom a good atmosphere and thus it makes the learning process a nicer experience. The previous was proved since at the beginning, the

students showed themselves a little shy to speak aloud, but then, thanks to the games, they spoke without much problem. Despite, the research was done to see how the games affected the speaking skill, it was possible to evidence how notable was the acquisition of new vocabulary. In addition, to reach the principal goal, it was fundamental to create a natural environment and provide a good atmosphere. Lee (1997 as cited by Tierno, 2005) mentioned that when people learn through games, it is more valuable than when they learn through conventional means. That is why using games plays a very important role when teaching English as a second language.

Additionally, Related to the third specific question about how students respond when they develop the oral production through games, and after analyzing the data collected in the present research, it is possible to conclude that the use of games in the classroom as a tool for developing the oral production has an important and positive influence in the learning process, and in the students' response since it was evident that games provided fun in the classroom which impacted the students' attention and were very useful for catching their attention and engaging them; this is not only supported by the results in the present work, but also by Harmer (2004, as cited by Dewi, Kultsum & Armadi, 2016) when he said that the games also involve students in an enjoyable atmosphere that can help them in the learning process. Then, games can be used as a way to motivate students, and get their participation in the different activities in an easier way which is adequate for helping the students to face the anxiety and nervousness that is normally present when most of them have to talk in the target language. This conclusion coincides with what Kim (1995, as cited by Saliha, 2015) claimed at the moment of saying that the use of games make students feel motivated and challenged. Furthermore, one possible conclusion obtained from the data analysis is that with the implementation of games, teachers can have a very useful technique for getting good behavior from the students; in the current work, good behavior was part of the students' response during the interventions performed by the researchers, and it is also supported by Flores (2009, as cited by Montero, 2017, p. 77) who stated that "didactic games are a participatory technique routed to develop management methods and correct behavior in students, stimulating discipline with an adequate level of decision and self-determination.

Therefore, the implementation of games in the classroom provides many advantages and possibilities for having a more successful learning, helping the students to develop the language skills, mainly the oral production because it influences in a positive way some aspects regarding the students' response such as behavior, attention, interest and participation.

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ANNEXES

Annex 1 – Informed consent

CONSENTIMIENTO INFORMADO PARA PROYECTO DE INVESTIGACIÓN

Por medio del presente documento yo _____
identificada con CC No _____ de _____. Como madre y/o
representante del estudiante a observar, el cual por motivos de confidencialidad se omitirá
su nombre. Doy consentimiento de que mi hijo sea parte de esta investigación, que se llevará
a cabo en una institución privada de la ciudad de Armenia. De igual modo, me comprometo
a suministrar la información que los investigadores requieran para llevar a cabo dicho
proyecto. Con la condición que se respeten los lineamientos éticos declarados en el artículo
12 y 17 de la Declaración Universal de los Derechos Humanos. En donde se velan por los
derechos concernientes a la privacidad, honra y reputación del individuo.

Por otro lado los investigadores, **Luz Albreidy Yate, Gustavo Adolfo Cardona y Jessica
Alejandra Arredondo**, se comprometen a suministrar la información donada por parte de la
madre de familia, única y exclusivamente para propósitos de esta investigación.

Para constancia de lo anterior firman las dos partes de este consentimiento a los ____ días del
mes de _____ del presente año.

Acudiente estudiante.

Investigadores

CONSENTIMIENTO INFORMADO PARA PROYECTO DE INVESTIGACION

Por medio del presente documento Yo **Pilar Medina** identificada con Cc No 51905623 de Bogotá, como rectora y representante del plantel educativo que por motivos de confidencialidad se omitirá su nombre; doy constancia de que he sido informada de la investigación que se llevará a cabo por las docentes **Luz Albreidy Yate, Gustavo Adolfo Cardona y Jessica Alejandra Arredondo** la cual tendrá desarrollo del plantel educativo de básica primaria.

De igual modo dejo constancia que doy permiso de llevar a cabo dicha investigación siempre y cuando las investigadoras.

- No revelen nombre de la institución o de los docentes observados.
- No utilicen información privada de la institución para otros fines fuera de los del proyecto.
- La vida personal del estudiante y su integridad, no sea vulnerada.
- No graben, ni fotografíen los estudiantes.

En caso de que se incumpla con lo acordado, daré por terminada dicha investigación dentro de mi plantel educativo.

Para constancia de lo anterior firman las dos partes de este consentimiento a los ____ días del mes de _____ del presente año.

Director (a) del Plantel.

Investigadores

Annex 2 – Students’ Interview checklist

OBJECTIVE: to know the students English level at the moment of understanding the questions and giving answers to them.

	(answer from the	Pronunciation			Coherence		
		G o o d	Adequat e	p o o r	G o o d	Adequat e	P oo r
Hello							
What is your name?							
How are you?							
How old are you?							
Where do you live?							
Where do you born?							
Do you have siblings? How many?							
Do you classify the garbage?							
Do you do your homework?							
Do you save water?							
How often do you use internet?							
Do you have cellphone?							
How frequently do you use it?							
Do you take care of the environment?							

Do you arrive on time at school?							
What is your favorite fruit?							
What is your favorite sport?							
Can you swim?							
Do you respect your classmates?							
What is your favorite animal?							
Do you see cows on your neighborhood?							
Do you think that all your friends including you are the same or different?							

Annex 3 - Pedagogical intervention plan

<p>PEDAGOGICAL INTERVENTION (Based on the suggested curriculum FOURTH GRADE)</p>
<p style="text-align: center;">BASIC LEARNING RIGHTS:</p> <ul style="list-style-type: none"> ● Asks and answers questions related to who, when and where, in written or oral form, after reading or listening to a short and simple text. ● Exchanges opinions about a topic of interest based on situations related to his/her immediate environment, using simple and familiar sentence.

MODULE	GOAL	LANGUAGE FUNCTION	ACTIVITIES (GAMES)
1 Health and life I WATCH WHAT I EAT	Identify and introduce in English the effects of certain substances for your health (sugars, caffeine, salt, and fat).	Give and ask for personal information about eating habits	Role play games. Guessing games. Search games. Bingo. Lottery. “Bombón” Games with images. Guessing games. Tell me a story. The doctor is IN. It’s movie time.
2 Peace and living together I LIKE TO TALK	Express agreements and disagreements in very simple conversations in English, showing respect for the opinion of others.	Ask for a give apologies using simple sentences. Express own qualities. Express agreement and disagreement in a simple manner.	
3 Environment and society LET’S TAKE CARE OF OUR WORLD	Compare in a simple way in English the actions that have a positive and a negative impact on the environment.	Make simple comparisons about actions to take care of the environment	
4 A global village I LIVE IN A GLOBAL VILLAGE	Describe in simple language how their actions and those of their community affect our world	Describe the activities he or she performs every day.	

Annex 4 - Lesson plans

Name: Luz Albreidy Yate, Gustavo Adolfo Cardona, Jessica Alejandra Arredondo Guzmán	Time: 1 hour
Grade Level: Fourth	Proficiency: Beginner A1,1

Indicators: Nombro algunas cosas que puedo hacer y que no puedo hacer, usando la estructura can/can't		Resources:	
Objectives: S			
STAGES	ACTIVITIES	INTERACTION	ROLE
<ul style="list-style-type: none"> WARM UP 	<p>*Circle time: The teacher will tell the students to do a semi-circle to start the class, in this circle the teacher will tell the students that today they will learn the new greeting which is call one-minute greeting. The students must walk around the classroom saying hi to all of their classmates, the students must use eye contact with his partner and also shake their hands. In addition for this activity the teacher will use a chronometer to control the time that will be only one minute. But also, the teacher will let them know two important rules that will be *Do not run *Do not push their partners.</p> <p>*Date: The teacher will ask to the students, what is the day today? What month is it? And finally what date is it today?</p> <p>This part will take 5 minutes</p>	T -S	Controller
<ul style="list-style-type: none"> GUIDED PRACTICE 	<p>Teacher will show to her students a video about modal verb can and can't https://www.youtube.com/watch?v=_IrOMc6Qilo after the students watch the video the teacher will paste flashcards of animals and people face down and will dive the group in four groups. Each group will choose one flashcards and will have 30 seconds to say what they can, cannot do and will create a question. The group with more points will have a reward</p>	T-S	Prompter

<ul style="list-style-type: none"> INDEPENDENT PRACTICE 	<p>The teacher will ask to the students to be in pairs to solve the worksheet, it is compound by 8 questions, they will ask each other and answer in the paper his/her classmate answer</p> <p>Can you run? Tom said he can run Can you run? Tom said he can't run They must answer with complete sentences as the previous example.</p>	S-S-S	Tutor
Problems: <ol style="list-style-type: none"> If a student does not what verb he or she can use In case that the video doesn't 		Solutions: <ol style="list-style-type: none"> Teacher will have key words at the board 	

Name: Luz Albreidy Yate, Gustavo Adolfo Cardona, Jessica Alejandra Arredondo Guzmán		Time: 1 hour	
Grade Level: Fourth		Proficiency: Beginner A1,1	
Indicators: Identifying what the different means of transport can/can't do.		Resources and materials: Photocopies, Cards, Board, Flash cards,	
Objectives: S			
STAGES	ACTIVITIES	INTERACTION	ROLE
<ul style="list-style-type: none"> WARM UP 	<p>This part will take 5 minutes</p> <p>Time: 5 minutes</p>	T -S	

