



Language Games to Improve Students' Classroom Interactions

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Dedication

To my beloved parents who unconditionally stay.

Acknowledgments

First of all, I would like to thank God because he is the provider of everything I have in my life. I am also deeply grateful to my family for being unconditional support throughout my lifetime. I am sure that without the wholehearted love and encouragement from my mom and dad, I would not be here writing these words.

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To my friends and classmates whom I shared several years of college experience with and gave me their support and collaboration during the past years.

I also thank the participants of this study, students from sixth grade D of I.E. Francisco Luis Hernandez Betancur, who trusted me with their learning process as well as their emotions and concerns. The stories and learning I take from them will always stay with me.

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Abstract

This action research was conducted at "Institución Educativa Francisco Luis Hernández Betancur" with 31 students between 11 and 13 years old. It was aimed at evaluating the effectiveness of language games to improve classroom interactions among sixth graders. Data was collected through a personal journal in which I registered detailed descriptions of the observations and some reflections regarding the research objectives; a four-question survey applied after each language game implementation to the students; a semi-structured interview with the cooperating teacher to know his perspective of the strategy; students' self-assessment rubric and video recordings that were useful to analyze the students' interactions. Data analysis showed that language games were a successful activity for fostering an enjoyable environment for learning English. Besides, students' classroom interaction showed an improvement in which students were evident to interact more among themselves and helped each other during the development of the activity. Finally, language games were also effective in promoting students' participation in which students were motivated to take part in the class activities.

Keywords: Language games, classroom interaction, students' interactions

Resumen

Esta investigación fue llevada a cabo en la Institución Educativa Francisco Luis Hernández Betancur con 31 estudiantes entre los 11 y 13 años. Tuvo como objetivo evaluar la efectividad de los juegos de idioma para mejorar la interacción en el aula entre los estudiantes del grado sexto. Los datos fueron recolectados a través de un diario de investigación en el cual registre descripciones detalladas de las observaciones y algunas reflexiones de acuerdo a los objetivos de investigación; un cuestionario de cuatro preguntas aplicado después de cada implementación de los juegos; una entrevista semiestructurada con el profesor cooperador para conocer su perspectiva de la estrategia; una autoevaluación aplicada a los estudiantes y grabaciones que fueron útiles para analizar las interacciones de los estudiantes. El análisis de los datos mostró que los juegos de idioma fueron una actividad exitosa para promover un ambiente de disfrute en el aprendizaje del inglés. Además, las interacciones en el aula de los estudiantes mostraron una mejora en la cual fue evidente que los estudiantes interactuaron más entre ellos y se ayudaron unos a otros. Finalmente, los juegos de idioma fueron también efectivos en fomentar la participación de los estudiantes los cuales estuvieron motivados para hacer parte de las actividades de clase.

Palabras clave: Juegos de idioma, interacción en el aula, interacción de los estudiantes

Introduction

The purpose of this study was to improve students' classroom interactions through language games at Institución Educativa Francisco Luis Hernández Betancur in sixth grade. The idea came from the lack of interaction among students due to the monotonous translation and vocabulary activities proposed in the classroom as well as the expression of not feeling included by a small part of the students. Therefore, language games were proposed as a strategy to make engaging and fun class activities while students inclusively interact among themselves. The following pages will explore to what extent language games can improve students' classroom interactions. Findings will be discussed and interpreted and finally, some conclusions and recommendations will be presented.

Description of the context

Francisco Luis Hernández Betancur is a public educational institution located in Aranjuez, a neighborhood in Medellín. It was founded in 1935 to specifically address the necessities of blind and deaf people, but in 2002, it started to receive students without these specific needs. This institution has about nine hundred students and offers different educational levels in two schedules — morning and afternoon —: preschool, elementary, and high school. Concerning the school structure, it is a large space consisting of two buildings with classrooms, bathrooms, meeting rooms, the library, and the school restaurant among other spaces which are surrounded by large green areas, a swimming pool, a soccer field, an auditorium, a playground park, and a vegetable garden.

The mission of this institution is aimed at promoting respect, appreciation, and acceptance of differences within diversity, assuring the development of cognitive and physical skills as well as cultural awareness. They also promote inclusive pedagogical practices in a healthy environment that contributes to the formation of human beings who actively participate in society. Regarding its vision, the institution expects to be recognized in the country and the city for its inclusive education, and great academic performance with the inclusion of all students in cultural, sports, and academic settings. It is important to highlight that this kind of education is coherent with some of the principles they follow: “All of us can learn regardless of our differences”, “All of us learn differently”, and “We respect individual differences and the learning styles”.

