



## BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The use of learning games to promote speaking in a 1st  
grade group of secondary school

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FECHA: 15/07/2020

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PALABRAS CLAVE: Juegos de aprendizaje, Habilidad oral,  
Herramientas de trabajo, Trabajo en equipo, Motivación.

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SECRETARIA DE EDUCACIÓN DEL GOBIERNO DEL ESTADO.

SISTEMA EDUCATIVO ESTATAL REGULAR

DIRECCIÓN DE EDUCACIÓN

INSPECCIÓN DE EDUCACIÓN NORMAL

BENEMERITA Y CENTENARIA

ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSI

GENERACIÓN

2016



2020

“THE USE OF LEARNING GAMES TO PROMOTE SPEAKING IN A 1<sup>st</sup> GRADE GROUP OF  
SECONDARY SCHOOL”

ENSAYO PEDAGOGICO.

QUE PARA OBTENER EL TITULO DE LICENCIADA EN EDUCACIÓN SECUNDARIA CON  
ESPECIALIDAD EN: LENGUA EXTRANJERA: INGLÉS

PRESENTA:

MARIANA ITZEL RANGEL MACÍAS

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SAN LUIS POTOSI, S.L.P.

JULIO DEL 2020



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ASUNTO: Dictamen Aprobatorio

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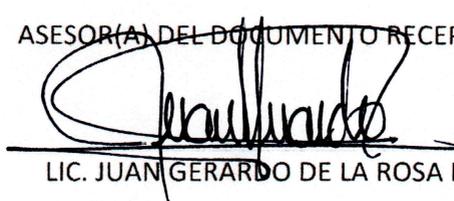
  
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## **DEDICATORIA**

A mi madre Amparo Macías

Por ser mi mayor motor de motivación constante, por estar siempre dando los mejores consejos para llegar hasta este momento de mi vida, por procurarme y por su amor incondicional.

A mi padre Gustavo Rangel

Por ser testigo de mi esfuerzo y dedicación, por su cariño y por su amor y por el ejemplo que me da día a día.

A mi tía María de Lourdes Macías

Por ser parte de este camino, por su apoyo incondicional, por su cariño y por ser de gran motivación para mí, con sus consejos y su ejemplo.

A mis hermanos

Por su paciencia y por ser un factor importante en mi elección por ser docente.

A mis maestros

Por su paciencia y sus enseñanzas durante 4 años, por su apoyo en la elaboración de este ensayo pedagógico.

A mis amigos

Por ser testigos del esfuerzo constante durante nuestra formación profesional, por los momentos que vivimos y por estar en cada paso de este ciclo.

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## I. INTRODUCTION

This section shows important information that talks about the steps and foundations that were followed for the development of this pedagogical essay, and with this knowing what were the reasons for which this research was carried out, covering the personal and the academic.

One of the personal reasons was to lead the student to strengthen oral skills so that there was no limitation when doing any of the activities using the game strategy that favored their personal and social development.

The purposes of teaching a foreign language in high school have been reformulated, focusing on meeting the real learning needs that students at this stage of their lives can meet: understanding what someone says in English (through a talk, a song or other form of oral expression) and understand what is read (whether in a book, newspaper, magazine, consumer products, advertising, instructions for daily use, among other sources) (SEP, Specific Specific Training Field: foreign language English, 2000)

Today's society requires different factors to be successful; one of these factors is communication in English. Because of this, the student must develop their communication skills.

The title of this pedagogical essay was called "the use of learning games to promote speaking in 1 grade group ", highlighting that what was intended to be achieved with the students was that they could use language to communicate, following the strategy of using games in the classroom.

It is important to mention that the practice periods were carried out at the "Francisco González Bocanegra" high school, as mentioned, the strategies applied were based on the characteristics of group 1D that were identified in the

observation periods as well as how students learn, and accordingly, it was concluded that they like dynamic classes and fun classes that is how the theme of this essay was decided.

At the beginning of this 2019-2020 cycle, Teacher Stephanie Lira Castillo told us how she worked with the 1st D group and the tools that were used to carry out the class, at that time it was detected that the students did not use the language to communicate due to the lack of vocabulary and that affected the learning that was planned in them.

One of the things that were valued for development of this document was three purposes of study which are:

1. Research
2. Design
3. Vision

Research: The first step that was considered was that of research since several tools were sought which would help students to develop oral skills.

Design: design of activities applying the appropriate strategy with which the students had to use the language to communicate.

Vision: the last step was to have vision, it was very important to visualize how the classes were expected to be, starting with the expectations that the group had when the strategy was applied.

The three steps mentioned above were always taken into account throughout the time it took to develop this pedagogical essay, in order that the goal was established and also served as self-motivation.

Five methodological stages were also defined that consisted of the steps that were taken before choosing the strategy to be developed, which are:

1. Observation
2. Identification
3. Investigation
4. Application
5. Analysis

According to the observation periods in the first stay, it was possible to notice how the student learned, however, to know a little more about the students, an opinion survey was carried out which was taken into account to design the strategy proposed in this essay.

After the observation, the need in which the students had to put their greatest effort was identified, the 1st D group had great expectations regarding the classes, being able to communicate using language, for this reason, a diagnostic assessment focused on certain skills which were: listening, reading and speaking.

Over the years, it is a great job that students are interested in learning English. "Currently, the teaching of English in Basic Education, in the Mexican public education system, is carried out on a compulsory basis only in a secondary school; however, in recent years, significant efforts have been made to ensure that this subject is also taught in primary education." (SEP, 2011).

According to the previous paragraph, teachers of second language teaching (L2) have the challenge of making students motivate themselves to learn English. "Motivation, strategies to increase the likelihood of success in learning activities should have high priority." (Ur, 1991)

One of the most notorious attitudes in the students was the lack of interest they had when taking the English subject, according to the previous textual quotes where motivation is mentioned, one of the main reasons for designing this strategy was how to captivate the attention and the student interest, this was how the idea of using learning games came up.

Inquiry activities were developed in the workshop for the design of didactic proposals and analysis of teaching work, where I was allowed to find out the characteristics of secondary school students and observe what activities they could carry out, using the "Aprendizajes clave 2017" program.

Difficulties arose such as the activities of commemorative events, festivals, the absence of students, lectures, and, finally, the global contingency.

This pedagogical essay was made up of two chapters, in chapter one a description was made that included general information about the central concepts of this research, and in chapter two it was captured how the implementation of the chosen development-based strategy was carried out and evidence of applied sessions.

To conclude with this introduction, it was important to take into account the competencies that the students had to develop, starting from the motivation to the expectations that were held with the group.

About the expectations that were held with the group, the personal objective of fulfilling this research was also related, which was to develop speech through the strategy that is the case of the use of learning games.

As mentioned in the previous paragraphs, the main objective of this research was always kept in mind, which was for the students to have oral communication. At first, it could be thought that the students only spent their time playing during

The use of learning games to promote speaking in 1<sup>st</sup> grade group

English classes, however, in this pedagogical essay it was demonstrated how the strategy worked in different sessions during the periods of professional practices.

It was very important to carry out this research when you are preparing to be a teacher you go through a stage of growth, from knowing how your posture will be in front of a group to what will be the skills that you have to develop as a teacher.

# Chapter I

## II. STUDY CASE

### 2.1 Nucleus and Topic line.

In this section, the nucleus and the topic line are implemented according to the SEP (2002), to publicize one of the points that were taken to develop this research. There are three nucleuses provided which are the following: “Adolescents”, “The didactic competence of the teacher trainees from the BECENE to teaching English” and “school and context”.

