

ORAL INTERACTION THROUGH COOPERATIVE GAMES

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2017

NOTE OF ACCEPTANCE

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Bogotá D.C., April 2017

Dedication

This research is dedicated first to God, who is the main reason in my life thanks to Jesus Christ, and I want to use this degree for His glory as his child. Also to my husband, whose support is and always will be essential for doing my best in all the aspects of my life.

Also, I would like to dedicate it to my mother, sister, brother and friends that were with me, giving me strength during these years.

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2. Descripción
Este proyecto corresponde a una investigación-acción cualitativa de carácter descriptivo con estudiantes de quinto grado que no utilizan las habilidades orales en el idioma extranjero. El objetivo principal de este estudio es identificar y documentar cómo podría el uso de juegos cooperativos promover la interacción oral en estudiantes de quinto grado con el fin de desarrollar una interacción real en el idioma extranjero y, posteriormente, fomentar el aprendizaje activo. Para desarrollar este proyecto, se planifica una intervención pedagógica basada en juegos cooperativos, cuyo objetivo es desarrollar habilidades orales.

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### 4. Contenidos

Capítulo I Introducción: La caracterización, el diagnóstico, la formulación del problema, la pregunta de investigación y el objetivo de la investigación se presentaron y desarrollaron para conocer el lugar donde se realizó la investigación y el problema encontrado.

Capítulo II Marco Teórico y Estado del Arte: La revisión de la literatura se construyó sobre los constructos: juegos cooperativos, inteligencias múltiples, estrategias de aprendizaje y habilidades de interacción oral. También se analizaron cuatro proyectos de investigación desarrollados en Bogotá.

Capítulo III Metodología: Explica el enfoque o método específico utilizado durante la ejecución del trabajo realizado. También el tipo de estudio, los instrumentos de recolección de datos, los procedimientos de gestión de datos, las categorías de análisis y la validez y fiabilidad de la presente investigación.

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Capítulo IV Intervención pedagógica: Se basa en la visión y la misión del lenguaje, del proceso de aprendizaje y del aula. También se incluyeron: el diseño institucional como son las planeaciones de clases y el cronograma de las etapas de intervención.

Capítulo V Análisis de datos: Se presenta la visualización de los aspectos mencionados en el capítulo anterior dependiendo de las categorías de análisis. Y posteriormente, el balance para cada uno de los objetivos específicos establecidos al inicio del proyecto.

Capítulo VI Conclusiones: Se exponen las generalidades del capítulo anterior, dependiendo de las categorías de análisis.

Sugerencias: Se menciona la relación de un conjunto de sugerencias (educativas, investigativas y disciplinarias) establecidas por el profesor sobre el grupo observado, la escuela y la universidad.

Limitaciones: Se mencionaron los hechos que afectaron al presente estudio para explicar los obstáculos que el estudiante-maestro tuvo durante la intervención.

### 5. Metodología

El método de investigación fue cualitativo y el tipo de estudio fue considerado como una investigación-acción. Así que, la investigación de acción cualitativa buscó crear conocimiento, proponer e implementar cambios, y mejorar la práctica pedagógica.

### 6. Conclusiones

Hay una serie de aspectos que vale la pena destacar. En primer lugar, es imprescindible mencionar que la implementación de juegos cooperativos en un aula de EFL (estudiantes de lengua extranjera) fue un proceso que tomó una cantidad de tiempo considerable, ya que representaba un desafío, porque los estudiantes al principio no se sentían cómodos al usar el idioma extranjero.

En primer lugar, una de las grandes conclusiones que surgieron de las intervenciones fue la importante relación entre el trabajo cooperativo y la interacción. Sin embargo, tanto los estudiantes como los maestros estaban acostumbrados a pensar que hablar en clase era una forma de malgastar el tiempo y que generaba un ambiente donde los estudiantes se portaban mal. A pesar de esas nociones, el espacio de la clase observada comenzó a cambiar y los estudiantes empezaron a darse cuenta de la importancia de la interacción en otro idioma, incluso cuando apelaban a palabras aisladas.

En relación con el trabajo cooperativo, no todos los estudiantes acogieron el aprendizaje cooperativo, y algunos de ellos se sintieron incómodos cuando se les pidió trabajar en grupos. En muchas actividades, los estudiantes no se sentían dispuestos a participar. Por esa razón algunos estudiantes permanecieron en la etapa del período de silencio.

Además, los estudiantes involucrados en el estudio de investigación recurrieron al método natural, incluso cuando no eran conscientes de ello. Los niños tuvieron la oportunidad de hacer preguntas y cometer errores sin el temor de que se burlaran de ellos o ser ignorados. Por otra parte, el papel de los juegos tuvo un impacto importante, ya que les ayudó a crear un espacio donde los estudiantes se sentían libres de interactuar con los demás de una manera natural, sin prestar atención a la gramática, sino al significado.

Por otro lado, hablando sobre el uso de la lengua extranjera, el investigador pudo identificar el progreso en los estudiantes. La mayoría de los estudiantes lograron la etapa de aparición del habla de Krashen y Terrel, debido al hecho de que los niños naturalmente utilizaron el idioma extranjero durante los juegos cooperativos o actividades de clase, haciendo oraciones coherentes. Sin embargo, también es importante mencionar que algunos niños permanecieron en la primera etapa (Período Silencioso), debido a la falta de interés y también a la baja aporte comprensible que tenían la mayoría de las clases.

Putney y Wink (2004) expresaron que: "para aprender de la interacción, el lenguaje sigue siendo la clave" (p.31). Por eso, los estudiantes de quinto grado como estudiantes de EFL (lengua extranjera) construyeron significado hablando entre ellos en su lengua materna también. Los juegos cooperativos animaron a los estudiantes a discutir, organizar pensamientos y generar ideas a través de la interacción social usando también el idioma extranjero. Pero en muchas intervenciones el resultado fue que se sentían más

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cómodos usando su lengua materna para interactuar. Estos resultados no significaron que la investigación fracasó, ya que el objetivo era obtener interacción utilizando la lengua extranjera o su lengua materna como un medio de comunicación en lugar de ser el fin mismo. Luego, en la intervención, el lenguaje era mucho más que un simple medio de comunicación verbal, era una entidad que implicaba la comunicación interpersonal (interacción), en la cual había un proceso reflexivo sobre ella. (Grice, 1975)

Los beneficios de la intervención se relacionaron no sólo con el uso oral de la lengua extranjera, sino también con el desarrollo de habilidades sociales. Este factor fue esencial para enseñar la relación entre la comunicación efectiva y el fomento de un espacio pacífico para fomentar el uso del inglés. Además, la experiencia no sólo fue beneficiosa para los estudiantes, sino también para la maestra en formación, que fue capaz de ampliar su comprensión de la interacción de los estudiantes en el aula.

Hablando del papel de los juegos durante la intervención, el investigador corroboró que los juegos no eran una pérdida de tiempo, sino una estrategia de aprendizaje para el proceso, y en este caso, era la forma en que los estudiantes podían interactuar entre ellos. Los niños realmente disfrutaron aprendiendo a través de diferentes tipos de juegos, convirtiéndose en aprendices activos, porque cuando jugaban juntos era posible identificar que sus habilidades de lenguaje se estaban desarrollando a través de la interacción entre ellos. De igual forma, los juegos implicaron trabajo en equipo El-Nasr (2010), y promovieron la participación y la cooperación. (El-Nasr, M.S., Aghabeigi, B., Milam, D., Erfani, M., Lameman, B., Maygoli, H., & Mah, S, 2010).

Por lo tanto, los alumnos de quinto grado aprendieron de manera natural, sin prestar atención a la gramática o estructura del lenguaje, sino experimentando el placer de las actividades del juego (Ariza, 2009). Además, estos ayudaron a los estudiantes a tener experiencias reales con el lenguaje, viendo estas actividades como una manera entretenida de aprender. Así, los juegos cooperativos permitieron una confianza en los niños con sus compañeros y fortalecieron sus relaciones en el salón de clase.

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**Abstract**

The present project was developed as an action research in the Instituto Pedagógico Nacional School in Bogotá. The sample was a group of 32 fifth graders who were about ten to twelve years old. The researcher identified the necessity to help shy and slow students improve their oral production, basically, their interaction in English class. According to the analysis of the data and the results, it was evident that the games, and the cooperative work took an essential part in the EFL classroom, because those aspects helped students to feel comfortable in the moment of interacting with others in an informal situation. Therefore, the proposal consisted of using cooperative games in order to promote oral interaction among the fifth graders, because games are a worthy tool for learning, and not a waste of time, promoting active participation and interaction as the center of the experience. Moreover, students interacted with each other through cooperative games, while they enjoyed playing as well. This application was significant for language learning while it applied and modified their recent knowledge about the real world.

*Key words:* cooperative games, multiple intelligences, learning strategies, oral interaction.

## **Chapter 1: Characterization**

### **1.1 Introduction**

This chapter presents the context of the Instituto Pedagógico Nacional School in Bogotá, Colombia. The school's Proyecto Educativo Institucional (P.E.I) gives essential information to know the institution's context. Therefore, this chapter describes the cultural, the socio-affective, the cognitive, and the linguistic issues that identify this specific population.

### **1.2 Characterization**

In order to develop this proposal, the researcher will present relevant aspects about the population and their context. First of all, the research was implemented in the Instituto Pedagógico Nacional School. This school is located in the area number one of Usaquén, in the North of Bogota, 127<sup>th</sup> Avenue between 9th and 12th streets. Associated with the neighborhood, it is considered a peaceful and secure, residential area of strata 5 and 6. This institution belongs to Universidad Pedagógica Nacional. Therefore, it is considered to be a state institution, calendar A, co-educational school, offering pre-school, elementary, and high school.

In the P.E.I called "La escuela vigente y su proyección al nuevo siglo", The Instituto Pedagógico Nacional focuses on the formation of new citizens able to be autonomous in the development of their thinking that leads to a peace culture, social progress and personal accomplishment. Finally, the idea of new citizens aims to generate environments in which the student understands in a critical way and acts with commitment in the state decisions that affect the community (Instituto Pedagógico Nacional [I.P.N], 2001, p.58).

The pedagogical mission is based on guiding the youth and children towards leadership, using their abilities to help the community. Furthermore, the mission is also based on the unceasing improvement of the public educational service through the constant research and

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applied experiences by leading teaching processes in formal and special education that responds to the challenges of society, in favor of the transformation of each human being and the construction of the society itself (I.P.N, 2001, p.58).

Concerning the pedagogical model, the IPN has assumed an educational emphasis on Multiple Intelligences; known as well by the name of Theory of Multiples Intelligences by Howard Gardner (Gardner, 1995). Based on this theory, the IPN created an active teaching-learning process, where teachers become curriculum developers, lesson designers, and the students are active learners (I.P.N, 2001, p.60). Taking into account Piaget's theory about constructivism learning process, the IPN' targets to integrate it, in which the children are conceived as the principal creators of their own knowledge (Levine. L & Munsch. J, 2011).

About the specific population, this project was developed with a 5<sup>th</sup> grade group of 32 students, 14 boys and 18 girls. The kids were between ten and twelve years old, and just one student was nine. With the aim to inquire into the kids' life and context (culture and social-emotional aspect), a survey called "Student Interest Inventory" was implemented to examine their family context, their likes and dislikes about school, their hobbies, their approach into English language, and also to identify which was the best way the students considered they learned (seeing, hearing, doing) (Annex 1).

Based on the observation and the information registered on the survey, the majority of the kids lived with both of their parents, and it seemed they did not face complicated contexts. Likewise, the most common hobbies expressed in the answers were the use of technology devices, sports, and different expressions of art. In general, the kids shared common likes about cultural issues, also regarding their social-emotional part, it was notorious the friendship and good relationship among them. In other words, the kids got along in a peaceful environment.

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Even though, there were differences around thoughts and personalities, they were respectful with the teachers as well as with the classmates, showing their values during the class. For example, if there were any disagreements among the students, they tried to solve them by themselves, talking about them and being polite (Annex 1).

As well as the *Student Interest Inventory*, the implementation of a cognitive survey and the field notes allowed the researcher to inquire in the cognitive English skills of the kids. Thus, was visible according to the Ministerio de Educación Nacional (2009), that students were not in the right level according to the Common European Framework of Reference for Languages (2012), because students should be in A2 level of a foreign language, even when they had the correct age to be in Fifth grade. It means that students in this stage should be able to understand simple phrases, and also vocabulary related to areas of their immediate personal relevance (listening and reading). According to the speaking skills, they should be able to communicate simple and direct information connected with their personal background. And also, they must be capable to write short and simple notes. The following example showed that students resorted to images to complete the sentences, not writing short and simple notes.



Sample Students Interest Inventory – February 10th, 2016

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Thus, analyzing their English skills through the survey as was presented before, it was evident that they were not in the pertinent English level as foreign learners, due to the fact they had not developed all the skills required in this stage (Annex 3, 4, 5, 6)

Finally, the linguistic aspect presented a common problem concerning fifth graders' oral skills. Students were not comfortable using the English language they knew, because when the students teacher asked something in English they made signs of not understanding and only answer in Spanish, preferring to go back to their mother tongue. So, considering the Common European Framework'levels of Reference for Languages as a standard (2012), the students were not achieving their oral skills development, due to the fact that they not even used short phrases in the English class.