<ul style="list-style-type: none"> ● GUIDED PRACTICE 	<p>Teacher will paste in the board some pictures about means of transportation (plain, car, bus, ship. Motorcycle, ship and bike). Then, she will pass around the classroom a plastic bag with color cards on it. Each student will take one in order to form 3 groups. Once the groups are formed she will explain the clue game. The winning group will have a star.</p> <p>Time: 5 minutes.</p>	<p>T-S</p>	<p>Controller</p>
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<ul style="list-style-type: none"> ● INDEPENDENT PRACTICE 	<p>Students will look around school for different cards according to the color that the group represents. Students will follow some clues to find those cards. When students have all the cards must return to the classroom and complete the sentences with the means of transportation of the board, based on what they can and cannot do. Students will be tie each other. So, they will have to coordinate their movements.</p> <p>Time : 20 minutes</p>	<p>S-S-S</p>	<p>Tutor</p>
<p>Problems:</p> <ol style="list-style-type: none"> 3. If a student does not understand a word from the clues. 2. In case a child cannot run or do the activity. 		<p>Solutions:</p> <ol style="list-style-type: none"> 2. Teacher will explain by examples. In case it is no clear she will say it in Spanish. 3. Teacher will give to him/her the judge role. 	

GENERAL INFORMATION

Teacher: Luz Albreidy Yate Castro Jessica Arredondo Gustavo Cardona	School	Grade: Fourth	Duration in hours: 1 hour
Standards: To relate images with simple sentences To write culture aspects which are familiar To name some characteristics that identify some cultures			
Objective based on language functions: describing in simple language how their actions and those of their community affect our world			
Topic: A global village			

PERFORMANCE INDICATORS

Knowing	Doing	Being
<ul style="list-style-type: none"> *Identifies some vocabulary related to the global community * recognizes the structure of the present continuous * Identifies Phrases and expression to talk about causes and effects 	<ul style="list-style-type: none"> *Classifies causes and effects of a situation related to the global community. *Expresses how their actions affect the global community. * Describes the actions of their community and how they affect the global community 	<ul style="list-style-type: none"> * Considers his/her role as a member of a global community. * Recognizes that his/her actions have consequences for everyone.
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): The environment and human actions Expressions for the causes and effects Actions such as: Sweep, clean, dig, throw garbage, etc.</p>		
<p>Integrated Skills: Writing, reading, listening and speaking skills</p>		

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing Activity Description Stage aim

Rules of the classroom

Circle time

T-S

15 minutes

Firstly. The teacher is going to let the students know the rules of the class. Next, the teacher is going to play a video regarding weather, and the teacher and students are going to sing the song

Teachers pronounce the days of the week, and the students repeat them.

After that the teachers ask about the day of the week, date and weather

To practice weather, days of the week, some month and date.

Warm up

T-S

10 minutes

Teacher is going to sing a song with the students related to environment to introduce the topic

To make students aware of the correct pronunciation and familiar with some environment concepts

Guided practice

T-S

20

Teacher is going to divide the group in five groups,(the students are going to say a

number for 1 to 5 and the same numbers are going to be a group). One person from every group is going to come to the board and the teacher is going to do a spelling game and the first student that discover the word that the professor is saying and write that word on the board gets the point (the word is an environment word)

To help students write, pronounce and make
Use of simple English grammar through the pronunciation of some pollution words.

Independence practice

S

minutes

In the same groups, they are going to draw biodegradable and non-biodegradable garbage and they are going to say what effect produces it on the environment

Helping students to improve their pronunciation and reading.

Assessment:

Teacher is going to show some flash cards with some causes of pollution and students should say what the effect are in the environment

Materials and resources: how is the weather song, posters, video beam and speakers. Posters with pollution and environment, students body, teachers' voice and visual aids.

Bibliography:

How is the weather: <https://www.youtube.com/watch?v=XcW9Ct000yY>

GENERAL INFORMATION

Teacher: Luz Albreidy Yate Castro Jessica Arredondo Gustavo Cardona	School	Grade: Fourth	Duration in hours: 1 hour
Standards: To relate images with simple sentences To use correct the modals verbs To ask information			
Objective based on language functions: recognize and express the rules of the house and in the school the modal verbs			

Topic: modal verbs, asking and giving recommendations, rules at the home

PERFORMANCE INDICATORS

Knowing	Doing	Being
<ul style="list-style-type: none"> *Identifies some vocabulary related to the house and the school * recognizes the structure of the modal verbs * Identifies Phrases and expression to talk recommendations 	<ul style="list-style-type: none"> *Classifies the modal verb depending on the context *Expresses how she/he can ask for information *Describes the actions that help to be organized 	<ul style="list-style-type: none"> * Considers his/her role as a member of a school and a house * Recognizes that his/her actions help to the order.
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Rules of the house and modal verbs Such as; should, could and must</p>		
<p>Integrated Skills: Writing, reading, listening and speaking skills</p>		

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing Activity Description Stage aim

Rules of the classroom

Circle time

T-S

15 minutes

Firstly. The teacher is going to let the students know the rules of the class. Next, the teacher is going to play a video regarding weather, and the teacher and students are going to sing the song

Teachers pronounce the days of the week, and the students repeat them.

After that the teachers ask about the day of the week, date and weather

To practice weather, days of the week, some month and date.

Warm up

T-S

10 minutes

Teacher is going to say what rules she had at the house when she was a child, then they will ask to the students if they have rules at the house and if they know the school's rules











To make students aware of the correct pronunciation of some modal verbs

Guided practice

T-S

20

Teacher is going to introduce the rules at the house, students will paste the next picture on their notebook and they will talk a partner what are their obligations at home

Brush Teeth	Jammies Away	Get Dressed	Make Bed	Put Toys Away
				
Do Homework	Clear Table	Put Dirty Clothes in Laundry Basket	Feed Our Pet	Water Plants
				

To help students write, pronounce and make
Use of simple English grammar through the pronunciation of some rules words.

Independence practice

S

minutes

Each student will have a worksheet with a rule , and they will ask to the other students if they have that rule at their houses.

Helping students to improve their pronunciation and reading.

Assessment:

Teacher is going to show some flash cards with some rules and students should say which of that rules they have at the house

Materials and resources: how is the weather song, posters, video beam and speakers. Posters with rules and modals verbs, students body, teachers' voice and visual aids.

Bibliography:

How is the weather: <https://www.youtube.com/watch?v=XcW9Ct000yY>

GENERAL INFORMATION

Teacher: Luz Albreidy Yate Castro Jessica Arredondo Gustavo Cardona	School	Grade: Fourth	Duration in hours: 1 hour
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Topic: modal verbs, asking and giving recommendations, rules at the home

PERFORMANCE INDICATORS

Knowing	Doing	Being
<ul style="list-style-type: none">*Identifies some vocabulary related to the house and the school* recognizes the structure of the modal verbs* Identifies Phrases and expression to talk recommendations	<ul style="list-style-type: none">*Classifies the modal verb depending on the context*Expresses how she/he can ask for information*Describes the actions that help to be organized	<ul style="list-style-type: none">* Considers his/her role as a member of a school and a house* Recognizes that his/her actions help to the order.
Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Rules of the house and modal verbs Such as; should, could and must		
Integrated Skills: Writing, reading, listening and speaking skills		

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing Activity Description Stage aim

Rules of the classroom

Circle time

T-S

15 minutes

Firstly. The teacher is going to let the students know the rules of the class. Next, the teacher is going to play a video regarding weather, and the teacher and students are going to sing the song

Teachers pronounce the days of the week, and the students repeat them.

After that the teachers ask about the day of the week, date and weather

To practice weather, days of the week, some month and date.

Warm up

T-S

10 minutes

Teacher and students will play hot- potato , the student who has the object is going to say one rule seen in the last class.

To make students aware of the correct pronunciation of some modal verbs

Guided practice

T-S

20

The teachers will give a paper bond to students , and they will design a poster (collag) , about their rules and obligations at home. They will help themselves with the preciously activity and they will ask to the teachers for information that they need .They will prepare the poster and a

presentation to share with their classmates about their obligations at home.

To help students write, pronounce and make Use of simple English grammar through the pronunciation of some rules words.

Independence practice
















S

minutes

Students will do the next activity to identify what they must do or they mustn't do at home
















Rules at Home

MUST - MUSTN'T

 <p>You ----- watch TV too late in the evening.</p>	 <p>You ----- help in the kitchen.</p>	 <p>You ----- play football in your room.</p>	 <p>You ----- throw paper around.</p>	 <p>You ----- eat your meals.</p>
 <p>You ----- break furniture at home.</p>	 <p>You ----- take your stinky socks into the washing machine.</p>	 <p>You ----- keep your room clean and tidy.</p>	 <p>You ----- play video games all weekend.</p>	 <p>You ----- listen to loud music.</p>
 <p>You ----- eat too much fast food at home.</p>	 <p>You ----- clean the windows regularly</p>	 <p>You ----- make long phone calls every day.</p>	 <p>You ----- help in the garden.</p>	 <p>You ----- quarrel with your siblings.</p>

Rules at Home

MUST - MUSTN'T

				
You ----- watch TV too late in the evening.	You ----- help in the kitchen.	You ----- play football in your room.	You ----- throw paper around.	You ----- eat your meals.
				
