Instituto de Literatura y Ciencias del Lenguaje

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Playing in the classroom: an engaging way of practicing L2 speaking with third graders.

TRABAJO DE TITULACIÓN

Para optar al título de profesor de Inglés

y al grado de licenciado en educación

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ABSTRACT

Teaching second language speaking to young learners poses a difficult task for teachers in Chile, as them must not only master the language and language learning and teaching theories, but also must know how to teach children understanding their perspective, capacities, and interests.

This graduation project seeks to train in-service primary teachers of English to help their third grade students to develop speaking skills through engaging language games. Games as interactive activities for practicing speaking can improve language proficiency, vocabulary, and motivation, while decreasing anxiety in oral interactions.

Key words: speaking, young learners, games, EFL.

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INTRODUCTION

Second language speaking is a difficult skill to master as "physical, mental, psychological, social and cultural factors must all work together when we speak" (Bailey, 2005:2). It is also difficult because the lack of fluency and automaticity when facing interactions causes anxiety. This frustration, embarrassment and general anxiety are the result of the limited opportunities students have for practicing interactive L2 speaking throughout their learning process (Thournbury, 2007).

Cameron (2005) claims that young learners have a significant learning potential that should be exploited by teachers. When engaged in language learning through speaking activities, young learners can acquire a second language easily (Griva, Semoglou, &Geladari, 2010). Moreover, children are usually described as enthusiastic and lively learners, with a great advantage to memorize new vocabulary and expressions, and achieve native-like pronunciation; however, they lose interest easily and, when facing a difficult task, their motivation decreases significantly (Cameron, 2005).Thus, to make L2 learning a successful experience for children, the methodologies and the kind of activities must be designed according to their interests and capacities, in order to capture their attention and keep their motivation high. Consequently, it is important to take action and promote English language learning since early years of school, so as to increase the possibilities of learners reaching higher competency levels in all four skills (Singleton, 2002 as cited in Griva et al., 2010), as well as "long-term cognitive advantages and academic achievement" (Bialystok, 2001 as cited in Griva et al., 2010, p.3700)

Despite its importance, L2 speaking has been traditionally neglected by the Chilean curriculum. In fact, the most important standardized test used in Chile to assess students' English competence –SIMCE Inglés– does not evaluate speaking. Moreover, the educational reform adopted in 1998 by the Ministry of Education emphasized receptive skills over productive ones, devoting 80 percent of the curriculum to the former and only 20 to developing speaking and writing as skills (McKay, 2003). The Chilean school system has focused on grammar (Rosas, 1997, as cited in Rivera, 2011), leaving behind oral communicative competence. This situation, however, seems to be changing, as new initiatives to implement the teaching of English from early childhood are promoted in the new Chilean curriculum. These days, English as a Foreign Language is not only a compulsory class from

fifth grade of primary school onwards; but schools have also the option to implement English from first grade, following the 2012 optional English teaching curriculum proposed by the Ministry of Education which covers students from this first stage, and/or international curriculums (mostly in the case of private schools). Since lacking enough instances for interactive communication leads to impoverish students' proficiency and motivation towards learning the language (Vera, 2008, as cited in Rivera, 2011), teaching speaking as a skill with communication purposes is, therefore, an important task to be addressed by Chilean teachers.

In order to reach fluency and accuracy when teaching speaking to beginning level learners, Bailey (2005) proposes that teachers must have in mind three main principles when teaching speaking; (1) providing something to talk about, (2) grouping strategies, and (3) physical arrangements that promote oral interaction in the target language and motivate students. These principles added to the idea that children learn more effectively when engaged in activities related to discovery and experimentation (Griva et al. 2010), support games as the right kind of activities to promote meaningful interaction in the language classroom.

Games are usually regarded by one of their features: fun, or even as a waste of time for teachers (Deesri, 2002). However, games are considered to be helpful to foster language learners' proficiency (Richard – Amato, 1996 as cited by Deesri 2002). Using games as a core of speaking practice will encourage students' interactions as well as raise their confidence when speaking with peers and even during evaluations in the future. Through the implementation of games, the target language becomes a real need (Mei and Yu-jing, 2000), students' motivation increases and students' anxiety decreases (Wang, Shang, & Briody, 2011). Moreover, as most students participate actively, the issues of lack of proficiency due to the lack of practice could be reduced (Jena, 2013).

This graduation project aims to train in-service teachers to help third graders to develop speaking skills through engaging games. This project is addressed to in-service teachers, who need to familiarize with new teaching methodologies, as part of life-long learning and training. In addition, as in-service teachers are usually in charge of several classes, they tend to use textbooks as the main teaching resource and prefer teaching activities that require less preparation time (Ramos and Espinoza, 2006, as cited in Rivera, 2011). Taking all this into consideration, this graduation project aims at providing practical ideas to supply this need,

while canalizing young learners' energy and natural enthusiasm in their benefit through ruled and guided games and interactive activities.

This graduation project is structured into two major sections. The first section presents a literature review, providing relevant information regarding how to teach a foreign language to young learners, approaches used for teaching speaking, strategies used to teach to beginning levels, and the advantages of using games for practicing speaking when teaching English. The second section presents a pedagogical proposal that puts into practice the theory examined in the previous section, promoting games as an effective way of practicing speaking skills for children, within a task-based syllabus.

LITERATURE REVIEW

This section is structured into four main strands of research: (1) how to teach English as a Foreign Language to young learners; (2) how to teach speaking; (3) how language games can be implemented in the language classroom in order to improve proficiency and speaking skills in the Chilean context; and (4) the type of syllabus that will be implemented in the pedagogical proposal.

1 Teaching EFL to Young Learners

Teaching a second language to young learners is not a new endeavor. In Africa and Asia, it is common that children learn French or English as a medium of instruction, while in Europe and South America public and private schools have developed explosively the teaching of English (Cameron, 2005).

Foreign language must be available to all students from PK-12 since understanding other cultures is fundamental to participate in a global society, and an early instruction promotes the development of advance levels of proficiency in a target language (2007)[1]. Moreover, studies have demonstrated that learning a foreign language at a young age provides certain cognitive advantages, such as object permanence, problem solving skills and critical thinking skills, as National Network for Early Language Learning[2] (2007) explains referring to experiences in Canada and Massachusetts.

It is evident that teaching language to children is different from teaching adults; however, this does not pose an easier task. Teachers in charge of the first grade levels need to be highly skilled, so as to lead their students "to develop understandings towards more formal, more extensive and differently organized concepts" (Cameron, 2005: xii) from their own world perspective. Additionally, as Cameron claims, language teachers need not only all the skills of a good primary school teacher in terms of classroom management, but also they need to understand how children learn and make sense of the world, apart from mastering the language and having knowledge of language teaching and learning.

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[1]Interview published in the American Council on The Teaching of Foreign Languages.
[2]Interview published in American Council on The Teaching of Foreign Languages.

Cameron (2005) also stresses that when teaching children it is important to consider that "children have a huge learning potential" and are interested in learning more that simple language. They are active learners who construct knowledge by interacting with the environment and others, as they learn from what they experience, and need space for language growth that can be reached through routines and scaffolding. Furthermore, discovery, experimentation, and motivation to learn in a playful and relaxed context are considered to be the best way of teaching children. Given that young children can learn languages as naturally as they learn to run, jump and play (Baker, 2000, as cited in Griva et al., 2010); natural activities such as play are ideal for achieving this aim.

2 Speaking

English proficiency is usually described by two words: accuracy and fluency. However, Bailey (2005) explains that beginning and intermediate level learners cannot become simultaneously accurate and fluent when speaking a second language because they are still acquiring it. Therefore, grammatical knowledge, appropriate vocabulary and pronunciation combined in a single speech act poses a major difficulty.

For this reason, it is important to know how different approaches have treated speaking skill throughout the years, and how beginning level learners should be taught.

2.1 Approaches to teaching speaking

As explained by Bailey (2005), the aim of second language speaking used to be reaching linguistic competence (accuracy); nevertheless, this objective evolved into communicative competence, and lately, to develop sociolinguistic competence, by adding pragmatics for using the language appropriately in different contexts. Likewise, the methods for teaching English have evolved according to the kind of proficiency needed by learners, towards oral proficiency as the goal of language study (Richard & Rodgers, 1999). As claimed by Thornbury (2007) speaking is a priority in most teaching methods, but mainly as a means for practicing grammar or functional expressions.

In the nineteenth century, the Grammar-Translation method emphasized accuracy, and was meant to develop "intellectual understanding of the language structure and maybe the

ability to read" (Hammerly, 1991: 1, as cited in Bailey, 2005:16); consequently, speaking or listening received little or no systematic attention (Richards & Rogers, 1999). A century later, Berlitz developed the Direct Method, which had a significant change in the use of oral language, but it could not be implemented as it did not consider the practical reality of a classroom (Richards & Rodgers, 1999).

The Audiolingual Method approached speaking through repetition of sentences and recitation of memorized dialogues from textbooks (Bailey 2005). It was assumed that students could produce novel utterances once they had automatized the production of grammatical structures through the use of repetition drills (Bailey 2005). Thereby, the most important language skill to be taught was listening as it was the input for recognizing patterns, followed by speaking as repetition (Richards & Rodgers, 1999). Even though both skills were practiced, learners had "little or no opportunities for constructing their ideas in English or expressing their own intended meaning" (Bailey, 2005, p. 18). The previously described approaches considered speaking as a means for practicing grammar patterns, functional expressions, or pronunciation, but not as a skill in its own. But the paradigm changed during the 1970's and the 1980's as scholars realized that interacting with others was the key for learning the components of both, first and second language (Bailey, 2005).

Communicative Language Teaching was developed bearing in mind that students should interact with each other during English lessons. Some of the aims of this approach, as described Finocchiaro and Brumfit (1983, as cited in Richards & Rodgers 1999), are learning to communicate effectively and reaching fluency and acceptable language, while accuracy is judged in context. Hence, interaction-based activities, such as role-plays and information gap tasks in which students need to convey information are at the core of Communicative Language Teaching, as well as pairwork and groupwork as organizational features (Bailey, 2005). As Richard and Rodgers (1999) explain students are encouraged to achieve learning collaboratively, and teachers should provide a safe environment, so learners focus on communicating and learning instead of maintaining defensive positions.