The specific course in which this action research will take place is the sixth grade C. It is a thirty-student group that attends the morning schedule in a setting decorated with many posters that list the classroom rules and the institution's information. Regarding the classroom resources,

it has a whiteboard, a blackboard, the teacher's desk, a TV, and the student's chairs and tables that are organized in rows. They are between eleven and thirteen years old and come from different parts of the city such as Aranjuez, Campo Valdes, San Javier, and Castilla. The students show interest in sports, especially soccer, video games, social media, and animated TV shows. In relation to their interests in English learning, they have expressed they like to learn through group games, and that was evinced in some ludic activities I proposed.

The school English syllabus is based on the Basic Learning Rights provided by the Colombian Education Ministry and the course load is three hours per week. In sixth grade, the main topics are personal information and daily routines, and the objectives are to identify words and sentences according to the main topics and to form simple sentences orally and in writing. The student's English level is low considering that they are starting high school and they did not have an English teacher in elementary school.

In this institution, there is a subject area of Humanities of which English and Spanish teachers are part. The cooperating teacher (CT) of this grade is Edwin Mosquera. He has a bachelor's degree in foreign languages teaching, English and French, at the Technological University of Chocó, a master's degree in teaching English as a Foreign Language and a PhD in Education. He has thirty years of experience as an English teacher and has worked in different universities and institutes.

Statement of the Problem

“Interaction is the core of communication” (Brown & Lee, 2015, p. 258). For that reason, if there is a lack of interaction among the participants, the learning and teaching process can be affected. In this sixth grade of I.E Francisco Luis Hernandez Betancur, there is an evident absence

of interactions among the students since most of the activities proposed in the classroom are translation exercises and a list of vocabulary. In addition, some of the students in this group made noticeable his feelings of not inclusion or rejection in the classroom, especially during group activities. Finally, students expressed their feelings towards the English language, making them anxious or insecure about using it and participating in class with it.

In order to provide evidence of the problem previously identified, I revisited my research journal in which I registered detailed descriptions of the observations and some reflections of situations that caught my attention. I also collected data from the students through a seven-question questionnaire (See Appendix A).

To begin with, in my research journal of April 1st, I referred to some monotonous activities proposed in the class. An example of this was when the CT showed a written dialogue about meeting someone for the first time. Students have to write down the conversation in English and then they have to write the translation to Spanish. This activity does not allow interaction among students which leads them to work individually and passively without engagement with the material or their classmates.

Referring to Appendix A, the students were asked whether they felt included or excluded in their classroom. Six students out of sixteen answered they felt excluded. Although it represents just 37% of the class, it is a situation worth considering and improving. In addition to this, I wrote about a group activity that I proposed. In this activity, a few students made clear their feelings toward working with the other classmates. One of the students said that their classmates didn't like them and they criticized him a lot. Another student told me that group activities always ended up bad for her because she felt awful while working with her classmates. Taking this into account we can conclude that there is a clear lack of class interaction.

The students were also asked whether they thought that games were important for their learning. Nine out of sixteen students answered positively, and seven answered it was important “sometimes”. Regarding the type of games they prefer, fourteen students prefer team games and two of them prefer individual games. This result is consistent with my journal entry of April 8th. I was in charge of a part of the class, and I implemented a game activity for practicing the vocabulary of daily activities; the students were motivated and engaged which had them respond positively to it. Through this experience, I could conclude that games and playful activities may work well in this class.

According to Adeng & Shah (2012, as cited in Yaccob & Yunus 2019), students can display good emotions, reduce anxiety, and develop self-confidence in using the language through interaction. This can be connected with my fourth observation registered in my journal of April 12th in which I wrote about a conversation I had with a group of students. I asked them about their feelings towards English and they told me that they didn't feel confident about using the language before because it makes them feel uncomfortable due to the difference of levels. They didn't feel great when they listened to others using the language more comfortably than what they could demonstrate. This is clear evidence that students were not experiencing activities in which they could use English in a fun and relaxed way.