### **1.3 Diagnosis**

In this section, the researcher presents the results of the implemented data-collection instruments, with the intention of identifying the most relevant needs students had, related to their English learning process. In order to get data for this qualitative research, the researcher used two instruments in this study with the purpose of being faithful to this process and being able to analyze the qualitative data. The first instrument was the field notes, and the other one was the implementation of surveys. Considering the field notes as the main resource to obtain most accurate information, it was possible to document the students' behavior and their abilities during the English class (Annex 2).

Hereby, after applying the instruments, it was possible to conclude students enjoyed their English class when they played some games. Even when they did not have enough oral production, they made an effort to use their prior knowledge using isolated words during the games. It is crucial to mention that the most frequent activity in the class was the development of

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exercises in their English book. So, the students acted as passive learners, because they just paid attention to and wrote down what the head teacher said, not having an intelligible input or interaction with the language (Langan, 2009). For that reason, the most evident complication was the low-level interaction among the pupils using the foreign language. However, it was interesting to discover that when the head teacher prepared a game in order to evaluate the topic, the kids were motivated and immerse in the class. So, they were enjoying the class, and using the language (isolated words) in a natural way (Wright, Betteridge & Buckby, 1984)

Also, a cognitive survey was applied, and through it, it was possible to know the kids' abilities in the foreign language. The first part consisted in giving them some oral instructions on how to cross off or color specific objects (images) giving them clear instructions in English. This showed a difficulty in comprehension when listening to instructions in English and the lack of prior vocabulary because they did not understand what the teacher said (Annex 3).

The second part of the exercise lies in reading comprehension, which was designed in a basic level to check if they understood the language and if they were able to comprehend the main ideas in the text. As a result, the evidence was obtained through close answers, so students just had to cross the right answer. The results on reading skills were the following, 67% of the class understood the text and they tried to answer the questions, and the 33% did not achieve to comprehend the content of the text, due to the fact that they were not interested and left that part in blank (Annex 4).

Finally, the last part of the exercise suggested writing and speaking something regarding the following question, "What activities do you like to do with your family?" The results were poor, due to the fact that they did not remember a lot of words, and they did not know how to express their ideas in the foreign language. As a result, 83% of the students wrote just in Spanish

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or made a drawing, and spoke in Spanish or tried to express themselves through mimic. Another 10% used the code-switching, trying to use the words that they already knew in English, completing what they did not know in their mother tongue. Barely 7% answered and talked just in the second language, clearly making mistakes. Nevertheless, they tried to express themselves using the words that they already knew (Annex 5).

As a result of the whole analysis, and based on the field notes and surveys, the investigator could classify this process into three different categories based on the Natural Approach by Kreashen & Terrel (1988): comprehension, early speech production and speech activities.

First, kinesthetic activities were key motivation factors for these Fifth graders. Kids were motivated through enjoyable activities, preferably with games that allowed their active participation, or activities that included images or audio-visual resources (Fernández,2009). That was to say that when the teacher prepared these kind of activities the students' affective filter was low and they were ready to learn, so they really acquired the foreign language. It means they did not just learn it, but, even more, they used it (VanPatten, 2003).

Secondly, it was possible to identify students likes or dislikes before the learning process at school. As a result of one of the questions in the "Student Interest Inventory" that asked them which was the best way they considered effective to learn (giving three different ways such as "SEEING, HEARING or DOING"), 46% of the pupils considered that the best way to learn was by doing something through experience; 41% agreed that the effective way to learn was through seeing something that allowed them to remember it, and finally 13% said that they learned more if they listen to. So, this information allowed perceiving that "hearing" was not well accepted as mixing "seeing" and "doing" actions, which could be considered an effective learning process

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during the class, owing to the fact that student's attention arose and their affective filter grew as well (Annex 6).

In general, it was important to mention that oral skills development was rising as a strong fact in the research. Based on the collect-data analysis students had a lack of interaction using foreign language, that should be improved. The field notes showed that even when the students were motivated by rewards and experimented different processes in order to learn, it was very difficult for them to interact using the foreign language, this showed a clear minimum level of English in the students. For that reason, their learning process in foreign language was affected by these elements.

### **1.4 Problem Statement**

During the observation held on the classroom and based on the field notes, it was evident that the main students' problem in the EFL process was the lack of oral interaction. Even though they knew some vocabulary, they were new speakers who had not developed this ability. Therefore, they were not willing to speak in English during the class, being so shy and preferred to mimic to express what they wanted to say (Shang, 1989).

As mentioned before, the kids needed a comprehensible input in order to feel comfortable to produce output (VannPatten, 2003). Taking into the account that the main activity with the head-teacher during the class was the development of exercises from the English book, students were conceived as passive learners (Petress, 2008), contrary to the vision that the school has. Owing to the fact that they did not have direct interaction with the language, firstly because the teacher spoke most of the time in Spanish and due to the fact that the main focus was the development of the grammar exercises without comprehension. On the other hand, when the activities changed, as games during the learning process, some early speech results just

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happened, because when the teacher played games during the class in order to reinforce the topic, they participated even when they used some isolated words. So at that moment, it was evident that they were willing to produce output. Then, with games in the classroom (as finding the pair on the board) as a learning strategy they became active learners during the class (Petress, 2008), resorting to the natural approach unconsciously, trying to participate using the words that they already knew by their own initiative, as was mentioned in the field notes (Annex 2).

In conclusion, assessing the population in the students of group 501, it is indispensable to say that the main root of the problem that the researcher wanted to work on, was in relation to the lack of oral interaction skills. First, based on the low comprehensible input regarding foreign language into the classroom. Secondly, because they had not been given the space to develop oral interaction among themselves with a communicative intention during the English classes. Finally, the problem also was related taking into the account the common passive learning strategies that have been developing during the class with the head-teacher (as the English Book).

### **1.5.1 Justification**

In relation to English teaching, the implementation of the present research into the classroom was not focused just the traditional activities, but the use of effective learning strategies as games (combining the present activities and the cooperative games). Based on that, the games guided the cooperative learning in order to provide significant results in terms of oral interaction and cooperative work into the class. Because pupils enjoyed their learning process through cooperative games while they developed their oral interaction skills as well.

The impact that this research aimed to achieve was to strengthen the cooperative learning into the classroom through games in order to promote oral interaction in the foreign language.

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Taking into account that the P.E.I of the Instituto Pedagógico Nacional (utters that students are conceived as active learners, due to the fact they use their particular abilities to gain knowledge and to solve everyday problems in order to achieve the different goals (I.P.N, 2001). It was important to foster this role as active learners into the English class, giving them the opportunity to participate and interact with their classmates and teachers, and constructing knowledge together.

Moreover, this project looked for student's interaction in the foreign language learning, being in agreement with the school goal in the educational emphasis. Because the I.P.N highlights the interpersonal intelligence by Gardner (P.E.I, 2001) as an essential source to promote learning and give meaning to life. So, by using cooperative strategies, this research sought to promote good relationships among students as they interacted in the foreign language, and also allowed them to be active learners while they enjoyed their learning process through games.

### **1.5.2 Research question(s) and objective(s)**

This research aimed to implement the cooperative games during the English class, in order to develop oral interaction in the Fifth-grade students, as the researcher had mentioned before. Then, having identified the problem regarding oral production, this project responded the following question: How might using cooperative games promote oral interaction in the fifth-grade students?

The research question takes one main aim which is to identify if the cooperative games influenced the oral interaction production in fifth grade students at I.P.N.

In order to reach the aim, it is necessary to establish the following specific objectives:

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- To explore students' foreign language comprehension using cooperative games.
- To describe the impact of the cooperative games on interaction among the students.
- To evaluate if the students' oral interaction increases using games.

### **1.6 Conclusion**

The first chapter is based on the population description to the research. In other words, the characterization of the students, the diagnosis in relationship with their abilities in the foreign language, and the description of the lack of oral skills during the English classes were clearly presented. Second, the research question and some objectives were introduced in order to advance in the progress of this study. Thus, the second chapter will take a close look at theory, showing the framework related with cooperative games, learning strategies, and oral interaction skills.

## **Chapter 2: Theoretical Framework & State of the Art**

### **2.1 Introduction**

This chapter includes concepts that were important for the research development, which is: How might using cooperative games promote oral interaction development in fifth grade students? Therefore, it was necessary for the researcher to establish the different constructs that will enhance the present study. Such concepts were cooperative games, multiple intelligences, learning strategies, and oral interaction skills. At the same time, the State of Art presents different studies that have been working on the same constructs.

### **2.2 Framework**

#### **2.2.1 Cooperative games:**

Games are conceived as useful activities in the learning process that help to improve different skills in the students, such as learning, interaction, and problem- solving strategies;

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therefore, games are a powerful tool in the learning process (Talak-Kiryk, 2010). The researcher agrees with the importance of the games into the learning process as Martinson and Chu (2008) expound:

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure.

Thinking and acting are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.

(Martinson and Chu, 2008, p.478)

So, in relation to the present research, the games allowed Fifth graders to be active learners, and enhanced their ability to make decisions on their own, to create confidence and bring interaction in the EFL classroom.

Regarding cooperative games, the relationship between individuals is essential. According to El-Nasr (2010) cooperative games involve team work, and promote participation and cooperation. (El-Nasr, M. S., Aghabeigi, B., Milam, D., Erfani, M., Lameman, B., Maygoli, H., & Mah, S, 2010). Therefore, this aspect guided the present project implementing these kind of activities, involving the students' participation in order to work together while they were playing and interacting. Referring Ariza (2009), children enjoy learning through games, and when they play together, it is possible to identify that their language skills in the foreign language are developing through the interaction among them. Thus, kids learn in a natural way, not paying attention to the grammar or structure of the language, but experiencing the pleasure of the game activities (Ariza, 2009). Also, games help students to have a real experience with the language, seeing the learning process as an entertaining way to use it. So, the use of games into

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any classroom generate a confidence in the kids with their peers and strengthen their relationships in the environment.

Another important fact in this research was understanding that games allowed learning, and that they were not a waste of time. As Isenberg & Quisenberry (2010) affirm, "Play is not wasted time, but rather time spent building new knowledge from previous experience" (p.33). Therefore, the researcher considered that the games became acceptable as a successful learning strategy in the classroom, because they develop many skills in the kids in a natural way, developing as well (Burguillo, J. C, 2010).

### **2.2.2 Multiple Intelligences**

Considering the cooperative work was necessary to have in mind the Gardner (1991) theory about multiple intelligences. According to this theory:

"we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

(Gardner, 1991, p.12)

Gardner's multiple intelligences theory could be useful for English teaching classroom during this reseach. Because every person according to Gardner possess one or more intelligences that allowed students to undertand the world around. So, the most important aspect of using multiple intelligence through cooperative games was that it will give support to learners

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who may find different ways to solve the activities. As a cooperative work, the kids developed their own skills helping each other, cooperating while they used their own intelligences. Because the basic idea behind multiple intelligence activities is that people learn using different types of intelligences.

### **2.2.3 Learning strategies:**

On the realm of learning, O'Malley & Chamot (1990) present different strategies in order to promote the students learning. So, based on the diagnosis developed in the first chapter, it was necessary to implement a learning strategy in fifth grades in order to promote oral skills through interaction and cooperation. Therefore, considering Malley & Chamot's (1990) strategies in relation to speaking skills in Foreign Language acquisition, the researcher appealed to the social/affective strategies, contained either social interaction or affective control over learning knowledge. Becoming then, the most useful and significant strategies used in this study, due to the fact that these socio/affective strategies forced the students to ask question, to interact and to empathize with others in a real environment (achieving the oral interaction).

Consequently, the cooperative games were immersed in those strategies, and enhanced cooperation among children, due to the fact that through games they naturally adopted different roles in their play while using their own language, and these classroom activities imitated natural learning processes, based on the cooperation work (Brumfit, 1991). Therefore, using those kinds of games the students necessarily had to ask questions to their peers, regulate their emotions and take decisions together. Thus, with the intention to look for students' process, the researcher must take advantage of the socio-affective strategies, encouraging and assisting the students in using them effectively, because students through significant learning strategies became more effective and independent learners (O'Malley & Chamot, 1990).

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Considering the socio-affective strategies as a way to work in different aspects of the students, such as controlling emotions, motivations, and attitudes towards learning, and at the same time learning through contact and interaction with others (O'Malley & Chamot, 1990) it was possible to say that the socio-affective strategies were related to cooperative games, creating a supportive and encouraging environment for language learners. So, kids expressing their feelings and thoughts in English and improving their English-speaking skills, are the powerful ways in which to accomplish the use of socio-affective strategies. Even when some researchers appeal to work from the cognitive strategies, the socio-affective strategies could reinforce the learners' oral competence, and also their interaction with the teacher and their peers in the ESL classroom in a natural way and with a specific and meaningful intention.

### **2.2.4 Oral interaction skills:**

Oral interaction is the skill of constructing meaning in an oral way, which implicates processing data by producing and receiving it. Thus, the relation between interaction and communication is quite important. Ibarra (2002) says:

We use language with the immediate purpose of communicating the way we perceive, give meaning and understand the world. We also use it to build social relationships that allow us to interact with each other. Furthermore, students develop their communicative competence interacting with others and creating a real atmosphere in the classroom.