2.2 Teaching speaking to beginning level learners

Thornbury (2007) explains through learners' testimonies that some of the typical problems L2 speakers face when speaking in the target language are pronunciation, accent, finding the right words to express their thoughts, and using varied expressions during interactions. This is the result of learners being more prepared for written and receptive skills during their learning process. The author explains that in order to improve these issues, apart from acquiring linguistic knowledge, the second language learner should go through a process that includes at least three stages in order to ensure the availability of such knowledge. (1) The learner needs to be made aware of features of the target knowledge-base, (2) they need to integrate or appropriate such features into their knowledge-base, and (3) they need to use those features in real-time conditions without assistance (2007:37).

On the other hand, when teaching speaking, specifically to beginning level learners, Bailey (2005) proposes teaching formulaic expressions or lexical chunks that do not change depending on the speech situation. These learned phrases, such as *a little more slowly please*, *how do you say…?,* and *how do you spell that?* can be very useful because (1) they provide input during interaction and new vocabulary can be learned, and (2) they help to sustain the interaction; but, it would mislead the interlocutor to assume that the learner has a higher level of proficiency (Bailey, 2005).

In addition, Bailey (2005) explains that when teaching speaking to beginning learners, three principles promote interactions among students. Firstly, teachers should attend to the communicative needs and purposes of students; therefore, providing something to talk about is crucial. During speaking lessons, pictures and manipulables (i.e. Legos^{TM}, cards or colored papers) can supply this need while providing the necessary motivation for the interaction. Secondly, groupwork and pairwork create opportunities to interact, promoting motivation, choice, independence, creativity and realism. Moreover, these kinds of grouping are a source of feedback from peers (Bailey, 2005). Pairwork also encourages learners to perform a wider range of speech acts, including the ones usually performed by the teacher. And thirdly, manipulating the physical arrangement of the class can encourage speaking activities as it "alters the power structure of the traditional English classroom" (Bailey, 2005:39). Some techniques used are tango seating, cocktail party technique, where

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students move around talking to different partners, and inside-outside circle, in which students interact with different partners moving in concentric circles.

3 Games

The idea of language learning as serious and solemn in nature is a misconception. In fact, the best way of learning a language and enjoying oneself at the same time is through games (Kim, 1995). This section examines theory supporting the use of games as activities for language teaching and learning, as well as some disadvantages proposed by scholars. It also discusses classifications of types of games, and studies that suggest games as effective in contexts and that can be extrapolated to the Chilean reality.

3.1 Advantages and disadvantages of using games in EFL contexts

Richards & Schmidt, 2013 define *games* as:

> An organized activity that usually has the following properties: (a) a particular task or objective, (b) a set of rules, (c) competition between players, (d) communication between players by spoken or written language (p. 239).

Therefore, games are not merely warm up or extension activities that aim to break the ice or kill time (Wang et al., 2011), but an opportunity for learners to use the target language in the course of a playful situation (Deesri, 2002). Jill Hadfield (1984) defined games as "an activity with rules, a goal and an element of fun" (p. 23, as cited in Wang et al., 2011). Thus, in this study, games are conceived as activities involving rules, competition, relaxation, and learning that aim to help second language students to develop speaking skills while having fun. Nevertheless, it is vital that before implementing a game, a few rules are clearly explained and well understood by all students (Deesri, 2002).

The use of games in the classroom is widely recognized as beneficial for second language learning because of their effect among students. Sugar (1998, as cited in Sigurðardóttir, 2010) proposes that a good educational game should balance fun and challenge. Besides, Piaget supported playing because of its contribution to develop problem solving skills, creativity, and communication (Wang et al., 2011). And, from the biological approach,

playing is vital to the development of the flexible and adaptable human brain because children's imagination and creativity are enhanced (Wang et al., 2011).

The most recognizable feature of games is that they increase motivation and self-confidence (Wang et al., 2011); games are considered amusing and interesting (Ersoz, 2000) because they bring the target language to life (Lewis, 1999, as cited in Mei & Yu-jing, 2000), by offering a real communicative context, so students can practice meaningful interactions (Jena, 2013; Deesri, 2002; Kim, 1995). Hadfield (1990 as cited in Sigurðardóttir, 2010) explained that games create a connection between the classroom and the real world because students are able to improve their second language fluency when playing.

Language games are also described as student-centered activities in which learners are active participants, acquiring more responsibility in their own learning process, and increasing their level of confidence; while teachers take the role of facilitators (Jena, 2013; Sigurðardóttir, 2010). Furthermore, the atmosphere produced when playing in the lesson promotes the participation of all students; likewise, implementing games in small groups can lower anxiety and encourage shy students to participate positively because their audience is smaller (Jena, 2013; Mei & Yu-jing, 2000; Sigurðardóttir, 2010).

Finally, in terms of vocabulary acquisition, Atake (2003) concluded that students need "to think and use certain target vocabulary expressions" while playing games, but it is easier for them because they are "impressed by competing or interacting with classmates" (p. 13 as cited in Wang et al., 2011). Similarly, Angelova and Lekova (1995 as cited in Wang et al., 2011) claimed that games and movements help students to remember foreign language vocabulary and encourage them to apply it spontaneously; which adds to Richards and Rodgers (2001) proposal of games helping students who have bodily or kinesthetic intelligence (from Gardner's 'Multiple Intelligences') to "memorize and utilize new vocabulary more efficiently" (Wang et al., 2011: 130).

On the negative side of implementing games in the language classroom, studies performed by Wu (2002), Zeng (2005) , and Chuang (2007) concluded that this kind of activities during English learning would generate anxiety as result of losing the game or being

blamed by peers after performing poorly (as cited in Wang et al., 2011). Wu's (2002) research showed that language anxiety is caused, mainly, by competitiveness in games since students feel obliged to score for their team and are afraid of being scolded by their peers (as cited in Wang et al., 2011); similarly, Zeng (2005) affirmed that "children's motivation decreases and their anxiety increases because their classmates keep pushing them during games" (as cited in Wang et al., 2011); and Chuang (2007) stated that being blamed by team members was a major cause of children's anxiety (as cited in Wang et al., 2011).

3.2 Types of language games

Jill Hadfield (1999, as cited in Jena, 2013) provides two taxonomies for classifying language games. The first taxonomy differentiates *linguistic games*, focused on accuracy (i.e. supplying the correct antonym); from *communicative games*, focused on fluency or the "successful exchange of information and ideas" (as cited in Jena, 2013:59), for instance, discussing differences among two objects, or information gap activities.

As Jena (2013) explains, the second taxonomy proposed by Hadfield is constituted by nine categories.

1. Sorting, ordering, or arranging games.
2. Information gap games.
3. Guessing games.
4. Search games.
5. Matching games.
6. Labeling games.
7. Exchanging games.
8. Board games.
9. Role-play games.

Additionally, Jacobs (2010) provides a classification of games between those played cooperatively and the competitive ones. In competitive games participants aim to achieve the goal; while in cooperative games the participants "work jointly towards a mutual objective" (Hadfield, 1987, as cited in Rivera, 2011:67), and are said to be beneficial for

learners as they regulate the level of anxiety and provide more constructive feedback (Jacobs, 2010).

3.3 Studies on the effectiveness of language games in EFL contexts

Studies proving the effectiveness of language games in EFL learning have been done in several countries. The general result is the improvement of the learners' English proficiency after the intervention, as described in this sub-section.

Taiwan experience

Wang et al. (2011) performed a study on 50 EFL students of sixth grade of primary school in Taiwan. They concluded that games are a beneficial methodology which enhances motivation, improves vocabulary acquisition, and lowers anxiety due to peer pressure. Students claimed that games are useful to test their understanding of contents; also, the 'imposition' of speaking to participate makes students use the vocabulary naturally. Wang et al. suggested, nonetheless, that teachers must bear in mind that this kind of activities, based on class participation as a whole, can undermine opportunities for students who like to stand out and speak individually. Another observation worth considering is that students can get distracted if the game moves at a slow pace. It is also important that the teacher explicitly states mistakes as part of the learning process and/or promotes cooperative games so as to reduce the possibility of peer pressure.

Greece experience

Griva et al. (2010) conducted a study based on "*cooperation*, *competition, verbal interaction*, *active participation* and *enjoyment*" (p. 3701). They concluded that "language games helped most of the students to improve oral skills" (p.3703). Also, students declared having felt able to communicate better after the lessons, and enjoyed their activities more than members of the control group. Moreover, the study showed that "the proposed method promoted students' motivation and active participation in the games, and resulted into developing children's basic oral skills" (p. 3703-3704). The approaches implemented were effective for teaching "'intentional' communication in a semi-natural context" (p. 3704).

India experience

Jena (2013) conducted a study among eight grade tribal students of EFL in India. The study concluded that traditional methodologies implemented in India do not improve students' academic abilities at the desired level (p. 66). However, language instruction through language games foster students' "abilities of knowledge, comprehension and application" (p.67).

3.4 Language game implementation in the Chilean context.

In 2004, the program *English Opens Doors[3]*, currently known as *Language Opens Doors[4]*, was launched by the Ministry of Education, with the aim of teaching English as a foreign language classes using the English language instead of Spanish (Rivera, 2011); however, positive results were not found in the pedagogical practice of L2 teaching (Rivera, 2011). Two years later, Ramos and Espinoza (2006, as cited in Rivera, 2011) criticized the used of methodologies based on the Audiolingual and Grammar-translation approaches, which, although successful between the 1940's and 1960's, were unsuitable and insufficient to fulfill 21st century students' educational needs. Likewise, Vera (2008, as cited in Rivera, 2011) claimed that EFL teaching did not accomplish significant learning in Chilean classroom due to the focus on memorization exercises in most lessons, which also decreased students' motivation and performance.

Consequently, today's reality demands new methodologies to be implemented in Chilean second language classroom; as explained by Ramos and Espinoza (2006, as cited in Rivera, 2011) it is crucial that these methodologies consider learners' interests and needs and develop communicative competence. Games can certainly supply those needs since they encourage students' interaction, providing a meaningful context for language use (Jena, 2013; Deesri, 2002; Kim, 1995). Such findings can be extrapolated to the Chilean context due to the theoretical validity presented by the authors of the studies, and because of the educational needs explained in those studies, such as the implementation of EFL

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[3]*Inglés Abre Puertas* in Spanish.
[4]*Idiomas Abren Puertas* in Spanish.

compulsory class in primary levels and the need for a simple, real, effective and natural learning experience that leads to successful oral communication (Educarchile, 2013).

