

**THE ROLE OF GAMES IN THE DEVELOPMENT OF ORAL SKILLS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE TO ADULT LEARNERS FROM
AN EXTENSION COURSE AT UNIVERSIDAD DEL VALLE**

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ABSTRACT

This research arose from the notorious need to promote oral production in the adult learners of the English Extension courses at Universidad del Valle in 2014. This qualitative research was carried out in a 60 hour course divided along 15 sessions on Saturdays, and with an adult population between the ages of 22 and 65 years old. Its main objective was to describe the impact of games aimed at promoting oral production in English with a group of adult learners. Data were collected from one demographic survey, video-recordings of classroom events during the implementation of games, students' surveys after each game and a teacher's journal. The analysis of data showed that games did have an impact in students' performance which was related to a positive atmosphere in the classroom. Students showed progress in terms of fluency, interaction and even pronunciation; however they still showed difficulties with accuracy in their spontaneous utterances. These learners' achievements seemed to have a relation with the class atmosphere during games where students showed high level of involvement, confidence, mutual support and enjoyment.

INTRODUCTION

The following paper is the report of a classroom research carried out at Universidad del Valle in 2014. This investigation makes part of the requirements to successfully complete the Bachelor program in Foreign Language Teaching at the same university. The first part of this report presents the context of the investigation; explaining how the extension courses work at Universidad del Valle, its principles and purposes. This investigation took place in one of the 60 hour English Extension course for adults on Saturdays that started in 2012. Right after, the pedagogical approach is presented. This section explains the contents, objectives and evaluation proposed for the course.

Once the context is presented, the reader will find the problem statement. This research arose from the need to help students to improve their oral production. This investigation then worked towards describing the impact of games that promote students oral production in English and include it as its main objective. The next section is the justification and explains how important it is to understand adults as learners and offer them a variety of class activities that help them feel more comfortable and lose the fear of embarrassment in a way their learning process, in this case focusing on oral production, is more successful.

The sixth chapter is the theoretical approximation and explores important related concepts, adults as learners; the acquisition-learning, the monitor and the affective filter hypothesis; language games, games in the language classroom, why using games in the language classroom and types of language games; finally this chapter explores three related investigations in the national and international context.

After the theoretical framework the methodology of the investigation is explained, presenting the participants and describing the intervention (that means games design and adaptation and the procedures of data collection). Then, the reader will find the results, which reports the findings, first regarding communicative competence and, second regarding classroom atmosphere.

The last chapter in the report refers to the conclusions. In here, the investigator presents the implications of the investigation as a teacher and as researcher.

CONTEXT

This study was carried out in a continuing education course at the Universidad del Valle, offered by the Language Sciences School, and it focused on one of the English adult groups. The adult courses are offered to people that are not under graduate or graduate students in the university or citizens outside the academic community.

Institutional context

Universidad del Valle is a regional public university in the south-west of Colombia headquartered in Cali. The University is a state institution of higher education, founded in 1945 by Ordinance of the Assembly of the Department of Valle del Cauca, devoted to higher-level academic and research for service-oriented development environment. The institutional project, articulated with the mission, vision, purpose and principles, is the base for its action and it presents strategies to guide the future of the institution; it also defines its relationship with the region, the country and the world, always committed to quality and excellence.

The mission and vision, principles and purposes can be found in the University official webpage www.univalle.edu.co¹

MISSION AND VISION

¹ The official website is presented in Spanish, however it offers an English version.

Mission. *As a public university, Universidad del Valle's mission is to educate at the highest level through the generation and diffusion of knowledge in science, culture and art techniques, technology and humanities with autonomy and vocation for social service. As a state institution, it assumes commitments to the construction of a just and democratic society.*

1.2. Vision. *University of Valle, as one of the most important higher education public institutions of Colombia in coverage, quality and diversity of its services, aspires to be known as a university of excellence, that is pertinent, innovative, efficient, competitive, with scientific research and international projection.*

2. PRINCIPLES AND PURPOSES

2.1.Principles. *In order to accomplish its mission, Universidad del Valle defines the following principles and values as fundamental for the development for the exercise of their duties and functions and to guide the orientation of its development, respect and the prevalence of collective interest there on and defending equal opportunities.*

- *Freedom in teaching, research and dissemination of ideas in an atmosphere of ideological pluralism and cultural diversity that enables the promotion of critical and public debate.*
- *Comprehensiveness in training, understood as a balance between the scientific, technological, artistic and humanistic aspects of learning processes.*

- *The commitment to peace, democracy, the defense of public interest, the exercise of human rights, promotion of civil duties and development of civility.*

2.2.Purposes. The University as part of its mission and vision development is proposes:

- *Provide a public service of higher education in accordance with the principles, rights and duties in the Constitution and the laws of the Republic.*
- *Provide opportunities for training excellence, internationally approved, that allows its graduates to exercise cultural leadership and citizen and comply fully professional and community service functions.*
- *Promote critical appropriation, creation and transfer of knowledge and responsible application to study the changing environment.*
- *To encourage the study and enrichment of the cultural heritage of the nation and the defense, recovery and conservation of the environment and the development of its biodiversity.*
- *Strengthen the educational development of the region and the country at all levels and modalities.*
- *Work for groups at social inequity to access to higher education and equal opportunities and on the basis of merit and personal work.*

Among the academic programs offered by the university there are the Extension courses and it is important to define what is considered as an Extension course at Universidad del

Valle. According to the director of Extension and continuing education (Dirección de Extensión y Educación Continua), the extension courses make part of a social strategy to promote and project the university and are developed under the general policies established in the Institutional Education Project or PEI by its acronym in Spanish. The extension courses are divided into different modalities:

“Modalities

Extension services are activities of the University to respond to the interests and needs of the environment, which incorporate usable experiences for teaching and research.

Among the types of services offered by the University may be listed:

- *Informal education: Seminars, courses of Continuing Education, Extension courses, courses Free.*
- *Academic Internships: Internships extension curricular practices.*
- *Consulting and professional advice: Advice, Consulting, Testing and Test Technical Support, Supervision.*
- *Specialized laboratory services.*
- *Cultural, artistic and sports.*
- *Technology Management.*
- *Printing, publishing and marketing guides and bibliography*
- *Events and programs in media*

- *Advising on Education for the organization and development of Academic Programs*
- *Testing laboratories specialized in different disciplines.*
- *Care services in the area of health: medicine, dentistry, nursing, nutrition, occupational health and psychology*
- *Administrative, artistic and cultural services.*
- *Conducting cultural, artistic, sporting and recreational.*
- *Programs and megaprojects articulating extension, research and training simultaneously.*

All the information on principles and purposes can be found in the official page. All extension courses are supported and legalized by Resolution No. 22 of the academic council of the Universidad del Valle in February 18th 2005.

The extension courses in the Languages Sciences School began in the second semester of the year 2007. There were four groups and were coordinated by Professor Rosalba Cardenas. When the courses began back in 2007, they were planed only for kids and teenagers that were family members of university workers, teachers and students. These courses were offered as an affordable option and to allow the last semester foreign languages students earn their first teaching experience. Each course had two last semester students as teachers and they worked under the guidance of Professor Cárdenas. The coursers worked that way for a couple of years.

Since 2012, Maria Isabel Gomez is in charge of the extension courses. That year the first course of English for adults was offered and it was divided into two groups. More courses were opened with time and by February 2014 there were around 14 groups of English for adults in different schedules. For specific information of the course one can consult the programs of the courses in which the objectives are more specified, in the website of the university.²

Nowadays students are distributed in different groups according to a Quick Placement Test (QPT). The universe of study in this research was a group of adults in the English afternoon group Level 2 (A1.2) offered from March to June, 2014. They had classes every Saturday from 2:00 to 6:00 pm. The classes took place in building 333, at Campus Melendez of the Universidad del Valle. They also had the opportunity to go to the Computers classroom Oficina de Informatica y Telecomunicaciones (OITEL) and to the Languages laboratory.

The QPT test allows having more homogeneous groups and it gives the teachers a tentative of the level of proficiency of the students according to the Common European Framework. The groups are classified as Level 1 (A1.1), Level 2 (A1.2,) Level 3 (A2.1), Level 4 (A2.2), Level 5 (B1.1) and level 6 (B1.2)

The contents presented during the course made part of a contents table built by the team of teachers with the help of experienced professors from the university. The contents and other

² Consult the programs and objectives of all the courses in the oficial website of the university, thorough <https://sites.google.com/a/correounivalle.edu.co/extension/home>

important matters of this course can be found in the Course Program³, here the objectives for the course where this investigation was carried

OBJECTIVES

General objectives

- *Understand and produce oral and written information in oral and written documents within social, academic or occupational communicative contexts in English that are developed around daily topics that include basic academic and occupational vocabulary.*
- *Interact with others slowly in social, academic or occupational contexts through oral or written texts using English.*
- *Explore strengths and weaknesses related to English learning through participation in individual and group work scenarios.*

Specific Objectives

- *Understand spoken information in short and simple conversations on familiar and common topics in my social environment*
- *Build and answer questions about personal information that include basic vocabulary of occupational and academic contexts through oral and written texts.*
- *Understand simple oral and written texts that include the description and narration as main typologies and take information from them to answer questions*

³ Please see Appendix 1. Course program

or establish conversations.

- *Produce simple oral and written texts that include description and narration about personal matters and are related to my own academic field and to communicate with others.*
- *Produce simple oral and written texts that reflect my personal perceptions and preferences acknowledging and respecting those from others using basic vocabulary.*

Pedagogical Approach of the Course

The course was developed under the communicative approach which emphasizes interaction as both the means and the ultimate goal of study.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teacher and learners in the classroom (Richards 2006, pg. 2)

Some other important considerations were the ones made by Professor Hugo Areiza in a teachers meeting where methodology specifications were established:

- Students learn to communicate through communication.
- Teaching is more learner-centered rather than listening to the teacher.
- The teacher is a planner and facilitator of language learning activities, helping the students throughout.

- Mistakes are only corrected when appropriate, for example after an activity has occurred, not during.
- Activities are based on real-life communication because that is what we learn languages for. e.g. “Pros and cons of school uniforms”.
- Activities are task-based in which language is used for a purpose, often based on an information-gap and/or the sharing of information to achieve such a communicative purpose.
- Spoken written language is an important and necessary part of communicative competence.
- Language is viewed and learned within its social and cultural context.
- Both fluency and accuracy are important. Grammar is necessary for communication to occur, but not sufficiently by itself.
- Course content is based on students’ needs. what they need to learn/use English for; Interacting with friends? Functioning day to day abroad? Work? Passing exams?
- Course content is more relevant to students' lives.
- Varied types of interactions are encouraged and nurtured.
- Learners hear more types of language from different sources, interact with more people, use language in context, hear it repeated, rephrased and clarified, ask and

answer questions, build confidence and don't have to speak in front of the entire class.

Besides the communicative approach precisions, the course activities included activities that are considered to be under a notional-functional syllabus that fit students' needs⁴, Larsen-Freeman (2011).

