SPEAKING GAMES: A proposal for classroom activities to facilitate the oral performance of English as a Foreign Language by exploring the student’s identity and previous life experiences.

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Project Advisor: Martha Cecilia Candía Hurtado

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Universidad Distrital Francisco José de Caldas

Bogotá
Speaking Games a way to facilitate the oral performance of the EFL student.

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Contenido

Introduction .......................................................................................................................................................... 7

Justification and Purpose .................................................................................................................................. 9

General Objective: ........................................................................................................................................... 10

Secondary Objectives: ....................................................................................................................................... 10

Theoretical, Philosophical, and epistemological tenets...................................................................................... 11

The Learning of a Second Language ................................................................................................................ 11

Interaction ........................................................................................................................................................... 13

Identity ............................................................................................................................................................... 15

Types of Identities.............................................................................................................................................. 16

Types of identities according to Wenger........................................................................................................... 17

Cultural Identity .................................................................................................................................................. 18

Relationship Between l1 and FLL and the Importance of Using Both to Tell and Retell Their Experiences ................................................................................................................................. 19

Developing Resources for Cultural Awareness ................................................................................................ 20

Creation Process ................................................................................................................................................ 22

Creation Area to Address ................................................................................................................................ 22

The Setting .......................................................................................................................................................... 23

Methodological approaches of the institution: ................................................................................................. 24

Students profile .................................................................................................................................................. 25
Speaking Games a way to facilitate the oral performance of the EFL student.

Teachers profile: ........................................................................................................... 25

Innovative Pedagogical Intervention ................................................................. 26

Pedagogical Intervention Proposed .................................................................. 26

Pedagogical Orientation for the Piloting .............................................................. 27

Suitability within the curricula ........................................................................... 28

Methodology ............................................................................................................. 28

Curricular Platform for the games ....................................................................... 30

The Games ................................................................................................................ 31

The Reminiscing Hopscotch ................................................................................. 34

My Community Tic-tac-toe .................................................................................... 35

Suachopoly .............................................................................................................. 37

Resources application ............................................................................................ 39

Implications in the Educational and Language Context .................................. 40

Instruments used for Data Collection ............................................................... 43

Surveys ...................................................................................................................... 43

Description of the Results Attained .................................................................... 44

Assessment and Evaluation after Project Completion ....................................... 45

Video Recordings ..................................................................................................... 50

Account of the Information Gathered ................................................................. 51

QUESTIONNAIRE 1 ................................................................................................. 52
Speaking Games a way to facilitate the oral performance of the EFL student.

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire 2</td>
<td>58</td>
</tr>
<tr>
<td>Analysis of the Information Gathered</td>
<td>63</td>
</tr>
<tr>
<td>Questionnaire 1</td>
<td>63</td>
</tr>
<tr>
<td>Participants Demographics</td>
<td>63</td>
</tr>
<tr>
<td>Students’ Stances Towards their English Classes before the game’s piloting</td>
<td>64</td>
</tr>
<tr>
<td>Questionnaire 2</td>
<td>67</td>
</tr>
<tr>
<td>Students’ thoughts towards the games:</td>
<td>67</td>
</tr>
<tr>
<td>Social Imagery and its Expression Through the Target Language</td>
<td>73</td>
</tr>
<tr>
<td>Personal Narratives in a Fixed Context</td>
<td>78</td>
</tr>
<tr>
<td>Video 1.2 Drunk family</td>
<td>78</td>
</tr>
<tr>
<td>Language Input and The Use of Context Imagery</td>
<td>79</td>
</tr>
<tr>
<td>Video 2.1 Antique shop</td>
<td>79</td>
</tr>
<tr>
<td>Other Considerations</td>
<td>81</td>
</tr>
<tr>
<td>Conclusions</td>
<td>84</td>
</tr>
<tr>
<td>References</td>
<td>87</td>
</tr>
<tr>
<td>Annexes</td>
<td>95</td>
</tr>
<tr>
<td>Annex 1 The Reminiscing Hopscotch</td>
<td>95</td>
</tr>
<tr>
<td>Annex 2 Tic tac Toe</td>
<td>96</td>
</tr>
<tr>
<td>Annex 3 Soachopoly</td>
<td>96</td>
</tr>
<tr>
<td>Annex 3.1 Game Board Special boxes</td>
<td>98</td>
</tr>
<tr>
<td>Annex 3.2 Game Board Property Cards</td>
<td>100</td>
</tr>
</tbody>
</table>
Speaking Games a way to facilitate the oral performance of the EFL student.

Annex 4 Survey 1 Questionnaire Sample ................................................................. 101
Annex 5 Survey 2 Questionnaire Sample ................................................................. 101
Annex 6 Photographic record of the Piloting ............................................................ 102
Annex 7 Transcripts of the videos recorded in the piloting ......................................... 104
Speaking Games a way to facilitate the oral performance of the EFL student.

**Introduction**

Today’s society is witnessing the emergence of a new awareness in the educational and socio-cultural development of Colombian society. English as a matter of fact has become a major concern to many segments of the Colombian society, making people consider it as a requirement for the new challenges that society is bringing into modern life. This awareness has even provoked reforms and policies in reply to this new necessity where the focus lies on increasing efforts to fulfill this new demand of a globalized world. For that reason, it can be seen in today’s classrooms, new and interesting changes in the methodology, resources and curriculum in general to realize this goal.

However, and despite all the efforts it seems idealistic for policies like these to be accomplished. What has been done in the classroom unveils certain phenomena that should be further analyzed. Based on this, it can be noticed for example the fact that in most classroom activities, there is an important lack of cultural content that relates to student’s cultural identity, as well as the resources used in classrooms do not include content that is related to the student’s previous life experiences associated to their daily living context. But beyond that, it is this project’s interest to draw the attention to the fact that most of these interactions are related to cultural and anthropological issues such as behaviors routines and practices from cultures where English is spoken as a First language. Institutions have upgraded student’s wells to much better resources, such as, well-furnished libraries, rooms, and spaces furnished with better pieces of equipment as well as better prepared teaching staff. These improvements have brought about in the classroom new learning opportunities like for example listening and video tasks that students didn’t use to have in the past and
Speaking Games a way to facilitate the oral performance of the EFL student.

which have shown much better results on student’s learning goals. But despite all these
efforts teachers still observe among their students a struggle to find English useful and
motivating; students feel that English is still very hard for them to learn. Teachers have
tried to see through why students feel like this and they were able to notice that more than a
learning problem, students were confused by the cultural content carried out in most of the
tasks given in the classroom.

Here the importance of developing this idea, as it would represent an alternative for
teachers to foster the use of the target language along with easing the production of more
authentic oral outcomes. This proposal pretends to steer a piloting that not only attempts to
unveil the influence that cultural content may have in the students’ performance but also to
include imagery and icons from the student’s community that can elicit and prompt from
the student, words that connect him or her with previous life experiences or kindle the
emergence of insights that relate the student with the community.

All of this is purported to be done by the creation of games which content will relate the
student with his or her community, the use of games is vital as they tend to represent a
significant opportunity for the students to talk and they provide the context for discussion
and debate in an unwind and dynamic setting. This Creation will be framed under the
guidelines for the graduation mode of “Creacion o Interpretacion” that is defined by the
university as the creation of a work of art that address a specific life issue arose from a
language-teaching context and which aligned on a pedagogical approach contributes to the
betterment of educational practices and the community.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Justification and Purpose**

The importance of this work is narrowed to the lack of content in classroom activities that really relates with the student’s identity, this of course based on the phenomena described in the introduction chapter. When attention drawn to the classroom activities, it can be observed that all the content carried out in tasks given to students, is related to communities and contexts where English is spoken as the first language and they are never related to what the student life is or has been, this leads the student into an identity conflict that doesn’t help to the co-construction of meaning a process which is crucial for the learning of a new language.

This really sets the inquiry of how important is that the content of classroom Resources relates to the student’s own personal experiences. When analyzing this relation of previous experiences and the content in the target language resources used in class, an input that relates the student’s identity with the language objectives of a curricula may help a lot to the co-construction of meaning in relation with the new knowledge that students learn in the English class. For that reason, it is appropriate to research about this topic because, as a matter of fact language learning theories state, that for a language to be acquired, it must be functional for the person who is learning it which means in fact, that the content used in classroom tasks should seek the student’s reconstruction of identity in the target language. This life issue will lead to redesign and adapt the resources for a specific population by creating them in a way that can relate their content to student’s cultural and anthropological practices. This may or may not foster students to speak and share life experiences in the target language. Therefore, the following objectives have been outlined:
Speaking Games a way to facilitate the oral performance of the EFL student.

**General Objective:** Adapt popular games content by creating visual and written imagery that connect with the student’s cultural identity and past experiences to ease the production of more authentic oral outcomes.

**Secondary Objectives:**

1. Ease the oral production from the participants in the project by prompting and eliciting oral outcomes tied to their cultural identity and previous life experiences.

2. Redesign the games to include student related content that fits into the curricula from the institution chosen.

3. Expose participants to the content created in the games to elicit personal narratives in the target language.

With these resources the goal is to help the participants better understand singularities from the language, pretty tied to the construction of identity and by this help in the development of more accurate language outcomes, in the target language. This work is scoped to the design of resources tailored to the student’s cultural identity in the community of Soacha and the possible benefit that the use of this might bring about in the student’s oral performance along with setting the precedent for future research and development of resources for other communities along the country.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Theoretical, Philosophical, and epistemological tenets.**

Through this literature review it is revised very important concepts related to this project as well as support many of the ideas that have been stated about the role of cultural identity at the moment of the students’ construction of oral outcomes related to their previous experiences.

**The Learning of a Second Language**

When it comes to the learning process of a foreign language there are many concepts that have been stated about it and there is one in particular that is important to recall:

“language is only one of many semiotic systems with which learners make sense of the world expressed in a different language. The acquisition of another language is not an act of disembodied cognition, but is situated, spatially and temporally anchored, co-construction of meaning between teachers and learners who each carry with them own history of experience with language and communication.” (Kramsh, 2004, p. 255).

As Kramsch (2004) says the learning process of a language is different from the learning process of any other science, what is to say that language is constructed throughout experiences and the co-construction of meaning in the use of the language itself. Therefore, talking about language learning without having into account student’s previous experiences and cultural background happens to be a terrible mistake, as Donovan and Bransford (2005) said: “new understandings are constructed on a foundation of existing understandings and
Speaking Games a way to facilitate the oral performance of the EFL student. experiences”. Hence the shock students have, when they are told to solve an activity in which for example, the setting for the activity is not related to any experience they might have lived before, this kind of phenomena creates a conflict of identity on students that make the learning acquisition process of the target language to be affected and halted. Essentially because when they try to construct meaning, there is not a way in which they can relate the input with any of the experiences they have had through life, and this basically is because there is no relation at all leading students not to invest in their language learning.

Prior knowledge, skills, beliefs, and concepts significantly influence what learners notice about their environment and how they organize and interpret their observations. Prior knowledge refers not just to information or skills previously acquired in a transmission-oriented instructional sequence but to the totality of the experiences that have shaped the learner’s identity and cognitive functioning.

This principle implies that in classrooms with students from linguistically diverse backgrounds, instruction must explicitly activate students’ prior knowledge and build relevant background knowledge as necessary, which in this case will be done at an individual as well as at a collective level, prompting this prior knowledge to emerge in the student’s interactions with their peers using images and contextualized content included in the games.

Norton (2006) talks about the role of identity and investment in the construction of meaning this is what she says: “the socially and historically constructed relationship of learners to the target language and their sometimes-ambivalent desire to learn and practice
it” (p. 411), at this point is important to highlight the importance of identity in the construction of meaning”.

**Interaction**

Interactions in the classroom, as part of the learning process of the target language is a very relevant aspect for the success of learners. Usually English classes tend to be teacher centered and as a result of this students don’t get to have enough time for practicing or experimenting with the language.

Teacher-student interactions, and other interactions within the learning community (e.g. with peers and parents), create an interpersonal space within which knowledge is generated and identities are negotiated. Learning will be optimized when these interactions maximize both cognitive engagement and identity investment (Cummins, 2001).

This observation made by Cummins (2011) explores in the importance of fostering class interactions, as it will allow the negotiation of new knowledge with previous ones. This will optimize learning as it will provide a platform for language experimentation where if harness correctly will lead to better language learning.

Certain considerations are important when bringing interaction to the classroom for example in his work McGregor, J. (2016) listed in the view of Levinson (2006: 45–46) a list for a universal ‘interaction engine’ focused on and interactional competence:

- “Recipients respond to actions not behaviors. In order to respond to an action, the recipient must interpret the observable behavior at the sequential moment it appears.
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- Actions are recipient designed (Sacks & Schegloff, 1979; Sacks et al., 1974); that is, they are produced for a specific co-participant. Recipient design takes into account the recipient’s knowledge, interests, identities and stances. Therefore, a recipient can presume that the action addressed to them is designed to be interpretable specifically for them.

- Based on the two above interaction is cooperative in the sense that participants ineluctably listen to, interpret and recipient design actions in turns and sequences. Participants also organize their actions in ways that contribute to the larger undertaking. Cooperation in this sense is a system constraint that operates entirely independently of individual motivation or volition. It does not mean that interaction is harmonious.