(Ibarra, 2002, p.44)

Taking into account Ibarra's thought, the researcher noticed during the observation time that oral participation in the Fifth-grade classroom was absent; students did not interact with each other using the foreign language, but their own native tongue. For that reason, the present research worked with oral interaction skills, taking place in a real time, where the kids were

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faced with cognitive, linguistic and socio cultural demands (Mariani, L, 2010). Creating an environment that helped them have the interaction needed in order to express their feelings and thoughts, promoting the use of the foreign language. (Oliver & Philp, 2014)

Oliver and Philp (2014) present the nature of oral interaction in relation to the children's perspective about the world and the others. They build their relationships with others in the classroom by adopting the foreign language through games. Also, taking a close look to Long's (1983) interaction hypothesis, it is explained that this action has opportunities of negotiation, and that negotiation leads to language learning. Several reasons that support his hypothesis include accepting that learners receive feedback on their oral production through the interaction and that they are able to be aware about their mistakes and improve their foreign language, modifying their oral language production (Long, 1996). So, while they are cooperating in the game activities, they are willing to interact among them, while receiving feedback for themselves as a natural way.

The Natural approach Krashen, S.D. & Terrell, T.D., (1983) then was an important base to achieve the oral production in the kids, taking into account the stages that Krashen and Terrell proposed for an effectively communication. The first one is the Preproduction, in which the kids are just beginning to learn the language. In this stage the teacher not receive verbal response from them, because they are shy to express something. It is possible to say that it is in this stage that most of the fifth graders of the I.P.N.were. So, at this period they must be exposed to comprehensible input, to listen and absorb the language before speaking it. That is known as the "Silent Period" (Asher, 2000). The second stage is the Early production, in which the students use isolated words to express their ideas. Even when they do not understand the whole input they try to answer with simple words. For that reason, teachers have to use simplified language,

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avoiding idioms and uncommon vocabulary, as the researcher did with the fifth graders.

Nevertheless, in that stage the students are able to interact with peers, solve problems, develop projects, discuss class topics, or games strategies, etc. It was in this period that the last semester was focused, in which teacher-directed activities were applied in order to allow them to interact no matter the quantity of vocabulary, but making small groups and pair activities, where they had the chance to practice speaking in a natural way, without pressure.

The next stage presented by Krashen and Terrell (1983) is Speech Emergence. In this period, the students can say phrases and use more vocabulary. Even though they can produce more output, it is necessary to have a clear and deep contextual support, as nonverbal input, such pictures, activities, etc. All of this, because they can understand more, and also can express themselves effectively with a simple grammar. Some of the practices in these states are related to poetry, songs, chants, predicting, comparing/contrasting, describing, cooperative learning, problem solving, charting, etc.

The last stage is the Intermediate Fluency; this last period consists of the compilation of the last three stages. So, kids have gone beyond speaking in phrases and simple sentences to being able to engage in natural discussions. Now, they do not answer with isolate words, but with complex phrases from questions that require them to synthesize and evaluate information because they possess adequate academic language proficiency to do so in English. This skill development does not mean that students do not have mistakes, students at this level are still in the process of learning academic English and when they experience difficulty in their process, or fail to achieve at minimum levels, they require language support, but they are able to receive the input with a better comprehension.

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### **2.3 State of the Art**

The researcher turned to other researchers that have provided knowledge and results regarding oral interaction in the foreign language through cooperative games.

The first research is about oral interaction using different kinds of games and is carried out by Ariza (2009). The project was done with a group of kids between six and seven years old in Zipaquirá, Colombia. The main purpose of Ariza's research was to identify different kinds of games that stimulate the students' participation in oral activities. As she observed into the classroom, she realized that students were motivated to participate in the English class while they played together in cooperation learning. Students stopped thinking about language or grammar, and on the contrary they participated in a spontaneous and natural manner. Thus, Ariza's project to strengthen the role of games in the classroom, understanding that games should not be conceived just as an entertainment intention, but as a powerful tool to allow cooperation work, and motivate the students in their oral production in the Foreign language.

The second research consulted was carried out by Gonzalez (2009). This research was focused on improving oral interaction in English by applying cooperative learning to students of seventh grade in Marco Fidel Castro public school in Bogotá. In order to develop the project, she wanted to replace the traditional grammar teaching and implement learning strategies that allowed students to express their own ideas with freedom, and also a way to encourage students to interact with their classmates. So, in order to reach the students oral production, the researcher based her project on Kagan' (1990) theory about Cooperative Learning. Therefore, the activities applied in the research development were focused on building teams, because she conceived group work as a means to create a pleasant environment for students, in which it is possible to

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generate an appropriate classroom space, so that the students felt more relaxed to participate and speak freely using both their mother tongue and the foreign language.

Keeping in mind Gonzales' (2009) work, it is essential to take into account some important aspects such as the importance of cooperative games as a learning strategy. So, even when the researcher focus was not the role of the games, she used different kinds of games in order to promote cooperative learning in seventh grade students aiming at their oral skills. Another aspect that stands out in this project is the lack of awareness related to oral skills in Colombia schools. Because, the present project was implemented with fifth grade students that had the same problem, the idea of using games to motivate students in order to increase their Foreign Language skills was real and useful. Gonzales' (2009) project showed that interaction among students came after cooperative learning activities, demonstrating that team work and oral activities helped the student increase vocabulary, expressing her/himself better, understanding of the language, and speaking a little more (Gonzales, 2009).

Also, the article written by William Urrutia and Esperanza Vega (2010), contributed to the current research. In their research, at one of the stages, English students of Federico García Lorca School had difficulties with their speaking skills; students did not want to talk during English class because they did not have enough comprehensible input to do so. Following this thought, the authors quoted Bygate (1987) who acknowledged that speaking is a skill that deserves attention as much as the literary skills in both native and foreign languages. Thus, again, the main idea of the conducted project was backed up on the basis that it focuses on those oral elements to communicate in a foreign language.

Finally, Contreras & Chapetón (2016) research called "Cooperative learning with a focus on the social: A pedagogical proposal for the EFL classroom" had many aspects that supported

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the current work. The project focus was the cooperative learning, working with seventh graders from an institution in Bogotá. The researchers promoted active learners, starting from the idea that learning is a social construction where knowledge is negotiated and acquired through social interaction rather than being transmitted by the teacher (passive learning). So, taking into consideration that the present project was developed in a similar context (a school in Bogotá) that research supported the impact of cooperation activities into the students' oral skills. This pedagogical intervention showed that it was possible to foster students' interaction through cooperative learning beyond traditional teaching practices. Taking into account an approach in which language was viewed as a social practice where teachers encourage social awareness and promote spaces for interaction and critical reflection.

## **Chapter 3: Methodology**

### **3.1 Introduction**

Considering the main objective, the way in which cooperative games influenced the oral interaction production in fifth grade students of the I.P.N., the investigator developed the present study as an action research. Moreover, she described the data collection instruments and the data management procedures.

### **3.2 Type of Study**

The present project was considered as Action research. This kind of research was an inquiry approach focused on the process and the outcomes in EFL students (Creswell, 2003). The researcher had to explore a central phenomenon in fifth graders to intentionally analyze and interpret the lack of oral production through observations and data collection. Therefore, it was built as a qualitative research as Draper (2004) states that the focus is on the nature of the human being experiences, and how these phenomena affect those specific individuals. Then, the

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research was related to the collection of data on many variables in a real environment, using observation and interviews with the involved population (Creswell, 2003).

### **3.3 Data Collection Instruments**

Considering the present study as an Action Research, the investigator turned to procedures to collect data. Thus, the present research included methodological triangulation (Freeman, 1998) using multiples ways to collect data such as observations gathered in field notes, audio recordings, and artifacts (documents). All of this, with the purpose of obtaining a strong and accurate research (Phillips, 2010).

The first tool in relation to observation were the field notes. The researcher could collect data through her perception based on a real environment (Merriam & Merriam, 2009). So, the researcher paid attention to different aspects related to verbal, and no-verbal information that affected EFL students' oral interaction (Freeman, 1998), and she passed her analytic insights into organized notes.

The second tool was the audio-recording. First, considering that the project was related to oral skills, the researcher recorded audio tapes, because "recording allows the recreation of verbal interaction and its transcription" (McKernan, 1996). Therefore, through cooperative games, the researcher kept evidences of student's oral productions in audio records and then she transcript them as well.

Finally, documents and artifacts, Goetz and LeCompte (1984) define artifacts of interest to investigators as things that people make and do. The artifacts of interest to educational are often written documents. Examples of artifacts could be: Memos, letters, and now, e-mail records, as well as logs of meetings and activities, and detailed information and personal logs

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kept by subjects. Therefore, the researcher gathered documents from the cooperative games to analyze.

In relation to the documents, Burns & Swan (1999) express the importance of document to illuminate numerous aspects of practice. So, it was necessary to collect written work that showed the progress that students had per class into cooperative work. This instrument was absolutely important to evidence their learning process and the areas of improvement for future applications.

### **3.4 Data management procedures**

As mentioned before, the researcher collected data based on Methodological triangulation, using a variety of methods to collect data (Freeman, 1998). Moreover, Merriam (2002) categorizes the instruments under three types to have an organize procedure: observations, interviews to the participants and documents. The instruments implemented in this research corresponded the following types. First, the field notes obtained every session with its interpretation and analysis (these are accompanied by audio-recordings to analyze the students' oral production); also, some learning logs about the students' feelings towards the activities that replaced the interviews.

The teacher researcher was expected to gather the data in a systemic way during the teaching process. Thus, the information was gathered through field notes. Besides, the audio-recordings supported the students' oral production during the games. Finally, the self and co-assessment were implemented at the end of the cooperative game implementation, to evidence the students' feelings and the interaction among them.

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The data collected was fundamental in the present project, because it helped the researcher to analyse the students's process, and also re-evaluate some practices in the way. As Merriam (2002) mentioned: “ the data allows the researcher to make adjustments along the way, even to the point of redirecting data collection” (pg.14). As it was mentioned before, those instruments build the triangulation, “It means that a combination of angles on the data will give us more objectivity.” Therefore, once data was collected, the next step was to “compare, contrast and cross-check” to see if the evidence of something is in various instruments and give value to the present project. (Burns, A. 2009, pg. 95-96).

### 3.5 Categories of analysis

Taking into account the purpose of this study and the theoretical framework, the following units and categories of analysis emerged to develop data gathering.

Unit of Analysis	Sub-category	Aspects to Assess	Instruments
Cooperative Games	Active learning	Students engage with the games, participate in the class, and collaborate with each other.	Field Notes Audio-Recordings Transcriptions Artifacts
	Multiple intelligences	Students develop multiple intelligences through cooperative games	
Interaction Communication (Krashen & Terrell stages)	Interaction and social skills	The students interact with the teacher and classmates through pre-production, early-production and speech emerged stages.	Field Notes Audio-Recordings Transcriptions Artifacts Surveys
	Self and Co-assessment	Students assess their and other process.	

### **3.6 Validity and reliability**

Taking into consideration that the present research is qualitative, it is important to mention the validity and reliability of itself. As validation involves collecting and analyzing data to assess the accuracy of an instrument. Based on Creswell (2003) that considered the internal validity through triangulation data as it was mentioned before, dividing short and long terms by observations during the second semester of 2016 until de first semester of 2017, four hours per week. Also, the auditor from the University helped as an external validation, observing the whole process, and guiding the researcher in the study. Moreover, the content validated the study providing deep and specific descriptions from field notes and logs about the process to demonstrate the reality of the research.

In relation with the reliability, the researcher found repeatability data of findings in the interventions. The following techniques were used in the study to establish reliability, which provided a detailed account of the focus of the study, the researcher's role, the contexts, and participants. The triangulation or multiple methods of data collection and analysis strengthened reliability as well as internal validity. Data collection and analysis, which described data in detail with the intention to provide a clear and accurate representation of the methods used in this study. Finally, it is necessary to mention that an external assessor and a reader were there at all the stages of this study.

In relation with the pedagogy, the investigator anticipated that this research could contribute to the pedagogical theory "learning through play". As Isenberg & Quisenberry (2010) affirm: "Play is not wasted time, but rather time spent building new knowledge from previous experience" (p.79). Therefore, the researcher considered that this work could be effective and valuable for the kids' learning process and life. Considering that playing is recognized as a

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specific right for all children according with the United Nations (n.d.), the games became acceptable as a successful learning strategy in the children. Moreover, talking about language, Seefeldt (1992) states that children are frequently developing their language skills through play, as well as learning significant roles that pertain to the real world. For that reason, it was possible for this research to have positive results in the fifth graders from the I.P.N, because through games they interacted with one another, which was significant for language development while applying and modifying their recent knowledge about the real world.

## **Chapter 4: Pedagogical Intervention**

### **4.1 Introduction**

In this chapter, the investigator gives a brief conception of some aspects, which are important to the pedagogical intervention. The vision and mission of the language, the mission and vision of the learning process, the institutional design, the timetable proposal, and the significance of results are important aspects to the pedagogical intervention.

### **4.2 Vision and Mission of the Language**

Taking into consideration that the present research aims to develop oral interaction in fifth graders, the investigator parted from view of language as a vehicle for communication and self-expression, in which there is not straight manipulation or selection of discrete structures (Wilkins, as cited in Long & Crookes, 1992). In other words, Language is primarily seen as a means of communication rather than a theme matter. But also, Language is much more than simply a means of verbal communication, it is an entity which involves interpersonal communication (interaction), in which there is a reflective process. (Grice, 1975). Therefore, starting from this, language is conceived as a means of communication, that allows mediation

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among social individuals. Grice (1975) says that human society remains because its members use language to facilitate cooperation through conversations in a natural way. So, considering language as the way for interactive practices, this research promotes social interaction through the language (Tylén, K, 2010) into the fifth graders of the I.P.N.