Even when communication is made indivisible, say with inventories of functions and notions or language-use situations such as ordering food in a restaurant, opening an account, buying a bus ticket, etc. How to sequence units in a logical and pedagogically sound manner is not a straightforward matter. Of course, as I have just written, many teachers teach their students both structures and how to communicate; however, even under these circumstances, by treating them separately in a given lesson, it is left to students to figure out how to apply their knowledge of grammar rules while communicating (p.157)

The course was divided into three main units according to one specific topic and following some guidelines of the task-based approach⁵. Willis (1998) defines a task as "...a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, make a list, do a puzzle, play a game, or share and compare experiences" (p.1)

The first unit focused in making descriptions of houses, people's appearance and personality and asking and giving directions, all activities converged in an oral presentation in

⁴ Please see appendix 1. Course program.

⁵ Please see appendix 2. Contents chart.

pairs. The game presented at the end of this unit reviewed the vocabulary learnt throughout the five sessions.

The second unit presented different activities that allowed students to talk about clothes, their likes and dislikes and the people around them to end in project of presenting role-plays to of common traveling situations such as ordering in a restaurant, checking-in at a hotel, checking-in at the airport and buying clothes. The game presented at the end of this unit invite them to talk about themselves and the people around them.

The last unit focused in asking and giving instructions. Students work on several activities that allowed them to plan and participate in a picnic that included buying food at the supermarket. The picnic was the last project of the course and the game presented at the end of this unit gathered all the topics from the course divided in grammar, vocabulary, expressions and culture. All of the games used in this course were proposed and adapted by the investigator and neither existed or were included in the program before this investigation.

The course had both a formative and summative assessment. The summative assessment answered to written homework and class participation. However, evaluation was mainly formative. Teacher maintained weekly communication with each student through e-mail and after each project presentation students receive a detailed feedback on their performance highlighting their strengths and giving them strategies to improve their weaknesses. Regarding formative assessment the concept of the Eberly Center for Teaching Excellence (2002) was considered.

Formative assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work*
- help faculty recognize where students are struggling and address problems immediately*

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic*
- submit one or two sentences identifying the main point of a lecture*
- turn in a research proposal for early feedback*

At the end of the course students received an e-mail with suggestions related to the topics they needed to study more, also teacher congratulated students for their progress highlighting their achievements and reminding them of their communicative competences difficulties. The e-mail also included a chart with students' numerical grades throughout the semester and an average of all of them. Finally there was a suggestion to continue with the next level.

PROBLEM STATEMENT

When talking about teaching languages to adults it is normal to face two realities. The first is that adult learners go through a different process than kids when learning second or foreign languages. According to Singleton (2003) “Younger learners acquire second languages automatically from mere exposure, while older learners have to make conscious and labored efforts.” (p. 10) and the second is that English courses for adults usually limit their practice to grammar and translation practices, as they manifested in demographic survey, which limit their oral production skills. Krashen (1975) in Singleton (2003

We can recognize adults’ need to have a better understanding of grammar rules. Krashen (1975) quoted by Singleton (2003) considers that this understanding “might cause the adult to adopt a rule-by-rule approach to language learning, which might be limiting.” (pg.10) Therefore, the concern of using correct grammar structures tends to limit students’ ability to speak in public and students often struggle to convey meaning by using isolated words to express their ideas instead of using more elaborate utterances, they will not give any extra information unless it is absolutely necessary. This statement is based on four semesters of observation in similar courses and it was confirmed with the first class activity carried out in this group in which they had to introduce themselves and randomly pick a card to give some extra information about themselves.

“Date: March 15th Topic: Introducing myself.

Teacher’s Observation: the first activity of the day was to introduce themselves to the rest of the class. (...) Some students seemed to struggle, they look like they want to give a lot of information but they got stuck and ended up giving very short information

using separate words or even using Spanish at some points. “My name is Monica, I am 34 years old, I am the count (contadora?)” Teacher interrupts and says “an accountant” Monica doesn’t repeat the phrase, she continues giving new information “and technology systems of University of, of... Universidad del Valle. ¿Qué mas? Ah! I [lajv] en Cali” Monica stops talking and looks at the teacher, she points at the card trying to ask if she gave enough personal information and if she can continue giving just the information according to the card. (...) Some are able to express themselves more than others but they still look frustrated when they try to build complete sentences. “My name is Claudia, I’m teacher of science (...) bueno. What are you like about your work? hum I work, I like my work teach, eh because in a experience pleasure?(she looks at the teacher asking for approval) by contact and student especially (she laughs and looks very embarrassed)eh the life origins ...eh el origen de la vida (...) (Teacher’s journal, p. 3)

Another important fact is that most courses for adult learners tend to offer grammar and translation based approach, this reality actually fits Krashen’s statement (1975) quoted by Singleton (2003) that he proposes that children learn languages without being aware of form, different to adult learners who need to pay conscious attention to form and rules in language. This reality was identifiable in the information gathered through the demographic survey⁶ from the first class. Students manifested that they had tried to learn English before and that their courses often included an important amount of reading and grammar exercises.

⁶ Please see appendix 3. Demographic survey. For purposes of efficiency, the survey was made in Spanish. For the report of this investigation translation of the author was used.

If you have taken English courses please describe the methodology

Student 1: "with books, two hour classes focused in grammar and some pronunciation"

Student 2: "in the university I had English classes with a guide book to complete spaces, complete sentences and class activities."

Student 3: "Traditional classes at the university with emphasis in grammar and reading"

When answering another question related to the ability that represented more difficulty for them, all students agreed that their main concern was their speaking ability because they felt comfortable when reading, however they felt very nervous and afraid in oral conversations.

Which of the following abilities (writing, reading, speaking, listening) Do you consider most difficult and why do you think that is?

Student 1: "speaking because I am ashamed"

Student 2: "Speaking because I think in Spanish and I translate"

Student 3: "Speaking because I have focused more in reading and writing texts than in speaking and listening"

Considering the information submitted before, I wonder if including some games might be a good way to give students the possibility to practice the language orally while having some fun. In that sense, this research aimed to help adult learners to improve not only their level of proficiency of the oral abilities, especially fluency in oral production, but their level of confidence. Learners should feel more comfortable and relaxed in situations where they have to communicate orally.

OBJECTIVES

Main Objective

To describe the impact of games aimed at promoting oral production in English in a group of adult learners in a continuing education program at a public local university

Specific Objectives

- To describe students' oral spontaneous participation during the implementation of games
- To identify learners' affective filter at speaking when exposed to games

JUSTIFICATION

Making the decision of learning a second or foreign language is a great challenge and even more when adult students already have full time jobs and family occupations. Wright, Betterbridge and Buckby (2006) state “Language learning is hard work. (...) Effort is required at every moment and must be maintained over a long period of time. Games help encourage many learners to sustain their interest and work” (p.2)

This project stems from a personal need to understand how adult language learners could be nurtured by a friendlier classroom atmosphere that helps them be less inhibited to express orally in the classroom. Therefore; it is necessary to understand what kind of learners they are considering one of the many variables that affect language learning as age or the affective filter.

Krashen (1982) presents a hypothesis of how language learning can be affected by age. In the Acquisition-learning Hypothesis, he claims that children pick up their first language – with little attention to form; on the other hand, adults learn another language through a conscious process and paying attention to form and error correction. As a pre-service teacher doing classroom observations for one of my teacher training course, I witness how in deed adult learners need to pay attention to formal aspects of language during their learning process. In one of the courses I observed, adult learners constantly asked about grammar explanations in order to completely understand sentences and express themselves. This seemly natural drive of adults to make sure they understand how language works as a requirement for communication to happen often affects their fluency when they interact or want to mean something.

“Date: April 5th Topic: Parts of the house and how to ask and give directions.

Teacher’s Observation: (...) Students seemed to enjoy the activity; however they

needed guidance and examples to build complete sentences in order to give directions to their partners. Several students asked about the order of the words in sentences that needed the prepositions IN/ON/AT. ‘Teacher what is the difference between IN and ON with AT?’ ‘ When I use AT?’(...) We took a moment to explain when to use each preposition and give different examples using objects in the classroom and places such as ‘At the university, In the classroom and On the floor (...)’”(teacher’s journal, p. 7)

In addition to this constant need of adults to understand how the language works and recurrent habit of asking questions about the structure of the language in order to communicate, age seems to influence on the effort a learner invests on language learning (Penfield and Roberts, 1959 cited by Singleton, 2003). This theory claims that there is a period in our lifespan ideal for acquiring a language known as the Critical Period Hypothesis. It suggests that there is a critical period to acquire a first language. In SLA, this theory also tries to explain the process of learning another language. Indeed Lightbown and Spada (2006) argue that developmental changes in the brain affect the nature of language acquisition; then as they grow up, they develop more general abilities in their lives that they use to learn another language which are not effective for language learning different to the ones children naturally use to acquire a language. Therefore, adults tend to need more study hours to show progress and have a better performance in writing and reading skills than in the oral skills. I recognized these difficulties as a pre-service teacher reflecting on what my students did in the classroom when they had to interact orally. Classroom observations also evidenced this difficulty at interacting orally:

“Date: May 29th. Topic: What to do when traveling.

Teacher's Observation: (...) Today Peter Lane was visiting, he is English and he tried to talk to students about himself and his country, students seemed a little confused by the accent but very interested in him. (...) Peter asked them what they knew about England but only one student dared say "the queen" Peter had to complete the idea that they have Elizabeth as their queen. (...) Peter asked "what else do you know about England?" but they didn't know how to answer so one student tried to participate and ask Peter "what is your favorite food?" They were able to continue the dialogue while Peter explained. (...) students were very quiet and not very participative; they relaxed and started to talk almost 45 minutes after having started." (Teacher's journal, p. 31)

Furthermore, Lightbown and Spada (2006) also point out that adult learners often feel inhibited to communicate by their lack of mastery of the language which ends up in a sense of frustration when trying to express themselves or fear of embarrassment because of the inadequacy of the language they utter. In fact, this avoidance of embarrassment to participate orally in class in the target language may activate the "affective filter". Krashen (1982) defines this filter as an imaginary barrier which prevents learners from using input which is available in the environment. The filter will be 'up' when the learner is stressed, self-conscious, or unmotivated. It will be 'down' when the learner is relaxed and motivated"

These factors seemed to affect the quality of oral production of a group of adult learners as evidenced in the classroom observation in which students' performance in speaking tasks was limited even in utterances that rely on basic aspects already explored in previous courses. In previous observations for a teacher training course, I was available to observe how adult learners react to spontaneous oral production. Adult learners restrain

their interventions to individual words instead of complete sentences and appeal to the mother tongue whenever they don't know a word or have doubts about the structure of a sentence

"Date: May15th. Topic: Welcome to class.

Teacher's Observation: (...) when they had to introduce themselves and give some personal information according to the paper students had problems to build complete sentences. They used individual words instead of complete phrases. Ex. "I like watch TV, I like music, salsa. I am learn. Here. Teachers, teachers. Then, the student switches to Spanish- 'Que ellos me enseñen a bailar salsa'"(teacher's journal, p. 3)

As a teacher I thought of possible ways to provide a more comfortable classroom atmosphere that would help learner to feel less inhibited to interact orally without giving too much thought to linguistic features, the embarrassment of making "mistakes", and keep the "affective filter" down so they become more fluent.