You ----- break furniture at home.	You ----- take your stinky socks into the washing machine.	You ----- keep your room clean and tidy.	You ----- play video games all weekend.	You ----- listen to loud music.
				
You ----- eat too much fast food at home.	You ----- clean the windows regularly.	You ----- make long phone calls every day.	You ----- help in the garden.	You ----- quarrel with your siblings.

Helping students to improve their pronunciation and reading.

Assessment:

The teacher is going to select some students , and they will write one rule and he/she will say what it is important having that rule in the society

Materials and resources: how is the weather song, posters, video beam and speakers. Posters with rules and modals verbs, students body, teachers' voice and visual aids.

Bibliography:

How is the weather: <https://www.youtube.com/watch?v=XcW9Ct000yY>

Lesson plan
ref:

PROGRAM INFORMATION	
TEACHERS: Jessica Alejandra Arredondo, Gustavo Cardona, Luz Yate	GROUP:
DATE:	STUDENTS:
MAIN TOPIC: Past tense, Irregular verbs	

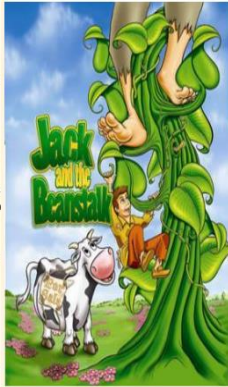
ACHIEVEMENT & ACHIEVEMENT INDICATORS
<p>Achievement indicators:</p> <ul style="list-style-type: none"> ✓ Recognizes some irregular verbs and relates it with daily experiences. ✓ Use irregular verbs to express some experiences lived in the past

PROCEDURE & INSTRUCTIONS	SKILL	AIM
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in the wall. The student number 1 will take a paper and a pencil. The student number 2 will be ready to start dictating to his/her classmate the text in the wall. When the teacher says time (each minutes) The students will change the role. Student number 2 will be ready to write and the student number 1 will be ready to dictate. The idea is that the group that finish it first without too many mistakes will get a prize.

JACK AND THE BEANSTALK

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. One morning, Jack's mother told him to take the cow to the market and sell her. On the way Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice "Fee, fi, fo, fum!" and ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. "Lay" said the giant. The hen laid an egg - it was made of gold. "Sing" said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly the harp sang "Help, master!". The giant shouted, "Fee, fi, fo, fum!". Jack ran and started to climb down the beanstalk. The giant came down after him. Jack shouted "Mother, help!". Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp Jack and his mother lived happily ever after.



writing it.

VOCABULARY: Went, fought, rode, was, were, ate, won, broke, swam, fell.

Annex 5 - class observation format

This form has different criteria to evaluate and analyze the class development and different aspects related to the class itself. As observer, write an “X” to select the appropriate choice to evaluate the competence you observe of the practitioner in class.

Class Observation Format

Head teacher:

Grade

Observer:

Date and Time

	1	2	3	4	5	
	N e v e r	R a r e l y	U s u a l l y	O f t e n	Always	
ASPECTS TO OBSER VE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Students Participation						
Student practice:						
There is enough practice related to the topic						
P r a c t i c e i s m e a n i						

n g f u l						
Are students involved and interested in the class						
Participate						
Students use English to communicate with each other						
Are students praised or rewarded by the teacher						
It is understandable, graded, meaningful						
			II. Material			
It is understandable, graded, meaningful						
visual resources						
Recordings						
Others						
						III. Behavior

<i>Students</i>						
Talks with classmates too much						
Annoys or interferes with peer's work						
Acts restless, is unable to sit still						
Doesn't seem to know what is going on in class						

IV. Classroom interaction						
There is variety of interaction patterns						
The lesson is centered on the students						
V. Notes:						
Are there other aspects of the observation you consider relevant to be mentioned?						

Annex 6 - class transcriptions

First class transcription

Okay now hello everybody hello how are you good, good or bad? Good good, that's great now, so now we are going to do the circle time right? Eh what we are going to sing is a song to say hi to your friend and hi to me you and hi to me to me "vamos a cantar una cancion para saludarnos entonces vamos a empezar" hello hello hello what's your name? hello hello hello your name is, my name is Camila, your name is Camila your name is Camila, hello Camila hello Camila hello Camila hello, hello hello hello what's your name? your name is? My name Is ana, your name is ana your name is ana hello, (teacher laughs) but what is funny? Ustedes por que se estan riendo? What is funny? (inaudible) okay now your name is ana your name is ana your name is ana hello ana hello ana hello. Okay so now we are going to watch, we are going to watch a video right. Vamos a ver un video lo que no me entiendan me dicen I don't understand. How are we going to say? Como vamos a decir si no entendemos? I don't understand. Perfect! Yes, Camila hi five. I don't understand, si no entiendes ahi mismo pasamos a la lengua de español y y empezamos entonces, So now we are going to watch a video and you are going to see how is the weather right, vamos a ver un video para ver como esta el tiempo, so now, we are going to do like this, Podemos leer aca how is the weather, how is the weather today, wait because the subtitles is in Spanish and we need it in English, Bueno no vamos a hacerlo sin subtitulos que asi nos lo aprendemos, Buena ya. It is raining, it is cloudy, is snowing how is the weather today? Lest look outside, how is the weather, it is sunny today? Sunny! What is sunny? Sunny? Soleado, soleado! Very good, let's look outside, how is the weather today? It is raining today. What is raining Camila? Lluvioso, lluvioso perfect. Lest look outside, how is the weather? It is cloudy today. What is cloudy ana? You don't understand, que es nublado que que tiempo estamos viendo en este momento aquí, nublado, nublado, perfect yeah cloudy, cloudy, you are going to... cloudy, cloudy, cloudy perfect! Lest look outside is snowing, is snowing, nevo, nevando. How is the weather, how is the weather today? It is raining, it is cloudy, it is snowy, how is the weather today. Entonces, so now. How is the weather today, how is the weather, como esta el tiempo? How is the weather? Cloudy, nublado, cloudy yes so, the weather, the weather is cloudy, yes! Perfect! So, very good Camila, the weather is cloudy, el tiempo esta nublado. The weather is cloudy okay so now, we are going to, okay so now, we are going to talk about can and cannot right you know what is can, saben que es can? Lo que Podemos hacer o que? Very good say it loud... lo que podemos hacer y lo que no podemos hacer, very Good perfect, lo que podemos hacer y lo que no podemos hacer, entonces we are going to see, we are going to Watch a video again, to see what we can do and what is the structure right? Vamos a ver para ver como es la estructura del can y del cannot, so now we are going to see, what do you understand? Que entendieron? what do you understand about the video? ¿Qué entendieron de video? What do you understand? O sea, ellos explicaban lo que ellos podías hacer y lo que no podían hacer. Perfect! Yes, and you? Lo mismo, the same, yes effectively yes they are showing what they can do and what they cannot, so now we are going to see a flash cards which are here right, right here we have a bird so we are going to repeat bird, bird, lion, lion tiger, tiger and giraffe, giraffe, okay now, ana what is the name of this? Tiger, tiger! Perfect