Bearing in mind the language notion mentioned before, the mission in this pedagogical intervention was to transform the classroom into a place, where the students were willing to experiment interactive practices through the language. Besides, it could be understood, according to Young (2011, p.430), that interaction is more than an exchange; it is the construction of a shared internal context or "sphere of inter-subjectivity" that is built through the collaborative efforts of the interactional peers. Thus, the mission of the language was the negotiation of meaning (Wells, 1989). This made us point out that the main goal was to help the learners to interact, using the language in the oral participation, and reinforcing prior knowledge.

### **4.3 Vision and Mission of the learning process**

On the realm of learning, this project considered active learning (Anderson & De Silva, 2007) as an important approach in order to understand the way in which students learn through games. Therefore, this study presented active learning approach including elements such as do, review, learn and apply. Consequently, students were active learners, shaping their own process in those different steps. The idea was to allow students' intervention in the cooperative games activities (the "do"). Next, the kids had a learning reflection talking about how they felt playing games based on the proposed activities (the reflection), at the same time they became active learners (the learning). Finally, they expressed what they learned in the classroom through the social interaction (the application).

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Therefore, the mission in the classroom was to create a space in which students learned by themselves, because students were engaged in the cooperative games. As Bonwell & Eison (1991) declared, active learning is "anything that involves students in doing things and thinking about the things they are doing" (p.2). So, the relationship between cooperative work and games was the essential learning method in order to achieve the interaction.

To sum up, the active learning engaged and challenged children's thinking, using real situations in the classroom in order to express what they felt and what they thought. So, considering the active role of the students this research enriched the learning process through cooperative games, due to the fact that when applying them as a tool, students became active pupils as they played, using their knowledge and skills by their own. This learning strategy then involved the students' participation in ESL, because the learners wanted to take part as they tried to understand what others were saying, as well as when they spoke wanting to express their own point of view.

### **4.4 View of the classroom**

In respect to the classroom, it was considered that this fact was essential in the research being the classroom the social scenario in which students were exposed to a social environment. Therefore, the classroom should be considered as a communicative space, in which teachers foster activities that allow students to use, experiment and practice English; creating a positive, comfortable and respectful environment, in which rules are developed as a team. As Johnson, M. B. (1998) expressed, an effective classroom communication is where teacher and students are able to send and receive messages precisely. So, that kind of environment allows children to feel good about themselves, reducing the anxiety level.

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To achieve interaction in the students, it was essential to provide a positive environment. As Barry P (1989) mentioned, an effective classroom communication could help to enhance, promote and encourage students' learning. Considering the conducted research's objective, relating interaction through cooperative activities, was essential to establish and to promote a comfortable atmosphere, and polite relationships, regarding the classroom as a peaceful scenario where the participants felt free to express their thoughts and feelings in a natural way.

### **4.5 Institutional Design**

#### **4.5.1 Lesson Plans**

Concerning the guide of what students needed to learn in Fifth grade and how those topics effectively supported the study, the researcher developed lesson plans for each class. Butt (2006) says that "effective lesson preparation to ensure students learning is part of a cyclical process of planning, doing, assessing and evaluating" (p.vii). Therefore, the researcher prepared the classes based on the topics that they had to study, in order to be organized and be able to give account of the process. Then, the designing of appropriate learning activities regarding cooperative games was presented, and also the development of this strategy in order to obtain feedback on student learning in relation with the oral interaction. The lesson plans integrated three components; objectives, learning activities, and strategies to evaluate the process. Thus, the investigator implemented a lesson plan in each class to achieve the objectives and be faithful to the learning process (Annex 7).

#### **4.5.2 Implementation**

Concerning the pedagogical intervention, the research was designed in different stages to follow. Classes were designed thinking on the promotion of oral interaction skills in the fifth-graders. Thus, there were three categories proposed by Krashen & Terrell (1983) related to the

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natural approach. To follow these units, the book *Straight Forward 1A* was used to achieve this purpose, working in relation with the curriculum map of the school (each activity was specified in appendix 9) and using the cooperative games as the way to achieve it. Thus, the intervention had the following stages:

The first period was the pre-production: it went from Aug 18<sup>th</sup> to October 10<sup>th</sup>, 2016; there were nine classes, one per week. This moment was also named as the silent period. During this stage, students listened most of the time to a comprehensible input through different games. The kids were not speaking yet; some students used just isolated words or resourced to their native language in the moment to play with others. At the end of this period, students understood information and vocabulary from visual input, even when they did not produce complex output. And, finally, they were able to give simple oral responses using the new vocabulary that they learned.

In the second stage the researcher worked early production: it went from February 17<sup>th</sup> to March 7<sup>th</sup>, 2017; there were eight classes. During this period, students felt more familiarized with the foreign language. So, students tried to speak some phrases to interact with their classmates into the games. In fact, they responded to the foreign language with mime. At the end of that period, students were able to use the foreign language to interact with their classmates and with the teacher during the cooperative games.

The last period was the speech emergence: It went from March 14<sup>th</sup> to April 21<sup>st</sup>, 2017; there were eight classes. In this moment students understood the input better than before because, at that period, they had already known more vocabulary and they were able to use it in a natural way in the games and to listen to simple phrases during interaction with others. During this stage, the intention was interaction, using the language as a way of communication. It was

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important to mention that the grammar was not the focus, but the intention to express their thoughts and feelings through of the games. Thus, they were supposed to be able to carry on short dialogues and they participated in role-plays. However, it is imperative to mention that this stage was not part of the data that was analyzed, since it was not fully reached due to time constrains.

Finally, the researcher considered important to mention that the cooperative games/activities were the way to identify the stages of interaction during the intervention. Therefore, these interaction stages mentioned before were developed throughout the whole implementation of the proposal. They were differentiated in order to characterize the main parts of the interaction process, but the phases were developed all together and some of them happened at the same time.

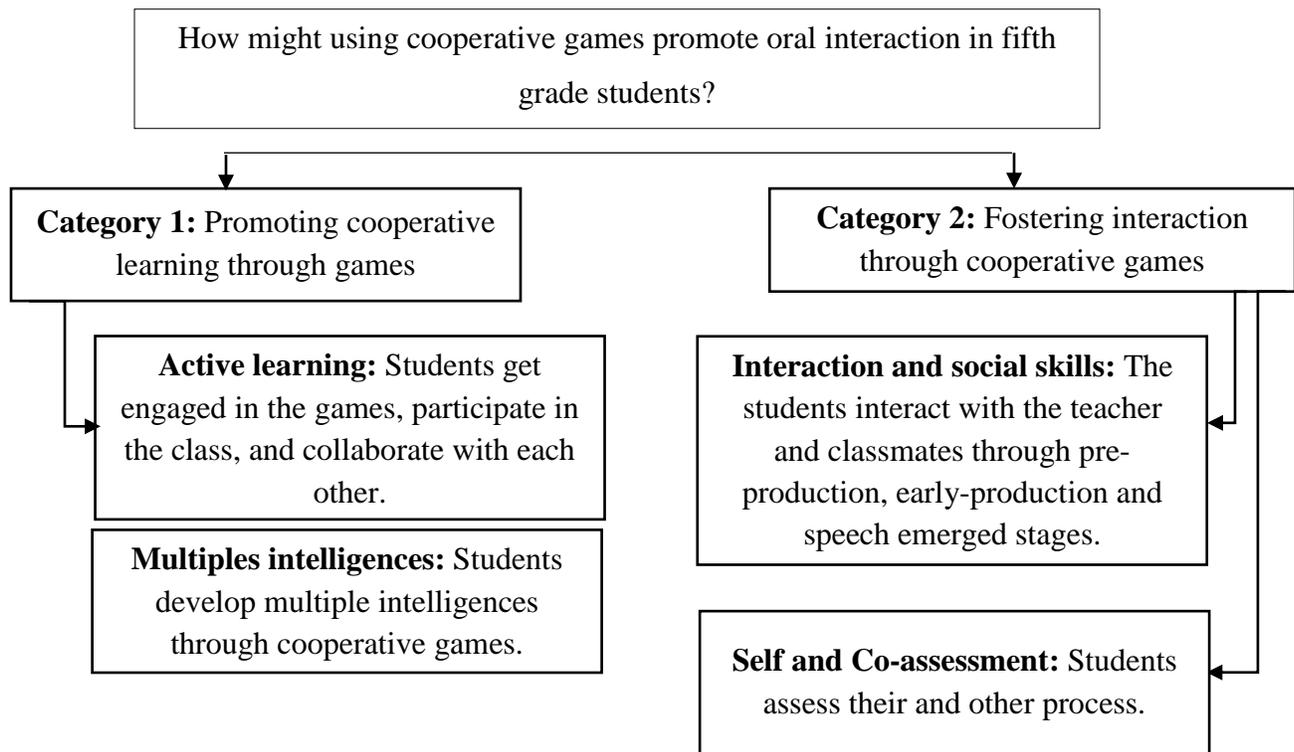
### 4.6 Time Table

Activities	August	September	October	February	March
<b>Stage 1</b>					
<b>Achievement Indicator:</b> Students recognized themselves as social beings in front of others.					
Presentation of students in front of others as unique persons.	18				
Organization of groups, taking into account different and common skills.	25				
<b>Stage 2</b>					
<b>Achievement Indicator:</b> Students understand the importance of cooperative games into the learning process.					
Students comprehend input through <i>picture games</i>		1			
Students learn new vocabulary playing <i>Card and Board Games</i> in groups.		8			

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Students measure the players' ability using <i>memory games</i>		15			
Students communicate full sentences, give new ideas through <i>word games</i>		20			
Learners write stories and share them with classmates, resourcing to <i>story games</i>		27			
<b>Stage 3</b>					
<b>Achievement Indicator:</b> Students interact with the teacher and classmates as a result of cooperative activities.					
Student use the cooperative games to make decisions in group			6		
Students look strategies to achieve game's goal.			10		
Students interact in order to gather up ideas for a cooperative work (poster)				21	
Students create a poster, parting from the opinion and thoughts of the participants.				24	
Learners organize and discuss the way in which they will present their work to others.				28	
The students interact with their classmates and teacher related their own work.					1

## Chapter 5: Data Analysis



In this chapter, the investigator took into the account the research question; How might using cooperative games promote oral interaction in fifth grade students? At the same time, it was considered that the main objective to be reached. That is to recognize if the cooperative games influenced the oral interaction production in fifth grade students of the I.P.N., with the intention to present the outcomes obtained during the intervention.

First of all, it is necessary to mention that the present work was developed during three semesters in the Instituto Pedagógico Nacional. The researcher worked with fifth graders in their English class, from February 23<sup>th</sup> to May 24<sup>th</sup>, 2016 the first Semester. From August 9, 2016 to November 17<sup>th</sup>, 2016 the second semester. And finally, from February 17<sup>th</sup>, 2017 to April 20<sup>th</sup>, 2017.

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Nevertheless, there were many academic facts and activities that interfered with the pacing of the program. Concerned to be more efficient with the process, the researcher reported every single class into field notes, providing a class report on the behavior and activities during the class, self and co-assessments from students; in which students manifested their feelings and perspectives towards the activities, and the film of qualitative audio and visual aids, such as audio videos as it was stated in the data collection plan.

### **5.1 Promoting cooperative learning through games**

This category states the role of cooperative learning, due to the fact that students are conceived as active learners into the classroom. But cooperative learning is more than merely having students sit together, it is “a diverse group of institutional methods in which small groups of students work together and aid each other in completing specific tasks” (Jacob, E. 1999, p.13). Slavin (2000). Therefore, this category was divided in two subcategories: The active learning and the multiple intelligences. The researcher will describe below the two subcategories by describing and illustrating them with data samples, and discuss the findings parting from the theory.

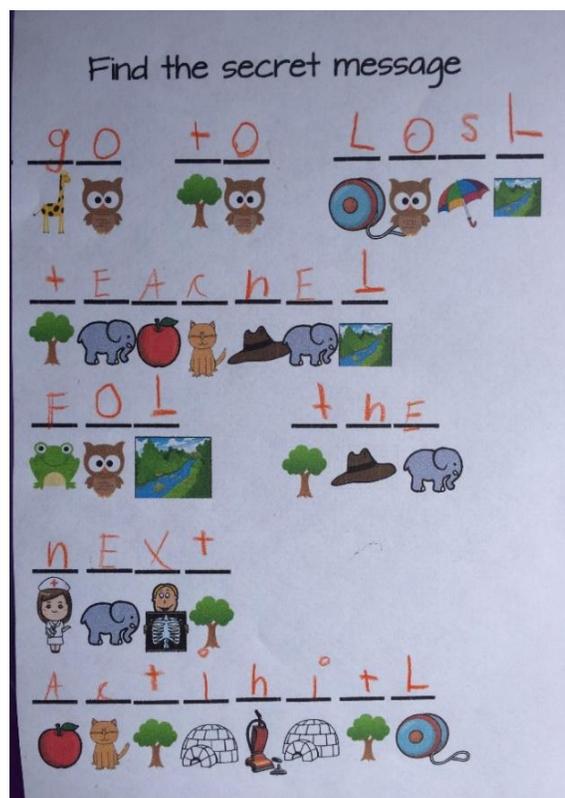
#### **5.1.1 Active Learning**

This category parted from the concept of cooperative work. The investigator considered games as a method to help students interact and speak in an appropriate atmosphere, then, the students became active learners. Students learn more when they participate in the process of learning through discussion, practice, review, or application of some activities (Grunert, 1997). This is in contrast to traditional styles of teaching, where students are passive learners, just listening and, theoretically, absorbing information presented by the teacher. When you invite students to actively participate in the learning environment, they assume responsibility as part of

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the learning process (Talak-Kiryk, 2010). In order to promote active learners, the researcher implemented five kind of games based on Wright, A., Betteridge, D., & Buckby, M. (1984) as the following: picture games, card and board games, memory games, word games, and story games.