THEORETICAL FRAMEWORK

When considering teaching adults, teachers face different challenges such as motivation, learning styles and age among others that have been widely discussed in SLA literature. All of these factors seem to influence language learning to some extent. For the purpose of this investigation, age was a main concern. Cristina Sanz (2005) explains that when the language learning process happens after basic cognitive development, adult learners need to take advantage of all the learning resources they have in order to face the external and internal factors that may interfere with their language learning process; therefore it was very important to identify learners' characteristics in order to propose activities that suit their needs; and also, when trying to understand adults language learning process it is important to identify their needs, fears, motivations and main concerns which in the case of the participants in this study, was to improve their oral production skills.

In the following chapter I will explore some important characteristics of the adult learner that were fundamental to develop this investigation. Also, some hypothesis proposed by Krashen remarking differences between teen and adult learners. Finally I will explore some characteristics of games in language teaching, considering the benefits of using games in language teaching and which were more suitable for the context of this investigation. It is important to remark that literature in the field of games as complementary activities to the language learning process of adults is limited, as Sanz (2005) states, most of the information that is available today comes from classroom research that teachers have conducted in order to answer to their teaching contexts.

Adults as language learners

The other very important factor of this investigation is that, contrary to almost all the papers on using games in the language classroom, in this case students are not children but adults. As Smith and Strong (2009) we “use the term adult language learner to distinguish these learners from younger language learners enrolled in primary and secondary schools” (pg.1). For purposes of this investigation the adult learner is defined by age and education level namely, the students that made part of this investigation are over 22 years old and have finished their undergraduate studies or are close to do so. Understanding that difference, it is also important to remark that adult route their learning goals according to particular needs or demand, such as progress in their career, assist their children or follow working opportunities. (Smith and Strong, 2009) Authors also explain that research has evidenced that adult learners have great cognitive and linguistic capabilities, even if these capabilities are different from one learner to another. Robinson (2005) cited on Smith and Strong (2009)

Since the concept of Critical Period Hypothesis was proposed by the neurologist Wilder Penfield in 1959 there has been an ongoing debate of its consequences in Second Language Learning, (Singleton, 2003). He also provides three common advance views of this concept: First, after a certain maturational point the L2 learner is no longer capable of attaining native-like levels of proficiency; second, after a certain maturational point successful L2 learning requires markedly more effort than before this point; and third, after a certain maturational point L2 learning is no longer subserved by the same mechanisms that subserve child language acquisition. Although many investigations disagree with the CPH concept, other authors support it. Young learners are able to acquire a language automatically from mere

exposure. In contrast, older learners need to make conscious and labored efforts to learn another language (Hyltenstam and Abrahamsson, 2000; and Sanz, (2005)

In spite of the CPH, Smith and Strong (2009) quote Robinson (2005) to propose a brighter perspective of adult learning “ Research has also shown that adult learners have greater cognitive and linguistic capabilities and conceptual complexity than younger learners, although this capabilities may vary from learner to learner” (p.2) They argue that adult learners have particular needs or demands for learning a language and also live complex lives and have the need to fulfill a variety of different roles. It is very important to provide diverse activities that respond to different learning strategies and discuss their learning styles with them, something that children and teenagers may find hard to do.

The most debatable but widely discussed and used hypothesis to understand the process of language learning has been the SLA theory developed by Krashen. This theory allows making a difference between the learning process of children and adults which becomes fundamental when selecting and proposing learning strategies.

The acquisitions-learning hypothesis

Krashen (1982) proposes that language learning can happen throughout two different processes. One is when students ‘acquire’ language and happens in the case of children that learn their first language and are usually not aware of the learning process and paying no attention to formal aspects of language. The second case happens when the learner learns through a conscious process of study and does pay attention to formal aspects of the language, even being able to talk about them (Krashen,1982). The author proposed five hypotheses on second language acquisition nevertheless for the purposes of this research, only the affective

filter hypothesis, the monitor hypothesis and the learning acquisition hypothesis will be reviewed, considering that our main focus was student's comfort and fluency level when speaking in public.

The Monitor Hypothesis

This hypothesis argues that the acquired system acts to initiate the learner's utterances and is responsible for fluency and intuitive corrections. The conscious learned rules, only work as editors or 'monitor' making small changes to improve the utterance.

The affective filter Hypothesis

Common among all learners, 'the affective filter' is an imaginary barrier which prevents learners from using input which is available in the environment. The affective filter considers the relation between the affective factors and second language learning. When learners are not in optimal state of mind and disposition will not be as successful as those who are. Those who are tense, angry, anxious or bored will block out input, making acquisition unsuccessful.

Among the affective variables in adult language learning, there is motivation and level of self-confidence. As Sanz (2005) exemplifies "A highly motivated learner, one who wants to integrate into the L2 group, will supply the forms earlier and more often in the correct contexts than a less motivated learner" (pg.10). Motivation then, becomes a factor to consider in adult teaching. Adding to motivation, the learning process is also influenced by self-confidence "Performers with self-confidence and a good self-image tend to do better in second language acquisition" (Krashen,1982)

Learners' perceptions are important affective variables too, as Chao (2009) proposes adult learners have their own personal biography, view of the world, what is needed to survive and succeed in their personal endeavors and they even have their own personal view of success. In that sense, the common fear of speaking in public that all students face might represent a greater challenge for adult learners. Their own perception of their competencies and abilities highly affects their disposition, growth as an individual and their value system in relation towards participation in adult learning. (Chao, 2009). Therefore in adult learning, recognizing students' motivations, self-confidence and perceptions will play a fundamental role.

Furthermore, oral production will represent a bigger challenge if we consider Krashen's (1975) statement "The person who has reached the stage of formal operations may have not only the ability but also need to construct a conscious theory ... of the language he is learning" quoted in Singleton (2003) "This according to Krashen, might cause the adult adopt a rule-by-rule approach to language learning, which might be limiting" (p.10)

In response to adults' need to expand their learning strategies beyond a 'rule-by-rule approach' and agreeing with Lightbown and Spada (2009) "Varying the activities, tasks and materials can help to avoid this (boredom) and increase students' interest levels", this study presented games as a complementary activity that focused on oral production.

The game

What do we understand by game? To answer this question we can rely on the general definition provided by Huizinga (1949) "Play constitutes a training of the young creature for the serious work that life will demand later on. (...) It serves as an exercise in restraint needful

to the individual” (p.2) This definition evidences that even in non-academic contexts, games are a form of training that prepare for future challenges.

The Game in Language Teaching

It was in the 1970s that Francis Debyser proposed a type of activity that broke out of the manual of Language teaching used so far. This activity is called *simulation globale* and it is the first activity to open the possibility to creativity in teaching languages “*The global simulations would build the bases that would allow building pedagogic projects, without students and the teachers have the impression of doing laboratory experiences with no future.*” (Yaiche ,1996).⁷

Yaiche (1996) explains that between 1974 and 1979 many debates then agitate the *Bureau d'enseignement de la langue et de la civilisation françaises à l'étranger* (BELC) on issues of pleasure and motivation in learning, most teachers rejected this type of activities doubting their actual purpose. Nevertheless, some teacher supported the initiative and eventually with the global simulations a new dimension was introduced in the classrooms, the game. Games gained some recognition as a noble activity in schools. Yaiche made an important remark because actually the first few to be allowed to play in training situations were paradoxically adult learners. Trying to seduce and to avoid waking up painful memories, facilitators store their exercises too surly and offer them more simulation games.

Unfortunately, during the 1980s the discussion about games being actually compatible with the teacher-learner main goal was still on. Even nowadays, is a very delicate topic among

⁷ Yaiche text is written in French, however for purposes of this investigation translation from the author was used

teachers. From opinions like the one stated by Wright, Betteridge and Buckby (2006) in which language learning is considered hard work and games are a great strategy to encourage students to keep practicing; to the opinion of Lee Su Ki (2006), who states that “There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning” (pg. 2)

Why Using Games in the Languages Classroom

After this short review of the role of games in language learning, it is important to remark that since the 70's games have made part of the teaching strategies proposed by teachers in the classroom, and although their effectiveness has been constantly debated; today, they still make part of classroom activities. Considering the theory of acquisition proposed by Krashen, it is fundamental to lower the affective filter that somehow limits students' fluency through games so that they provide a comfortable environment to students. Also when searching for students to participate spontaneously without overusing the 'editor' or 'monitor', games can help students to focus on actually communicating the message rather than structuring language. Finally, another important remark is that adults in an EFL context, do not acquire language but consciously learn it, however with time, some of the voices in favor of using games in the language classroom have provided some helpful ideas about their use trying to deliver more credibility to the benefits of including them in the language classroom to allow adults interiorize language in an unconscious way.

Some authors that defend the use of games argue that:

- Language learning is hard work. (...) Games help encourage many learners to sustain their interest and work. Wright, Betteridge and Buckby (2006)

- The game as learning strategy helps students to solve internal conflicts and face future situations with certitude and wisdom (Minerva, 2002)⁸
- By using games, teachers will create an atmosphere that will enhance the students' desire to learn the language. The students learn better when they have the feeling that they are making progress and games provide opportunity for students to practice and omit fear. (Richards & Rodgers, 2001)
- Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. (Lewis, 1999)
- Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game. (Lee, 1995)

Types of Language Games

Besides recognizing some of the benefits of using games in the language classroom it is very important to be aware of what kind of game is more appropriate for each context and for the needs of the students. To do so, we are going to use the classification collected by Hadfield (1999) in Jacobs (2006)

First, Hadfield divides games into two categories: linguistic games and communicative games. Linguistic games focus on accuracy for example recognizing the correct antonym. Communicative games focus on successful exchange of information and ideas and are also

⁸ Minerva's report was written in Spanish; however for the report of this investigation translation of the author was used.

classified in more categories, although some games might present elements of more than one type.

- **Sorting, ordering, or arranging games.** For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.
- **Information gap games.** In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.
- **Guessing games.** These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.
- **Search games.** These games are yet another variant on two-way information gap games, with everyone giving and seeking information. *Find Someone Who...* is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a

vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

- **Matching games.** As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.
- **Labeling games.** These are a form of matching, in that participants match labels and pictures.
- **Exchanging games.** In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category.
- **Board games.** Scrabble is one of the most popular board games that specifically highlight language.
- **Role play games.** The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and

simulations, students come up with their own words, although preparation is often useful.

The debate about the benefits of using games in the language classroom will continue, nevertheless it is important to be aware of the advances regarding this topic and that in case of using them recognize the type of students to whom the game is presented, the types of games that exist, the purpose with which the teacher is proposing it and how to include in the course activities. Whether teachers are in favor or against the use of games, all activities in the classroom must be adapted to the context and seek to answer students learning process' needs and implementing games in the language classroom should be an informed decision from the teacher.

Background

In this chapter three different studies will be reviewed, the first on the local context, the second on the national context and the last one from Singapore. The three studies provided significant information for the development of this investigation and allowed the investigator to be aware of the possible difficulties within the process. It is important to remark that it is very difficult to find studies that analyze the impact of games in the classroom with adult learners as participants; the common for this type of researches is to work with children. Literature on this topic is very limited and opens a possibility for rich research.