“The topic nucleus refers to the knowledge that is integrated around a purpose or training problem. It seeks, through the implementation of collective work, to achieve the articulation of the theory with practice and the concerted dialogue between knowledge, agents, instances, and academic situations. ” (Cauca)

The topic of the following essay is to help students to use games to promote speaking, considering this; the chosen nucleus is “The didactic competence of the teacher trainees from the BECENE to teaching English”.

that nucleus was divided into four points (Purposes of the specialty and its relationship with secondary education, Skills development and value training of the specialty, Design, organization, and application of educational activities, and Application of basic strategies and forms of learning evaluation.

I chose to design, organization, and application of didactic activities. Highlighting the title of this research "the use of learning games to promote speaking in 1st D group" the idea of designing and applying learning games that carried out the oral production of the students was developed.

Taking into account the interest of the student, it was decided to use the games as a strategy to practice communication skills to share ideas and opinions in the English language.

On the other hand, the program also has thematic lines that are the following: analysis of teaching experiences, analysis of cases of common problems of school practice and school functioning, and experimentation with didactic proposals.

The main theme of this essay is "Experimentation of a didactic proposal". Because according to the research, it was intended to use games as a strategy to promote speech.

As mentioned above, the strategy that was developed was the implementation of learning games. In each of the sessions carried out, dynamic games were proposed to work on the oral production of the students and thus be able to analyze the result and the impact that this strategy had on them.

It is important to mention that the nucleus and the thematic line were essential parts in this research since, thanks to this information, several ideas could be proposed and, therefore, start from key concepts to achieve the objective that was had with the students in the function of the strategy to be developed.

## **2.2 School context and geographical location.**

In this section, the objective is to show the geographical location and the school context in which the "Francisco González Bocanegra" high school is located, to provide specific information about the place where the professional practices were carried out.

### **2.2.1 Geographical location**

The general secondary school "Francisco Gonzales Bocanegra" is located on the capital city of San Luis Potosi in the Rural Atlas neighborhood, the zip code is 78130 and it is situated near to the avenue "Morales- Saucito" right across the graveyard " Los Cedros Valley ", the school has a work code which is 24DES0026H. (Appendix A)

The school had two different shifts, in the morning and the afternoon; the total of the students in the middle school is 620. The schedule in the morning was from 7:20 am to 1:30 pm. The school had two different accesses for the students. During the morning, two teachers and some parents were in charge of the students' security. This shift attended six groups, for each grade serving to 616 students including students who belong to "Unit of Support Services to Regular Education" (USAER)

Although recognizing that the students every day made an effort to fulfill the proposed activities and even though the process would take time, at no time did the adolescents show negative attitudes and this gradually led to the fulfillment of the previously established purposes, giving meaning to the choice of my study topic "the use of learning games to promote speaking".

USAER was a technical operational and administrative educational department, which supported the schools with students who had special needs or different abilities; their principal objective was to give a scholastic and parental guide.

Many times a high school is chosen based on location, things around it, etc. However, as a personal opinion, it is important to know the basis that is offered in the school to choose to focus on giving and receiving a good education for the students.

### **2.2.2 Infrastructure that school has.**

According to the observation periods, the spaces that the Francisco González Bocanegra High School has described to develop various of the students' abilities, from green areas to the usefulness of the classrooms.

First of all, Francisco González Bocanegra High School was a school with enough spaces in which students enjoyed different learning areas, for example, the library, it is a space where students can find many different books.

Another space that was in the school was the English laboratory, a great laboratory because, as people know that English is a language that has a lot of material to learn, and with this laboratory, the students were able to learn through videos, games or even some platforms to practice English.

In each classroom, there was an office that had a supervising teacher and the teacher who stayed in that office had to verify that the students remained in the classroom at the time of that class, also if the students had a problem with a teacher or classmates. class, that teacher had to talk about that problem and find a solution, there was an office for each classroom, one for the 1st grade, one for the 2nd grade and another for the 3rd grade, and from a personal point of view, it was a great idea to have an organization at school.

The school was also made up of psychologist offices, in those offices there was a file of each student with these the teacher could know if one of his students had a special need or needed to take medication, there were also special education teachers and the rest of the teacher he asked for their support.

The students really had a lot of support from the teachers and support staff, and they had the confidence to communicate with their teacher with respect, they took some additional activities to reinforce their learning, also some workshops, computers, music and something else. Thus, the teachers had a good disposition to help the students, and with this, they knew how to have a good learning environment.

The school also consisted of a cafeteria where students could enjoy their breakfast, they even had a special chair to meet with the rest of the classmates or friends, and another thing that the Francisco González Bocanegra school had are the green areas, Those areas always remained in a good state for the students, I

can see that they remain in a school with a great variety of places where they could have a good development in learning styles. (Appendix B)

The principals built good goals so that the school takes into account the interest of the students, even the principals also had a good relationship with the students in general at the school, it was intended to have a team work between the teachers and the teachers of the students.

The infrastructure was different from now, the school has had different certifications, for example:

"Safe school", that is, it promoted school environments conducive to the achievement of learning, in which coexistence is an indispensable condition for learning to learn and learning to live together.

The objective was to contribute to the development of learning and school environments that favor inclusive, democratic, and peaceful coexistence in the schools that participate in the Program.

"School always open", this means that to guarantee that public schools have safe spaces and facilities and the commitment of the directing and teaching staff to participate at the counter, 12 hours a month and during the summer holidays, with activities that allow them took advantage of knowledge, experiences, talents and free time to attend to the interests and needs of the members of the educational community, through cultural, artistic, sports and academic support activities.

"Inclusive school", that is schools that created opportunities for participation and learning for all students. The inclusive school was committed to environments in which all girls and boys learn together, regardless of their personal, social, or cultural conditions.

Another type of change that took place at this school was the directing staff, when a new principal enters Francisco González Bocanegra high school, each principal has a different style of work and also has different strategies to make their school know how to work as a team. . Teamwork in the educational environment involved all school staff (the principal, parents, teachers, custodial staff, and students do their best to create a better learning environment.

The school culture also changed, I could say that from decade to decade the way in which the students thought is very different and the parents also because nowadays I know that working with adolescents is difficult because they are people who do not know their identity due to the needs of these students. Parent support, however, the actual cases were different because, many teachers knew that it is difficult for parents to pay attention to their children, there are also parents who are interesting in the way students work in class.

There was a sad situation in this educational medium that is "the vocation", unfortunately there are teachers who do not know a different type of situation by vocation and we discovered it because the way they teach students is a "traditional way of teaching" means that the teachers who always sing the student book.

Nowadays, in this period, the whole teacher knows that there are different ways or strategies to teach, but to focus on the subject of English, there was also a large amount of material for students to show interest in learning, an example of that type of materials could be the use of TICS. He meant that teachers could use Technology activities so that students feel good working with different types of attractive activities.

Many teachers were used to working following the activities of the student's book, but the students do not have the level that that book has, it is impossible for their students to have good results.

In addition, the teachers did not have enough patience because if their students did not want to participate or did not want to do an activity for some reason, that teacher would yell and scold, however, in this vocation, the job was to ask the students if there was a problem, or looking for strategies to participate in class, our vocation was to share our knowledge with our students to keep it with sufficient knowledge.

There was also a lack of motivation on the part of the students because they were focused on the English subject, when they heard that the class that is going to start the student's face reflected boredom and the teachers heard some comments like "English is boring" "No I know English "" I don't understand ", etc..

There were some factors that affected the progress of the school; The most important were "social media" because students spent most of their time on Facebook. Twitter, Instagram, WhatsApp or other types of social networks and this was a kind of distraction for them, another factor could be "the family" because, as I mentioned before when you work with teenagers, they are going through different problems, if they have family of their results in the learning environment are bad, because they are looking for a way to show that they need attention, so these factors are the most important.

One of the first characteristics noticed at the Francisco Gonzales Bocanega school was that the way the students had to get there was difficult because most of them lived in rural communities, the students had additional activities as farmers in the afternoon to stay longer prepared in your life.

Many people know this high school due to bad comments. That school had to deal with a problem that was "vandalism" on some occasions.

