Reducing English Language Learners' Speaking Anxiety with Collaborative Games

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Executive summary

The main purpose of this project is to examine how the implementation of collaborative games influences English language learners' proficiency. Collaborative games were developed, understood as games where there are neither winners nor losers, therefore, this setting would remove the frustration of losing. These types of games were implemented as a teaching strategy in a group of five students from six to twelve years old. They participated throughout the development of didactic sequences that involve collaborative games. This lead students to a supporting and anxiety-free environment and increased their social bounds.

The students attended to an evening tutoring program at a non- formal institute to reinforce English and other subjects. This institute is focused on supplementing students' academic activities. Teachers' journals and informal talks were the motivation to carry out this project. The problem identified was that the students seem insecure to speak, giving the impression that when they were involved in games their anxiety was reduced and they were more fluent. To develop this project, a qualitative action plan demonstrated the effectiveness of collaborative games in the second language teaching.

Key words: Foreign language teaching, language-teaching games, collaborative games, speaking anxiety.

Chapter I

Introduction

This is the report of an internship that looks into speaking anxiety and collaborative games. The purpose of this proposal is to understand the students' feelings when they are involved in speaking activities and to discover new strategies to implement in the English classes. The main goal has been to write a report as an undergraduate modality document.

In the process of learning a foreign language, some students seem to be more comfortable in activities that do not involve speaking in front or with others because students seem afraid of making mistakes or being criticized, as a result, speaking anxiety appears and social bonds can be broken. The previous situation is defined as the subjective feeling of tension, apprehension, nervousness, and worry when oral activities are developed (Horwitz, Horwitz, & Cope, 1986). The symptoms deal with sweating, palpitations, worry, forgetfulness and difficulties in language learning. (Yalçın and İnceçay, 2014)

Furthermore, there are multiple factors to consider when applying activities in the classroom to develop language and extra-linguistic skills, such as the purpose, the method, the rules, and the strategies. Those didactic components guide teachers and students in the activities. Castrillon (2003) claims that games encourage skills development also for Ariza (2001), Mora and Lopera (2001) games set students in a relaxed environment where learning can take place comfortably.

There are several types of games that could be applied to foreign language teaching. However, the main interest in this project was to apply games that not only create a relaxing environment but also integration among students, therefore, collaborative games were chosen. These ones consist on activities in which the students have to achieve a unified goal, where there are no winners or losers. As a result, there is no frustration of losing and loneliness, but a possibility of learning together.

This report opens with the introduction, the problem statement that regarded to games as a didactic tool that lower speaking anxiety, the justification that stated the importance of this internship, the leading question and the objectives. Then, chapter II reviews the main constructs in which this project is based on and the most representative works that have been done about speaking anxiety, games in foreign language teaching and collaborative games. Chapter III exposes the curriculum platform that consist on the description of the pedagogical visions and the pedagogical intervention. Next chapter IV presents the analysis and findings, which are the discussion between the theory and the data gathered. Later the results and the impacts that the project has in terms of the students, the teachers and the institution. Finally, the conclusions and some suggestions for teachers and further researches.

Problem statement

In the analysis of informal talks with the students and teachers' reflections was concluded that some students have difficulties to express their ideas orally because they felt afraid and anxious. However, when they were involved in games they felt more comfortable about speaking in English. The justification of this proposal deals with exploring ways of lowering speaking anxiety with the implementation of collaborative games.

Games as a didactic tool seem to lower students' anxiety when oral tasks are developed. For Urrutia & Vega (2010), when games are implemented students feel better, free and confident in oral tasks. Additionally, they look more relaxed and happier when they play games in small groups. Castrillon (2003) asserts that students learn better when playing and they enjoy being involved in activities that allow them to be more active and creative. Ariza (2001) gives proof demonstrating that games create useful contexts, allowing for an intensity of language practice. As students play games, they stop thinking about language and begin to use it in a spontaneous and natural way within the classroom.

A similar conclusion came into light from teachers' journals, informal talks with students and questionnaires. Analyzing teacher's journals the conclusion was that students' participation increased when they are involved in games: "We started the class playing the game Hot potato … It was interesting to see them trying to express their ideas in English, they struggled a lot, but they were doing their best... I can infer that in relaxed environments students seem to participate more". Additionally, informal talks showed a similar result, as students expressed they felt more comfortable and confident about speaking when they were thinking about the game, rather than the language. As a matter of fact, the questionnaires revealed that when some students had to face situations such as presentations, they felt anxious, afraid and shy, as well as, they expressed their interest in practicing speaking with games.

Justification

This study had relevance from social and practical standpoints. Socially, the implementation of a strategy that reduces students' difficulties in using English seems to be necessary to give significance to second language learning. As Castillo (2014, page. 75) highlights "it is necessary to remember that speaking poses greater challenges to the learners' socio-affective factors". The implementation of collaborative games appears to be an alternative to reduce students' anxiety, which is a socio-affective variable.

From the practical standpoint, speaking anxiety and low participation in class are associated because some students are apathetic and inhibited in activities that include oral skills (Urrutia & Vega, 2010). For this reason, there was a need to select activities that promote oral participation in a comfortable and stress-free environment. This type of games may lower speaking anxiety because the students are focused on the game rather than on the language.

Leading question

How learner's speaking anxiety is affected by collaborative games?

Objectives

General objective. To identify how the implementation of collaborative games influences learners' English proficiency.

Specific objectives.

- To adapt collaborative games according to the students' needs.
- To reduce students' speaking anxiety when collaborative games are developed.

Chapter II

Literature Review

The main constructs of this inquiry were speaking anxiety and collaborative games. This chapter exposes the constructs as the axis of the project. First, there is a definition of each one. Secondly, there is a summary of 11 research reports, which deal with the constructs. Finally, there is the relation between the constructs and the reports, and their influence to the project.

Constructs

Speaking anxiety constitutes the broad issue of the paper. Anxiety constitutes a big factor that affects language foreign learning. Horwitz, Horwitz, & Cope (1986) and Atas (2015) claim that during speaking activities some students reported that they get nervous easily. For Macintyre (1991) speaking in a foreign language is the most anxiety provoking activity. Gregersen & K.Horwitz (2002) put forward three anxieties related to the first language use in every daily life. These are communication apprehension, fear of negative evaluation, and test anxiety.

In the same way, perfectionism is a characteristic of the human personality that has a relation with anxiety. Perfectionist students want to “speak flawlessly, with no grammatical and pronunciation errors” (Gregersen & K.Horwitz, 2002). They pay more attention in avoiding mistakes than in the learning process. Consequently, they prefer remain silent to avoid the negative reaction of the others this creates language anxiety.

Games used as a teaching strategy, are defined as fun activities that promote interaction, thinking, learning, and problem solving strategies (Talak-Kiryk, 2010). Because apart of having fun, the students acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want the others to

understand what they are saying, increasing the students' ability in using the language (Deesri, 2002).

Games allow the students to work as a team and collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a symbiotic relationship where they can learn from each other (Talak-Kiryk, 2010). Even though most of the games are about competition, for this report collaborative games were chosen because they increase collaboration and avoid situation of losing.

On the other hand, games are effective because they provide motivation, lower students' stress in the classroom, there is a high level of stress because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun (Deesri, 2002).

Collaborative games constitute the narrow issue of this project. For Sobhani & Bagheri (2014) games are social experiences that are enjoyable. For this reason, games should be included in the classroom. Islas Sedano, Carvalho, Secco, & Longstreet, (2013) state that collaborative games means that peers create and study together throughout the whole learning process, without work distributions between them. These games can be used in a diversity of genres and narratives.

In addition, Zagal, Rick, & Hsi, (2006) define collaborative games when the participants work together as a team, sharing the payoffs and outcomes. They also claim that the players have only one goal and share the rewards or penalties of their decisions. The challenge for players in this type of games is working together to maximize the team's utility.

Review of research reports

The research reports selected were published between 2012 and 2017 that appear in the databases such as ProQuest, Science-Direct, and Springer Link. These reports from different authors are related to the main constructs. First, a chart took into account main aspects of the reports such as the problem, the population, the length of the study and the research method. (See table 1)

	Author, year	Problem or issue	Population and length of study	Research method	Results(brief summary)
1	(Marjan Sobhani; Mohammad Sadegh Bagheri, 2014)	Attitudes about effectiveness of games in learning English	40 male and female EFL teachers from one-language institutes and 40 male and female EFL learners of teen levels of the same institute.		-Teachers and students' attitude were positive -teachers can use games and fun activities to motivate learners for meaningful learning - games can help students to be more interested in learning
2	(Bakhsh, 2016)	Games as a tool to teach vocabulary	Young learners	Qualitative research	-Any game can be effective when it is used suitably to the topic and is controlled
3	(Wu, Chen, & Huang, 2014)	Improve communicative skills and intrinsic motivation through gaming	Ninety-six high school Taiwanese students	Experimental research	-Students achieved significantly better communication ability with digital learning playground. --Also digital learning playground was helpful to the students in encouraging them speaking by playing and learning
4	(Arismayang F. , 2016)	Improve speaking skill using fun activities	Adult students. Three months	Action research	Communication game, role-play and peer feedback can improve students' speaking skills. This activities can be used as an alternative to respond to the difficulties in speaking skill