Jaramillo (2011) carried an Action Research project titled *Teaching Beginning English Students Speaking skills through Games in a language Institute in Cali* as a graduation project for his bachelor degree in foreign language education at Universidad del Valle. With The aim of this study was designing an instructional unit based on a selection of games and activities as a learning tool in improving EFL young adults speaking skills. The participants in Jaramillo's investigation were young adults. The investigation proposed a set of 30 activities and used classroom observation, teacher survey and two student surveys as data collection procedures. Some of the findings to highlight were that games remarkably changed the attitude of students towards English learning. Games also provided a sense of variety in the class and increased students' involvement. This research provided useful insight on how to improve students' oral skills participation by motivating learners to participate through games that promote both short and longer interventions from the participants. Also, the difficulties reported in this study helped to visualize some others very similar related to the frequency of contacts in the classroom weekly. He explains that his students had a 2 hour class from

Monday to Friday but he should assign homework as a way to keep students exposed more intensively to the language. For the case of the study I conducted, students only had a 4 hour class per week every Saturday. Considering, homework, and on-line practices and on-line teacher-student-teacher communication becomes fundamental as a way to keep practicing the language during the week.

In the national context, an Action Research study was developed in San Fernando Ferrini Institute in Bogotá by Cuervo, Reyes, Torres and Urrea de Garcés (2000) in the formal non-intensive high school program for young and adult students. The researchers analyzed class observations, students' surveys, teacher's journal, interviews and video recordings of classroom instruction. The research titled *Playing and teaching English to adults* aimed to improve speaking in adult students giving them the opportunity to listen and practice English from the beginning. After ten sessions in which the authors applied lessons plans that included group work, games and songs and different activities suggested by Harmer (1984), the authors were able to find that the activities they proposed positively increased student's motivation and helped shy students to feel more comfortable when participating and talking in classes. They also found that students had fun which change their perceptions towards English learning and help them speak in English (though it did not happen all the time, it was under no-pressure). Moreover, authors reported that implementing diverse activities and activities that include movement and reflection had a visible impact in the learning process of adult learner, students proved to internalize vocabulary and there were able to use it in communicative situations. They also reported conclusions of how adults were able to interiorize basic vocabulary and provide a wider vision of adult learner motivations and concerns that can help future teachers to be more comprehensive and better prepared.

In the international context, Ayu and Murdibjono (2006) developed a descriptive research named *The use of games in Teaching English at Sman 2 par*. This case study has three English teachers as participants. The investigation, developed in SMAN 2 Pare in Singapore, aimed to describe games used in the English classroom, describe the problems faced by the teachers when using games and describe students' response towards games. The researchers were non-participant observers of teachers implementing games during a school year in four classes of students in tenth and eleventh grade. The researchers were able to identify five problems that may appear when using games in the classroom and that provided a better vision of what should be foreseen when presenting games to students. Problems one and two had to do with planning in terms of time management and establishing clear assessment criteria. Problem three had to do with students' low motivation and lack of enthusiasm and problems four refers to the size of the classroom (was too small for the amount of students). Problem five was the difficulties teacher had to find materials that were suitable to the type of activities they were trying to implement and that also fit proficiency level of students. After consulting this information and conducting a pilot research the author of this investigation, I was prepared to face those possible difficulties. Ayu and Murdibjono (2006) concluded that at the beginning students' fear of negative evaluation and the concern of being negatively judged in public were one of the main factors inhibiting language learners from using the target language in front of other people; therefore, in this investigation games and other class activities were used to work against students fears. The researchers made an adjustment in the intervention by making a very important remark when they quote "while playing games, the learners' attention was on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants would do all what they could to win." (Chen, 2005).

Researchers concluded that students had a positive response towards games and manifested that games helped them to understand the materials and to reduce boredom. Although students manifested to have an important lack of vocabulary that was important to play, games allowed them to use class vocabulary a lot.

The previous researches provided different elements that helped both to face possible difficulties such as students' low motivation to participate and short classroom hours and to be aware of the importance of planning. Besides, these studies propose perspectives on how to use games in the English classroom and how they can positively impact students' learning processes.

METHODOLOGY

As Ana Cecilia Salgado (2007) in *Investigación Cualitativa: Diseños, evaluación de rigor metodológico y retos* states, the purpose of a classroom research like this study is to solve or improve concrete practices. This research was carried out under the classroom research framework where investigations are mainly qualitative because actions and moods of people were considered. One demographic survey in the first class, a survey after the presentation of each game, class observations, class recordings and teacher journal were the data collection methods that allowed making a detailed description of students' communicative competence and attitudes during and after the implementation of three games that promoted spontaneous oral production.

This classroom research was carried out through three different stages: first, course planning, games design and adaptation and data collection; second, implementation of the games, games evaluation from students, systematization of the data; finally, analysis of the results and conclusions. Stages went from describing the context of the universe of study, the course and institution to adapting three oral production games as a closing activity for each unit of the course and finally the last stage was to gather the data and analyzed it.

The first stage was composed of several activities. The first was gathering information related to the topic, making an analysis of the possible characteristics of students, search for suitable games and modifying them according to the context, applying pilot versions of the games, redesigning the games according to the pilot game results, planning the course activities, designing the authorization, surveys and demographic survey formats. All this activities were prepared before the course actually started. The pilot games were implemented

in the previous semester with a similar group of participants and consisted on informal class activities, and allowed structuring this investigation where there was a complete tracing.

The second stage was carried out throughout the whole course. The first activity was getting students' authorization⁹ to record the classes and observe their progress as part of this research. Also in the first session, students completed a demographic survey¹⁰ that allowed the investigator make a detailed profile of the students. The course was divided into three units, each game was presented at the end of the units and right after students completed an evaluation survey¹¹ in order to collect their impressions and feelings towards each game.

The third and final stage consisted of systematizing the information from the surveys and triangulated with the teacher's journal and class recordings and with the existing theory and gathered bibliography to set the conclusions.

Participants

The group was composed mainly by adults between the ages of 22 to 65. At least the majority of them were professionals with bachelor degrees in different areas of study. Most of the students have full time jobs or occupations 5 days a week.

⁹ This authorization was registered through a letter that explains the process of the investigation and its purpose. The authorization letter was presented on the first class so agreed participating in the study from the class. Please go appendix 4

¹⁰ The demographic survey allowed to identifying student age range, education level, their contact with the language in their daily routine, their motivations to take the course and their previous experience learning English. Please refer to appendix 3

¹¹ The evaluation survey asked students about their feeling during the game, about their opinions regarding their performance during the game, the impact of the game in the class environment, etc. For more information please see appendix 5

Because of their previous studies they have had some relationship with English and express being able to read and understand the main idea in short texts from their specific areas of study. According to the results from the Quick Placement Test they fit into the CEFR proficiency level A1. Nevertheless, it is very important to remark that the final objective of the courses is not that students pass a test, a job interview or any of those kinds of examinations (for those purposes, the university offers a different TOEFL course), but that they develop their communicative competence in English.

This course was organized in three units that were developed around a communicative situation and all the activities presented through each unit prepared them for a final oral activity. As the course was divided in fifteen sessions, each unit was developed in five sessions.

The intervention

This study tried to offer students an opportunity to practice spontaneous oral production through a set of three games that were presented at the end of each unit and that gathered a lot of information studied in the previous sessions of the unit. The investigator searched for three games that could fit students' needs and modified them in order to make them more suitable to the course and the session they were presented. The first game was called Taboo, a game based on the word guessing party game first published by Hasbro in 1989. The second game was a board game for designed by the teacher and called Tell Me More. Finally the last game was based on a section of a classic American TV show called Jeopardy, called Jeopardy! Round

Taboo

The objective of the original game from Hasbro, is for a player to have their partners guess the word on the player's card without using the word itself or five additional words listed on the card. The words on the cards correspond to basic vocabulary; they were studied in previous classes and were randomly chosen by the researcher. The objectives of this game as a class activity were: 1) to provide students a relax environment where they felt the support of their classmates by making them play in teams as Lightbown and Spada (2009) state “ Co-operative learning activities (...) increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play.” (p.65); 2) to encourage students to use the vocabulary from previous classes in an oral way to make a description or definition of vocabulary without actually using the word or some related words that are banned to use, then the learner must resort to other vocabulary and expressions creatively, this type of description game is included and recommended in Wright, Betterbridge and Buckby (2006) “The learner is challenged to describe something to another learner (...) The learner may describe something objectively or subjectively, communicating his or her own feelings and associations” (p.5). For this game, students were divided into three groups and one of them had to come to the front and take a random card, the cards had a main word or Taboo word written on them and one, two or three other words underneath. The student in front had to make other students from his/her group to guess the main word. He or she could not use any of the words in the card but had to try to explain the meaning by using other words, sentences or gestures. The Taboo words were part of the vocabulary studied in the first five sessions of the course. And the first group to earn ten points won. The materials used in the game were the cards, the board and markers. The winning team received some candies as

price. The cards used in the game were handmade by the investigator and used some taboo words such as:

Main taboo word: woman. Related taboo words: breast, vagina

Main taboo word: bathroom. Related taboo words: water, shower, room.

Main taboo word: rooster. Related taboo words: chicken, (animal sound).

The following Figure¹² is an illustration of how cards were organized and presented to students. For more examples go to annex 6

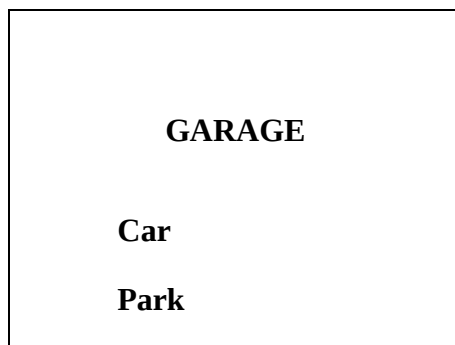


Figure 1. Example of a Taboo Card

Tell Me More

Considering Wright, Betterbridge and Buckby's (2006) categorization of games this a care and share game "in which learners feel comfortable while sharing personal information with other learners" (p.4) and its objective was to speak about their own personal experiences, characteristics, likes and dislikes or people around them in a competition-free environment, the approach for possible mistakes was to explain them that the actual goal was to participate

¹² Figure 1. Example of a taboo card

rather than winning. Wright, Betterbridge and Buckby (2006) “The greatest ‘mistake’ (if oral ability is an aim) is for the learner not to speak at all! Thus, although some mistakes of grammar or pronunciation or idiom may be made in pair or group, the price is worth playing” (p.3)

Tell us about is a board game adapted by the investigator where students play individually throwing the dice and moving their totem on the board. The board has forty-four boxes with inscriptions such as “a good friend”. When a student’s totem falls on a box, the student should “tell us more” about “a good friend” for example. Students gathered around the board game on a table and received the instructions from the investigator. The instructions were to throw the dice, move their totem to the corresponding box and try to “Tell us About” the topic indicated on the box, they had 30 seconds to give as much information as they could. Every six boxes there was one that had a different kind of inscription, for example *go forward two places, ask question one to the person on your left, hop back two places, let a classmate sign your body or put your index on the floor and turn five times*, among others. The first student to arrive to the Finish box won. The only material was the board game printed on four paper sheets. All students received some prizes for participating. You can find the board game in appendix 7.