- Interaction is intensely orderly, but the interaction order is contingent, ‘governed not by rule but by expectation’ (Levinson, 2006, p. 45). Interaction cannot be planned out in advance.

- Interaction is organized through complementary relational discourse identities (Zimmerman, 1998) such as speaker-listener, teller-recipient, questioner-answerer. The turn-taking mechanism (Sacks et al., 1974) makes alternating discourse identities available. The reciprocity of discourse identities is constrained in formal institutional talk (Heritage & Clayman, 2010).

- Interaction self-generates participation structures (Goffman, 1981; Goodwin, 2007) that regulate access and discourse identities, and reflexively transform as the activity progresses.
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- Interaction is closely timed. Responses are expected to come immediately (although see Mushin & Gardner, 2011, for a cultural adaptation). Delays generate inferences that non-normative circumstances are at play (see Bilmes, 2014, on the difference between silence and delay).
- Interaction in face-to-face situations is multimodal. Participants use gesture, facial expression, posture, spatial orientations and materials in the environment to produce actions, identities, stances and social relations (Streeck et al., 2011).

These views provide important considerations to have when including interaction in the classroom. The games adapted have a great deal of interaction within them as they all include discussion and debate as part of their design. Even though interactions in most cases occur spontaneously and even though its result cannot be planned in advance, interactions can be lead to fulfill specific communicative expectations.

**Identity**

“Identity is about belonging, about what you have in common with some people and what differentiates you from others” (Weeks, 1990 p. 88). Identity is therefore recognition of cultural belonging, which is internal to the individual, while culture is external. Identity is no longer seen as a unitary or ever stable construct. As Norton has noted, and as our contributions attest in their narratives” (Pennycook, 1995 p. 47)

Identity helps in the understanding of the issue of the language learning process and brings to the table a concept that needs, and will be more developed on this paper. When taking into consideration, the fact that the content brought into the classroom to support the student in class, is not related to the student’s cultural identity at all, (tasks and class
Speaking Games a way to facilitate the oral performance of the EFL student.

intervention) students are very unfamiliar with many words, behaviors, trends, ways of thinking, among so many other things that make the student’s culture, different from the cultures, where English is spoken as a native language, and despite this teachers keep ignoring that this is happening and then, they teach the language using as an example the commonalities between both cultures; expecting children to be able to rehearse and utterance from the book thinking that this particularly means real learning for the student when there is actually no acquisition at all from the language. The process of construction of meaning seems difficult to happen when it is the time to make students to express themselves, to share their opinions with the others, to negotiate and exchange meaning; this process is described better by Norton who says: “every time language learners speak, they are not only exchanging information with their interlocutors, they are also constantly organizing and reorganizing who they are and how they relate to the social world. They are, in other words engaged in identity construction and negotiation” (Norton, 1997, p. 410)

For all the reasons described above is where the nature of this work can be found, the issue to address here is the lack of cultural content in classroom activities and tasks that are taken into the classroom, and what would be the difference if EFL teachers use cultural content related to the student’s identity so that they can relate it with past, present and maybe future experiences.

Types of Identities

It is important also to differentiate among the various types of identity as stated before the purpose of this creation is to improve student’s oral outcomes as members of
Speaking Games a way to facilitate the oral performance of the EFL student.

Colombian society with a background of experiences that have shaped their identities. Part of identifying identity as a construct where many aspects play a significant role as defining it as whole becomes particularly important to address the types of identity defined by Wenger.

**Types of identities according to Wenger**

Adopting Norton’s (1997) definition of identity as “how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (p.410), there are 5 ways to view and identity, according to Wenger (1998,p.149)

- “Identity as negotiated experience. It is defined as why people are by the ways they experience themselves through participation as well as by the ways they and others reify themselves.
- Identity as community membership. People define who they are by the familiar and the unfamiliar.
- Identity as learning trajectory. People define who they are by where they have been and where they are going.
- Identity as nexus of multi-membership. People define who they are by the ways they reconcile their various forms of membership into one identity.
- Identity as a relation between the local and the global. People define who they are by negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses.”
Speaking Games a way to facilitate the oral performance of the EFL student.

These types of identities will help the project design activities wherein the student can appeal to its own recognition of himself and their relationship with the world and all the other elements in it that the student must interact with on a daily basis. It is purported also to render a setting in which the students can relate in some extend to their previous experiences and at the same time feel exhorted to share them by using the target language.

**Cultural Identity**

Globalization and the change from monolinguals to multilingual cultures is a prominent issue because as David Numan and Julie Choi (n.d) state:

“Whether we are monolinguals or multi-linguals, experts, or novices, we all come across and struggles with the issues of how language and culture affect or influence our identity. It can be noticed that the current literature finds bi/multi-linguals, not necessarily as someone with high levels of proficiency in two or more languages, but someone who functions in more than one language for porpoise of communication. The term “multilingual” is also gaining currency to describe such individuals, whose numbers are on the increase with globalization and the international flow of people around the world.”

It also is important to highlight the relevance of identity and have a clear idea of what it implies and how its understanding helps teachers:

Pavlenko & Blackledge (2004) state that every time humans speak, they are negotiating and renegotiating their sense of self in relation to the larger social world and reorganizing that relationship across time and space. Their gender, race, class, ethnicity, sexual orientations,
Speaking Games a way to facilitate the oral performance of the EFL student. 

among other characteristics, are all implicated in this negotiation of identity and therefore students appeal to them when expressing their views of the world and how they relate with it, which makes all of them key at the moment of enticing students to use the target language to express themselves, as the outcomes prompted out of the discussions around this aspects, tend to be more natural and reflect a more accurate perception of the world from the student.

**Relationship Between L1 and FLL and the Importance of Using Both to Tell and Retell Their Experiences**

Students who are encouraged to retell stories in their L1 or compose stories in both languages are transferring concepts and insights from one language to another. They are accessing and expressing their prior knowledge through both languages. For most bilingual students, their two languages are likely to be used asymmetrically according to domains such as home, school, religious observance, etc. When students’ L1 is welcomed into the school domain, it facilitates the flow of knowledge, ideas, and feelings from one domain to another and across languages. By contrast, for ELL students in the early stage of acquisition that flow encounters a narrow bottleneck when English is the only permissible language of expression within the classroom. Hira, a grade 5 student in Lisa Leoni’s ESL class in Michael Cranny Public School of the York Region District School Board, articulates clearly the frustration that students feel in not being able to fully express their intelligence and strong motivation to succeed. (Cummins, 2001)
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**Developing Resources for Cultural Awareness.**

In his book, developing materials for cultural awareness, Brian Tomlinson (2000), says:

“However, the pedagogical implications extend beyond issues of content: if culture is seen as the expression of beliefs and values, and if language is seen as the embodiment of cultural identity, then the methodology required to teach a language needs to take account of ways in which the language expresses cultural meanings. An integrated approach to teaching language-and-culture, as well as attending to language as system and to cultural information, will focus additionally on culturally significant areas of language and on the skills required by the learner to make sense of cultural difference.

An enhanced language syllabus that takes account of cultural specificity would be concerned with aspects of language that are generally neglected, or that at best tend to remain peripheral in course resources: connotation, idiom, the construction of style and tone, rhetorical structure, critical language awareness and translation. The familiar set of language skills would be augmented by ethnographic and research skills designed to develop intercultural awareness”

As pointed out by Tomlinson (2000), language and culture are intrinsically connected and therefore, need to account for cultural specific characteristics that allow to shape the student’s cultural identity, this with the purpose of enhancing the efficiency of the activities taken to the classroom by making them elicitors of personal narratives aiming to exhort the expression of personal beliefs, values or previous life experiences. A conscientious process
Speaking Games a way to facilitate the oral performance of the EFL student.

of class activities design, ought to resort to ethnographic values and embed within its
design cultural specificities that will soar the chances students’ have to use the target
language to express themselves naturally and from a non-fixed standpoint.

It is this creation the intention is to design a set of games that include visual and written
imagery, that in relation with the student’s community can allow them to tell personal
narratives in the target language, easing in this way the process of oral communication and
allowing more authentic outcomes to emerge.
Speaking Games a way to facilitate the oral performance of the EFL student.

Creation Process

This chapter will unveil the steps and stages this endeavor will underwent in order to be implemented and steered and how this life issue can be ease by using the resources and pedagogical approach purported in this work. It will also lineup the chronogram and goals set to adhere accordingly to the requirements to the graduation modus given by the faculty.

Creation Area to Address

As it has been stated in the introduction and justification section in this paper, the concern is drawn to the lack of cultural identity content portrayed in the resources teachers use in the classrooms, this happens to be an enormous disadvantage for students at the moment of learning a foreign language. Little has been researched in this area. However, some authors have stated the importance of a culture-specific course book for students who are learning a foreign language. For example, Cunningsworth (1984) stated the case against ‘the culture-specific course book’ in terms which clearly continue to resonate with major ELT publishers:

“A limitation of the culture-specific course book is that it will only be of relevance to students who understand the cultural background in which it is set . . . Indeed . . . a strong portrayal of British life might well prove to be an impediment rather than a help to the learner . . . The [learner’s] time would be better spent learning the language rather than the structuring of the social world in which the learner is never likely to find himself. (Cunnings Worth, 1984: 61–2)”.
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The creation of a culture specific resources in this creation aims to the objective of improving students speaking skills as well as easing the sharing of previous experiences and personal perspectives related to their real context. With the creation of these resources, the project is founded on the definition of identity given by Wenger (1998).

The content of these resources is a compilation of games, all of them focused on making the student speak in target language by using visual imagery that elicit and prompt outcomes from previous life experiences and their daily living.

The Setting

The institution wherein this endeavor took place, started in the year 2002 as a non-formal educational facility dedicated to teaching their students English, since that very moment the institution started its growth to the point that today they are a renowned institution sprawled all over the country with more than 15 branches in Bogota and another nine in different cities from the country. Their working hours go from 6:00 am to 9:00 pm Monday to Friday and on Saturdays from 8:00 am until 4:00 pm having their operations divided in even lessons of 90 minutes in which each session can hold a maximum of six students who might be in the same or different lessons, and which allows the methodology to be eclectic and partly personalized setting the ground for three phases of importance in the language learning process of the student as it is described as follows:

- Advancement: According to the institution’s curricula, the student is only allowed to take 2 pages of his or her coursebook per class classes have different language points which aim to address different learning needs from the student.
Speaking Games a way to facilitate the oral performance of the EFL student.

- **Reviewing:** The student can see a lesson that he or she has previously seen in his class plan as chances of having a classmate on a different class are very high, the student can review and grasp a tad better the previous concepts, vocabulary and language points he is already familiar with and if he or she didn’t understand well the first time, this lends itself to another opportunity of learning.

- **Reference:** This phase is based on future lessons that take part of the class when another student happens to be in a more advanced class, helping the student to be familiarized with future lessons.

The institution also provides learning aids such as: tutoring programs, song clubs, conversational clubs, videos, reading and writing classes and immersion lessons that enrich the process of training in the foreign language.

**Methodological approaches of the institution:**

The institution’s methodological approach is an eclectic/educational approach that is a combination of natural, communicative, and cooperative learning, which integrates practice and knowledge.

The blended learning methodology used involves the use of virtual classes and in person instruction, providing in this way, an English program designed for teenagers and adults which is focused on interaction and a communicative approach.
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Students profile

According to “Proyecto Educativo Institucional PEI, there is a scale table of Common European Framework of Reference for the teaching of foreign languages CEFR for the six levels in the English program the students chosen to partake in this project are to be on a B1 and B2 level, here their profile:

• “Level B1: The student is able to understand the main points of clear texts and in standard language if they deal with issues that are known to him, whether in work, study or leisure situations; when he knows how to handle most of the situations that may arise during a trip through areas where the language is used; when he is able to produce simple and coherent texts on topics that are familiar to him or in which he has a personal interest and when he can describe experiences, events, desires and aspirations, as well as briefly justify his opinions or explain his plans.

• Level B2: The student is able to understand the main ideas of complex texts that deal with both concrete and abstract topics, even if they are of a technical nature as long as they are within their field of specialization; when you can interact with native speakers with a sufficient degree of fluency and naturalness so that communication is carried out effortlessly by any of the interlocutors and when you can produce clear and detailed texts on various topics as well as defend a point of view on issues generaels indicating the pros and cons of the different options.”

Teachers profile:

The teachers have to pass the selection process tests (psycho/technical and language skills) also have to fulfill the requirements stipulated in NTC 5580 Which are:
Speaking Games a way to facilitate the oral performance of the EFL student.

- Pedagogical and disciplinary training in foreign language at a professional level and a language command of at least B2 for giving out classes to students on A1 or A2 level or C1-C2 if the class level ranges from B1 to C1.

Innovative Pedagogical Intervention

At this point it’s important to narrow the scope of this work firstly by describing a little bit about the resources this creation wants to develop considering the socio-economic background of the students as well as expose some of the other relevant contexts that will be included as part of the gist of this creation and interpretation project and to the population that it is addressed to. Noting that this paper’s intention is to outline the design process of targeting resources and activities for a specific community, process that can later on be applied to other segments of society. The population used for this project is an institution in Soacha, with a population of socio economical level (SEL) 3 it is also an institution where the total amount of students does surpass the 700 students and the facilities are new. The resources at school are constituted of rooms equipped with appliances such as TVs’, DVD players, and computer rooms among some others.

