

USING RIDDLES AS A STRATEGY TO FOSTER SPEAKING SKILLS IN 4TH GRADERS

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Using Riddles as a Strategy to Foster Speaking Skills in 4th Graders

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頑張るように。ご褒美は頑張った人にだけ与えられるから。

DEDICATION

I dedicate this paper to my parents Marco and Amira because if it were not for them, I would not be standing here today and be the good and decent man I am, to my sister Diana and my brother Fabián who were not involved in any way in the creation of my research project, but who were always willing to hear me complain about it any time. To my significant other and soon-to-be-wife Carolina, whose caring nudges encouraged me to keep on going and whose comforting chest gave me the strength to stand my ground. And lastly to myself because at the end of the day, “I am the only thing I really have at all.”

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For bearing with me all this while,
and praying for my sake

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For your earnest support and thorough guidance
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For letting me experience the joy of being a teacher

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Abstract

The aim of this research project is to evidence the impact of using riddles as a means to facilitate the learning of the topics comprised in the curriculum because of their motivating and engaging nature. As to think why riddles? For one, riddles involve a logic reasoning in order to figure out the solution of a given problem and more importantly, they are interesting and challenging chunks of language that get students speaking spontaneously. In this way, students become effective communicators for they put their problem-solving skills to the test and it is a fact that they enjoy doing so. At the same time, the learning of English as a foreign language is regarded as the need to foster students' communicative competence in a social context through a qualitative perspective of the action research paradigm. Thus, the implication of the findings is related to whether or not the process of intellectual effort is a powerful source that influences academic achievement.

Key words: speaking skills; riddles; motivation; academic achievement.

Resumen

El objeto de este proyecto de investigación es el de evidenciar el impacto del uso de adivinanzas como medio para facilitar el aprendizaje de los temas incluidos en el currículo debido a su naturaleza motivante y envolvente. En cuanto a pensar ¿por qué adivinanzas? Por una parte, las adivinanzas implican un razonamiento lógico para encontrar la solución a un problema dado y aún más importante, ellas son interesantes y desafiantes fragmentos de lenguaje que hacen que los estudiantes hablen espontáneamente. De esta forma, los estudiantes se vuelven comunicadores efectivos pues ellos ponen sus habilidades de resolver problemas en práctica y es un hecho que ellos disfrutan haciéndolo. Al mismo tiempo, el aprendizaje del inglés como lengua extranjera es

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visto como la necesidad de mejorar la competencia comunicativa de los estudiantes en un contexto social a través de una perspectiva cualitativa del paradigma de acción investigación. Así, las implicaciones de los resultados están relacionadas con si el proceso de esfuerzo intelectual es una poderosa fuente que influencia el logro académico.

Palabras clave: habilidades de habla; adivinanzas; motivación; logro académico.

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2. Descripción
<p>El presente documento es un proyecto de investigación realizado en la institución pública IED Rafael Bernal Jiménez sede B para estudiantes de primaria. De igual modo, el paradigma utilizado en este estudio es la investigación-acción con un enfoque cualitativo y los objetivos se dirigen principalmente a fomentar la expresión oral en inglés como lengua extranjera de los participantes, implementando la estrategia de usar adivinanzas para hacerlo, ya que son más que un mero juego humorístico de palabras, las cuales exigen un proceso mental profundo para alcanzar el objetivo final que es descubrir el misterio detrás de las señales morfológicas o fonéticas dentro del acertijo y dar cuenta de la respuesta oralmente proporcionando una explicación sostenible del enigmático fragmento del lenguaje. A través del documento, el lector está seguro de encontrar información interesante y teorías que tratan de abordar el fenómeno de bajo rendimiento y el subdesarrollo de la interacción hablada en inglés.</p>

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4. Contenidos

El presente proyecto de investigación está compuesto por seis capítulos. El primer capítulo incluye la introducción al estudio, la caracterización tanto de la escuela como de los alumnos, el diagnóstico para dar razón del fenómeno en cuestión, el racional del estudio como base lógica para el curso de acción en este estudio, el planteamiento del problema y su descripción y justificación y finalmente los objetivos de la investigación. El segundo capítulo se dedica a revisar las teorías y estudios donde los acertijos juegan un papel importante en el desarrollo de las habilidades de expresión ora en inglés como lengua extranjera. El tercer capítulo abarca la información relacionada con el tipo de estudio, los procedimientos de gestión de datos y la metodología de análisis de datos. El cuarto capítulo está reservado para elucidar la intervención y la implementación pedagógicas en las que se hace clara la visión del lenguaje y el aprendizaje, el diseño instruccional, la planificación de la lección y la implementación. El quinto capítulo es donde todos los datos recopilados a lo largo del proyecto de investigación se analizan utilizando el método de la teoría fundamentada (Grounded Theory). El sexto capítulo describe las conclusiones, las limitaciones, las implicaciones pedagógicas y las investigaciones posteriores que surgieron después de la finalización del proyecto de investigación en relación con la efectividad de usar adivinanzas para mejorar las habilidades de expresión oral en inglés de los estudiantes. En la última sección se encuentran las referencias y los apéndices.

5. Metodología

El presente proyecto de investigación explica la exploración del contexto docente de una manera crítica y sistemática mediante la participación en el proceso de Investigación Acción en una perspectiva cualitativa. Así, la agilización de los temas lingüísticos se basó en los principios de la enseñanza de la lengua

comunicativa y la interiorización del conocimiento se realizó a través de una instancia de aprendizaje colaborativo. Además, la relación alumno-maestro se basó en diferentes instrumentos con el fin de identificar el obstáculo lingüístico de los participantes, tales como exámenes de ubicación en inglés, encuestas, entrevistas, etc. y posteriormente, en notas de campo, grabaciones y muestras de estudiantes para evidenciar la efectividad de la estrategia que resolvió el fenómeno, en este caso el uso de acertijos para fomentar la expresión oral en inglés en estudiantes de 4^o grado.

6. Conclusiones

Las conclusiones más destacadas de este proyecto de investigación fueron el uso del inglés como lengua extranjera en contextos reales, lo que llevó a los estudiantes a poner a prueba sus habilidades de resolución de problemas, demostró ser una buena manera de motivarlos a encontrar motivación y entretenimiento para transmitir oralmente lo que está en sus mentes. Además, el uso de adivinanzas como la estrategia para fomentar la expresión oral en inglés de los estudiantes les ayuda a identificar las estructuras necesarias de preguntas y declaraciones en inglés para manipular el lenguaje con la intención de divertir a otras personas. De esta manera, la principal preocupación en las actividades del aula se sitúa en cómo los estudiantes se sienten motivados para desarrollar sus habilidades de hablar con el fin de cumplir con los estándares académicos y superar las expectativas del profesor. Por último, la implementación de adivinanzas en el aula para aproximar a los estudiantes a los temas de la lección es factor de avance en el desempeño de los estudiantes y mejora de las habilidades interpretativas y expresivas porque desarrollan estrategias para aprovechar sus conocimientos y experiencias en nuevas y significativas maneras, con el propósito de transmitir sus ideas y hacer parte de intercambios orales enriquecedores.

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Chapter 1: Introduction

1.1 Introduction to the study

Motivation is an internal force that directs people's behavior into achieving specific objectives and at the same time, motivation keeps people from giving up until their desires have been successfully completed. That way, some sort of motivation is necessary to stimulate speaking in a classroom because it is a process of construction of meaning that goes beyond a mere social phenomenon of interaction between two or more people. Thus, the need to communicate students' inner thoughts or express feelings orally depends to a large degree on the drive to convey information about personal demeanor and standpoint.

In view of that, this work advocates to analyze the motivational feature of riddles as a crucial component in students' engagement in discursive situations in the classroom because it is indeed a factor of learning achievement and enhancement of learning experience. In this chapter, the reader is going to identify the most significant elements that influence the use of spoken English in a group of fourth graders at "Institución Educativa Distrital" (IED) Rafael Bernal Jiménez, branch B for elementary students, such as the quality of the learning environment (neighborhood, institution, and classroom), the characteristics of the student (students' physical and cognitive attributes) and family variables (customs, beliefs, and social aspects). Exploring these attributes will help to identify the learning needs of the students and to recognize the importance of the use of riddles as a component of speaking success.

1.2 Characterization

The purpose of this section is oriented to give a background about the main traits of the students of the school Rafael Bernal Jiménez, branch B, group 403.

1.2.1 Context

1.2.1.1 Local Context

First of all, IED Rafael Bernal Jiménez, branch B for elementary students is located in “Barrios Unidos”, which is the 12th locality of Bogotá, Colombia, but more specifically at “Carrera 54 # 78-85” in “Doce de Octubre” UPZ (Unidad de Planeamiento Zonal). According to Bogotá mayoralty, this neighborhood is renowned for its warehouses and workshops of wooden furniture that define and distinguish the area as an economic cluster for the city.

1.2.1.2 Institutional Context

Secondly, in order to ensure the right of education, the new Proyecto Educativo Institucional (PEI) was set in motion at the same time as the structural reinforcements that the building underwent in 2007. The school is a three-story building with one big patio on the first floor and a couple of trees and green zones. The third and fourth grade are located on the top floor where the rooms are arranged in an ascendant numeric sequence and 403 classroom consists of one teacher’s desk, 35 individual students’ seats, one bookshelf in the back of the room and one big whiteboard. The institutional PEI is entitled “Formation with human transcendence for the leadership in science and technology,” (Formación con trascendencia humana para el liderazgo en ciencia y tecnología) which means that the school focuses on the improvement of the scientific knowledge necessary for the development of investigation and education through the use of ICTs applied in enriching the academic activities of students.

Subsequently, the pedagogical model is based on the theory of *Significant Learning* where learning is viewed as the appropriation of intellectual and cultural factors through communicating with others and through one’s own experiences. Likewise, its mission is to educate competent people, managers of a project of life through a humanistic thought and

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technological knowledge; and its vision is to have achieved recognition as an institution shaper of leaders in the field of technology, where the student is the axis of the educational process because he/she is an overseer of his/her own learning.

These advanced academic standards enable students to read, write, speak, and listen in order to face cognitive and professional challenges, in this way the “Bernalino” will be able to express in a sensitive and unique way, and he/she will be capable of proposing alternatives and solutions.

1.2.1.3 Participants

Thirdly, with the aim of getting to know as much as possible about the community of group 403 at IED Rafael Bernal Jiménez, branch B for elementary students, some techniques and instruments were used to collect the necessary information out of the manifestation of every action that involved the interaction among the partakers through the direct contact with a variety of situations that took place in real life. The research techniques implemented to gather information were observations, interviews, and surveys.

As a result, the subjects of observation are fourth-graders with an average age of 9, 7 ranging from 9 to 11 years old. There is a total of 31 students where 18 are girls and 13 are boys. Regarding the family nucleus, most of them live with their biological parents with a minor variation in the rest of their family members and in the majority of the cases, the mother is the main support in the learning process of every student because she is the one that accounts for their bringing up and guidance. In terms of housing, they all live in neighboring zones with the school which means that their socio-economical stratum is 3, for a medium-low social class, not only manifest in their behavior, but also in their speech patterns because they usually struggle with expressing their thoughts without repeating the same word more than once and speaking in

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a very roundabout way, that is not to say that they cannot use their mother tongue to speak fluently using grammatical and syntactical structures accurately, because they speak their minds when they have to express their feelings. However, the depths of their thinking and reasoning have a dual perspective given that life issues are either good or bad, which means that they find it very difficult to fathom complex matters such as climate changes and the direct relation between global warming and the greenhouse effect because it demands comprehending social and environmental studies.

1.3 Diagnosis

First off, the observations were carried out every Monday from 7:50 am to 9:30 am, beginning on August 31st 2015, in an English class having only 2 hours per week. Throughout the observations witnessed, the students seemed to be accustomed to reproduce speeches because of a learning process based on repetition and committing only to memorization, which is why they have problems when they have to create meaningful sentences in real situations, thus, they resort to language functionality in order to establish and keep a conversation going, so if a student is asked “What’s your name” the only possible answer for that question would be “My name is Jon” and not “Jon” or “I’m Jon”(see appendix B) and above all, the students are rather reluctant to speak in English because of self-confidence issues as exhibited in questions 10 and 12 of the survey (see appendix J). Nonetheless, the silver lining of this kind of practice is that phonetic mistakes are minimal because language learning is centered in a habit-formation so listening and speaking skills are developed and the words are learned in a linguistic and cultural context. To support the information obtained in the observation activity, the tools that best worked and were used to reflect upon the interaction and behavior of the partakers of the observation are field notes and recordings.

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Concerning the results that the survey threw, the students' preferences when it came to English language were depicted in their predilection for painting or drawing activities and the fact that the best way to learn English is watching. Regarding the English homework, 80% of the students expressed that they solved the different activities on weekends and less than the 5% did it the very same day when the homework was set. The sources the students used in order to answer and complete the English homework were mainly the internet with 85%, the dictionary being the 10% and the rest was from other sources such as textbooks or encyclopedias. The things students did for leisure were rather diverse, being play time and watching TV the most common. Subsequently, to measure students' level of comprehension of English as a foreign language, they were to take an examination called "My name is Rupert" (see appendix J), where they had to read a short story about a turtle and right after that, they had to answer a questionnaire that required a process of inference for the students to solve the questions. Even though the exam had complex grammatical structures and varied lexicon, which was done on purpose, the students were able to draw an adequate degree of understanding of the text. However, what was most intriguing and odd is that the majority of the students decided to write their answers in Spanish, perhaps for them language was no hindrance to learning.