Jeopardy

In the original Jeopardy Round six categories are announced, each with a column of five trivia clues (phrased in answer form), each category incrementally valued more than the previous, ostensibly by difficulty. The subjects range from standard topics including history and current events, the sciences, the arts, popular culture, literature and languages, to pun-laden titles (many of which refer to the standard subjects), wordplay categories, and even sets of categories with a common theme. For this game students were divided into two groups;

teacher only presented four categories: *Grammar, Vocabulary, Expressions* and *Culture*. Each column had five boxes with a value from one hundred to five hundred. The five hundred categories were a bonus where students had to solve a riddle, recite a tongue twister in three tries, sign a song or talk about their favorite birthday for forty-five seconds. Teams accumulated the points for every correct question until questions ran out and then the team with more points won. This game falls in the category Identify: Discriminate, guess, speculate according to Wright, Betterbridge and Buckby's (2006) categorization of games "The learner is challenged to identify, something which is difficult to identify or to hypothesize about something which is then compared with the facts." (p.5) The main objective of this game was to reinforce all the contents of the course by remembering the content of the answer and building a well-structured sentence. Another important objective, as mentioned before was the oral practice beyond possible structure or pronunciation mistakes and finally use the previously mentioned co-operative work to nurture their confidence. The materials a computer with the power point interactive presentation, a data projector, the board, markers and a timer and two speakers. To see some of the questions and the main board of the game, please go to appendix 8. The winning team received some candies as price.

RESULTS

Throughout the games it was possible to observe that patterns appeared in different aspects of language. Students actively participated trying to complete the games which allowed identifying their difficulties and achievements of their communicative competence regarding their fluency, accuracy and interaction. Also, it was possible to relate the progress and challenges in terms of linguistics with the atmosphere in the classroom. Students' affective conditions and the environment in the classroom evidenced to have a relationship with students involvement in the games, their confidence level to speak in public, mutual support and general enjoyment.

Fluency

According to the CEFR, fluency is defined as “the ability to articulate, to keep going, and to cope when one lands in a dead end.” (CEFR, 2001:128). Considering the description given by the CEFR and presented in appendix 9. Study participants can be placed in Level A1 successfully with some difficulties regarding pausing, hesitating and repetition. Students tended to use isolated words and needed to pause to search for vocabulary and expressions, but they managed to keep spontaneous and effective utterances; and they achieved to establish successful communication in almost every turn:

Example 1

Date: April 12th Class activity: Game Taboo.

Student: 13: Is a place (hesitation) out, out

Student 12: backyard?

Student 13: out.

Student: 11: street?

Student 13: is like (pause) (student used her hand to make gestures)

Student 12: The corner!

Transcription from class video-recordings on April 12th - Game 1-

Example 2

Date: May 1st. Class activity: Game Tell us About.

Teacher: 45 seconds, go!

Student 1: Speak

Student 2: Ah speak! Ok. My pet ah, I, I need to -contar- to explain to you that my pet, my (pause) pet, I kill it.

Students look surprised, they immediately understood.

Student 1: The next, uh no (hesitation).

Teacher: last

Student 1: The last week, I (pause) in my car, I drive and my pet is under the (pause) (he made gestures and the other students showed they understood) so I, the car and (he made gestures simulating cutting his head and students laughed) the pet is –de- my daughter.

Student 2: Time, time.

Transcription from class video-recordings on May 1st: Game 2-

Example 3

Date: June 28th. Class activity: Game Jeopardy.

On the screen there was the inscription -It is an animal that has wings, a peak, and sings to wake you up in the mornings- student 2 had to make the corresponding question to that inscription. There was an image of a rooster on the screen.

Student 2: chicken! (pause) yes. No?

The students in her team made gestures trying to help her.

Teacher: Remember that you have to make the question. Correct grammar and correct content.

Student 2: ah! (hesitation) chicken (pause) what is a chicken? (pause) what is a chicken!

Student 11: teacher time, time over!

Student 2: Chicken? Hand? Hen? What is a hen? No? (pause) hen, chicken (Hesitation) Roo... what? Rooster? What is a rooster?

Transcription from class video-recordings on June 28th- Game 3-

It is important to keep in mind that students made part of an A1 level course that only took place every Saturday for four hours and that limits them to basic vocabulary. Also it is important to remark that to this point of the course they had not yet started to explore past events.

Accuracy

In the Longman Dictionary of Language Teaching and Applied Linguistics (2002) “accuracy refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently” (p. 204)

Accuracy was probably the biggest challenge for students; they knew basic vocabulary or resorted to communication strategies when their amount of vocabulary was insufficient. However, elaborating sentences conventionally was a difficulty in spontaneous utterances. In conscious prepared interventions, students were completely aware of grammar rules and syntax proving that their learning was a conscious process (that was easy to evidence in two previous activities prior to the games) but that during spontaneous utterances, they had not interiorized or acquired those rules because at their level this might be part of their developmental stages of their interlanguage.

Example 2 also illustrated this situation. In that occasion, student 1 had problems with grammar rules and his vocabulary limited him, however student relied on gestures and changes of the tone of his voice to explain himself effectively.

Example 2

Date: May 1st. Class activity: Game Tell us About.

Teacher: 45 seconds, go!

Student 1: Speak

Student 2: Ah speak! Ok. My pet ah, I, I need to -contar- to explain to you that my pet, my (pause) pet, I kill it.

Students look surprised, they immediately understood.

Student 1: The next, uh no (hesitation).

Teacher: last

Student 1: The last week, I (pause) in my car, I drive and my pet is under the (pause) (he made gestures and the other students showed they understood) so I, the car and (he made gestures simulating cutting his head and students laughed) the pet is –de- my daughter.

Student 2: Time, time.

Transcription from class video-recordings on May 1st: Game 2-

Considering Krashen's monitor hypothesis (Sanz, 2005), it was possible to establish that whenever participating in games where interventions were spontaneous and informal, students did not fall in an overuse of that grammar editor but paid more attention to actually communicating a message.

Example 4

Date: April 12th Class activity: Game Taboo.

Student had to make his group guess the word –Foot-

Student 6: This is a part of body

Student 7: part of body.

Student 6: we use for play football

Students: leg!

*Student 6: (hesitation) this is part of the (Hesitation) of, of body but (pause) football
(made gestures)*

Students: Foot!

Transcription from class video-recordings on April 12th - Game 1-

Example 8

Date: May 1st. Class activity: Game Tell us About.

Teacher: 4, ok so free question to the person on your right.

Student 5: Where do you work? ... and what do you do?

Student 6: hum I don't have a job...I'm looking for a job in this moment.

Transcription from class video-recordings on May 1st - Game 2-

Example 5

Date: May 1st. Class activity: Game Tell us About.

The inscription on the box was: Tell us about a book you really like

Student 3: I like book is the all, all of Walter Riso and Carlos Cuhatemoc.

Student 4: What book?

Student 3: I like all.

Student 5: But one book...

Student 3: (pause) what do you say –el grito?

Teacher: The scream

Student 3: I like the scream (pause) and what do you say –desesperado?

Teacher: Desperate.

Student 3: I like the scream desperate.

Transcription from class video-recordings on May 1st - Game 2-

In the previous example, student 3 struggled with syntax and she was not able to build a grammatically correct sentence, however she looked for words that could help transmitting the message. She was so certain of her answer that she answered right away not being aware of grammar and syntax. She also had difficulties with her limited vocabulary; however, she did not resort to her mother tongue but she asked for the English word to answer directly in English.

Although in this study pronunciation was not the main concern, it was possible to observe that students' pronunciation was good enough for their classmates to understand what they meant. Also students' pronunciation was progressively improving throughout their spontaneous utterances in the three proposed games, by the end of the course they had almost completely overcome pronunciation challenges and confusions such as *History* vs. *story* or *life* vs. *live*.

Example 6

Date: April 12th Class activity: Game Taboo.

Student had to make his group guess the word –Legend

Student 6: When you tell a story (pause) hum, when you listen a people talk about the history

Teacher: Stop. History. You can't say History.

Student 11: Teacher, point for them.

Student 13: Say the word, you say the word.

Teacher: Remember the difference between story and history.

Students: ah! History.

Transcription from class video-recordings on April 12th - Game 1-

Example 7

Date: May 1st. Class activity: Game Tell us About.

The inscription on the box was: tell us about the people that live in your house.

Student 7: in the house? In my house?

Student 8: in your house.

Student 7: I [laif] with ...

At least 5 students interrupted him to correct him

Students: live.

Student 7: live? (pause) live... live (hesitation) I live with my father, three brothers... hum

Teacher: Your father and three brothers?

Student 7: live (Pause)

Student 8: with you.

Student 7: I live with three brothers and my father in my house.

Transcription from class video-recordings on May 1st - Game 2-

Interaction

The CEFR describes that “in interaction at least two individuals participate in oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication, not only may two interlocutors be speaking and yet listening to each other simultaneously (...) In both the receptive and productive modes, the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly” (CEFR, 2001:14). Students perfectly fit the description for interaction for the A1 level, please see annex 9. Although students did struggle with grammar and syntax rules and needed repetition and rephrasing, it is important to remark that they were able to establish communication. Students achieved to formulate and answer short simple questions related to familiar topics, most of the time with great accuracy and fluency. The following is an example of a spontaneous intervention where a student had to ask a free question to another classmate, so student 5 decided to ask for simple information and quickly made the question without any hesitation. Also as it was a simple short question related to basic personal information, student 6 was able to answer almost immediately and with great confidence.

Example 8

Date: May 1st. Class activity: Game Tell us About.

Teacher: 4, ok so free question to the person on your right.

Student 5: Where do you work? ... and what do you do?

Student 6: hum I don't have a job...I'm looking for a job in this moment.

Transcription from class video-recordings on May 1st - Game 2-

Example 9

Date: April 12th. Class activity: Game Taboo.

Student had to make his group guess the word –kitchen

Student 4: in this place you make food

Students: Kitchen

Transcription from class video-recordings on April 12th - Game 1-

Example 10

Date: April 12th. Class activity: Game Taboo.

Student had to make his group guess the word –Hand

Student 4: Is a part of the body you use for write.

Students: hand!

Transcription from class video-recordings on April 12th - Game 1-

Example 11

Date: June 28th. Class activity: Game Jeopardy.

On the screen there was the inscription -If a person calls you and asks you “what are you doing right now?” What is your answer? Student 2 had to build a complete sentence using the present progressive.

Student 3: Now? I am (pause) in the University?

Teacher: What are you doing right now?

Student 3: I am studying? and I am speaking and I am playing and learning English.

Transcription from class video-recordings on June 28th - Game 3-

However when they attempted to formulate or understand more specific questions they struggled with accuracy but resorted to isolated words and other communication strategies such as gestures, hand signals or showing objects, etc. in order to achieve communication. As in the fifth example, in which student 3 tried to make a question English to ask for the English equivalent for the Spanish subject and adjective, the student did not abandon the message or tried to communicate in using the mother tongue.

Example 5

Date: May 1st. Class activity: Game Tell us about.

Student 3: (pause) what do you say –el grito?

Teacher: The scream

Student 3: I like the scream (pause) and what do you say –desesperado?

Teacher: Desperate.

Student 3: I like the scream desperate.