4Task-based syllabi

Task-based syllabi are focused on "the ability to perform a task or activity" (Rahimpour, 2010). As Rahimpour (2010) explains, since the use of the language has a major importance while linguistic elements are rejected, task-based syllabi in its three variables – procedural syllabus, process syllabus, and task-based language teaching (TBLT)– are claimed to provide more favorable conditions for developing second language abilities than approaches focused on language rules isolated. In fact, Willis (1996, as cited in Torres, 2014) claims that a task-based syllabus proposes a more holitic approach to L2 learning and acquisition, since it is focused on learning.

Rahimpour (2010) stresses that task-based syllabi assume that using the language for real interactions is the most effective way of learning the language. Tasks, understood as the activities the learner performs using the language as a means for communicating (Richard and Rodgers, 2001, as cited in Torres, 2014), are categorized by Long (1989) into *target tasks* that are part of everyday life, and *pedagogical tasks* performed in the classroom, derived from actual target tasks, but sequenced for educational purposes (as cited in Rahimpour, 2010).

Therefore, the pedagogical proposal presented in the following section is structured under task-based syllabus in order to cultivate interaction using language as means for completing a task, and promote motivation while focusing on form so as to foster L2 learning (Torres, 2014).

PEDAGOGICAL PROPOSAL

Course Syllabus

Name of the course: Playing in the classroom: an engaging way of practicing speaking with third graders.

Outcome: At the end of the course, students will be able to scaffold young learners' speaking skill through the implementation of language games.

Type: Elective course

Target: In-service primary school teachers of 3rd grade (12).

Duration: 20 sessions, 90 minute per session (30 hours)

Teacher: Cristina Calfuleo Salinas

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Syllabus

Units	Objectives *Students will be able to…*
Theoretical Part	
1. **Teaching Speaking in CLT Approach**	• Recognize key principles of the CLT approach • Discuss key principles of teaching speaking • Reflect on how these principles can be applied in their lessons.
2. **Language Games for Practicing Speaking**	• Identify different types of language games • Discuss the advantages of using games for practicing speaking. • Reflect on regular games that could be used in speaking activities.
Hands-on Part	
3. **Playing in the Classroom**	• Use vocabulary related to oral interactions in game activities. • Use oral games to practice vocabulary and structures of the unit (family members). • Assess the use of particular oral games and their efficiency.
4. **Your own Game**	• Plan and design an oral game activity about animals. • Conduct an oral game about animals among peers. • Assess other groups work.

Syllabus design

This pedagogical proposal is constructed base on the theoretical framework presented in the previous section. It aims to train in-service teacher, currently working in semi-private schools, to improve 3rd grade students' speaking skill through the implementation of language games in the classroom.

This 30-hour course is structured based on a task-based syllabus (Rahimpour, 2010) since it is aimed to the use of the language and theory learned through the units, which are divided into a theoretical and a practical part. A Needs Analysis (Appendixes A and B) conducted on in-service teachers of primary school informed three decisions for designing this course:

1. Kind of grouping to be promoted throughout the lessons: pairwork and groupwork.
2. Topics of interest for 3rd grade students: family and animals.
3. Kind of games to be implemented in the classroom: oral games.

Course description

Units 1 and 2 constitute a theoretical part that aims to remain key principles for teaching speaking within the Communicative Language approach and link them to the use of language games as natural and efficient strategy for practicing speaking and improve young learners' English proficiency. Both topics will contrast theory and the Chilean reality, considering in-service teachers (students) views and experience.

Units 3 and 4 constitute a practical part that aims to implement language game activities as the core of the lesson for practicing speaking. In Unit 3, games are implemented as means for using the language when interacting orally with their peers. Unit 4 is focused on a project in which in-service teachers (students) will plan, design and conduct a game to practice interactions based on the theory learned at the beginning of the course.

Assessment

Throughout the couse students will be assessed in four instances:

Evaluation	%	Description
1) Reflections	30 %	Students will write a 200-400 words reflection on the following topics: ○ Unit 1: speaking in the CLT applied to their reality. ○ Unit 2: what games they could use in their everyday lessons. ○ Unit 3: how the games implemented worked for them. ○ Unit 4: perception of the process.
2) Portfolio	30%	Students will create a protfolio containing at least 8 educational games with instructions and characteristics.
3) Game implementation	30%	Students will plan, design, and conduct an oral game on the topic of Animals. And will provide constructive and critical feedback to their peers.
4) Self- evaluation	10%	Students will assess their participation and performance throughout the course.

EVALUATION CHECKLISTS:

1. Portfolio

Aspects to fulfill	Level of fulfillment (0- 5)
1. Contains at least 8 games	
2. Includes instructions for each game	
3. Includes characteristics of each game (target audience, adapted or educational, type of grouping, collaborative or competitive, aim)	
4. States extra vocabulary and expressions need to be pre-taught	
5. Personal opinion/suggestion	

2. Game Implementation

Aspects to fulfill	Level of fulfillment (0- 5)
1. Planning demonstrate thorough preparation.	
2. Foresees possible complications.	
3. Provides extra material needed to perform the task.	
4. Rules and goal are explicitly explained.	
5. Topic and level appropriate and relevant.	
6. The game proposed is motivating.	
7. Explains extra vocabulary and expressions.	
8. Monitors without interrupting students' performance.	
9. Provides constructive yet critical feedback to classmates' work.	
10. Participates actively in classmates' game proposals.	

SAMPLE LESSONS

The sample lessons presented in this section correspond to:

- Unit 2 "Language Games for Practicing Speaking," lesson 5, last theoretical lesson, focused on reflecting and constructing knowledge.

- Unit 3 "Playing in the Classroom," lessons 1 to 4, practical lessons in which the theory learned and discussed in previous units is experienced through activities designed for 3rd grade students.

PREPARATION

Activity 1

1. Remember from previous lessons and brainstorm characteristics to determine:
   a. What makes a good game?
   b. What makes a game suitable for practicing speaking?

2. Share your thoughts with the class

When selecting and applying an educational game, consider:
- ✓ A good game is fun and represents a challenge
- ✓ Students' characteristics (abilities, level, likes and dislikes, age, etc.)
- ✓ Topic related
- ✓ Set a clear goal
- ✓ Give instructions and explains the rules clearly
- ✓ Observe and monitor, but don't interrupt

Remember!

PRACTICE

Activity 2

1) Read the following case and identify what went wrong and the possible cause of the problem.

Sarah is a recently graduated teacher who wants to use games to teach their 3rd grade students. While working on the unit "My Town," she decides to play "Charades" to practice vocabulary of places in the town.

First, she asks her 30 students to get in groups of 6 and pick a leader. After 10 minutes, the students are ready and she calls a volunteer to the front, shows him a flashcard of the supermarket, and tells him to do mimicry, so his group can guess the place.

When the students start performing the mimicry, all the students look but no one answers. They don't know what to do, and the volunteer in front gets really nervous.

What happened?

2) Share your answers with a partner and comment:

a) What should Sarah have done?
b) Have you been in this situation?
c) How did you overcome it? If not, how could you have overcome it?

Activity 3

1) Write a list of games you have used or think you may use for practicing speaking with your students. Separate educational games and adapted games according to the table.

Games you have used		Games you may use	
Educational games	Adapted games	Educational games	Adapted games
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

2) Classify your games into the kind of grouping, the kind of work they promote, and their aim

Name of the game	Pairwork or groupwork	Collaborative or competitive	Accuracy, fluency or values (OFT)[5]
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

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[5] OFT: Objetivos Fundamentales Transversales

Activity 4

Get in groups of 4

1) Share your list and complete it with ideas from your group
2) Comment on the games that have resulted most successful in your experience

PLENARY

Share your findings after the group conversation.

REFLECTION

Tick on the face that represents your current state regarding the following statements.

☺: Yes, I agree with the statement.

😐: I can improve it.

☹: I must work on it.

Now that I have finished this unit I can…	☺	😐	☹
• discuss the advantages of using games for practicing speaking.			
• identify different types of language games			
• reflect on regular games that could be used in speaking activities.			
Now that I have finished this unit I think…	☺	😐	☹
• games are effective and beneficial activities for practicing speaking			
• I have been implementing games correctly			

Unit 3:
Playing in the Classroom

In this unit I will be able to:
- ✓ **Use vocabulary related to oral interactions in game activities.**
- ✓ **Use oral games to practice vocabulary and structures of the unit My Family.**
- ✓ **Assess the use of particular oral games and their efficiency in developing accuracy and/or fluency.**

Lesson 1

Students will be able to identify family members
Students will be able to practice vocabulary of games in oral activities.
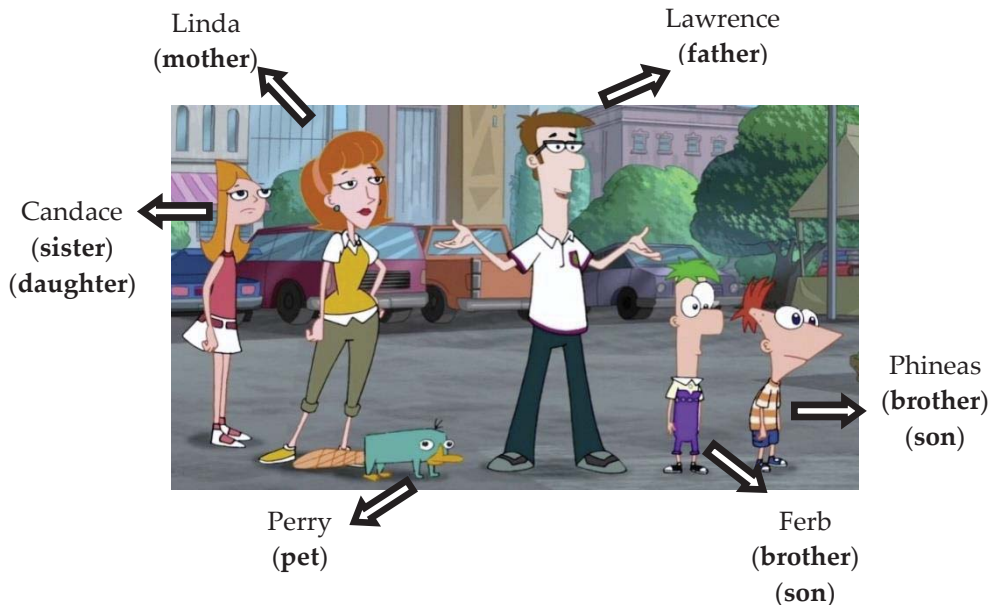
PREPARATION

Remember!