Pedagogical Intervention Proposed

The pedagogical intervention proposed is based in the piloting of games designed to connect the student’s previous life experiences with imagery that can elicit and prompt authentic oral outcomes that leverage from the interaction carried out within the games to
Speaking Games a way to facilitate the oral performance of the EFL student. provide a relaxed and unwind setting in which to express personal stands and insights, retell personal previous life experiences, or simply debate about issues or situations that ail the community.

**Pedagogical Orientation for the Piloting**

Classroom pace in modern teaching demands great dynamism to be part of any teaching endeavor, interaction therefore is an element that needs to be taken into account in every class for example Wilga Rivers (1987) puts it this way:

“Trough interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogue journals. In interactions, students can use all they possess of the language- all they have learned or causally absorbed- in real – life exchanges… Even at an elementary stage, they learn in this way to exploit the elasticity of language.”

Games as a way for pedagogical experimentation with language, allow the student to use all of his or her knowledge to communicate with their peers. This interaction not only provides a communicative purpose to the student but also allows the student to create stronger connections between language patterns already known new ones.
Speaking Games a way to facilitate the oral performance of the EFL student.

Suitability within the curricula

According to the institution’s curricula, the games were piloted in the immersion class which is a learning space with the purpose engaging students in a real context situation in which they feel the need to communicate, providing like this an opportunity to practice and in some way preparing the students for real context situations they might encounter themselves with, fostering the development of skills and strategies to improve their oral communication.

With this kind of classes, the institution wants that the students acquire a greater level of confidence and little by little lose the fear of expressing themselves in a foreign language, helping them to communicate more fluently in front of a diverse group. The resources designed in this project are intended to use the communicative approach, taking into account that the focus is the interaction between the learning of a second language and the student’s cultural identity and this is one way to use real-life situations and previous experiences to foster the students to use the language as a communicative vehicle. Teachers will set up a situation that the students are likely to face in real life, those situations and exercises can change according to their reactions and responses using of course cultural content through the use of the resources.

Methodology

In terms of methodology teachers will follow the curriculum given by the institution and they will adapt the resources to it (as it is shown in Annex 4 which is the one used in the piloting of this project) to make possible the observation of the performance of students at
Speaking Games a way to facilitate the oral performance of the EFL student.

the moment of using the resources by including in the classrooms activities content that relate the students to their previous experiences and cultural identity.

When analyzing the scope of this project and the proposed intervention, it is really important to highlight the importance of purposeful communication and the role of the target language in the games for example in the view of Stephen Krashen "Language Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." Under this premise, a suitable method to use in this creation is the communicative language teaching as it allows the student to use the language as a vehicle to communicate and express personal insights creating authentic and meaningful oral outcomes.

Games on the other hand provide the ideal setting to implement the games as they create a relaxed and safe atmosphere for students to experiment with the language, this is of importance as learning under these conditions is proven to be more effective as stated by Krashen (1998):

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

These resources are created to: “fulfill specifics settings needs and requirements and to reinforce the student’s outcomes and insights in the target language”, Tomlinson (2012).
Speaking Games a way to facilitate the oral performance of the EFL student.

Curricular Platform for the games

The role of the teacher in the use of these resources will be as a facilitator and advisor for the student to use the target language properly, Teacher as a monitor being a model to correct speech, “the teacher had to develop a different view of learners’ errors and his/her own role in facilitating language learning” Richards Jack C (2001).

Students should participate in the games as communicators trying to make themselves understood and listening actively to the others by working with his/ her partners and supply the need for cooperativeness the language learning process, “the students were expected to take on a greater degree of responsibility for their own learning” Richards Jack C, (2001).

The students recognize and describe their environment using their identity to construct new understandings in the target language by using it to talk about related people and objects to his or her context, and finally be able to talk about their personal experiences using them to create new knowledge as they leverage from the content that is embedded in the games and consequently create the perfect setting for him or her to correlate and experiment with the target language. Also, the student needs to analyze and produce useful basic information that can help him recognize places he visits regularly or that are part of his daily living. The goal is to help the students achieve better learning outcomes by describing past, present, and future experiences as well as listen and analyze interesting and unusual experiences that others have lived.

The teacher through detailed explanation of each of the topics and using clear and practical examples related with L1 cultural identity involves the participants in the basic
Speaking Games a way to facilitate the oral performance of the EFL student. Concepts of the English language and in the general characteristics it needs to develop its communicative process producing knowledge in each of the skills. The student will be evaluated in his capability to express his ideas and in his application of knowledge to real situations, which is aligned to learning goals which focus not only on content knowledge but also on process and capabilities.

The Games

In today’s world playing has become into one of the most important ways in which members of a community can interact and use language to express their world, share their views and the way they interact with it. For example, in the views of Martinson and Chu (2008),

“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. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.”

Reluctance in students to participate and engage in activities that involve speaking is teacher’s daily grind, in one way or another, students are terrified of having to use English as the vehicle for communication with their peers, therefore games in the classroom provide a glimpse to this hurdle educators wage a war to, every day. Games set the proper setting for students to be forced to use the language as a mean to communicate in a hypothetical environment where the experimentation with the language allows meaningful learning by
Speaking Games a way to facilitate the oral performance of the EFL student. minimizing the risk of failure and protecting the student’s affective filter while building up on their confidence.

The games chosen to be part of this work have been designed with the purpose of using student’s identity and previous life experiences to set the appropriate environment for eliciting and prompting authentic outcomes that can help the student make use of the target language in a relaxed and safe environment motivated by the excitement of being part of a game and the sense of competitiveness that these bring into every participant of it.

The games were designed with the objective of engaging the student’s previous life experiences in three different scopes that align with some specific language points and that together with some anthropological aspects of their lives (places they visit, community problems, cultural biases etc.), will elicit and prompt outcomes related to their previous understandings and perceptions of the world with the purpose of generating more authentic and spontaneous outcomes and this way set the ground for future projects keen on steering similar projects in other communities.

The fact that content in the games is tailored to the students of the Soacha area is of paramount importance, as the intention is to appeal to specific commonalities within members of a community to exhort the use of the target language and thus ease the experimentation of the student with the language. Notwithstanding the scope of the games is singled out to one community only, it is not ruled out the possibility that it can be steered in other communities perhaps bigger, for the goals of this project it is imprecise to do it on a scale that can embrace a bigger community, as doing it like that would imply a more delved and conscientious study of the communities involved.
Speaking Games a way to facilitate the oral performance of the EFL student.

Three games have been created all of them aimed to render a whole different relation of the student with his or her community as described hereinafter: Reminiscing Hopscotch, the student as one being who cherishes fond memories of previous life experiences, My Community Tic Tac Toe, the student as an active member of a community and The Suachopoly, the students as interactive beings of an specific setting that carry themselves a mindset of routines, habits and recognition of daily life psychosocial imaginaries that embed them in a community to which they belong. The following part of this document is dedicated to outline a detailed description of the games created and what is purported with each of them:
Speaking Games a way to facilitate the oral performance of the EFL student.

**The Reminiscing Hopscotch**

This adaptation of the traditional street game has been designed using graphics that can connect the students with their own identity and therefore prompt and foster the student to speak out about their previous life experiences in relation with some specific moments in any person’s life that have been carefully created to prompt the student to speak about them. The communicative goal of this game is that the students can retell some of their experiences following a pattern that can allow them to rebuild their identity using the target language. Its mechanics are pretty basic the student will need to toss a rock to one of the boxes in the game and go through the hopscotch using one foot only in each box except in the one where the rock landed, each box is prompting the student to speak about their past and will not be able to continue unless he uses the target language to tell the class his or her story, in some cases the students will have to do so by standing in one foot which will make it more engaging.
Speaking Games a way to facilitate the oral performance of the EFL student.

**My Community Tic-tac-toe**

The Second game is focused on making the students be known as part of a community, as part of that community they have their own insights which are part of the way in which they relate with the other members of the community by sharing their views and coming to agreements into what’s wrong and how it can be improved. This game is made over a traditional tic-tac toe grid which include a hidden question in each box of the chart for which the students will have 5 minutes to prepare a 1-minute presentation that depending on its result and under the teacher’s criterion can either allow the students to mark their sign in the box chosen or pass the opportunity to the rivals to see if they can do it better. The dynamics of the game are just the same as in the original game the participants will need to align 3 marks in a row that can be diagonal or in a row to win, right below this paragraph can be seen the way in which the parts of the game will work.
Speaking Games a way to facilitate the oral performance of the EFL student.

There will be 9 questions in total designed to prompt personal insights that the students have about their community, underneath each question the student can find an image that is related to the question asked and which depict some of the realia that the students are usually exposed to as members of their community.

The students will be part of a discussion that will allow them to express their views and debate with their peers issues that ail their community, in this game particularly the use of language rather than prompted is more elicited which will give room for the students to experiment with the language more freely and therefore challenge them to use different kinds of language patterns that can be interchanged with each other which will create and enormous opportunity for the learning of new vocabulary and language patterns.

Another very important aim of this game is to appeal to identity of the student as the member of a community and use that sense of belonging as a motivator to engage the student into the debate and discussions and bring about a meaningful use of the target language in a controlled setting that eases communication among the participants.
Suachopoly

This adaptation of the traditional board game monopoly brings to the classroom a great deal of new hypothetical scenarios as well as vocabulary that can allow the student to experiment a lot with the language. The dynamics of the game are pretty much the same as in the original game, however the use graphics that depict the student’s daily life has been carefully added as a way to prompt natural and authentic outcomes, for example the use of local landmarks and places wherein the students are used to flock everyday will increase the opportunities for them to relate with their previous life experiences and exhort them to share among them personal narratives using English as the vehicle for that.
Speaking Games a way to facilitate the oral performance of the EFL student.

Different from the original game, this adaptation will use the same currency that the students use in their daily lives this with the purpose of not hindering the student’s outcomes with an unknown currency just like this the other parts of the game where designed strategically to tailor the students need of connection between the context set and their identity as members of a community (Please see annex 3 to see more parts of this game and their functionality on it.). Despite the games created are custom-made to one community only it is aimed to set the ground for future development of resources for other communities by setting out insights collected along this venture.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Resources application**

The resources designed are intended to use the communicative approach, taking into account that its focus is the interaction between the learning of a second language and the student’s cultural identity and this is one way to use real-life situations and previous experiences to foster the students to use the language as a communicative means that teachers set up a situation that the students are likely to face in the real life, those situations and exercises can change according to their reactions and responses using of course cultural content through the use of the resources.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>CULTURAL LINK</th>
<th>ORAL SKILLS DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONOPOLY SOACHA</td>
<td>This game is linked to the student's previous life experiences as the student has been part of some of the places that are easy to find according to the student's area of living.</td>
<td>-it is intended that through the use of this game the student can use the target language to communicate his/her past and present thoughts and perceptions towards some of the places he is already familiarized with</td>
</tr>
<tr>
<td>HOPSCOTCH “MY FIRST TIME”</td>
<td>The purpose of this activity lies on the idea of having students tell some of their stories about the first time on simple things such as my first visit to the doctor, my first trip out of town, my first time on the Transmilenio among some others</td>
<td>In this activity students will be able to refer about past events that relate to their first encounter to certain situations that and integrated their previous knowledge using vocabulary and structures that relate to the situations that are being discussed.</td>
</tr>
<tr>
<td>TIC TAC TOE SOLUTIONS FOR MY NEIGHBORHOOD</td>
<td>This game is aimed to have students speak out their minds about issues that affected their community, these situations help the student to relate concepts in the target language to very deep insights and perspective towards these things that are somehow disturbing or making difficult their daily living in the community.</td>
<td>With this activity students will refer to hypothetical situations that will provide a possible solution to some of the problems that are affecting their community.</td>
</tr>
</tbody>
</table>
**Speaking Games a way to facilitate the oral performance of the EFL student.**

**Implications in the Educational and Language Context**

Games in the classroom are not a new construct to build upon in the efforts of improving effectiveness in the language teaching field but it is indeed a well-known approach by many educators as it is recognized that playing in the classroom engages the student in an interactive process where the use of the target language is put in context in a setting that not only is friendly but that also brings comfort to the student.

For example, the Colombian National Education Ministry – Ministerio de Educación Nacional de Colombia – M.E.N. (1999), highlights within his *Lineamientos Curriculares. Idiomas Extranjeros*, a few remarks to remember when teaching English that are considered of paramount importance for successful teaching: *Active and interactive methodologies* that engage the students in the use of the target language, *Activities that promote the development of children’s potential* pinpointing in having the activities match the students background and context, *Interesting and meaningful activities* centered in the learner designed to fulfill their needs and interests using content to which they can relate to, *Methodologies that integrate children’s prior and new knowledge* where the student can rebuild his/her identity through the target language.

In a local research steered in 2006 by Monsalve and Correal they were able to notice the importance of building new understandings based on previous understandings:

“The analyzing the information, we collected from the field notes, transcriptions and interviews, we found out that students were exposed to a variety of activities that
Speaking Games a way to facilitate the oral performance of the EFL student. had an element in common: They reflected what children already knew or had experienced in life.”