5	(Al-Askriy, 2007)	Use educational games to motivate students in learn a target language	64 fifth primary school female pupils during the second term of the academic year 2005-2006 in (14) schools	Experimental research	educational games are educational tools enable the pupil to react with environment to learn, to develop his personality and his behavior
6	(Yalçın & İnceçay, 2014)	Minimizing the students' English language speaking activities through spontaneous speech activities	12 (3 male, 9 female) Turkish freshman students, ages ranging from 18 to 24	mixed research	The result shows that the learners' anxiety decreased when they are unprepared. Another result were the feeling of success seems to have great impact in the anxiety.
7	(Atas, 2015)	Examine the effects of drama techniques on speaking anxiety in EFL learners.	24 12th graders at a high school in Turkey	Action research	-the implementation of drama techniques lower speaking anxiety -drama contributes to the emotional quality of the FL classroom
8	(Suleimenova, 2013)	Identify foreign language speaking anxiety and the major consequences of language speaking anxiety	Eight students	Qualitative research	-The results showed that high levels of anxiety can lead to some consequences, all these negative factors can influence their effort to learn English
9	(Alahem B. , 2013) Master's thesis	Reduce speech anxiety through oral presentations	553 TEFL students of 12 groups of second year (2012/20013)	Descriptive research	Help the students getting over their speech anxiety. Oral presentations is a good tool to empower students to investigate, articulate, and share their ideas with their teachers and peers
10	(Meghairi, 2013) Master's thesis	The various roles of the oral expression teacher that can lower students' anxiety to enhance their oral proficiency.	first year students of English	Mixed research	The anxiety came from the teacher, the students and the classroom procedures. The teacher has an important role reducing the speaking anxiety, providing a relaxing environment and rapport with the students
11	(Hsiao, 2013) Doctoral thesis	the relationships between language anxieties and achievement goals among college students learning Mandarin Chinese as a foreign language	219 college students of Chinese in six higher education institutions in China, Australia, and the United States	Quantitative research	Anxiety levels would differ according to the particular language tasks of listening, speaking, reading, and writing, however students experiences most anxiety while reading activities. students with a performance goal would experience more anxiety than students with a learning goal

Table 1. Comparison of research reports on speaking anxiety and teaching games. Own production

The first report by Sobhani & Bagheri (2014) investigates the attitudes about the effectiveness of using games and fun activities to learn English. For this study, 40 teachers and 40 teen learners from the same institute took part. The results suggested that games can get students and teachers together, creating a more comfortable environment, where the meaningful learning can be acquired also make the students more interested in learning a foreign language.

The second report done by Bakhsh (2016) studied how games can be used to teach vocabulary. This qualitative research was focused on young learners. The research proved that games must be chosen appropriately to students' level, interests, and contexts. In addition, any game can be effective when it is used suitably to the topic and is controlled by wise and skilled teacher.

In the third research, Wu, Chen, & Huang (2014) talked about how to improve communicative skills and intrinsic motivation through gaming. In this experimental research, ninety-six high school students took part. The results showed that students achieved better communication ability with digital learning playground indeed; this was helpful to the students in encouraging them to speak while playing and learning.

Moving to the fourth research, Arismayang (2016) focused on the improvement of speaking skills using combined strategies of communicative games, role plays and peer feedback as an alternative. This action research took three months with adult students. The results showed that using those alternative strategies improve students' speaking skills and motivate them to participate.

In addition, Al-Askriy (2007) conducted an experimental research to perceive the impact of using educational games in learning a target language. The participants in this study were 64 female students, during the second term of the academic year 2005-2006. The experiment showed that educational games are efficient to increase the achievement in English; besides, these games allowed the students interact with the environment to develop their personality and behaviors.

These five studies have revealed aspects of the games in the second language classroom such as their effectiveness in terms of motivation and interest from the students. In fact, games encourage the participation so they are a good tool to promote speaking skills, but these should not be overused. These reviews leaded the path to follow in this proposal because they suggest games as a methodology to foster speaking.

The sixth report lead Yalçın & İnceçay (2014) was a mixed research. The researchers searched into lowering the anxiety levels by creating spontaneous speech activities. In this case, 12 (three males, nine female) Turkish freshman students from 18 to 24 years old assisted to the process. The length of this study was six months. At the end, the results showed that students' anxiety decreased, as they were not worried about a deadline. Besides, the students experimented a feeling of success. The spontaneous activities helped to decrease the anxiety levels.

In the next step, Atas (2015) studied the effects of the implementation of drama techniques to lower speaking anxiety. To establish such effects, she observed 24, 12th graders at a high school in Kozan – Turkey during six weeks. The research paradigm followed by the author was qualitative. After triangulation between pre and post-tests, semi structured pre and post-interviews, students' diaries and teachers' reflections it was concluded that speaking anxiety

was lowered after the implementation of the drama techniques. This research helps this study to select the techniques to gather the information.

As well Suleimenova (2013) who leaded a research to identify foreign language speaking anxiety and its major consequences. It was a qualitative research applied to eight students from a FLL class. This author saw how high levels of anxiety could lead to negative consequences such as difficulty in speaking in public, participating in conversations minimally, failure to initiate conversation, etc.

Furthermore, the master thesis by Alahem (2013) aimed to reduce the speech anxiety through oral presentation. He conducted a descriptive research with 553 TEFL students of 12 groups of second year (2012 - 20013) and the results evidenced that these activities help the students getting over their speech anxiety. Besides, oral presentations were good tools to empower students to investigate, articulate, and share their ideas with their teachers and peers.

Finally, the thesis by Meghairi (2013) investigated the numerous roles of the oral expression teacher who can lower students' anxiety to enhance their oral proficiency. The participants in this research were first grade students of English (50 students) and ten (10) oral expression teachers. The results from this mixed research were firstly, the anxiety came from the teacher, the students and the classroom procedures. Lastly, the teacher had an important role reducing the speaking anxiety, providing a relaxing environment.

In contrast, the doctoral dissertation by Hsiao (2013) researched the relationships between language anxieties and achievement goals among college students learning Mandarin Chinese as a foreign language. For this quantitative research, 219 college students of Chinese in six higher education institutions in China, Australia, and the United States participated. The main results

were anxiety levels would differ according to the particular language tasks of listening, speaking, reading, and writing, however students experienced more anxiety while reading activities. Students who have a performance goal would experience more anxiety than students who have a learning goal.

These six reports targeted the main issue of this project: how the speaking anxiety affects foreign language learning and the importance of solving this problem. The results coincide in pointing that anxiety is a product of stress environments, teachers' methodologies and the students' attitudes, this can produce problems in different aspects of communication as speaking in public or fluent speech even speaking anxiety can affect the other skills.

In conclusion, the research reports and the constructs demonstrated that games are effective in the English classroom to reduce anxiety. For this project, collaborative games turn out to be a strategy in the English classroom because they provide a relaxed environment in which the students can work cooperatively. As a result of the theory investigation emerges the following instructional design.

Chapter III

Instructional Design

This instructional design has emerged from the theory and studies reviewed as well as the objectives of this internship. To give a context, first there is the description of the setting and the participants. Then the curriculum platform, which presents the visions of language, learning and classroom, the teacher researchers' and students' roles. The purpose of this is to show the foundations of the pedagogical intervention, which is explained taking into account the game-based approach. The third section is the chronogram, which displays the researchable dimension of the project that includes the techniques for data collection.

Setting and participants

This study was conducted in a non-formal institute where students arrive in the afternoon to reinforce different subjects and to receive support with their homework. The objective of the institution is to strength the academic processes of the attendants. Despite, the students normally go to work individually, during this project they were grouped in some moments of the lessons to play the games.

In this study participated five students from six to twelve years old, they have attended specially to receive support in English because they had problems performing in the second language and their speaking skills were limited to words, indeed the participants have failed the English subject in their schools repeatedly. Even so, they have expressed their interest on playing games while learning.

Curriculum Platform

The purpose of this first part is to show the educational perspective, which takes into account the visions of language, learning and classroom, the methodological intervention, the students and teachers' roles. The institution does not have an established syllabus because the students attend to have personalized classes and specific tutorial reinforcements. That is why the curriculum platform bears in mind only the institution's mission. These both, the curriculum platform and the institution's mission, are integrated in the development of the activities that are present in the pedagogical intervention.

Taking into account Tudor's (2001) taxonomy, in this proposal the language has had a communicative focus within the functional perspective. This means that the language is the medium to express concepts, perceptions and values that have significance to the members of a community in a specific social context. For this reason, students have been encouraged to use the second language in one or more socially defined contexts.

Regardless the age, students always have something in common. They have a native language in which they already have the same structures of the foreign one. It means there is a naturalistic form of learning. This naturalistic form suggests two main factors. First, the exposure to the target language in any way, but specially a substantial amount of input in the language, and the use of the target language for communicative purposes in any type. (Tudor, 2001). For this reason, the vision of learning is experiential.

According to Tudor's (2001) visions, the classroom is a place of communication in which functional language use has a significant role as a means of learning. The classroom is devoted for communicating and preparing students for language use inside the classroom. In addition,

real communication is linked closely to a given situation in both, pragmatic and interpersonal terms. Games provide practical and interpersonal situations.

In order to encourage the learners to realize how they are related to the social world and motivate them to reach a goal, the teachers had developed activities and provided suitable scenarios in which the students could feel relaxed and free to express themselves, for example, through collaborative games. For this reason, the teachers had an active role in the learning process as well as acted as guides and facilitators.

The students had a participatory process where they interacted with the environment. As well as, students experimented in non-threatening scenarios and developed language skills through practice and social interaction. Students were motivated to achieve objectives, but also they reflected and made decisions in order to solve a problem or the situation that was being set out to them.

This study aimed at describing the effects of collaborative games on the English as a foreign language students' anxiety when oral tasks were developed. For this reason, qualitative research paradigm and action research design was adopted to develop action plans to improve and through that changing the situation to students' anxiety. Following the research taxonomy by Hernández Sampieri, Fernández Collado, & Baptista Lucio (2010) action research intends to solve daily problems and change them reflectively. Its main purpose is to provide information, which deals with programs decision making. This study used semi structure pre and post interviews, questionnaires and teachers' journals to collect data.

Innovate Pedagogical Intervention Oriented in Game-Based Learning. Game-based learning aims to create environments in which the students learn unconsciously. It works towards a specific goal, choosing actions and experiencing the consequences of those actions along the way. It is normal to make mistakes in a risk-free setting, and through experimentation, the students actively learn and practice. Gaming is becoming a new form of interactive content, worthy of exploration for learning purposes. (Pivec, Dziabenko & Schinnerl, 2003).

The following chart displays a general view of the pedagogical intervention. It is divided in the topic, content, learning objective, introduction (or pre-work), resources, and additional activities per game. This pedagogical intervention was mainly based on speaking activities fostered by the games, however, there were additional activities, which reinforced other language skills. Then, there is a concise account of the intervention development for each game.