Transcription from class video-recordings on May 1st - Game 2-

All the previous examples allowed identifying different achievements in terms of fluency and interaction and even pronunciation. The recordings also showed that accuracy represented

the most difficulty for students, although communication was almost always successful, students constantly achieved sending their messages.

These findings were confirmed by students in the surveys proposed after each game in which they were asked to evaluate their linguistic performance. In all games, most students manifested to be satisfied and to feel good with the quality of their performance. In the first game, up to 8 students manifested that their performance could have been better, however by the third game that answer evolved and only 3 students consider they needed to study more.

Table 1. Students' perception of their performance

Question	Game 1 21 students			Game 2 16 students			Game 3 16 students		
	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers
“How do you evaluate your linguistic performance during the game?”	12 people manifested feeling good and satisfied with their performance	1 person said that it had not been good enough	8 people their performance had been regular but they all recognized that the activity help them improve	5 students said good		11 students said good but could be better	13 students said good, better than before, great.		3 people said that they still feel the need to study more.

Students' achievements and difficulties in their level of communicative competence during the games seemed, to some extent, to relate to their ease at speaking which evidenced a good classroom atmosphere.

Classroom atmosphere

It seems that learners' achievements regarding fluency, interaction and some aspects of their accuracy are related to the positive classroom atmosphere that the implementation of games delivered. Through the games and surveys to students, students evidenced positive attitudes and feelings related to group support, involvement, confidence and enjoyment.

One of the first behavior to be noticed and probably one of the most important was that students' were aware of the importance of avoiding mockery and instead, it was common in all three games that students helped each other and they constantly encouraged others to participate that reflected **a positive group support**. During interventions, all members of the teams were constantly saying motivational expressions to encourage the participation of the member of their teams who was in turn.

Example 12

Date: April 12th. Class activity: Game Taboo.

Student 7: How can I explain?

Student 8: Come on Carlos, you can do it

Student 9: Yeah, you can! You can!

Transcription from class video-recordings on April 12th - Game 1-

Example 13

Date: May 1st. Class activity: Game Tell us About.

Student 7: (pause) a question?

Student 3: Come on, a question to a person on right. Come on!

Student 7: ok (pause) what is your favorite film?

Student 3: Good!

Transcription from class video-recordings on May 1st - Game 2-

Example 14

Date: June 28th. Class activity: Game Jeopardy.

Student 3: Come on Angie, you... Go!

Student 4: Come on Brazil, yoohoo we can win, we can win

Transcription from class video-recordings on June 28th - Game 3-

Example 15

Date: June 28th. Class activity: Game Jeopardy

Student 5: Yes, Alexandra your turn, go, don't worry, I help you.

Student 6: No, Colombia, Colombia, we are the best.

Transcription from class video-recordings on June 28th - Game 3-

Students seemed to identify each other as peers. In fact, when asked to evaluate their classmates' performances, they all evaluated each other positively in all cases as shown in Table 2.

Table 2. Students' perceptions of their peers performance

Question	Game 1 21 students			Game 2 16 students			Game 3 16 students		
	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers

“How do you evaluate the performance of your classmates?”	All students			All students			All students		
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Throughout the course teacher and students helped creating a class environment where they could trust each other and that was probably one of the most important aspects for students to feel free to participate and not to be afraid of speaking in public. In the surveys, students also reported that the games had a positive impact on the classroom environment.

Another situation that was easily identified during the games was the high level of students’ **involvement**. In the three different games, students were willing to participate and usually looked interested. Students even paid attention to games’ rules and called attention on it whenever it was necessary.

Example 16

Date: May 1st. Class activity: Tell us About.

Students from team 2 broke one of the rules; therefore the point goes to team 3.

Students from team 1 called the attention on the situation and demanded from teacher to remind the rules of the game.

Student 7: wait teacher, look, they say... they say

Student 8: Teacher the rules, they lose.

Student 9: no point for the stars.

Student 10: yes teacher no point. Write it!

Transcription from class video-recordings on May 1st - Game 2-

Example 17

Date: April 12th. Class activity: Game Taboo.

Student had to make his group guess the word –Legend

Student 6: When you tell a story (pause) hum, when you listen a people talk about the history

Teacher: Stop. History. You can't say History.

Student 11: Teacher, point for them.

Student 13: Say the word, you say the word.

Transcription from class video-recordings on April 12th - Game 1-

Monica was one of the students with little participation and that constantly referred to herself as a shy person. This example illustrates students' how attentiveness and shows how all students were participating. Even shy students that spoke in low voice participated in all games.

Example 18

Date: April 12th. Class activity: Game Taboo.

Student had to make his group guess the word –Teacher

Student 8: (hesitation) hum

Teacher: Come on, Monica

Students cheer.

Student 8: ok, the person... hum (pause) She looks back at the teacher

Student 7: Teacher?

Student 8: yes!

Transcription from class video-recordings on April 12th - Game 1-

Example 19

Date: May 1st. Class activity: Tell us About.

Teacher: Tell us about the people that live with you.

Student 13: I live (pause) eh

Student 8: speak a little loud, please

Student 13: uh, my father George

Student 11: what is your father name?

Student 13: Jorge, eh my mother Gloria, eh, my sister Sandra and me. –ya-

Transcription from class video-recordings on May 1st - Game 2-

In terms of **self-confidence** to speak in public, which was students' main concern at the beginning of the course, it was possible to establish significant progress. Class recordings

showed that students were not afraid of participating or making mistakes as all the examples actually evidenced.

Furthermore, the answers in the surveys proposed after each game, confirmed that students self-perception of their oral productions was positive and could be consider as an example of confidence. When they were asked to describe how they felt during the games in terms of use of the language, the great majority of students answered positively. In the three games, most students used positive adjectives such as productive, comfortable, good or excellent among others. In the first game only four people said feeling nervous, scared and insecure, in the second game, three people and by the third game only two people used the adjective nervous.

Table 3. Students' perceptions of their feelings during the games

Question	Game 1 21 students			Game 2 16 students			Game 3 16 students		
	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers
"How did you feel during the activity in terms of use of the language?"	12 students (productive, relaxing, amusing, dynamic, active)		4 students (nervous, scared and insecure)	15 students (comfortable, good, incredible or excellent)		1 student manifested feeling nervous. 2 students said feeling they need to improve	10 students (good, very good, comfortable)		2 students (nervous) 1 student (nothing)

Finally recordings showed that participants laughed and smiled from the beginning to the end of all games and that could be assumed as students **enjoyment** of their learning experiences through the games. Students were able to make jokes not only using English but with a level of trust in each other that they did not fall in disrespect. Considering Krashen

statements it could be hypothesized that students' affective variables and disposition provided the positive conditions, lowering the affective filter and leading to a more likely successful language acquisition.

Example 20

Date: April 12th. Class activity: Game Taboo.

Student had to make her group guess the word –Run. Her team name was The Flash.

Student 16: come on flash, flash

Student 14: Don't put the finger, the finger. Look. (student 14 made reference to a mistake by another student that covered one of the taboo words that he could not use to describe the main taboo word and could accidentally use it breaking one of the rules of the game)

Students Laughed

Student 13: is a –deport- (hesitation) of many people,

Student 16: soccer? Football?

Student 13: no, eh the person use shoes tennis (She made gestures and students laughed)

Teacher: Time is over.

Student 14: what is?

Student 13: -ron- Run

Student 14: Ah! I think is dancing (she made gestures and all students laughed)

Transcription from class video-recordings on April 12th - Game 1-

Example 21

Date: May 1st. Class activity: Game Tell us About.

The inscription on the box was: Tell us about the clothes you like to wear

Student 10: The clothes I like to wear... I like to wear jeans.

Student 7: A red t-shirt. (student interrupted 7 making reference to a scene in the other student's role play presentation where he had to change to a red t-shirt) All students laughed, including student 10. He continued.

Student 10: A red t-shirt. I like sweaters, and in shoes I like Crocs (a brand of sandals).

Transcription from class video-recordings on May 1st - Game 1-

Example 22

Date: June 28th. Class activity: Game Jeopardy

Student had to make the correct question for the inscription -It is to say that you are acting silly and clumsy, that you are laughing because of nothing- On the screen there was an image of Goofy to make reference to the expression goofing around.

Student 1: what? (student looked at his group that was making gestures trying to

help him) hum (Pause) me? You? Stupid? Retarded? I don't understand... eh...

(students in the team made gestures, the rest of the students laughed)

Teacher: Time is over.

Student 1: What is that?

Student 3: That you and me are goofing around! (students laughed)

Transcription from class video-recordings on June 28th - Game 3-

In surveys, students also manifested to have liked the games and when asked if they would like the teacher to continue using this type of activities during the course they all answered positively after all three games.

Table 4. Students' opinion about the use of games

Question	Game 1			Game 2			Game 3		
	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers	Positive answer	Negative answer	Other answers
“Would you like that the teacher would continue using this type of activities in the course?”	All students			All students			All students		

This study implemented a set of three class activities that not only allowed students to practice the target language but the games created a relaxed classroom atmosphere which seemed to help students lower their affective filter which allowed them to successfully communicate orally with less inhibition. They focused on communicating a message rather than paying careful attention to using correct grammar to elaborate their utterances. This focus

on the message may seem to avoid the overuse of their “monitor” and it did not interrupt their spontaneous utterances so often. Therefore and considering Krashen’s language-acquisition hypothesis, one can assume that under the circumstances students were more in a state of language acquisition rather than language learning process.

CONCLUSIONS

Considering that one of the purposes of the three class games was to promote the development of students' spontaneous oral production by building a classroom friendly environment as a way to help learners feel more comfortable and less inhibited to use English orally, this intervention did have an impact in the environment of the class which may have influenced students' performance in English positively especially at their fluency and quality of their interaction.

According to the analysis of the data from class observations, class video-recordings, teacher's observations and student's surveys there was a notorious progress in student's level of fluency. Even when they struggled with grammar, lexical accuracy or pronunciation, students were able to articulate their ideas in order to send messages. Although it was not a matter of this research, the results evidenced that students' pronunciation had improved by the end of the course. Results also evidenced that students were able to interact successfully during the three games, even if they again had some syntax difficulties, students communicated messages, established short conversations and even made jokes using the target language.

This research showed that students' biggest challenge was accuracy which can probably be explained from the Critical Period Hypothesis concept that proposes that learners need to put more effort after a certain age and that adult learners need to undergo more conscious and labored process for language learning. (Hyltenstam and Abrahamsson, 2000). Although students consciously recognized and understood grammar rules, they needed a lot of practice to actually interiorize them and used them during spontaneous utterances.