As a final point, the interviews were conducted after the students' recess, which possibly made the children somewhat talkative. The groups for the conversation were selected according to the seats where the students were sitting down because they were arranged in rows. When talking to the children, the new information documented was related to their religious beliefs because the bible is the main source of literary content that students' parents used to instill them the habit of reading and to pass on the teachings of the Catholic values, even though the school's PEI does not lay down rules for any type of religious practice.

1.4 Rationale of the Study

Due to the fact that the teacher is a guarantor of both teaching-learning exercise, he/she must be also guarantor of motivating the students to learn and to voice their opinions, so it is possible to say that the teacher has to care more and be extra concerned about what encourages a student to speak and participate in classroom practices. As a result, the teacher has to take the lead to act against inner and outer diversions in the classroom, so when facing lack of attention problems, the teacher will use techniques to foster motivation and participation in the class or when a student draws attention to him/herself in a negative fashion, the teacher has to look for a way to refocus his/her energy and take advantage of his/her entertaining abilities constructively; otherwise, if not being paid attention, the student's doings could turn out in a defiant behavior. Thus, involving motivational factors in the classroom there are many authors who have written about them and at the same time, have outlined the path to a suitable understanding of the impact that a positive attitude towards certain goals entails not only to the development of a healthier working environment, but also to the success of engaging in academic achievements.

It was John Bowlby (1969) who explained the *Attachment Theory*, where the influence of the caregiver on a child has an effect in the way the child seeks individual success as he develops a proper esteem of the self. Nevertheless, real interactive processes of construction of meaning are needed to permit the child to feel safe in an unknown context, with the company of strange people, and as mentioned by Bowlby, the experiences shared between the caregiver and his/her receptiveness, emotional enthusiasm, and significant communication with the child are critical for an effective development of the child speech patterns and proper realization of the personality in relation to interpersonal exchanges, to what Bowlby writes:

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Children become increasingly able in a strange place to feel secure with subordinate attachment-figures, for example, a relative or a school teacher. Even so, such feeling of security is conditional. First, the subordinate figures must be familiar people, preferably those whom the child has got to know whilst in the company of his/her mother. Secondly, the child must be healthy and not alarmed. Thirdly, he/she must be aware of where his/her mother is and confident that he/she can resume contact with her at short notice. In the absence of these conditions, he is likely to become or to remain very 'mummyish,' or to show other disturbances of behaviour. (p. 204)

On the other hand, communication skills are essential for teachers to motivate students to talk in the classroom because teaching and learning involve the same relation between teacher and learner, a process of understanding and correlation that stimulates the need to put into words what is in mind. Thomas Gordon (1974) describes the communication skills as any other skill that demands practice to become effective and efficient; they do not burden the teacher with massive sums of knowledge about pedagogic methodologies or theories of students' development, they ask for the teacher to talk as a way to enhance the relation with the student so teacher and student can be brought together. But it cannot be talking for the sake of talking because the quality of the talk depends on the teacher's ability to foster mutual and significant communication, which is why Gordon characterizes the relation between teachers and students as *openness* as in an honest appreciation of one another, *care* when having a high regard with each other, *interdependence* by means of supporting without depending on one another, *separateness* where teacher and student learn and grow from their differences and *mutual needs satisfaction*, in which the needs are fulfilled without risking the integrity of others.

1.5 Problem Statement

The fundamental reason to evidence the difficulties students of group 403 at IED Rafael Bernal Jiménez branch B for elementary students had, when using English as a foreign language verbally was found in the fact that speaking skills and speech habits were not taken into consideration for the time-consuming nature of talking in turns, asking and answering, and providing feedback for a classroom as big as this one, so this situation provided sustainable arguments to analyze the fact that students were not being motivated to speak in English while interacting with each other rather than following instructions or completing tasks in a learning context .

1.5.1 Description of the problem

The information obtained through classroom observations and data collection techniques in general, put into evidence how the English learning process of the focus group was centered on textbooks and task-based lessons that consisted on filling in the blanks or match-making activities, displaying isolated language patterns which were decontextualized of student's reality most of the times, but still, the major issue students had to deal with was that teachers had a preference on individual work, so this sort of classroom routines typecasted students' role into a receptive and passive one, which was why students did not have the chance to use the language orally to engage in communicative situations of interaction with others because of the predilection of written activities and teacher-centered practices.

1.5.2 Justification

This paper aimed at tackling the fact that education on this day and age is based on the variety of teaching aids and props in function of what the student perceives as motivating and fulfilling. Therefore, the importance of recognizing that on the one hand, unmotivated students

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are tantamount to apathetic students who will end up doing-over the school year or dropping out of school and on the other hand, motivated students will strive to achieve academic success and develop self-esteem and self-regard to find themselves as being capable and valuable of accomplishing productive learning goals which is why, the use of riddles in the classroom is the precise strategy to prompt students into talking among themselves, and to let them engage in exchanges of meaningful communication with their peers as they try to solve the mystery behind the conundrum, and state why they have arrived to that conclusion.

1.5.3 Research question(s) and objective(s)

1.5.3.1 Research question

How does the use of riddles influence on the development of the speaking skills of a group of 4th graders at IED Rafael Bernal Jiménez branch B?

1.5.3.2 General objective

To describe how the implementation of riddles has an effect on the development of the speaking skills of a group of fourth graders at IED Rafael Bernal Jiménez.

1.5.3.3 Specific Objectives

To examine how group 403 students can articulate the knowledge of language functions to meaning.

To evaluate whether or not the use of verbal puzzles works as a generator of motivation and participation in the classroom when engaging in constructive oral exchanges of ideas.

To explore the relationship between the implementation of problem-solving activities and the improvement of interpretative and expressive skills.

1.6 Conclusion

In conclusion, the education process of the students of group 403 at IED Rafael Bernal Jiménez focused on the faculty of memorizing information and grasping some sort of understanding out of it. In this way, knowledge was attained through a process of learning in opposition to acquisition and retention in opposition to comprehension, where the teacher was responsible to provoke the development of the students' intellectual capabilities, which meant that students' potential was limited to the teacher's reach of arms, but whenever this educative process was thwarted for whatever reason, the blame was always laid on the student's cognitive skills. In contrast, there are some authors who are very interested and seem to care about the influence of proper motivation when developing speaking skills. And so, some views and lights to this matter are going to be delved in the next chapter.

Chapter 2: Theoretical Framework & State of the Art

2.1 Introduction

The new perspectives of teaching a foreign language take account of different methods that include components of challenging environments, building confidence, motivation, emotions, and achievement just to name some, because in a context of language learning each one of them have particular literature and theories, but the study of using riddles as a teaching strategy has its roots in the intellectual development of students through challenging methods to reinforce their performance and expedite their academic success.

2.2 Theoretical framework

2.2.1 The poetic characteristics of the riddle

According to Pagis (1996), a riddle is a text meant to solve a mystery through an intellectual process, where the author as the riddler, intentionally presents a challenging problem for the reader or listener, as the riddlee to decipher it. The riddle is fixed with linguistic devices that create the setting of the riddle itself and it has to contain hints that can make it solvable through logical deductions. He also goes on by saying that there are two requirements for a riddle to be regarded as a proper one; the first is the social function of the riddle exhibited in the competition between the riddler and the riddles, and the second is the literary form of the riddle shaped through enigmatic statements, yet containing clues to crack it. Thus, the poetic characteristics of the riddle are:

The relationship between the participants in the riddling process (riddler/author, riddlee), the formal components (concealing versus revealing statements and the combination of the later as opposed to solution and interpretation), and the boundaries of the genre (true riddles versus non-true ones). (Pagis, 1996, p. 82)

2.2.2 The relational networks of riddles

“The ability to solve riddles and word puzzles has long been taken to be a sign of learning, intelligence or creativity” (Stewart & Barnes-Holmes & Hayes & Lipkens, 2002, p. 84). When analyzed closely, the relation between riddles and intellect is undeniable because it demands faculty to come to accurate deductions about the message beyond the message through the exercise of problem solving capabilities and this process needed to find the solution of a puzzle depends on the analysis of the contextual and relational networks of the riddle when elaborating the response. Furthermore, learning through riddles makes sense if the etymology of the word “riddle” is weighed as “to read,” one of its Latin deviations and if the evolution that the very same word has undergone in the course of time, for in the early 13th century the word *rædels* from Old English meant “riddle, imagination, conjecture” to the late 14th century where the word dropped the -sto to be understood as “anything which puzzles or perplexes”¹.

As such, and as stated by Stewart et al., the verbal properties of the riddles are subtle, sophisticated, and more ingenious than many other devices that use humor as a source of communication because the contextual cues that stimulate the completion of the network in the riddle are not silly or incongruous, but rather logical and intellectual. The fact may become evident in the example provided by them: “if you saw a basketball team chasing a baseball team, what time must it be?” the answer is five after nine. Therefore, the features of the riddle are subtle and made clear in the number of players on each team and in the relation between the words “chasing” and “after” and the solution is made relevant by asking about the time, that is most of the times expressed in numbers; hence, the comprehension of the riddle is attained

¹ See riddle [definition] at <http://www.etymonline.com/index.php?term=riddle>

through a cognitive process of assessing previous knowledge and acquiring understanding out of experience, thought, and the senses.

2.2.3 Language learning strategies

As stated by Oxford (1990), learning strategies are “steps taken by students to enhance their own learning [also] they are tools for active, self-directed involvement, which is essential for developing communicative competence” (p. 1). However, learning strategies are not only procedures to obtain, accumulate and use information, but they have to meet some requirements to become meaningful for the student. Thus, the learning strategies have to properly relate to the current task, cater in some aspect the preferences of the student’s learning styles and be flexible enough for the student to combine them with many more strategies; in this manner, she affirms that the learning strategies turn into “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8).

Accordingly, two of Oxford’s language learning strategies were taken into consideration to carry out the present research project, which are the *direct compensation strategies* and the *indirect social strategies*. The first “enable learners to use the new language for either comprehension or production despite limitations in knowledge. [They] are intended to make up for inadequate repertoire of grammar and, especially, of vocabulary” (p. 47), seen when the student makes out the meaning of a word from the context. In the second, “language is a form of social behavior; it is communication, and communication occurs between and among people” (p. 144), so these strategies advocate for teamwork and cultural awareness.

Keeping all of this in mind, there is an aspect of language learning that is natural in the average speaker of any language, and that is the theory of *turn-taking* of communication.

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Whenever people want to engage in exchanges of ideas, they organize themselves by sharing an unspoken agreement to take turns in order to relay messages that are relevant depending on the situation, and this “unspoken agreement” allows speakers to start a conversation, avoid interruptions or encounter minimal discourse overlapping, convey points of view, and trade meaning; hence, whilst one person is talking, the other (or others) is (are) listening, paying attention to the linguistic or non-verbal cues that permit them to contribute in the conversation. Nevertheless, those devices that allow speakers to take turns vary from one culture to the other because they follow specific conventions that are socially internalized, so the teacher has to focus his/her attention on expediting situations of speaking in the classroom, as McCarthy (2000) points out:

It is not a question of telling learners that speakers take turns; they know this naturally from their own language. The problem is to make sure that activities generate the natural sorts of turn-taking that occur in the target discourse type and so not inhibit typical turn-taking patterns (p. 128).

For that reason, the use of riddles in the classroom provide the perfect setting for students to think of them as a technique to perform tasks, and participate in interactive conversations that make them feel comfortable enough to express what they want to say because through motivating activities, students are freed from communicative stress and they are more likely to engage in spoken interactions.

2.3 State of the art

Based on the significant changes that the educational system has gone through in Israel and all over the world, Shaham (2013) has presented a research study in order to address the importance of developing challenging learning environments via implementing creative

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programs using riddles as thinking challenges to stimulate the learning experience of students because “according to modern educational approaches, teaching must focus on the creation of opportunities for the development of learning abilities through active learning, the development of critical thinking using tasks, and the adjustment of learning styles to thinking styles” (p. 388). Therefore, students have different styles of thinking that have been influenced by the social context and genetics, but there is not only one thinking style in the way each student thinks when facing a given situation because he/she decides to express his/her thinking depending on the type of task that is at hand. Like so, the author has used the *Chamizer Riddles* method to exemplify the improvement of “critical thinking through the encouragement of motivation (emotional element) in the student and the creation of cognitive stimuli” (p. 390), given that this method is based not only on a process of imagination and association that ensures the acquisition of new knowledge, but creating innovative pedagogies of learning processes that merge elements of teamwork, competitiveness, achievement, and self-motivation.

Another very interesting study founded on the use of jokes and riddles as tools for learning English as a foreign language involving interpretation, structure, cultural issues, and motivation, was conducted by Souza (2008) at the Language Center in the College of Education at the University of São Paulo. She remarks that when selecting a humorous text for a teaching lesson, the teacher has to provide the necessary knowledge for the students to make sense out of the joke or riddle because “cultures may differ in what is considered humorous and this needs to be understood by students” (p. 57). To elucidate this hurdle, she uses the next riddle:

What has four wheels and flies?

A garbage truck.