hi five, and now Camila what is the name of this? Lion, lion! Giraffe, giraffe! Bird, bird! Okay we are going to see other flash cards here and we are going to learn the name right, what is this ana? Ber, bird! What is this cami? Cat, cat, cat ,cat perfect! And this ana? Chicken, chicken. This? Dog, dog perfect! This? Dok, duck, duck, pato, duck is different from dog, this cami fish, fish. Now ana, hamster, hamster perfect! Cami the next one horse, horse perfect horse, ana? Frog, Frog. Cow, cow, mouse. Pig, pig perfect! Rabbit so now ana is going this and cami this, perfect sheep, turtle, turtle, fox, fox goat, goat, perfect, okay squirrel, squirrel, monkey, monkey, an this one ana no snack no snake, snake perfect! Again, snake, alligator, koala, zebra, perfect! Cami zebra hippo, rino, perfect, whale whale shark, shark, wators, perfect! Penguin octopus, perfect that's pretty pretty amazing and now. Okay so now you can see that there are some animals, now we have the giraffe, what is this tiger perfect this lion perfect bird, bird perfect now we are going to see the structure, si? Vamos a ver la estructura del can y del cannot for example, chose one, we are going to put one face down and you are going to pick one, ana what is that? Giraffe, so now we have the giraffe, giraffe. Can the giraffe fly? No, it cannot fly so giraffe cannot fly, repeat leeme esto la girafa no puede volar entonces vamos a poner algo aqui que si puede hacer, can the giraffe run? Yes, the giraffe can run, si ponemos el can no es necesario el yes can, solo para la respuesta como yo les estaba preguntando, can the giraffe can run, yes, the giraffe run, perfect. Que ven de difference en esta, que esta es positiva y esta es negativa, el no que siempre el no va ir después del can, right cannot fly, giraffe cannot fly giraffe can run, entonces Anita chose another flash tiger, tiger so I'm going to ask you can look can para pregunta can siempre va el can primero can tiger, can tiger climb? Yes, yes perfect climb. Can tiger climb? No, perfect so the answer, la respuesta no, tiger no tiger can climb, yes perfect honey climb, perfect so no tiger cannot climb. Ana come here, come here, como here, ana I'm going to show a flash card to ana, this is the panda you are going to write I'm going to ask you can, can panda swig? No, panda cannot swing, no panda hay que seguirá perfect yes perfect. Perfect that's perfect ana, thank you so much. Now I'm going to ask you another question can panda eat? Yes, what is the answer, yes panda can eat, perfect! Yes perfect! That's pretty perfect now we are going to see the answer, can panda swim? No, panda cam not swing can panda eat, yes panda ca eat right now Camila go to the board Camila, now we are going into chose another lion, I'm going to ask you and you are going to answer right. Can lion stomp? Is stomp yes. Yes, so yes, panda can stomp yeah. Maybe I don't know if the lion can climb now, we are going to think about something that lion can do? Climb, escalar, yes can the lion climb? So, write the answer perfect lion cannot climb, very good perfect. Yes mb, b, without perfect, so no lion cannot climb, now we are going to show them, now look the structure, I asked her can the lion stamp, yes the lion can stamp, can the lion climb, no the lion cannot climb, so now you guys, girls are going to play a game right if you understand say I don't understand okay now we are going to play a game, and you are going to mix the flash cards perfect, perfect so now you are going to ask her what the animal can do, do you understand or now or a little bite so so you are going to ask her, for example I chose this, ana can giraffe tata tata, so you are going to answer yes or no, now you got it? So, choose one, okay so now ask her ana can the tiger, can tiger fly? Perfect! No tiger cannot fly perfect! You have a point good okay, so perfect now ana turns lion, lion ehh, digamos para hacer una pregunta con cannot, pon la

pregunta y ya? Can lion hummm swing? Yes, lion can swing, perfect! Now you are going to ask for a negative answer, got it yes, bear or panda no, you are going to ask for something that panda cannot do yes perfect, can panda como se dice saltar jump ,can panda jump, I don't know may not, no panda cannot jump, now the same way mix giraffe can giraffe hummm swing? Can giraffe swim no giraffe can no swim perfect, you hit my face, you are so smart, now we are going to do a worksheet and you are going to answer for example, can bird fly? Ye it can, go it? Understand? Yes, no you don't you are going to answer if dolphin can walk or not if you don't understand the verbs ask me si no entienden los verbos me preguntan, walk caminar, okay so, no siempre le coloco el it, no it cannot walk. Perfect Camila, perfect so now ana, while you are doing this I'm going to put instrumental music right, (music on) okay finish perfect, so now we are going to see

Can it fly? Yes it can fly can it walk no it cannot walk can it swim yes it can swim can it walk yes it can walk can it flay no it can not fly, can it walk yes it can walk perfect now we are got to remember the names what is this? Dolphin perfect, what is this crocodile what is this monkey giraffe zebra bird penguin, now we are going to see the answers, so now this is all for today we finish our class do you have question that's It for today an thank you for being here, thank you lady's , thank you, your welcome.

Second class transcription

T: Ok so hello how are you?

S: hello

T: good

S: goo.

T: or bad

S: good, good

T: Good good, are you happy? Or sad

S: happy

T: happy, so I am

S: I am happy

T: yes, very good, hi 5, you are so smart, ok so, now we are going to start with the circle time, right, so we are going to watch how the weather is, ok? so

S: ok

(The teacher start the video about weather, the student pays attention to it)

T: ookey, very good, ok, cami so, how is the weather? Sunny, cloudy or rain, how is the weather.

S: cloudy?

T: cloudy, perfect so, the weather is cloudy, right? Ok, perfect, now we are going to see we are going to watch a video and you are going to tell me, what do you understand. You are going to watch a video.

(The teacher starts the video which is about means of transportation)

T: repeat, airplane

S: airplane, airplane, trin

T: train

S: train

T: yes

S: Bus?

T: Yeah, perfect

S: Bus, eschool bus

T: school bus

S: school bus

T: yeah, better, school bus

S: bicycle, bicycle, motorcycle?

T: perfect, motorcycle

S: motorcycle, truck

T: good, perfect

S: truck. Helicopter

T: perfect

S: helicopter, boot

T: boat

S: boat

T: umju better

S: ambulance?

T: ambulance

S: ambulance, taxi, taxi, taxi

T: great job, ok, very good, so, what do you understand about the video, what do you understand about the video.

S: (): speak Spanish?

T: ok, ¿qué entendiste del video? What do you understand? What do you understand?

S: aaa que esos eran los medios de transporte

T: perfect, yes, ok, so we are going to see, perfect, we are going to see the means of transportation, right, so, car

S: car

T: taxi

S: taxi

T: bus

S: bus

T: motorcycle

S: motorcycle

T: airplane

S: airplane

T: and bicycle

S: bicycle, bicycle

T: ok, perfect, cool, so there are many means of transportation, many many, but today, today we are going to talk about one, two three, four, five, just five means of transportation, write? So, remember, what is this? And point out

S: car

T: perfect, taxi?

S: that's

T: perfect, ok, this is not here. Airplane

S: airplane

T: bicycle

S: bicycle

T: perfect, and bus? It's not here. It was a joke. Ok, so a, remember that the correct spelling is C-A-R

S: C-A-R

T: T

S: T

T: A

S: A

T: X

S: X

T: I

S: I

T: B

S: B

T: U

S: U

T: S

S: S

T: perfect, A

S: A

T: I

S: I

T: R

S: R

T: P

S: P

T: L

S: L

T: A

S: A

T: N

S: N

T: E

T: E

T: B

S: B

T: I

S: I

T: C

S: C

T : I, Y, per, pardon me, Y

S : Y

T : C

S : C

T : L

S : L

T : E

S : E

T : perfect, now we are going to play, do you wanna play? We are going to play, I'm going to hide all of the names, I'm going to hide in all of the house, all of the house, I'm going to hide so you are going to close the eyes and when I said hot hot hot is because you are near, when I said hot hot is because you are good, and when I say cold cold is because you are not near, is because you are far away. Do you understand?

S: yes

T: when I said hot, what means?

S: cuando está cerca, cuando no ():

T: yes, perfect, hot, yes, perfect, cool, and when I say cold?

S: cuando está frío

T: yes, perfect, so now, close he eyes, close the eyes because now I'm going to hide these (...) here, let's see (): ok, so now, I'm going to hide, you cannot open your eyes, just

hide.....:ok, now start, start searching, start searching, searching searching, cold, cold, cold, hot hot, hot, hot hot, hot, hot, hot, perfect, show me, what is it?

S: car

T: car, where is the car, show me the car

S: car

T: car, perfect, and how the cars makes, how, the car makes how, rrrr, how

S: I don't understand

T: you don't understand, ok, has como el carro hace

S: rrrrr

T: perfect, ok, perfect, perfect, ho, cold, cold, cold, hot, hot, hot, hot, hot, (): hot, hot, hot, hot, hot, cold, cold, hot, hot, hot (): ho ho hot, hot, no no no that i, it is cold, cold cold, hot, hot hot, cold, hot hot, hot hot hot, ok, what is it? But you are going to tell me later later,, ho hot, hot, perfect, perfec, hot, cold, cold, cold, cold, cold, cold, cold, cold, cold, cold, hot, hot, hot, hot, hot, hot, hot, very hot, ok, ok perfect perfect cami so, ok so, you are going to read, everybody eh, every, every single, yeah every single flash card, you are going to read, read.

S: taxi

T: taxi, perfect, taxi, continue

S: bicycle

T: perfect

S: airplan

T: airplane

S: airplane, and car

T: car, perfect, so now, you are going to put the name in the in the means of transportation

S: airplane? Airplane

T: perfect

S: car, taxi,

T: perfect

S: and bicycle

T: perfect, so now you are going to do like an airplane, you are going to do like an airplane, do like an airplane, (the student does a mimic) ok, perfect, now you are going to do like an a car, (mimic) perfect, now like a bicycle

S: bicycle

T: now

S: taxi?

T: like a taxi ():

S: (mimic)

T: ok, so you are going to, perfect, so now you are going to see to write the color of the means of transportation, so what is means of transportations, what is, what is

S: car

T: car is a means of transportation, so you are going to, for example you are going to see, you are going to write, excuse me, car, what color is the is the car

S: blue

T: car is blue, perfect, and you can travel by a car, and every, with every single means of transportation you are going to do this, right?

S: the color?

T: yes, and the name

S: taxi is yellow

T: yes, perfect, yes

S: orange or yellow

T: yellow I think, yeah

S: yellow?

T: perfect, yes

S: bicycle is, white?

T: white, perfect, white, no, H, H, yes, perfect, H no, here maybe here, again, yes, H, perfect, A, A yes, A, A exactly, excuse me, excuse me, yes, without the A, just with the I, ujum, yes, T,

S: T

T: E, E, aa, excuse me, wait, I forgot the, I forgo, I forgot the letters, E yes E E but it is not the E, it is I

S: A, A

T: E

S: E?