Besides the linguistic progresses, this study allowed the investigator to identify some other very important aspect in students' affective conditions and their relation with their communicative competence. It was possible to observe that the games delivered a more relaxed class atmosphere where students not only recognized feeling more comfortable but it was notorious during their interventions. Learners proved to be highly involved in the games; they constantly supported each other building a secure and friendly environment; students level of confidence incremented, lowering their fears to ridicule and mockery; finally, all evidences showed that students enjoyed the activities from beginning to end. The games proposed for this group of learners had an important impact in their behaviors and disposition towards the course and language learning. Apparently, the results of this research can be explained from SLA; the monitor hypothesis and the affective filter hypothesis propose that a student that is not angry, anxious or bored will have a low affective filter; there will be a smaller mental barrier to interfere with students' class interventions. (Lightbown and Spada, 2009)

As investigator, this research represented a learning experience where planning became a fundamental part of success. It was necessary to recognize and establish from the beginning the goals and objectives proposed by students and by the course itself. Games were attentively selected and modified so they would work as tools to achieve those goals and so they would fit students' needs and interests. Another important aspect that helped making this investigation was the opportunity to test the games with a pilot course, after the pilot, it was possible to recognize some necessary changes in the presentation of instructions, timing and rules for points counting. The pilot also provided valuable information about students' first

reactions to using games in the classroom, in that sense only three games were included in the actual investigation and they were distributed throughout the course.

Once the games were revised it became obvious that several data collecting strategies would be necessary, therefore video recordings were made from the first class, a demographic survey was proposed plus other surveys to collect students impressions after each game.

As a foreign language teacher, this investigation represented an opportunity to explore the scope of inviting adult learners to participate in activities that are not so common for them when in an academic space. Proposing games to an adult population is an on-going debate among teachers; that is why, as teacher of the course I had to carry a prior investigation on games throughout the history of foreign language teaching and understand the different positions regarding the benefits and limitations of games in the language classroom. I revised different types of games proposed for foreign language teaching and how they can be adapted depending on the audience, the purpose of the class and the purpose of the game itself; there are different games for different aspects of language for example scrabbles for vocabulary and role plays for oral interventions; one game can work for different audiences, it is a teacher's job to always adapt a game to the context; games cannot be the center of a class and they cannot be presented in every class but they must represent a space of the course and help revise divers contents. Also, this bibliographic review allowed me to identify the characteristics of adult learners and that they overcome a different language learning process than kids and teenagers; they have a tendency to appreciate rule by rule teaching methodologies but that can also represent limitations, adults face bigger fears to make mistakes regarding oral production and they need longer periods of study, though interiorized knowledge lasts longer.

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ANNEXES

Appendix 1. Course program.

CURSO DE INGLÉS GENERAL PARA ADULTOS NIVEL A1.2 – GRUPO 01

JUSTIFICACIÓN

Poder comprender y expresarse en otra lengua es una exigencia en el mundo globalizado de hoy, pues permite abrir fronteras, comprender otras manifestaciones culturales, disminuir el etnocentrismo, establecer lazos comerciales y académicos y enriquecer conocimientos en general. En este contexto, la Escuela de Ciencias del Lenguaje brinda un espacio al público adulto caleño y vallecaucano para fortalecer su competencia comunicativa en inglés.

OBJETIVOS

Objetivos generales

- Comprender y producir información oral y escrita en entornos socio-comunicativos familiares, académicos y/o laborales en inglés.
- Participar en intercambios comunicativos en los que se expresen opiniones sobre temas personales, académicos, laborales y/o culturales.

Objetivos específicos

- Continuar el trabajo integrado en las cuatro habilidades comunicativas básicas (comprensión de escucha, comprensión de lectura, producción oral y producción escrita) en contextos socio-comunicativos significativos y familiares.
- Expresar opiniones, gustos y preferencias, describir personas, objetos y lugares utilizando estructuras gramaticales de complejidad básica.
- Comprender textos orales y escritos sencillos con diferentes funciones (e.g. describir, narrar, argumentar) sobre temas personales y relacionados con otros ámbitos.
- Producir textos orales y escritos con diferentes funciones (e.g. describir, narrar) sobre temas personales y relacionados con otros ámbitos.
- Continuar el trabajo en aspectos básicos de pronunciación y entonación del inglés.

CONTENIDOS

Unidad I: Mi entorno y yo

- Descripción personal: apariencia física; sentimientos y estados de ánimo. Las partes del cuerpo.
 - La procedencia: describir el país y la comunidad de origen.
 - Los amigos y los conocidos: actividades de ocio y tiempo libre; el pub y los restaurantes; mi comida favorita; las bebidas y los diferentes platos; los pasatiempos.
- Construcción de vocabulario temático relacionado con estos temas.

Unidad II: Los números en mi vida

- Los números cardinales y ordinales.
- De compras: los diferentes establecimientos comerciales; cómo comprar; precios y cantidades; la moneda y los medios de pago.

- La vestimenta y los electrodomésticos.
- Proyecto de mitad de semestre
- Construcción de vocabulario temático relacionado con estos temas.

Unidad III: El inglés como parte de una cultura.

Eventos culturales característicos de algunos países anglófonos: St. Valentine's Day; Easter; Passover; Spring Break; Summer Vacation; Thanksgiving, Christmas; New year's Eve.

Géneros musicales representativos de algunos países anglófonos.

Otros países anglófonos: El inglés ubicado geográficamente

Tradiciones y costumbres: países angloparlantes y colombianas en fechas similares.

Construcción de vocabulario temático relacionado con estas áreas.

METODOLOGÍA

Este curso se desarrollará siguiendo un enfoque comunicativo-participativo con énfasis en el desarrollo y la integración de las habilidades comunicativas (comprensión de escucha, comprensión de lectura, producción oral y producción escrita). La metodología se basará en el trabajo cooperativo y en grupo (Cooperative Language Learning), el desarrollo y fortalecimiento de la zona de desarrollo próximo (Vygotsky 1978: 87) y la incorporación de diferentes tecnologías de la información y la comunicación (TIC) a los procesos de aprendizaje. Además, se partirá de las necesidades sociales, comunicativas y académicas/laborales de los estudiantes para crear momentos de interacción significativos en la lengua de aprendizaje (inglés).

EVALUACIÓN

La evaluación medirá en términos cualitativos y cuantitativos el desempeño de los estudiantes:

Evaluación cualitativa: esta asumirá el proceso de aprendizaje como un proceso de construcción continuo, social y dinámico, y tendrá en cuenta los siguientes aspectos:

Aspecto que se evalúa	Porcentaje
Asistencia	10%
Producción académica; trabajo en clase; talleres; participación.	40%
Total	50%

Evaluación cuantitativa: medirá la eficacia en pruebas estandarizadas de opción múltiple con única respuesta.

Aspecto que se evalúa	Porcentaje
Presentación individual o grupal (mid-term)	25%
Examen final tipo parcial	25%
Total	50%

Al final del curso, los estudiantes recibirán una nota numérica de 1 a 5.

RECURSOS A UTILIZAR

- Material didáctico: Flash cards, audio libros, revistas, periódicos, marcadores, papel bond, hojas de bloc de tamaño carta y oficio y diccionario bilingüe.
- Material audiovisual: Televisor, CPU, video-beam, parlantes, grabadora, reproductor de DVD, sala de sistemas (edificio 315) y el laboratorio de escucha (edificio 315).

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Appendix 2. Course contents chart.

Unit 1: *People from around the world and their life style*

Development of the communicative competence, fluency in oral production

Pragmatic Competence		Linguistic Competence			Socio-linguistic competence	Cultural Aspects	Practice games
Function	Situation	Grammar	Vocabulary	Pronunciation			
-To describe the human body -To collect information from an audiovisual text to answer questions	- Talking about physical appearance	- Demonstrative adjectives -Present simple -a/an	- Body Parts	-[a] vowel pronunciation	- Formal and informal expressions to talk about body parts (appropriated vocabulary according to context)	- The USA concept of a perfect 10	- Body Silhouettes
- To describe my personality and others	- Reading the zodiac	-Present simple -Wh questions -Commands	- Personality descriptors - Occupations	-[a] [o] vowels pronunciation	- Common USA expressions to describe personalities	- Chinese Zodiac	- Who am I?
-To identify the rooms of a house	-What to do when buying a house	-Present simple -Past simple -There is/are	-Rooms of a house	-minimal pairs pronunciation	-Common vocabulary and expressions used in house hunting in USA and Canada	- Property virgins: Canadian TV show about buying houses	
-To ask and give directions	-Giving directions to my house	-Present simple -Present continuous	- Directions vocabulary	-Numbers pronunciation	-Formal and Informal USA	-Giving directions in a city	-Marco Polo

		- Prepositions of place (at, in, on)			forms for asking and giving directions	map	
-To describe a house -To make an oral presentation in English	- Describing a family's life style and their housing	-Present simple -Present continuous -Past simple	-Houses Vocabulary	-General pronunciation	-Correct oral language and body language for a presentation	- Families from around the world, their life style and housing	-Taboo

Unit 2: Traveling Around the world

Development of the communicative competence, fluency in oral production

Pragmatic Competence		Linguistic Competence			Socio-linguistic competence	Cultural Aspects	Practic e games
Function	Situation	Grammar	Vocabulary	Pronunciation			
-To identify common expressions and vocabulary at a Hotel	- Checking in at a hotel	-Present simple -Past Simple -Irregular Plurals	-food -restaurant vocabulary	- The Numbers	- Common USA expressions to order at a restaurant	- Formal ways to order at a restaurant (Standard British video)	-Bingo
- To identify common expressions and vocabulary at a restaurant	- Ordering at a restaurant	-Present simple -Past Simple - Prepositions of time and place (at, in, on)	-Hotel vocabulary	-Irregular verbs in past	-Formal and informal expressions to make a reservation and check in at a hotel	- Common difficulties when checking in at a hotel	- Chain e d fairy Tail
-To	-Buying	-Present	-Clothes	-Regular	-Common	-Clothes	V-

identify common expressions and vocabulary when buying clothes	clothes at a store	simple -Past simple -There is/are		verbs in past	USA vocabulary and expressions used when buying clothes	can define people (clip from the movie Pretty woman)	square
-To identify common expressions and vocabulary at the airport	-At the airport	-Present simple -Present continuous -Past simple -Adverbs of frequency	-Signs at the airport -In migration vocabulary	-Song	-Formal expressions used at the airport	-Pictures from an authentic international airport -Standard video clip -Movie The Terminal	
-To use oral expressions according to the situation (Role Play)	- Ordering at a restaurant - Checking in at a hotel -Buying clothes at a store -At the airport	-Present simple -Present continuous -Past simple -Irregular Plurals - Prepositions of time and place -There is/are -Adverbs of frequency	-food -restaurant vocabulary -Hotel vocabulary -Clothes -Signs at the airport -In migration vocabulary	-General pronunciation	-Correct oral language and body language for a presentation	-Role Play	

Unit 3: Let's have a Picnic

Development of the communicative competence, fluency in oral production

Pragmatic Competence		Linguistic Competence			Socio-linguistic competence	Cultural Aspects	Practice games
Function	Situation	Grammar	Vocabulary	Pronunciation			
- To talk about the food I like and dislike	- Talking about likes and dislikes	-Present simple -Countable and Uncountable	- Food(classes of food: Meat, dairy,	-Intonation to make yes/no questions and longer	- Common USA fruits and types of	- Differences between Colombi	- Hangman

		e nouns -There is/are	vegetable, fruits, desserts)	questions	food	an and USA foods	
- To give instructions for a recipe	- Reading and giving a recipe	-Present simple -Present continuous - a/an/some/a ny	-Food -Cooking verbs -Kitchen Utensils	-[o] [u] vowels pronunciati on	-Common expressio n to talk about likes and dislikes	-Song -How to make a Grilled ham and cheese sandwich	-Stop
-To identify the parts of the supermarke t	-At the supermar ket	-Present simple -Past simple -There is/are -Countable and Uncountabl e nouns	-Parts and people in the supermark et	-Consonant pronunciati on	-Common vocabular y and expressio ns used when buying at a supermar ket	-What to keep in mind when buying food (organics , geneticall y modified)	- Jeopard y
-To recognize picnics characterist ics in order to plan one	-Planning a picnic	-Future simple with will	-Picnic vocabular y	-Consonant pronunciati on	-Common expressio ns and vocabular y when having a picnic	-How to have the perfect picnic (authenti c material) video clip	-Chain of stories
-To find and buy food at a supermarke t -Having a picnic in all English oral context	-At a supermar ket -Having a picnic	Everything from the course	Everythin g from the course	-General pronunciati on	Everythin g from the course		-Who am I? -Stop - Charad es

Appendix3. Demographic Survey.