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Therefore, the student needs to understand the specific use of the word “flies” as the plural form of the noun “fly” in that linguistic context to differentiate it from the 3rd person in singular form of the verb “fly”; which is why the teacher has to make sure to supply the students with the essential gear to fathom the implicit and infer the answer in the unsaid of the joke or riddle. In spite of this, jokes and riddles stimulate positively students to be involved in their own learning process because they are able to realize that learning a foreign language is not only about learning grammar rules, but making use of them in real life to further students’ social skills.

With hindsight, riddles have made a part of the systems many communities use to pass on the knowledge of their people and they also have constituted the primary source of information for the young population to understand their culture. In this fashion, Wa Gachanja & Kebaya (2013) have examined the pedagogical characteristics of riddles among the Abagusii² community and think that riddles should be regarded as important teaching methods in the education of children and adults altogether. Their investigation focuses on the development of reasoning skills, analogies as the structural base of riddles and the process of inference needed to respond the riddle. Thus, the relation between the *challenger* (riddler) and the *respondent* (riddlee) entail a deep enhancement of the mental capacities of the people involved in the riddling process, for they need to self-consciously make sense of the things that pose an enigma to them by resorting to logic to verify the facts of the riddle and justifying the analogical

² Abagusii [definition]: The Kisii (also known as AbaGusii) is a community of Bantu people who inhabit two counties: Kisii (formerly Kisii District) and Nyamira in Nyanza Province, Western Kenya. Gusii is the fond reference to their homeland and Mogusii is culturally identified as their founder and patriarch. Taken from https://en.wikipedia.org/wiki/Kisii_people

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association with the answer, or appeal to inferential reasoning in order to find the similarities to arrive at the solution, that is why “the search for solutions to the riddles makes participants think broadly and broadens the knowledge of the surrounding” (p. 5); the authors conclude that the riddling process in the Abagusii community is a learning strategy to become a critical observer of the environment and that riddles help people to sharpen their reasoning by developing the analogical and inferential skills of the participants.

To finalize, Valverde-Riascos (2014) presents a thematic review in the form of a scientific article that seeks to inquire into *why reading and writing with sense and meaning, constitute a pedagogical strategy?*³, as to determine the contributions of the reading and writing theories in the creation of a pedagogical strategy in order to generate meaningful learning settings for student-teachers. In this case, the limelight lays upon the student-teachers where reading and writing with sense and meaning turn out to be a didactic tool to articulate ludic, participation, and integration in the classroom to let student-teachers genuinely experience the enjoyment and fulfillment of the activities proposed for this instance. Hence, the author asseverates that when the student-teachers receive the right training, they are going to become the main line of action to execute the methodological strategies that will lead to the effective development of linguistic processes; those strategies are the ones that propitiate the construction and development of the communicative skills in children, and such strategies are *riddles*, fables, story-telling, tongue twisters, songs, games, among others.

³ Translated from: ¿Por qué la “Lectura y escritura con sentido y significado, constituyen una estrategia pedagógica”?

2.4 Conclusion

In view of all of that, it is important to recognize the positive features that riddles display in the development of the curriculum in the classroom because language learning is a process that involves intrinsic and extrinsic attributes from fostering students' interest and engagement in the classroom to promoting motivation and affinity about the contents of the lesson. Likewise, riddles help students to overcome cultural barriers since learning a foreign language involves learning the language itself and the culture that is different from the learner's, so the riddles help students to be familiarized and understand the idiosyncrasy of a country through the transgression of cultural standstills as they contribute to increase rapport and achievement in the classroom given that students are learning and having fun altogether.

Chapter 3: Research Design

3.1 Introduction

The present research project was conducted by focusing on the principles of *action research*, as a deep process of examination “related to the ideas of ‘reflective practice’ and ‘the teacher as a researcher’ [which] involves a self-reflective, critical, and systematic approach to exploring your own teaching context” (Burns, 2010, p. 2), so the person or people engaged in *action research* can address a teaching problem and develop an efficient and effective solution. Due to the methodological nature of *action research* there are four steps to be followed when carrying out a research work to pinpoint teaching problems in a classroom, as stated by Burns (2010) in her text *Doing Action Research in English Language Teaching*, which are: *planning, action, observation, and reflection*. In this way, the aforementioned stages can be considered as cyclic phases, given that if the action researcher deems it necessary, he/she can repeat the process until achieving a desirable outcome or to improve the condition of the context.

3.2 Type of study

In the context of this paper there was one main issue that needed to be explored when trying to exhort students into speaking in English and voicing their thoughts in the foreign language, and it was the reservations students had to participate in classroom activities because they did not feel motivated to do so. Therefore, the best way to measure all those variables was by conducting a *qualitative research study* because the central matter was understanding the context in which students faced a learning problem and its impact.

3.3 Data management procedures

The data for this research project were collected through the description of the *in situ* events of English learning using *observational field notes* which are “field notes that have a

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bearing upon events experienced through direct listening and watching in the setting. They are a form of non-interactive interpretation which describe and action.” (McKernan, 1996, p. 94). To account for every verbal situation of interaction in the classroom, the action-researcher must rely on factual and objective information gathered by being as thorough as he/she can be and so, it is necessary to use *recordings* to depict the meaningful happenings of the school day to preserve the information. And finally, the *document collection* that are samples of students’ work in individual, small group or entire class assembled over time and they can validate individual or collective progress and above all, they exhibit the way students are making sense and using the studied concepts. According to Freeman (1998), *document collection* are “sets of documents relevant to the research context, e.g., course overviews, lesson plans, students’ writing, classroom materials/texts, assessment tasks/texts, student profiles, student records” (p. 93).

As a final remark, and considering superlative to ensure the rights of the partakers and mainly to make allowance for the ethicality of this research project, it is convenient to use a consent form (see appendix A) to request the parents for permission to work with their children and use the information they produce as the basis of this study, always vouching for the confidentiality of the results, for “action researchers must be cognizant of the ethical issues of doing research. This includes gaining permission from participants and the participants’ parents if they are going to be included in a research study.” (Kalmbach & Carr, 2010, p. 96)

3.3.1 Data analysis methodology

The process of data analysis is going to be subject of the *grounded theory method* as explained by Creswell (2007), for it “provides a procedure for developing categories of information (open coding), interconnecting the categories (axial coding), building a ‘story’ that

connects the categories (selective coding), and ending with a discursive set of theoretical propositions” (p. 160).

3.4 Categories

3.4.1 Overall category mapping

Classroom Observations Patterns (Table 1)

<u>CONSTRUCT</u>	<u>DESCRIPTION</u>
Quality of speech	Contemplates the use of students’ linguistic knowledge to convey their thoughts in a comprehensible way.
Motivation	Reveals the emotional functioning of students towards the fondness and engagement in activities initiated in the classroom.
Learning compass	Considers the way to facilitate students’ engagement by providing activities associated to students’ experiences and perceptions.
Conceptual development	Examines the construction of significant learning via the realization of the importance of students’ prior knowledge.
Academic production	Reflects upon promoting students’ academic achievement through the development of self-guiding skills.

3.5 Conclusion

Once all the characteristics of context, the reviewing of the theoretical background and the procedures to analyze the data collected have been made clear, it is important to address to a proposal for the students to engage with their learning process of English as a foreign language, which is going to be referred to in the next chapter.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

Due to the iterative learning process that was going on, the students tended to fall back to the monotony of teacher-centered environments, therefore they displayed a lack of interest and engagement. Thus, the purpose of this section was to propose a motivating way to have students speaking and to provide strategies for them to employ the foreign language in terms of communication rather than functionality; in this way, using *riddles* as word-based activities to make the curriculum more appealing, to develop language skills, and also to build up a sense of self-confidence and self-regard as the students of group 403 at IED Rafael Bernal Jiménez recognize themselves as partakers of their own learning process in order to overcome communicative issues and language detachment in the classroom.

4.2 Visions of language and learning

4.2.1 Vision of language (Communicative Language Teaching)

In the Communicative Language Teaching Approach, it is essential to understand the language as *communication*, which is attained through interactions using the foreign language as the means to language teaching and the goal to language learning. Like so, the main objective of CLT is to develop a “communicative competence” as coined by Hymes (1972), for if a person acquires knowledge, understanding, and ability when using the language in terms of whether something is possible, feasible, appropriate and done, that person would be regarded as capable in his communicative competence (p. 63). However, the term was taken into consideration as proposed by Canale & Swain (1980) in their theory of communicative competence, which includes at least three competences: *Grammatical competence* in views of lexical, morphological and phonological knowledge, *sociolinguistic competence* which is subdivided into

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sociocultural rules when the social context where communication occurs is mediated by role interactions and the information conveyed by a specific grammatical structure, and rules of discourse as the way meaning is drawn by the interpretation of the combination of the different elements of a message and finally, *strategic competence*, which refers to the verbal and non-verbal strategies the speaker makes use of to begin, sustain or finish a conversation in order to deal with inconsistencies of competence.

4.2.2 Vision of learning

As such, one of the possible learning theories that fits in the CLT practices was singled out by Littlewood (1981) with four advantages that can be understood from communicative activities that are indicators of achieving language learning; these are: “they provide ‘whole-task practice’”, which means that they present a complete task according to the student’s level of proficiency in the foreign language eliminating the need to isolate the communicative activity in units; “they improve motivation”, communicating with others is intrinsically motivating because students enjoy expressing their feelings as they work together in order to succeed in an assignment; “they allow natural learning”, the learning process of a student takes a real form when he/she faces situations in which the language represents a communicative asset; and “they can create a context which supports learning”, the positive interaction and student-teacher relationship derived from a communicative activity help students to develop a sense of classroom relatedness as they put their efforts into learning. As such, Littlewood (1981) proposes two categories to classify communicative activities as in “functional communication activities” and “social interaction activities.” In the first one, the functionality of communication is seen as the capacity to convey an intentional meaning efficiently using the language according to certain

situation, and the last is the ability of the speaker to use the language depending on the social situation he is partaking.

4.3 Instructional design

4.3.1 Lesson planning

To promote communication and to motivate students to engage in communicative exchanges, it is necessary to expedite the learning process of the students. Therefore, every single step of the lesson is going to follow the structure created by Martin (2007), who is currently a professor of foreign language pedagogy at California State University. Thus, the first step is going to be called “setting the stage,” where the teacher is going to use a fun focus activity to motivate students and to encourage them to use their prior knowledge; the next step is “target-language input” as the teacher uses input strategies to exemplify the new topic; the third step is named “guided practice” due to the fact that students practice the new communicative functions using the material prepared by the teacher; the following step is the “independent practice” as the students generate communicative spaces to use the language in realistic situations; and the last step is the “evaluation/closure” where the students evidence appropriation of the knowledge they have internalized through a small talk with the teacher. The objective of each lesson is to develop activities that involve real communication usage since the language is meaningful to the student for it supports his/her learning process.

4.3.2 Implementation

According to the definition provided in the book *English Planning for Primary Education*, didactic units are:

The third level of specification within the curriculum of [the] educational system. It is the last link of the curriculum’s specification and it is based on the Base Curricular Design

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(first level of specification) and the Curricular Project of the School (second level of specification). A didactic unit is a particular plan for a specific class group [and] is very important for several reasons: To avoid improvisation in the teaching learning process and to adapt the proposal of the Educational Project and Curricular Project to the specific characteristics of a class group (p. 17).

As a result, the purpose of conducting a didactic unit is to guide students in acquiring the knowledge and skills they need in order to develop communicative skills for them to participate in activities that require dealing with situations of real communication, which will help them to promote natural language learning in a mid-term use as stated in the *Common European Framework*. Through the use of this didactic unit students are expected to broaden their language as they partake in communicative exchanges, given that the use of real language brings the outside world into the classroom.

4.4 Timetable

Activities	Timetable					
	February	March	April	May	June	July
GENERAL OBJECTIVE: To describe how the implementation of riddles has an effect on the development of speaking skills.						
Objective 1: To examine how 403 students can articulate the knowledge of language functions to meaning.						
Activity 1: To review the use of the simple present, its semantic and communicative function so as to become familiar with the riddling process.	✓					
Activity 2: To ask questions about different topics, such as traveling, studying, etc. using <i>wh questions</i> in order to create new riddles.	✓					
Activity 3: To identify the use of <i>wh questions</i> and how to use each one in conversations to get information about many topics.		✓				
Objective 2: To evaluate whether or not the use of verbal puzzles works as a generator of motivation and participation in the classroom when engaging in constructive oral exchanges of ideas.						
Activity 1: To use puppets to stage a conversation to talk about likes and dislikes when it comes to eating food and drinking beverages.			✓			
Activity 2: To draw pictures of food and drinks and use the expressions “I like” or “I don’t like” to talk about them.			✓			

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Activity 3: To create riddles according to the information provided by the classmates about food and drinks.				✓		
Objective 3: To explore the relationship between the implementation of problem-solving activities and the improvement of interpretative and expressive skills.						
Activity 1: To review the numbers in English, practice and differentiate the pronunciation of the forms “teen” and “ty.”					✓	
Activity 2: To learn how to add and subtract numbers in English highlighting the use of mathematical signs.					✓	
Activity 3: To invent riddles involving the use of numbers and ask them to the class.						✓

4.5 Significance of the results

Being the center of this project to explore the motivational facet of riddles in the learning of English as a foreign language, the classroom activities will bring into being productive and motivated students and if their performance steadily improves, problems such as frustration, apathy or misbehavior will be overcome and so, communication as a social phenomenon, will inspire students first to understand the language and then to experiment with it because through this model, students will realize the importance that the message they try to convey has over a specific syntactical structure that limits their production and expression.