T: perfect, bicycle is white, continue, go ahead

S: airplane is green

T: perfect, yes, and that's it, so car

S: car, taxi, bicycle, airplane

T: ok, perfect, so, have you, have you traveled by airplane? Have you traveled by airplane, airplane? Have you traveled, have you traveled by airplane? No

S: no

T: so, no,

S: no

T: I haven't

S: I haven't

T: by airplane

S: by airplane

T: have you ever traveled by bicycle?

S: yes

T: so

S: I

T: so, yes

S: yes, I

T: have

S: have

T: traveled

S: traveled bicycle

T: perfect, by bicycle, ok, have you ever traveled by taxi?

S: yes, I

T: I

S: I have?

T: traveled

S: traveled taxi

T: by taxi

S: by taxi

T: perfect, have you ever traveled by car?

S: yes, I have traveled car?

T: by car,

S: by car

T: perfect, that is all for today, thank you so much, you are so kind and that is all for today, bye bye

S: bye

Third class transcription

T: ok, hello everybody, how are you good, bad, so-so, how are you?

S: Good

T: I'am good

S: I am good

T: perfect

T: You, what about you

S: Very good

T: Very good , ok, so we are going to start, right cause' we cannot lose time. So, we are going to start doing the circle time. So we are going to sing how is the weather, and you have to sing.

T: teacher and students sing how the weather is/ BIS/

T: Ok, so camila how is the weather today

S: is rainy, rainy

T : Rainy,

S: Rainy

T: The weather is rainy

S: The weee, weather ..

T: is rainy

S : The weather is rainy

T: Really cool, we are going , we are going to review the days of the week, right, and we are going to sing, ok?. We are going to put our talent out

T: Teacher shakes her hand and students start to move and sing.

T: perfect, so what day is today, do you know?

S: Sundays, sundays

T: Sundays? Nop. Sunday is domingo

S: mmm, Monday

T: Monday, perfect, you know . All laugh hahaha

T: perfect! Really cool, that is the circle time, so now we are going to learn a little bit about environment, what is environment. What is environment, what do you understand by environment?

S: Medio ambiente

T: Yess, perfect the environment, environment pollution, environment pollution. You know what is environment pollution

S: I don uresntand

T: ok, perfect Camila very good. Pollution, pollution. Pollution is the same as contamination right? Contamination. What do you understand by contamination?

S: contaminación

T : Yes, perfect. Contamination. That is the same contamination is pollution. Right? So, the environment and pollution, environment and pollution

S: contaminacion del ambiente y contaminacion.....(no se entiende)

T: Yes very good , but in English, environment

S: environment Pollution?

T:and Pollution

S: and pollution

T: Ok, so we are going to , we are going to play a game, we are going to play a game, you know what is a game? Game, game , game

S: Juego

T: Yes, We are going to play a game, ok, so, we are going to share the screen and now, ok, perfect, so what we have to do, this is an environment game, so, look, environment. So chemical waste is this, is the smoke from the big companies right, do you understand? Chemical waste is this

S: El humo de las compañías?

T: Yes, yes , chemical waste, yes the pollution that produces the big companies, ok? perfect. So now we are going to see global warming, what do you think is global warming?

S: calentamiento global

T: perfect, yes Ana , you're right, deforestation right, deforestation, the cut...

S: la tala de arboles

T: yes, recycling, you are going to see the image, what is recycling, / it is not understandable/ perfect, so , so on we are going to put , we are going to repeat , repeat the , the phrase for example..

S: Chemical waste

T: Perfect! Ana

S: chemical waste

T: perfect, now , Camila's turn

S: Melting ice, la

T: melting ice caps, Perfect, now camila's turn

S: Alternative energy

T: Perfect, alternative energy, Camila

S: Littering, littering

T: Littering

S: recycling

T: uumm

S: Global warming?

T: Yes

T: Now, Camila

S: Pollution

T: so, you are going to do like this, we are going to click, for example, for example, for example this, you are going to click here right, you are going, you are going to put the correct phrase in the correct image. Heee Camila is going to start the correct image with the correct phrase. For example you can do, if you do not know the phrase you can choose the phrase and the image that you know.

S: Pollution river, si?

T: Pollution river, so you search, mmm right, you have to, you have to beee very focus to see the image

S: Puedo coger la imagen?

T: Yes, in the phrase, the correct phrase with the correct image (teacher is point out the computer's screen) ok, you get it ?

S: move the head

T: ok, so, for example, for example I am going to click here pollu, pollution river, you know, perfect (teacher joins the correct image with the correct sentence) Now Ana

T: Perfect, you are right

S: ah pollution

T: Yes, correct, correct

S: contaminación

S: I dono understand literin

T: littering, ok is this, littering right? Littering and finally / not understandable/ what is melting ice caps, what is melting ice caps, what is it? What

S: /not understandable/

T: what do you think, what do you see here?

S: hielo

T: hielo, what happened with the ice? ¿Que está pasando con el hielo?

S: se esta derritiendo

T: yes that is, mel, melting ice caps that is

S: las capas del hielo

T: yes, ok so, now you are going to a phrase for example; you are going to do a phrase and say the phrase, for example I can, I can destroy my world with chemical waste. Yo puedo destruir mi planeta con, heee gastando quimicos, for example that, for example, what do

you do, what can you do with pollution, for example, is pollution good or bad for the environment?

T: bad for the environment, so the pollution..

S: the pollution I can. I can

T : is bad

S: for the environment

T: is bad for the environment

S: is bad for the environment

T: estamos diciendo que la contaminación es mala para el medio ambiente, si? Estamos haciendo frases con cada oración. Listo , for example, Ana what we can do with this a phrase.

S: The global warming

T: the global warming, a sentence, una oracion , a sentence. Not, ok , for example, the global warming is destroying the planet. El planeta, el calentamiento global esta destruyendo todo, todo el mundo, right? If you do not in English you can say it in spanish right? What can you do with recycling ?

S: I can, que si yo puedo reciclar?

T: Que puedes hacer con el reciclaje?

S: Pues así, cuando reciclamos, cuidamos que no se contamine mas el medio ambiente.

T:so, when we recycle

S: when we recycle

T: we take care

S: we take care

T: of the environment

S: of the environment

T : perfect, yes. It's true , so, what is he doing? Que esta haciendo el? What is he doing?

S: tirando la basura

T: But where? Pero donde? But where?

S: en el piso

T: is it bad, if is it good, or bad for the environment?

S: it bad for the environment

T: yes, so littering

S: littering

T: is bad

S: is bad

T: for the environment

S: for the environment

T: perfect, what produces the melting ice caps? Que produce el descongelamiento de los polos

S: el calentamiento , no?

T: yes, in English, so

S: global warming

T: global warming

S: warming

T: produces

S: produces

T: global warming produces....

S: melt ice cap

T.: perfect, good, what produces the pollution rivers what? In those images

S: como asi

T: what produces , what do produce the pollution river? Los rios contaminados, que los produce

S: de tirar basura y eso que muestran aca

T: yes, pollution

S: pollution

T: yes, perfect. Very good ok, so , now , we are going to game, to play another game, so. Here is the paper, paper, here is the plastic and metal , here is the glass , do you know what is glass?

S: glass, I duno understand

T: you don't understand, ok , glass, you?

S: move the head indicating no

T: vasos, vidrios

S: ah si, si

T: compost, do you know what is compost?

S: que se descompone

T:si

S: las cascaras

T: yes, las cascaras all the skin of the fruits, todas las pieles de las frutas, we are going to play , so clean and green

S: clean and green

T: your room, for example , read this part

S: tu habitación es un desastre

T: perfect, but in English

S: your room is a mis

T : mess

S: mess

T: good

S: dere rubbish

T: lying

S: al around

T: all around

S: all araun bu

T: but

S: but you can recycal

T: recycle it

S: recycle it

T: yes perfect

S: can you

T: put

S: put the rubbish in the recycling bins,

T: recycling bins

S: recycling bins, be clean and be green

T: perfect, and be green, what is rubbish?

S: basura

T: yes perfect, so your room is a mess, if you don't understand say me, your room is a mess. There's rubbish lying all around, all around, many rubbish, but you can recycle it. Can you put the rubbish, the rubbish in the right recycling bins? Be clean and be green (teacher is reading), so we are going to start. Ana

S: hay doce objetos

T: in English

S: there are

T: twelve

S: twelve objects

T: objects

S: objects to throw away

T: away

S: choose the part of the room you

T: want

S: want to clean up

T: up

S: up first, tap an object to see its name

T: perfect

S: tap on, the correct bin to throw it in

T: yes

S: for example, if the object is made of glass, tap the glass bin to recycle it

T: perfect, perfect, Ana, ok, so. Choose the part of the room you want to clean up first, so choose, which part this or this Camila? Choose, choose with the mouse, perfect, so you are going to, you are going to put every trash in the correct / ..not understandable../ so go ahead. Perfect so you are going to say a banana

S: a banana

T: yes, but what is it?