And the fact of using the student’s life experiences and the use of the target language, brings about a much meaningful experience to the student that not only builds up on their confidence, but also produces more meaningful learning situations as the stated in 2006:

“This previous knowledge helps the teacher to review and reinforce the new language and to make sure it is meaningful and understandable for children. Thus, if the teacher uses the environment that surrounds children’s lives to be expressed in English, young learners will see the foreign language as a means to express their experiences in their daily life.”

In many other extends, the cultural identity of the EFL learner is in the interest of many other researchers as it brings to light new and innovative ways to make students use the target language meaningfully, for example a project carried out by Zuluaga, Lopez y Quintero (2009) at Universidad de Caldas puts its focus in recovering some of the cultural practices and psychosocial imageries that due to the modernization and advancement of the region were doomed to disappear,

“Researchers are aware that people from rural areas have adopted new patterns and lifestyles which have been imposed on them through the modernization of their society. Moreover, considering that the teaching of a language requires the learning of culture, lessons were designed including contents associated with the coffee culture.”
Speaking Games a way to facilitate the oral performance of the EFL student.

This work engaged all the community including teachers with the purpose of sensitize and create awareness of the importance of identity and culture specially in the learning process of a foreign language and that underlines its importance in the fact that when communicating in regardless the language, people is rebuilding who they are and the way they relate to the world and which poses an important part in the scaffolding of learning another language.

This creation is yet another attempt to create that awareness to that particular issue that is often overlooked and to see the relevance it may have the use of identity related content in the activities taken to the classroom. By doing this it’s our intention to set the ground for future projects dedicated to work on the effects of tailored resources and activities for students who are part of a community or that share a set of psychosocial imaginaries in common.

If more research and work is done on this matter it will be very likely that pre-service and in-service teachers can benefit from a well based construct that can lead them to create valuable tenets for the design and tailoring and if that is the case this paper will represent yet another hindsight that can contribute to that. Most importantly it is considered very feasible that the community on which this project will be applied to, can indeed benefit greatly from it not only as it gives an opportunity for students to increase their oral performance in the language but also it entails a self-recognition process that curbs cultural practices and beliefs from disappearing and instead winds up setting the ground for them to prevail which will make communication among them swiftly and more effective.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Instruments used for Data Collection**

**Surveys**

According to Brown, (2001); Dörnyei, (2010) surveys of large populations have also been employed in many other fields of study (e.g., sociology, psychology, education, and market research), and questionnaire surveys have made a substantial contribution to second language acquisition (SLA) research as well. For example, they can inform us about:

- language learners’ intended language behavior, that is, how students plan to respond to certain language learning situations (e.g., how much effort they are willing to invest in L2 learning);
- people’s opinions and attitudes concerning specific L2s and the language learning process in general (e.g., how much they like certain aspects of learning a foreign language);
- participants’ feelings (e.g., anxiety about language use) and beliefs about certain L2-related issues (e.g., the optimal age or method of learning an L2);
- learners’ knowledge of certain issues in SLA. (e.g., their awareness of different varieties of English);
- various background information and biodata from the students (e.g., facts about their language learning history).

In this view for example Questionnaire 1 was focused on gathering from students their perceptions towards speaking in the classroom and the way they felt about it. As part of the objectives of the project we have the intention to provide a setting with the games that enhances the students’ demeanor towards speaking in the class and all the other respects
Speaking Games a way to facilitate the oral performance of the EFL student.

that surround it. Therefore, the importance of drawing a general view of the students’ impression towards speaking in the classroom and the activities used for this end.

On Questionnaire 2 the purpose was to find out what the students felt towards the games used during the piloting and compare them against their original perceptions on the way speaking is done in class. Aspects such as their opinion about the games, the way they felt after partaking on them and their opinions towards the designs an imagery used, are of paramount importance for the project as it reflects the way in which the games created facilitate the way in which students speak in class.

Description of the Results Attained

Based on what it was observed, and the data gathered from the piloting and the project itself, it is noticeable that the objectives outlined for this work were met and the data collected with the piloting will provide valuable insights that are poised to be revealing for this project and of great foundation for any future one of this kind. The backbone of the data gather in this paper, lies on a group of surveys that were created to determine the overall demeanor of the participants before and after the piloting of the games and over 4-hour footage that depicts the way in which the games were implemented and where some excerpts from the recordings work as evidence that allows to bear out some of what it was projected to be achieved with this creation.

The analysis of the data will be described as follows:
Assessment and Evaluation after Project Completion

During the Piloting stage of the project two questionnaires were given to the students, one before they partook in the games and the second one right after they had partaken in them. The purpose of this was to assess the overall perception of the students towards the learning of English in the classroom and to get an idea of the way they felt regarding the classes at the institution and compare it with the way they felt after having taken part in the piloting. This bearing in mind that one of the objectives of the project is to facilitate the oral production of the student that in some cases might be hindered due to the lack of understanding of context that brings about the lack of student related content carried out in the classes. These are the surveys used for this end:
Speaking Games a way to facilitate the oral performance of the EFL student.

SPEAKING GAMES: A proposal for classroom activities to ease the oral use of English as a Foreign Language, using the student’s identity and previous life experiences. (QUESTIONNAIRE # 1)

<table>
<thead>
<tr>
<th>NAME</th>
<th>GENDER</th>
<th>MALE</th>
<th>FEMALE</th>
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<tr>
<td>AGE</td>
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<td>Phone #</td>
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How long have you studied English?  How long have you studied at ASW?  Check the games you have participated in?

This survey serves the purpose of asking you important information from you as one of the participants of this project, once again we thank you the time you have taken to solve this survey. If you have any questions, please ask the teacher and he will answer promptly.

For each of the questions below mark the option you most identify with.

1. How do you feel in your English classes?

1.1. I enjoy my English classes.
1.2. I enjoy doing games in English classes.
1.3. I enjoy communicating with my classmates in English.
1.4. I want to be able to communicate my insights in English.
1.5. I want to talk about my life in English.
1.6. I think English books help me with my speaking skills.
1.7. Before speaking, I think what I want to say in my mother tongue and then I translate it.
1.8. I try to deduce what is being said from the context.
1.9. I prefer to talk about my country than other countries.
Speaking Games a way to facilitate the oral performance of the EFL student.

2. What do you think of the content of the activities in class?

<table>
<thead>
<tr>
<th>I strongly think so.</th>
<th>I think so.</th>
<th>I cannot tell for sure.</th>
<th>I don’t think so.</th>
<th>Not at all.</th>
</tr>
</thead>
</table>

2.1. It’s useful for me, they give me plenty of opportunity to speak.
2.2. I feel related to it.
2.3. I understand everything in class.
2.4. How long have you lived in Soacha?

3. When I speak in classes?

<table>
<thead>
<tr>
<th>I strongly think so.</th>
<th>I think so.</th>
<th>I cannot tell for sure.</th>
<th>I don’t think so.</th>
<th>Not at all.</th>
</tr>
</thead>
</table>

3.1. I talk about me and my past experiences.
3.2. It’s easy for me to speak fluently.
3.3. People understand what I say easily.
3.4. Activities make it easy for students to talk.
Speaking Games a way to facilitate the oral performance of the EFL student.

### SPEAKING GAMES: A proposal for classroom activities to ease the oral use of English as a Foreign Language, using the student’s identity and previous life experiences. (QUESTIONNAIRE # 2)

<table>
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<tr>
<th>NAME</th>
<th>AGE</th>
<th>GENDER</th>
<th>Phone #</th>
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<td></td>
<td></td>
<td>MALE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FEMALE</td>
<td></td>
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<tr>
<td>How long have you studied English?</td>
<td>How long have you studied at ASW?</td>
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<td></td>
</tr>
<tr>
<td>Check the games you have participated in?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Suachopoly</td>
<td>Tic Tac Toe</td>
<td>Hopscotch</td>
<td></td>
</tr>
</tbody>
</table>

This survey serves the purpose of asking you important information from you as one of the participants of this project, once again we thank you the time you have taken to solve this survey. If you have any questions, please ask the teacher and he will answer promptly.

For each of the questions below mark the option you most identify with.

1. What do you think about speaking box games?

1.1. The games help you with your speaking.

1.2. Speaking about my insights about my community helped me with my fluency.

1.3. Speaking about my community helped me with vocabulary.

1.4. The topics and games were useful in my learning process.

1.5. Speaking about my past helped me use the past simple structure.

1.6. Games about my life and culture are better than English books about a foreign country.

1.7. Which was your favorite game, and why?

1.8. Do you think using these games made it easy to speak in English?
Speaking Games a way to facilitate the oral performance of the EFL student.

2. After partaking in the games...

<table>
<thead>
<tr>
<th>I strongly think so.</th>
<th>I think so.</th>
<th>I cannot tell for sure.</th>
<th>I don’t think so.</th>
<th>Not at all.</th>
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</tbody>
</table>

2.1. I feel more confident to speak in English.
2.2. I feel it is easier to talk about things I am familiar with.
2.3. I think dynamic activities give better opportunities for speaking.
2.4. I felt more fluent and confident during the games.

3. From the design of the games I think...

<table>
<thead>
<tr>
<th>I strongly think so.</th>
<th>I think so.</th>
<th>I cannot tell for sure.</th>
<th>I don’t think so.</th>
<th>Not at all.</th>
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</table>

3.1. The images used in the games helped me contextualize new vocabulary.
3.2. The games were interesting, and I had fun.
3.3. The materials used for the creation and their size were according with the class.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Video Recordings**

Having a visual record that accounts for most of what happened during the intervention is of great value because it provides a great of opportunity for retrospection. Kemmis and McTaggart (1988), for example, propose a four-step loop for interventions of this nature:

“The first step, which may be preceded by a period of exploration and fact finding (Burns, 2005), is an initial planning stage in which the research topic is identified and developed, informed by the researcher’s experience and knowledge of the context. This plan then leads to action; practical intervention in the teaching/learning process that moves toward improvement. The third stage involves observation and is responsive as the researcher engages in documenting the action and its effects. This commonly involves classroom observation, audio and or video recording, and introspective techniques such as journals, or interviews with the participants (including the researchers themselves). The fourth stage, reflection, involves the participants’ reflection and description of what occurred: the problems that arose, the constraints on implementation, and any unexpected repercussions. New perspectives, understandings, and ideas may arise at this point, providing input for further planning and implementation of new action.”

This last stage described is one of the reasons for which videos are very suitable for the intervention planned for this project. For example, the reflection and analysis of the students’ oral performance recorded in the videos can be used as evidence as to whether or not the games facilitate the oral performance of students in the target language, if the imagery used prompts the emergence of personal narratives and insights, or if for example
Speaking Games a way to facilitate the oral performance of the EFL student.

the overall demeanor from the student towards speaking in the classroom is affected by the essence of the games.

**Account of the Information Gathered**

Based on the information gathered in the surveys that were carried out during the piloting there are some conclusions that can be drawn and lead to a better understanding of the results attained along the implementation of the project and which trigger recommendations and conclusions for future projects of the same nature. These are the results gathered from the surveys:
### QUESTIONAIRE 1

**Speaking Games**

A proposal for classroom activities to ease oral use of English as a foreign language, using the students' identity and previous life experiences.

<table>
<thead>
<tr>
<th>AGE</th>
<th>GENDER</th>
<th>How long have you studied English?</th>
<th>How long have you studied at ASW in months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.1 [I enjoy my English classes]</td>
<td>1.2 (I enjoy doing games in English classes]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 I enjoy communicating with my classmates in English]</td>
<td>1.4 [I want to be able to communicate my insights in English]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5 [I want to talk about my life in English]</td>
<td>1.6 [I think English books help me with speaking skills]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.7 [Before speaking, I think what I want to say in my mother tongue and then I translate it]</td>
<td>1.8 [I try to deduce what is being said from the context]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.9 [I prefer to talk about my country than other countries]</td>
<td>2.1 [It's useful for me, they give me plenty of opportunity to speak]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 [I feel related to it]</td>
<td>2.3 [I understand everything in class]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 [I talk about me and my past experiences]</td>
<td>3.2 [It's easy for me to speak fluently]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 [People understand what I say easily]</td>
<td>3.4 [Activities make it easy for students to talk]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>GENDER</th>
<th>How long have you studied English?</th>
<th>How long have you studied at ASW in months</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>MALE</td>
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<td>1</td>
</tr>
<tr>
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<td>MALE</td>
<td>1 YEAR</td>
<td>3 MONTHS</td>
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<tr>
<td>20</td>
<td>MALE</td>
<td>1 YEAR</td>
<td>8 MONTHS</td>
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<tr>
<td>18</td>
<td>MALE</td>
<td>1 YEAR</td>
<td>3 MONTHS</td>
</tr>
<tr>
<td>26</td>
<td>MALE</td>
<td>3 WEEKS</td>
<td>3 WEEKS</td>
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<tr>
<td>22</td>
<td>MALE</td>
<td>1 YEAR</td>
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<td>18</td>
<td>MALE</td>
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<td>19</td>
<td>MALE</td>
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<td>19</td>
<td>MALE</td>
<td>3 YEARS</td>
<td>3 YEARS</td>
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<tr>
<td>19</td>
<td>MALE</td>
<td>8 MONTHS</td>
<td>8 MONTHS</td>
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<tr>
<td>20</td>
<td>MALE</td>
<td>1 YEAR</td>
<td>1 YEAR</td>
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<tr>
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<tr>
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<td>1 YEAR</td>
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</tr>
<tr>
<td>21</td>
<td>MALE</td>
<td>1 YEAR</td>
<td>1 YEAR</td>
</tr>
</tbody>
</table>

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Running head: Speaking Games a way to facilitate the oral performance of the EFL student.
Running head: Speaking Games a way to facilitate the oral performance of the EFL student.
Speaking Games a way to facilitate the oral performance of the EFL student.