For all the reasons mentioned above and the fact that they are still kids, I find it pertinent to use language games that foster better classroom interactions among students. This way, students may enjoy working with fun activities, games, and tasks that promote their creativity, motivate them to use English entertainingly, and at the same time, develop better interactions with each other in an inclusive way.

Theoretical Framework

In the following lines, I will present the main concepts that underlie this action research proposal. First, I will elaborate on language games, the relevance they have gained in English Language Teaching (ELT) settings, and the advantages they offer to language learning processes. Subsequently, I will refer to classroom interaction and its crucial role as an affective factor in teaching and learning processes.

Language Games

Hadfield (1998) defines language games as an activity that includes a set of rules, an objective, and an element of enjoyment. Ibrahim (2017) adds that games should have few rules that are easy and precise to understand to avoid misunderstandings. He also mentions some benefits of using language games such as possibilities to be applied to several themes, not limitations to a specific level, likelihood of being enjoyed by all, increment of students' confidence, and pleasing experiences in learning a new language.

As Hadfield (1998) mentions, there are different types of language games, such as guessing games, matching games, and board games. First, guessing games consist of one student having a piece of information that doesn't share intentionally, for that reason the others try to guess what that might be. Matching games include matching cards, pictures, or information. Finally, board games involve pieces that are moved through a board with a specific set of rules.

In the same way, Yaccob and Yunus (2019) suggest two types of language games: digital and physical which are commonly used in language classes. A few examples of digital games are Edmodo, Kahoot, Quizlet, and Frogplay, among others, which may be implemented by institutions with technological resources that allow their application. On the other hand, there are physical games such as Grammar Monopoly, Dominoes, and Wheel of Grammar. To sum up, games are

one of the most relevant strategies in EFL classrooms since it is composed of factors such as aims, rules, and amusement (Gozcu & Caganaga, 2016).

Moreover, Ibrahim (2017) states that using language games in the classroom can create a supportive environment and foster interactions among classmates as they are more relaxing than direct interaction with the teacher. He defends language games from the common thought that implementing games with beginners may end in failure, but the truth is that they can produce a positive classroom climate. In relation to this, Constantinescu (2012, as cited in Gozcu & Caganaga, 2016) also argues that an advantage of games in ELT settings is the development of English skills in a safe environment, even for students with special needs because they can feel self-confident. also mentioned that an advantage of games in ELT settings is the development of English skills in a safe environment, even for students with special needs because they all can feel self-confident. In addition, students can display good emotions, reduce anxiety, and develop self-confidence in using the language through interaction (Adeng & Shah, 2012, as cited in Yaccob & Yunus, 2019).

According to Carrier (1980), there are three moments in which games can be applied during the lesson. First, at the beginning of the class to engage students in learning along with reviewing topics from previous lessons. Second, after the development of the main activity for practicing a specific topic, the teacher can perceive it needs reinforcement. Third, at the end of the class for excitingly closing the lesson and verify if students accomplished the class objectives. Additionally, at any moment, the implementation of games should be positive because students are having fun and practicing the language at the same time without realizing it.

Furthermore, Kaur and Aziz (2020) explain two different benefits of the implementation of games. First, it elicits participation and encourages competition among students who will be willing to join. In the same way, they can be enjoyed by different populations who will feel more relaxed participating and using English. Second, when implementing the language game, students have to use English for communication, allowing the teacher to analyze the student's performance and provide feedback in a stress-free activity that may motivate students to improve it in future game implementations.

Ariza (2001) conducted a study called "Interacting in English through Games," which aimed at encouraging oral participation in English using language games. It was conducted in Zipaquira, a city in Colombia in the Liceo de la Salle School. The problem that encouraged this study was the low level of oral participation of second graders in the target language. The research question was how to improve oral participation in English among second-grade students. The participants of this research were eight students with the lowest oral participation results. Besides, the data was collected through observations, audio recordings of the game implementations, and a teacher's diary for further reflection on the classes.

Moreover, the data analysis showed an evident improvement in the students' oral English skills as well as their participation in the English class. Students, who didn't feel confident during the classes before, increased their participation significantly during the games and they showed more interest and involvement in the class. The research concluded that language games are a successful activity for increasing students' participation interestingly since the activities helped lower students' anxiety and pressure. Additionally, the games should be implemented taking into account the specific set rules, organization, clearly starting and stopping time, and negotiating.