The picture games were the first step, these games allowed comprehension of the input. Students worked in pairs, looking together the best way to find the message parting from images. The cooperation emerged when some of the students did not know the right word in English. In many cases, they used the dictionary or ask other groups to solve the problem.



Document about active learning through picture games – September 1<sup>st</sup>, 2016

After picture games, the researcher designed card and board games. In this section, the groups were not just pairs, but large groups to evaluate if all students were involved as active

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learners. During the activity, the teacher used the board to give students a comprehensible input through images, so they had to organize different cards in groups in order to transmit a message to others. In the field note number 5<sup>th</sup>, registered August 25<sup>th</sup>, 2016, it was evident that the students worked together and were able to help others, being active participants during the game and using the Natural approach, talking in a natural way by themselves. As El-Nasr (2010) exposed, cooperative games involve team work, and promote participation and cooperation. (El-Nasr, M. S., Aghabeigi, B., Milam, D., Erfani, M., Lameman, B., Maygoli, H., & Mah, S, 2010). For example, in the lines 17-19 from the textual markets in the Field notes, a student said to other "noooo, esa no sirve, mira la que tienes a la derecha, this one... asi si queda good" (Field Note N°5 - Annex 2).

The third kind of games utilized was the memory games. Students worked in large groups as well. These games measured the players' ability to remember different events which, in turn, led to discussion, in which opinions and information are exchanged. Also, they appealed to their prior knowledge about foreign language to make the images' pairs. The data of this kind of games were gathered in field notes, because there was no physical evidence to demonstrate the active learning. In the field note number 8<sup>th</sup>, registered September 8<sup>th</sup>, 2016 it was registered that the students worked together and were able to help others, being active participants during the game, giving and receiving advice to pick up the right cards. For example, in the lines 12-21 from the textual markets in the Field notes:

Some of the kids express that they are good in memory games, saying things as "yo tengo buena memory, dejenme a mi hacerlo"...Some students were shy and did not want to participate, but others helped them, saying the number of the card for them as "esa esa, la que te estoy diciendo"

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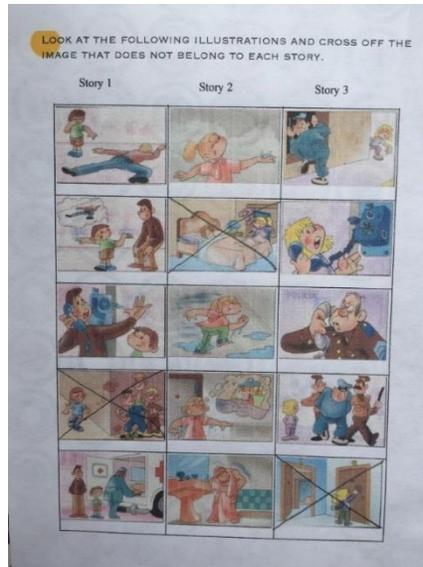
(Field Note N°8 – Annex 9)

Therefore, was evidenced the cooperative work, because when some student did not want to participate others helped them. As it was mention in the field reported, kids cooperate to their classmates in order to achieve the goal of the game, even when they used their mother language. In this session the active learning was developed, due to the fact that kids look strategies by themselves to remember the cards and make good decisions. Then, students through significant learning strategies became more effective and independent learners (O'Malley & Chamot, 1990).

The word games were another kind of games implemented in the class. These games are used for spelling, meanings, using words to create sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, had to communicate in full sentences, give new ideas and argue at the same length. In this case the natural approach was notices, because they build their relationships with others in the classroom by adopting the foreign language trough games. As Ariza (2009) presents, children enjoy learning through games, and when they play together, it is possible to identify that their language skills are developing through the interaction among them. So, in the field note number 14th, registered September 15th, 2016 students use prior knowledge to work into the games collaborating one another in order to win. For example, in the lines 23-28 from the textual markets in the Field notes some students based their participation as active learners thinking in the grammar structures. "escoge ate para decir que we ate cookies", or "no esta bien, debemos poner primero el yo y despues el jump in the park" (Field Note N°14 - Annex 10)

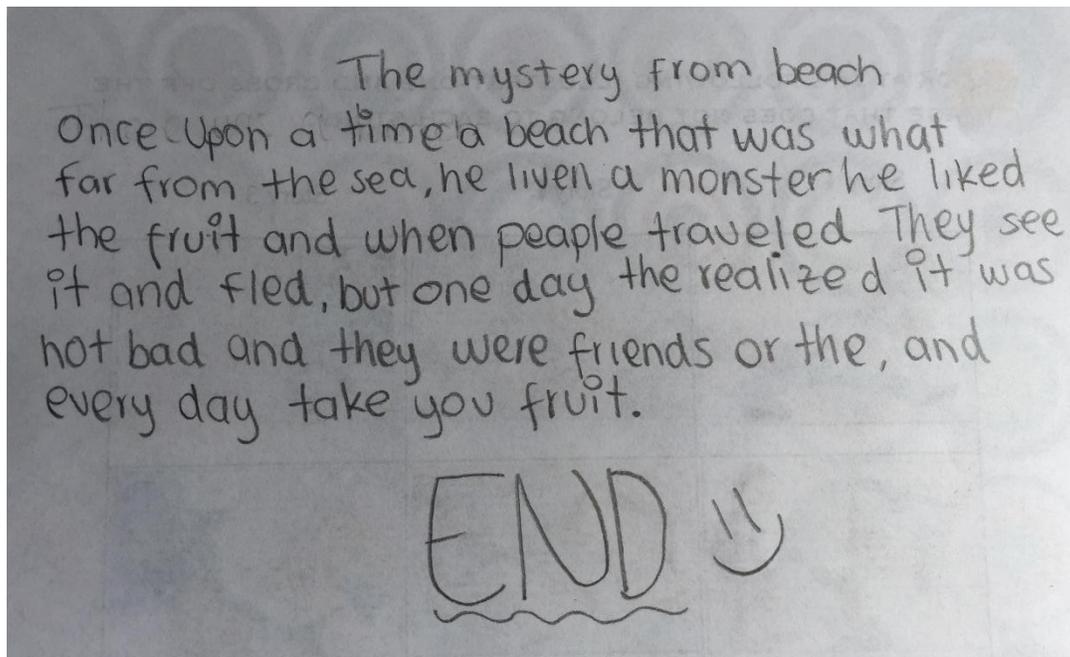
Finally, regarding the games implementation, the story games called for kids' imagination and allowed students to speak among them, identifying, comparing and deciding ideas to organize and create a short story to share with others in a natural way.

## Oral Interaction Through Cooperative Games



Document active learning through story games – October 6<sup>th</sup>, 2016

Besides, the last part of these activities they created in pairs short stories to share with the rest of the class. Some of them looked verbs in their notebooks or used their dictionary to write it. At the end, some groups presented their work, acting or reading them.



Document about active learning through story games – October 6<sup>th</sup>, 2016

## Oral Interaction Through Cooperative Games

### 5.1.2 Multiples intelligences

The cooperative work implicated different participants, with different skills and intelligences. To develop Gardner's theory the researcher used the games to develop the multiple intelligences into the classroom as well. Using the five-kind games based on Wright, A., Betteridge, D., & Buckby, M. (1984) mentioned before, the data related to multiple intelligences was collected at the same time. Through these activities, the students manifested their own intelligences, using them to play and collaborate with others.

In the picture games students worked in pairs, looking together the best way to find the message parting from images. So, the visual and spatial, the logical and the interpersonal intelligences were used by the fifth-graders. Into the field note number 7th, registered September 1st, 2016 the student-teacher identified that kids used different skills to cooperate in the activities as was mentioned in the analysis column:

Majority of kids liked the activity. They used their prior knowledge or used the dictionary to find the right words. The students had different skills when they worked together, some preferred the part of the images, others preferred the physical obstacles, or just talk with others during the activity.

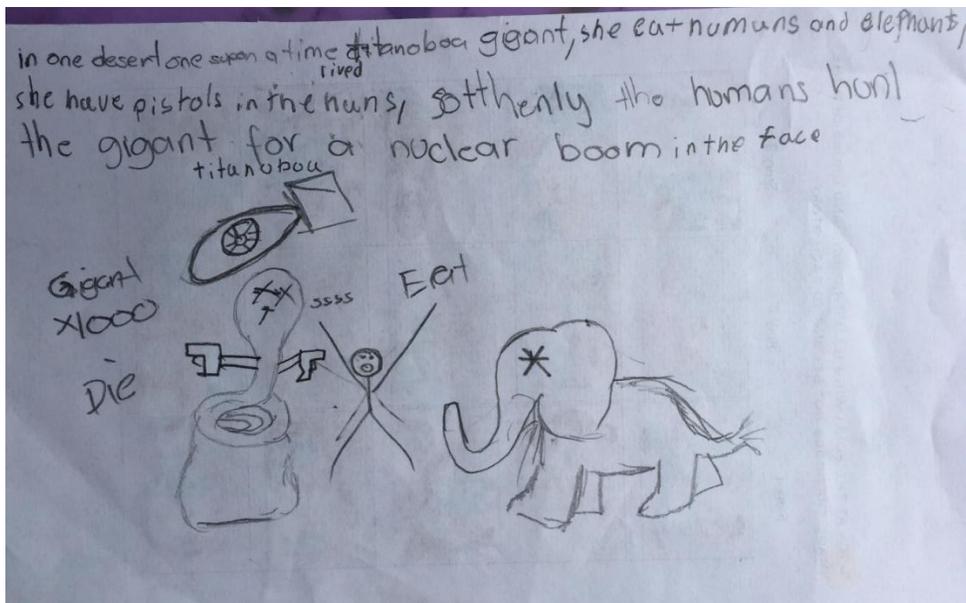
(Field Note N° 7 – Annex 11)

It was evidence that the students went to their intelligences to develop the activity. In lines 6-14 from the analysis column, the researcher mentioned that some kids visualized, and used the mind's eye to decode the message, while others moved around the classroom, going from one place to another. Also, some kids created a new message, being able to interact, mixing with others while leading groups, understanding others and mediating; all of these, due to the cooperating and the work in groups.

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In the story games, also it was clear to see the multiple intelligences into the fifth-graders. When the kids had to create their own short story to share with others, they adopted different skills to achieve the activity. When some students chose to look into the dictionary for verbs and right words they manifested their linguistic skills, while others were quiet while creating the story just with drawings. Also, a pair of students did not want to write down their short story, but they wanted to act in front of the class. Just like in the picture games, was notorious that all kids develop their interpersonal intelligences, thinking and sharing their thoughts and feelings with the teacher and peers.

The following sample of the intervention in October 6th, 2016, it was noticeable the multiple intelligences in one of the groups. While one of the kids created the story (using linguistic intelligence) the other kids decided to draw the same short story (visual intelligence).

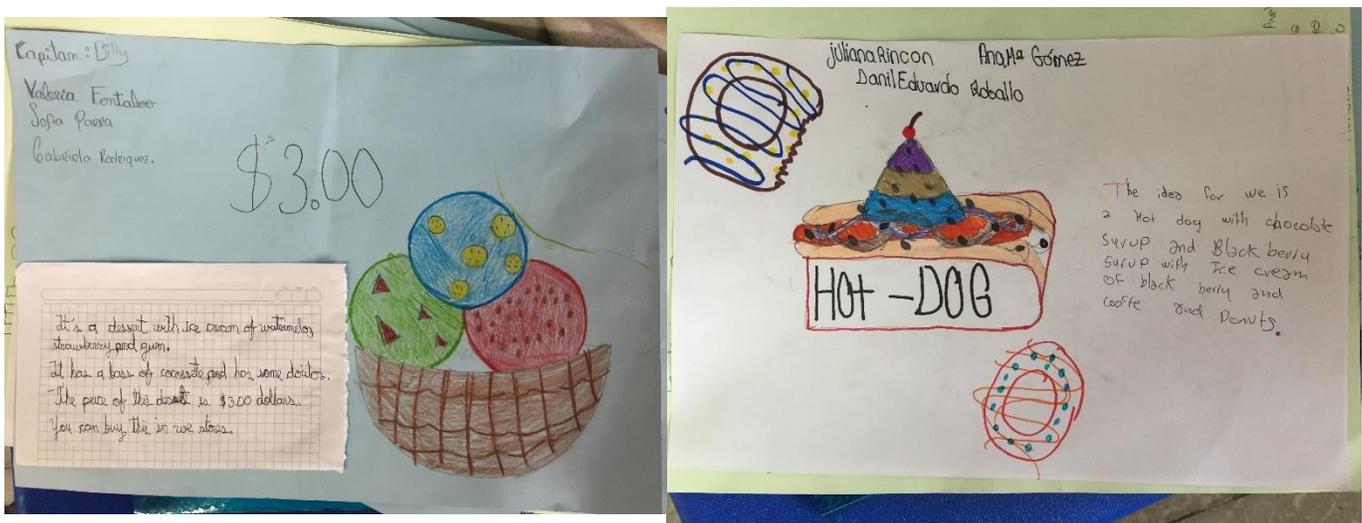


Document about multiple intelligences through cooperative work – October 6th, 2016

Using card and board games in a second opportunity in February 28<sup>th</sup>, 2017, the teacher gave this time the possibility to the students to be the creators of a big poster. In this section, the

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groups were organized with 5 or 6 members. First of all, teacher gave students a comprehensible input related healthy food through images. So, they comprehend the input and started to talk about their favorite food. The next step was to design as a team an advertising poster, trying to sell a new type of food. This activity displayed the students' skills in front of others. Some kids were dedicated to think about the product, others in drawing it. Even the musical intelligence was evident, because some kids started to compose a song for their product. Once again, each student used the interpersonal intelligence, being and active part of a group. The artifact showing below displays the result of the mixing of multiple intelligences into the class.