4.6 Conclusion

This pedagogical intervention intended to favor the development of the communicative competence of the students of group 403 at IED Rafael Bernal Jiménez, in hand with challenging and motivating activities that got them to speak and put to the task their problem-solving capabilities since the communicative approach emphasized on the students’ cognitive abilities to express their views of the world and the use of language to assume an active role in the learning process as students reflected and assessed their capabilities to communicate effectively.

Chapter 5: Data Analysis

5.1 Introduction

The present research project hinges upon the idea of furthering the speaking skills in students of group 403 at “Institución Educativa Distrital” (IED) Rafael Bernal Jiménez, through the usage of riddles as a means to make the learning of the different English language topics encompassed in the curriculum possible. As it was referred in chapter 3, the methodology chosen to conduct the analysis of the data is the *grounded theory* for it intends “to move beyond description and to generate or discover a theory, an abstract schema of a process” (Creswell, 2007, p. 63); namely, the empirical information gathered through different devices is systematized to formulate a new hypothesis based on the corpus of the data; however, the most salient feature of this method is that the “concepts become ‘actors’ who create the analysis of actions in the scene, [so] the potential strength of grounded theory lies in its analytic power to theorize how meaning, actions, and social structures are constructed” (Charmaz, 2006, p. 151).

With that being said, it is of utmost importance singling out the approach to be selected from the aforementioned methodology for addressing the issue at hand which is recognizing the significance of using verbal puzzles of intellectual sort to have students manipulate some elements of the language (e.g. meanings, sounds) as playful activities that require an understanding of logical thinking and entail the development of problem-solving skills, all of these centered on enhancing the speaking faculties of the partakers. Thus, the *systematic procedure* proposed by Corbin & Strauss (1990) befits the principles of the present research project because it “enables the research process to capture all potentially relevant aspects of the topic as soon as they are perceived” (p. 6), and also “the investigator seeks to systematically develop a theory that explains process, action, or interaction on a topic” (Creswell, 2007, p. 64).

5.2 Grounded Theory Research Procedure

As of the procedures to conduct grounded theory research and according to the guidelines established by Corbin & Strauss (1990), there are three basic stages to proceed the analysis of the data; the first stage is *open coding*, where the data about the phenomenon of study is analytically segmented to provide the researcher with new ideas to consider and preconceptions to surmount, therefore, open coding demands a conscientious interpretive process by the researcher to create categories of information and isolate their properties in subcategories. This stage is vital in the research process for the terminology employed to represent the conceptual findings in the field, such as *coding* that is “the fundamental analytic process used by the researcher” (Corbin & Strauss, 1990, p. 12) as the system of representation to scrutinize the information gathered in the research process and differentiate it from ordinary facts, or *category* that “represents a unit of information composed of events, happenings, and instances” (Creswell, 2007, p. 64).

The next stage is *axial coding*, where the data are represented using a visual scheme for grouping together codes that share commonalities in new clusters, which is addressed as *coding paradigm* by Corbin & Strauss (1990). Furthermore, in the new assortment of categories the researcher examines the conditions that surround and influence the phenomenon, plans the strategies to tackle the actions/interactions transpired in the phenomenon and outlines the consequences of the strategies used to face the phenomenon. In this stage, the researcher resorts to his/her understanding of the phenomenon as the scope of the investigation, which is why the categorization in specific axes depends on the interpretive capabilities of the researcher.

And the last stage is *selective coding*, in which the researcher identifies the foremost category of the phenomenon that brings together every other category, which is referred to as *core category* by Corbin & Strauss (1990). In consequence, the researcher is able to create a

theory by connecting the propositions in the categories according to their relational features and attributes that provide a solid explanation of what causes and how to elucidate the phenomenon. It should be noted that to develop a hypothesis or theory with explanatory weight to stand on its own, it can take form into a narrative account, a visual diagram, or any other type of system meant to explain a phenomenon based on logical principles unrelated to the phenomenon itself.

5.3 Findings: Mise en Place

5.3.1 Open Coding

Seeing that the first stage is *open coding*, the most evident category that comes to light throughout the implementation of this research project is *teamwork*, for the riddle-asking technique is centered in providing solutions to a logical problem devised by the riddle-master in a first moment, so the relation riddler-riddlee entails a combined action of conveying meanings through the use of spoken communication in English (see appendix E). By examining this category, it is simple to find subcategories that hinge upon the social nature of humans. Thus, the first subcategory is *different types of grouping*, which is very important in order to establish whether or not the effectiveness of the performance can be measured according to the arrangement of the parties, when facing a verbal problem and arriving to the best possible solution; the second subcategory is *willingness to work collaboratively* being that the major concern of every classroom activity has to focus on how students feel motivated to develop their skills according to the teacher's encouragement in terms of academic accountability; and the last subcategory is *emergence of oral production* seen when the dynamics of in-class activities have a direct effect on students' verbal construction of meaning, given that students are prompted to communicate their insights of the activity by displaying an understanding of it orally, and by getting the message across to their classmates using the spoken language.

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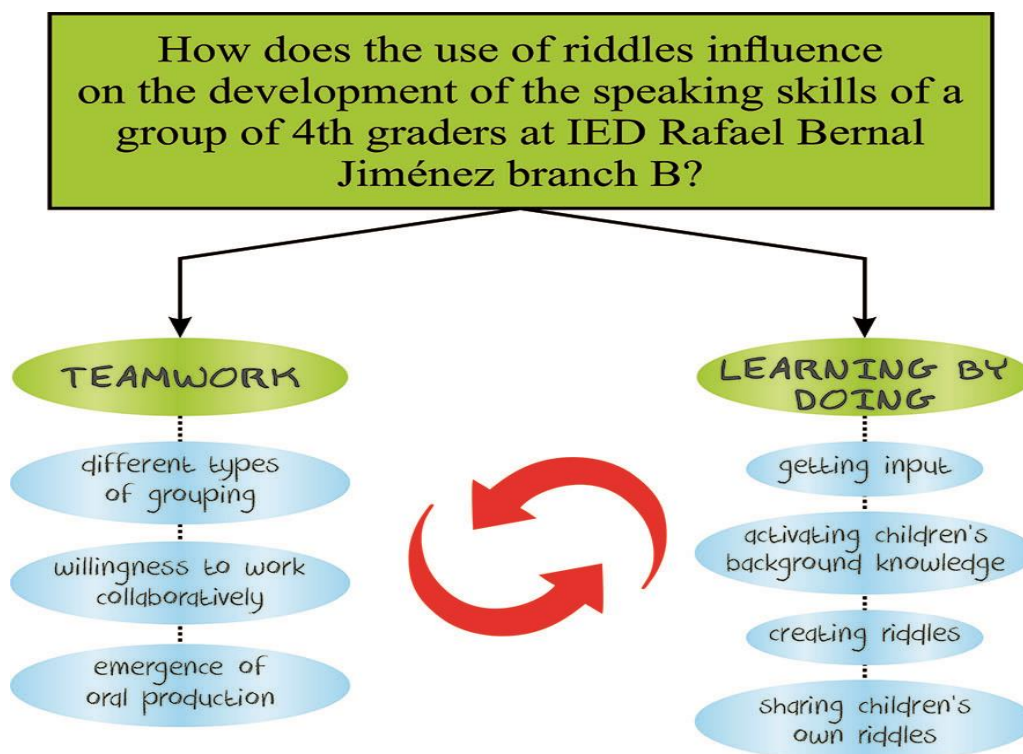
In this fashion, the last category is *learning by doing* because “there is only one effective way to teach someone to do anything, and that is to let them do it” (Schank & Berman & Macpherson, 2009, p. 164). This is all too real, but it is not something that the educational system in Colombia takes into consideration given that the curricula in the majority of schools is concerned in the “what-to-know” of knowledge rather than the “how-to-know-it”, and it is because of the traditional instruction of learning facts that students forget very quickly what they have done throughout the school year, for the reason that they are only preoccupied with solving problems to finish a homework or memorizing information to pass an exam. As a result, one way to overcome this drawback is to help students engage in meaningful activities that are a part of their daily life by teaching them skill-based tasks to achieve goals that relate to their context and stimulating as many senses as possible at the same time in order to have them experience the learning so it is carved in their memories and the stored knowledge can be triggered at will; thus, when a student has to talk about the routines of a baker or a police officer he/she pictures not a man dressed in white with a *toque blanche* or one in blue wearing a poker-face but the man/woman at the bakery on the corner or the man/woman warding a Transmilenio station (see appendix V). Hence, to achieve the goals of the lesson a teacher wants to impart, he/she has to let students manipulate the knowledge and use it as they see fit so they can put their new-found skills to the test because they will think of it as funny activities that they can relate to and they can find the task motivational. Therefore, the subcategories are *getting input*, *activating children’s background knowledge*, *creating riddles* and *sharing children’s own riddles* for transforming and experiencing knowledge is where learning begins, and those subcategories are the process students have to undergo so they are able to deal with challenging situations that demand a deep mental process, in order to settle the matter that presents a difficulty or

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inconvenience to them. Therefore, students need to develop strategies to make use of their knowledge and experience in new and useful ways with the purpose of facing those problems by identifying the hurdle, seeking out the solutions, making assumptions, formulating hypothesis, reformulating or modifying the hypothesis, arriving to a conclusion and ultimately, communicating the outcome.

5.3.2 Axial Coding

In the second stage of *axial coding*, the properties of every category and subcategory are going to be associated and linked together through a process of inference in order to highlight the relationships that they hold, even when they belong to a separate axis it is possible to let them fit in new frames by reflecting upon the different combinations that occupy the phenomenon of interest which is attempting to answer the research question, as displayed in the following diagram:



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The first category refers to the act of involving two or more students (in the case of this research project) with different skills and backgrounds who share a common goal and in turn, try to work together to reach a fruitful completion of it, so in the process students exchange ideas, plan a course of action, and assess their production as they interact with each other. Thus, this type of teamwork is related to *collaborative learning* for “[it] provides a social context in which students can experience and practice (...) the kind of conversation peer tutors engage in with their tutees, for example, can be emotionally involved, intellectually and substantively focused, and personally disinterested.” (Bruffee, 1984, p. 642); at the same time, Reigeluth (2005) alludes to *collaborative learning* in a more historic view as being brought about by the evolution of industrial nations and the development of information with the application of new technologies, so he mentions that:

As our society evolves deeper into the knowledge age, it is becoming increasingly apparent that knowledge work is more effective when done in collaboration with other workers. This places on our learning systems new learning demands that go far beyond a new course in a curriculum or training program –it requires the use of collaborative learning as an instructional strategy that helps learners to improve their collaboration skills as an integral part of learning other skills or knowledge (p. 211).

The second category is all about changing students’ views on learning because the academic achievements that they are supposed to attain are seen as uninteresting, unimportant or even unrelated chunks of knowledge. Thus, students do not feel motivated to learn about any content of any subject because they find that new information useless in real life, or rather they are motivated extrinsically because the motivation comes from getting good grades and passing of the school year. So, teaching students the desired content of knowledge by having them

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experience learning gives them the opportunity to have a general idea of what they want to do with that knowledge, realize the obstacles during the process of learning and improve their skills by identifying and correcting those difficulties, which is why Schank & Berman & Macpherson (2009) declare that:

It makes sense to teach students by providing them with rich experiences in which they desire to perform skills in order to accomplish motivating goals. The way in which they practice the skills should closely relate to how they will use the skills outside the learning environment (p. 166).

Accordingly, it is necessary to proceed by making a description of the main features of the sub-categories and by illustrating the findings with data samples, for the axis *teamwork* as the first category and subsequently, the axis *learning by doing* as the second category of the diagram in the *axial coding* stage.

In the primary axis, the *different types of grouping* sub-category designates the different possibilities to arrange the members of the teams when students were asked to put into practice the knowledge acquired through internalizing the topics of the syllabus and experiencing the procedures of the lesson planning. Therefore, the events depicted in the field notes, the recordings, and the document collection (students' samples) show that for every classroom activity, the students had to work with different classmates in order to evidence the learning of the topics of the lesson, but mostly were encouraged to team up with different classmates for them to use the spoken language to fulfill the task at hand and to express their perspectives on the problem as they developed relationships with each other:

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08:32	As soon as the warm-up finished, I explained the topic for the class that was about adding and subtracting in English.	The students were laughing because at first, they answered in Spanish and then, they had to take some time to think the answer in English.	18 19 20
08:38	At this point, I asked for the help of one student to help me enact the task for the next step of the class which was practice.	I gave three buttons to the student and we played the game of mathematical problems of adding and subtracting, the students were very excited.	21 22 23
08:41	Time to play the game. I chose the couples, but one student was suggesting me a different order for the couples.	The student figured out that because of the organization of the classroom some students would end up with no partner. The student was very perceptive.	24 25 26 27

[Field Note: April 14th 2016]

[01:13:10]

Me: Pay attention guys because we are going to complete this part. The second column. Guys, for the second column you are going to ask that questions to the classmate that is behind you. So, you are going to ask him “do you go swimming?” and then you say “yes” or “no”. Okay, if you say yes, you put a check, if you say no, you put and “x”, okay? Ask the question to the classmate behind you, Okay? So... you understood? So, you are going to ask these questions to her, okay? So you say “do you go swimming?”, ask her!