Classroom Interaction

According to Brown and Lee (2015), interaction is the core of communication. Through interaction, two or more people have a collective exchange of emotions, beliefs, or ideas and transmit a message, accept it, understand it in a context, and help to achieve a specific purpose. In relation to this, different theories of communicative knowledge draw attention to the relevance of interaction since people use language to achieve meaning or get an idea from someone's mind into another person's mind. Chai (2015) defines the process of teaching as the process of interaction between teachers and students as well as among students; that is, the more effective the interaction, the more effective the teaching process. In his sociocultural theory of learning, Vygotsky (1934-1986, as cited in Koole, 2015) expresses that the center of learning, a cultural and social process, is the interaction among individuals such as teachers, pupils, and parents. For that reason, with the support of someone, for example, a teacher, students could achieve goals they would not be able to do independently.

Moreover, Chai (2015) describes four principles of classroom interaction in pursuing a relationship of intersubjectivity between teachers and students. First, he refers to *democracy and equality* as the basic principles of classroom interaction; teachers should not enforce their preferences on students, but students should not function as demanding individuals who do not have respect for their teacher, either. The second principle is *listening and understanding* which consists of mutual understanding between both; the teacher should fulfill the students' cognitive and emotional needs, and students should not disregard the teachers' feelings. Another important principle is *the dialogue* which should be mutual; there should be equal communication between the two sides to maintain fair interactions. Lastly, *reaching a consensus is the goal* when a two-

sided open-minded interaction is present, and negotiation and understanding are possible (pp. 845-846).

According to Johnson and Johnson (2013), there are three ways students can interact with each other during their learning process. Firstly, *cooperative learning* in which students work together in small groups to boost their learning, and their results are beneficial to themselves and the group. Secondly, *competitive learning* in which students work against each other to accomplish a goal such as a good grade. The outcomes can be beneficial to some, but negative for the rest of the students. Finally, *individual learning* in which students work independently to achieve personal goals that are positive to themselves but irrelevant to the other students in the group. According to Gebhard (1998, as cited in Hanum, 2017) there are five factors to keep in mind to make a classroom interactive: decrease the central role of the teacher, value the individuality of students, provide spaces in which students express themselves in significant ways, give chances for students to negotiate meaning with classmates and the teacher, and ensure that students have choices about what they want to say, to whom they want to say it, and how they want to say it. In the same vein, Brown and Lee (2015) state that a way to encourage interaction among students is by assigning roles in which they can work collaboratively. Sarkissian (2010, as cited in Brown & Lee, 2015) suggests that collaborative work may be successful if students take action by coming up with new ideas, proposing options, questioning the group by asking for explanations, looking for information, asking for opinions, and making clarifications when there is some misunderstanding.

Research Question

To what extent can language games improve sixth graders' classroom interaction at a public institution in Medellin?

Objectives

General Objective

To evaluate the effectiveness of language games to improve classroom interactions among sixth graders.

Specific Objectives

To explore the advantage of applying a variety of language games according to the student's preferences and needs.

To analyze the students' responses to the games proposed.

To monitor the promotion of the inclusion of all students through language games.

To assess the improvement of students' classroom interactions through language games.

Action Plan

In order to evaluate the effectiveness of language games to improve classroom interactions among sixth graders, I will implement the action strategies described below. First, I will share my action research proposal with the students and the cooperating teacher for them to know what is expected, the purpose, the objectives, and the strategies to be implemented. After this socialization, I will administer a questionnaire to collect students' perceptions about the relationships and interactions among them as well as their interest in the application of games in the classroom. Based on the data collected, I will plan the language games that will be played during the classes. Afterward, I will carry out the language games chosen, trying to vary their use during the classes, and at the same time, promoting the participation and interaction of all the students in this activity. These language games will be implemented every week during the

Presentation											
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Development of Actions

In this section, I will describe the teacher and research actions I implemented to evaluate the effectiveness of language games in students' classroom interactions.

Due to administrative issues, the implementation began in April. First, I presented the research project to the students and the CT. In this way, they were informed about the activities and data collection methods that were going to be used in the following weeks. In the same week, I administered a diagnostic questionnaire (See Appendix A) to gather students' interests, opinions about games, and their relationships with classmates. Taking into account this information, I selected and designed some of the language games to be implemented later.