How long have you studied English?
19 responses

Less than a year: 8 (42.1%)
1 to 5 years: 11 (57.9%)
more than 5 years: 0 (0%)

How long have you studied at ASW in months
19 responses

- 1-6: 31.6%
- 7-11: 31.6%
- 12 OR MORE: 36.8%
Speaking Games a way to facilitate the oral performance of the EFL student.

How long have you lived in Soacha
19 responses

How do you feel in your English Classes?

1. I enjoy my English classes
2. I enjoy doing games in English classes
3. I enjoy communicating with my classmates in English.
Speaking Games a way to facilitate the oral performance of the EFL student.

How do you feel in your English Classes?

How do you feel in your English Classes?
Speaking Games a way to facilitate the oral performance of the EFL student.

What do you think of the content of the activities in class?

When I speak in classes?
Running head: SPEAKING GAMES: A proposal for classroom activities to ease the oral performance of English as a Foreign Language, by exploring the student’s identity and previous life experiences.

**Questionnaire 2**

| AGE | GENDER | How long have you studied English? | How long have you studied at ASW in months | 1.1 The games about my community helped me with my fluency | 1.2 Speaking about my thoughts about my community helped me with my fluency | 1.3 Speaking about my community helped me with vocabulary | 1.4 The topics and games were useful in my learning process | 1.5 Speaking about my past helped me use the past simple structure | 1.6 Games about my life and culture are better than English books about foreign country | 1.7 I feel more confident to speak in English | 2.1 I feel more confident to talk about things I am familiar with | 2.2 I feel more confident to talk about things I am not familiar with | 2.3 I think dynamic activities give better opportunities for speaking | 2.4 I felt more useful and confident during the games | 3.1 The images used in the games helped me recontextualize new vocabulary | 3.2 The games were interesting and I had fun | 3.3 The materials used for the creation and their size were according to the class | WHICH was your favorite game? | Do you think using these games made it easier to speak in English? | Why? |
|-----|--------|----------------------------------|------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| 22  | FEMALE | 2 YEARS                           | 1 YEAR                                   | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 19  | FEMALE | 2 MONTHS                          | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 20  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 18  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 19  | FEMALE | 2 MONTHS                          | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 26  | MALE   | 2 WEEKS                           | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 24  | FEMALE | 3 MONTHS                          | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 22  | FEMALE | 2 MONTHS                          | 3 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 24  | MALE   | 1 YEAR                            | 3 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 18  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 18  | FEMALE | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 18  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 19  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 19  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 19  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 20  | FEMALE | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 19  | MALE   | 1 YEAR                            | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 19  | MALE   | 3 YEARS                           | 3 YEARS                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 18  | FEMALE | 2 MONTHS                          | 6 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
| 21  | MALE   | 1 YEAR                            | 3 MONTHS                                 | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  | YES                                                  |
Running head: SPEAKING GAMES: A proposal for classroom activities to ease the oral performance of English as a Foreign Language, by exploring the student’s identity and previous life experiences.

What do you think about Speaking Box Games?

![Bar chart showing responses to questions about the effectiveness of speaking box games.]

What do you think about Speaking Box Games?

![Bar chart showing responses to questions about the impact of speaking box games on learning process and cultural understanding.]
Speaking Games a way to facilitate the oral performance of the EFL student.

After partaking in the games...

From the design of the games I think
Speaking Games a way to facilitate the oral performance of the EFL student.

Which was your favorite game?

19 responses

<table>
<thead>
<tr>
<th>Game</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tic Tac Toe</td>
<td>31.6%</td>
</tr>
<tr>
<td>Hopscotch</td>
<td>31.6%</td>
</tr>
<tr>
<td>Soachopoly</td>
<td>36.8%</td>
</tr>
</tbody>
</table>

Why?

13 responses

- SO, I CAN EXPRESS MY IDEAS
- BECAUSE IT HELP ME TO TALK
- BECAUSE IT WAS SO INTERESTING
- NA
- HOPSCOTCH BECAUSE IS EASY TO EXPRES
- BECAUSE WAS ENJOYAND LEARNED
- BECAUSE I THINK WAS FANTASTIC
- BECAUSE HELP USE WITH PAST SENTENCES
- WAS AMAZING WAS FUNNY AND I CAN IMPROVE MY ENGLISH
- BECAUSE YOU LEARN MORE ABOUT YOUR COMMUNITY
- WAS MY FAVORITE ONE
- BECAUSE WAS MORE INTERESTING
- I THINK THAT SOACHOPY BECAUSE I LEARN SOMETHING NEW VOCABULARY
Speaking Games a way to facilitate the oral performance of the EFL student.

Do you think using these games made it easy to speak in English?

20 responses

<table>
<thead>
<tr>
<th>YES (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, SINCE I CAN IMPROVE MY SKILLS AND LEARN MORE VOCABULARY, BECAUSE IS FUNNY</td>
</tr>
<tr>
<td>YES, BECAUSE WE ARE OR WE HAVE CONFIAN WITH GAMES</td>
</tr>
<tr>
<td>I PRACTICED TO TALK ENGLISH</td>
</tr>
<tr>
<td>YES BECAUSE WHILE YOU ARE FUN YOU ARE LEARNING, IMPROVE AND KNOW ABOUT ENGLISH AND OTHERS DIFFERENT ISSUES</td>
</tr>
<tr>
<td>YES, I THINK SO</td>
</tr>
<tr>
<td>I THINK MORE OR LESS ON THE OTHER HAND I AM AWARE THAT IF CAN LEARN</td>
</tr>
<tr>
<td>YES I AM AGREE</td>
</tr>
<tr>
<td>YES I THINK SO</td>
</tr>
<tr>
<td>YES IS TOO EASY</td>
</tr>
<tr>
<td>YES I REALLY THINK SO</td>
</tr>
<tr>
<td>YES, A LOT TRYING TO SPEAK AND UNDERSTAND THE OTHERS</td>
</tr>
<tr>
<td>MAYBE IT IS NECESSARY WITH THEORY TOO</td>
</tr>
<tr>
<td>YES, BECAUSE YOU IMPROVE YOUR SPEAKING AND LEARN MORE AND NEW WORDS</td>
</tr>
<tr>
<td>YES, BECAUSE YOU CAN IMPROVE YOUR ENGLISH AND YOU HAVE TO THINK WISELY</td>
</tr>
<tr>
<td>OF COURSE BECAUSE YOU NEED TO TALK AND YOU ARE GOING TO TRY TO EXPLAIN YOU ARE THE BEST THAT YOU CAN AND THAT LEADS YOU TO IMPROVE</td>
</tr>
<tr>
<td>YES, IT HELPS YOUR FLUENCY TOO</td>
</tr>
<tr>
<td>YES, IT IS EASY TO USE THESE GAMES, YOU HAVE TO PRACTICE THIS LANGUAGE AND BE DYNAMIC TOO</td>
</tr>
<tr>
<td>THIS ENCOURAGE STUDENTS TO SPEAK, BUT SOME OF THEM DO NOT ASK ANYTHING</td>
</tr>
</tbody>
</table>

In the last two questions in questionnaire 2 (the two charts above) the students were asked to answer freely the questions to which some of them opted out not to answer these written opinions were corrected with the purpose of better understand what the student tried to say however the original writings remained in the annexes of this document.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Analysis of the Information Gathered**

Considering the information collected and its own tabulation, it is now possible to render a detailed and quantitative analysis of the information obtained in the piloting, scaffolding common mindsets from the students towards speaking in the classroom before and after the piloting of the games. Such scaffolding will be done analyzing the results obtained in each question asked in the questionnaires as follows:

**Questionnaire 1**

**Participants Demographics**

In questionnaire one it’s noticeable that over 70 percent of the students who took part in the piloting of the games belonged to the age range of 18-21 years old whereas over 21 percent were between 22 and 25 years old and the remaining ones were over 26 years old. Even though the population of students within the institution belong to wide range of age sets this data collected reflects the age ranges that are predominant in the institution. It is very important to underscore that the population that participated in the piloting was not chosen purposefully but instead they decided to participate willingly and randomly in accordance with their availability. In terms of gender the population who took part in the piloting of the games were in its majority women, in relation with the time they have studied at the institution. One third of the participants have been at the institution for less than six months, another third from 6 to 11 months and the remaining third for over a year. From those participants about 60 percent of them have studied English in their lives from one to five, and the rest for less than a year. In relation with how long they have lived in the
Speaking Games a way to facilitate the oral performance of the EFL student.

community, over 63 percent of the participants have lived in Soacha for more than five years and about 31 percent of them have lived in the area from 1 to 5 years. Only less than 5 percent of the participants have lived in the community for less than a year. This information is key to determine whether or not, performance is affected by how long they have lived in the community. When analyzing this in terms of language accuracy there was no difference among the participants, however those who have lived in the community the most, tended to be more fluent when talking about the community.

Students’ Stances Towards their English Classes before the game’s piloting

To the question 1 of “how you feel in your English classes? “and the subsequent scopes derived from this question, the big majority agreed on that they enjoyed their English classes at the institution, highlighting on that the opinion was divided, on how satisfied they were with them, a very small amount said that they were not satisfied at all which perhaps poses a possible personal and singled out discontent towards their learning process and the institution.

Students also manifested they were fond of the use of games in the classroom, indicating also how communication was a very entertaining aspect of the class, and how high is their longing for being able of expressing their own insights about their life in English, they also attributed a great importance on their speaking skills to the English books used in the classroom.

The importance given by the students to their English books, vindicates the premise on how the resources used in the classroom are of great influence and sheds some light on the
importance the students give to the resources they use in the classroom, rendering their use of utmost importance for the language development of the student.

This also cues on the importance of creating and adapting activities that can elicit from the student oral outcomes, appealing to previous experiences and understandings embedded in the student, as they provide an excellent opportunity for them to interact in the target language and communicate real stances towards the world.

When asked about the way they spoke in class, a big chunk of the participants manifested that they often translate their thoughts from Spanish into English and when listening to others speak, they try to deduce what had been said from the context. In the survey, students were also asked if they preferred to speak about their countries over speaking about other countries, to which opinions were divided, but where the majority leaned towards speaking about their country.

Students not finding a common ground on whether they prefer or not to speak about their country may be inferred in many ways. However, it can be strongly attributed to the fact that the opportunities that students have to talk about their community or personal experiences are limited to nonexistent in most of the cases. Therefore, being able to discern on the matter can be very difficult as they were probably not used to it or in many cases they might have been deterred from doing so.

Another striking point made by the students through the surveys in regard to their speaking activities at the institution, was related to the struggle they have when speaking in class, they find it hard to speak fluently, and when it comes to understand what others say
Speaking Games a way to facilitate the oral performance of the EFL student.

the situation is no different. Making themselves understood turns out to be a very painstaking process. More than a half of them also expressed that activities in the classroom were not very helpful when it came to encourage them to speak and in the same way about half of them had the perception that they hardly ever had talked about their past life experiences.

When participants were asked about how they felt in their English classes, students’ opinion took huge strides towards uncertainty. Although the majority agreed on that they have plenty of opportunities to speak, about half of them also manifested uncertainty when asked about if they understood everything said in class and if the content of the class was related to them in some extend.

More than half of the participants said that they hardly ever got to talk about their past life experiences, causing a sensation of not being able to speak fluently and therefore, feel that others don’t understand what they say, as manifested in another question in the survey. At the end of the survey, when asked on how whether they felt the activities done in class made it easy for them to talk in class the big majority agreed on that they didn’t make it easy.

Through these perceptions it has been possible to render a detailed description of the students, insights, stances and biases towards speaking and speaking activities in the classroom. By this, participants’ needs have been shaped and linked with the objectives of the project particularly to help participants speak more fluently and freely about themselves. The data collected through this first questionnaire yielded valuable results, however two above all outstand, particularly because they vindicate two of the premises
Speaking Games a way to facilitate the oral performance of the EFL student.

that founded this project which are the particular need of students of being related to the content and the lack of opportunities they have, to speak about their past in class. This indeed endorses what is purported in this project, and it will provide a solid ground on which to analyze the perceptions gathered after the piloting of the games.

**Questionnaire 2**

**Students’ thoughts towards the games:**

When asked about the games, students’ opinions were of great value for understanding the way they felt by participating in the games. For example, when they were asked about the games and if they thought they help them with their speaking performance, they all agree on that the games helped them in their speaking process having the majority to strongly agree on this premise. This part of the data collected, is deemed as of utmost worth for the project as it goes around one of the biggest interests of this work which is to ease the oral production in the participants.