Document about multiple intelligences through cooperative work – February 28<sup>th</sup>, 2017

## 5.2 Fostering Interaction through cooperative games

Taking into account the importance of interaction into the classroom, the researcher fostered interaction using cooperative games. Children exhibited collaborative behavior similar to their interactions during paper-based activities, using the language as a way to communicate. For that reason, two subcategories were designed on account of the interaction. The first one was

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the interaction and social skills and the second one was the self and co-assessment in relation to the role of the kids into the communicative act.

Collaborative games are strategies in which the individuals involved must interact with each other in order to have meaningful and successful communication. Ibarra (2002) says that we use language with the immediate purpose of communicating, giving meaning to and understanding the world. Besides, through interaction students build social relationships that allow them interact with each other. Furthermore, students develop their communicative competence interacting with others and creating a real atmosphere in the classroom.

### **5.2.1 Interaction and social skills**

Following the stages of Krashen and Terrell, the researcher evaluated the interaction and the social skills in three steps: pre-production, early pre-production, and speech emergence in relation with the teacher and with their peers.

Starting with the pre-production or silent period category in order to analyze the data, the researcher designed different activities (Lesson plans- Annex 7) to offer input to the learners, with the purpose of familiarizing them with the language, even when they did not feel comfortable to produce output. Thus, the intention in the first part of the intervention was to recognize their comprehension of the foreign language.

The researcher implemented activities from visual input to show their answer in communicative activities related to recognition of simple vocabulary. Communicative activities were implemented during English classes to fifth graders. Three instruments were applied to assess the students' process: a class report as field notes, a video recording in some of the interventions.

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The first activity to work with the silent period was a match game in August 18<sup>th</sup>, 2016. The teacher spoke in English all the time, introducing the topic at hand. Taking into the account that it was the comprehension period; the learners manifested through the activity that they understood some vocabulary by the picture game, but they did not want to speak. In the field note number 3<sup>th</sup>, registered August 18<sup>th</sup>, 2016 it was clear that the students are social beings. Through social interactions, children began to establish a sense of “self” and learn what others expected of them. Children grew and developed their social skills into the classroom environment; they became more and more interested in playing and interacting with other children. The first time the kids interacted with the teacher, making question in their native language. In the lines 8-15 from the textual markets in the Field notes, there was an indication of interaction student-teacher. Majority of the time they went to the teacher to solve doubts about the foreign language. As the following fragment showed "profe, ¿cómo digo ...?, es que es más facil preguntar a los otros en español (Field Note N°3 - Annex 12).

Nevertheless, due to the lack of closeness with the language the kids preferred to use their mother tongue when they had to participate, even when the teacher encouraged them to use it, they preferred not to do it. In the same class, it was noted that in some moments they used some of the words that were known for them, dog, yellow, me, and you (Field Note N°3 - Annex 12). Also, they had the opportunity to practice spelling and pronunciation, because some of them asked for help to the teacher when they had to express daily actions with their classmates.

Also, talking about the interaction among students-teacher, the researcher presented a foreign friend to the class in order to promote the interaction with someone else. In the recording-audio, taking in October 18<sup>th</sup>, 2016, the students interacted with both the teacher and her friend. As a fragment taking from the transcription showed:

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Student 4: Pero no se.... How do you say.... Te gusta...

Teacher: use your dictionary or ask another friend for help.

*Many students are trying to ask something o the teacher's friend.*

Teacher: Back to your places.

Student 5: Teacher, como digo... cuéntanos algo de tu país.

(Audio-recording transcription #3- October 18<sup>th</sup>, 2016, Annex 13)

Social skills were developed among students as equals, among student-teacher, and among student-student. Teachers can be very effective in promoting social interaction by encouraging children to play together and by praising them. However, in the intervention, it was important to remember that too much adult attention may interfere with the children's interactions. So, there were moments when the teacher withdrew herself from the play situation, so kids played together, interacting among them, talking different problems and looking for solutions. Into the Field note number 8th, registered on September 8th, 2016, it is mentioned that the students interacted peer-to-peer, developing also social skills as politeness, and respect. As a sample, in the lines 6-8, one student asked for his turn, respecting the other: "'yo tengo buena memory, dejenme a mi hacerlo" (Field Note N°8 - Annex 9).

Analyzing the activities from the Silent Period, as it was mentioned above, it was possible to say that the goal of this first stage was achieved. The students participated in the language activities without having to respond in the target language, they pointed at the images, or they mimed interacting with the teacher and their classmates. So, they were able to realize that English was a tool for communication.

The first indicator was effectively achieved; the proof of this was the results that the instruments revealed linked with the theory proposed by Krashen & Terrell (1983). At that

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point, many fifth graders were in the pre-production subcategory. Because they could understand what the researcher-teacher said during the English class. So, most of them could identify and repeat vocabulary, in this precise case verbs vocabulary, and, furthermore, they were able to repeat what they considered important to remember, because even if they were not able to produce their own speech yet, they were at least able to participate in communicative activities in the foreign language; this was due to the fact that they were able to comprehend what was said and asked.

The Silent Period was evident among students considering the theory proposed by Krashen & Terrell (1983), because the researcher was not expecting students would perform late acquired items correctly during the interventions. But most of the students did it in a natural way; the idea was to bring down anxiety by taking the student “off the defensive” in the learning situation, that was directly linked to the following indicator that focused on early speech production.

Based on the stages proposed by Krashen & Terrell (1983), the oral responses or early-production subcategory came after the Silence Period, in which learners were able to construct sentences in a communicative environment without a detailed comprehension of grammatical rules. In that way, some of the fifth graders made an effort to participate during the cooperative games and construct grammatically correct sentences in a natural way, since those sentences were relevant as they tried to express their thoughts communicating with others.

During the second stage, the data showed that students used prior knowledge. They expressed themselves with a communicative intention. Students learned to speak some words and began forming short phrases, even though they may not be grammatically correct. In fact, some gave feedback to others during the activities. That information was taken from the Field

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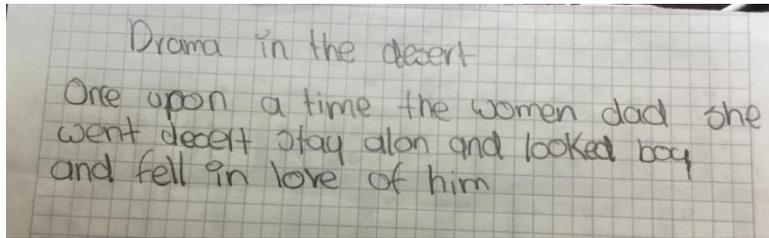
Note #5 from August 25<sup>th</sup>, 2016. One student gave feedback to other in relation to the use of the “s” in the third person in lines 17-19 "noooo, esa no sirve, mira la que tienes a la derecha, this one... asi si queda good, es cooks no cook" (Field Note N°5 - Annex 2).

In that stage kids had limited comprehension and produced one- or two-word responses. Using key words and familiar phrases as was mentioned above. So, evaluating the stage, it was possible to identify that majority of the students made progress in their oral skills, feeling motivated with the games, because they felt that the games were informal activities and the teacher was not paying attention to the mistakes in order to give a grade. As the Field note from September 15<sup>th</sup>, 2016 showed. “Student used verbs to complete sentences, saying things as "escoge ate para decir que we ate cookies", or "no esta bien, debemos poner primero el yo y después el jump in the park" (Field Note N° 14, Annex 11, lines 21-28).

In the Third and last stage, called speech emerged, students had good comprehension, and also can produce simple sentences, making grammar and pronunciation errors. It was evident that there was a development from the beginning to this stage. At the first moment of the implementation kids just comprehended and used isolated words. But, using cooperative games helped students feel comfortable to make sentences and express their thoughts and feelings.

The speech emerge stage was more notorious during the story games, because fifth graders had to create a short story to share it with others. So, the following sample showed that progress from pre-production to this stage.

## Oral Interaction Through Cooperative Games



Document about interaction – speech emerged stage – October 6th, 2016

The cooperation implied interaction among student-teacher, and student-students. This was a very important part during the implementation of the current work since students were not only showing willingness to speak but also, as they improved and were becoming more confident, to express their thoughts and feelings using the foreign language. One example that can be brought up is that some of the shiest students started participating during the games. During a video recorded on September 8th, 2016, it was remarkable that students seemed to be motivated during the cooperative game, because they participated actively into their groups, trying to help each other to achieve the goal, no matter if they made mistakes or needed to ask for help. They wanted to interact with their peer using the foreign language as a tool.

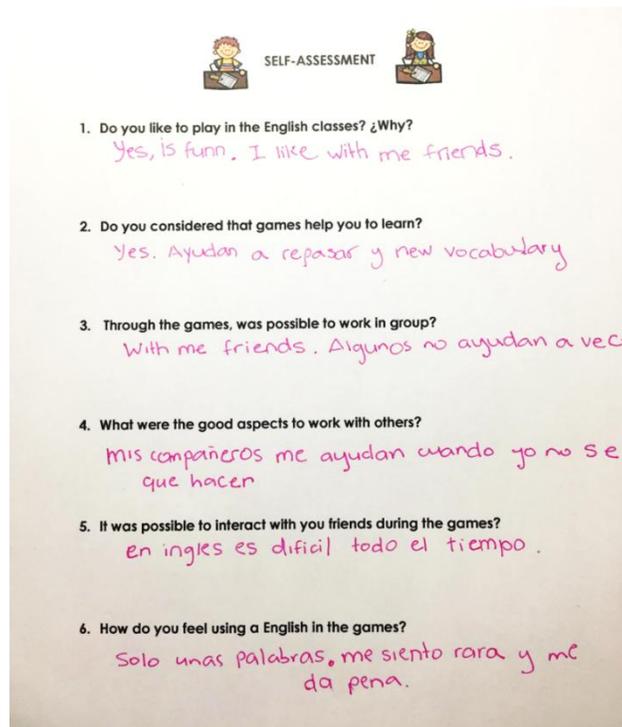
### **5.2.2 Self and Co-assessment**

Considering students as active learners, they are also capable to evaluate their own process. Self-assessment refers to the involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning process (Boud & Falchikov, 1989). The implementation of assessments helped teacher construct a comprehensive picture of students' progress. Assessment is also used to identify children with specific learning difficulties so that teacher could look for strategies to help and to encourage them.

## Oral Interaction Through Cooperative Games

During the intervention, the students filled out three self-assessments formats. Two written surveys and one oral assessment. The focus was not necessarily on having students' grades, but rather providing opportunities for them to be able to identify what constitutes a good progress. Moreover, the self-assessments provided timely and effective feedback of the students' oral interaction skills and their cooperative work.

The following example showed that students were critically honest before their own process, even when they felt more secure to answer what they thought using their native language. In fact, in some answers they used foreign words that they considered correct to express their thinking.



SELF-ASSESSMENT

1. Do you like to play in the English classes? ¿Why?  
Yes, is fun. I like with me friends.
2. Do you considered that games help you to learn?  
Yes. Ayudan a repasar y new vocabulary
3. Through the games, was possible to work in group?  
With me friends. Algunos no ayudan a veces.
4. What were the good aspects to work with others?  
Mis compañeros me ayudan cuando yo no se que hacer
5. It was possible to interact with you friends during the games?  
en ingles es dificil todo el tiempo.
6. How do you feel using a English in the games?  
Solo unas palabras. me siento rara y me da pena.

Sample of self-assessment – October 10th, 2016

Besides, parting from the cooperation work and the relationships among students as social beings, students developed some co-assessment in order to evaluate their individual and

## Oral Interaction Through Cooperative Games

group work. With that in mind, the researcher used ICTs to gather the data, remembering that students asked the teacher for help in order to understand the questions. The teacher developed one of the assessments in Spanish expecting honest and complete answers from kids. The result was the students did not express complete thoughts. On the contrary, they expressed simple ideas, being informal using ICTs resources.