S: a bus biquer?

T: a bus ticket, and you have to say a loud, old comic, you have to read for example this

S: a jum bar?

T: jar

S: a jam jar

T: perfect, a tea bag,

S: paper?

T: plastic bag, maybe, it's a game ,

S: a can

T: a can, a tea bag, do you know what is a tea bag

S: glass?

T: not , it's a bag

S: plastic

T: now, Ana, Ana's turn

S: aaaa, botol

T: battle of coke

S: battle of coke, an apple core

T: yes, perfect

S: como se dice

T: bottle

S: a bottle of ketchup

S: a plastic water..

T: bottle

S: bottle, scrap paper

T: yes

S: yugur put

T: pot

S: pot

T: perfect! a bottle of ketchup

S: donde es

T: I don't know

S: aca

T: yes, well done, you've put all the objects in the right bins! The room is clean and you are green. Right, so we are going to , we are going to finish the class, that's all for today, what do you learn

S: learn?

T: yes

S: what do you

T: what do you learn, what do you learn, do you understand?

S: no

T: ok, que aprendimos

S: cuidar el medio ambiente, saber cómo lo podemos cuidar y como se contamina

T: ok, so take care

S: take care

T: of the environment

S: of the environment

T: and know how we can

S: and know how we can

T: destroyed

S: destroyed

T: what do you learn

S: cuidar mas

T: take care

S: el environment

T: the environment

S: the environment

T: more

S: more

T: ok, that's pretty nice bye bye

S: bye

Fourth class transcription

T: okay so now we are going to start, hello Camila, hello ana, how are you, how is everything, good, bad, so so

S1: perfect

T: Brilliant

S2: good

T: I'm good

S1: I'm very good

T: okay you

S2: I am perfect

T: Okay brilliant, we are going to start singing the hellos song

“teacher and students sing the hello song”

T: Okay perfect we are going to see how is the weather, we are going to see how is the weather, okay we are going to see, okay we are going to review, because this song we have already know right so

“teacher and students sing the weather song”

T: Okay perfect how is the weather? Camila how is the weather?

S1: the weather is raining

T: The weather

S1: The weather

T: The weather

S1: The weather is raining

T: Perfect Camila de weather is raining, so we are going to see the days of the week, we have already know

“teacher and students sing the days of the week song”

T: Perfect, you are so smart guys, girls excuse me, perfect yes this is perfect, so now we are going to, we are going to review, we are going to see, we are going to see the rules at the home, right?

T: What is rule?

S2: Reglas

S2: Las reglas de la casa,

perfect for example, I have to wake up early rihtg, I have to wake up early right? And I have to sleep early, what is early? Teprano,

Ah

I have to wake up early, what it is?

Me tengo que lenvantar temprano

Yes, and I have to spleep early?

Me tengo que acostar temprano+

Perfect, yes ana, for example we are going to review must and mustn't okay, so for example must, look camila must and must not, must tener, I must, I must work, tengo que trabajar, you can say I mustn't work, o sea no tengo que trabajar, so must what is must?

S1: tengo que trabajar

T: tengo, tengo yo

S2: Tengo que trabajar

T: yes

T: and mustn't?

S1: No tengo

T: Yes, is a obligation you have to right? so we are going to review song of the theeee rules at the house, so for example ana, rules at home, must and mustn't you, for example I'm going to do the first one, you mustn't watch tv too late in the evening, no tienes que ver television hasta tan tarde, you mustn't, here you must help in the kitchen, you must, you see, for example ana

S2: You mustn't play football in the room

T: Perfect, you mustn't play football in the room

S1: You mustn't es no puedo, no tengo

S1: Mustn't es tengo

T: Mustn't?

S1: Mustn't es no tengo

T: Yes, aja so,

S1: you must

T: Around, you must or mustn't? look

S1: Él está matando una mosca

Hahahahahahaha hahahaha

S1: Ah esta tiranto papel

S1: You mustn't throw paper around

T: Paper around, yes perfect, so for example lest wait for a minute, for example you are going to continue ana

S2: you must break furniture at home

T: yeah for example

S2: You must break furniture at home

T: You must or mustn't

S2: Mustn't

T: Yes, so camila

S1: You mustn't break furniture at home

T: Perfect, so, lest continues with this ana

S2: You must keep your rom clean

T: Perfect you must keep your room clean

T: you

S1: you mutsn paly video game all weekend

T: all weekend

S1: YOU mustn't play video game all weekend

T: Perfect ana

S2: You, you mustnt eat too much

T: Much

S2: Much food at home

T: Perfect camila

S1: You must

S1: Must?

T: Must

S1: You must clean the window regularly

T: perfect ana

You mustnt

Yes

Made long phone calls every day

S1: you ,

T: He is clean this, the plants

S1: You must help in the garden

T: Perfect you are so smart, perfect, so we must, what is must?

S1: Puedo, tiene

T: Tiene, and mustn't

S2: No tiene

T: Yes, for example we are going to play a game " the game is hot potato" "teacher is explaining how to play it" "students have to pass around a pencil and when the teacher says ho, students must stop" "the students that has the pencil at that moment has to say one rule"

S1: una regla?

T: yes, one rule at the house, you got it

S2: o sea si usted queda con la cosa tiene que decir una regla de la casa

T: yes, perfect, perfect

They are playing

T: ana's turn, ana name a rule of your house.

S2: you? O

T: you no you, yes

S2: pero como digo yo?

T: I

S2: I must clean

T: yes perfect

S2: the room

T: yessss, say it again, say it again, repeat loud

S2: I must clean the room

T: yes, okay so again "they are playing hot potato"

T: Camila turn's, okay you name a rule of your house

S1: I must clean

T: Baby behave please. Okay thank you

S1: I must clean the house

T: the house, perfect okay “they keep playing” Camila name a rule that you cannot do

T: isa is trying to speak English that’s good, okay

S1: I mustn’t

S1: que no hago en mi casa?

T: that you don’t have to do

S1: I mustn’t

T: what do you want to say? In Spanish

S1: no me toca organizer la pieza

T: I mustn’t organize the room

S1: I mustn’t organize the room

T: yes, “keep playing”

T: ana

S2: I mustn’t run in the house

T: I mustn’t?

S2: ron

T; run!, yes perfect again

S2: I mustn’t run in the house

T: yes, that’s pretty cool, the last one. La ultima “they are going to play the last time” Ana, name a rule of the, of your house, a rule of your house, yes

S2: I must organize the bathroom

T: yes perfect cool ana, okay now that is all perfect, that's all for today, thank you so much camila, thank you so much ana, you are so so good and so smart, so bye bye thank you so much

Annex 7 - interviews transcriptions

First interviews

Luz pregunta: Hola cami que mas?

Cami responde: muy bien gracias a Dios y usted

Luz: bien gracias a Dios

Luz inicia explicación de la entrevista: bueno cami le voy a hacer unas preguntas en ingles eh las que usted me entienda y si las sabe responder en ingles me las va a responde en ingles, si usted las entiende y no las sabe responder en ingles me las puede responder en español y si no entiende definitivamente entonces me mueve la cabeza o me dice que no entiende listo, estas preguntas son de carácter personal y son sobre el medio ambiente listo, entonces vamos a empezar:

Luz pregunta: Hello

Cami responde: hello

Luz pregunta: How are you?

Cami responde: Fine and you?

Luz responde: Good thank you!

Luz pregunta: What is your name?

Cami responde: My name in Maria Camila Palacio

Luz comenta: Okay

Luz pregunta: How old are you?

Cami responde: Eh eh eh seneteen years

Luz comenta: Okay

Luz pregunta: Ah Where do you born?

Cami responde: No entinedo

Luz comenta: okay.

Luz pregunta: Hummm do you have sibilings?

Cami responde: No entinedo

Luz comenta: no entiende listo

Luz pregunta: Do you classify the garbage?

Cami dice: Yo clasifico la basura

Luz afirma: si, es esa la pregunta,

Cami responde: aveces

Luz comenta: okay sometimes okay thank you

Luz pregunta: Ah ah Do you do your homework?

Cami responde: Yes,

Luz: yes

Luz pregunta: Do you save water?

Cami responde: Yes

Luz: yes

Luz pregunta: Ahmm How often do you use internet?

Cami responde: Yes eh.... Casi todos los días

Luz opina: Todos los días okay...

Luz pregunta: Do you have cellphone?

Cami responde: Yes

Luz pregunta: How frequently do you use it?

Cami respnde: Humm no entiendo

Luz: okay

Luz pregunta: Do you take care of the environment?

Cami responde: Yo si cuido el medio ambiente? Si,yes yes

Luz pregunta: Do you arrive on time at school?

Cami responde: Yes

Luz pregunta: What is your favorite sport?

Cami responde:My favorite sport is basketball

Luz comenta: okay basketball

Luz pregunta: Can you swim?

Cami responde: No I no

Luz pregunta: Do you respect your classmates?

Cami responde: Yes

Luz pregunta:What is your favorite animal?

Cami responde: My favorite animal is is the orse

Luz pregunta: the Horse?

Cami responde Yes the horse.

Luz comenta:Okay

Luz pregunta: Do you see cows on your neighborhood?