To the question on whether speaking about their community help them or not with their language performance and the use of new vocabulary, the big majority agreed on that it indeed help them. This perception from the students, comes as a dazzling result of the project and it sheds some light on a life issue that is often overlooked which is the lack of student related content in classroom resources, claiming the need for adaptation of cultural imagery towards activities in the classroom which happens to be a backbone tenement in this paper.
Speaking Games a way to facilitate the oral performance of the EFL student.

When inquired about the games specifically, the students said that the games were really helpful for them and their learning process, and they provided great opportunities to improve their speaking abilities specially when talking about their past life experiences. To whether they thought that games and activities were better than course books, opinions were divided although more than half of the participants leaned towards the yes.

Along the piloting of the games students’ oral abilities were of great focus during the implementation stage as well as in the data collection process done throughout the project that is the reason why understanding the participants insights towards the games drawn great attention in the second survey.

With their answers nearly, all of the participants manifested how they felt more confident to speak in English when partaking in the activities and how they felt it was easier to talk about things they were familiar with. They also agreed on that dynamic activities provided more and better opportunities to talk, compared to the traditional speaking activities done in the classroom. Students also endorsed the fact that along their participation in the games, they felt more fluently and confident when speaking.

The perceptions gathered from the surveys carried out with the participants, reflect a relevant increment in their perceptions regarding their speaking ability in the classroom and they also expose an important tendency to forgo negative biases related to their performance. In exchange, the survey shows how their stances towards speaking in English changed to a set of more positive ones, wherein results not only reflect a great soaring in their overall stamina to speak in English, but also on accuracy and fluency which is evident in the videos recorded.
Speaking Games a way to facilitate the oral performance of the EFL student.

Based on this, it can be said that the oral production from the participants in the project was not only eased, but it was also more authentic and of great importance for the students’ affective filter.

When the participants were asked about the imagery used along the game, almost everyone agreed that the images used help them understood new vocabulary that was included as part of the games. They also said that the games were fun and that their design and size were according with the class. This feedback obtained from the surveys accounts as a great achievement from this endeavor as it justifies one of the most important goals of this project which was to allure students to participate actively in the games designed by making them attractive and dynamic.

Students opinions towards which game was their favorite were categorically even, here there are some of their written opinions included in the surveys:

Neidy Beltran

I think that Spanishopoly because I learn something new (vocabulary)
Speaking Games a way to facilitate the oral performance of the EFL student.

Walter Martinez

It's easy play and use these games, do you have to practice this language and be dynamic too.

Julian David Camacho

I. Suachopely because was more interesting.

2. Yes, it helps your fluency too.

Harold Alexander Gaviria

Suachopolis was my favorite one, because you can improve your English and you have to think wisely.
Speaking Games a way to facilitate the oral performance of the EFL student.

Aura Maria Franco

7. Scuffle because you learn more about your community.
8. Yes, because you improve your speaking and learn more about new words.

Lisy Suarez

Hopscotch was amazing.

Was funny and I can improve my English.

8. Yes, is too easy.

Sebastian Garcia

7. Hopscotch, because help
   use with the past sentence.
8. Yes, I think so.

Dayana Salamanca
Speaking Games a way to facilitate the oral performance of the EFL student.

These opinions given by the students reflect a more opened opinion from their perception regarding the games about how they felt with them. From what they said, there are some common grounds and ideas about the games, like for example many of them mentioned how vocabulary was one the things they learnt the most in the games. This aspect is worth of importance due to the way in which vocabulary was presented, the games and resources used, introduced the vocabulary through imagery that depicted many of the places or situations that the students is usually exposed to. This supports once more the premise that appealing to the student’s identity to increase the learning opportunities, in the target language, is not a farfetched idea.

Another important insight that came out of the students’ opinions, is the improvement on their fluency which was reflected in their responses to the survey, which indicated that their perception towards their oral performance increased. The written opinions are yet another manifestation of the students’ perception towards their oral performance, through their comments, some of them highlighted that their fluency increased, and this helped them to improve their skills in the language.
Speaking Games a way to facilitate the oral performance of the EFL student.

Another important remark made by the students, was the dynamism and fun that the games brought about during the piloting. The traditional approach used for the speaking activities in the institution lacks in most of cases dynamism and this turns out to be discouraging for the students, when it comes to the speaking time, this fact sheds some light on the need to include more dynamic activities in the classroom as they are more alluring and engaging to students which will increase significantly the learning opportunities.

Social Imagery and its Expression Through the Target Language.

One of the core kingpins from this project was the design of resources that included social imagery, that related the student with new language inputs and their identity. Most of the visual aid added to the games, had the purpose of relating the student’s previous life experiences with the introduction of vocabulary that was new to the student. Through the footage recorded during the piloting, it was noticeable the ease with which the students understood the meaning of the words by relating them with images, used for that end. For example, during the piloting of one of the games this happened:

Teacher: OK, oh one question Why did the image for example (.) make you think about crime, why did the image there….

Fabiana: Because they look angry [laughing]

Teacher: Ok

Fabiana: Yes, they have scars.

Teacher: Ok, and there is common in someone than perhaps can [
Speaking Games a way to facilitate the oral performance of the EFL student.

**Fabiana:** Maybe.

**Teacher:** Ok.

**Fabiana:** Yes, yes [laughing] maybe no everyone because I mean people could have like an accident in their work but [laughing] you can see THEM!! when you are walking on the street you look the people like that and you RUN!!! [laughing] yes so maybe that’s why I thought it was crime and they are calling like yes [thinking] to kill someone.

Is my imagination anyway.

The image that the student was looking at, depicts two men that have a very suspicious look and who fit into the social construct of regular muggers in the community. This particular result is part of what it was purported with this creation, the image alone allowed the student to express a bias towards some members of her community and it also prompted her to speak up about some of the beliefs she had towards a problematic that is ailing the community, and what in her opinion can be the source of it as she expressed:

“… well we are talking with our group that most of that people that a-- are killers or all those kind of things, they didn’t have like opportunities, I mean it depends on each person like: “I am going to be a killer or I am going to be a good person”, but some of them they didn’t have like support of their parents or those things and they are like in pressure or things like that and well that’s maybe why they are killers now.”
Speaking Games a way to facilitate the oral performance of the EFL student.

Something that came up out of the student’s intervention was her own view on how these peoples’ lives could have been different, if they had had different opportunities and how segmentation of the population in her view, help them to turn into the way they are today, this was what she said:

“…And I think maybe art would help them because for example they like to do graffities and all those kind of things and (.) some of the programs… for the community are just for kids and teenagers and things like that and some of them are adults or all those kind of things and (.) I mean I don’t know why they like to put people in different places just because their age is like all people can work together as an adult can work with a kid because the kid doesn’t have like, like a lot of ideas and they can see something in different perspectives so they can envelop those kind of people in something, I don’t know. So maybe art is the way because for example if we give them study they are going to be like bored, like: “I don’t want to study” [laughing], because yes, is like they don’t feel like attract by study but for example the things that they like also sports or all those kinds of things.”

Part of what it was observed during the students’ interventions, especially in this one, is the reflection towards life issues that ail the community and that in some extend affect them as members of it. These reflections were all made by the students using the target language and therefore the outcomes obtained from them were natural and authentic. This was all intended and envisioned as one of the objectives of the project, and which showed that is indeed possible to elicit cultural biases and personal insights from the students, and at the
Speaking Games a way to facilitate the oral performance of the EFL student.

same time, ease the oral production of the target language, as they manifested in the surveys and as it is noticeable on the videos.

The community and its problems are yet another daunting aspect gathered from the piloting, the opportunity students had to express their ideas and insights about the problems in their community, opened a window for them to express some of the perceptions they had towards the problematic, for example when asked about his perception towards health services in the community this student said:

**Julian C:** HI, are health services in your community efficient. () what do you think?

**Fabiana:** You people talk.

**Julian C:** Yes, not good because you find we have two hospitals here, and we have to create, I don’t know think we need more, more doctors but that better or because the machine in the hospitals are old, and the people is not, are not--are not studying sufficient and we have the-- the is the worst service in this country, and we have to pay a lot of money and for an appointment when you need an appointment for any pain is so bad, we have to wait a lot a lot, a lot and then the appointment is for a month and for example [thinking] when I was a kid I remember that [thinking] I had a bump because I, I, I lying down and I felt down and hurt this part ((pointing his head)) and go to the hospital to [thinking ] is not too far but I don’t remember [

This particular intervention lends itself to analyze on how intertwined is, the students’ identity with his or her community. For example, when Julian was asked about his opinion
Speaking Games a way to facilitate the oral performance of the EFL student. about health services in the community the student established his opinion and then resorted to a personal experience to exemplify his point. This reflects how most of the students’ biases and perceptions about his or her world are shaped by his or her previous life experiences and no other cognitive process will be at stake other than the communicative one which will allow the student to produce more personalized and natural oral outcomes.

Students who hadn’t been part of the community for long, but who had lived in the community long enough to compare it with other places, ruminated on some of the differences in-between:

Maria P: Hi, our question is: “are there enough parks in my community, are they safe for children?” So (. ) there are, there aren’t in our group we discussed there are a little few of quantity of parks (. ) we haven’t seen a lot in this community, the only there a few quantities of parks that we have seen are very unsafe (. ) the structures in parks are very-- they have a lot of damage is very -- very dangerous because in those parks there are a gangs-- gangsters or mean people. Someone in this group said that she couldn’t go to the park with her dog cause the people look the dog like…I don’t know they want to steal it.

Before standing in front of the class, students were supposed to exchange ideas in their groups to prepare the person who was going to speak in front of everybody, through these exchanges, students had the opportunity to use the target language and exchange insights and stances towards an issue as shown in the student’s intervention.
Speaking Games a way to facilitate the oral performance of the EFL student.

These excerpts analyzed are a reflection of some of the objectives of this project at stake, language as vehicle for communication tends to be presented to the student as a set of grammatical constructions that in most cases isolate the oral production to debates and discussions which are not familiar to the student’s identity. Eliciting and prompting personal narratives, biases, insights, etc., allows the student to communicate at ease and express merely his or her stand towards an issue allowing them to better learn the language.

**Personal Narratives in a Fixed Context.**

In this work another important objective was the exhorting of personal narratives in the target language to enhance the use of more accurate and fluent language outcomes. Through the project piloting, students were able to share some of their stories about their past and their previous life experiences that were very important, let alone the stories the students told about their families like for example:

**Video 1.2 Drunk family.**

**Teacher:** Anything you want to add? no…Is that a problematic that affect our community? Excess in the use of the alcohol beverages? Yes, have you seen it, in here in the community?

**Walter M:** Yes I have seen it, most of my family is there a lot of [thinking] drunk people, they anyway can are drinking and drinking and drinking and that is really hard because I have seen a lot of fighting and is really hard try to control that kind of people because they can’t find a real sense of the reality in that state in that
Speaking Games a way to facilitate the oral performance of the EFL student.

moment, because you drink any drink alcohol and you are really hard in your system and that depends on everyone.

In this intervention from the student, it can be seen that the setting used, elicited from the student, a narrative that exposed a family problematic, that from what he says, he has had to live with it for a long time and therefore he despises it. But even though he uses a personal narrative to explain his point of view, he doesn’t complete detach the problem as a problem alone to his family, but he stands on that the problem is part of the community and that the members in it struggle with the wrongful use given to alcoholic beverages that in many cases ends in family disputes.

Language Input and The Use of Context Imagery

Another really important result gathered from the piloting was the input of new vocabulary to the which students were exposed to, while participating in the games as it’s shown in the following excerpts:

**Video 2.1 Antique shop.**

**Teacher:** So, well we are getting the property for you, so you give it a look, and then you can tell us if you are interested or not.

**Student:** Is expensive!

**Fabiana P:** Yes.

**Teacher:** Is expensive 5 million
Speaking Games a way to facilitate the oral performance of the EFL student.

**Fabiana P:** Go for it, calm down [laughing]

**Teacher:** So, sweetheart, what is an antique shop? What can people purchase in an antique shop, what is it?

**Fabiana P:** Well, I think that you can buy, this is (.) that you can buy things that are old, yes, I think for some things, I mean the others.

**Video 2.3 Garage**

**Video 2.3 Garage**

**Teacher:** Since other order doesn’t really matter we are going to start from left to right, is that fair, so sweetheart you are number one. Ok garage the flat tire.

Sweetheart what can you tell us about this property? What can of property is?

**Daniela H:** [thinking]

**Teacher:** Teacher can you please find the property there and show it to her, so she has perhaps an idea of what it is. ((teacher shows the card to the students)).

**Daniela H:** [exclamation word] Ok is when your car is (.) I don’t know has a problem with the mechanical problems you can go there. And they can solve the problem with your car.

The two above, are examples of how using visual imagery that is familiar to the student’s identity helps them understand better the meaning of a word, in the classroom, is usually common that students introduce vocabulary by explaining the students what the word means, and this process can be arduous and, in some cases, ineffective. That is why,
Speaking Games a way to facilitate the oral performance of the EFL student. using imagery that can elicit or prompt in the student accurate representations of what the word is facilitating in great extend the comprehension the use of the input language, providing the student with a context in which to use it.