The game	Topic	Content	Learning objective	Pre- work / Introduction	Resources and Materials	Additional Activities
Hoop circle	The alphabet and the numbers.	Vocabulary: the alphabet, numbers from 1 to 100.	To reinforce spelling	Songs: little indians and alphabet song.	Hoop	Worksheet to complete the numbers
Moonball	What the people do.	Vocabulary: teacher, school, nurse, doctor, hospital. Grammar: verb to be	To recognize the different professions using verb to be.	Song: people work	Balloons or ball	Worksheet to match the profession with the place
Body parts Chain	Physical appearance	Vocabulary: adjectives Grammar: verb to be, have/ has got.	Describe how the people look like.	Worksheet to match the image and identify the opposite	Images	Guess who game
Circle stories	What you usually do	Vocabulary: actions verbs, time, sequential connectors. Grammar: present	Describe daily routines	worksheet to match the verb and the picture		Describe the daily routine

		simple.				
Obstacles game	Asking and giving directions	Vocabulary: prepositions, places. Grammar: asking and giving directions	To give and ask for directions	Act the flashcard.	objects found in class	Draw your house and give directions

Table 2. General view of the Innovative pedagogical Intervention **Own production**

Hoop circle. Before playing the game, the teacher made a review of the alphabet and the numbers using the 'alphabet song' and 'little indians song'. For the game, the students formed a circle and join hands; one of them had a hula-hoop. Without breaking hands, the student had to pass the hoop to the next person while spelling the word or saying the number that the teacher was showing until the end of the circle. Through this game, the students reinforced their previous knowledge of the alphabet and the numbers from one to one-hundred also, the participants improved their speaking and pronunciation skills by repetition. As an additional activity, the students had a worksheet where they had to complete and write the numbers.

Moon ball. Before the game, the students listened the song 'people work' and identified the professions and the places where they work. The game consisted on the student forming a circle. The teacher threw a balloon inside the circle and saw how long the group could hold the balloon in the air, while the teacher introduced more balloons and showed them different images. The students had to say what the profession and the place were. If the ball touched the ground, the students had to start over and try to do it in the shortest possible time. Through this game, the students recognized what people do and where they work and their speaking anxiety lowered, as they were worried about describing the images properly and quickly so they would not have to start again. As an additional activity, the students wrote what the professions are and where they work.

Body parts chain. For this session the teacher showed some adjectives and the students developed a worksheet where they had to match the adjective and identify their opposite. For this game, the teacher showed an image of a person and said a sentence that described the image, the fist students said the same sentence and added another; the second student said the two previous sentences and said new one, the following students did the same to form a chain until all of them described the image. Through this game, students learnt to identify the parts of the body and to describe how people look like, also in the task of remembering the previous sentences they found a support to create their own phrases, they spoke fluently without worrying of making mistakes, improving in this way, their speaking skills.

Circle stories. For this session, the teacher introduced action verbs and examples of daily routines using sequence connectors like first, then, later and finally. The game consisted on that the teacher gave some vocabulary / sentences / images and the students by turns started to create a story with a beginning, conflict and ending with coherence. The goal was to learn how to use sequential connectors to tell stories. In this way, the students foster their speaking skills, as it was easier for them to connect ideas. As an additional activity, students wrote the daily routine that teacher gave them.

Obstacles game. Before the game the teacher showed some instructions to give directions and the students had to perform them. For the game, the teacher made an obstacle track where one or two students were blindfold and they had to carry one object from one side to another, the other student had to give directions for the others to cross the track. Through this game, students learnt to use expressions to give directions and improved their self-confidence when speaking in two ways, first they took enough time to think what to say to not confused their partners;

secondly the students had fun of themselves whether they made some mistakes. As an additional activity, the students had to draw their houses and write how to get from one place to another.

Chronogram

The following chronogram is the presentation of the role of teacher researchers, and all activities and practices that were developed during the internship. The basis of the chronogram is a cycle created by the teachers researchers (see figure 1) due to the condition of the students work in the institution. As they attend to work on their homework and to reinforce not only English but also other subjects, they have different needs each week. The cycle was divided in four parts to determine the needs, to adapt, plan and implement the games, and to evaluate the results.

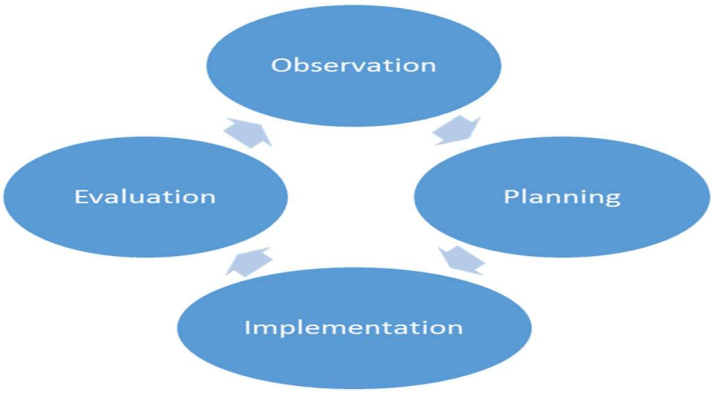


Figure 1. Cycle **Own production**

- Observation: to describe how the students behaved when oral activities were developed and to interview them about how they felt meanwhile.
- Planning: the selection of the game depended on the needs, tasks and topics that the students needed weekly.
- Implementation: it involved one game per cycle previously selected and adapted.

- Evaluation: in this point, there was taken into consideration the questionnaires, which dealt with students' perspectives and the teachers' journals that were mainly focused on the effectiveness of the games developing speaking skills.

The following chronogram (see table 3) showed the games applied in each cycle according to the hours spent and the needs found weekly. The foundation of the chronogram were cycles because they allowed to make modifications each week according to the demands, due to the fact that the students attend to the institute to have personal tutorials in different areas such as math, social studies and sciences. Each cycle was focused on a specific need identified in each one of the observation phases. Besides, owing to the institute's organization and the students' schedule the hours were adjusted. The project was developed in five cycles; each cycle took two weeks as it is shown in the following table.

Cycle	**Weekly description**	**Need**	**Game**	**Time**
Cycle 1	Week 1 and week 2	To reinforce alphabet and numbers	Hoop circle	50 hours
Cycle 2	Week 3 and week 4	To differentiate the verb to be conjugation	Moon ball	50 hours
Cycle 3	Week 5 and week 6	To differentiate the use of verb to be and have/has got to describe.	Body parts chain	30 hours
Cycle 4	Week 6 and week 7	To identify daily routines verbs.	Circle stories	30 hours
Cycle 5	Week 8 and week 9	To give directions	Obstacles game	50 hours
Tutorial sessions				70 hours
Writing the report				104 hours
TOTAL HOURS				384 hours

Table 3. Chronogram **Own production**

Techniques and instruments for data collection. With the purpose to answer the leading question: How learners' speaking anxiety is affected by collaborative games? Semi-structured interviews and questionnaires were implemented to gather the information. Interviews were used because they can provide students' perceptions, opinions and insights but as well as the background of the participants. The interviews were semi structure to search the topic and to understand thoroughly the answers provided (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2010). In this way, interviews were designed and applied to identify how anxiety affects the students when speaking. For this reason, they were applied at the beginning of the process. The interviews were implemented in Spanish because of the students' English proficiency: they barely understood questions in English and they hesitate at the moment of answering.

For the same reason, the questionnaires were applied in Spanish as well. According to Hernández Sampieri, Fernández Collado, & Baptista Lucio (2010) questionnaires are designed to gather specific information. These were mainly based on Horwitz, Horwitz, & Cope (1986) Foreign Language Classroom Anxiety Scale (FLCAS) to test how games affect speaking anxiety. In order to assess the effectiveness of the games, the questionnaires were applied individually in each cycle during the evaluation phase.

Chapter IV

Data analysis and findings

Once the instructional design was developed and the data was collected, the analysis took place. As a result, the data analysis has been developed in two parts. According to Hernández Sampieri, Fernández Collado, & Baptista Lucio (2010) it is necessary to have a specific criteria in order to organize the information. In this case, the criteria was the type of data because each one contains different types of information, for example, the interviews have more emphasis in speaking anxiety and the questionnaires in collaborative games. First, it is the analysis of the interviews, then the analysis of the questionnaires.

Analysis and findings of the interviews

One interview has been applied to each one of the participants, it means that five interviews have been transcribed and analyzed together. To ensure confidentiality the students were coded such as St1, St2, St3, St4 and St5. These interviews were implemented at the beginning of the project with the objective to show how the students feel when they have to communicate in English. The interviews were mainly focused on the feelings of apprehension and nervousness, which are characteristics of speaking anxiety.

This analysis was developed according to the process that Hernandez Sampieri, Fernandez Collado, & Baptista Lucio (2010) suggest. For them, the first step is to divide the transcriptions of the interviews (see appendix 1) into units of analysis, for example, paragraphs, lines or interventions that will provide enough meaning and information. Then, it was necessary to compare the units of analysis to form subcategories and find similarities among them to make in total three categories. Following, there are the categories and their relationships:

The first category is related to the Feelings that Hamper the English Language Learning (FHELL). In 40% of the interviews, the students have expressed feelings that obstruct the foreign language learning such as nervousness, fear, anxiety, insecurity or boredom. For instance, St2 stated in the interview: “que me da.. me .. me asusto cuando hablo con gente de de otros países” and St3 mentioned: “no sé, pero me aburre”. These have potentially negative impact of foreign language learning, also on students’ attitudes and perceptions of language learning in general (Suleimenova, 2013). In the same way, “speaking anxiety is potentially the trigger of other factors such as lack of motivation, unwillingness, reluctance and low self-esteem” (Alahem B. , 2013)

Moreover, Horwitz, Horwitz, and Cope (1986) with many other researchers in the field of language education and psychology, confirm that foreign language anxiety has almost been entirely associated with the oral aspects of language use. When the students have to face unfamiliar or unknown grammatical structures, pronunciation of some words, and so forth, there is a high level of stress in the classroom (Deesri, 2002). Besides that, nervousness appears not only in the English lessons but also in other contexts in which the students have to express orally. For example, St4 said that was afraid in the science class: “ eeh en clase science teníamos que hacer una exposición sobre el ciclo de la planta y pues pronuncie muchas palabras mal, pero al final ya me relaje”.