The following week, on April 19th, I started with the implementation of the first language game. This was pictionary and it consisted of one student drawing on the board a word that I assigned and the rest of the class had to guess what that might be. According to the game classification proposed by Hadfield (1998), this was a guessing game. The activity was video-recorded by one student who volunteered. After the game activity, sixteen students were handed over a questionnaire (See Appendix B) to know their thoughts and feelings towards the game. After the class day finished, I wrote in my journal the description and reflections about the class and the game activity.

The latter description was executed for the next four weeks with a different language game. On April 22nd, the second game, Charades, was implemented. It involved one student acting out and the rest of the class guessing what might be. It was also classified as a guessing game. The following week on April 29th, the third game, Bingo, was carried out. Students had to connect the

words called out by the teacher with the ones on their assigned bingo card. This was a matching game. I designed this game with the website <https://myfreebingocards.com/> to create the bingo cards, and then I printed them out and glued them in pieces of cardboard (See Appendix C).

Consequently, On May 6th the fourth game was played. It was a board game about numbers in which students in groups had to move their pieces through a board pronouncing the numbers or following the instructions indicated on the squares. This was classified as a board game which I also designed. I used the website toolsforeducators.com to create the template and then printed it and glued it in poster board (See Appendix D). Finally, On May 13th, the last game, Vocabulary Pyramid, was implemented. It involved students divided into groups in which each one had a category assigned. Students had to build pyramids writing different words by each category according to the quantity assigned by the teacher. Concerning its classification, this was a matching game. Fortunately, there were no delays on the days the game implementation took place but there were indeed class cancellations for extra-curricular activities that affected the advancement of the content for the English classes

After more than one month of game implementations, On May 17th I had the semi-structured interview with the CT in which I asked him about his perspective and opinion about the strategies implemented and their effects on the target class. The same day, I also administered the self-assessment rubric to the student as a way for them to evaluate their performance in the strategy applied.

Data Analysis

This study was conducted in a public institution in Medellin focusing on a group of sixteen students to collect data. Action research was the approach chosen since it “is appropriate in any context when specific knowledge is required for a specific problem in a specific situation, or when

a new approach is to be grafted onto an existing system” (Cohen & Manion, 1994, p. 194). This aligns with the objective of this research which is motivated to improve a specific identified situation in this context.

To collect data I used a personal research journal in which I wrote about the development of the classes and personal reflections. According to Bell (2005) coding is used to group and organize information. This process involves identifying categories, similarities, and groups that direct you to the most important data, allowing us to draw conclusions later. Consequently, I first read all the journal entries I wrote and I began looking for similarities and classifications. I used different colors to identify the groups, highlighting the relevant information. Following the process of data analysis proposed by Bell (2005), I collected the information in a summary sheet where all the categories and their respective information were better systematized.

The second tool I used was video recording. Altrichter (1993) states that video recording makes the setting and what surrounds it more reachable and through that it is easier to recognize verbal and non-verbal behavior and its patterns. I watched the recordings of the language games implementations and I took notes on the most relevant aspects I could identify. Afterward, I coded the data by highlighting the notes I found.

I also collected information through questionnaires handed out to the students after each game implementation. These consisted of four questions: three were questions with selected answers and one open question. I registered the number of answers for each option and I typed out all the responses of the open questions. I organized the results of the three first questions in a summary sheet and with the open answers I did the same coding process as described before for qualitative data. In addition, I organized the data collected from the self-assessment rubric categorizing the information in tables and coding the answers in the established categories.

Finally, I conducted a semi-structured interview with the CT that was audio recorded. I transcribed the interview and later highlighted the relevant information, and coded it into the previously identified categories.

As described above I used a combination of different methods which led me to familiarize myself with the use of the triangulation method. Altricher (1993) states that triangulation involves using three different perspectives and a variety of collection tools which helped me contrast and compare data of the same situation from different angles.

Findings and Interpretations

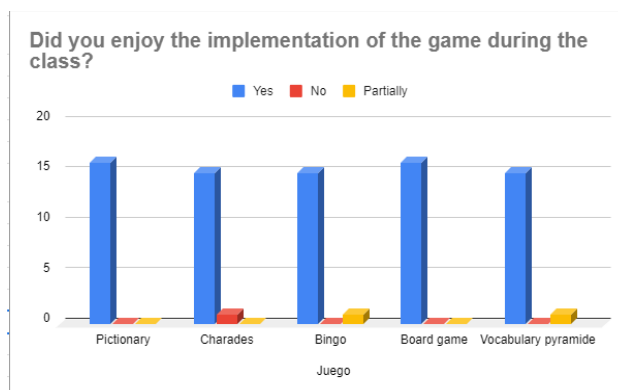
The main objective of this research was to evaluate the effectiveness of language games to improve students' classroom interaction. After the action plan implementation, data collection, and analysis, I identified three main categories: Language games and classroom enjoyment, language games and classroom interaction, and language games and classroom participation.