Cami responde: No entiendo la pregunta

Luz comenta: listo

Luz pregunta: Do you think that all your friends including you are the same or different?

Cami responde: No, no entiendo.

Luz: Okay, listo muchas gracias camí por la participación

	(Answer from the interviewed)	Pronunciation			Coherence		
		Good	Adequate	Poor	Good	Adequate	Poor
Hello							
What is your name?	My name is Juliana		X			X	
How are you?	Fine thank you and you?		x			x	
How old are you?	Seventeen		x			x	
Where do you live?							
Where do you born?	No entiendo						
Do you have siblings? How many?	No entiendo						

Do you classify the garbage?	Aveces						
Do you do your homework?	yes		x			x	
Do you save water?	yes		x			x	
How often do you use internet?	Casi todos los dias						
Do you have cellphone?	yes		x			x	
How frequently do you use it?	No entiendo						
Do you take care of the environment?	yes		x			x	
Do you arrive on time at school?	yes		x			x	
What is your favorite fruit?							
What is your favorite sport?	My favorite sport is basketball		x			x	
Can you swim?	no						
Do you respect your classmates?	yes		x			x	
What is your favorite animal?	horse			x		x	
Do you see cows on your neighborhood?	no		x			x	

Do you think that all your friends including you are the same or different?	No entiendo						
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Luz pregunta: ¿Hola Anita como esta?

Anita responde: bien y usted

Luz: bien gracias a Dios

Luz inicia explicación de la entrevista: bueno Anita le voy a hacer unas preguntas en ingles y las que usted entienda me las puede responder en inglés, si sabe y si no me las puede responder en español y si definitivamente no entiende me va a mover la cabeza que no entiende o me va a decir que no entiende listo esas preguntas son personales y son del medio ambiente, listo vamos a arrancar

Luz pregunta: Hello

Ana responde: hi

Luz pregunta: What is your name?

Ana responde: My name is ana

Luz pregunta: How are you?

Ana responde: Very Good

Luz pregunta: How old are you?

Ana responde: Catorce

Luz comenta: Catorce okay

Luz pregunta: Where do you live?

Ana responde: I live in Armenia

Luz pregunta: Ah Where do you born?

Ana responde: Silencio

Luz comenta: No, no entiendes okay

Luz pregunta: Do you have siblings?

Ana responde: No entinedo

Luz pregunta: Do you classify the garbage?

Ana dice: no entiendo

Luz afirma: listo

Luz pregunta: Do you do your homework?

Ana responde: Si

Luz: Si

Luz pregunta: Do you save water?

Ana responde: si

Luz: okay

Luz pregunta: How often do you use internet?

Ana responde: cuando tengo tareas

Luz opina: listo

Luz pregunta: Do you have cellphone?

Ana responde: Yes

Luz opina: Okay

Luz pregunta: How frequently do you use it?

Ana: Por cuantas veces, si uso que? El teléfono

Luz Afirma: El teléfono

Ana respnde: pues no se casi todo el tiempo

Luz: bueno

Luz pregunta: Do you take care of the environment?

Ana responde: Silencio

Luz: okay

Luz pregunta: Do you arrive on time at school?

Ana responde: silencio

Luz: listo

Luz pregunta: what is your favorite fruit?

Ana responde: my favorite fruit is.... Humm ... humm la manzana

Luz: okay

Luz pregunta: What is your favorite sport?

Ana responde: My favorite sport is volleyball

Luz comenta: okay

Luz pregunta: Can you swim?

Ana responde: aveces

Luz: okay

Luz pregunta: Do you respect your classmates?

Ana responde: si

Luz: okay

Luz pregunta: What is your favorite animal?

Ana responde: eh eh My favorite animal os dog

Luz: dog, okay

Luz pregunta: Do you see cows on your neighborhood?

Ana responde: silencio

Luz comenta: okay

Luz pregunta: Do you think that all your friends including you are the same or different?

Ana pregunta: que si me incluyo si es diferente o no?

LUZ: SI EH EH SI QUE SI

ANA RESPONDE: SI, SI , SI ENTENDI

LUZ: OKAY

Luz: listo eso es todo anita muchas gracias por su colaboración, listo gracias.

	(Answer from the interviewed)	Pronunciation			Coherence		
		Go o d	Adequ ate	poo r	Good	Adequat e	Po o R
Hello							
What is your name?	My name is Ana		X			X	

How are you?	Very good		x			x	
How old are you?	catorce						
Where do you live?	Armenia						
Where do you born?							
Do you have siblings? How many?	No entiendo						
Do you classify the garbage?	No entiendo						
Do you do your homework?	yes		x			x	
Do you save water?	si						
How often do you use internet?	Cuando tengo tareas						
Do you have cellphone?	yes		x			x	
How frequently do you use it?	Casi siempre						
Do you take care of the environment?							
Do you arrive on time at school?							
What is your favorite fruit?	My favorite fruit is manzan		x				X
What is your favorite sport?	My favorite sport is volleyball		x			x	
Can you swim?	aveces						

Do you respect your classmates?	si						
What is your favorite animal?	dog			x		x	
Do you see cows on your neighborhood?			x			x	
Do you think that all your friends including you are the same or different?	si						

Second interviews

T: Hello cami

S: Hello

T: Remember that we are going to do a final interview, a final personal interview and is the same that we did from the beginning right, es la misma que hicimos cuando empezamos con la investigación si?

S: Bueno

T: Okay, so a, remember that it has environmental questions and personal questions, si. So

T: Hello

S: Hello

T: What is your name?

S: My name is Camila

T: How are you?

S: Fine and you?

T: Fine thank you

T: How old are you?

S: Seventeen years old

T: Okay, Where do you live?

S: I am in Armenia?

T: I live

S: I live in Armenia

T: okay thank you, where do you born

S: I don't understand

T: Okay donde naciste?

S: Hummm im from Armenia

T: Okay do you have siblings?

S: Yes

T: How many?

S: Two siblings

T: Okay, do classified the garbage?

S: Yes

T: Do you do your homework

S: Yes

T: Do you save water?

S: Yes

T: How often do you use internet?

S: Every day

T: Every day perfect, do you have cellphone?

S: Yes

T: How frequently do you use it?

S: Every day

T: Do you take care of the environment?

S: Yes

T: Do you arrive on time at school?

S: Yes

T: What is your favorite fruit?

S: My favorite fruit is the zapote

T: Okay, what is your favorite sport?

S: My favorite sport is the volle, the basketball

T: Okay, can you swing?

S: Yes

T: Do you respect your classmates?

S: Yes

T: What is your favorite animal?

S: My favorite animal is the horse

T: Do you see cows on your neighborhood?

S: No

T: Do you think that all your friends including you are the same or different?

S: Yes including me

T: Okay, so perfect, so thank you so much you are so kind

S: Okay

	(Answer from the interviewed)	Pronunciation			Coherence		
		Go o d	Adequ ate	poo r	Good	Adequat e	Po o R
Hello							
What is your name?	My name is Camila		X			X	
How are you?	Fine and you?		x			x	
How old are you?	Seventeen years old		x			x	
Where do you live?	I live in Armenia		X			X	
Where do you born?	I don't understand		X			X	
Do you have siblings? How many?	Yes		X			X	

Do you classify the garbage?	Yes		X			X	
Do you do your homework?	Yes		X			X	
Do you save water?	Yes		X			x	
How often do you use internet?	Every day		X			X	
Do you have cellphone?	yes		X			X	
How frequently do you use it?	Every day		X			X	
Do you take care of the environment?	Yes		X			X	
Do you arrive on time at school?	yes		X			x	
What is your favorite fruit?	Zapote		X			X	
What is your favorite sport?	My favorite sport is basketball		X			X	
Can you swim?	yes						
Do you respect your classmates?	yes		x			X	
What is your favorite animal?	My favorite animal is horse		X			X	
Do you see cows on your neighborhood?	no		X			X	

Do you think that all your friends including you are the same or different?	Yes, including me		X			X	
---	-------------------	--	---	--	--	---	--

T: Hola anita que mas? Vamos a hacer la entrevista de la misma que hicimos al principio, si? Entonces, ya sabe es sobre el medio ambiente y sobre información personal, si sabe responder en ingles entonces me responde si no, no hay problema en español listo?

T: Hello

S: Hello

T: What is your name?

S. My name is Anna

T: How are you?

S: very, very good

T: Okay How old are you?

S: fourteen years old

T: Okay, Where do you live?

S: I live in Armenia

T: where do you born?

S: No

T: Okay, do you have siblings?

S: yes

T: How many?

S: two

T: Okay, do classified the garbage?

S: yes

T: Do you do your homework

S: yes

T: Do you save water?

S: yes

T: How often do you use internet?

S: casi siempre

T: Every day perfect, do you have cellphone?

S: yes

T: How frequently do you use it?

S: siempre

T: Do you take care of the environment?

S: si, si

T: Do you arrive on time at school?

S: yes

T: What is your favorite fruit?

S: apple

T: Okay, what is your favorite sport?

S: Volleyball

T: Okay, can you swing?

S: yes I can

T: Do you respect your classmates?

S: yes

T: What is your favorite animal?