When promoting speaking activities you need to:
- ✓ Provide something to talk about
- ✓ Use pair or group work
- ✓ Use the space available

Activity 1

1) Brainstorm:
   a. What do your students need to know to participate actively in a language game?
   b. What kind of extra vocabulary do they need to know? i.e.: participant, team, versus.
2) Share your thoughts with the class

Activity 2   **Meet the Flynn-Fletcher Family**

Linda
(**mother**)

Lawrence
(**father**)

Candace
(**sister**)
(**daughter**)

Phineas
(**brother**)
(**son**)

Perry
(**pet**)

Ferb
(**brother**)
(**son**)

Have your students look at the picture and comment with a partner:
Who are they? How many people are there in this family? Do they have a pet?

25

Activity 3

Roulette

- In turns, students go to the front and roll the roulette (Appendix C).
- Raise your hand to say the name and family role of the character pointed by the roulette.
- Each character shouldn't be named more than twice.

Pre-teach:

- Turns (n)
- Roll (v)
- Raise (v)
- Point (v)

Activity 4

Have your students draw a line to connect the character and its role in the family.

Pet

Brother

Mother

Father

Sister

Brother

Activity 5

Broken phone

- Divide the class into 2 teams and have students get in line.
- The last person in each team will pick a flashcard (Appendix C)
- Without showing, have students whisper the family role in their neighbor's ear.
- Clarify that students can repeat the word only once.
- When the word gets to the first in line, the student must say it.
- Ask the students to show the flashcard to check if it's correct.
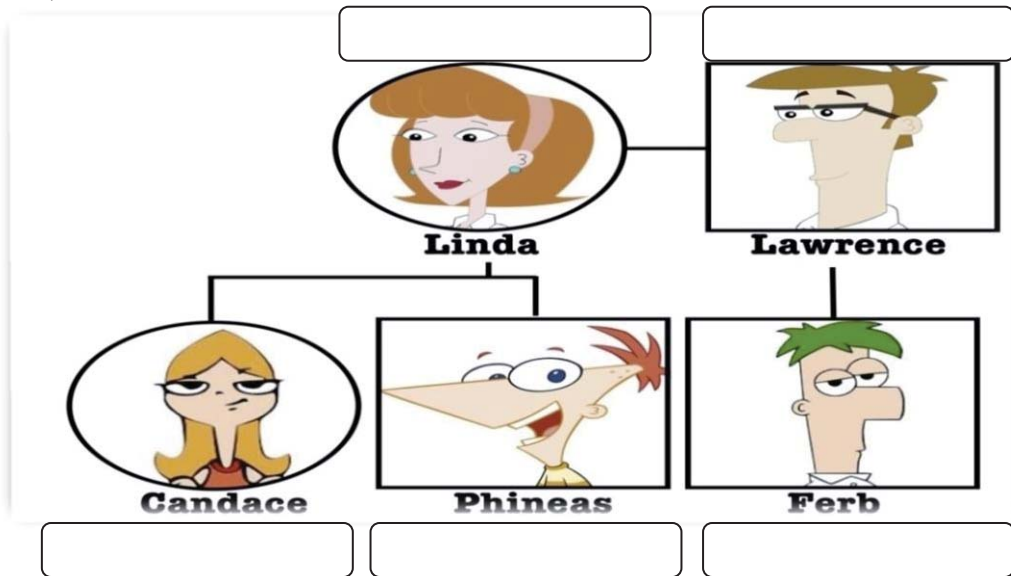- To continue, the first in line must go to the end and see the flashcard.

Pre-teach:

- Team (n)
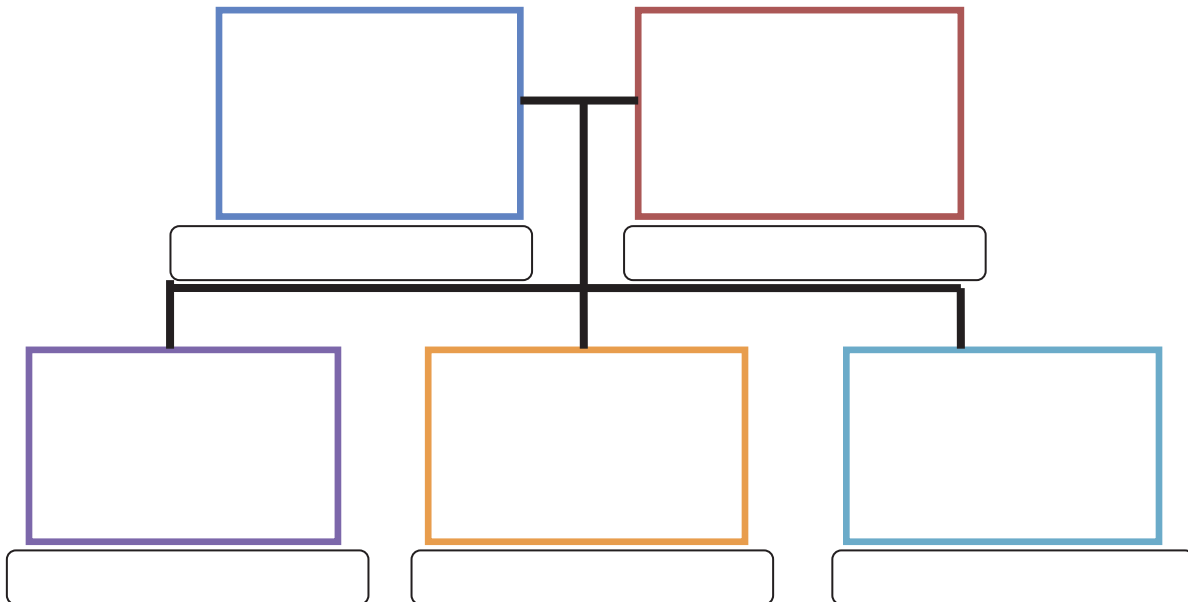- Line (n)
- Pick (v)
- Whisper (v)
- Repeat (v)

Activity 6

Have your students work in pairs, complete the family tree using the words: father, mother, sister, brother.

Linda   Lawrence

Candace   Phineas   Ferb

Activity 6

What about your family?

1) Have your students complete the family tree drawing and naming the members of **your** family. Add charts if you need them.

2) Have students check questions from Activity 2 and ask them to a partner about his/her family.

3) Have your students work in pairs introducing their family. Ex.: *This is my mother*.

PLENARY (for teachers)

1) Write a list of pros and cons of the games implemented in the previous section.

Pros	Cons
Roulette	Roulette
-	-
-	-
-	-
Broken phone	Broken phone
-	-
-	-
-	-

2) What other games would you have used?
3) What do you think about the use of vocabulary?
4) Discuss your appreciations with the class.

REFLECTION

Tick on the face that represents the current state of your class regarding the following statements.

At the end of this lesson students should…	☺	😐	☹
• identify family members			
• practice vocabulary of family members through oral games			
• play "Telephone"			
• use extra vocabulary to play a language game			

Lesson 2

Students will be able to recognize personal pronouns and family members
Students will be able to practice vocabulary of members of the family in oral language games

Warm up! | **Activity 1**

PLAY!

Bang!

- Choose a card from a pile (Appendix C).
- Say the word written in it.
- If you pronounce it correctly, you win a point for your row.
- If the card says Bang! you lose a point for your row.
- The row with more points wins the game.

Pre-teach:
- Choose (n)
- Card (n)
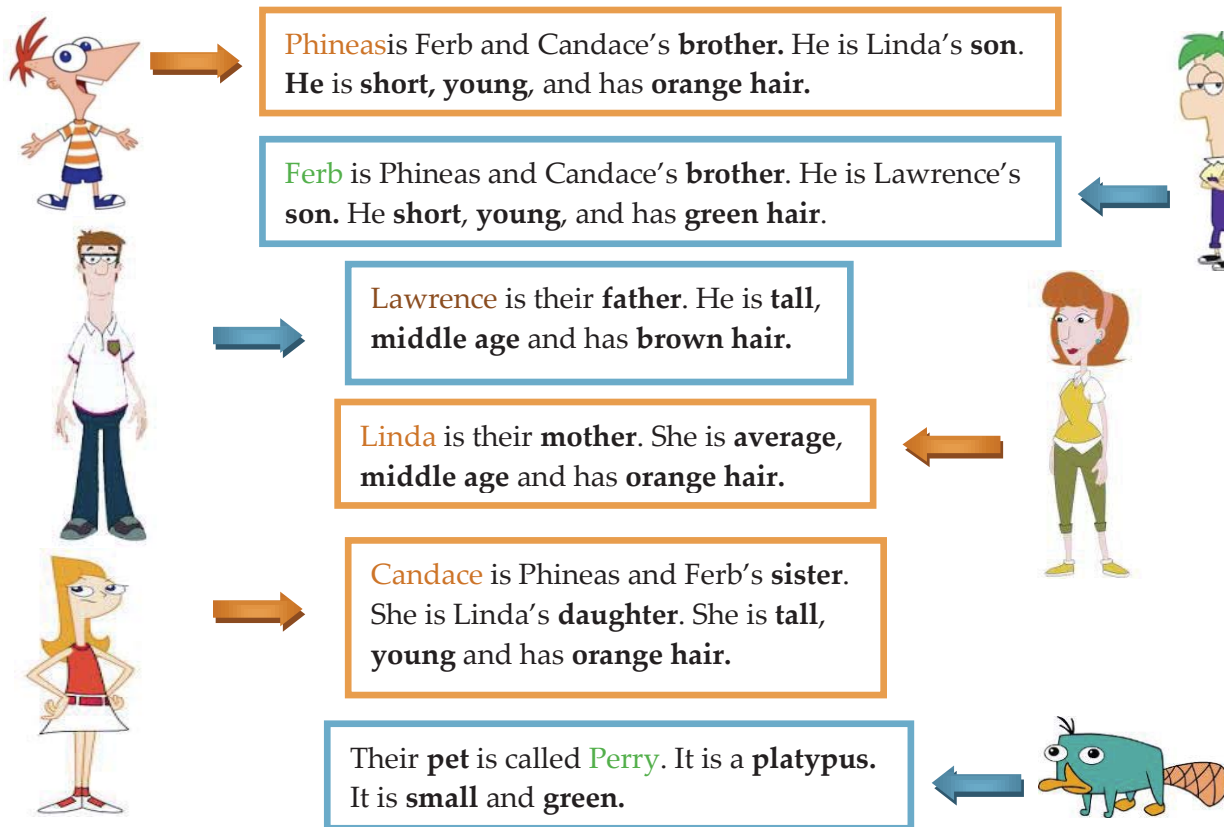- Pile (n)
- Point (n)
- Win (v)
- Lose (v)

PREPARATION

Activity 2 | **Who is in this family?**

Read the descriptions and pay attention to the words in **bold**.