There were stray bullets that hit the school and teachers despite that problem had to protect the students and not lose the profits from continuing to work at that school.

Francisco González Bocanegra High School was founded by Juan Martínez Santiago and when that school was created, it had infrastructure problems because people had to cut some trees to make the school excellent or to find more space so that the students had a better space to study and develop your learning.

The main challenge that the school had was that the teachers could receive all the students in spite of all the obstacles. That school supported students with financial problems, because of this situation many people thought that Francisco Gonzales Bocanegra had bad students or students with drug problems, but this school accepted all students who want to study, because for that reason they are people who They work in this high school, they are a teamwork, because they are not selective, they only give study opportunities to the students.

On several occasions, school personnel have had to work hard in order to achieve school improvements from infrastructure to student development or parent belief, there have been teachers who will eat money to compare students to material work, such as books, notebooks, pens, dictionaries, etc.

Previously, the school had no electronic media, computers, laptops, and surveillance cameras. There was only one bathroom now we have enough spaces for student use. The school has always had a school control department, administrative area, two laboratories and prefectures, and at one time there was a school doctor.

To conclude with this section, Francisco Gonzales Bocanegra High School had many spaces that students could take advantage of to enrich their knowledge in different fields.

In this case, in addition to the classroom, the English laboratory was used on several occasions, so that the students knew that space and they worked with the use of different materials, such as the use of the projector to be able to work observing some videos, film sections and even educational games.

### **2.3 Relevant social and academic characteristics.**

The Francisco González Bocanegra high school was not a common high school, since it had several things that characterize it, from the academic level of the students, the educational staff that ran the school, the support that the institution provided to the students and the environment teaching-learning that existed within the school. The purpose of this section was to publicize the characteristics mentioned above, highlighting the place where the periods of professional practice were carried out.

The students of the first grade of the general secondary school "Francisco González Bocanegra" were adolescents; they were between 11 and 12 years old. Their interest was in the game and in themselves.

During the first practice period, the students' behavior was acceptable. They liked talking to their parents because they met new people, but they finished the job, most of them were concerned about their grades, only a few students did not finish the job on time.

"States must guarantee the fulfillment of the right to education of people with disabilities through an inclusive educational system at all levels, including pre-school, primary, secondary and higher education, vocational training and lifelong learning, social and extracurricular activities, and it should be that way for all students." (Mirandés, 2016)

If there was a problem with a student, the teachers took advantage of the technical meetings to present what they observed during the last days and reach an agreement with the rest of the teachers if possible. If this was not the case, the USER was in charge of saying if it was necessary to channel the student into their program.

Most of the students did not have activities in the afternoons, they watched television, most of the time they were on social networks. There was a case where the students had to work to help their family.

I work with four groups, 1 grade group A, 1 grade group C, 1 grade group D and 1 grade group E, all my groups have the students book "yes we can 1 secondary", the groups are 35 to 40 students.

We worked with four groups, 1 grade A group, 1 grade C group, 1 grade group D and 1 grade group E, all the groups kept the student book "Yes we can 1 secondary", the groups were from 35 to 40 students.

For this research, it was very useful to know these relevant events, since it was important to know the environment in which the students with whom I was working developed, to know a little about the relationship they had with their tutors and teachers.

In my opinion, it was always important to know how the students performed, because their motivation can start from the school environment, for this reason, it was important to take these points into account to obtain better results in the pedagogical test.

### **2.3.1 Group's description**

During the stay as a trainee teacher at Francisco González Bocanegra High School, we worked with 4 groups, of which a brief description with essential

information is presented below, which varies from the number of students in each group, the level of students, the diagnostic evidence and general characteristics of each group, from how they learn to how they behave in the classroom.

in the first grade group "A" (1A) there were 38 students, 18 girls and 20 boys, many of them did not have a good level in English, so they worked differently with them, because that group had different behavior. To learn something new, different strategies were sought for students to show interest in the subject.

It was discovered that with this group it was necessary to have activities that practiced some skills, for example, listening and reading because, according to the diagnostic test, it was possible to take notes on how students learn, and with those diagnoses it was discovered that the whole group had High results with these two skills, reading and listening. (Appendix C)

Also in this group there was a group of students with bad behavior, that is, they did not do the activities, they did not work on their book because they always forgot it, they did not show a good attitude to learn or something like that.

With the first grade group "C" (1C), it was a group of 40 students, 17 girls and 23 boys. All the students were participatory, but some of them were those who did not participate or collaborate in class activities, that is, they did not work, they did not get together as a team and they did not carry out the activities in their book.

At first with this group, it was difficult to have good communication and to have good results working on the subject of English. They were then given the task of looking for strategies that would help motivate the group to learn and participate in class, as the days and weeks passed, it was described that those strategies worked and that the group was willing and showed interest in the language.

According to the results of the 1st grade group C diagnostic test, it was found that all the students had a lack of knowledge in some skill, mainly in listening, reading, because their results were not satisfactory. (Appendix D)

1 group of grade "D" (1D) with this group, it was easy to work and have to teach all the time because it is a group that worked correctly. that is to say that by the time he entered the classroom they already had the book on their table, and the words they did not understand were written in his notebook there was no need to indicate what they had to do, just for the moment Doing activities only listened to instructions and stamps worked immediately. (Appendix E)

1 group of grade "E" (1E) This group was made up of 35 students, 20 girls and 15 boys in this group, one of the students who had a good level of English was highlighted, but also caused a disadvantage since the student who Participation is always mentioned because if I surpass the others, however, I try to motivate the rest of the students to participate and they refused because they felt self-conscious about their classmate.

The group, in general, knew how to work as a team, they were responsible and they spent time practicing the vocabulary seen in class.

The problem with this group was that most of the students are boys and girls who meet in small groups and have specific groups of boys who are always distracted in class for whatever reason, lack of material, lack of interest.

According to the results of the diagnostic examination of this group, it was discovered that they have deficiencies in reading and listening, with this group we looked for strategies to have better results in those skills because they also had to speak using language. (Appendix F)

The information that was written in this section was according to the observation periods, where the diagnostic examination was performed and some of the most relevant characteristics of each group were highlighted, which was useful to conclude by focusing on one of the four groups, taking into account the needs to work on them.

#### **2.4 group of study**

This section describes the specific attitudes and needs of the group in which it focused to carry out the strategy to be developed taking into account the specific characteristics shown in the following texts, from the personal opinion of why this group was chosen as a group study, up to the students' own expectations regarding the subject.

This research focused on the 1st grade group "D" because it could be said that with the practice periods the students were better known, and this group worked with dedication and effort since, as mentioned before, it was a group that not all have the same level of English, however, this group despite the difficulties in pronunciation, grammatical rules, verb tenses they did not know, at the time they were taught they made an effort to learn them and, with their participation, their interest in learning this second language, which was English, was demonstrated.

5 students who had a good level of English were identified and it was planned to trust them to obtain a good teaching-learning environment, since the students who already had previous knowledge of this language and found it easier to practice, supported by helping some colleagues with language comprehension

When working with the students in this group began, from the first moment they began to make comments such as:

*Student A: "Maestra nos hara hablar ingles"*  
( *Teacher is going to make us speak English*)

*Student B: “podremos entender lo que nos dice”  
(we will be able to understand what you are saying)*

*Student C: “Podré hablar con mis parientes en los Estados Unidos”  
(I will be able to speak to my relatives in the United States)*

*Student D: “Me gustaría entender las canciones en inglés”.  
(I would like to understand the songs in English)*

Having received comments like those made by the students, it was decided to do a brief interview of five questions in which they answered what they expected from the classes. (Appendix G)

Based on the students' responses, most of them answered that if they wanted to learn English and more than anything to speak English to understand movies, music and to be able to speak with their relatives who live in foreign countries.