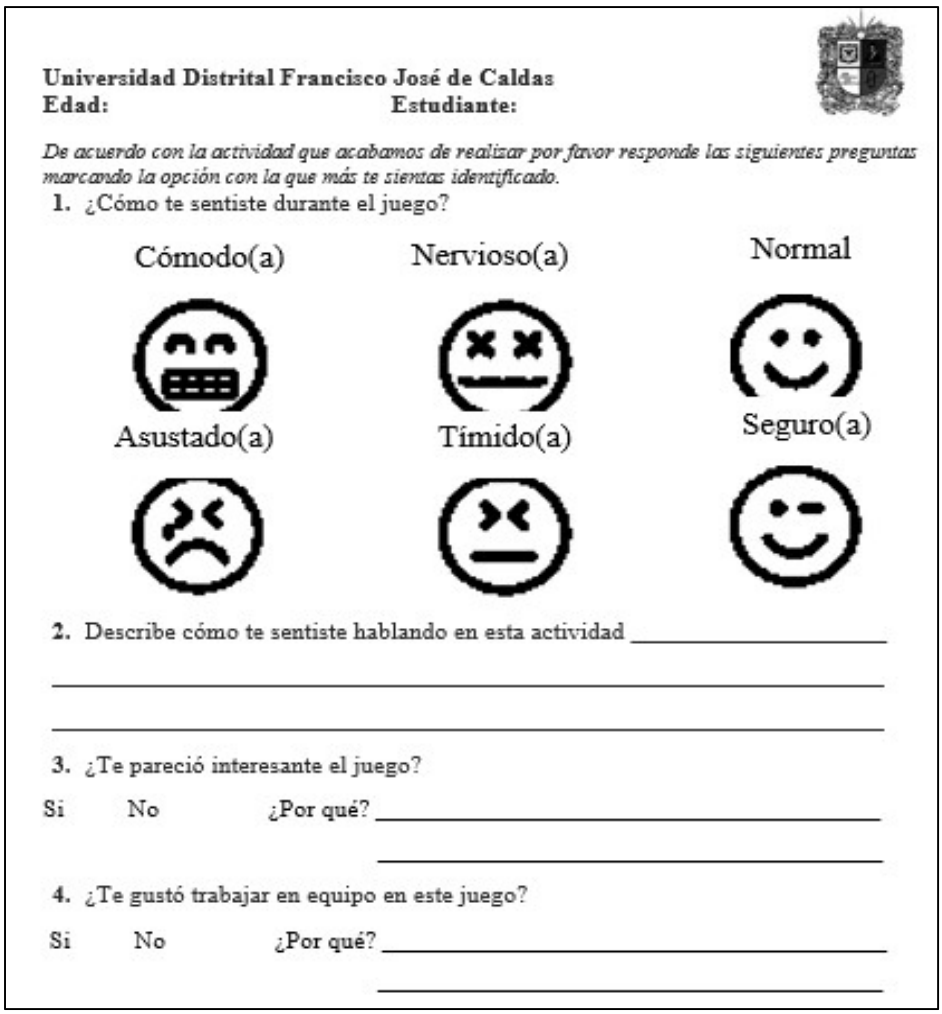
Despite of the Feelings that Hamper the English Language Learning, in 27% of the interviews appears the second category: Feelings that Promote the English Language Learning (FPELL) such as happiness, comfort or safety, for example, St2 said “me siento feliz cuando tengo que hablar en inglés”. Also a liking for English on the various domains of language performance such as St1’s answer: “si, me gusta el inglés”. It has been proved that these feelings

result in a better input for the students, they feel more secure and comfortable, and promote their motivation to learn a second language (Sobhani & Bagheri, 2014)

In fact, the last category deals with the Language for Communicative Purposes (LCP), here, the participants' voices have shown that learning English is useful not only to approve a subject but also it has a utility in life. It is well known that learning a second language gives more opportunities to get a job or to travel abroad. Feeling that speaking English is useful motivates the students. St1 and St4 agreed that learning English is useful outside the classrooms: St1 said "Para hablar en otros países" and St4 mentioned "porque me va a servir mucho para mi futuro y cuando vaya a buscar un trabajo me va a ayudar mucho"

Analysis and findings of the questionnaires

The following format is the only questionnaire applied throughout the internship. This format contains four questions focused on the students' emotions, and appreciations during the games. First, the students had to choose if they felt normal, confident, nervous, comfortable, shy or scared all along the games and describe their feelings while speaking. Then the participants had to say if they liked the game or not and why. The next question implied to choose between the preference of working in a group or not and justify the answer. At the end of the questionnaire, there was a space for some suggestions; the idea was to know if the students would like to do changes to the games. It is relevant to note that the same questionnaire format had been applied to every participant in each one of the cycles, in total, 18 questionnaires had been collected from the five participants (see appendix 2).



Universidad Distrital Francisco José de Caldas
Edad: **Estudiante:**

De acuerdo con la actividad que acabamos de realizar por favor responde las siguientes preguntas marcando la opción con la que más te sientas identificado.

1. ¿Cómo te sentiste durante el juego?

Cómodo(a) Nervioso(a) Normal

Asustado(a) Tímido(a) Seguro(a)

2. Describe cómo te sentiste hablando en esta actividad _____

_____

_____

3. ¿Te pareció interesante el juego?

Si No ¿Por qué? _____

_____

4. ¿Te gustó trabajar en equipo en este juego?

Si No ¿Por qué? _____

_____

Format. Questionnaires format **Own production**

In this project there were five participants; however, it is important to mention that not all the five participants were involved in all of the five games due to the organization of the institution. In other words, in cycle one, the game implemented was 'hoop circle', in which only four students had already played. In cycles two, three and four had participated three out of the five students. Finally, in cycle five had been involved all of the participants. Table 4 shows the specific students that took part in each cycle and the game implemented. In addition, to ensure the confidentiality it was necessary to number coded the five students such as St1, St2, St3, St4 and St5.

Cycle	Game	Students	Total participants out of 5
Cycle 1	Hoop circle	St2, St3, St4 and St5	4
Cycle 2	Moon ball	St2, St3 and St5	3
Cycle 3	Body parts chain	St1, St2 and St4	3
Cycle 4	Circle story	St1, St2 and St4	3
Cycle 5	Obstacles game	St1, St2, St3, St4 and St5	5

Table 4. Total participants per game **Own production**

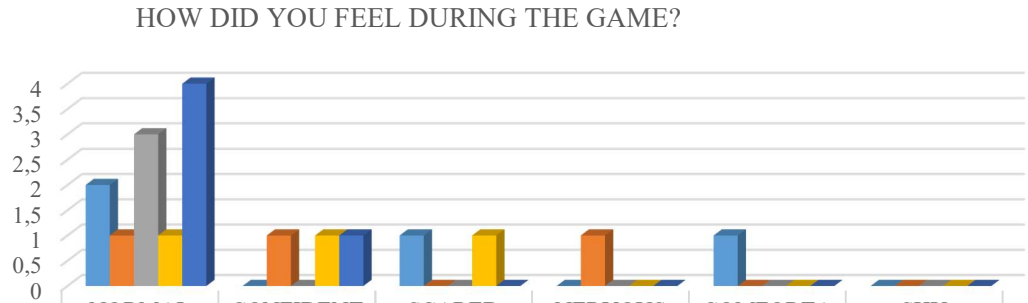
The purpose of analyzing the questionnaires was to evaluate not only the effectiveness of each one of the games, but also the effectiveness of the collaborative games as a whole. For this reason, the 18 questionnaires had been analyzed together taking into account the four questions. Moreover, the tables that appear in this chapter show the most important feature for the analysis: how many times the same answer has still been repeated in total.

In the first question, the students had to select one of the six emotions that better represented his/her feeling during each one of the games. The results have shown that in most of the occasions the students felt normal during the games (see figure 2) understanding normal as the absence of feelings that hamper or promote the English language learning, where there is a balance of emotions. For example, in 'obstacles game' four out of five students answered normal and in 'body parts chain' the three participants answered the same. In total, the students answered that they felt normal in 11 occasions. It means that the positive emotions are more evident than the negative ones; as a result, the main feelings of speaking anxiety such as apprehension, nervousness and fear (Horwitz, Horwitz, & Cope, 1986) were not remarkable.

Additionally, the students answered that they felt confident in three occasions and comfortable in one, it proves that when students are involved in relaxing, free environments they feel comfortable to express themselves and that implies a growth in self-confidence (Wang, Shang and Briody, 2011). Students who have lack of confidence and are not motivated frequently tend to worry about making mistakes and the criticism. This feeling of fear is one of

the characteristics of perfectionist people, which is one cause of speaking anxiety (Gregersen & K.Horwitz, 2002). Due to that, it is important to motivate the students to participate and let them know that making mistakes is one of the ways to learn the language.

In contrast, the students felt scared in two occasions and nervous in one. Suleimenova, (2013) states that one of the reasons why students get anxious or nervous is because they lose confidence. Students were afraid that they could not respond appropriately or correctly in front of their classmates, and these situations of anxiety not only cause problems related to self-confidence, but also problems in self-esteem, risk-taking ability, and ultimately hampers proficiency in the foreign language. However, it is worth highlighting that the students expressed those feelings fewer times than the positive ones.



	NORMAL	CONFIDENT	SCARED	NERVOUS	COMFORTABLE	SHY
HOOP CIRCLE	2	0	1	0	1	0
MOON BALL	1	1	0	1	0	0
BODY PARTS CHAIN	3	0	0	0	0	0
CIRCLE STORY	1	1	1	0	0	0
OBSTACLES GAME	4	1	0	0	0	0
TOTAL	11	3	2	1	1	0

Figure 2. Question 1

Then, in an open question, the students narrated how they felt speaking during the games. One of the purposes of a game in the second language classroom is to keep the students involved and interested (Al-Askriy, 2007). Actually, most of the participants agreed that the games were interesting and they felt good, such as St2 who answered in the questionnaire: “chevre y no me senti nervioso y me rei” and St4 who expressed: “me senti cool porque cuando se lo pasaba a mi hermana me reia mucho”. In fact, using games not only enhances students’ motivation, but also provides an incentive and stimulus to use the language (Bakhsh, 2016). In the same way, Marjan Sobhani; Mohammad Sadegh Bagheri (2014) revealed that the students are more interested in learning a second language when playing games.