There are 5 people in the Flynn-Fletcher family. They are:

Phineas is Ferb and Candace's **brother.** He is Linda's **son.** **He** is **short, young,** and has **orange hair.**

Ferb is Phineas and Candace's **brother**. He is Lawrence's **son.** He **short**, **young**, and has **green hair**.

Lawrence is their **father**. He is **tall, middle age** and has **brown hair.**

Linda is their **mother**. She is **average, middle age** and has **orange hair.**

Candace is Phineas and Ferb's **sister**. She is Linda's **daughter**. She is **tall, young** and has **orange hair.**

Their **pet** is called Perry. It is a **platypus.** It is **small** and **green.**

Explain new vocabulary words to the students. Have your students identify and repeat new characters and their characteristics.

To **talk about people**, use the words:

I → I am short.
You → You have orange hair.
He → He is nice.
She → She is young.
It → It is green.
We → We are a family.
They→ They are Lawrence and Linda.

Characteristics:

old

middle age

young
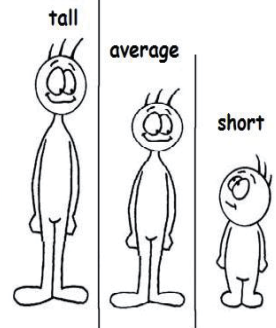
tall

average

short

PRACTICE

Activity 3

Have your students complete the chart with the information from the previous section. Look at the example.

Picture	Name	Family role	Tall/average/short	Young/middle age/young	Hair
	Ferb	*Brother*	*Short*	*Young*	*Green*

PLAY!

Activity 4

Hot Seat

- Get in groups of 4 and choose a leader.
- In turns, each group will have to describe one of the characters without saying its name, so the leader can guess.

  Ex.: *it is tall. / It is middle age. / It's got orange hair.*

- Each time the leader guesses the character, the group wins 1 point.

Explain: When we talk about a woman, we use *she*.
When we talk about a man, we use *he*.

Activity 5

Choose a character and describe it. Follow the example:

Ex.: *Perry is a platypus. It is green and small. It is Phineas and Ferb's pet.*

_____

_____

_____

Color the images and cut them to make mini-flashcards.

Activity 6

Who am I?

- Divide the class in groups of 6
- Each group will use 1 set of mini-flashcards
- Each participant chooses 1 mini-flashcard.
- No one else should see it.
- In turns, have students describe the family relations of the character in their card, assuming its identity.

e.g.: Phineas: *Candace is my sister. Perry is my pet*.

PLENARY (for teachers)

Discuss with your classmates:
1) What do you think of the games used in this lesson?
   a. Were they useful?
   b. Was the extra-vocabulary long enough?
   c. Would they work in your classroom?
2) What would you improve?

REFLECTION

Tick on the face that represents the current state of your class regarding the following statements.

At the end of this lesson students should…	☺	😐	☹
• recognize personal pronouns and family members			
• practice vocabulary of the unit through oral games			
• play "Hot Seat"			
• play "Who am I?"			
• use extra vocabulary in oral interactions			

Lesson 3

Students will be able to identify family relations
Students will be able to use target vocabulary and features in oral game activities.

Warm up!

PLAY!

Activity 1

Charades

- A volunteer goes to the front and sees an flashcard (Appendix C)
- The volunteer makes the mimicry to represent the family member.
- The student from the audience who knows which family member is being represented raises his/her hand and answers.
- If he/she fails, the volunteer continues until a student guesses it.

Pre-teach:
- Volunteer (n)
- Mimicry (n)
- Audience (n)
- Represent (v)

PREPARATION

Activity 2   **Who else is in the family?**

Meet Phineas and Ferb's grandparents

These are Grandma Winifred and Grandpa Reginald Fletcher, Lawrence's parents. They are **old** and have **white hair**. They **live in England**.

These are Grandpa Clyde and Grandma Betty Jo Flynn, Linda's parents. They are **old** and **wear glasses**. They are **American.** They **have a lakehouse**.
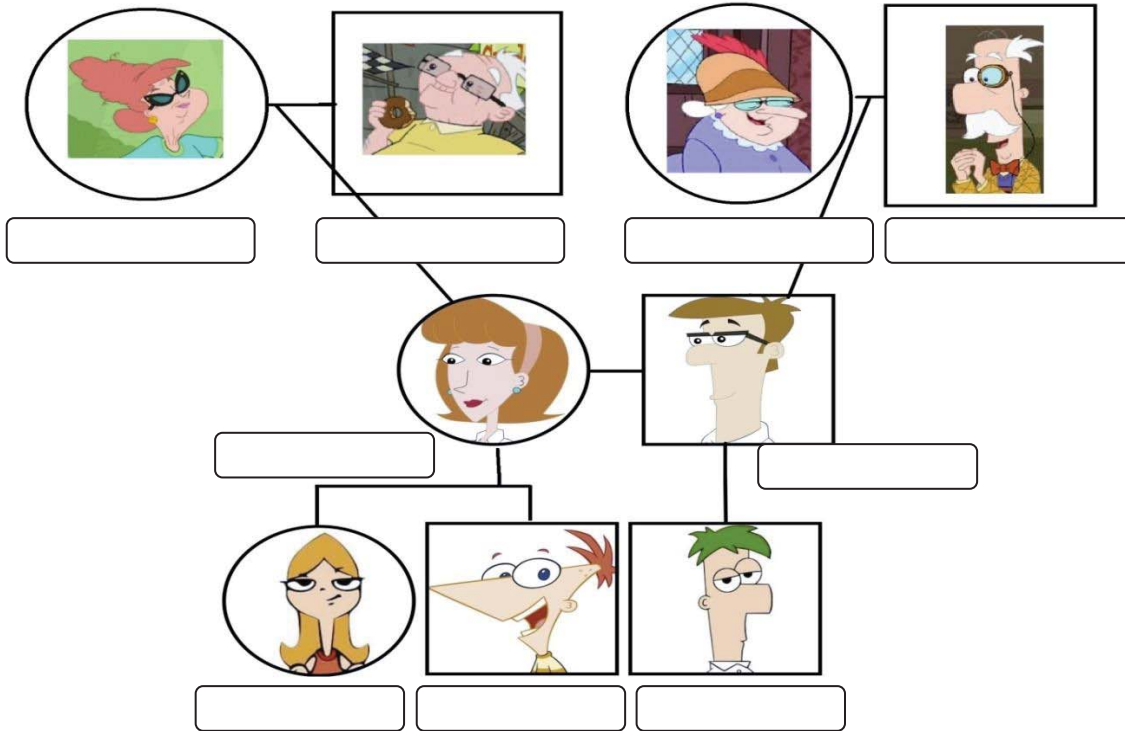
Ferb is Grandma Winifred and Grandpa Reginal's **grandson**.
Phineas is Grandma Betty Jo's **grandson**.
Candace is Grandpa Clyde's **granddaughter**.
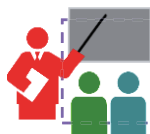
LOOK !!
AT !!
ME!!

Explain new vocabulary words to the students. Have your students identify and repeat new characters and their characteristics.

Activity 3

Add them to the family tree using the words underlined in the previous activity. Write all family members

PRACTICE

Activity 4

Complete the following sentence with the family relationship explained in the family tree.

1. Candace is Grandma Betty Jo's _____.

2. Lawrence is Ferb's _____.

3. Grandpa Clyde is Linda's _____.

4. Phineas is Grandpa Reginald's _____.

5. Grandma Winifred is Ferb's _____.

6. Linda is Candace's _____.

Activity 5

Circle the people who do **not** belong to the family in each situation.

1.   2.   3.   4.   5.

PLAY!

Activity 6

This is…

- When the teacher shows a flashcard, raise your hand and say which it is and a family relation.

Example 1: *Ferb. He is Phineas' brother.*

Example 2: *Linda. She is Candace's mother.*

Example 3: *Grandma Winifred. She is Ferb's grandmother.*

PLAY!

Activity 7

Guess who!

- Color and cut the grandparents flashcards
- Individually, choose a character.
- Now, get in <u>pairs</u> and display all your flashcards.
- Ask questions about the characteristics of the fam member.

   Ex.: Is it short? / Is it old? / Is it a man?
- The first one to guess correctly wins.

Pre-teach
- Character (n)
- Pair (n)
- Characteristics (n)
- Ask (v)
- Guess (v)

PLENARY (for teachers)

Discuss with your classmates about the games used in this lesson:
1) What went well?
2) What problems could happen in your classroom when using them?
3) What could you improve?

REFLECTION

Tick on the face that represents the current state of your class regarding the following statements.

At the end of this lesson learners should…	☺	😐	☹
• remember family members			
• identify family relations			
• use target vocabulary in oral game activities			
• play "This is…"			
• play "Two truths and a lie"			
• play "Guess who!"			

Unit 3

Lesson 4   Playing in the Classroom

Students will be able to compare activities perform by different family members.
Students will be able to apply vocabulary of members of the family in oral language games

Warm up!