S1: Do you go swimming?

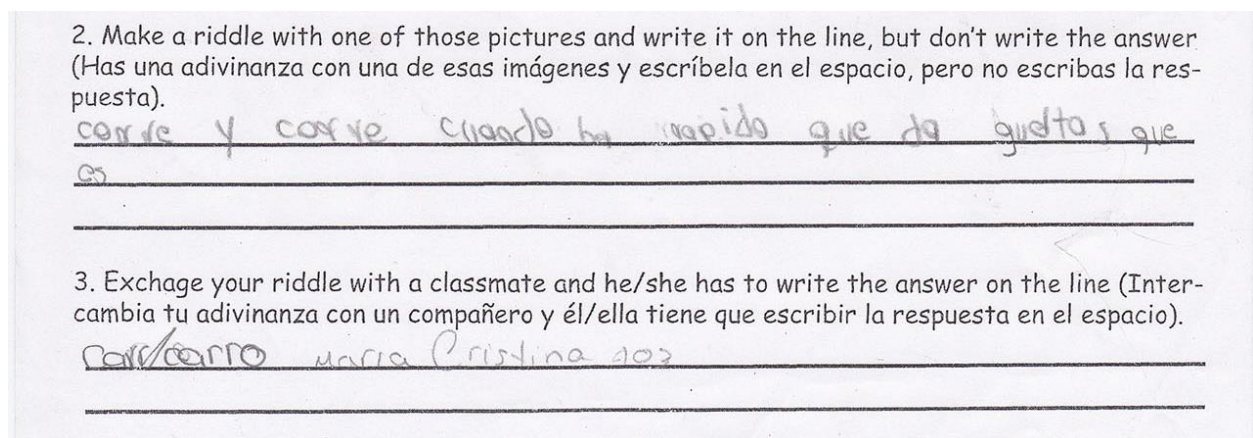
S2: go?

Me: No, you have to answer the question. Yes, or no!

S3: ahhh! Yes

Me: Okay, you (S1) mark her (S2) answers.

[Recording: October 7th 2016]



[Didactic Unit: March 18th 2016]

For the sub-category *willingness to work collaboratively*, it is one of the main concerns of every classroom activity because it focuses on how students feel motivated to develop their skills

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according to the teacher's encouragement in terms of academic accountability, when certain attitudes of the teacher have a direct effect in students' performance in any discipline, the student is going to show more interest in the classroom activities and also, is going to try harder to surpass the teacher's expectations:

08:12	Here, I explained the topic for the lesson which was "likes and dislikes" and for the warm up I used some puppets (Lola and Elmo from Sesame Street) to stage a short conversation between them.	The students were very attentive to the conversation of the puppets, probably because they like to play with toys. I do not think they recognized the puppets, but their presence was very alluring for the children.	5 6 7 8
08:15	At this point, I started to ask students about the things the puppets preferences in food according to the conversation.	Many students recognized the names of the foods and drinks that were used in the conversation, so they answered my questions easily.	9 10 11

[Field Note: April 1st 2016]

[00:59:03]

Me: Okay, who's going to start asking the mathematical riddle?

SI: ¡Yo!

Me: Okay, ask one question.

SI: ehmmm...

Me: What is...

SI: ehhh... one hundred minus two hundred... a no, sería cien negativo.

Me: Yes, so two hundred...

SI: Minus one hundred?

S2: /remains silent/

Me: So you (S2) have to give him (S1) one button! Okay, now is your turn.

S2: Two hundred más

Me: Plus...

S2: Plus... five hundred?

Me: Yes...

SI: Seventy hundred!

Me: No!

SI: Ohm

Me: Seven hundred! Not seventy hundred. You (S1) have to give him (S2) one button.

[Recording: April 15th 2016]

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[Didactic Unit: April 1st 2016]

The last sub-category of the first axis is *emergence of oral production*, as being the reason to enhance communication between the students in the classroom, because using riddles as a communicative strategy, there is a way to make it possible for students to express themselves and speak their minds by paying close attention to what they want to convey instead of the way they want to put into words, namely, that they state critically their points of view and support their opinions in consistent arguments and not to mind (to some extent) the vocabulary needed to do so:

09:03	In this part, I walked around the classroom and listened to the couples playing and I asked them the tell me their insights about the activity.	The students told me the outcome of the games. One group created new rules for the game and the rules made the game a lot more entertaining for them.	34 35 36
09:16	To wrap-up the activity, I collected the buttons and it was "riddle-time". This riddle involved numbers according to the topic of the class.	I used apples to illustrate the riddle and at last, one student understood the riddle and answered it in English, bravo! Also I gave one apple to the student who knew what a riddle was.	37 38 39 40

[Field Note: April 15th 2016]

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[01:06:38]

Me: Okay, guys. So, you guys are going to roleplay the conversation for the class, okay? So, you two, come here.

S1: Que vengan y hagan la conversación.

Me: Yes, very good.

S2: ¿Nosotros?

Me: Yeah, the way you were doing it. Okay, guys. Pay attention to your classmates. Okay, guys. Do it.

S2: Good morning, my name is “Daniela”. What is your name?

S3: My name is “Pablo”. May... my occupation is doctor. What do you do?

S2: I’m...

Me: I’m a... your occupation. Hairdresser.

S2: I’m a hairdresser

Me: Good, that’s it. Very good. Guys, give a clap to them!

[Recording: May 20th 2016]



[Students’ samples (Puppets): April 29th 2016]

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In the secondary axis, the *getting input* sub-category refers to the fact that input is crucial for L2 acquisition, as Krashen (2009) states:

We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now. (...) We use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us (p. 21).

- Warm up:

The teacher is going to use some flashcards to review the topic of telling the time as well as showing verbs related to daily activities and the parts of the day. After that, the teacher is going to ask students at random to match up the picture of an analog clock pointing at certain time with the picture of the correct reading.

[Lesson Plan: September 16th 2016]

[00:09:32]

Me: Okay, guys. So, yeah. Two weeks ago we learned about... How to read the clock, but before we go to the next part of the activity, you remember what the parts of the clock were? You remember?

SS: The clock!

Me: The parts! So, you remember that the clock has a face

SS: Ahhh!

Me: And what else?

SI: ¿Vamos a hacer otra vez el reloj?

Me: No, no, no. No, I'm asking you about the parts of the clock. So, now. That's what we learned two weeks ago.

S2: Eso nos lo enseñaste la clase pasada.

Me: Yes, very good... but we learned about the parts of the clock first. So, this one is the clock face, you remember? The clock face and besides that... we have two hands, right? What is this called in English? The short hand... is...

SI: One o'clock?

Me: No, I'm asking you about the parts. So, remember that this is the clock face, right? All of it. All of this circle is the clock face. So, we have two hands, right? One hand and the other hand. So, this one, the shorter one is the hour hand, you remember? This is called the hour hand, right? And the longer one... you want to say something?

S3: Twelve oh five?

Me: Twelve oh five, very good. But... so this is the hour hand and the longer one is... the minute hand, right? So, don't forget those parts, the clock face, the hour hand and the minute hand. So, now we are going to remember how to read the clock. So, in here... S3 said it's twelve oh five, right? So, in here the analog time and in here we have the digital time, right? So, it's twelve oh five, very good. So, that's how we read this time, right? Okay, so pay attention to this one guys. What time is it in here?

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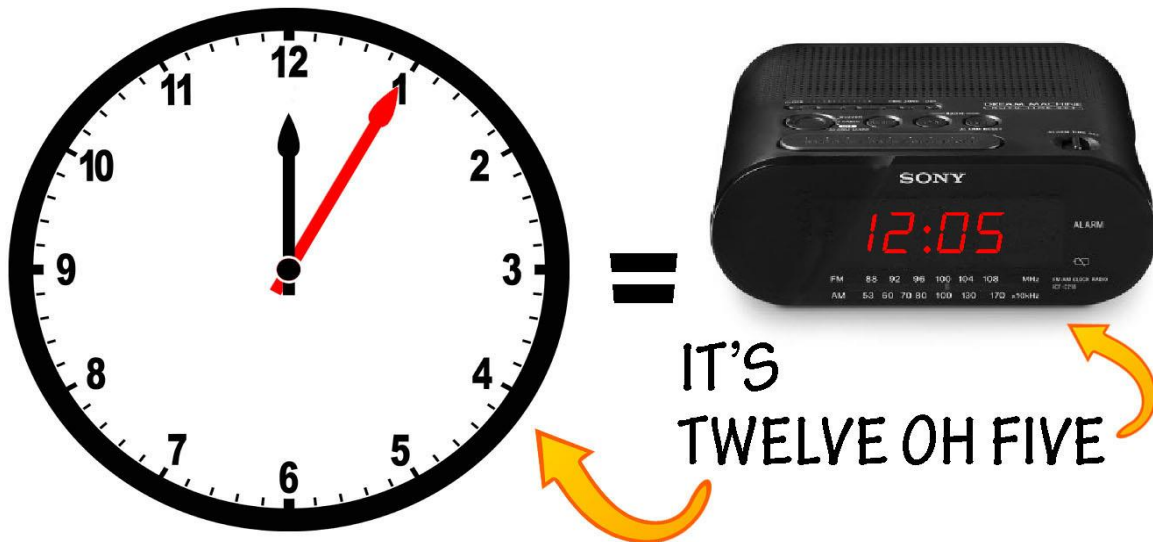
S4: It's one fifteen.

Me: Very good, very good. One fifteen, very good. Okay, just pay attention to the time in here and the time in here, okay? So, guys what time is it?

S5: Two twenty?

Me: Two twenty? Very good.

[Recording: September 23rd 2016]



[Flashcard: September 23rd 2016]

The next sub-category of *activating children's background knowledge*, makes reference to eliciting any type of response of students in regards to what they think about the topic at hand.

In this part, the reply of any student is not important, it can be on the spot or even in the target language. The important thing is to engage students in the task and set them on track.

- Warm up:

The teacher is going to play with students a mime-activity where one student draws a piece of paper out of a plastic bag, then he/she has to mimic the action in the piece of paper and the rest of the class has to guess what activity that is. If the student is not familiar with the activity in English, the teacher is going to contextualize it and whisper it to his/her ear.

[Lesson Plan: October 7th 2016]

[00:06:18]

Me: So, who wants to come here and work with me? Okay, you. Come here! Guys, pay attention. This is what we are going to do, what's your name?

SI: My name...

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Me: Okay. So, guys pay attention because S1 is going to put his hand in this plastic bag and pick one piece of paper; after that, you have to mimic the action that is written in here. So, guys, you are going to guess what he is mimicking, okay? So, do it. Pick one, just one.

S1: Cycling!

Me: Don't say it. So, you know what that is.

S1: Cycling?

Me: Okay, yes. Now, do the action. As, if you were doing that. Guys, pay attention. What is he doing, guys?

S2: ¡Trotando!

Me: No, he's not jogging

S3: ¡Corriendo!

Me: No, in English. Keep doing it! Like...

S4: ¡Montando en bicicleta!

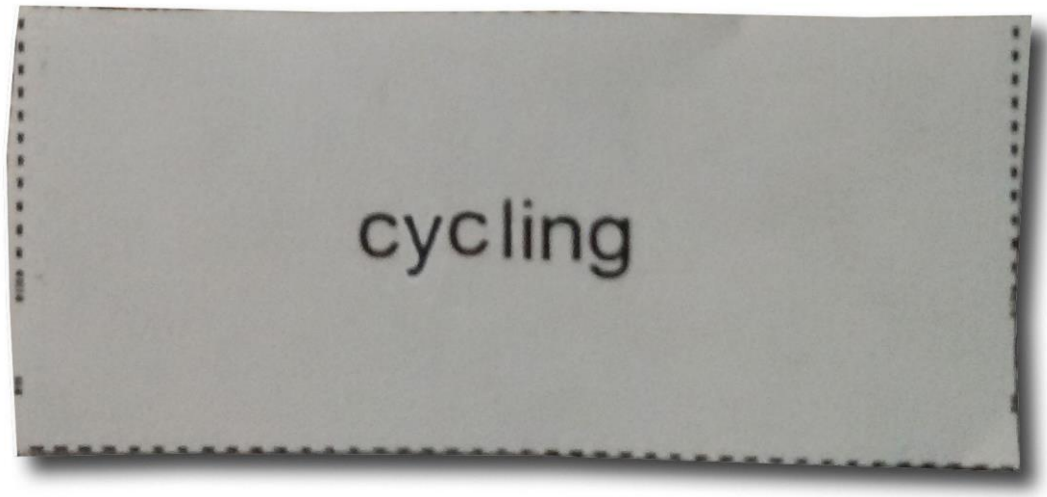
Me: And, how do you say that in English?

S5: Tiene que decirlo en inglés.

S6: Cycling!

Me: Very good, S3.

[Recording: October 7th 2016]



[Teaching props (tag): October 7th 2016]

In the *creating riddles* sub-category, students were supposed to come up with this type of verbal puzzles in order to intrigue their classmates and engage in question-answering routines. There were some guidelines as to how create the riddles, for instance, students had to base the contents of the riddle on the learning topics of the lesson, so they had to establish connections

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between the relational networks in the words intended to conform the riddle and the input provided in the class by the teacher.

- Practice:

The students are going to look at some pictures and choose one of them in order to create a riddle based on its characteristics, they can follow the example provided by the teacher.