S: la ardilla

T: Do you see cows on your neighborhood?

S: yes

T: Do you think that all your friends including you are the same or different?

S: no se, pues depende

T: Okay, thank you so anita eso es todo por hoy, bye

S: bye

	(Answer from the interviewed)	Pronunciation			Coherence		
		Go o d	Adequ ate	poo r	Good	Adequat e	Po o r
Hello							
What is your name?	My name is Anna		X			X	
How are you?	very, very good		x			x	
How old are you?	fourteen years old		x			x	
Where do you live?	I live in Armenia		x			X	
Where do you born?	No						X
Do you have siblings? How many?	Yes		X			X	
Do you classify the garbage?	Yes		X			X	
Do you do your homework?	Yes		X			x	
Do you save water?	Yes		X			x	
How often do you use internet?	Casi siempre			X			X
Do you have cellphone?	Yes		x			x	
How frequently do you use it?	Siempre			X			
XDo you take care of the environment?	Si, si		x			x	
Do you arrive on time at school?	Yes		x			x	

What is your favorite fruit?	Apple		X			X	
What is your favorite sport?	Volleyball		x			X	
Can you swim?	Yes i can		X			X	
Do you respect your classmates?	Yes		x			X	
What is your favorite animal?	La ardilla			x		X	
Do you see cows on your neighborhood?	Yes		X			X	
Do you think that all your friends including you are the same or different?	No se pues depende						

Annex 8 - classes observations

First class observation

Class Observation Format, first intervention.

Head teacher: Luz Albreidy Yate Observer: Gustavo Cardona

Grade _____ Date and Time 29-04-2020, 11:45 AM

	1	2	3	4	5
	Never	Rarely	Usually	Often	Always

ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Students Participation						
Student practice:						
There is enough practice related to the topic					X	The students could watch videos and make exercises related to the topic.
Practice is meaningful					X	
Are students involved and interested in the class				X		Most of time students answer the questions and participated
Participate					X	They could participate with the games and through the question and the interaction with the teacher
Students use English to communicate with each other			X			Students used English when it was required but sometimes they also used the mother tongue.
Are students praised or rewarded by the teacher					X	The teacher congratulated them when their answers were OK
It is understandable, graded, meaningful					X	
			II. Material			

It is understandable, graded, meaningful					X	
visual resources					X	All the activities included videos and images.
Recordings						
Others						
III. Behavior						
<i>Students</i>						
Talks with classmate to much	X					
Annoys or interferes with peer's work	X					
Acts restless, is unable to sit still	X					
Doesn't seem to know what is going on in class	X					In general there was a very good behavior in the class.
IV. Classroom interaction						
There is variety of interaction patterns				X		
The lesson is centered on the students					X	
V. Notes:						

It was important that even though in some cases the students did not know the answer or the right pronunciation of a word they tried to answer and to pronounce it. They had a lot of visual aids for helping them to contextualize and understand what the teacher was talking about. The students participated in the activities with disposition even though one of them looked a little shy, the other one showed a little more liberty for expressing herself.

In general they presented good behavior.

In some cases the students used Spanish to express some thoughts and in some cases the teacher also used Spanish for clarifying some doubts

<p>Are there other aspects of the observation you consider relevant to be mentioned?</p>	
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Second class observation

Class Observation Format, second intervention.

Head teacher: Luz Albreidy Yate Observer: Jessica Alejandra Arredondo

Grade _____ Date and Time May 7th 2020

	1	2	3	4	5
	N e v e r	R a r e l y	Usual l y	O f t e n	Alw a y s
	CRITERIA				

ASPECTS TO OBSERVE	1	2	3	4	5	COMMENTS, EVIDENCE
I. Students Participation						
Student practice:						
There is enough practice related to the topic				X		The teacher repeats many times until the student gets it
Practice is meaningful				X		Teacher tries that the student repeats as many times as possible
Are students involved and interested in the class			X			
Participate			X			
Students use English to communicate with each other			X			Students try to use English as many as can do.
Are students praised or rewarded by the teacher				X		The teacher uses hi five as a reward
It is understandable, graded, meaningful			X			
II. Material						
It is understandable, graded, meaningful				X		
visual resources				X		
Recordings			X			
Others				X		VIDEOS

III. Behavior						
<i>Students</i>						
Talks with classmate to much		X				
Annoys or interferes with peer's work		X				
Acts restless, is unable to sit still		X				
Doesn't seem to know what is going on in class			X			
IV. Classroom interaction						
There is variety of interaction patterns						
The lesson is centered on the students				X		
V. Notes:						
<p>Are there other aspects of the observation you consider relevant to be mentioned?</p> <p>The teacher uses a lot of gestures to make the student understand what is she trying to do, in addition when the teacher uses Spanish is because the student do no understand anything of what is she talking about. Also, the teacher uses motivational words to motivated the students.</p>						

Third class observation

Class Observation Format, third intervention.

Head teacher: Luz Albreidy Yate Observer: Gustavo Cardona

Grade _____ Date and Time May the 11th, 2020

	1	2	3	4	5	
	Never	Rarely	Usually	Often	Always	
ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Students Participation						
Student practice:						
There is enough practice related to the topic				X		The professor uses videos, images and online games related to the topic.
Practice is meaningful				X		The students make oral production regarding real situations that the planet is passing by.

Are students involved and interested in the class				X		The students try to participate as much as possible and they always try to answer the questions even though they don't know the right pronunciation
Participate				X		The students participate in the class, they answer and ask questions. One of the students participate more than the other one. The teacher asks then and now this student in order to prompt him to participate.
Students use English to communicate with each other				X		They use English most of the time but sometimes they make use of the first languages when they feel they are kind of lost.
Are students praised or rewarded by the teacher						

It is understandable, graded, meaningful				X	The students have the possibility of expressing themselves using basic vocabulary and simple sentences. They use it in a meaningful context. When the teacher asks them some questions she has the opportunity of seeing if they are understanding the topic and if they have learnt some vocabulary and pronunciation.
			II. Material		
It is understandable, graded, meaningful				X	The material used in the class is meaningful because it is related to some environmental problems that the students know, and they also know it is a reality that is affecting the planet.
visual resources				X	During this intervention everything used by the teacher was visual, they played three games and all of them had as main resources many images and texts.

Recordings				X		Some of the activities had the pronunciation of the new vocabulary that they were learning
Others						
III. Behavior						
<i>Students</i>						
Talks with classmate to much	X					The students really paid attention to the class, they did not talk between them about something different to the topic explained during the class.
Annoys or interferes with peer´s work		X				
Acts restless, is unable to sit still						
Doesn´t seem to know what is going on in class		X				They knew what the topic was and it looked they understood most of the context that involved the class. Naturally, sometimes they did not understand some things the teacher said but they asked about it.
IV. Classroom interaction						

There is variety of interaction patterns				X	The students have the possibility of interacting when they give answers to the teacher's questions and when they perform the different games that the teacher included in the class.
The lesson is centered on the students				X	Everything was prepared in order to look for the students' participation and with the clear objective of transmitting them some new vocabulary, and looking for a way in which they could express themselves through what they were learning in the class.
V. Notes:					
Are there other aspects of the observation you consider relevant to be mentioned?					

Fourth class observation

Class Observation Format, fourth intervention.

Head teacher: Luz Albreidy Yate Observer: Gustavo Cardona

Grade _____ Date and Time May the 11th, 2020

	1	2	3	4	5	
	Never	Rarely	Usually	Often	Always	
ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Students Participation						
Student practice:						
There is enough practice related to the topic			X			There were two activities in which the students had the opportunity of practicing the topic.
Practice is meaningful				X		It was related to everyday life situations.
Are students involved and interested in the class				X		The students show interest during the class and it was clear they had the intention of learning what was being taught.

Participate				X		The students participated in the activities proposed by the teacher, and they did it without trying to avoid to participate.
Students use English to communicate with each other				X		They used English most of the time.
Are students praised or rewarded by the teacher				X		The teacher praised the students in a verbal way when they did well. She was telling how smart they were, and saying congrats.
It is understandable, graded, meaningful				X		
			II. Material			
It is understandable, graded, meaningful				X		The material showed the purpose of the class which was teaching them about duties.
visual resources					X	The students were helped during the class with videos and flash cards.
Recordings	X					Not during this class.
Others						
						III. Behavior
<i>Students</i>						

Talks with classmate to much				X		They did not talk too much, they were interested in the class.
Annoys or interferes with peer's work				X		There was not any kind of interferences.
Acts restless, is unable to sit still	X					
Doesn't seem to know what is going on in class	X					They acted according to how the class was developed, they answered when they were asked, and it means they understood most of the class.

IV. Classroom interaction

There is variety of interaction patterns				X		There were games and activities in which it was possible to identify interaction between the students and the teacher and also between the students.
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The lesson is centered on the students				X		It seemed that the lesson was designed in order to look for the interaction between the students and involve them during all the class.
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V. Notes:

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Are there other aspects of the observation you consider relevant to be mentioned?

Something particular happened during this class. Normally the students were no very active while they watched the videos used by the teacher for the circle time or for introducing the topic, buy during this class they were very active, they sang and clapped.