When analyzing the role of the imagery used in the games and its effect on the participants performance, it is noticeable that the imagery used, exerted great influence on the overall performance of students in many ways.

One of the most relevant, is the use that imagery can have, to introduce new language input, for example when implementing the Soachopoly, most students found the vocabulary from places and businesses in the community new, however the imagery used to depict the overall look of these places within the community, helped in great extend the participants to understand what the word meant. The use of the games also elicited personal narratives and stances towards subjects in common and which resulted in more fluent and accurate language outcomes. When students used the target language to communicate thoughts and insights about the issues they manifested the use of the games made it different for them to use the language and helped them feel more confident and proficient than usual. If implemented as part of a curriculum, student’s affective filter will be greatly benefitted by using resources of this nature as they will build up their confidence in their target language.

Other Considerations

Along the piloting of this work many great considerations arose, some of them reflections that need to be taken into account for the development of a project of the same or similar nature.
Speaking Games a way to facilitate the oral performance of the EFL student.

One of them is the time, each game because of its nature, has different demands in terms of time and development, this is something that certainly needs very cautious planning from the teacher who is leading the activity. In the same way games altogether have different times spans for the implementation in the classroom so their affixing to curricula or a coursebook may need some special adaptation for each one individually. For example, the Hopscotch and the Tic Tac Toe are games that take up from 30 to 45 minutes to be steered in the classroom, so in that sense classes which length is greater than an hour, might probably need a lesson plan which include a warm up and production stage at the beginning and the end of the lesson.

When implementing the Soachopoly, one of the challenges was the time. The pace of the game by itself posed a great threat to its success as it was really hard for students to navigate through the gameboard, this as a result of the playability of the game. When throwing the dice, students where landing always in the same area on the game board which made the game slow and off-putting for students. This is where the aspect of adaptability played a great role, for example for this particular case one of the adaptations made for the game was a colored roulette which used the colors of the properties displayed on the gameboard. Depending on the color where it landed the student would then throw the dice and start from the first box with that color.

This adaptation to the game, not only allowed its pace to be faster but it also made more dynamic the game as it added a new shift to its playability, allowing students to move through the gameboard more freely and making better use of the content of the game. This
Speaking Games a way to facilitate the oral performance of the EFL student.

also brought about better engagement and interactions among the students not to mention their overall demeanor towards the game which increased significantly.

It is important to highlight the importance of planning in advance and anticipating time variations (the group of learners, the classroom size, the class time) for example if implemented without the roulette, the Soachopoly may take up to 3 hours or more whereas, if using the roulette, it will probably take about an hour. Other adaptations such as grouping, can be considered needed if the class size is very big.

Dynamism played a great role along the creation of the games and after the piloting, it brought to the table other important factors to add to the role of the teacher, in order to grant success when steering the games, for example at the beginning of the project it was outlined the role of the teacher as the one of moderator and leader of the interactions and debates which would take part in the games. One of the findings in regard to this was the importance of elicitation and prompting by the teacher in all the interactions that took place with the games. Imagery alone will educe personal stances and biases towards whichever is the issue to address. However, students will settle with plain answers if not asked more in depth about the issue that is being discussed.

Knowing the community and of course the material, not only will allow the teacher to ask more strident questions, which will set the tone for a in favor or against posture from the student, but also it will help them navigate through discussions a lot easier, enabling the process of elicitation to be easier and enhancing the range of responses from the student.
Speaking Games a way to facilitate the oral performance of the EFL student.

Conclusions

The learning process of a foreign language can be arduous and depending on the learner a steep path towards despair and frustration, students often find it easier to relinquish to the endeavor of learning a new language, despite the enormous effort they have put into the learning of the language, and the assiduous work they have done to learn it.

The whole purpose of this endeavor was aimed precisely in that direction of helping students find themselves at ease when learning another language and facilitate the production of more natural and authentic oral outcomes that connect the student’s learning of the target language and the use of it to communicate insights and stances towards the world that the students have.

Cultural identity and previous life experiences were some of the core tenets on which this paper based on and which shed some light on the premise that grounded the design of the games. This was the lack of cultural content and imagery related to the student in the resources used in the classroom. Such a need was addressed in great part by using imagery that resorted to the students’ identity to elicit more authentic oral outcomes.

During the creation of the imagery and its adaptation to the resources, many people inquired about the constrained focus on the community of Soacha, many also asked what if wanted to be implemented in another community? This project’s foundation lies on the premise that students’ own relations with the world, are all individually different and even though they get to share some commonalities among members of a community, in larger
Speaking Games a way to facilitate the oral performance of the EFL student.

social groups imagery can differ so widely that can make it imprecise and pedagogically inaccurate to use it.

Implementing this work in other communities or in larger social groups, would require a more delved study of the community. Its adaptation would demand the use of different imagery and a whole different scaffolding of the classroom interactions, requiring the teacher to be knowledgeable about the community and its affairs.

Using games in the classroom brings great dynamism to the class and eases the learning process of another language, many other games that are used by people today may be adapted to the classroom and can become great teaching resources for academic institutions. Notwithstanding the use of imagery, it’s key and determining for the success of the games therefore its planning and articulation to the curricula, needs to be done conscientiously and warily.

Some games can bring about great dynamism and engagement in students, its original design may render the game as tedious and long-lasting, though. This is why adaptations to curricula, context, community, and others, need to be made in order to attain the expected results. Adaptation can come in many forms depending on the specific goals set for the game, going from content change (imagery) to playability.

Elicitation and prompting helped the games hone their effectiveness, there is no doubt that without them, results might have been very different. This poses a great inquire on the importance that teachers have in the classrooms specially when paying regard to their performance and role in class activities. Passive demeanors will lead to very weak debates
Speaking Games a way to facilitate the oral performance of the EFL student.

and short student’s interventions which in the view of this paper cause dismay among students. More active and engaging teacher practices will bring about better results in student’s involvement resulting in better natural oral outcomes.

Under this premise, it is important that the teacher leading the games possess a great tone of voice and great group management skills, as this will play out as a determining factor in the success that the activities may have or not. It is strongly recommended that teachers leading the activities partake in the design of the games and have a delved and conscientious knowledge of the community, its members, and its problems.

Despite the main creation of this work were the games, the linchpin around the project was the use of visual and written imagery related with the student’s identity. Turning a blind eye to a matter of this kind is usual among the editorials and creators of course books. Many reasons can be given to that end but probably the two of them rest on the unprofitable factor of creating course books with cultural specificity and the painstakingly process it requires. However, if institutions and other segments of society, contributed to the creation of material or better yet a course book that leverages from the student’s identity, more students would succeed at learning a new language.
Speaking Games a way to facilitate the oral performance of the EFL student.

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Speaking Games a way to facilitate the oral performance of the EFL student.

Annexes

Annex 1 The Reminiscing Hopscotch

This adaptation of the traditional street game has been designed using graphics that can connect the students with their own identity and therefore prompt and foster the student to speak out about their previous life experiences in relation with some specific moments in any person’s life that have been carefully created to prompt the student to speak about them.
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Annex 2 Tic tac Toe

Are there any gangs in your community? If yes. How can they be disarmed?
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Speaking Games a way to facilitate the oral performance of the EFL student.

Annex 3.1 Game Board Special boxes

Through the board game the student can find this box and he will receive from the bank the amount of 20 Million.

In the center of the board game there are two boxes one of the that looks like a gift wrap the other one has a question mark in the middle.

The one that looks like a gift wrap always has situations where the student will benefit from or the opposite.
Speaking Games a way to facilitate the oral performance of the EFL student.

The box with the question mark will bring more random situations that will set the student in more hypothetical situations.

In the box on the right the students will have to pay the bank 2 million from their own money, what represents a tax evasion scenario. In the box on the left students will have to pay 300.000 setting a hypothetical situation in which the students car is towed away.

When the student lands in the box on the right he or she will automatically be sent to the box right wherein he or she will have to throw the dice getting evens to be able to continue playing.
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Annex 3.2 Game Board Property Cards

This cards are the ones that are used by the students to play and negotiate through the game the visuals used in the cards represent places, customs and other particular characteristics that intertwine with their daily living experiences and cultural background.
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Annex 4 Survey 1 Questionnaire Sample

Annex 5 Survey 2 Questionnaire Sample
Annex 6 Photographic record of the Piloting.
Speaking Games a way to facilitate the oral performance of the EFL student.
Annex 7 Transcripts of the videos recorded in the piloting.

TIC TAC TOE 1

Video 1.1 Crime

Fabiana: Hi.

Teacher: Hello.

Fabiana: Well, the question was: Is there crime in our community?, there is how--Yes of course. [laughing] We all know that, no just here in Soacha but in general like Colombia, you know (.). there is something … well we are talking with our group that most of that people that a-- are killers or all those kind of things, they didn’t have like opportunities, I mean it depends on each person like: “I am going to be a killer or I am going to be a good person”, but some of them they didn’t have like support of their parents or those things and they are like in pressure or things like that and well that’s maybe why they are killers now. And I think maybe art would help them because for example they like to do graffities and all those kind of things and (.). some of the programs… for the community are just for kids and teenagers and things like that and some of them are adults or all those kind of things and (.). I mean I don’t know why they like to put people in different places just because their age is like all people can work together as an adult can work with a kid because the kid doesn’t have like, like a lot of ideas and they can see something in different perspectives so they can envelop those kind of people in something, I don’t know. So maybe art is the way because for example if we give them study they are going to be like bored, like: “I don’t want to study” [laughing], because yes, is like they don’t feel like
Speaking Games a way to facilitate the oral performance of the EFL student. attract by study but for example the things that they like also sports or all those kinds of things. We don’t have even like good education for the people that go to schools we [laughing] don’t have like education for this kind of people that is rejecting by society even for us, so I think that’s, that’s a good way.

Teacher: OK, oh one question Why did the image for example (.) make you think about crime, why did the image there….

Fabiana: Because they look angry [laughing]

Teacher: Ok

Fabiana: Yes, they have scars.

Teacher: Ok, and there is common in someone than perhaps can [ 

Fabiana: Maybe.

Teacher: Ok.

Fabiana: Yes, yes [laughing] maybe no everyone because I mean people could have like an accident in their work but [laughing] you can see THEM!! when you are walking on the street you look the people like that and you RUN!!! [laughing] yes so maybe that’s why I thought it was crime and they are calling like yes [thinking] to kill someone.

Is my imagination anyway.
Video 1.2 Drunk family.

**Walter M:** Hi, our question is, I think there is a … Problem because it was anything like Colombian people, is really mm I don’t know and we need like some to the this kind of problems because it cause I don’t know accidents in the town so a lot of problems in families in our community, I don’t know, we see someone when is drunk cause a lot of problems in his or her mind and that probable aggressive attitudes towards the society and we need main companies but all of us politicians corrupt people how can we trust in that people to campaign alcoholic adults, I don’t know, is difficult different this and other point is we need be more conscious with everyone about how to use [thinking] alcohol maybe some people need food and number of () for each person and () for hours () [thinking] I don’t know maybe against in the family in the basement of the family teach be conscious about what they are do () and educate each child in a I don’t know oral way, because is important for our society and that cause that they are mm more around us that you should you impression that I know only be the Saturdays the Sundays and weekends in parties… [laughing] … someone has questions about this topic.

**Teacher:** Anything you want to add? no…Is that a problematic that affect our community? Excess in the use of the alcohol beverages? Yes, have you seen it, in here in the community?

**Walter M:** Yes I have seen it, most of my family is there a lot of [thinking] drunk people, they anyway can are drinking and drinking and *drinking* and that is really hard because I have seen a lot of fighting and is really hard try to control that kind of people because they
Speaking Games a way to facilitate the oral performance of the EFL student.

can’t find a real sense of the reality in that state in that moment, because you drink any
drink alcohol and you are really hard in your system and that depends on everyone.

**Video 1.3 Hospitals**

**Julian C:** HI, are health services in your community efficient. () what do you think?

**Fabiana:** You people talk.

**Julian C:** Yes, not good because you find we have two hospitals here, and we have to
create, I don’t know think we need more, more doctors but that better or because the
machine in the hospitals are old, and the people is not, are not--are not studying sufficient
and we have the-- the is the worst service in this country, and we have to pay a lot of
money and for an appointment when you need an appointment for any pain is so bad, we
have to wait a lot a lot, a lot and then the appointment is for a month and for example
[thinking] when I was a kid I remember that [thinking] I had a bump because I, I, I lying
down and I felt down and hurt this part ((pointing his head)) and go to the hospital to
[thinking ] is not too far but I don’t remember [

**Fabiana:** San Luis

**Julian C:** No, the other [thinking ] San Jose

**Fabiana:** San something [laughing].

**Julian C:** So, I stayed there and had to wait for three hours with this part open [ ((pointing
his head))

**Teacher 1:** Oh my gosh
Speaking Games a way to facilitate the oral performance of the EFL student.

Julian C: And the doctor [

Fabiana: Give you acetaminophen [laughing]

Student 1: No, the doctor sews in the chair that I stayed so I never moved to any bed or I don’t know…. a better attention.