All the students that make up the 1D group showed a pleasant attitude to learn English, it is worth mentioning that students who do not have a good pronunciation or a good knowledge of the language are inhibited when they participate in an activity and I can say that these students do not. They know they inhibit, on the contrary, their attitude is to participate regardless of the mistakes they make, they liked the class and that is why every day they look for activities to improve learning, using dynamic games, images and movies to strengthen knowledge in students

As a personal opinion, the challenge that a teacher had to face with their students who focus on the English subject is that their students remain with the teaching they received, working together from the key points to achieve a better understanding of knowledge, starting from. In general what you want to achieve with the students in this case they could communicate using this language.

According to the diagnostic result that the group of 1 grade of group D (1D) this group had a high level of reading and listening, they have a lack of concentration in the grammar stage.

According to the characteristics of the group mentioned above, the students need activities that work in teams, dynamic activities where the oral participation of each of the students is carried out.

Based on the characteristics of the group, it was how he could organize ideas and put them into the strategy he wanted to implement with them, which was the use of learning games, taking into account the level of English that the group generally manages to know where to start and how to better approach the group with the language.

### **2.5 Description of the case being study.**

The purpose of the study topic was selected according to personal objectives and the vision that is expected to have with the implementation of the strategy to be developed, taking into account the interests and needs of the students and relating it to lived experiences.

As is known, communication is essential; And as English is now used by millions of people to use that language as a culture, communication had become an emphasis on language teaching.

The Importance of English: Although the English language does not have the largest number of native speakers in the world, it has the widest reach of any language spoken today.

Communication skills were of great importance for students to be able to use language to express themselves; It is mentioned in the "2011 Plans and Programs" (SEP, National English Program in Basic Education Second Language: English,

2011) where it is essential to make students proficient when using the English language to share their ideas.

As a first point, the topic started from the need for communication skills to require students to have an interest in learning and give them a better effort to have better results when they want to express themselves in a second language (English).

"Communication is essential to basic education goals that enable the student to acquire the skills necessary for life by developing their communication skills, self-learning, and the ability to use critical thinking to deal with modern science and technology." (SEP, key learnings for a comprehensive education, 2017)

During the internship period, it was discovered that the lack of level that students had in the English language, based on experiences as a learning teacher, students have difficulties learning something new, but focusing on the English language, their behavior to learn it It is totally different because you as a teacher receive many comments like "I don't like English", "I don't understand", "I can't", "I don't know English" and "English is boring".

Focusing on these types of comments was that strategies were sought for students to have an interest in learning English, so the idea of a fun way to learn was considered, so "the uses of games to promote speech" were chosen. .

"Theories expand their domain to contexts very different from those of their production, at the same time that they" reduce "complex facts to elemental and unidirectional relationships between measurable and predictable variables in their behavior" (Erausquin, 2010) of this transitional era, to appropriate "conceptual thinking" and its passage to a new and superior form of intellectual activity; It is in this way that they investigated and theorized on the subject, and based mainly on them, she tries to confirm their personal points of view.

“The problem of interests is the key to understanding the psychological development of the adolescent. The psychological functions of the human being, at each stage of her development, are not anarchic, automatic or causal, but are governed by certain aspirations, attractions and interests, sediment in the personality. These forces, which drive behavior, vary at each stage of life and vary behavior. Therefore, it is incorrect to analyze the development of psychological functions and processes only in their formal aspect, regardless of their orientation, of the driving forces that set in motion the psychophysiological mechanisms. "The purely formal study of development is actually antigenic, because at each new stage not only the mechanisms but also the driving forces change." (Erausquin, 2010)

What was new in the development of adolescent dream and imagination was its close relationship with conceptual thinking, the goal of an adolescent is not a direct and immediate elaboration of recent perception, nor a pure conceptual thought like child's play, which replaces , fantasy builds castles in the air with the support of concrete representations instead of real objects: hence the value of images for adolescents.

Imagination allowed thought to be rooted in experience and not completely submerge it in the empty forms of abstract thought. Imagination is memory, not only individual but social, it is a reproduction, but also a transformation: it points to the past to project it into the future. It is a combination, but also disaggregation and deconstruction of the given.

At that point it was really important to take into account the ways in which an adolescent's learning because the objective is that my students manage to speak in the second language, with the uses of games because I focus on their interest and the way to learn better if you enjoy the class and participate by sharing ideas.

Knowing how your students learn how to create material for them will be easy, and it could also be a motivation for you and for them; for you because you will get better results from their students, and their students will begin to show better behavior when they work with something they like.

In this section, the personal objective was also raised, since it was an important part of this research because this is where the motivation to design a strategy that could meet my expectations and could change the mentality of my students, awakening in them the interest in the English language.

## **2.6 what is known about the topic?**

In this section, the key concepts that were used as a guide for the development of this pedagogical essay are mentioned. The concepts are in order of hierarchy, in order to provide clarity when the said document is consulted, so that the reader is aware of the importance of consulting different authors who support the information acquired and necessary in this research.

### **2.6.1 Speaking skill**

As the title says "the use of games to promote speaking", this document focused on oral ability, since it was what was intended to be achieved with the students of the 1D group, focusing primarily on how to develop said ability following what several authors Featured define.

According to Warda, 2015 "Speaking is one of the main skills required to start communication in any language, especially for non- native speakers. Foreign language learners' speech then is based on the process of trial and error. Therefore, speaking is a complex skill; it relies on making efforts and practice".

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to

use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions.

Also was an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

“Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form”. (Ahmadi, 2017)

Speaking was the most important skill because is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability to communicate easily and effectively with other people.

Increasing speaking competence and confidence for students tend to be a crucial question among instructors. The speaking skill has acquired a very important place in the communication skills. In foreign language learning, the ability to speak is the most essential skill since it is the basis for communication, and it is the most difficult skill. Researchers stated that speaking is the most difficult for learners, and this result from learners' lack of exposure to the target language that allows them to use it for communication and expression.

one of the key concepts in this research was "speaking" to understand its meaning and how to carry out this skill with 1st D students, since many of the students were having their first approach with this language, for this reason, I decided to look for information that would be useful for me to carry out my strategy.

### **2.6.2 Characteristics of Speaking**

Associating the characteristics of the 1D students, which is the group in which this research was focused, a search was also carried out on the characteristics of the ability to speak to unite both and, therefore, expect better results that lead to meet the objective of the main objective of this essay.

In the following paragraphs, the characteristics found according to the periods of practice and the learning obtained during the teacher trainee stage at BECENE is shown.

Since the observation periods began, it was possible to see some factors that prevented the students from developing the ability to speak in the activities where communication was required; the example of these factors is the following:

- the level they have in the language
- lack of vocabulary
- fear
- lack of interest

“The level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants so that they can speak fluently with the minimum of hesitation”. (Penny, 2009)

The importance of realizing the level of the students was essential since they had ideas of knowing where to introduce the language with them, starting from the basic vocabulary.

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance since young learners repeat exactly what they hear.

What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, chants, songs, poems, and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves.

When applying video techniques in the classroom it may help the learner to develop their speaking skill and we have to keep in mind that interaction and dissection is an important way in learning.

In this research, it was very useful to emphasize the characteristics of speaking, since as mentioned above it was one of the key concepts in this document.

Strategies had to be followed to help develop speaking skills with students, from teaching vocabulary to knowing how to have a conversation using that vocabulary, the challenge was to get students to dare to use the language without fear of ridicule, pronunciation errors, etc.

### **2.6.3 Speaking sub skills**

Several sub-skills are derived from the key concept that is speaking, which were analyzed to identify them and deepen this research. The objective of this section is to present these sub-skills with specific characteristics, which are presented in the following lines.