ENCUESTA PARA RECOLECCIÓN DE INFORMACIÓN DEMOGRÁFICA

Esta encuesta busca recolectar información suficiente que permita a la docente encargada de este curso identificar las características de los estudiantes que asisten a él, sus intereses y necesidades y de esta manera desarrollar una serie de actividades que respondan a ellas. La información aquí diligenciada será utilizada para uso académico únicamente y no será publicada.

INFORMACIÓN PERSONAL

Edad: ____

Sexo: ____

Estudios realizados

	Titulo obtenido	
Bachillerato SI: NO:		
Universidad SI: NO:		
Otros		

Ocupación:

¿El inglés hace parte de su vida diaria?	SI		NO	
Explique como				
Antes de este ¿ha tomado otros cursos de inglés?	SI		NO	
¿Lo considera una experiencia positiva?	SI		NO	
Describa la metodología:				

¿Le gusta el inglés?	SI		NO	
¿Por qué?				
¿Cuál es su motivación para tomar este curso?				

¿Cuál de las siguientes considera que le cuesta más dificultad en inglés?

Escribir	
Leer	
Hablar	
Escuchar	

¿Por qué cree que es así?

--

¿En cuál de las siguientes considera que se desempeña mejor en inglés?

Escribir	
Leer	
Hablar	
Escuchar	

¿Por qué cree que es así?

--

¿Cuáles de las siguientes actividades son de su preferencia a la hora de aprender un idioma?

Ejercicios en un libro de texto	
Lectura de textos	
Escribir textos	
Traducción de textos	
completar la letra y cantar canciones	
Ver películas	
Ejercicios de completar frases	
Responder preguntas sobre textos leídos previamente	
Exposiciones	
Clubes de conversación	
Entrevistas	
Exámenes	
Discusiones en clase	
Ejercicios de escuchar y repetir	

Appendix 4. Authorization letter

Santiago de Cali, Marzo 15 de 2014

Señor(a):

Dentro del programa de Lenguas Extranjeras de la Escuela de Ciencias del Lenguaje de la Universidad del Valle, es necesario que cada estudiante que presente al finalizar su proceso de formación como licenciados un trabajo de grado en el que alcancen los objetivos establecidos en el artículo 2º de la resolución No. 155 que buscan que el estudiante avance en el proceso de su formación profesional ejercitándose en los procesos y la metodología de investigación propios de su campo o área profesional y realice un esfuerzo de síntesis e integración de conocimientos y destrezas que propicie la reflexión teórica y el análisis crítico sobre problemas y actividades similares a aquellos que la comunidad profesional a la cual va a pertenecer enfrenta habitualmente.

De acuerdo a lo anterior, yo, Mariana Aristizábal Romero, identificada con c.c. 1'144.039.231 de Cali y estudiante de 10mo semestre de Licenciatura de Lenguas Extranjeras de la Universidad del Valle, realizaré grabaciones, entrevistas y encuestas durante el curso de inglés de extensión para adultos ofrecido por la Universidad del Valle durante el semestre de febrero-junio de 2014 que me permitan recolectar información sobre su proceso de aprendizaje.

Por lo tanto solicito muy comedidamente me permita desarrollar las actividades de recolección de datos anteriormente nombradas con el fin de llegar a conclusiones generales sobre el papel del juego en la enseñanza de inglés a adultos, tema sobre el cual se desarrollará mi trabajo de grado.

Le reitero que el objetivo de las actividades de recolección de datos es solamente describir el desarrollo en el proceso de aprendizaje durante el curso y que no conlleva procesos de evaluación o valoración de asuntos académicos o administrativos de ningún tipo.

Además es importante aclarar que todos los datos recogidos durante el desarrollo del curso serán para únicamente para uso académico dentro de la Universidad del Valle.

Agradezco de antemano la atención que esta solicitud le merezca, ya que contar con su colaboración y buena disposición es de vital importancia en mi formación como profesional y el desarrollo esta investigación como trabajo de grado.

Si acepto participar de la investigación

c.c.

Appendix 5. Game Evaluation Survey

Cuestionario de Evaluación de la adaptación del juego

Señor(a) estudiante:

Este cuestionario busca recolectar información sobre sus impresiones y opiniones luego de haber participado en la adaptación del juego “Game 1/2/3” de manera que permita a la docente encargada realizar un análisis posterior sobre la relevancia del mismo para el desarrollo de su habilidad de producción oral en este curso. Por favor sea lo más honesto en sus respuestas. La información aquí diligenciada será utilizada para uso académico únicamente y no será publicada.

1. ¿Cómo se sintió durante la actividad en cuanto al uso del inglés?

2. ¿Cómo evaluarías tu desempeño lingüístico durante el juego?

3. ¿Qué impacto tuvo este juego en el ambiente de la clase?

4. ¿Considera que las actividades realizadas en clase previas al juego tuvieron alguna influencia?

5. ¿Considera que esta actividad tuvo alguna influencia en su producción oral en inglés?
SI_____ NO_____
¿Por qué?

6. ¿Cómo evalúas el desempeño de tus compañeros durante el juego?

7. ¿Le gustaría que la docente continuara utilizando este tipo de actividades dentro del curso?
SI_____ NO_____
¿Por qué?

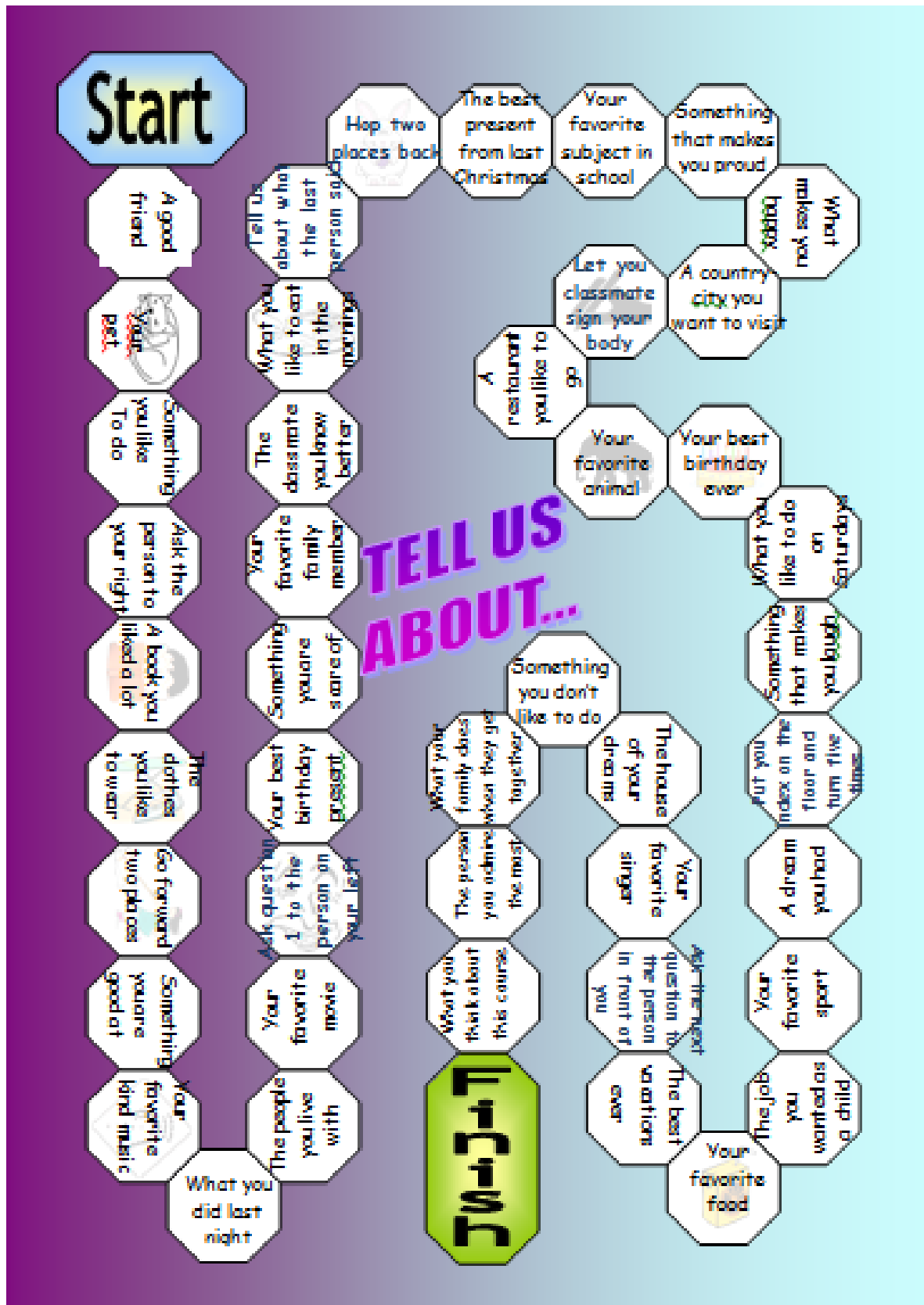
8. ¿Qué observaciones o cambios le haría usted al juego?

Gracias por su participación, sus respuestas son muy valiosas para el desarrollo de la investigación.

Appendix 6. Taboo cards.

GARAGE Car Park	BATHROOM Shower Water
FOOT Leg Toe	LEGEND History Zodiac
HAIR Blond	SKY Air Heaven
FINGERS Hand Nails	STUDENT Study Classroom

Appendix 7. Tell us About boardgame.



Annex 8. Jeopardy slides.



Grammar	vocabulary	Expressions	Culture
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

What is the singular third person of the verb DRIVE?

• **DROVE** • **DRIVEN**
• **DRIVES** • **DRIVING**

DRIVES

Row 1, Col 1

It is an animal that has wings, a peak, and sings to wake you up in the mornings

What is a Rooster?

2,2

It is to say that you are acting silly and clumsy, that you are laughing because of nothing

What is "goofing around"?

3,2

It is type of house that is common in Rumania. The house is big and has many rooms for the gypsies families that live there

What is a Victorian house?

4,2

BONUS!

Recite the tongue twister.
You have 3 tries.
Go

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

5,1

Appendix 9. Common Reference Levels. Qualitative aspects of spoken language use.

Table 3. (CEFR, 2001:28)

Table 3. Common Reference Levels: qualitative aspects of spoken language use

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.