[Lesson Plan: March 18th 2016]

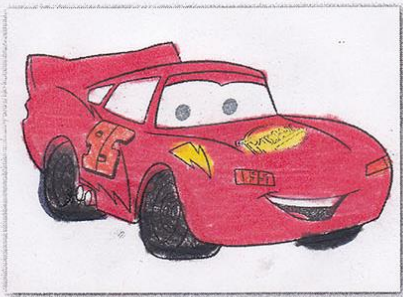
[01:09:10]

SI: Profe, mire ésta que me inventé: ¡Nos alimenta, nos alimenta y nos corta la lengua!
¿Qué es?

Me: Very good, it was a nice riddle!

[Recording: March 18th 2016]

1. Color the pictures and write their names on the lines (Colorea las imágenes y escribe sus nombres en las líneas).



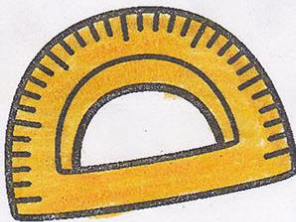
car



Pinapal



clock



protractor



mitten



sombrilla

[Didactic Unit: March 18th 2016]

And the final sub-category is *sharing children's own riddles*, so students have the possibility to present to their other classmates the riddles they have been able to create through a process of intellectual thinking. Given that students enjoy putting their problem-solving skills to

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the test, they enjoy even more being the bearers of knowledge; that is why every student wants to be the master-mind behind the conundrum, so the others have to make an effort into solving it and this empowering aspect of being the sole person knowing the answer of a matter that occupies everyone else, helps children to build their confidence when in need of speaking.

- Production:

After the students have finished creating their masks, they are going to use the expressions learned in the class to talk with the classmate behind them as they wear the masks. Finally, each one of them is going to create a riddle based on their persona, and ask it to their classmate and write it on the flip side of the paper.

[Lesson Plan: October 28th 2016]

[01:05:30]

Me: Okay, guys. Come here! I'm going to ask you the riddle. The riddle... you remember? Riddle?

S1: Adivinanza

Me: Right. So, I'm going to tell you the riddle and the four of you are going to try to solve it, okay? So, pay attention to the riddle... what vegetable makes you cry?

S2: ¿Llorando?

Me: Yes, but the vegetable that makes you cry

S2: ¡La cebolla!

Me: Okay, okay... but remember, try to do it in English. I want you to speak in English and tell me why that vegetable.

S1: Onion?

Me: The onion, right?

S2, S3, S4: The onion.

Me: Yes, but why? Why? Why the onion?

S3: Why the onion?

Me: Yes, what happens when you cut an onion?

S4: ahhh... when the onion... the smell... eh... ¿cómo se dice "cortar"?

Me: Cut, to cut.

S4: When you cut the onion, the smell /gesture of crying/

Me: Yes, very good. The smell makes you cry!

S4: The smell makes you cry.

[Recording: June 3rd 2016]



[Students' Samples: October 28th 2016]

5.3.3 Selective Coding

In agreement with all of the previous stages of the *grounded theory* method and in order to reach a theory that truly sustains the proposal in this research project, it is necessary to answer the question of how can students develop their speaking skills? If a student is accustomed to play a passive role in the classroom, how can a student move from that stupefying state? More specifically, how can a teacher make a student snap out of it? Accordingly, the resulting theory of this process declares that the minimal condition for a student to find purpose in learning is to make relevant and meaningful the contents of it, so riddles can become the gear to (intrinsically) motivate students into relating the subject of study to their context and needs because by taking advantage of the intellectual nature of riddles, the teacher can make what he must teach more appealing to students.

5.4 Conclusion

As seen throughout this chapter, it is possible to asseverate that implementing riddles in the classroom as a strategy to make the syllabus friendlier to students, and mostly to use them as a conduit for students to voice their thoughts and overcome silent behaviors, is very profitable for both teachers and students because the lack of participation in the classroom will be challenged by motivating exchanges of spoken language that require a deep cognitive process by the two of them.

Chapter 6: Conclusions, Limitations, Pedagogical implications & Further Research

Conclusions

Taking into consideration the data analyzed throughout the implementation of this research project and by attempting to answer the research question, it is possible to ascertain and conclude that the objectives proposed in the present paper were met in a broad sense. Given that students enjoyed putting their problem-solving skills to the test, they enjoyed even more being the bearers of knowledge; that is why every student wants to be the master-mind behind the conundrum, and this inherent feature of riddles encourages students to find a way to transmit orally what is in their minds when in need to use English as a foreign language. Thus, *the development of the speaking skills of students* who face a task involving riddles will be furthered due to the empowering aspect of being the sole person knowing the answer of a matter that occupies everyone else.

However, devising a riddle is not an easy task because the riddler must keep in mind the relational networks of phonetic and conceptual nature accessible through the linguistic information of the riddle without actually giving away the answer to it, ergo, the stimulus or sequence of stimuli of the riddle through the production of the speech sounds evokes an idea that is assessed as valid as long as the concepts in the answer are interrelated to the phonetic and conceptual features of the riddle. As a result, *students are able to articulate the knowledge of language functions to meaning*, by identifying the different types and the correct structures of questions and statements in English in order to organize their thoughts according to the wordplay they want to create, and to evidence students' capabilities and resourcefulness when manipulating the language with the intention of entertaining or amusing other people.

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As such, the degree of motivation displays great implications in academic achievement and disciplinary problems in school, and that is why “teachers [can] promote the adjustment and learning of children through the transmission of social capital and the creation of communal learning environments” (Crosnoe & Kirkpatrick & Elder, 2004, p. 62). Like so, the major concern of every classroom activity has to focus on how students feel motivated to develop their skills according to the teacher’s encouragement in terms of academic accountability when certain attitudes of the teacher have a direct effect on students’ performance in any discipline because depending on the type of reinforcement that the teacher uses to prompt the student into meeting the academic standards, the student is going to show more interest in the classroom activities and also, is going to try harder to best the teacher’s expectancies. So, motivation in the classroom is attained when the student is able to experiment with the current task and is allowed to express his/her individuality.

Accordingly, *the use of verbal puzzles works as a generator of motivation and participation in the classroom when engaging in constructive oral exchanges of ideas* because motivation not only helps students to improve their academic capabilities, but it also helps them to be aware of the importance of education in a classroom. However, it is superlative to differentiate *intrinsic motivation* and *extrinsic motivation* as referred to by Ryan & Deci (2000), because the first one refers to the inner necessity of trying to find challenging situations to assess one’s own skills in order to learn something new, and the second one implies attaining a desired outcome by means of meeting a desired behavior or avoiding misbehavior. As such, it is clear that intrinsic motivation plays an important role in students’ performance because the inspiring effect of a motivating task has an effect on classroom engagement which leads to productive communicative exchanges between students and the teacher and above all, the focus of the

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classroom is placed on the different types of interest, points of view, and enthusiasm because students are able to see their school days in a new light.

Finally, not only in educational contexts students have to deal with challenging situations that demanded a deep mental process in order to settle the matter that evidenced a difficulty or inconvenience to them. Therefore, *the relationship between the implementation of problem-solving activities and the improvement of interpretative and expressive skills* made students prone to develop strategies to make use of their knowledge and experience in new and useful ways with the purpose of facing problematic situations by identifying the hurdle, seeking out the solutions, making assumptions, formulating hypothesis, reformulating or modifying the hypothesis, arriving to a conclusion and ultimately, communicating the outcome. Like so, when the students are to use riddles in the classroom either as the one telling the riddle or the one solving it, they are likely to create something original and meaningful because by nature children are divergent thinkers rather than convergent ones and, according to Cropley (2001) they become creative thinkers, for they meet the following three aspects that are fundamental and common in every creative person, which are: 1. Novelty as the quality of creating something new from something familiar or well-known, 2. Effectiveness in the sense of something that produces an expected desired or fulfills an end, and 3. Ethicality as the sole and foremost purpose of being creative.

Limitations

Now, in terms of the limiting hindrances that the implementation of the present research project had to deal with, the most iterative one was timewise. It is true that the student-teacher has the responsibility to concoct a time-wasting-proof lesson plan, to manage the time as a human-chronometer, to have a backup plan at all times for a given anomaly in schedule or even

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to foresee the effect of something that has no apparent cause, but there are some factors that slip through their fingers and keep them from enacting a pristine performance as the teacher and carrying out the lesson planning to its completion, such as: Short periods for the English class (that become shorter with the passing of time in non-bilingual schools), teachers who do not respect their class-span and everyone else's, in-class diversions (by some mischievous students or eventual school announcements), students' workload (because of their not doing the devoirs or too much homework), biological states (when students feel sick or tired), and many more. However, this is not the only hurdle student-teachers have to cope with when doing their practicum, because there is also the important aspect of parents' involvement in their children's learning process. Perhaps, this could be and sound as a wakeup call for unattached parents who drop their children at the school door for the starting of classes and drop by once more just to pick them up, so parents need to realize that they mean a great deal in the desired academic achievement of their children and the accomplishment of learning goals.

Pedagogical implications

Like so, the foregoing conclusions and limitations have posed some challenges for those teachers who are willing to implement what has been stated in this research project because to use riddles so as to foster the speaking skills of students, teachers must change their metacognitive mindset towards teaching the syllabus and being enthusiastic about becoming researchers in the "field" that is the classroom, since the outcome may be different from the one exhibited in the present paper. Nevertheless, whether teachers use riddles or not as a means to expedite students' oral expression, meaningful communication and improvement in memory and reasoning, they have to realize the evolution in teaching methods and they need to be open to try new ways to catch students' attention.

Further research

All in all, the *using (of) riddles as a strategy to foster speaking skills in 4th graders* has attained the aforementioned objectives, but it also has engendered new questions that may lead and constitute the central point to further researches. For instance, if riddles constitute one of the intellectual forms to approximate to communication with others, how can students who are not familiar with them engage in meaningful exchanges of ideas? Or, if riddles are an effective methodological strategy to develop speaking processes in the classroom, what does it take to make the teacher feel committed to put it into practice? And, if riddles resort to the understanding of empirical knowledge, where does the importance of the utility of riddles in society lie?

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Appendixes

Appendix A: Parents' Consent

Consentimiento Informado para Participantes de Investigación

El propósito de este formato de consentimiento es proveer a los padres y madres de los/las participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

El presente proyecto de investigación es conducido por el estudiante-profesor Sergio A. Padilla de la Universidad Pedagógica Nacional. La meta de este estudio es analizar el impacto del aprendizaje de inglés como lengua extranjera en niños del Colegio Rafael Bernal Jiménez.

Se grabarán las sesiones de las clases de inglés y también se les pedirá a los niños responder preguntas en una entrevista y completar una encuesta para conocer lo que ellos piensan de la implementación de la lectura de los textos y las actividades. Esto tomará aproximadamente 15 minutos de una de las sesiones del tiempo de la clase de inglés para cada una de las actividades. Lo que conversemos durante estas sesiones se grabará, de modo que los investigadores puedan transcribir después las ideas que los/las estudiantes hayan expresado.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Las respuestas al cuestionario y a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las entrevistas, las grabaciones se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento. Igualmente, su hija/hijo puede retirarse del proyecto en cualquier momento sin que eso le perjudique en ninguna forma.

Desde ya le agradecemos la participación de su hija/hijo en este proyecto.

Acepto que mi hija/hijo participe voluntariamente en esta investigación, conducida por el estudiante-profesor Sergio A. Padilla de la Universidad Pedagógica Nacional. Hemos sido informados de que la meta de este estudio es analizar el impacto del aprendizaje de inglés como lengua extranjera.

Me han indicado también que mi hija/hijo tendrá que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente 15 minutos.

Reconocemos que la información que mi hija/hijo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin nuestro consentimiento. Hemos sido informados que podemos hacer preguntas sobre el proyecto en cualquier momento y que podemos retirarnos del mismo cuando así lo decidamos, sin que esto acarree perjuicio alguno para mi hija/hijo. De tener preguntas sobre la participación de mi hija/hijo en este estudio, puedo contactar a Sergio A. Padilla al teléfono 321 3786017.

Entiendo que puedo realizar una copia de esta ficha de consentimiento para conservarla, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a Sergio A. Padilla al teléfono anteriormente mencionado.

Nombre de la Participante
(en letras de imprenta)

Firma del Padre de Familia

Fecha

Appendix B: Recording September 21st 2015

[00:27:34]

Teacher: Mister...? What was your last name again? (Name of S1)

S1: /kept quiet/

The others: /laughing/

S2: Pues hermano...

Teacher: Mister...? What's your last name?

S1: What's...? My name is (S1's full name)

Appendix C: Recording March 18th 2016

[01:09:10]

SI: Profe, mire ésta que me inventé: ¡Nos alimenta, nos alimenta y nos corta la lengua!

¿Qué es?

Me: Very good, it was a nice riddle!

Appendix D: Recording April 15th 2016

[00:59:03]

Me: Okay, who's going to start asking the mathematical riddle?

S1: ¡Yo!

Me: Okay, ask one question.

S1: ehmmm...

Me: What is...

S1: ehhh... one hundred minus two hundred... a no sería cien negativo.

Me: Yes, so two hundred...

S1: Minus one hundred?

S2: /remains silent/

Me: So you (S2) have to give him (S1) one button! Okay, now is your turn.

S2: Two hundred más

Me: Plus...

S2: Plus... five hundred?