The screenshot displays a digital assessment interface with two columns of student responses. The left column is titled "Cooperación" and contains the question "Al trabajar en grupo ¿apoyaste a tus compañeros? Justifica tu respuesta (11 respuestas)". The right column is titled "¿Consideras que debes mejorar al trabajar en grupo? ¿por qué? (11 respuestas)".

**Cooperación**

Al trabajar en grupo ¿apoyaste a tus compañeros? Justifica tu respuesta (11 respuestas)

- si
- si
- si por que la nesecitaban
- SI POR EL COMPAÑERISMO
- si porque fue chebreeeeeeeeeeeee
- si porque no entendo
- si el trabajo en equipo es divertido
- no
- si porque haci aprendemos a jugar en grupo

**¿Consideras que debes mejorar al trabajar en grupo? ¿por qué? (11 respuestas)**

- no por que no
- no ya trabajamos bien en pero tambien debemos mejorar
- NO
- no porque me gusta talcual esta
- no lo hicimos muy bien
- posiblemente
- si porque 7u7 :v
- si para interactuar mejor
- si porque no trabajamos tanto en grupo

Sample of co-assessment – November 8th, 2016

## Chapter 6: Conclusions

There are a number of aspects that are worth highlighting; first of all, it is imperative to mention that the implementation of cooperative games into an EFL Classroom to foster interaction was a process that took a substantial amount of time, since it represented a challenge, because students at the beginning did not feel comfortable with the foreign language.

## Oral Interaction Through Cooperative Games

First of all, one of the big conclusions from the interventions was the strong relationship between cooperative work and interaction. However, both students and teachers were accustomed to the notion that speaking is a way of misusing class time and that it created an environment where students misbehave. In spite of those notions, the environment in the class under observation started to change and students began to notice the importance of interaction in another language, even when they appealed to just isolated words.

In relation with the cooperative work, not all EFL students embraced the cooperative learning, and some of them felt uncomfortable when required to work in groups. In many activities, the students did not feel ready to participate, and for that reason some students remained into the silent period stage.

Also, the students involved in the research study resorted to the natural approach, even when they were not aware of that. Kids had the opportunity to ask questions and make mistakes without the fear of being mocked or ignored. Moreover, the role of the games had an important impact, because it helped them create an environment where students felt free to interact with others in a natural way, not paying attention to the grammar, but to the meaning.

Talking about the use of the foreign language, the researcher could identify progress into the students. Most students achieved the Speech Emergence stage from Krashen and Terrel, due to the fact that kids naturally used the foreign language during the cooperative games or class activities, making coherent sentences. Nevertheless, it is also important to mention that some kids remained in the first stage (Silent Period), on account of lack of interest and also the low comprehensible input provided most of the classes.

## Oral Interaction Through Cooperative Games

Putney and Wink (2004) expressed, “to learn from interaction, language is still the key” (p.31). The fifth graders as EFL students constructed meaning by speaking to each other in their native language as well. The cooperative games encouraged students to discuss, organize thoughts, and generate ideas through social interaction using the foreign language. But in many interventions the result was that they felt more comfortable using their native language to interact. These results did not mean that the research failed, because the objective was obtain interaction whether using the foreign language or their mother tongue as a means of communication rather than a theme matter. Then, in the intervention, Language was much more than simply a means of verbal communication; it was an entity which involved interpersonal communication (interaction), in which there was a reflective process on it. (Grice, 1975)

The benefits of the intervention were related not only to the oral use of the foreign language, but also to the development of social skills. This factor was essential when teaching the relationship between effective communication and the fostering of a peaceful environment in order to foster their willingness to use English. Additionally, the experience was not only beneficial to the students, but also to the trainee teacher, who was able to broaden her understanding of students’ classroom interaction.

Talking about the role of the games during the intervention, the researcher corroborated that games were not a waste of time, but a learning strategy for the process, and in this case, it was the way in which the students could interact among them. The kids really enjoyed learning through different kind of games becoming active learners, because when they played together, it was possible to identify that their language skills were developing through the interaction among them. Then, the games according to El-Nasr (2010) involved team work, and promoted

## Oral Interaction Through Cooperative Games

participation and cooperation. (El-Nasr, M. S., Aghabeigi, B., Milam, D., Erfani, M., Lameman, B., Maygoli, H., & Mah, S, 2010).

Thus, fifth-graders learned in a natural way, not paying attention to the grammar or structure of the language, but experiencing the pleasure of the game activities (Ariza, 2009). Also, they helped students to have real experiences with the language, seeing the process as an entertaining way to learn. Thus, cooperative games allowed a confidence in the kids with their peers and strengthened their relationships in the environment.

### **Recommendations**

The experience in a regular classroom from a Colombian school can be a very rewarding one. However, the development of the present research allowed the trainee teacher to realize that there are a lot of issues that must be faced in an everyday school routine, such as the ones related to social aspects, extra curriculum activities, and personal relationships among others.

Thus, the future teachers must be prepared for the challenges that the real classroom environment involves, being conscious that we are not always going to achieve what we expected from the beginning. On the contrary, every time that we are in a classroom we experience new things and we, as teachers, must reevaluate our own methods and strategies if we want to impact the lives and learning process in our kids.

Another recommendation for future trainee teachers is to be able to adjust their thoughts and proposals with the school curriculum and thinking. In many cases the undergraduate teachers expect and change many aspects in the classroom, but the reality is that there are regulations and parameters that have to be followed by the teachers that obstruct the achievement in the learning process (the curriculum schedule).

## Oral Interaction Through Cooperative Games

Finally, for the researcher is very valid and worthy to promote cooperative work into the English foreign classroom, being coherent with the active learning thought. It is important to mention that, because in many occasions to promote this kind of collaborative work will include different challenges into the classroom as noise and disorder. Clearly, the teachers should control the order in the class, but we must dismiss the idea that a good class is the one that is quite and organized the whole time. If we want to guide the kids to be active learners we should provide spaces to be active thinkers and allowed the interaction, even when that means going out of our control and reevaluated our structured lesson plans.

### **Limitations**

First of all, the most relevant limitation was the fact time, because the time that students are exposed to English is not enough. Learning a language is a process that requires a big effort, dedication, consistency and a large amount of time, factors that are not easy to guarantee when the only chance –most students had come in contact with the language- is less than two classes per week in total, and only one class per week with the trainee teacher. In this way, the suggestion is that English and languages in general should be used in other subjects, since languages broaden students' skills and create opportunities for the future.

Another influential factor was the head teacher spoke in Spanish the majority of the time, and this affected the process as well. Evidently, students need to be exposed to the target language in different contexts, giving them more time to come in touch with English. If this were to take place, positive and remarkable results would surface.

Taking into consideration that students in the Instituto Pedagógico Nacional have less than four hours per week for the English class, the trainee teacher needed more time to develop the research with the fifth graders. Therefore, the researcher considered that the university

## Oral Interaction Through Cooperative Games

should allow the trainee teachers to have more opportunities to be involved and fully in charge of the classroom process, due to the fact that the school hold many cultural activities that reduce the intervention hours, and also because in many moments the head teacher used those hours in other activities. So, in the future, researchers should have more time to face the difficulties that naturally arise from the internship.

Finally, the researcher had to speed up the process in the last semester, since she had personal issues that impeded her attendance to the school. That did not mean that the work was affected, but she had to obtain the data from the 2016 and the first months of the 2017 year, in order to finish the research.

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**APPENDIX**

The following pages will present the annexed documents that correspond two Field notes; two surveys that were also used as questionnaires at the beginning of the project; as well as a sample of a lesson plan, some graphic pies, and Field notes. Additionally, there is the timetable; and, afterwards, a transcription and a student's log example.

## Oral Interaction Through Cooperative Games

### Appendix 1: Student Interest inventory

A survey was implemented on February 16th, 2016; the group was made up of 32 students, the main objective was to get to know students in depth by observing their age, family aspects, likes and dislikes.

**STUDENT INTEREST INVENTORY**

My Name is: \_\_\_\_\_

My Birthday is: 29 June year 2005

I am 11 years old

1. My favorite color is:  

2. My favorite  is: el mago de oz

3. My favorite  is: Ralph el demolidor

4. My favorite  show is:  
El increíble mundo de Gumball

5. If I could play any sport it would be:



6. I live with:

  
  
 my hamster puma  


## Oral Interaction Through Cooperative Games

### Appendix 2: Cognitive Survey

A cognitive survey was implemented on February 16th, 2016; in order to indagate students' academic performance, and some of their perceptions toward their own English learning process.

Read the text. Fill in the bubble next to the correct answer.

**Apple Picking**

My family and I went apple picking. We picked two big barrels of red apples. It was fun. Hey! Where did that worm come from?



1. Where did the family go?

- swimming
- apple picking
- for a plane ride

2. How many barrels of apples did they pick?

- two barrels
- five barrels
- three barrels

3. What is in one of the barrels?

- a frog
- a squirrel
- a worm

© www.readingofworksheets.com RLK.1, RF.K.1, RF.K.4  
created by misscillo

Reading Comprehension

Apple Picking

My family and I went to go to apple picking. We picked two barrels of apples. It was fun. Hey! Where did that worm come from?



1. Where did the family go?

- swimming
- apple picking
- for a plane ride

2. How many barrels of apples did they pick?

- two barrels
- five barrels
- three barrels

3. What is in one of the barrels?

- a frog
- a squirrel
- a worm

go to park directions

## Oral Interaction Through Cooperative Games

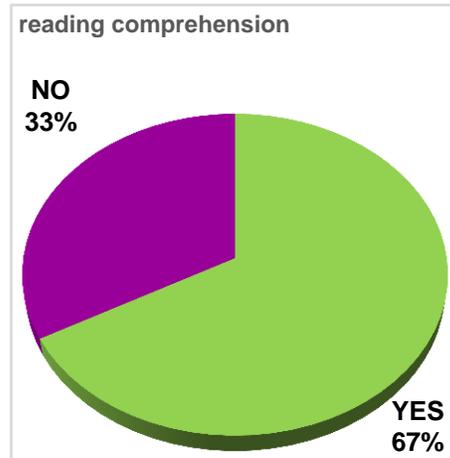
### Appendix 3: Field Note N°5

One of the data collection tools that were implemented was the Field notes, twenty-eight of these were done from February 23th to May 26th and from August 9nd to November 11th 2016 and also ten were done from February 17nd to March 1st, 2017. The main objective reason for implementing this tool was to get relevant information from students, to feed this research project.

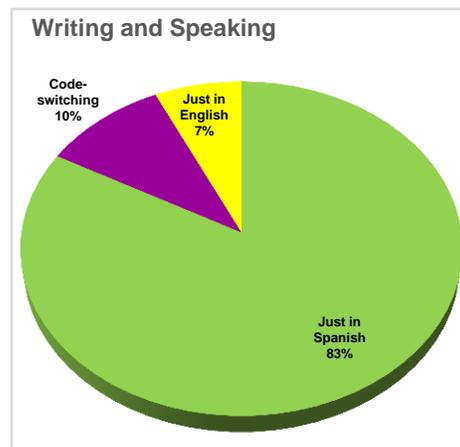
FIELD NOTES No 5				
SCHOOL: INSTITUTO PEDAGOGICO NACIONAL		GRADE: 501		
STUDENT-TEACHER: JUANITA RODÍGUEZ TORRES		DATE: 25/08/2016		
TUTOR: Francisco Pérez		MENTOR-TEACHER: Liliana Garzón		
Line	ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)	INTERPRETATION (Categorization)
1	Teacher paste some images	The students stand up and move	Students used the cards to	Students liked the
2	and words in the board in	their chairs, while they are	give the message, but	games, they took
3	order to give a message.	laughing and jumping. When they	when they did not know	advantage of the cards
4	She explained countable and	have ready the classroom	the words in English they	to give message. They
5	uncountable through the	organization, they sit down in	resource to show the	worked in groups
6	images, and posters.	their places.	image of make mime.	wanting to win.
7	She ask students to make	Students wanted to participate,		Most of the students
8	groups and invite some	and some ask their partners to		were active learners
9	students to come to the	give the right message.		while decided to take
10	board and try to make	Students said things like "is no		part in the activity.
11	messages to the rest of the	sabe como decirlo use las		
12	students using the cards.	imagenes"		
13		Or "yo quiero pasar, es mi turno"		
14		Also, the cooperate one another.		
15		One students say to the person		
16		who was in front of the class		
17		"noooo, esa no sirve, mira la que		
18		tienes a la derecha, this one... asi		
19		si queda good"		

## Oral Interaction Through Cooperative Games

### Appendix 4: Reading Comprehension Results



### Appendix 5: Writing and Speaking Results



### Appendix 6: "Best way to learn" Results



Oral Interaction Through Cooperative Games

**Appendix 7: Lesson Plan:**

LESSON PLAN WEEK N° 1			
GENERAL PROGRAM			
VOCABULARY		GRAMMAR STRUCTURE	
Hobbies and adjectives*		Simple present*	
GAME		RESOURCES	
Asking other learners		Different pair of cards (hobbies & adjectives)	
ACTIVITIES			
Give cards, and invite the learners to look at their cards and to try to find who has the matching card by talking to their classmates.			
Objective			
To describe the effectiveness of the cooperative games in order to promote oral interaction in Fifth graders.			
Oral Skill	Cooperative work	Behaviour	Games Commands
Students interact with their peers in order to know each other, resorting to EFL	The kids are willing to work together, respecting their turns, and helping each other	Students have a good behaviour during the game activity	The students respect the rules and develop the game listening to teacher instructions.
Class development			
Introduction	Pre- Activity	Activity	Results
The teacher is going to present the game' rules. (They have to ask their partner making simple questions in English)	The teacher will give examples of the questions and possible answers, ( <b>Do you have</b> in your card...?, in my card <b>I have a... There is... There are...</b> in your card? <b>No, I don't, Yes, I have...He/she is..., He/she look like...</b> ) and will ask students for their help. So, she is going to write them down on the board, in order to help them to understand the activity.	The teacher will give cards, and invite the learners to look at their cards and to try to find who has the matching card by talking to their classmates. (They do not show the cards, they have to guess by descriptions) 	The students at the end of the activity will tell the rest of the class if it was easy or not to guess. Also, they will express how they feel trying to use foreign language to interact. (Learning Logs)
* The vocabulary and the grammar structure is related with the grade curriculum.			