Languages Games and Classroom Enjoyment

According to Kaur and Aziz (2020), language games can provide an enjoyable environment for students who can have fun while learning. This could be reflected in the answers to the questionnaire administered to students after each game implementation. Students were asked whether they enjoyed the language game implementations and throughout the weeks most of the students' answers were positive (See Figure 1). Even though each week a different language game was implemented, students made it evident that they found the strategy enjoyable.

Figure 1

Students' enjoyment of language games



In addition, students were asked in the same questionnaire to describe their thoughts about the language games. There were several responses concerning classroom enjoyment such as “*Me parecio super bien me diverti mucho*”, “*Fue muy buena, divertida e interesante para mi.*” and, “*Me gusto mucho el juego, fue muy divertido. Me diverti mucho*”. These answers are clear evidence of the enjoyment factor that games can bring to the class and how this worked in this specific classroom.

Finally, in the self-assessment rubrics (See Appendix E) students were asked to evaluate their enjoyment through the implementation of the games. Fourteen out of sixteen students rated themselves in this category as *superior* which was described as “*I had a lot of fun during the games implemented in class*” in contrast to one answer for *alto* and one answer for *basico*. This demonstrates the effectiveness of language games as a strategy to provide a fun element to the class development.

Languages Games and Classroom Interaction

Ibrahim (2017) states that using language games in the classroom can create a supportive environment and foster interactions among classmates. I could evidence this through my journal entry from May 13th in which the game vocabulary pyramide was implemented. I wrote, “I could see how students worked together and even if each one of them had a role in the group, their classmates helped the members if needed.” This demonstrates how language games can work as a

strategy to foster better interactions among students. Another example of this is my journal entry from May 6th in which the numbers board game was applied. I wrote “In general, the activity was very successful. Most of the students were having fun, practicing the numbers, and having a good time with their classmates by practicing English.” In addition, I described in my notes of the video recording from April 29th that “Some students didn’t recognize the time or the numbers at the beginning, so I asked the whole class what was the number or among the students they helped each other identify it.” On this day, the bingo game was applied and I noticed how students interacted and worked collaboratively, in this way all of them could enjoy and participate in the game.

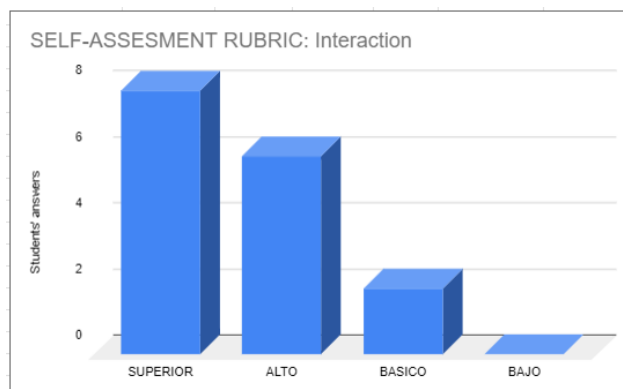
Furthermore, I found some answers to students’ questionnaires related to this. Some of their responses were “*Muy bien, interactúe con mis amigos*”, “*Me gusto mucho compartir con mis amigos*”, and “*Mi intención era compartir con ellos y me gusto mucho el juego.*”. The cooperating teacher also contributed to this evidence with his answers in the semi-structured interview. I asked him whether he thought there was an improvement in students’ interactions with the implementation of language games during the English class. He answered “*Definitivamente, los juegos mejoraron muchos aspectos en la interaccion de los estudiantes, como ya se mencionó, el dinamismo ha sido un factor muy positivo y notable en el contexto de su practica.*” This evidenced that not only in my perspective students’ interactions showed signs of improvement but through the opinion of the cooperating teacher and the students’ comments we can verify this as well.