Me: Yes...

S1: Seventy hundred!

Me: No!

S1: Ohm

Me: Seven hundred! Not seventy hundred. You (S1) have to give him (S2) one button.

Appendix E: Recording September 23rd 2016

[01:13:10]

Me: Pay attention guys because we are going to complete this part. The second column. Guys, for the second column you are going to ask that questions to the classmate that is behind you. So, you are going to ask him “do you go swimming?” and then you say “yes” or “no”. Okay, if you say yes, you put a check, if you say no, you put and “x”, okay? Ask the question to the classmate behind you, Okay? So... you understood? So, you are going to ask these questions to her, okay? So you say “do you go swimming?”, ask her!

S1: Do you go swimming?

S2: go?

Me: No, you have to answer the question. Yes, or no!

S3: ahhh! Yes

Me: Okay, you (S1) mark her (S2) answers.

Appendix F: Recording September 23rd 2016

[01:06:38]

Me: Okay, guys. So, you guys are going to roleplay the conversation for the class, okay?

So, you two, come here.

S1: Que vengan y hagan la conversación.

Me: Yes, very good.

S2: ¿Nosotros?

Me: Yeah, the way you were doing it. Okay, guys. Pay attention to your classmates.

Okay, guys. Do it.

S2: Good morning, my name is “Daniela”. What is your name?

S3: My name is “Pablo”. May... my occupation is doctor. What do you do?

S2: I’m...

Me: I’m a... your occupation. Hairdresser.

S2: I’m a hairdresser

Me: Good, that’s it. Very good. Guys, give it a clap for them!

Appendix G: Recording September 23rd 2016

[00:09:32]

Me: Okay, guys. So, yeah. Two weeks ago we learned about... How to read the clock, but before we go to next part of the activity, you remember what the parts of the clock were. You remember?

SS: The clock!

Me: The parts! So, you remember that the clock has a face

SS: Ahhh!

Me: And what else?

S1: ¿Vamos a hacer otra vez el reloj?

Me: No, no, no. No, I'm asking you about the parts of the clock. So, now. That's what we learned two weeks ago.

S2: Eso nos lo enseñaste la clase pasada.

Me: Yes, very good... but we learned about the parts of the clock first. So, this one is the clock face, you remember? The clock face and besides that... we have two hands, right? What is this called in English? The short hand... is...

S1: One o'clock?

Me: No, I'm asking you about the parts. So, remember that this is the clock face, right? All of it. All of this circle is the clock face. So, we have two hands, right? One hand and the other hand. So, this one, the shorter one is the hour hand, you remember? This is called the hour hand, right? And the longer one... you want to say something?

S3: Twelve oh five?

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Me: Twelve oh five, very good. But... so this is the hour hand and the longer one is... the minute hand, right? So, don't forget those parts, the clock face, the hour hand and the minute hand. So, now we are going to remember how to read the clock. So, in here... S3 said it's twelve oh five, right? So, in here the analog time and in here we have the digital time, right? So, it's twelve oh five, very good. So, that's how we read this time, right? Okay, so pay attention to this one guys. What time is it in here?

S4: It's one fifteen.

Me: Very good, very good. One fifteen, very good. Okay, just pay attention to the time in here and the time in here, okay? So, guys what time is it?

S5: Two twenty?

Me: Two twenty? Very good.

Appendix H: Recording October 7th 2016

[00:06:18]

Me: So, who wants to come here and work with me? Okay, you. Come here! Guys, pay attention. This is what we are going to do, what's your name?

S1: My name...

Me: Okay. So, guys pay attention because S1 is going to put his hand in this plastic bag and pick one piece of paper, after that you have to mimic the action that is written in here. So, guys, you are going to guess what he is mimicking, okay? So, do it. Pick one, just one.

S1: Cycling!

Me: Don't say it. So, you know what that is.

S1: Cycling?

Me: Okay, yes. Now, do the action. Like, if you were doing that. Guys, pay attention. What is he doing, guys?

S2: ¡Trotando!

Me: No, he's not jogging

S3: ¡Corriendo!

Me: No, in English. Keep doing it! Like...

S4: ¡Montando en bicicleta!

Me: And, how do you say that in English?

S5: Tiene que decirlo en inglés.

S6: Cycling!

Me: Very good, S3.

Appendix I: Recording June 3rd 2016

[01:05:30]

Me: Okay, guys. Come here! I'm going to ask you the riddle. The riddle... you remember? Riddle?

S1: Adivinanza

Me: Right. So, I'm going to tell you the riddle and the four of you are going to try to solve it, okay? So, pay attention to the riddle... what vegetable makes you cry?

S2: ¿Llorando?

Me: Yes, but the vegetable that makes you cry

S2: ¡La cebolla!

Me: Okay, okay... but remember, try to do it in English. I want you to speak in English and tell me why that vegetable.

S1: Onion?

Me: The onion, right?

S2, S3, S4: The onion.

Me: Yes, but why? Why? Why the onion?

S3: Why the onion?

Me: Yes, what happens when you cut an onion?

S4: ahhh... when the onion... the smell... eh... ¿cómo se dice "cortar"?

Me: Cut, to cut.

S4: When you cut the onion, the smell /gesture of crying/

Me: Yes, very good. The smell makes you cry!

S4: The smell makes you cry.

Appendix J: Survey questions 10 and 12

Responses: Student X

c. Otro (Other): _____

10. ¿Cómo te sientes cuando tienes que hablar en inglés? (How do you feel when you have to speak in English?)

a. Bien (Good): _____

b. Nervioso (Nervous): _____

c. Asustado (Scared): _____

d. Otro (Other): _____

11. ¿Qué haces para aprender nuevas palabras en inglés? (What do you do in order to learn new words in English?)

a. Hacer planas (Make flashcards): _____

b. Hacer dibujos (Draw pictures): _____

c. Cantar canciones (Sing songs): _____

d. Otro (Other): _____

12. ¿Crees que el inglés es fácil o difícil? (Do you think that English is easy or difficult?)

a. Fácil (Easy): _____

b. Difícil (Difficult): _____

c. Otro (Other): _____

Responses: Student Y

c. Otro (Other): _____

10. ¿Cómo te sientes cuando tienes que hablar en inglés? (How do you feel when you have to speak in English?)

a. Bien (Good): _____

b. Nervioso (Nervous): _____

c. Asustado (Scared): _____

d. Otro (Other): _____

11. ¿Qué haces para aprender nuevas palabras en inglés? (What do you do in order to learn new words in English?)

a. Hacer planas (Make flashcards): _____

b. Hacer dibujos (Draw pictures): _____

c. Cantar canciones (Sing songs): _____

d. Otro (Other): ver pasar el día de la

12. ¿Crees que el inglés es fácil o difícil? (Do you think that English is easy or difficult?)

a. Fácil (Easy): _____

b. Difícil (Difficult): _____

c. Otro (Other): _____

Responses: Student Z

10. ¿Cómo te sientes cuando tienes que hablar en inglés? (How do you feel when you have to speak in English?)

a. Bien (Good): _____

b. Nervioso (Nervous): _____

c. Asustado (Scared): _____

d. Otro (Other): _____

11. ¿Qué haces para aprender nuevas palabras en inglés? (What do you do in order to learn new words in English?)

a. Hacer planas (Make flashcards): _____

b. Hacer dibujos (Draw pictures): _____

c. Cantar canciones (Sing songs): _____

d. Otro (Other): _____

12. ¿Crees que el inglés es fácil o difícil? (Do you think that English is easy or difficult?)

a. Fácil (Easy): _____

b. Difícil (Difficult): _____

c. Otro (Other): _____

Appendix K: My name is Rupert

name: _____



my name is rupert

My name is Rupert and I am a diamondback turtle. I am an **extraordinary** reptile because turtles do not write letters, but I want to let you know a little bit about me.

I like to run across my backyard. Sometimes, I get stuck on a twig or garden hose, but I am not a quitter. Now, I enjoy all the interesting things around me. I discover "bug holes", I eat berries and I know when my owner comes to play.

When my owner comes, I show her my beautiful coloring and I walk up to her and scratch at her feet. My owner is tall and sometimes she sits down with me. When my owner is with me, I walk around her, I swim in my pond. She thinks I am cutye and picks me up to tell me how funny I am.

My favorite past time is resting. During the warm summer months, I like to dig a hole in my yard and crawl into it, but during the cold winter months, diamondback turtles, like me, hibernate until the warmth of the summer sun returns.

My name is Rupert and I am a very happy diamondback turtle.



In the first paragraph, what does the word "extraordinary" mean?

What is on of Rupert's favorite things to do?

What does Rupert do during the winter?

Do you think Rupert usually accomplishes his goals? Why or Why not?

Adapted from "My name is Albert". Copyright ©2002, 2012 T. Smith Publishing.

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Appendix L: Lesson Plan No. 1

PRE-SERVICE TEACHER'S NAME: Sergio A. Padilla

I.E.D.: Rafael Bernal Jiménez

LESSON PLAN No. 3

DATE: March 18th 2016

PROFILE		
Name of the Lesson: Riddle me this	Subject: Wh-questions	Grade Level: 403
Number of students: 33	Duration: 1h 30m	Instructional Settings: At first the teacher addresses to the class, then he/she circulates around the classroom.
General description of lesson: The students are going to be able to understand the structure of the wh-questions and use it to create their own riddles.		
OBJECTIVES		
<ul style="list-style-type: none"> ✚ To be able to use the wh-questions ask about different topics (studying, having fun, working, etc.). ✚ To be able to reply to questions related to different situations. ✚ To be able to create riddles by making the questions and providing hints to it. 		
MATERIALS	AUDIO-VISUAL RESOURCES	
<ul style="list-style-type: none"> ✓ Flashcards. ✓ Worksheets. ✓ Paper sheets of different colors. 		
PROCEDURE		
<p>- Warm up: The teacher is going to introduce the topic of riddles to students by telling them what they are. After that, he/she is going to ask several riddles in English and use the flashcards to give visual hints of the riddle, if needed the teacher is allowed to provide verbal clues, too. If the student answers the riddle, the teacher is going to give them a paper sheet of one color.</p> <p>- Presentation: The teacher is going to show the grammatical function of the wh-questions and how to use each one of them in a conversation, using different but short examples as an introduction to the activity.</p> <p>- Practice: The students are going to look at some pictures and choose one of them in order to create a riddle based on its characteristics, they can follow the example provided by the teacher.</p> <p>- Production: After the students have created their own riddles by completing the worksheet, they are going to hand in the paper to the teacher and he/she is going to swap the worksheets to different students. The student with the new paper sheet is going to try to solve the riddle devised by the other classmate. Once the student has arrived to the conclusion or given up, he/she is going to look for the owner of the riddle and report the outcome to him/her.</p> <p>- Wrap-up The teacher is going to ask the riddle "what vegetable makes you cry?" The students are going to try to solve the riddle in groups and the winners get a reward.</p> <p>- Homework: For the next class, the students have to bring one riddle in English to the class.</p>		
ASSESSMENT		
The teacher is going to assess students' performance by paying attention to the time when they ask and answer the riddles of their classmates.		

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Appendix M: Lesson Plan No. 2

PRE-SERVICE TEACHER'S NAME: Sergio A. Padilla I.E.D.: Rafael Bernal Jiménez

LESSON PLAN No. 5 DATE: September 9th 2016

PROFILE		
Name of the Lesson: What time is it?	Subject: Telling the time	Grade Level: 403
Number of students: 33	Duration: 1h 30m	Instructional Settings: At first the teacher addresses to the class, then he/she circulates around the classroom.
General description of lesson: The students are going to be able to abstract and understand the continued progress of time as a non-stopping succession of events that occur from the past, through the present and to the future.		
OBJECTIVES		
<ul style="list-style-type: none"> ✚ To be able to tell and read the time in English. ✚ To be able to become familiar with the time and its meaning in English. ✚ To be able to recognize the importance of reading the time. 		
MATERIALS	AUDIO-VISUAL RESOURCES	
<ul style="list-style-type: none"> ✓ Flashcards with the numbers. ✓ Polystyrene dishes. ✓ Tacks. ✓ Rectangle-shaped small pieces of paper. 		
PROCEDURE		
<p>- Warm up: The teacher is going to review the counting of numbers from 1 to 60 with the students. After that, he/she is going to paste paper sheets with the numbers 1-12 in red and the numbers 10-60 in blue by 10s on the walls of the classroom. Then, he/she is going to direct students' attention to them and ask "everyone point at..." and chose a number so the students point at the direction where the number is.</p> <p>- Presentation: The teacher is going to introduce the structure "what time is it?" and he/she is going to tell the parts of the clock and then, he/she is going to teach students the different ways to read the time. Also, the teacher is going to write on the board a model dialog about asking and replying the time.</p> <p>- Practice: The teacher is going to teach students the step-by-step of a clock crafting so they create their own clocks.</p> <p>- Production: The teacher is going to ask students to work with the person behind them. They are going to roleplay the dialog written on the board and they are going to use the clocks that they designed to ask and tell the time.</p> <p>- Wrap-up The teacher is going to ask the riddle What has a face and two hands, but no arms or legs? The student who answers the riddle will be rewarded.</p> <p>- Homework: The students have to write on their notebooks the time when they go to school on Friday, the time when the English class starts and the time when they go to the first recess.</p>		
ASSESSMENT		
The teacher is going to walk around the classroom asking students individually about the time using his/her model clock.		