The following concepts were embodied according to (Luckman, 2010)

- Fluency: Students practice speaking with a logical flow without planning or rehearsing.
- Accuracy with Words & Pronunciation: Students practice using words, structures and pronunciation accurately.
- Using Functions: Students use specific phrases for purposes like giving advice, apologizing, etc.
- Appropriacy: Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.
- Turn-taking Skills: Students practice ways of interjecting, eliciting an interjection or preventing one.
- Relevant Length: Students practice speaking at a length appropriate to a situation.
- Responding and Initiating: Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.
- Repair and Repetition: Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.
- Range of Words and Grammar: Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.

- Discourse Markers: Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)

It is important to highlight that speaking has sub-abilities which depending on the type of communication that is required; you can focus on one of these. The combination of these elements in language teaching could result on the oral practice through the learning games and some activities allowing the communication.

In order to know if a communicative activity was successful, “the characteristics that made and speaking activity successful which are the following” (Ur, Language Teaching, 2009)

- Learners talk a lot.
- All get the chance to speak.
- Motivation is High
- Language is on acceptable level.

To have a successful class, the teacher role had a big importance in the implementation of the communicative activities.

The principal interest of this essay was to use learning games to promote speaking in first grade group “D”. This is why it was chosen the CLT methodology.

## **2.7 learning games to promote speaking**

As the title of this study topic says "the use of learning game to promote speaking in 1st group " another of the basic concepts for this research was learning games as a tool to promote oral ability in students, In this space, it shows the characteristics of learning games, including some of them and their description.

Educational games are games that are designed to help people to learn about certain subjects, expand concepts, reinforce development, understand an historical event or culture, or assist them in learning a skill as they play.

“Games are frequently used in CLT. The students find them enjoyable if they are properly designed, they give students valuable communicative practice”. (Freeman, 2000)

Game types include board, card, and video games. As educators, governments, and parents realize the psychological need and benefits that gaming has on learning; this educational tool has become mainstream.

Games are interactive play that teach us goals, rules, adaptation, problem solving, interaction, all represented as a story. They satisfy our fundamental need to learn by providing enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion in the game itself while the learning takes place.

According to (Kayi, 2006) introduces us to the following games that lead us to oral production through dynamics that can be applied in the classroom.

- Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David; you go to the doctor and tell him what happened last night.

- Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring

items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

- Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

- Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

- Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

- Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

- Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

- Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

- Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

- Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

- Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

- Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls

playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

As the previous information mentioned all of this learning games have the same objective that is that students achieve to give oral communication using different types of strategies.

Putting my goal together with the expectations of 1st D students, this information was very useful to carry out the objective of this research, which is to get students to use language to communicate through dynamic strategies that in this case were learning games.

## **2. 8 Participation as a monitoring of oral production.**

Participation was also an important concept for this research since through this, it was intended to notice the moment when students used language to communicate, and in this section the definitions found on oral participation are shown.

Class participation was an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic.

Class participation also was a valuable learning tool for teachers. Through students' questions, you learn what they don't understand, and can adjust your instruction accordingly.

“The act of active participation includes asking questions, give opinions and discuss about the related topic lectured.” (Abdullah, 2012)

It is important to mention the textual quote above since it is intended that students have active participation in activities that require an oral production, taking

into account the steps required to have active participation, a list was made of what intends for the student to do:

- ask questions
- share ideas
- share opinions
- debate on a specific topic

Just as speaking in front of a group doesn't come easily to many adults; however, speaking up in class is a struggle for many students. That struggle might manifest itself in the classroom in a variety of ways not volunteering to answer questions, not asking for help, not speaking up in small-group activities, even not talking in class at all.

Engagement has received significant research attention in recent years in an effort to better understand student achievement and the lack of it. Oral participation is generally highly valued in classrooms and is often thought to be a good indicator of students' engagement in learning.

Oral participation was of great importance to carry out the development of this pedagogical essay since it was how it would be recorded that the student used the English language to communicate, in the second chapter he will realize how the oral participation in the students analyzing each of the activities applied in different sessions.

## **2.9 CLT method**

In this section, the methodology in which the pedagogical essay was focused will be analyzed, taking into account the characteristics of this methodology in the design of activities that carried out the oral production of the students, from definitions supported by the authors until the own interpretation of this, and the use that occurred in the activities which will be presented later in this document.

“Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication situations”. (Freeman, 2000) Under this circumstance, this approach developed and became popular afterwards. In the view of CLT, language is a tool to express human thinking and the main purpose of language is to communicate with people.

According to the previous texts CLT is refer to: Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language.

Example activities used in CLT classroom are information gaps, role play, surveys, interviews and pair / group works. Through these activities, Students practice real-life conversations, for example, buying goods in the store or going to see a doctor.

As the previous information mentioned CLT show some activities that teachers can apply in their classes, but focus on my case I decided to adapt some activities and use those activities as learning games follow the characteristic of it.

My personal goal was that my students could communicate using the English language in the classroom, through a fun and dynamic way of learning games, so I linked activities that followed the CLT methodology.

### **2.10 Key questions this case will attend.**

The topic of this pedagogical essay “the use of learning games to promote speaking in 1D group” is linked with the following questions which writing with the principal objective of giving a solution to the case mentioned before.

- What kinds of learning games can I use with 1st D group to promote speaking?
- What tools can be used to track students' progress with my strategy?
- What is the impact of the students with the four games propose?
- What are the outcomes of this strategy related to the students of 1°D group?

These questions were solved during the second chapter through the observation of the oral communication in the group of study.

# Chapter II

### **III TOPIC DEVELOPMENT**

As mentioned at the beginning of this pedagogical essay, the practices took place in the “Francisco Gonzales Bocanegra” middle school, to share the knowledge acquired in my training with the first-grade students, the objective to be reached was that the students developed their oral communication through different learning games.

#### **3.1 What kinds of learning games can I use according to the characteristics of 1<sup>st</sup> D group to promote speaking?**

In the following lines, the first theoretical question of this research is answered, based on bringing together the characteristics of the study group which were taken as a guide to decide which would be the learning games with which the oral production would best work.

Referring to the previous argument in chapter one, the CLT method mentioned that the communicative competence involve different factors, which were fundamental to achieve the communication in a second language (L2)

An opinion interview (Appendix H) was applied to find out how students prefer English classes in these interviews; Most 1st D students responded that they would really like to learn English through the use of games.

Based on the responses obtained in this opinion poll, it was concluded that students prefer to learn English through play, rather than through the use of books, dictations and traditionalist theories.

The challenge was to create activities taking into account the interest of the students, so that with this better results were obtained and the objective of this research was reached.

Students may feel nervous in speaking a foreign language due to lacking confidence or having the pressure to speak loudly. Language teachers should spot this and do their best to create an easy and cheerful learning environment for their pupils. One of the strategies to help students, especially young learners, to speak English well is to adopt relative games in class.

According to the information obtained in chapter one of this research, which refers to the characteristics of the first group D, remember that this is a group that likes dynamic classes, learning new things and being able to speak English with other people, and relating those characteristics with the characteristics of the learning games, it was decided to focus only on 4 games, which are described below:

1. Role play: Based on the characteristics of the role play, it tells us that the students pretend that they are in various social contexts and that they have a variety of social roles. Role play was chosen since, based on the attitudes and interests of the students, it was one of the activities that would cause them the most interest, and also to analyze how the student was able to use vocabulary depending on the context in which they had to develop.
2. Brainstorming: the idea of using brainstorming was with the aim that the students could produce ideas in a limited time, so a Just a minute game class was created, in the group of 1<sup>o</sup> D the students had to have a certain rhythm at the moment Brainstorming was used to do activities then taking into account that characteristic to see what the oral production of the student was like within a specific time.
3. Picture Describing: Picture describing refers to having students describe what is in each picture so that they share ideas and encourage their creativity and imagination. With this strategy, rather than describing an image, it is intended that students share ideas or put a sentence in their

mind according to what they are observing and share this information with the rest of the group.

That game is more usefully in the majority of the classes to students speaking using the language in the classroom.