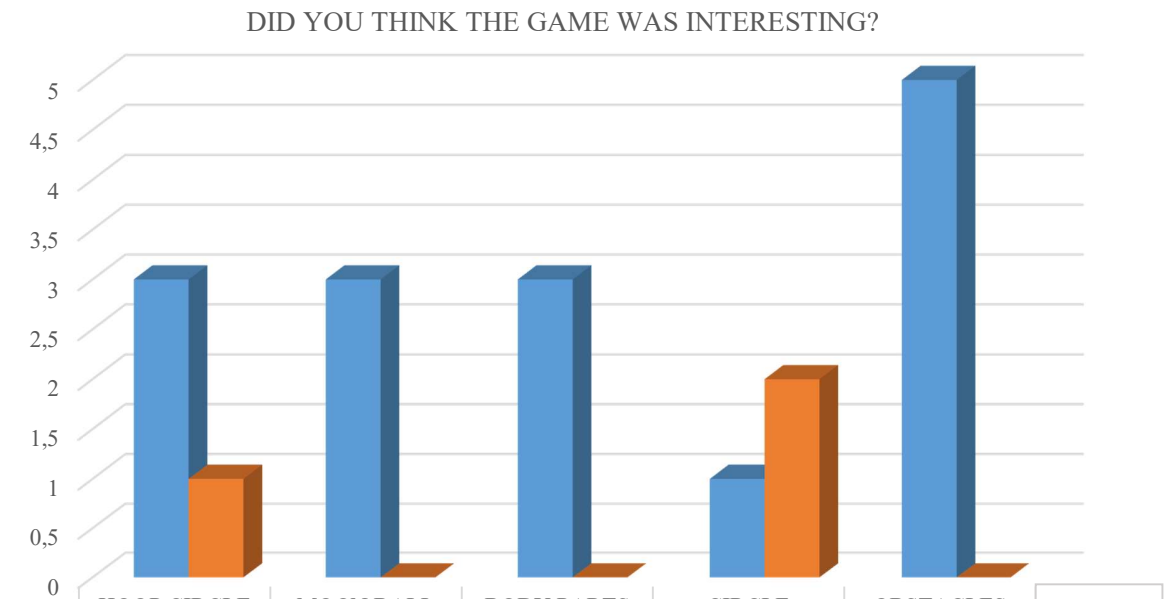
Another purpose of the games is to help the students learn English in a lowered anxiety environment. Games can reduce the speaking anxiety as suggested by Wang, Shang and Briody (2011) because of the elements of fun and interest. Prove of this is St2, who was nervous at the beginning but then the anxiety lowered “Vien pero un poquito nerviosa pero ya paso”. For this reason, the teacher’s role is important, as they need to include many strategies and activities that call students’ attention and interests (Alahem, 2013).

In spite of the good feelings presented above, some students revealed that they felt nervous or uncomfortable as illustrated by St1 who said: “un poco nervioso porque tocaba hablar mucho” and St4’s answer: “mas o menos porque no sabia casi palabras y me trababa”. In most of the cases, games could reduce speaking anxiety however, they do not solve completely the problem as St1 and St4 expressed before. There are other elements that must be included in the English classroom to reduce speaking anxiety not only joy and fun, but also activities related to the acquisition of vocabulary or oral expression.

Additionally, the students answered the third question: Did you think the games was interesting? The results have shown that the answer 'yes' was more usual than the answer 'no' in all of the games. Figure 3 represents that in 15 times the participants' answer was affirmative and negative only in three times. The answer in the blank space was similar. St5 said "si, porque uno aprende" It proves that games can encourage students in their learning process by calling their attention. It is evident that using games may promote children's motivation, and reduce their anxiety from peer pressure (Wang, Shang and Briody, 2011).

As it was mention before, the games need to be interesting to keep students motivated. Collaborative games have to be enjoyable, different each time and it must present challenges, in which students take decisions to achieve a common goal. These decisions must affect the whole group, for that reason it is important the collaborative effort, where students can improve different skills, increase the participation, develop trust and self-esteem during the process (Talak-Kiryk, 2010). Taking into account that, if the students are strongly motivated they will improve on their performances and help each other to achieve the outcome. (Zagal, Rick, & Hsi, 2006)

Additionally, it is important to mention that some of the games in this project are kinesthetic, in other words, they are games in which the body movement is necessary, for example: obstacles game, moon ball or hoop circle that have a more positive response (see figure 3) it demonstrates that these sort of games were more attractive to the students. The games and activities in which students have to move and use their body can be considered useful tools for working with children; because they develop self-confidence in using the English language orally (Castrillon 2003) by motivating the children to express and use language for communication through body movements.

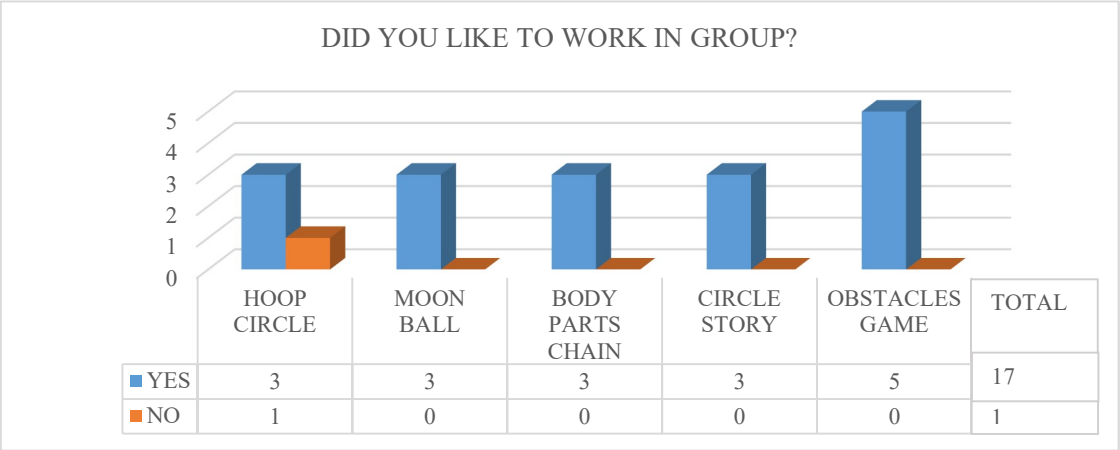


	HOOP CIRCLE	MOON BALL	BODY PARTS CHAIN	CIRCLE STORY	OBSTACLES GAME	TOTAL
YES	3	3	3	1	5	15
NO	1	0	0	2	0	3

Figure 3. Question 3

In the last question, the students agreed that they liked working in a group, not only in 17 times their answer was affirmative, but also it is evident in the blank space to say why. Indeed, only one student answered 'no' in one of the games (see figure 4). Most of them have expressed feelings of safety and comfort working in a group such as St4 answered in the questionnaire: "por que cuando trabajo en equipo me siento mejor que solo". This is because English learners are more comfortable not being exposed individually but as a group (Alahem B, 2013) for two main reasons, first they feel supported in case they need help. For example, St1 said "si porque cuando no sabía algo los demás me ayudan". Secondly, the students gain experience and confidence when they work in a group (Alahem B, 2013). It means that working in a group has a strong influence in the students' self-confidence, considering that collaborative games is about

working as a team to achieve a goal, supporting each other and sharing the rewards and the penalties (Zagal, Rick, & Hsi, 2006)



	HOOP CIRCLE	MOON BALL	BODY PARTS CHAIN	CIRCLE STORY	OBSTACLES GAME	TOTAL
YES	3	3	3	3	5	17
NO	1	0	0	0	0	1

Figure 4. Question 4

The reasons given before review one of the features of collaborative games, the players must work together through sharing knowledge, taking decisions and exploring the information to identify the best strategy that implies a benefit or a reward for the whole group (Zagal, Rick, & Hsi, 2006). As consequence, when designing collaborative games the teachers have to keep in mind the students' needs and interests to select a common objective that involves all the students to improve the motivation.

Results and impacts

In the first stage of the internship, the interviews had shown that in some occasions the participants felt speaking anxiety such as in presentations, informal talks or even in English classes. It was evident that being exposed to the language for the first time is one of the factors that contributes to speaking anxiety among others. However, after the implementation of some collaborative games the students have expressed, in the questionnaires, that their anxiety has lowered considerably, additionally, that it is motivating working in groups and interact with partners.

According to the questionnaires and the interviews applied, as well as the theory, the results have shown that the implementation of activities that promote free pressure environments such as collaborative games reduce speaking anxiety. Because the students are focused on the game rather than the language. This is relevant to the language learners because speaking anxiety inevitably affects the ability to learn a second language (Deesri, 2002). When the speaking anxiety lowers among the students, they are less apathetic and inhibited to practice speaking skills significantly.

The positive impact on the students goes beyond reducing speaking anxiety because collaborative games have an influence in the students' relationships. Due to working to achieve a unified goal makes the students more willing to work in a group and sharing ideas. "This collaborative effort is more than just learning to work with others. It promotes a symbiotic relationship where they can learn from each other" (Talak-Kiryk, 2010)

As matter of fact, this project has an impact on the teachers' performance because provides tools and strategies which can motivate the students or make more enjoyable lessons. In doing so, it is necessary to take into account the students' needs and interests. Besides,

Suleimenova (2013) advices that "before blaming learners for the lack of ability, poor motivation or inadequate background, educators should bear in mind that students may appear simply unprepared or indifferent"

On the other hand, the nature of the institution implies that the students attend to reinforce the subjects in which they have a low performance at their schools. Their sessions are programmed to be individually depending on the topic that they have to reinforce. This work plan provides a different strategy, rather than individual lessons, the students have been in a group sessions to practice speaking and social skills through games and fun activities. With this strategy, the students can enjoy and learn differently from what they usually do.