Finally, improving students’ interaction could also be evidenced in the self-assessment rubric’s answers. Students were asked to evaluate themselves about their interaction in the classroom (See Figure 2). Eighth out of sixteen students rated themselves in the *superior* category which was described as “*I interacted actively with my classmates and with the class during the development of the language games*”. Six students rated themselves in *alto* which was explained

as “I interacted most of the time with my classmates and the class during the development of the language games.”

Figure 2

Students' interaction

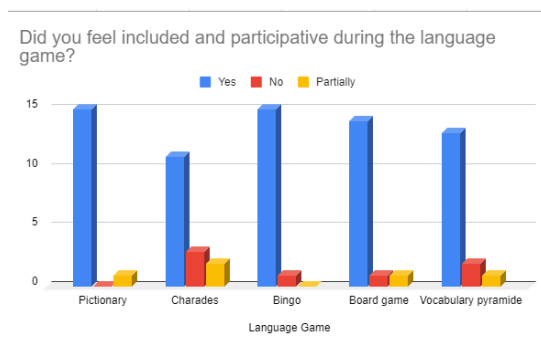


Languages Games and Classroom Participation

The implementation of language games seemed to contribute to student's participation during the class. This can be evidenced by the students' open answers in the questionnaire. Some of them mentioned that “*Disfrutamos mucho durante la clase y participamos mucho todos*” and “*Fue muy divertido y tambien hubo muy buena participaci3n.*”. Additionally, students were asked whether they felt included and participative during the games, and throughout the several weeks, most of the students answered yes (See Figure 3).

Figure 3

Students' participation



According to Kaur and Aziz (2020), language games are a teaching strategy that promotes active participation in the classroom. I could evidence it through my entry journal from April 19th during the implementation of the game Pictionary. I wrote “I think students really enjoyed the game and most of them were participating actively in the activity. I hope the future language games can have the same impact.” About this, the CT was asked how he would assess the class performance in which language games were implemented according to the participation. He answered, “*Para mi hay un balance positivo dado que los estudiantes estan mas dinamicos y mucho mas participativos en comparación a las clases convencionales.*” This demonstrates that through the three different perspectives, language games were a useful strategy to create interactive classes in which students’ participation was promoted.

Conclusions

This action research aimed at improving sixth graders’ classroom interaction through language games. The implementation of this strategy was shown to be effective in promoting classroom enjoyment, classroom interaction, and classroom participation. First, language games were demonstrated to be a successful activity in which students could experience an enjoyable environment for learning English. Second, students’ classroom interaction showed an improvement in which through language games students interacted more among themselves and helped each other during the development of the activity. Finally, language games were effective

in promoting students' participation, creating a relaxing environment in which students were motivated to take part in the class activities.

It is pertinent to mention that these findings were interpreted in a short period of implementation due to the school issues at the beginning of this research. Future research could examine if the improvement evidenced can remain long-term.

Recommendations

Games are an activity that can provide a relaxed environment, a fun element, and active participation in the classroom. It is recommended to implement a variety of games taking into account the student's interests and needs. Additionally, having few but precise rules and a specific goal for the application of the game is crucial to the good development of this activity.

It is suggested the extension of this study to different population ages and longer periods of research application to explore the generality of the outcomes.

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Appendix A

This appendix consists of a seven-question questionnaire conducted on the target class. The questions were about the interest of the students in the implementation of games in the class and the relationship among them:

ENCUESTA ESTUDIANTES I.E. FRANCISCO LUIS HERNANDEZ BETANCUR
GRADO 6 D

Nombre: _____

- ¿Disfrutas de la aplicación de juegos durante las clases?
A. Si B. No C. A veces

- ¿Consideras que los juegos pueden ser importantes para aprender? ¿Por qué?
A. Si B.No C. En algunas ocasiones

- ¿Qué tipo de juegos prefieres?
A. Individuales B. En equipo

- ¿Con quién prefieres trabajar durante un juego?
A. Alguien que puedas ayudar B. Alguien que te ayude C. Las dos anteriores

- ¿Sueles estar involucrado en conflictos o malentendidos con otros compañeros de clase?
A. Siempre B. Casi siempre C. Algunas veces D. Raramente E. Nunca

- En tu salón te sientes... Explica tu respuesta
A. Incluido
B. Excluido

- ¿Qué características tendría una persona con la cual no te gustaría trabajar en clase?