PLAY!

Activity 1

Explosion

- Divide the class in groups of 6, students get in a circle and pass a pencil.
- Each student has to say family member when he/she receives the pencil.
- Vocabulary words can be repeated only once.
- Each student has 5 seconds to name it.

Pre-teach:
- Group (n)
- Pass (v)
- Receive (v)
- Repeat (v)

PREPARATION

Activity 2   **Spending time together**

What can you do in your free time?

have a picnic   go to the museum   go to the movies

go to the park   go shopping   stay at home

What other activity can you think of? Have your students think and draw a different activity

_____

36

Activity 3

What to do?

The Flynn- Fletcher family will spend the weekend together, but they all want to do something different.

1) Divide the class in A and B. Give each a piece of paper with the information to complete the table.

STUDENT A	STUDENT B
a) The sister wants to go shopping. b) The English grandparents want to go to a museum. c) The parents want to have a picnic.	a) The brothers want to create a new invention b) The American grandparents want to go for a walk. c) The pet wants to stay at home.

Picture	Name	Family role	Place

2) Have your students in an inside-outside circle to say one hint to each partner to complete the table. Once the students have completed the table, they must comment what they would like to do.

PLAY!

Activity 4

Sentence scramble

- Have your students in groups of 4.
- Give each group a set of sentences regarding activities to do with the family to organize as the example.

  Ex.: *My mother goes shopping.*

1. goes | My | to | father | the | movies. ✂

2. My | goes | museum. | the | brother | to ✂

3. has | grandma | a | picnic. | My ✂

4. sister | My | stays | home. | at ✂

PLAY!

Activity 5

Two true statements and a lie

- Individually, choose a character to describe.
- Think of 2 features about them (check their descriptions), and invent a false feature (lie) about the character.
- In turns, go to the front and say your truths and lie.
- The students listen and raise their hands to guess the character.

Pre-teach:
- Truth(n)
- Lie (n)
- Feature (n)
- Raise (v)
- Describe (v)
- Guess

PLAY!

Activity 6

Stand up questions

- Have your students get in groups of 10 (or less) students.
- Have students seat in a circle with a chair less than the number of students.
- Each student should choose a family member and remember its characteristics and where he/she would like to go (activity 3).

Pre-teach:
- Choice (n)
- Point (n)
- Choose (v)
- Ask (v)
- Switch (v)
- Win (v)

- The student standing up asks a question to his/her classmates.
Ex: ***Would you like to*** *stay at home?* ***Is your hair*** *orange?* ***Are you*** *tall?* ***Are you young?***
- The students who answer *yes* must quickly switch chairs and the one asking may try to take one too. If only one says *yes*, he/she must stand up and ask questions.
- When a student thinks he/she knows another student's choice, he/she can ask directly *Are you…? (ex:* ***Are you*** *Phineas' mother? or* ***Are you*** *Lawrence' son?*
- The student who guesses another's choice wins a point.

PLENARY (for teachers)

Discuss with your classmates:

What do you think of the games used in this lesson?
1) What went well?
2) What problems could happen in your classroom when using them?
3) What could you improve?

REFLECTION

Tick on the face that represents the current state of your class regarding the following statements.

At the end of this lesson students should…	☺	😐	☹
• compare activities perform by different family members.			
• apply vocabulary of members of the family in oral language games			
• play "What to do"			
• play "sentence scramble"			
• play "Two truths and a lie"			
• play "Stand up questions"			

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PONTIFICIA UNIVERSIDAD
CATOLICA
DE VALPARAISO

Instituto de Literatura y Ciencias del Lenguaje
Pedagogía en Inglés
Trabajo de Titulación

Need Analysis Survey

> **Objective:** This survey aims to gather information regarding activities implemented by in-service teachers of English when teaching speaking to young learners.
>
> **Instructions:** Answer the following questions about you and your class as required in each case.

1. How long have you been teaching young learners? _____

2. How many hours a week do you teach 3rd graders? _____

3. If you were to teach 3rd graders, what topic would your students like to learn about?

Animals _____	Occupations _____	Family _____
Music _____	Parts of the city _____	Human body _____
Food _____	Parts of the house _____	Clothes _____

4. As a teacher, what do you think it's more important for reaching English communicative competence, accuracy or fluency? (assign a percentage)

   Accuracy _____%   Fluency _____%

5. Rank order the following skills from the most practiced in your class in primary school grades (1) to the less practiced (4).
   ___ Listening
   ___ Writing
   ___ Reading
   ___ Speaking

6. What kind of groupings do you use more often when teaching speaking?
   a) Individual
   b) Pairwork
   c) Groupwork
   d) Whole-class activities.

7. Why do you use that kind of grouping? Think in terms of space, student's behavior, time, etc. (provide a brief explanation)

   _____

   _____

   _____

8. What kind of groupings would you like to use **more** during speaking activities?
   a) Individual
   b) Pairwork
   c) Groupwork
   d) Whole class activities

9. Tick (✓) each activity according to the frequency in which you use it.

How often do you use these activities for practicing speaking with young learners?	Every lesson	Once a week	Twice a month	Rarely	Never
1. Repetition drills					
2. Show and tell (presentations)					
3. Reading out loud					
4. Role plays					
5. Singing and nursery rhymes					
6. Games (e.g. telephone, mime)					
7. Tongue twisters					

10. Which activity do you think works better for improving speaking proficiency (fluency and accuracy)?
    a) Repetition drills
    b) Show and tell (presentations)
    c) Reading out loud
    d) Role plays
    e) Singing and nursery rhymes
    f) Games (e.g. telephone, mime)
    g) Tongue twisters

11. Select the option that best describes the level of participation of your students in non-graded oral activities, in general.
    a) Excellent (all the students participate)
    b) Good (75% of the class or more participate)
    c) Regular (at least 50% of the class participates)
    d) Poor (10% or less of the class participates)

12. How often do you use games in class?
   a) Every lesson
   b) Once a week
   c) Once a month
   d) Rarely
   e) Never

   13. If you answered **d** or **e** in the previous question, explain briefly why?

   _____

   _____

   _____

   _____

14. What kind of games do you use in the classroom?
   a) Total Physical Response
   b) Written games
   c) Oral games
   d) Other (specify) _____

15. Do you use games as… (mark all that apply)
   a) Warm up activities
   b) Extension activities
   c) Part of class
   d) Don't use games

APPENDIX B:Needs Analysis

Participants

This needs analysis addressed a sample of eleven in-service teachers of English in primary levels. Eight of the teachers work in semi-private schools, two of them work in public schools, and one of them works in a private school. Participants have been teaching young learners between two months and thirty-three years.

Survey

The survey was conducted online; each teacher was contacted via e-mail and forwarded the survey answered. This was made in order to accommodate to in-service teachers' personal schedule. All results were collected in two weeks.

The survey was divided into fifteen questions: 5 questions for collecting general information about the teacher and his/her views on English teaching, 7 questions for collecting information regarding how speaking is taught, and 4 questions regarding the use of games in the language classroom.

Results

The analysis of the results shows that speaking is not the first priority when teaching English. It is reflected that although games are implemented in the classroom, this is on a monthly basis and usually through total physical response (TPR) activities. Moreover, teachers use manly whole-class activities, but they are interested in having their students do pairwork and groupwork. Further analysis of each question is presented on follows.

Question 2 How many hours a week do you teach 3rd graders?
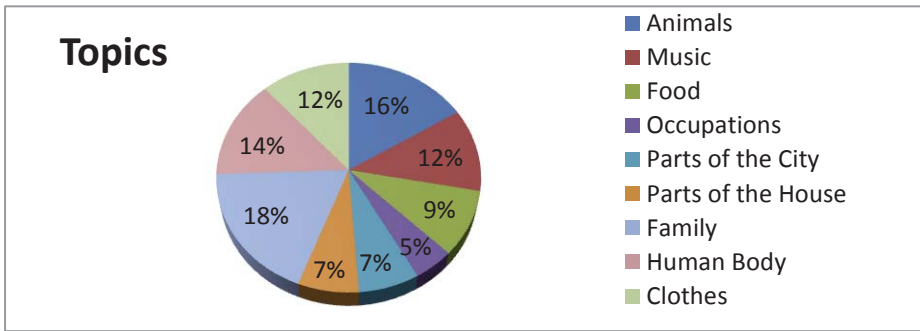
Figure 1
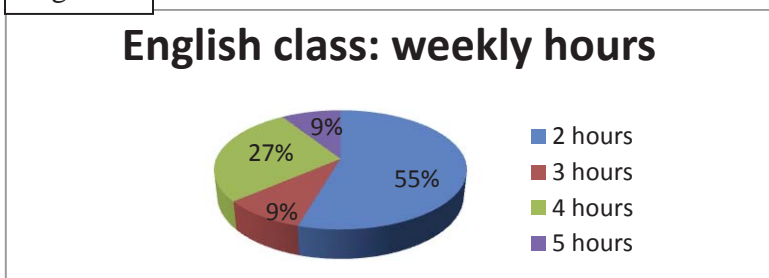
As figure 1 shows, 55% of the participants usually teach English to 3rd graders 2 hours a week.

Question 3: If you were to teach 3rd graders, what topics would your students like to learn about?