Oral Interaction Through Cooperative Games

**Appendix 8: Program**

<b>D A Y</b>	<b>ACTIVITY</b>	<b>OBJECTIVES</b>	<b>DESCRIPTION</b>	<b>OUTCOMES Students are going to be able:</b>	<b>AR</b>
Aug 18th.2016	My hobbies	To talk about their hobbies	Students ask and answer questions about their hobbies through games.	To ask and answer yes/ no questions.	Collect data
Aug 18 <sup>th</sup> .2016	Tell a story	To talk about a short story.	We practice past verbs, creating and telling others a short story.	To narrate a short story with others.	Collect data
Aug 25 <sup>th</sup> , 2016	My vacations	To share their vacations activities	Using flash cards, they shared their vacation activities (using regular and irregular verbs)	To narrate their vacations.	Collect data
Sep 1 <sup>st</sup> , 2016	My self	To introduce myself to others	In groups the kids know one another and enhance empathy among students.	To feel part of a group.	Collect data
Sep 8 <sup>th</sup> , 2016	My routine	To narrate my daily routine.	Using cards game students describe their own activities.	-To talk about their routine.	Collect data
Sep 15 <sup>th</sup> , 2016	Routines.	To narrate a friend's routine.	Students should describe somebody's routine (character suggested by the trainee teacher) in groups of three people.	To narrate others' routine.	Collect data
Sep 20 <sup>th</sup> , 2016	I love food	To talk about their favorite food	Students created a poster with a food for sale to their classmates	To present their favorite food.	Collect data
Sep 27 <sup>th</sup> , 2016	Countable and Uncountable	To describe different images to others	Students give messages using countable and uncountable objects.	To identify different countable and uncountable.	Collect data
Oct 6 <sup>th</sup> , 2016	Review	To review the previous lesson	Taking different activities, we practice topics studied during the implementation.	- To recall topics learned.	Collect data
Oct 10 <sup>th</sup> , 2016	- Final Assessment	- To assess students	- We develop the final exam, and their self-assessment	- To assess their own learning process.	Collect data

## Oral Interaction Through Cooperative Games

Feb 21 <sup>th</sup> , 2017	Healthy Eating Habits	- To be conscious about Healthy Eating Habits.	To talk about junk food in contrast of healthy food with others	-To talk about healthy food.	Collect data
Feb 24 <sup>th</sup> , 2017	Modal verbs	To use modal verbs talking about their food.	Using their snacks the kids shared what they should eat or not.	To describe their food.	Collect data
Feb 28 <sup>th</sup> , 2017	- To buy and cook. - My favorite dish	-To recognize vocabulary from cookware and to cook.	-Teacher takes a big poster in which students have some cooking and food vocabulary. - Students choose one of the recipes they bring, and they practice how to prepare it. Next class, it is going to be presented.	-To explain how to cook their favorite recipe.	Collect data
March 1 <sup>th</sup> , 2017	Transportation	- To talk about means of transportation in our city	Though different physical games they are going to compare the different means of transportation	- To talk about means of transportation.	Collect data
April 3 <sup>rd</sup> , 2017	Comparatives and superlatives	-To compare the benefits and disadvantages of some means of transportation	Through role play, the students demonstrate the differences in the means of transportation.	-To explain differences among means of transportation	Collect data
April 6 <sup>th</sup> , 2017	The city	To talk about our city	Through a game with images kids identify different places in our city.	To identify different places.	Collect data
April 17 <sup>th</sup> , 2017	To introduce present continuous	To talk about ongoing actions in our city.	We practice gerunds with a memory game. Then, we review the use and the structure for affirmative sentences in present continuous (talking about the city).	To describe ongoing actions into our city	Collect data

Oral Interaction Through Cooperative Games

Appendix 9: Field Note N° 8

FIELD NOTES No 8

SCHOOL: INSTITUTO PEDAGOGICO NACIONAL		GRADE: 501		
STUDENT-TEACHER:		JUANITA RODRÍGUEZ TORRES	DATE: 8/09/2016	
TUTOR:		Francisco Pérez	MENTOR-TEACHER: Liliana Garzón	
	ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)	INTERPRETATION (Categorization)
1	The teacher divide the class	Some student wanted to	They like to play, and	In this class it could be
2	into two big groups. And	change their groups.	they look interested in	develop the Game
3	presets the memory games	Some of the kids express	participate	theory, reviewing a
4	related actions.	that they are good in	They tried to use the	topic in a funny way for
5	She gives a number to each	memory games, saying	prior knowledge, but	the kids. This theory
6	student in order to have	thing as "yo tengo buena	they use isolated	helps the kids to learn
7	turns and control de order in	memory, dejenme a mi	words.	by the game with a
8	the class.	hacerlo".	Some of them do not	comprehensible input
9	The kids plays the memory	The kids jump, and make	resource to the foreign	and also promoting
10	games per turns, while they	noise trying to say the right	language to talk, so	natural approach
11	comprehend the images and	card.	they prefer to use the	(allowing the students
12	ask for the right verb that	Some students were shy	Spanish in order to	to speak in a natural
13	represents.	and did not want to	obtain the result.	way the 2L and not
14	Students ask for more time,	participate, but others	They review the verbs,	correcting their
15	but the class was over and	helped them, saying the	but the interaction	mistakes)
16	the express that they want to	number of the card for	among them was more	
17	play the next class.	them	in Spanish than in	
18		Even when they did not	English.	
19		know all the verbs, the		
20		tried to understand and		
21		make relationships.		

**Appendix 10: Field Note N° 14**

<b>FIELD NOTES No 14</b>				
<b>SCHOOL: INSTITUTO PEDAGOGICO NACIONAL</b>		<b>GRADE: 501</b>		
<b>STUDENT-TEACHER:</b>		<b>JUANITA RODRÍGUEZ TORRE</b>		<b>DATE: 15/09/2016</b>
<b>TUTOR:</b>		<b>Francisco Pérez</b>		<b>MENTOR-TEACHER: Lilibiana Garzón</b>
	<b>ACTIVITY (Description)</b>	<b>TEXTUAL MARKERS (Linguistic and non-linguistic)</b>	<b>ANALYSIS (Meaning)</b>	<b>INTERPRETATION (Categorization)</b>
1	The student-teacher ask the	The students stand up and move their chairs, while they are laughing and jumping. When they have ready the classroom organization, they sit down in their places.	They like to play, and they look interested in participate	In this class it could be develop the Game theory, reviewing a topic in a funny way for the kids. This theory helps the kids to learn by the game with a comprehensible input and also promoting natural approach (allowing the students to speak in a natural way the 2L and not correcting their mistakes)
2	students to move the chairs			
3	around the classroom and to make			
4	a circle.			
5	When the students are ready, the	They answer the teacher questions. And in some parts they do not understand what the student-teacher says in English.	They tried to use the prior knowledge, but they use isolated words.	
6	student- teacher explains the			
7	game, showing them the verbs	They participate, trying to make possible questions, but they use Spanish in order to formulate the questions.	Some of them do not resource to the foreign language to make the questions, so they prefer to use the Spanish in order to obtain the result.	
8	(present and past) in different			
9	pieces of paper. And says that they	They ask for another round, saying that they want to participate.	They review the verbs, but the interaction among them was more in Spanish than in English.	
10	are going to have the papers in			
11	their front heads and they have to	Student used verbs to complete sentences, saying things as "escoge		
12	ask close questions in order to			
13	guess the verb in their front head,	ate para decir que we ate cookies", or "no esta bien, debemos poner primero el		
14	and also look for their pair.			
15	After that, they are going to make	yo y despues el jump in		
16	groups and one of the students is			
17	going to act a verb and the rest of			
18	the team has to guess, making a			
19	sentences. But the teacher suggest			
20	the student-teacher to make the			
21	activity for the whole group. So			
22	just one kid passes in front of the			
23	class and acts, while the other			
24	guess the verb, making sentences.			
25				
26				
27				
28				

**Appendix 11: Field Note N° 7**

<b>FIELD NOTES No 7</b>				
<b>SCHOOL: INSTITUTO PEDAGOGICO NACIONAL</b>		<b>GRADE: 501</b>		
<b>STUDENT-TEACHER:</b>		JUANITA RODRÍGUEZ TORRES		<b>DATE: 1/09/2016</b>
<b>TUTOR:</b>		Francisco Pérez		<b>MENTOR-TEACHER: Liliana Garzón</b>
	ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSS (Meaning)	INTERPRETATION (Categorization)
1	The teacher gives a	Students ask for the	Majority of kids liked	The kids used games to
2	worksheet called "find the	worksheet.	the activity. The used	be active learners into
3	secret message" to the kids.	They find a partner to work	their prior knowledge	the classroom.
4	They have to work in pair	with. Some kinds say that	or used the dictionary	Also, the kids used
5	and find the corresponding	preferred NN because is	to find the right words.	different skills,
6	message in order to continue	good finding things.	The students had	demonstrating
7	the activity.	Also, some kids ask the	different skills when	different intelligences
8	When they discovered the	teacher that they do not	they worked together,	(Gardner's
9	message they have to look	understand the first part of	some preferred the	intelligences)
10	different object in the	the activity, because they	part of the images,	
11	classroom to complete a list	preferred the part when	others preferred the	
12	of objects. At the end they	they have pass the	physical obstacles, or	
13	have to use the images and	obstacles in the class.	just talk with others	
14	object to transmit a new	Some kids that do not find	during the activity.	
15	message to other teams.	the message would rather		
16		not to use the dictionary,		
17		but to ask another group		

**Appendix 12: Field Note N° 3**

<b>FIELD NOTES No 3</b>				
<b>SCHOOL: INSTITUTO PEDAGOGICO NACIONAL</b>		<b>GRADE: 501</b>		
<b>STUDENT-TEACHER:</b>		JUANITA RODRÍGUEZ TORRES		<b>DATE: 18/08/2016</b>
<b>TUTOR:</b>		Francisco Pérez		<b>MENTOR-TEACHER: Liliana Garzón</b>
	ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSS (Meaning)	INTERPRETATION (Categorization)
1	The teacher divided ask the	Students like to make	They like to play, and	Students liked the
2	students to move the chairs and	different activities.	they look interested in	picture games, they
3	leave a big space in the middle of	Students want to have more	participate	took advantage of the
4	the classroom	than one cards, but the	They tried to use the	cards to discovered
5	She gives a flashcards for each	teacher explained the idea	prior knowledge, but	their pair. They like to
6	students. But they could not show	Some kids just speak in the	they use isolated	talk with other,
7	it to the rest of the students.	native language.	words.	interaction and sharing
8	By making simple questions, and	A few fifth graders use	Some of them do not	information about
9	answer just yes no questions,	isolated words in order to	resource to the foreign	themselves.
10	students have to find their pair.	ask question, or ask the	language to talk, so	Most of the students
11	They have to talk to everyone in	teacher for help.	they prefer to use the	were active looking
12	order to match the other	Students ask things as:	Spanish in order to	others and looking for
13		"profe, cómo digo ...?, es que	obtain the result.	the partner to work
14	When students make the pairs they	es más facil preguntar a los	They review the verbs,	with.
15	have to talk about themselves,	otros en español.	but the interaction	
16	related hobbies, families, etc.	In the case of isolated words	among them was more	
17		the students express ideas as	in Spanish than in	
18		"tu tiene a dog con yellow"	English.	

**Appendix 13: Transcription Audio-recording from October 18<sup>th</sup>, 2016**

**AUDIO-RECORDING.**

**501 CLASSROOM**

**GAME: MY CITY**

**DATE: OCTOBER 18, 2016**

T: Guys, let me introduce my friend from Holland, she came to visit me and she wants to meet you.

S1: wow... y ella habla en español?

T: No, just in English. So, if you want to ask something, just English.

F: How are you girls? (directing a girls' group)

S2: jajaja, no le entiendo

S3: yo quiero preguntarle si le gusta nuestra ciudad

T: Ask yourself

S4: Pero no se.... How do you say.... Te gusta...

T: use your dictionary or ask another friend for help.

*Many students are trying to ask the foreign girl something.*

T: Back to your places.

S5: Teacher, como digo... cuéntanos algo de tu país.

S6: (To the Holland girl) tell us algo de ti

F: What are you doing? (talking to an specific group)

S7: mmm, como le digo que estamos haciendo un dibujo de nuestra ciudad?

F: It is so pretty, this is a castle?

S5: Teacher help, ven ven y me ayudas.

*Continuing the activity...*