4. A chart was used as a Crazy Bingo,(Appendix I) that's a good example of brainstorming game, some sentences were written on the chart and my students choose one number and one letter, when my students choose that the sentence was read and he or she had to sharing ideas about that specific topic in just 3 minutes, well remember that I work with 1 grade students an those students only practice English on the classroom so due to that is difficult for them that speak for a minute , my first goal with this game is that they can share ideas using the language, is doesn't important the time that they spend speaking about wherever topic, it doesn't important if only speak for 10-15 second , the thing that really important for me is that my students use vocabulary that they learn on the previous lessons to sharing ideas .

Those games are the same objective, that objective are those students sharing ideas using English language.

In conclusion, it can be said that, frankly, a different way was sought in which students could interact with the English language in most of the class 'time, for that reason I decided to focus on those four learning games.

Referring to the previous argument in chapter one, the CLT method mentioned that the communicative competence involve different factors, which were fundamental to achieve the communication in a second language (L2).

The learning games on which decided to base myself were applied in different ways in order to contrast, if the students had more communication when using any

of these games in class and communication decreased when they were not used in the sections.

The learners will get a chance to become more fluent and confident if they are taking into consideration their needs and their interest. (Scrivener, 1994).

According to the previous information from Scrivener, It was very useful for me that the students answered the opinion survey; since for me to use the learning games it was necessary to know that they felt comfortable learning in this way.

We know that the age range of a group of first grade of secondary is going through a series of changes since they are suffering adolescence, they are going through a series of changes where it is best to show them attention and the interest that the students have in reaching the expected results.

### **3.2. what tools can be used to track students' progress with my strategy?**

The following lines show the working tools used with the first group D, to explain the points that were taken into account when designing each tool that worked to follow the progress of the students with the strategy of this research.

As mentioned in the previous sections and the title, students are intended to develop speech through learning games, a type of "tablet participation register" was designed (Appendix J). The way that register the students speak is through participation.

With the 1st D group, they had worked well, it is obvious that always in a teacher environment they have this type of behavior problem, but in the course of classes, the students have many unruly attitudes.

When thinking about this type of problem about the indiscipline of the first group D, it was concluded that perhaps the change in attitude of my student was due to the objective of "registration of participation in tablets".

The recording tablets were intended for students to discover their participation in each English session, but the problem with that assessment instrument was that students had to have 63 participations, so when I say the objective, many students show negative attitudes, and some of them said comments like:

- Student A:           “Es imposible llegar a la meta “  
(it is impossible to reach the goal)*
- Student B:           “Será muy difícil”  
(It’s too difficult)*
- Student C:           “Prefiero examen”  
(I prefer exam)*
- Student D:           “Y si no tenemos las 63?”  
(what if we don't have 63)*
- Student E:           “Pero como vamos a participar todos”  
(How are we all going to participate)*
- Student F:           “No pues ya reprobé”.  
(I already failed)*

The comments above were a few examples of student feedback, so that was the students' first impression with the tool, it was thought that maybe that goal (the target recording tablets) was the problem in the behavior of the students. Students, maybe the tablet registration was not the main problem, but it could be a big factor.

Just as the tablet to register at the beginning was a demotivating factor because the students saw that the goal was unattainable, it was also a factor of motivation and effort with themselves, these tablets were delivered at the beginning of each session also with the aim of roll call In the classroom when the activity was established, an indication was given to raise a hand to record the participation of the student who wanted to share ideas using the English language.

Another instrument that was used was "classroom work"; (Appendix K) was designed with the objective that the parents of the first group D discovered their work and the performance of the students in the English class. Several authors include the importance of education and instruction being collaborative processes between the school and families and also point out a large number of positive effects on the students, parents, teachers, the school in the center and especially for the community in general.

The participation of parents in the educational process has always been present, however for some time, the school has been seen by a part of society only as space where close supervision is provided to the children, the Working parents can leave their children with the certainty that they will be safe, however, this has caused parents not to get involved in the children's work, leaving them alone in one of the most important stages of their lives. Individuals: their school education.

The comprehensive reform of basic education requires, for its effective application, that school groups develop new forms of relationship, collaboration and organization, since each school represents in itself a space for learning and, at the same time, forms part of a network management of learning of teachers, students and parents, among other actors in the community. (SEP, plan de estudios 2011 educación básica , 2011)

It is evident the importance of the participation of parents in their children's schools, that they feel welcomed and that they are taken into account; therefore, it is very necessary to train teachers and future teachers in how to face parental involvement in school, how to facilitate it, what their attitude should be.

This preparation will make it possible to put this into practice, collaboration and good relationship of fathers, mothers, and teachers and that teacher making possible positive results for everyone, not only for children but also for the family

and themselves. And let's not forget that education is everyone's business, so we must all make it possible and satisfying.

According to how the activities were given during each session, a clock was designed to control time (Appendix L) to keep an order of time in each activity during the class, since in the previous observation periods You could notice that the students took more than the time stipulated in the lesson planning, due to different distraction factors.

One of these factors and the one with the most impact was that the student took the time not to understand instructions because these were given in the English language, which led the student to ask another classmate what should be done.

With this situation, the problem arose that for a student the others are distracted and this is considered a risk factor in the learning environment.

When a teacher gives instructions, it is important for them to check that students have understood what they are being asked to do. (Harmer, 1998)

At the time of giving instructions, the students were asked again if they understood or not what they were going to do according to the activity to be carried out if the answer is that they did not understand, the indication is repeated more clearly, at the time who were asked, asked again if they understood, noting that their faces were possible to see if they knew what they were going to do or not if even their faces and expressions reflect that they have doubts, they began to use the body language for them to understand better.

Body language is a form of non-verbal communication, which includes multiple actions and mannerisms, such as:

- Facial Expressions
- Gestures

- Posture
- Head Movement
- Eye Contact

Taking this risk factor into account was when it was decided to design a clock setting of only 10 minutes, 15 minutes, and 5 minutes. So when I gave indications of the activity that my students had to do, the clock put on the board so that they could notice the minutes in which that activity should be done.

In each one of the sessions that were carried out, the group was presenting different attitudes and behaviors, by which the latest "behavior thermometer" strategy was developed, based on the three colors of traffic light that are:

- Red: it was used every time the students made too much noise and there was indiscipline on their part, every time the students saw the red thermometer they knew that they should calm down without the need for me as an authority to raise my voice to attract their attention.
- Yellow: it was used as an alarm that the students' indiscipline was increasing in level, which is why they realized that they should concentrate on work and make less noise.
- Green: Every time the students saw the green thermometer, happiness was reflected in their faces because it was like the motivation towards them that their behavior was appropriate.

To conclude, in this section each of the tools used to measure the progress of the students was explained, starting from the academic part to the attitudinal part.

Each of the tools was designed according to the observation periods, periods in which an analysis was made of how the students learned, how they behaved in the classroom and how it would be recorded when the student used the language to

communicate. mentioning that for this research it was of great importance to highlight and explain the use of each of these tools since in the next section the sessions in which the tools were used will be analyzed and it will be observed how each one of them was worked on, if they worked or not and what was the result.

### **3.3 What is the impact of the students with the four games propose?**

This third question was answered focusing on four sessions in which the 4 learning games previously mentioned were applied, where they show how the behavior of the students was and how the classes were developed.

In the secondary, “Francisco Gonzales Bocanegra” thought observations during the practice periods was detected the tendency to thought in English as a Subject of stuffing, the school promote the participation of the students in extra activities during the English hours, due to that kind of problem the main aim of the some classes didn’t achieve.

At the end of the Practice period, the outcomes were analyzed according to the students of the 1D group In the period of February to March I found out constantly about the changes that 1D group was suffering, since at the beginning to the end, because students know the way in that every class they had to work.