Normally, in the institution, the students learn by reading, writing and with visual aids while, this work plan offers kinesthetic and interpersonal learning. It has been proved that kinesthetic activities tend to achieve deeper levels of knowledge; it means that they reach a meaningful learning. On the other hand with interpersonal learning students exchange ideas, attitudes and behaviors to take decisions. These both result in an integral development of the students because they strengthen different aspects such as the performance in the second language, physical activity and emotional development.

These impacts are not only a benefit for the students, the educational field and the teacher researchers, but also it is benefit for the institution because; it gains reliability when the lessons are more enjoyable and successful for the students. This could foster their parents' interest in taking their children there and turn out in the institution growth.

Conclusions

It is well known that for learning a foreign language it is necessary to practice speaking, reading, listening and writing skills. Without ignoring these skills, this study is mainly focused on collaborative games to reduce the fear when speaking. This is possible because the students get concentrated on their goal rather than the speech; they see a necessity of communicating to achieve their common objective. In this way, the use of the language without fear improves the language performance of the students because they are more willing to practice oral competences.

Moreover, the evidence has proved that collaborative games foster social skills. First, because the students have to communicate with each other to complete the activity, in other words, to reach the objective. Secondly, the students have already found something in common, in this case the goal that they have to achieve which affects the whole group in terms of getting the same rewards and penalties. As a result, having good social skills will promote the development of self-confidence and self-esteem.

In addition, the results have validated that the goals in collaborative games must be clear and attractive to the students to achieve meaningful learning, otherwise the game is not going to be significant; because it can turn into an aimless activity. Collaborative games can reduce speaking anxiety, as long as they take into account students' needs and interests.

Some of the collaborative games are kinesthetic activities or can be modified to become one, these type of activities are more interesting and attractive to the students as they allow the physical movement. Indeed the evidence has demonstrated that learning through collaborative-

kinesthetic games can activate students' minds to remember learned knowledge better, and then use it in communicative situations.

On the other hand, speaking anxiety is presented in certain situations that produce discomfort, it does not imply that: it is going to last forever and that the students do not want to learn a second language. It means that speaking anxiety is a very common feeling among foreign language learners, even though for people with good self-confidence and good social skills is easier to face and overcome it; teachers and learners have to deal with that to achieve proficiency in the second language.

This project has contributed in the teachers' field with different aspects such as new strategies to work with students, in this case collaborative games. However, it was proved that using games is not the only way to teach English; consequently, teachers must include other types of activities. In addition, the project has showed that speaking anxiety not only affects oral competences but also other skills in the second language. Finally, it has provided with a path to do further investigations.

Suggestions

Even when the nature of collaborative games is to achieve a unified goal, the students tend to compete, for this reason, giving clear enough instructions, and working as a group and following the rules are essential to have a better result. Other way to improve the results is to include other type of games in the syllabi such as cooperative games or games that imply physical activity because they are more interesting for the students.

Teachers often worry about teaching the assigned topics and following a syllabus because they think that children only have to approve a subject, however, some students have expressed wanting to learn English for reasons that goes beyond a school subject such as meeting new people or knowing different countries and cultures. It is important to include these motivations to the syllabi to keep students engaged and encourage them to speak. For this reason, teachers should make adjustments in the language class to prevent negative feelings toward English language learning.

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Appendices

Appendix 1

St 1

Entrevistador: ¿a ti te gusta el inglés?

Estudiante: Si

Entrevistador: ¿por qué crees que las personas deben aprender a hablar en inglés?

Estudiante: Para hablar en otros países

Entrevistador: ¿Y tú por qué tienes que aprender inglés?

Estudiante: para hablar en otros países y para hablar en otros idiomas

Entrevistador: ¿Y para ti qué es lo más difícil de aprender inglés?

Estudiante: lo más difícil de aprender inglés es hablar porque eso es lo más difícil

Entrevistador: ¿Cuándo tienes que hablar te has sentido alguna vez cómodo hablando en inglés?

Estudiante: mmmm si

Entrevistador: ¿cuándo?

Estudiante: eh cuando estaba en mi colegio de antes

Entrevistador: ¿te has sentido en algún momento nervioso o te ha dado miedo o te ha dado susto hablar en inglés?

Estudiante: mm mm (negación)

Entrevistador: ¿en ningún momento te ha dado susto?

Estudiante: mm mm (negación)

St 2

Entrevistador: ¿te gusta el inglés?

Estudiante: Si

Entrevistador: ¿sí? ¿Y tú por qué crees que las personas deben aprender a hablar inglés?

Estudiante: para ir a otros países a hablar idiomas

Entrevistador: ok ¿Y por qué tú debes aprender inglés?

Estudiante: porque quiero ir a Disney con mi familia

Entrevistador: mmm muy bien ¿Y para ti qué es lo más difícil de aprender inglés?

Estudiante: que me da.. me .. me asusto cuando hablo con gente de de otros países

Entrevistador: mm ok ¿y cómo te sientes cuando tienes que hablar en inglés?

Estudiante: ¡Feliz!

Entrevistador: Feliz ¿te sientes feliz? Y ¿ te has sentido cómodo hablando en inglés en algún momento?

Estudiante: si

Entrevistador: ¿cuándo?

Estudiante: cuando estoy con mi profesor de inglés en la casa estudiando

Entrevistador: ah ok ¿y recuerdas algún momento donde te hayas sentido nervioso, o te hayas sentido incomodo?

Estudiante: Cuando estaba con mi tío en Estados Unidos cuando empecé a hablar con él. Me habló en inglés y yo me puse un poco nervioso

Entrevistador: ¿por qué?

Estudiante: porque es la primer vez que iba iba a conocer a mi tío a Estados Unidos

Entrevistador: Aaah ¿ y te ha vuelto a pasar algo parecido, que te sientas nervioso o incomodo?

Estudiante: mm mm (negación) solo fue esa vez

Entrevistador: Ah bueno, listo gracias

St 3

Entrevistador: ¿te gusta el inglés?

Estudiante: ¿qué es inglés? (susurrando)

Entrevistador: el inglés ¿te gusta inglés? Habla duro

Estudiante: eeeh ¿cómo tú hablas?

Entrevistador: si

Estudiante: Nooo

Entrevistador: ¿no te gusta el inglés?

Estudiante: no tanto

Entrevistador: ¿tú por qué crees que las personas deben aprender a hablar en inglés?

Estudiante: porque así es la vida

Entrevistador: ok ¿y tú porque necesitas aprender inglés en el colegio?

Estudiante: No sé, pero me aburre

Entrevistador: ¿y para ti que es lo más difícil para aprender inglés? ¿Qué es lo más difícil?

Estudiante: mmm Lo el coso .. ¿lo del colegio?

Entrevistador: Si ¿qué te parece más difícil de aprender inglés?

Estudiante: Todo

Entrevistador: ¿todo te parece difícil? ¿Y cuando tú tienes que hablar en inglés, cómo te sientes?

Estudiante: bien

Entrevistador: ¿te sientes bien cuando tienes que hablar en inglés?

Estudiante: Porque no hablo

Entrevistador: ¿te has sentido bien o cómodo hablando en inglés?

Estudiante: (susurrando) como como (inaudible)

Entrevistador: ¿te has sentido cómodo si tú tienes que hablar en inglés?

Estudiante: (susurrando) ¿cómo es? ¿cómo así?

Entrevistador: ósea te sientes bien

Estudiante: no

Entrevistador: ¿no? ¿te acuerdas de algún momento donde te hayas puesto nervioso o te haya dado miedo hablar en inglés?

Estudiante: Nooo

Entrevistador: ¿no te acuerdas? Listo eso es todo

Estudiante: ok

St 4

Entrevistador: ¿te gusta el inglés?

Estudiante: Si

Entrevistador: ¿tú crees que las personas deberían aprender a hablar inglés?

Estudiante: Si

Entrevistador: ¿tu específicamente porque necesitas aprender a hablar inglés?

Estudiante: porque me va a servir mucho para mi futuro y cuando vaya a buscar un trabajo me va a ayudar mucho

Entrevistador: ¿para ti qué es lo más difícil de aprender inglés?

Estudiante: Pronunciar

Entrevistador: ¿por qué?

Estudiante: porque hay muchas palabras que uno escribe de una manera pero se pronuncian muy distinto

Entrevistador: ¿cómo te sientes cuando tienes que hablar en inglés?

Estudiante: nervioso

Entrevistador: ¿en qué momentos te ha sentido cómodo hablando en inglés? ¿Por qué razón?

Estudiante: en ninguno

Entrevistador: ¿recuerdas algún momento donde te hayas puesto nervioso, incomodo o susto o miedo por hablar en inglés?

Estudiante: siempre

Entrevistador: recuerdas algún momento donde te hayas puesto nervioso, incomodo, de susto, miedo por hablar en inglés?

Estudiante: si

Entrevistador: describe ese momento ¿cuál fue la actividad? ¿Con quién estabas? ¿ y qué hiciste ante la situación?

Estudiante: eeh en clase science teníamos que hacer una exposición sobre el ciclo de la planta y pues pronuncie muchas palabras mal, pero al final ya me relaje

Entrevistador: ¿te ha vuelto a pasar algo parecido?

Estudiante: Pues siempre

St 5

Entrevistador: ¿te gusta el inglés?

Estudiante: Si

Entrevistador: ¿por qué crees que las personas deberían aprender a hablar inglés?

Estudiante: Pues porque después va por allá a un lugar de inglés o algo y uno le habla español y después no le entiende

Entrevistador: ¿y tú por qué necesitas aprender a hablar inglés?

Estudiante: Porque necesito que ir a Australia, para, es que allá mi prima está le está calificando el inglés, entonces pues…

Entrevistador: ok ¿y tú qué crees que es lo más difícil de aprender inglés?

Estudiante: Jm. Pues aprender todo como se dice, muchas cosas

Entrevistador: ok ¿Cómo te sientes cuando tienes que hablar en inglés?