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Appendix N: Lesson Plan No. 3

PRE-SERVICE TEACHER'S NAME: Sergio A. Padilla

I.E.D.: Rafael Bernal Jiménez

LESSON PLAN No. 7

DATE: October 7th 2016

PROFILE		
Name of the Lesson: What do you do in your free time?	Subject: Free time activities	Grade Level: 403
Number of students: 33	Duration: 1h 30m	Instructional Settings: At first the teacher addresses to the class, then he/she circulates around the classroom.
General description of lesson: The students are going to be able to understand the relation between a specific verb with a specific activity.		
OBJECTIVES		
<ul style="list-style-type: none"> ✚ To be able to talk about free time activities. ✚ To be able to pair up the verbs “play, go, do” with different types of activities and sports. ✚ To be able to extend the vocabulary related to free time. 		
MATERIALS	AUDIO-VISUAL RESOURCES	
<ul style="list-style-type: none"> ✓ Flashcards. ✓ Worksheets. ✓ Activity-tags. 		
PROCEDURE		
<p>- Warm up: The teacher is going to play with students a mime-activity where one student draws a piece of paper out of a plastic bag, then he/she has to mimic the action in the piece of paper and the rest of the class has to guess what activity that is. If the student is not familiar with the activity in English, the teacher is going to contextualize it and whisper it to his/her ear.</p> <p>- Presentation: The teacher is going to introduce the verbs “play, go, do” and explain the correct form to use those verbs when talking about different activities.</p> <p>- Practice: The teacher is going to hand in a worksheet with some sentences to fill in, so students have to use their new-learnt knowledge and complete them using play, go or do.</p> <p>- Production: After the students have finished completing the sentences in the worksheet, they have to use those sentences and interview the classmate behind them about the activities they do for leisure.</p> <p>- Wrap-up The teacher is going to ask the riddle “what animal likes to play baseball?” The students are going to try to solve the riddle in groups and the winners get a reward.</p> <p>- Homework: For the next class, the students have to tell to one of their classmates one activity that they do in their free time.</p>		
ASSESSMENT		
The teacher is going to walk around the classroom and monitor students’ performance, so the assessment is going to be measured according to students’ participation.		

USING RIDDLES AS A STRATEGY TO FOSTER SPEAKING SKILLS IN 4TH GRADERS

Appendix O: Field Note No. 1

Date: April 1st 2016

TIME	OBSERVATION	REFLECTION	
08:07	I got into the classroom, greeted the students and let them know that my advisor was coming to the school and if they wanted to talk to her, they had to do it in English because she did not speak Spanish.	The students were very interested in meeting my advisor because they wanted to know what she was like, mostly because I said that she did not speak Spanish.	1 2 3 4
08:12	Here, I explained the topic for the lesson which was "likes and dislikes" and for the warm up I used some puppets (Lola and Elmo from Sesame Street) to stage a short conversation between them.	The students were very attentive to the conversation of the puppets, probably because they like to play with toys. I do not think they recognized the puppets, but their presence was very alluring for the children.	5 6 7 8
08:15	At this point, I started to ask students about the things the puppets preferences in food according to the conversation.	Many students recognized the names of the foods and drinks that were used in the conversation, so they answered my questions easily.	9 10 11
08:18	For the presentation of the topic, I wrote some expressions used to talk about preferences. In the meantime, students were taking notes.	At first, the students were kind of reticent when I wanted to exemplify the expressions with them, but later on they stated speaking.	12 13 14
08:46	In here, I gave students a worksheet where they have to draw pictures of the foods and drinks that they prefer.	As before, the students approached me to ask me questions about the instruction, but I only had to nod to them in agreement.	15 16 17
08:54	Out of the blue, one student asked me what my advisor's name was and I replied that it was ok if the student asked her personally.	Children are very curious which is essential to understand riddles, but it is also very important to overcome shyness.	18 19 20
08:57	In here, the activity was paused because the students need to go to the first floor to grab their refreshments.	The English teacher takes command and instructs the students about the right way to go downstairs.	21 22
09:13	Once they finished eating the refreshments, the next thing they had to do was use the expressions learn in class to ask one classmate about their preferences.	It very important for children to interact with other classmates who are not very close to them, that is why I decided to choose the couples.	23 24 25
09:21	For the wrap-up, I addressed to the entire class and asked them a riddle that was related to the topic of the lesson. This is something I am going to do every class.	Even though the students recognized the hints in the riddle, they could not figure out the riddle so I had to translate it into Spanish. Still, no reward for anybody.	26 27 28

USING RIDDLES AS A STRATEGY TO FOSTER SPEAKING SKILLS IN 4TH GRADERS

Appendix P: Field Note No. 2

Date: April 15th 2016

TIME	OBSERVATION	REFLECTION	
08:14	Once the geometry teacher left the classroom, I went in and greeted the students.	One student came over me and we exchanged some greetings, which was nice of her.	1 2
08:15	Some students were writing what was written on the whiteboard and some others were asking me for permission to go to the bathroom.	I had to make haste the students who were still writing the things on the whiteboard because they were getting distracted by other things.	3 4 5
08:17	The English teacher arrived to the classroom and said "good morning" to everyone.	All of the students sat down right after they spotted the English teacher and replied to her greeting.	6 7
08:18	In here, I started to explain the activity we were going to do for the warm-up. The students followed the instructions and were very attentive.	For the warm-up I wanted the students to lick a piece of paper and stick it in their foreheads, but some of them were reluctant to do so. Was it gross for them?	8 9 10
08:21	One student drew the piece of paper with the number one on it. The student was very happy because of that and told the good news to other students.	For children being the number one is very important because the like to compete and be the first in everything.	11 12 13
08:24	When they had to stick the pieces of paper in their foreheads, some of them said "que asco".	I'm sure that the students who said "que asco" were only embarrassed to do it in front of their classmates.	14 15
08:29	Abruptly, the English teacher addressed to the class and asked for cooperation from the students.	The students were just messing around and being very rowdy on purpose.	16 17
08:32	As soon as the warm-up finished, I explained the topic for the class that was about adding and subtracting in English.	The students were laughing because at first, they answered in Spanish and then, they had to take some time to think the answer in English.	18 19 20
08:38	At this point, I asked for the help of one student to help me enact the task for the next step of the class which was practice.	I gave three buttons to the student and we played the game of mathematical problems of adding and subtracting, they student were very excited.	21 22 23
08:41	Time to play the game. I chose the couples, but one student was suggesting me a different order for the couples.	The student figured out that because of the organization of the classroom some students would end up with no partner. The student was very perceptive.	24 25 26 27
08:46	One student did not understand the rules of the game and approached me to tell me that.	I told the other member of the couple to explain the rules because I wanted them to speak in English.	28 29
08:52	In here, the activity was paused because the students had to go to the first floor to grab their refreshments.	The English teacher takes command and instructs the students about the right way to go downstairs.	30 31
08:57	When they came back to the classroom they kept playing the game.	Some couples already finished so they started playing again.	32 33
09:03	In this part, I walked around the classroom and listened to the couples playing and I asked them the tell me their insights about the activity.	The students told me the outcome of the games. One group created new rules for the game and the rules made the game a lot more entertaining for them.	34 35 36
09:16	To wrap-up the activity, I collected the buttons and it was "riddle-time". This riddle involved numbers according to the topic of the class.	I used apples to illustrate the riddle and at last, one student understood the riddle and answered it in English, bravo! Also I gave one apple to the student who knew what a riddle was.	37 38 39 40
09:18	One student asked me for permission to tell one riddle to the class and then the others wanted to do the same.	The students were having so much fun, but I set a rule for the class that consisted in only asking riddles in English.	41 42 43

USING RIDDLES AS A STRATEGY TO FOSTER SPEAKING SKILLS IN 4TH GRADERS

Appendix Q: Field Note No. 3

Date: April 29th 2016

TIME	OBSERVATION	REFLECTION	
08:00	As I was introducing the topic for the lesson, many students were standing up and talking.	When I went into the classroom the students were alone and doing many different things.	1
08:03	For the warm-up I disguised myself as a doctor because the topic was about personal information.	As I was dressing up the students were making guesses about the profession in regards to my disguise.	2 3 4 5
08:05	To get students involved in the warm-up, I call one student to help me with a short role-play.	The student understood the dynamics of the role-play and took the role of a patient. That was good because the role-play was smoother thanks to him.	6 7 8
08:07	For the presentation of the topic, I wrote on the whiteboard some common expressions used to introduce oneself formally and informally.	For this part, I used the help of students and they told me the expressions that they knew when introducing oneself.	9 10 11
08:10	In here, the students were very curious about the activity because they had pick different professions at random and then make a puppet of it.	Some students liked the professions they drew out of the bag and some others did not, maybe because somehow they felt like that would be their professions when they became adults. I made them realize that it was just part of the activity.	12 13 14 15 16
08:25	In the meantime, I was walking around the classroom monitoring students' progress and I noticed that some of them did not want to do the activity.	When I asked the reason why, those students simply did not like the profession that they had picked, but I did not change it because it was part of the activity.	17 18 19
08:43	Some students were very proud of the puppet they made and I praised their work.	By complimenting the students, they felt encourage to be very thorough when creating the puppets.	20 21
08:52	In here, the activity was paused because the students had to go to the first floor to grab their refreshments.	The English teacher takes command and instructs the students about the right way to go downstairs.	22 23
08:56	For the next step, the students had to ad-lib a conversation with the classmate behind them using the puppets as their persona.	At first, the students did not talk too much but in a matter of seconds they felt confident enough to do it because they realized that the one talking was the puppet.	24 25 26 27
09:06	To finish the activity, one couple of students were asked to role-play their conversation in front of the class and they did it very nicely, and the another group did it, too.	The students did an excellent job; they were a little bit nervous but they felt comfortable to speak in English until the very end.	28 29 30 31
09:10	There was no time for riddle because the English teacher had to give them homework, so I just collected their work and praised them.	Every student seemed to come to like the activity because they wanted to keep talking and hold onto the puppet.	32 33 34

Appendix R: Students' Samples

DIDACTIC UNIT

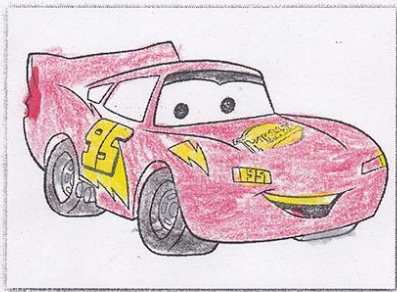
Name: Edwin Santiago
 Grade: Cuarto 403
 Date: March 18th 2016



OBJECTIVES:
 1. To ask questions using the two functions of the Wh-questions in a sentence (as subject and object).
 2. To identify and classify the different types of Wh-questions depending on what they indicate.

What flower is in a woman's name?
 - Rose -

1. Color the pictures and write their names on the lines (Colorea las imágenes y escribe sus nombres en las líneas).



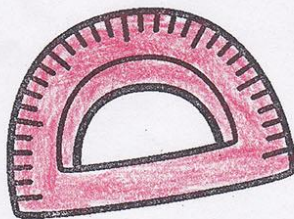
Carro



Piña



Reloj



Protractor



galleta



Sombrilla

2. Make a riddle with one of those pictures and write it on the line, but don't write the answer (Has una adivinanza con una de esas imágenes y escríbela en el espacio, pero no escribas la respuesta).

corre y corre cuando va rapido que da grito, que es

3. Exchange your riddle with a classmate and he/she has to write the answer on the line (Inter-cambia tu adivinanza con un compañero y él/ella tiene que escribir la respuesta en el espacio).

carro/carro maria Cristina 103

Appendix S: Students' Samples

DIDACTIC UNIT

Name: Valeria Lopez
 Grade: 403
 Date: March 18th 2016

What flower is in a woman's name?
 - Rose -



OBJECTIVES:
 1. To ask questions using the two functions of the Wh-questions in a sentence (as subject and object).
 2. To identify and classify the different types of Wh-questions depending on what they indicate.

1. Color the pictures and write their names on the lines (Colorea las imágenes y escribe sus nombres en las líneas).



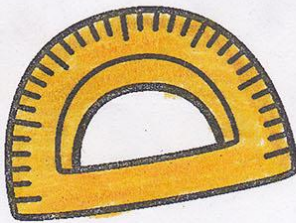
car



Pinapal



cloc



protector



guante



sombrilla

2. Make a riddle with one of those pictures and write it on the line, but don't write the answer (Has una adivinanza con una de esas imágenes y escríbela en el espacio, pero no escribas la respuesta).

se come pero parte o corta la
lengua y es roja

3. Exchange your riddle with a classmate and he/she has to write the answer on the line (Intercambia tu adivinanza con un compañero y él/ella tiene que escribir la respuesta en el espacio).

es amarilla por dentro y amarilla por fuera es la
lengua MARI CAMILA Medica

Appendix T: Students' Samples

<p>I like to eat...</p>  <p>Pop corn</p> <p>I like to drink...</p>  <p>sada de uva</p> <p>Name: <u>German Gonzalez Espitia</u></p>	<p>I don't like to eat...</p>  <p>onion</p> <p>I don't like to drink...</p>  <p>Soda negra</p> <p>Date: <u>April 1st 2016</u> Grade: <u>403</u></p>
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Appendix U: Students' Samples



Appendix V: Students' Samples



Appendix W: Students' Samples