One of the objectives of register their participation was to find out about how to oral participation increase through the learning games and how to oral participation decreased when don’t use games.

When talking about changes, I mean the changes that I noticed in them since I started working on communication in the English language.

According to their participation card, it can be seen that the participations were increasing when a game was applied in some of the sections, even with students who had difficulty participating in the beginning.

During the first practice periods, from February 17 to March 20, the challenge was to apply the planned strategies and based on the sections that he had with the study group, to find out if they were working to carry out research to implement oral communication in students.

### **3.3.1 Discussing comic strip**

In the second week, the model class was class number six, the theme of the class was "discuss the comic" and in session number 6 the objective was "at the end of the lessons, the student should be able to reinforce the vocabulary of the previous sessions, having a dynamic class".

The class was in the English laboratory because, as mentioned before, when we wanted the students to remember the vocabulary, it was in a different way, in a dynamic way, that's was the reason for the use of the English laboratory and the exercises were observed in the sections that were made.

the lesson plan for session number 6 (Appendix M) the PPP format (presentation, practice and production) was used to plan the classes, as well as the warm-up, a "cha cha slide" song was used for the students to make movements and follow some prompts in the song to get them active before starting English class.

As a presentation, the students had to search the board for some words with disordered letters, so they had to order the letters to find the correct word but in a specific time (the students had 5 minutes to form the correct word), in the moment the students found the word, they had to say the word and the meaning, so that was the way the students had their say in the record on their tablet.

In practice, students looked at some images and had to say a phrase using would in the affirmative, negative, or interrogative, and the same dynamic as the

students who finish first had to say a sentence using the image as a reference. say a phrase with would.

In the production, the students looked for some parts of the WH questionnaire and looked at the image for only 3 minutes, and in that questionnaire they had multiple answers, so they only had to say the correct letter of the answer to participate.

In summary, the students commented on this dynamic lesson and resolved some doubts on some specific topics.

As a conclusion in my personal point of view, it can be said that the interest of the students was forgotten because, as mentioned before, a difficult objective was set for my students to have participation, so I had to think of a real objective taking into account counts the English of the student's level. (Scrivener, 1994)

When planning the class, the teacher orders the contents together with the resources that he is going to use, be they didactic, practical or theoretical. Everything can be planned, in an order or in steps, to meet the schedules, but the moment of the class begins to take shape when the teacher explains the content and achieves the student's interest. So, this gives their point of view, making the class become constantly active with their participation; Here the teacher is being flexible with his planning because he is willing to modify its structure to enrich it.

In the classroom, the teacher, the students and the content coexist together, thus forming the didactic triad. However, a class is not just a teacher who imparts content to its students, but is made up of several moments that build it. At this time, students are also participants; they have the right to express an opinion in class, ask questions or add content, so that they can make the class more dynamic or generate constructive discussions that enrich it.

These two characters were essential to achieve a good course, since each one has an important duty, to teach and learn respectively, but teaching and learning are a process that must be handled professionally. That is why there are different techniques and strategies that can be incorporated to create a dynamic environment in the class, so that the content can achieve the objective for which it is intended. But it all depends on the work you do together; the student and the teacher are the protagonists of the class.

So the main step to reinforce is to always take into account the interest of my students and the level of my students, so with that information, to make a decision about the class and the instruments that need in the classes.

Remember that the theme of this pedagogical essay is "the use of learning games to promote speech in group 1D". The goal is for students in the 1D group to take advantage of ideas, opinions, etc., using the English language.

### **3.3.2 Use vocabulary to reinforce.**

From a teaching based on the explanation as the dominant style of the teacher and on the resolution of exercises by the student (in which what the teacher explains applies), to one that diversifies activities and encourages the participation of all students. (SEP, Specialty Training Field Specialty: Foreign Language English, 2000)

According to the previous paragraph, the analysis of session number 8 was made so that the lesson was that students could use question WH to request specific information (Appendix N)

As a first approach, a poster showing the question WH was used so that the students could identify them. To teach vocabulary, the warm-up section was used.

In the presentation section, the reading skill was practiced so that the students identified the WH question that they had previously observed in the poster and tried to know the meaning of the question by means of its deduction.

The problems in this section were that the students could not get the meaning by their own deduction, since several of them did not follow the reading due to the lack of vocabulary.

In the practice section, students used the information they identified in the previous reading and that information to create a WH that had the information indicated in the reading in response.

As mentioned above, one of the problems marked with the students was that due to the lack of vocabulary they had, it was difficult for them to identify specific information to answer what the book required.

The objective of this essay is that in the production part they have a communication using language through learning games, so that was the reason why in the production the students played "Crazy Bingo Game", one of the games that the goal is for the student. to carry out the oral participation gathering sentences according to the context in which they had been working.

The group enjoyed the time working as a team, so that's why a crazy bingo game was applied, the group is divided in half, in that game all the students have to speak, one by one passing in front of the classroom and choosing a table According to According to the word that the table has, they have to say a phrase that uses it, the first team in the sentence will be the winning team.

When the students saw the "crazy bingo game" it was reflected in their faces as the behavior changed, since all, if not most, wanted to participate in this dynamic, seeing the reactions that the students had every time they used these strategies, it

was deduced that the students had more oral participation than when they did not use any of these games.

In accordance with the above, the next session that was analyzed was a session in which the strategy of using learning games was not used to give knowledge since the students' performance was low when they used the ability to speak. When they give their opinion through participation in a specific topic.

### **3.3.3 Explain content in a comic strip.**

Session 12, the objective of that session was that the students should be able to explain the content in a comic strip, (Appendix O) it is important to mention that the session described below was planned based on the proposed content and based on the book of text that students handle which is "Yes, we can 1 grade of high school".

It is important to mention that in some of the classes the warm-up was omitted since there were problems in the middle of the change of each class since some teachers took longer to leave the classroom, so they can meet the objective of each of my classes, which in all of them were that in the production they managed to communicate using the English language.

In the presentation section, students brought out the listening skill, one of the main reasons for students to hear spoken English is to allow them to hear different varieties and accents rather than just the voice of their teacher with their own idiosyncrasies. (Harmer, 1998)

Following the previous paragraph, students practiced listening in order to understand specific information that would be used to answer what the book requested.

When the students practiced listening, they listened twice to achieve comprehension. If the understanding of that audio was still not achieved, body language was used so that they could have a better understanding.

In the practice section, the students used the information they understood from the previous audio to number the sequence of a comic strip, then share specific information with their classmates so that they could communicate with each other.

Production for this session was modified as students were supposed to play a "picture narrative" to use language by sharing ideas through what they would see from a picture using keywords; however in this session I decided not using games to see how much students' oral participation decreased.

In this session, the performance of the students in the classroom was affected since, since the warm-up was not applied, the students had a class that was the most difficult for them, what is meant by this, since initially, students asked to be taught with dynamic classes, and warm-up always helps introduce the student to the language and tends to be dynamic

#### **3.3.4 Create a comic strip.**

To finish with the last description of the last session applied in the internship period, it is important to mention that the objective of this session was not achieved due to the current contingency.

The session that was analyzed was number 15, ( Appendix P) the objective of this was that the students were able to create a story with their imagination and characterizing the character that each of them should have, for this session a rubric was made to evaluate (Appendix Q) the student performance during the organization of this project.

That week was difficult because, as people know, a global pandemic comes to my country, in the previous weeks, we knew about that pandemic (covid-19) but

the prevention forms were followed to care for the students and the teacher trainee. In the last week of practice, some of the students started not attending classes.

The absences of some students were a problem for the analysis of this session because that week the students had to create their own comic and had to share ideas on the subject, they had to use the vocabulary they learned in the previous weeks of class to create their comic. That was a final project, but it was difficult due to the circumstances.

As mentioned in the texts of the description of previous classes, the PPP format (presentation, practice and production) was always used, in that week the lesson planning was modified, activities were not paused because we did not want to waste time, I wanted the students to create their own comic step by step.