Estudiante: Pues bien

Entrevistador: Bien ¿en qué momento te has sentido digamos, algún momento en el que recuerdes que te has sentido como nerviosa o con susto?

Estudiante: En la primera vez

Entrevistador: ¿y cómo fue esa primera vez?

Estudiante: La primera vez cuando aprendí a los 5 años que tenía cuatro años, que aprendí a hablar inglés, no sé cómo, pero la primera vez que me metieron al colegio anterior, tenía una miss de inglés y francés que nos enseñaba lo mismo.

Entrevistador: Si

Estudiante: Y otra que era de español.

Entrevistador: ¿y de dio susto por qué? ¿Te dieron nervios por qué?

Estudiante: Porque ni sabía ni ni como decir “hola”

Entrevistador: ¿y te ha vuelto a pasar algo así?

Estudiante: No. Siempre la miss nos dice hello ni.. eh nos dice ¿cómo era que se decía niños en inglés?

Entrevistador: Kids, children

Estudiante: hello childrens y después todos hello teacher

Entrevistador: Ah bueno gracias.

Appendix 2

1 Hoop circle

Universidad Distrital Francisco José de Caldas

Edad: 11 **Estudiante:** student 5 Gabriela Perdomo

De acuerdo con la actividad que acabamos de realizar por favor responde las siguientes preguntas marcando la opción con la que más te sientas identificado.

1. ¿Cómo te sentiste durante el juego?

Cómodo(a) Nervioso(a) Normal







Asustado(a) Tímido(a) Seguro(a)







2. Describe cómo te sentiste hablando en esta actividad

chevere

3. ¿Te pareció interesante el juego?

Sí No ¿Por qué? Sí porque uno aprende

4. ¿Te gustó trabajar en equipo en este juego?

Sí No ¿Por qué? es chevere

Body parts chain

Universidad Distrital Francisco José de Caldas

Edad: 8 **Estudiante:** student 2

De acuerdo con la actividad que acabamos de realizar por favor responde las siguientes preguntas marcando la opción con la que más te sientas identificado.

1. ¿Cómo te sentiste durante el juego?

Cómodo(a) Nervioso(a) Normal X







Asustado(a) Tímido(a) Seguro(a)







2. Describe cómo te sentiste hablando en esta actividad

bien pero un poquito nerviosa pero ya para

3. ¿Te pareció interesante el juego?

(Si) No ¿Por qué?

porque así podemos aprender mas

4. ¿Te gustó trabajar en equipo en este juego?

(Si) No ¿Por qué?

porque me parece muy chevere porque así aprendemos a dejar el temor

Circle story.

Universidad Distrital Francisco José de Caldas

Edad: 10 **Estudiante:** student 4

De acuerdo con la actividad que acabamos de realizar por favor responde las siguientes preguntas marcando la opción con la que más te sientas identificado.

1. ¿Cómo te sentiste durante el juego?

Cómodo(a) Nervioso(a) Normal





Asustado(a) Tímido(a) Seguro(a)





2. Describe cómo te sentiste hablando en esta actividad

Naso nelo) por que no sabia casi palabras y me trataba

3. ¿Te pareció interesante el juego?

Sí No ¿Por qué?

por que me enseño cosas nuevas

4. ¿Te gustó trabajar en equipo en este juego?

Sí No ¿Por qué?

Porque es muy chevere jugar el equipo

Hoop circle

Universidad Distrital Francisco José de Caldas

Edad: 10 **Estudiante:** student 4

De acuerdo con la actividad que acabamos de realizar por favor responde las siguientes preguntas marcando la opción con la que más te sientas identificado.

1. ¿Cómo te sentiste durante el juego?

Cómodo(a) Nervioso(a) Normal





Asustado(a) Tímido(a) ~~Seguro(a)~~





2. Describe cómo te sentiste hablando en esta actividad

Me sentí cool por que cuando se lo pasaba a mi hermana me reía mucho

3. ¿Te pareció interesante el juego?

(Si) No ¿Por qué?

por que el trabajo en equipo

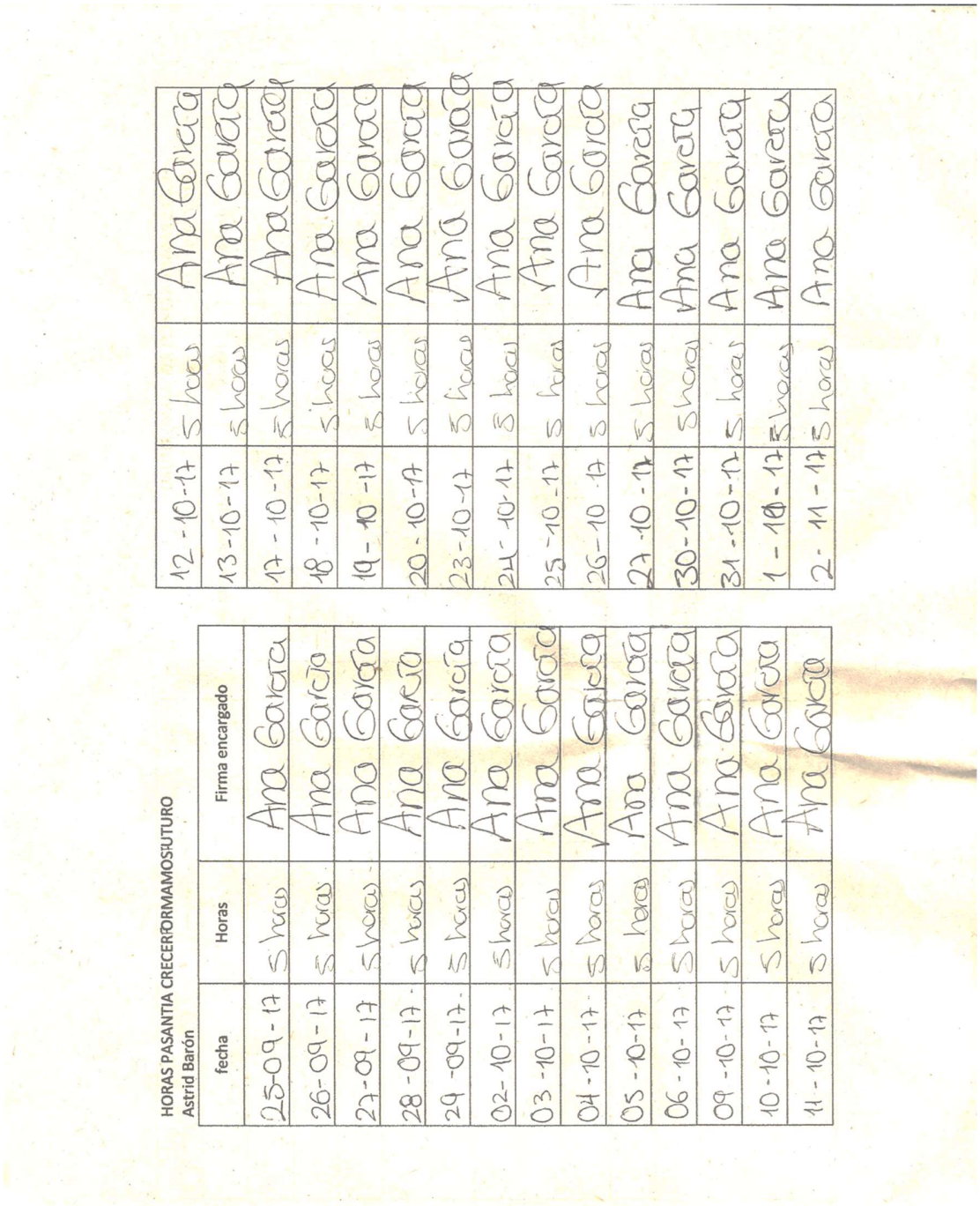
4. ¿Te gustó trabajar en equipo en este juego?

(Si) No ¿Por qué?

por que cuando trabajo en equipo me siento mejor que sola

Appendix 3

Hours in the institution.



HORAS PASANTIA CRECERFORMAMOSFUTURO
Astrid Barón

fecha	Horas	Firma encargado
25-09-17	5 horas	Ana Garcia
26-09-17	5 horas	Ana Garcia
27-09-17	5 horas	Ana Garcia
28-09-17	5 horas	Ana Garcia
29-09-17	5 horas	Ana Garcia
02-10-17	5 horas	Ana Garcia
03-10-17	5 horas	Ana Garcia
04-10-17	5 horas	Ana Garcia
05-10-17	5 horas	Ana Garcia
06-10-17	5 horas	Ana Garcia
09-10-17	5 horas	Ana Garcia
10-10-17	5 horas	Ana Garcia
11-10-17	5 horas	Ana Garcia
12-10-17	5 horas	Ana Garcia
13-10-17	5 horas	Ana Garcia
17-10-17	5 horas	Ana Garcia
18-10-17	5 horas	Ana Garcia
19-10-17	5 horas	Ana Garcia
20-10-17	5 horas	Ana Garcia
23-10-17	5 horas	Ana Garcia
24-10-17	5 horas	Ana Garcia
25-10-17	5 horas	Ana Garcia
26-10-17	5 horas	Ana Garcia
27-10-17	5 horas	Ana Garcia
30-10-17	5 horas	Ana Garcia
31-10-17	5 horas	Ana Garcia
1-11-17	5 horas	Ana Garcia
2-11-17	5 horas	Ana Garcia

HORAS PASANTIA CRECER FORMAMOS FUTURO
Astrid Barón

fecha	Horas	Firma encargado
3-11-12	5 horas	Ana Garcia
7-11-12	5 hora	Ana Garcia
8-11-12	5 hora	Ana Garcia
9-11-12	5 horas	Ana Garcia
10-11-12	5 hora	Ana Garcia
14-11-12	5 horas	Ana Garcia
15-11-12	5 horas	Ana Garcia
16-11-12	5 hora	Ana Garcia
17-11-12	5 horas	Ana Garcia
20-11-12	5 hora	Ana Garcia
21-11-12	5 hora	Ana Garcia
22-11-12	5 hora	Ana Garcia
23-11-12	5 hora	Ana Garcia
24-11-12	5 hora	Ana Garcia

Appendix 4

Bonza Nohora

UEXTENSIÓN
Facultad de Ciencias y Educación
Universidad Distrital Francisco Jose de Caldas

Bogotá D.C. septiembre 11 de 2017

UEXT - 118 - 2017

Profesor
MARIO MONTOYA CASTILLO
Decano Facultad de Ciencias y Educación
UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Ciudad

Referencia: Remisión Acuerdo de Voluntades para firma

Respetado profesor,

La Unidad de Extensión de la Facultad de Ciencias y Educación con base en lo establecido en el Acuerdo No. 038 del Consejo Académico de fecha Julio 28 de 2015, remite los documentos de Acuerdo de Voluntades suscritos por la Licenciatura en Educación Básica con énfasis en Inglés, de la Facultad de Ciencias y Educación y la entidad oferente, para la realización de Pasantías de los estudiantes relacionados a continuación, adscritos al antedicho proyecto curricular.