Appendix B

This appendix consists of a four-question questionnaire conducted on the target class. The questions were about the opinions and perceptions of the students in the implementation of games during the class.

ENCUESTA ESTUDIANTES DESPUÉS DE LA APLICACIÓN DEL JUEGO I.E. FRANCISCO LUIS HERNANDEZ BETANCUR GRADO 6 D

Nombre:

Fecha:

1. ¿Disfrutaste de la aplicación del juego durante la clase?

A. Si B. No C. Más o menos

2. ¿Te sentiste incluido y participativo durante el juego?

A. Si B. No C. Parcialmente

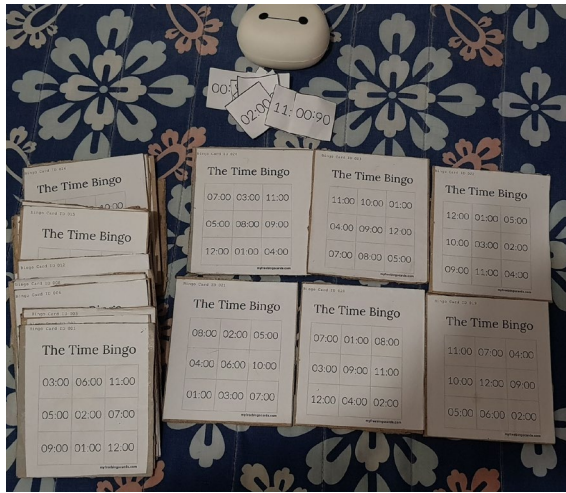
3. ¿Se presentó algún conflicto, malentendido o discusión durante el juego?

A. Si B. No

4. ¿Cómo fue tu interacción con tus compañeros y la clase durante la implementación del juego?

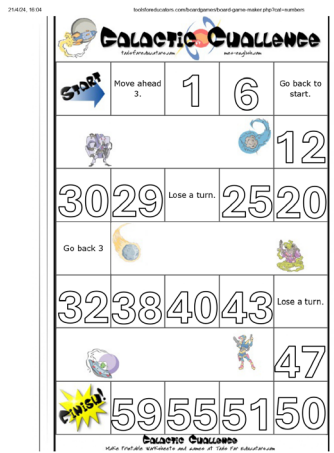
Appendix C

This appendix consists of images of the design of the language game “Bingo” implemented on April 29th.



Appendix D

This appendix consists of images of the design of the language game “Numbers Board Game” implemented on May 6th.



Appendix E

This appendix consists of a self-assessment rubric in which students can evaluate themselves according to different aspects of the language games' implementations.

RÚBRICA DE AUTOEVALUACIÓN SOBRE LOS JUEGOS IMPLEMENTADOS EN CLASE

I.E. FRANCISCO LUIS HERNANDEZ BETANCUR GRADO 6

NOMBRE:

FECHA:

ASPECTO	Superior 5	Alto 4	Básico 3	Bajo 2-1	RESULTA DO
Comportamiento	Tuve un excelente comportamiento durante los juegos.	Tuve un buen comportamiento durante los juegos.	Tuve un comportamiento regular durante los juegos.	Tuve un mal comportamiento durante los juegos.	
Participación	Participé activamente en los juegos desarrollados en clase.	Participé la mayoría de las veces en los juegos desarrollados en clase.	Participé de vez en cuando en los juegos desarrollados en clase.	No participé o participé poco en los juegos desarrollados en clase.	
Interacción	Interactúe de manera activa con mis compañeros y la clase durante los juegos.	Interactúe la mayoría de las veces con mis compañeros y la clase durante los juegos.	Interactúe regularmente con mis compañeros y la clase durante los juegos.	No interactúe o interactúe poco con mis compañeros y la clase durante los juegos.	
Sentimientos	Me sentí muy bien, incluido y participativo durante los juegos en la clase.	Me sentí bien, incluido y participativo durante los juegos en la clase.	Me sentí regular, un poco incluido y participativo durante los juegos en la clase.	No me sentí bien, nada incluido y ni participativo durante los juegos en la clase.	
Diversión	Me divertí mucho	Me divertí durante los	Me divertí más o menos	No me divertí o me divertí poco	

	durante los juegos en clase.	juegos en clase.	durante los juegos en clase.	durante los juegos en clase.	
TOTAL					= 2 *