Teacher 1: Oh my gosh

Teacher 2: I have a question; do you have hospitals here?

Students: yes, we have.

Teacher 2: Which ones?

Students: The cardiovascular, San (.) something [laughing]

Teacher 2: San Luis.

Students: [exclamation word]

Teacher 2: and Yanguas of course.

Teacher 1: Definitely, we need more, thank you so much, brother.

Video 1.4 Parks

Teacher: Hello.

Maria P: Hi, our question is: “are there enough parks in my community, are they safe for children.” So (.) there are, there aren’t in our group we discussed there are a little few of quantity of parks (.) we haven’t seen a lot in this community, the only there a few quantities
Speaking Games a way to facilitate the oral performance of the EFL student.

of parks that we have seen are very unsafe. the structures in parks are very-- they have a lot of damage is very dangerous because in those parks there are a gangs-- gangsters or mean people. Someone in this group said that she couldn’t go to the park with her dog cause the people look the dog like… I don’t know they want to steal it.

So, I’m being living in this community for. I don’t know. almost a year and I don’t know a lot about the parks or the community because I don’t have a lot of experience here in Soacha, but I have seen I don’t know… The children they are not happy with the situation I mean they don’t have the parks they can’t go out to play if they want because is dangerous, they can’t be alone the street or in the parks. [thinking ] because something could, something bad could happen to them so... I don’t know I think for kids is very dangerous and they need more parks and more security, how?, I don’t know maybe we have to discuss it with politicians maybe they could do something about it or the community maybe can organize assistant to let the parks be more safe for the children, maybe for this community. and that’s all.

Teacher: So, I have a question, so you said that you have been living in this community for a year alright.

Maria P: Almost a year.

Teacher: Almost a year.

Maria P: I don’t go out so much and I can’t spend a lot of time in Soacha.

Teacher: Alright, but you said I supposed if you have lining in this community for less than a year or approximately a year, you live somewhere else before, of course. So how do
Speaking Games a way to facilitate the oral performance of the EFL student.

you compare?, are there any difference comparing like the community you come from to this one?

**Maria P:** Is easy to compare because in other communities I...for example, I arrived at 6:00 pm to my house in those times and I could see children playing in the parks where I was living but here I can’t see children after I don’t know 3 or 4 pm I can’t understand it, I mean they are children they can go out to play but here in Soacha that is a little bit complicated but in other places (.) I mean not in all because this is Colombia, but in other places is possible.

**Teacher:** Ok, Thank you very much.

**Video 1.5 Politicians**

**Freddy G:** So, the politicians in your community fulfill their promises when elected?

[thinking ] NO.

With my group we discussed it. The people in general don’t know which are their promises, when the politicians are elected, the people don’t know what should be them, the people have, don’t have interest about politician because here in Colombia there is a culture [emm] the politicians are thief in general the people think so, but in this moment with the group we consider we need a change, a little change in this moment a little change because the politicians are change for example “el profe”, so in the group we think “el profe” maybe can’t fulfill the promises but he try, he try. He had campaign, he had a page in Facebook, I for example follow him and I can see the work for this community but Soacha have many problems, many problems so is not easy but he tried, [emm] there is another politician but
Speaking Games a way to facilitate the oral performance of the EFL student.

that it’s now, that is a little change in this moment in more education, there is more urban populati [ 

Teacher: Population

Freddy G: than before, so in general in Colombia the politicians not fulfill their promises when elected because the law doesn’t should be them, in other countries the law short the politicians if you promise something you have to do, here in Colombia the promises don’t accurate the politicians. That’s it.

Teacher 1: Ok, very good. Nice.

SOACHOPOLY 2

Video 2.1 Antique shop.

Teacher: So, well we are getting the property for you, so you give it a look, and then you can tell us if you are interested or not.

Student: Is expensive!

Fabiana P: Yes.

Teacher: Is expensive 5 million

Fabiana P: Go for it, calm down [laughing]

Teacher: So, sweetheart, what is an antique shop? What can people purchase in an antique shop, what is it?
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**Fabiana P:** Well, I think that you can buy, this is (.) that you can buy things that are old, yes, I think for some things, I mean the others

**Video 2.2 Bicitaxis**

**Teacher:** Maybe if you want to show the image to everyone else so they can see the picture or see what the company is about. So maybe you show it to everyone. ((student shows the image to the group)).

**Walter:** Is about public transportation

**Teacher:** A public transportation that’s very common in our community

**Walter:** Yeah, in Soacha is very common near to Terreros, this is an informal public transportation but I think is great because you can see the street and some interesting places around them.

**Teacher:** Now, who or how, in what way, sorry, that’s for example this kind of transportation benefits the community?, for example.

**Walter:** maybe is a (.) because that use mechanical energy from the drivers and can be a good [thinking] I don’t know kind of transportation for friends and tourist that can be unsafe.

**Teacher:** Why… How comes unsafe?

**Walter:** Because that peo -- those drivers are… ineducated and problematic people I don’t know, maybe.

**Teacher:** Alright
Speaking Games a way to facilitate the oral performance of the EFL student.

**Video 2.3 Garage**

**Teacher:** Since other order doesn’t really matter we are going to start from left to right, is that fair, so sweetheart you are number one. Ok garage the flat tire. 

Sweetheart what can you tell us about this property? What can of property is?  

**Daniela H:** [thinking]  

**Teacher:** Teacher can you please find the property there and show it to her, so she has perhaps an idea of what it is. ((teacher shows the card to the students)).

**Daniela H:** [exclamation word] Ok is when your car is(.) I don’t know has a problems with the mechanical problems you can go there. And they can solve the problem with your car.  

**Video 2.4 IRS**

**Teacher:** Are taxes important for the community for the people in the community for towns cities and all of that? Are taxes important?

**Aura F:** [thinking] YES.

**Teacher:** Why?

**Aura F:** I don’t know.

**Teacher:** Who wants to help her?
Speaking Games: a way to facilitate the oral performance of the EFL student.

**Fabiana:** It helps (. ) for example the education or all those kind of things, I mean if the government use them properly… yes they would be useful [ehh] for education or … how do you say that like the health services?...

**Teacher:** For the health services, for the health system.

**Fabiana:** These things that the community in general use, but well in Colombia, some Colombians don’t pay their taxes and the few ones that pay taxes I mean all that money is... I mean they don’t use them well, yes?

**Teacher:** Ok that is, very good.

**Video 2.5 JUNK DEPOT**

**Teacher:** Ok, junk depot, you see... smart move of this guy!.

So, ok there is one thing you can do if you answer a question the bank can pay rent for you, only if you answer a question.

**Student:** Ok.

**Teacher:** Sweetheart in our community one of the problems that the people usually attribute to the junk depot is the amount of the recyclers that come to the surrounding of the place in what extend does this presence these people can affect the living in the community?

**Anyela:** I guess that is important [emm] is important know that people don’t make a good use of garbage, so that there is a problem because there are much-- there is a much [pause] excuse me.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Teacher:** Is ok don’t worry. Relax

**Anyela:** Ok, the people-- no people should-- should do better use the deposit where garbage is [ 

**Teacher:** Exposed.

**Anyela:** Exposed.

**Teacher:** Ok, but you know my question was around these people, recyclers right, there’s usually this perception that they bring to the area, crime and drugs use and stuff like that, do you think that that’s a problem for the community have a junk depot perhaps in residential areas, should they located somewhere else or it is ok if it is in the community is inside?

**Anyela:** I think more of the recyclers is good is important, but people not always help them is a problem the society.

**Teacher:** So, we should perhaps change our perception and to help them be better persons?

**Anyela:** Yes.

**Video 2.6 Minimarts**

**Teacher:** Brother what can you tell us about this property? What is it for? What can people get there?

**Walter:** Is a typical shop or a store in the neighborhood.
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**Teacher 1:** Ok. But what for example is something particular about minimarts? Are minimarts owned by big companies for example?

**Walter:** [thinking] sometimes but isn’t common.

**Teacher 1:** So usually who owns minimarts?

**Walter:** What?

**Teacher 1:** Usually what kind of people owned minimarts?

**Walter:** Paisas [laughing]

**Teacher 2:** Why, why do you say that?

**Walter:** I don’t know they have a natural way to be a business people and minimarts is a way to attract money, because they can buy everything.

**Teacher 1:** So, are minimarts important for the community?

**Walter:** Are important because we can find cheaper things in that place, those places.

**Teacher 1:** Ok, what about their location, is there location convenient for people?

**Walter:** Yes.

**Teacher 1:** For example, if there were no minimarts where would you have to go to do your shopping?

**Walter:** To a market,

**Teacher 1:** Supermarket. and is a good or a bad thing?
Speaking Games a way to facilitate the oral performance of the EFL student.

Walter: Can be bad because they use the taxes and use high prices and they pay the salaries.

Teacher 1: Plus, the fact that you have to use transportation.

Video 2.1 Transmilenio 2

Teacher: Our community, but for example the people who don’t work in our community but work in another city, in this case Bogota?

Daniela: [mm] I think that the most important is very fast to move from your home to your work for example, and yes is really fast sometimes, but the bad things are that is so uncomfortable for the people move in there, and yes is sometimes the Transmilenio takes a lot of time to arrive to your in your …where you are.

Teacher: Where your destination or stop is. Ok

Video 2.8 Transmilenio 1

Teacher: So, brother, before you buy it, there are a couple of questions we want you to answer.

Has for example Transmilenio change the way people live in our community?

Julian C: What is your question?

Teacher: Has the Transmilenio for example change the way in which people live in our community?
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Julian C: Yes, I think so, because maybe in Soacha there isn’t a lot of Transmilenio, so the people wait for a lot of time for Transmilenio.

Teacher: So, what do you think can be for example a solution to improve this situation on the Transmilenio?

Julian C: Maybe, more Transmilenios,

Teacher: More buses can be a solution. Ok.

HOPSCOTCH 3

Video 3.1 Five years ago.

Freddy G: Five years ago I was …. I was ten [laughing] I used to play video games and study at the school.

Teacher 2: nine... seven, six.

Student 2: What of your scores are… was… or were [laughing] good?

Teacher 1: What was your favorite subject and the subject you performed the best?

Freddy G: Physical education

Teacher 1: Physical education or PE.

Teacher 2: Was that your favorite?

Freddy G: Yes..

Teacher 2: Are you good playing soccer?
Speaking Games a way to facilitate the oral performance of the EFL student.

Freddy G: Yes

Teacher 2: What is your favorite team?

Freddy G: The United.

Teacher 1: Ok, Millionarios… please can you step out of the classroom?

[laughing] just kidding.

Student 3: In what position do you like to play?

Freddy G: Midfielder

Teacher 2: Midfielder ahh? Nice.

Video 3.2 In primary I used to…

Student 1: In primary I used a lot of shoes to play soccer. there once playing … with my friends playing the “tin tin corre corre”.

Teacher 1: So, what did you use to do for example at lunch break at school? What did you use to do on during the break?, What did you use to do with your friends?.

Student 1: “Piquis”… how do you say piquis?

Teacher 1: Marbles

Student 1: Marbles

Teacher 1: You used to play marbles. Ok Were you good at it?

Student: For my coins.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Teacher 1:** Ok can you explain a little how was this game about the coins?

**Student 1:** We have coins and we tried this…((student makes a bouncing move)) in the wall and the bounce [  

**Teacher 1:** Bounce

**Student 1:** The winner was who’s coins

**Teacher 1:** Who’s coins were closer to the wall.

**Students 1:** Win the other coins.

**Teacher 1:** Nice, one more question?

**Students 4:** Did you play “Burra”?

**Student 1:** I wanted.

**Teacher 1:** Brother, what’s “Burra”?

**Student 4:** *in Spanish

**Teacher 2:** but in English

**Teacher 1:** So, what is it? How do you play that game?

**Student 4:** There are two teams and one team go to the wall and the another (x) team jump on the other team, over them.

**Teacher 1:** O::k, my gosh isn’t that dangerous?

**Students:** Yes, a little.
Speaking Games a way to facilitate the oral performance of the EFL student.

**Teacher 1:** Did you guys get hurt while playing that? no broken arms

**Student:** Yes

**Teacher 2:** Maybe we can play with them? [laughing]

**Teacher 1:** NO, I don’t think so.

**Video 3.3 Last Christmas**

**Student 1:** Last Christmas I stayed with my mom, we had dinner at night.

**Teacher 2:** What did you eat? That was your question right???

**Student 1:** We ate-- ate chicken

**Student 2:** I think people most of the people story of Christmas could you tell me one?

**Student 1:** I was so young, and I cannot remember how was.

**Student 2:** No but I mean [)

**Student 1:** I think that Christmas is something more religious than now because people eat and to be in a party.

**Student 3:** What did you do after midnight?

**Student 1:** Midnight I was dancing with my family and the I went to bed.

**Teacher 2:** So, do you like to dance?

**Student 1:** Yes.

**Teacher 1:** So that he gets, can we continue.
Video 3.4 First day of class.

Student 1: First day of class, I tried to find my classroom I got lost

Teacher 1: You got lost (.) Oh my gosh!!

Student 1: Ok, and I tried to find for 30 minutes.

Teacher 1: 9, 8 , 7 , 6, 5 , 4. …