APELLIDOS	NOMBRES	CÓDIGO	INSTITUCIÓN OFERENTE
DONOSO CONZÁLEZ	ALEJANDRA	20112165023	CRECER FORMAMOS FUTURO
BARÓN ESPINEL	ASTRID JULIETH	20112165120	

Se adjunta el Acuerdo de Voluntades

Atentamente,

LYDA MOJICA RÍOS
Coordinadora Unidad de Extensión
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

2374
UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS
FACULTAD DE CIENCIAS Y EDUCACION
DESCARTURA
12 SEP 2017
Hora 9:59
No. de Folios : Dos (2)
Firma

	NOMBRE	CARGO	FIRMA
Proyectó:	Susana Zabala	Profesional CPS	
Revisó y aprobó:	Lyda Mojica Ríos	Director/Supervisor	

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Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

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ACUERDO DE VOLUNTAD PARA LA REALIZACIÓN DE PASANTÍAS DEL PROYECTO CURRICULAR LICENCIATURA EN EDUCACION BASICA CON ENFASIS EN INGLES, DE LA FACULTAD DE CIENCIAS Y EDUCACIÓN, FUNDAMENTADO EN EL ACUERDO 038 DE JULIO 28 DE 2015 SOBRE MODALIDADES DE TRABAJO DE GRADO DE LA UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS Y CRECER FORMAMOS FUTURO

El presente documento acordado entre las dos partes tiene como objeto establecer bases de cooperación académica y/o educacional y/o social entre la UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS y CRECER FORMAMOS FUTURO, para la realización de PASANTÍAS del estudiante Astrid Julieth Barón Espinel y Alejandra Donoso Gonzalez.

OBLIGACIONES DE LA UNIVERSIDAD DISTRITAL: Esta se obliga a: a.) Presentar por escrito a la INSTITUCIÓN CRECER FORMAMOS FUTURO, los estudiantes que desarrollarán la pasantía. b.) Asignar al Docente DIRECTOR, quien será el/la profesor(a) Martha Candia, responsable de la supervisión y evaluación del proceso de pasantía y del logro de los objetivos propuestos. c.) Establecer los correctivos necesarios en caso que el estudiante contravenga las normas de la INSTITUCIÓN CRECER FORMAMOS FUTURO. d.) Velar porque el estudiante cumpla con los pactos del presente acuerdo. e.) Velar porque el estudiante esté afiliado a una EPS o al SISBEN y tenga contratada una póliza de accidentes escolares o esté afiliado a una ARL, documentos que se deberán presentar a la INSTITUCIÓN CRECER FORMAMOS FUTURO antes del inicio de las pasantías. PARAGRAFO: El tiempo reglamentado para el desarrollo de la pasantía será de mínimo 384 horas y la distribución de ese tiempo se establecerá de acuerdo con el plan de trabajo previamente aprobado.

OBLIGACIONES DE LA INSTITUCIÓN CRECER FORMAMOS FUTURO OFERENTE DE LA PASANTÍA: Esta se obliga a: a.) Certificar la legalidad y permanencia de esta institución mediante registro de Cámara de comercio y Matrícula de Industria y Comercio vigentes u otras formas equivalentes de certificación de existencia legal jurídica. b.) Manifestar su interés de trabajo con la UNIVERSIDAD DISTRITAL y declarar sus responsabilidades mediante la firma de este documento dentro del cual se establecen los objetivos de la pasantía y la remuneración respectiva, sí existiere. c.) Designar a una persona de la institución oferente que actúe como profesional encargado del acompañamiento del proceso de pasantía, quien en este caso será el señor(a) Ana Gladis García. d.) Avalar el plan de trabajo y la propuesta de desarrollo e innovación del estudiante donde de estipule el cumplimiento de las 348 horas mínimas reglamentadas para el desarrollo de la pasantía, distribuidas en trabajo presencial, documentación, búsqueda bibliográfica u otras requeridas por la pasantía. Este plan de trabajo debe ser concertado entre el profesional encargado del acompañamiento de la pasantía, el Docente DIRECTOR y el PASANTE. e.) Suplir las necesidades de recursos humanos, físicos y técnicos para la realización de las pasantías. f.) Oficializar un Concepto de finalización de pasantía que se remitirá al Docente DIRECTOR, en el que se evalúe el desempeño de los pasantes y los resultados obtenidos, para ser usados como instrumento de soporte en la evaluación y calificación final del trabajo de grado.

OBLIGACIONES DEL PASANTE: a.) Cumplir la labor asignada en el plan de trabajo según la distribución de horas acordadas que beneficien tanto a la UNIVERSIDAD DISTRITAL como a la INSTITUCIÓN CRECER FORMAMOS FUTURO. b.) Demostrar ante la INSTITUCIÓN CRECER FORMAMOS FUTURO que están afiliados a una EPS o SISBEN y que tiene contratada una póliza de accidentes Escolares o que está afiliado a la

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ARL. c.) Los estudiantes no podrán por sí o por terceros reclamar personal o judicialmente a la INSTITUCIÓN indemnizaciones en dinero o en especie por cualquier enfermedad, o accidente que sufriere mientras se encuentra en desarrollo de la pasantía. d.) Cuidar los útiles, materiales y equipos que para adelantar la pasantía se les haya facilitado. e.) Cumplir los reglamentos y normatividad de la INSTITUCIÓN CRECER FORMAMOS FUTURO y de la UNIVERSIDAD DISTRITAL. f.) Concurrir puntualmente al lugar donde se desarrollará su pasantía y asumir las instrucciones disciplinarias que impone la INSTITUCIÓN (CRECER FORMAMOS FUTURO, si ésta así lo considera. g.) Elaborar un trabajo teórico-práctico producto del desarrollo de la pasantía, según los lineamientos reglamentarios del Consejo Curricular de la Licenciatura en educación básica con énfasis en inglés. h.) Socializar el trabajo de pasantía ante la comunidad académica y ante los docentes DIRECTOR y Evaluador.

OBLIGACIONES DEL DOCENTE DIRECTOR: a.)Verificar el desarrollo del plan de trabajo del PASANTE. b.) Garantizar el desarrollo del plan de trabajo del PASANTE. c.) Garantizar la previa programación y diseño de las clases y/o actividades académicas con los pasantes, así como con su respectiva evaluación y/o su corrección en caso de ser necesario. d.) Realizar seguimiento por escrito de las actividades presenciales y no presenciales del pasante, acordadas en el plan de trabajo. e.) Promover el estricto cumplimiento del horario establecido en el presente acuerdo por parte de los pasantes. f.) Generar y garantizar a los pasantes los espacios necesarios que garanticen el buen desarrollo de la pasantía, así como los espacios para el desarrollo bibliográfico y de contenido para la elaboración del documento final que los pasantes se comprometan a entregar a la INSTITUCIÓN CRECER FORMAMOS FUTURO). g.) Evaluar en conjunto con el profesional encargado del acompañamiento por parte de la institución CRECER FORMAMOS, el desempeño general del pasante en el desarrollo de la pasantía. h.) Presentar al Consejo Curricular mediante oficio, el documento final realizado por el pasante, con sus respectivos soportes, y una copia del concepto final emitido por el profesional encargado del acompañamiento en la Institución.

OBLIGACIONES DEL PROFESIONAL ENCARGADO DEL ACOMPAÑAMIENTO EN LA INSTITUCIÓN CRECER FORMAMOS FUTURO: a.) Suministrar la información institucional requerida para el desarrollo de la pasantía. b.) Realizar seguimiento, acompañamiento y evaluación al plan de trabajo del pasante y a las actividades programadas. c.) Facilitar la consecución de recursos institucionales. d.) Apoyar al pasante en las actividades académicas que se programen. e.) Convocar al pasante a las reuniones programadas por la institución. f.) Realizar seguimiento por escrito de las actividades presenciales y no presenciales del pasante, acordadas en el plan de trabajo de la pasantía. g.) Evaluar en conjunto con el Docente DIRECTOR el desempeño general de los pasantes durante el desarrollo de la pasantía. h.) Elaborar el informe final de la pasantía y remitirlo al Docente DIRECTOR.

EVALUACIÓN: El resultado final del proceso de la pasantía se precisa a través de la evaluación permanente por parte del profesional encargado de la institución (CRECER FORMAMOS FUTURO y del Docente DIRECTOR. El Docente DIRECTOR mediante un oficio, presentará ante el Consejo Curricular el documento final realizado por los pasantes, con sus debidos soportes, al igual que una copia del concepto final emitido y firmado por el profesional encargado del acompañamiento en la Institución.

Para constancia se firma en la ciudad de Bogotá, el día

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Decano
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

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Cargo: DIRECTORA
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Martha C. Candia H.

Docente Director Martha Candia
Proyecto Curricular: licenciatura en educación básica con énfasis en ingles
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Astrid Barón

Astrid Julieth Barón Espinel
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Proyecto Curricular: licenciatura en educación básica con énfasis en ingles
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Versión 5	NOMBRE	CARGO	Vo-Bo
Proyectó	Susana Zabala	OPS	
Revisó y aprobó	Lyda Mojica R	Director	