Figure 2

Topics

- Animals 16%
- Music 12%
- Food 9%
- Occupations 5%
- Parts of the City 7%
- Parts of the House 7%
- Family 18%
- Human Body 14%
- Clothes 12%

As figure 2 shows, the topics of most interest are Animals (16%) and Family (18%)

Question 4: As a teacher, what do you think it's more important for reaching English communicative competence, accuracy or fluency? (assign a percentage)
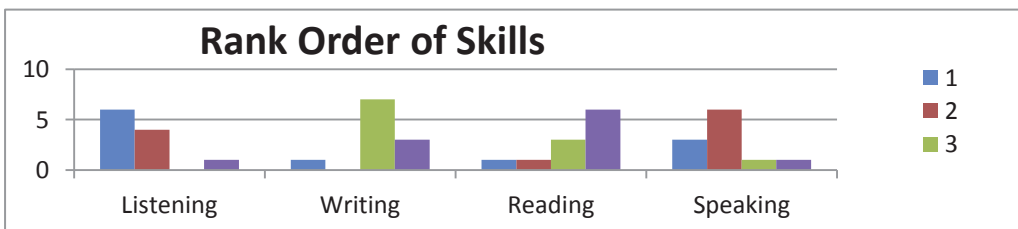
Figure 3

Percentage of importance for reaching communicative competence
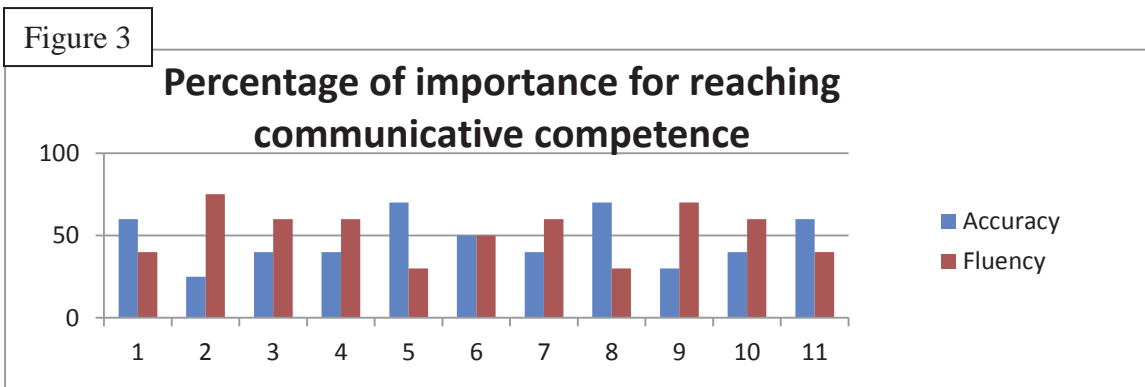
- Accuracy
- Fluency

As

Figure 4

figure 3 shows, teachers have different perspectives regarding the importance of accuracy and fluency. However, they assign in average 48% accuracy and 52% fluency.

Question 5: Rank order the following skills from the most practiced in your class in primary school grades (1) to the less practiced (4).

Rank Order of Skills

- 1
- 2
- 3

Listening   Writing   Reading   Speaking

As figure 4 shows, the most practiced skill is listening, and the least practiced skill is reading.

Question 6: What kind of grouping do you use more often when teaching speaking?

Figure 5

More used Grouping
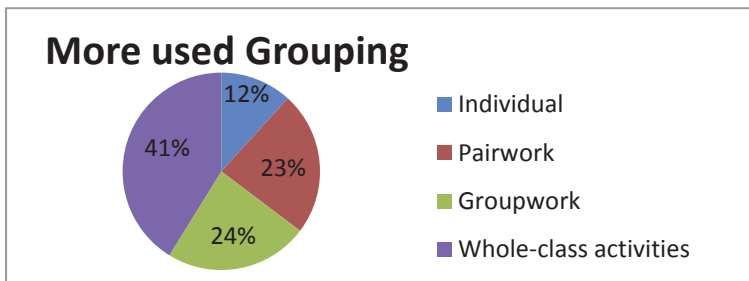
As figure 5 shows, speaking activities are mainly performed at the level of the class (41%).

Question 7: Why do you use that kind of grouping? Think in terms of space, student's behavior, time, etc. (provide a brief explanation)

Teachers gave reasons such as participation level, behavior, time, and space available.

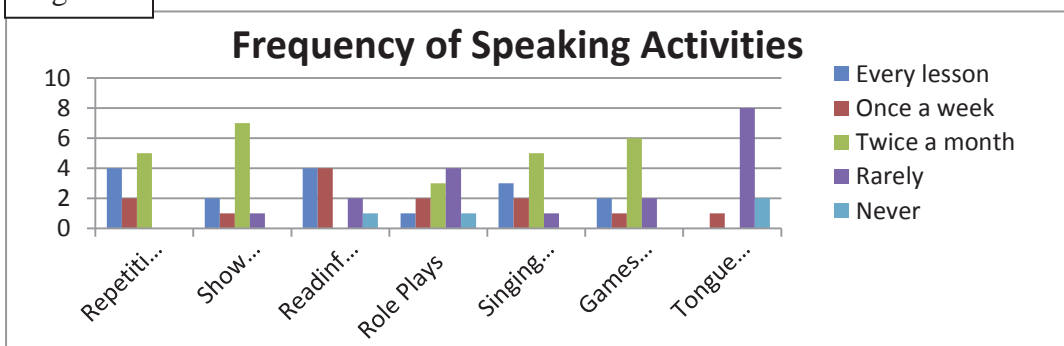**Question 8:** What kind of groupings would you like to use **more** during speaking activities?

Figure 6
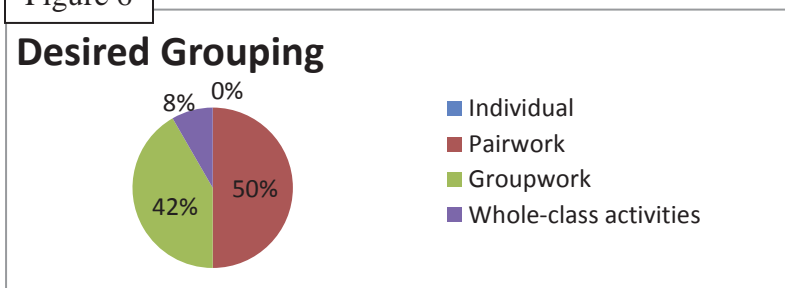
As figure 6 shows, teachers would like to use more pairwork (50%) and groupwork (42%) when practicing speaking in their lessons.

Question 9: How often do you use these activities for practicing speaking with young learners?
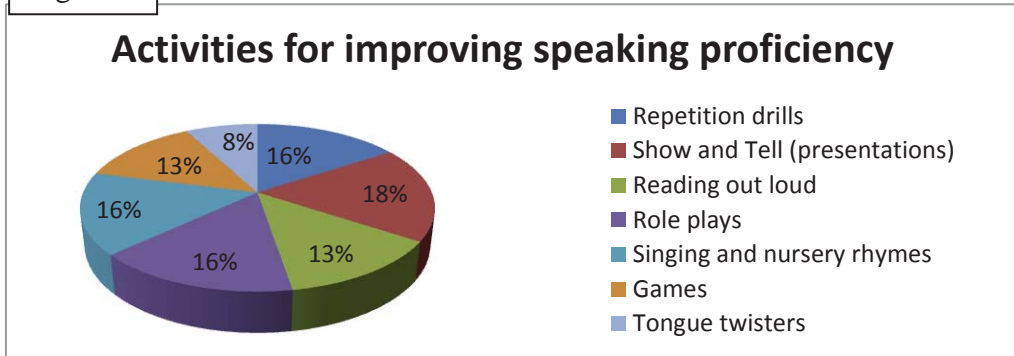
Figure 7

As figure 7 shows, the activities used more often for practicing speaking are repetition drills, reading out loud, and singing and nursery rhymes. On the other hand, tongue twisters and role plays are not often implemented.

Question 10: Which activity do you think works better for improving speaking proficiency (fluency and accuracy)?
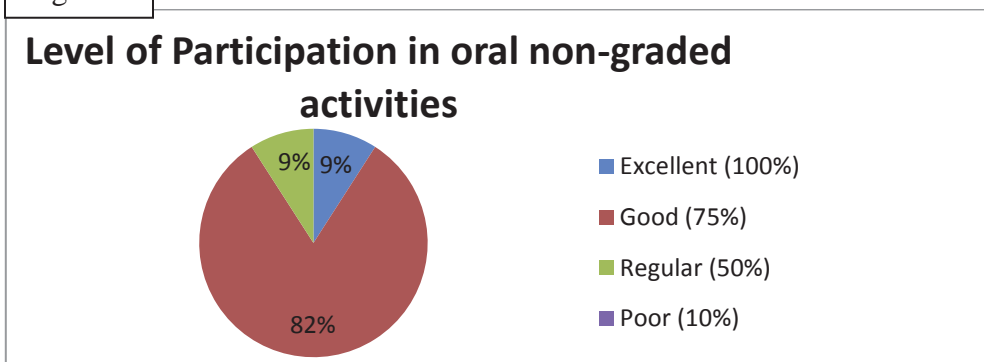
Figure 8

Activities for improving speaking proficiency

- Repetition drills
- Show and Tell (presentations)
- Reading out loud
- Role plays
- Singing and nursery rhymes
- Games
- Tongue twisters

8% 16% 18% 13% 16% 16% 13%

As figure 8 shows, teachers think that activities such as show and tell presentations (18%), repetition drills, singing and nursery rhymes, and role plays (16% each) work better for improving speaking proficiency.

Question 11: Select the option that best describes the level of participation of your students in non-graded oral activities, in general.

Figure 9

Level of Participation in oral non-graded activities

- Excellent (100%)
- Good (75%)
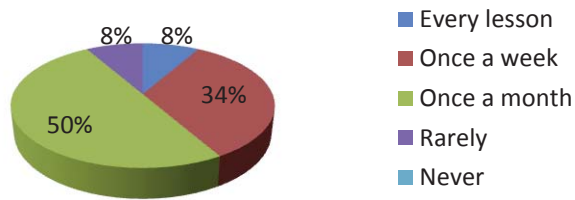- Regular (50%)
- Poor (10%)

9% 9% 82%

As figure 9 shows, 82% of the participants said that the level of participation in non-graded oral activities was good (75% of the students participate actively).

Question 12: How often do you use games in class?

Figure

Frequency: use of games

8%   8%
34%
50%

- Every lesson
- Once a week
- Once a month
- Rarely
- Never

As figure 10 shows, 50% of the participants use games once a month.
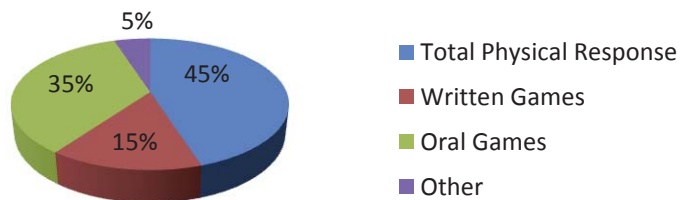
Question 13: If you answered **d** or **e** in the previous question, explain briefly why?

This question received one answer; the reason was the general lack of time for the English lesson.

Question 14: What kind of games do you use in the classroom?

Figure

Kind of games used in the classroom

5%
35%   45%
15%

- Total Physical Response
- Written Games
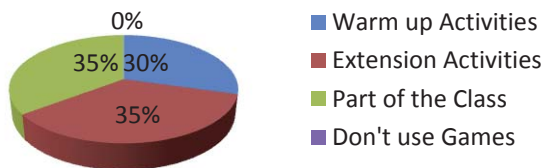- Oral Games
- Other

As figure 11 shows, 45% of the participants implement TPR games in the classroom.

Question 15: Do you use games as… (mark all that apply)
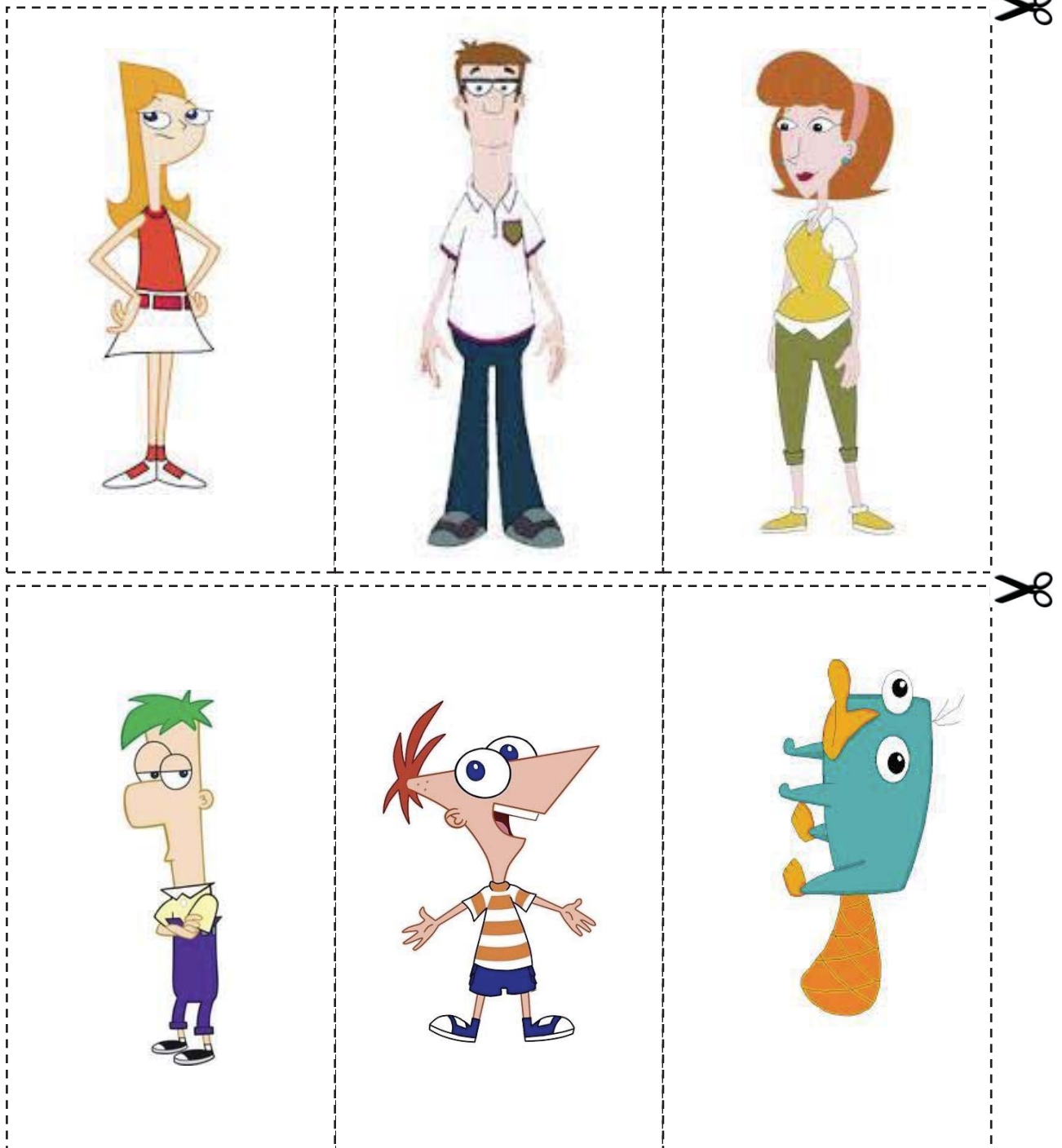

Figure

Use of games as…

0%
35% 30%
35%

- Warm up Activities
- Extension Activities
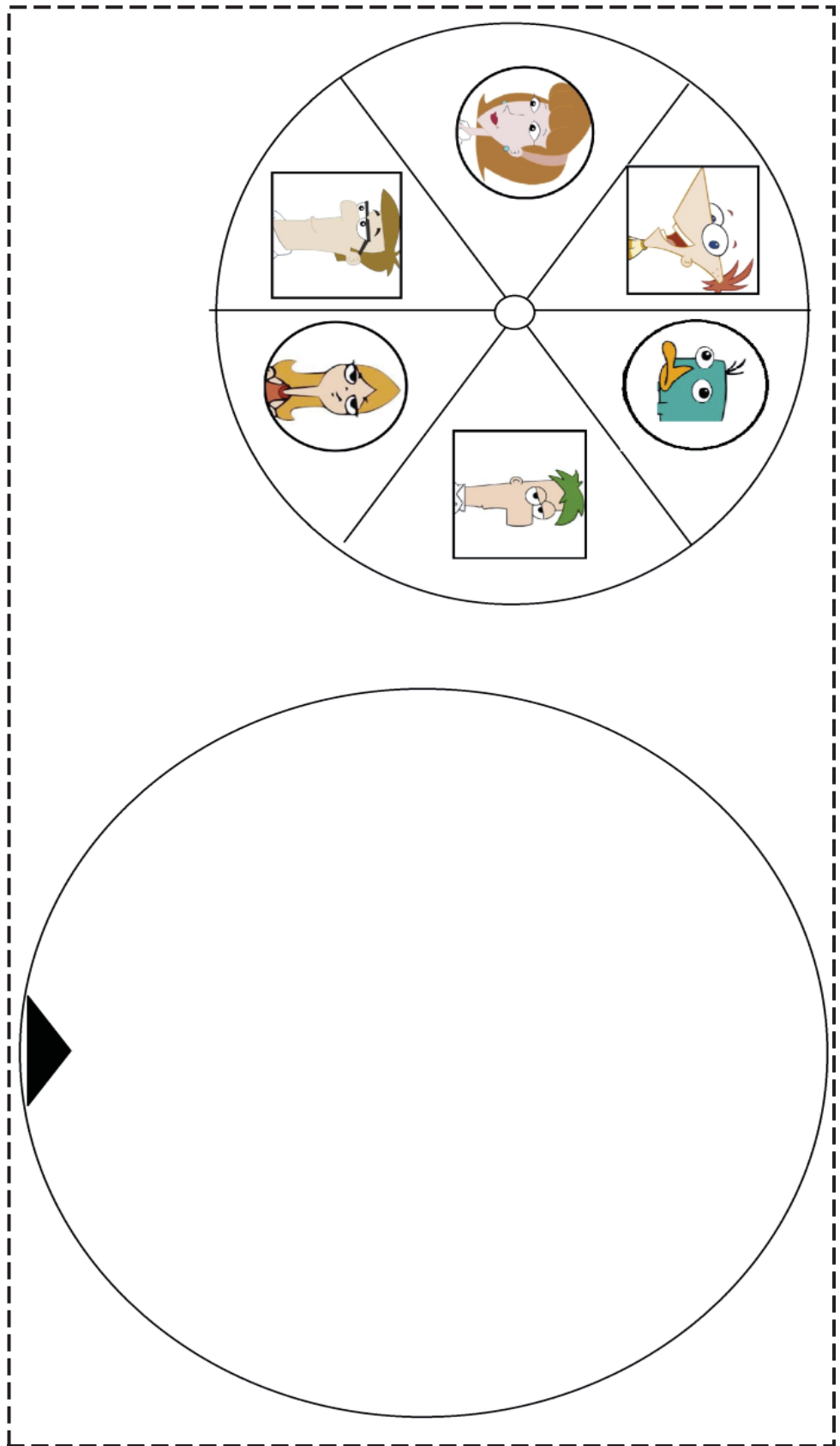- Part of the Class
- Don't use Games

As figure 12 shows, 35% of the participants use games as extension activities, other 35% implements them as part of the class, and 30% use games as warm up activities.

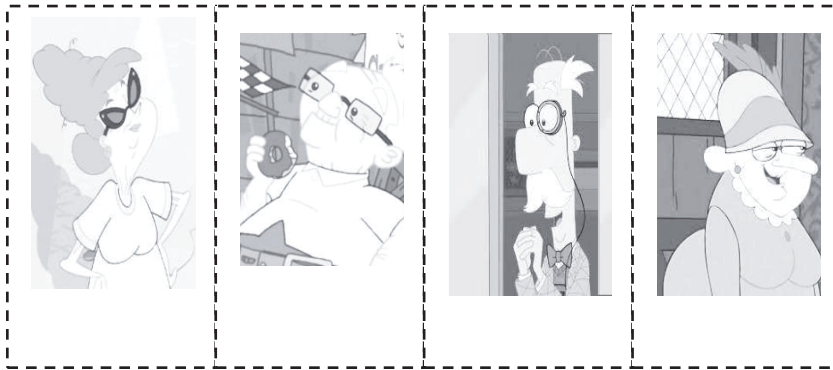**APPENDIX C: Sample lessons extra material**

1. Unit 3, lesson1, activity 5; lesson 3, activities 1 and 6.

2. Unit 3, lesson 1, activity 3: Roulette.

3. Unit 3, lesson 3, activity 7: Guess who!

4. Unit 3, lesson 2, activity 1: Bang!

father	grandma	father	grandma
mother	grandpa	mother	grandpa
sister	granddaughter	sister	granddaughter
brother	grandson	brother	grandson
daughter	pet	daughter	pet
son	Bang!	son	Bang!