In the presentation, the students listened to 4 different songs and had to draw what they were imagining while listening to the song, some of the students did not draw anything because they did not imagine anything according to what they said:

*Student A: “no se que dibujar” ( I don't know what to draw)*

*Student B: “ no tengo imaginación” (do not have imagination)*

*Student C: “no se me ocurre nada” (can not think of anything)*

*Student D: “teacher ponga otra canción (Teacher put another song)*

Those are examples of lack of motivation of my students, so they had to find motivation strategies at that time, so that the students had a good attitude to carry out the activity.

it was decided that the class had a comic competence which was how the students could be motivated; the best comic would win 5 participations, when this

was said, the faces of the students changed, they looked excited to do the activity and started creating their comic.

In that class, it was verified that the students were doing and participating in the activity, I checked the dialogues of their comic and the vocabulary they were using to create their dialogues.

In the following classes it was assumed that the 1D students exposed their comic, but it was not verified because the next classes were not attended due to the indications of the university about the forms of prevention that my teacher's apprentice should take, so That is why my master head, the teacher Stephanie would send the result of the work of my students.

But there were problems with this because the students did not attend classes due to the global pandemic again, only a few students showed their work, the following image is an example of a comic designed by my students:

Honestly, the results were not as expected, but due to the circumstances we are going through, that is why in this analysis it was not possible to write enough because the objectives were not achieved and the class activities were not completed.

To conclude with this, it could be said that motivation is a factor for students to participate in the English class, motivation was very important at the time of learning, since it is directly related to the student's disposition and interest in learning, since without the student's work the teacher's activity will not be very useful, so it is considered that the more motivated the student is, the more they will learn and easily achieve meaningful learning.

The student's motivation is the degree of attention and effort used in learning. Therefore, the motivation in learning is: to provide or promote motives, it is to stimulate the will to learn.

One of the strategies that I used to motivate my students was an additional roulette (Appendix R) that worked satisfactorily as the students competed with time and their abilities to develop the established activities.

"Good speaking activities can and should be very motivating" (Harmer, 1998)

Motivational factors play an important role in the organization and direction of positive student behavior in the learning process, since motivation contributes to the development of their skills, overcoming their limitations and serving their interests.

As noted, school motivation is directly related to learning. Depending on in what style the educator encourages her students to get to know, school motivation will develop in one way or another.

However, it should not be forgotten that each student is different from the rest and that for the acquisition of knowledge to occur, an environment of trust and participation must be established so that everyone feels an active part in the process. What may motivate some may be useless.

For this reason, the teacher must know each student and know with what methods or tools to stimulate their will for learning.

Based on my experiences create some point that needs taking in consideration which are the following:

Find the reason why they are not motivated. You can analyze the particular case of each student and decipher the reason for their lack of motivation to act accordingly.

Evaluate your way of teaching. Review your methods and use creativity to introduce changes that strengthen your classes.

In order to capture the attention of the students, it is recommended that the teacher always be motivated in the classes and regarding the materials and readings.

Pose challenging tasks to your students to motivate them and give them the emotional support they need so they can accomplish them. Remind them whenever you trust them.

Many students will like to participate in class activities or difficulties. Others, on the contrary more timid, prefer to be silent. Ideally everyone should participate in one way or another.

Reward good work. Students like to be rewarded for their work in recognition. This can be a good form of incentive.

From the student's perspective, the intrinsic motivations inherent in their personality and the extrinsic motivations that appear through the teaching and learning process aroused by the teacher are considered.

Although family or cultural contexts are involved in motivation, in this article we will focus on the school environment to analyze how teachers can improve the motivation of our students, thus promoting useful learning.

To conclude this section, it can be noted that in each of the analyzed classes, changes were noticed when using the different learning games. From the

beginning of the observation practices, points had to be rescued of how the student expected that it was the English classes.

A description was made of four classes of which a different game was used in each of them in order to contrast with which of these games the students in the 1st D group had the greatest interest and also to notice the progress they had when having communication through oral participation.

With the objective of making a record of everything that was happening in the sessions, a summary of that session was made to notice how it was progressing and to be able to add the information collected to this investigation.

### **3.4 What are the outcomes of this strategy related to the students of 1°D group?**

In this fourth and last question of this research, the results obtained according to the periods of professional practice will be seen based on the data recovered from the sessions analyzed in that period, in order to demonstrate whether the expected objective was reached.

The principal objective of each communicative activity which was applied in previous sessions was to help the students to develop their communicative skills through the games using the English Language for different situations; these situations would not be the ideal for their real life, even though these situations were the beginning of the students of the student's necessity of communication.

At the end of the Practice period, the outcomes were analyzed according to the students of the 1D group In the period of February 17 to March 20 I found out constantly about the changes that 1D group was suffering, since at the beginning to the end, because students know the way in that every class they had to work.

The steps that were taken into account to design this strategy were the following:

Identify a need

How students learn

Expectations of the students regarding the class

Goals to develop with the students

Identify a need: in the week where the diagnostic evaluation was applied, results were noted which were lacking in oral ability, students did not have communication in language, so options were sought on how to develop said ability with students.

How students learn: during the observation periods, an analysis was made of how students learned and how they worked.

Students' expectations regarding the class: as was constantly mentioned in this research, an important part was taking into account what the student expected; one of those goals they had was to "be able to speak English with other people".

Goals to develop with the students: Taking into account the first three steps above, relate my personal goal to the goal of the students, you loved parts we wanted to achieve to develop oral ability in them, as well as I came to the strategy of using games that will help develop communication.

As described in the previously applied sessions, the main purpose was to apply learning games in two of three sections, since in one of the sections the classes were applied following only the textbook and the notebook to make required notes.

It is important to mention that in the 1st D group it was not difficult to use the textbook as a content guide, since extra activities were designed to the textbook in order to apply the strategies of this research to see how it was developing as the practice sessions progressed.

It was observed that at the time when the students were carrying out activities in the textbook, their attitude was quite calm, although also a little demotivating since if we remember in this research, it was largely knowing what the student expected from the classes, the expectations they had and one of those expectations was "we don't want classes like all books and tape recorders".

From that moment on, what the students wanted being taken into account in order to create a teaching-learning environment and to be able to work as a team in the classroom, having good communication between teacher and student.

Classes were held three times a week with the aim that in each of the classes the progress they were making at the level of the English language was observed.

As the classes were three times a week, the games were only applied in two of those three sessions, with the determination to be able to make a contrast and to realize if the strategy effectively helped the students to have a communication using the language and if that communication increased or decreased depending on the sessions where the strategy was applied.

It is important to highlight that the idea when designing the registry of participations per session, also worked as a useful tool to observe how communication was increasing and how it was decreasing.

To show the results obtained, a graph was shown (Appendix S) where it was observed how much the use of learning games worked and relating the impact that this strategy had with the 1D group.

With the registration of participations, the expected result was reached with the 1D student, which was based on the theme of this pedagogical essay "the use of learning games to promote speaking"

In general, oral communication did increase and progress was made when using the strategy of learning games in the previously analyzed sessions, showing that the strategy worked as a method for the student to have communication through the participations that was taking in different sessions.

According to what CLT tells us, the best format to evaluate the oral communication of the students is TBL, as it could be seen in the previous sections in the development of the analyzed classes, PPP was used since it was how there was a better organization of the classes together with the tools that were used, taking into account that the objective of this investigation was still reached.

#### **IV. CONCLUSIONS**

At the end of this pedagogical essay, it was convinced that the English teacher must be a professional during their academic training, building a profile that allows them to perform in the educational context taking into account theoretical and practical foundations based on pedagogy.

Starting from the beginning and based on my observations, the students started at a low level of the standards they should meet when entering high school, remembering that the group this research focused on was the first grade of high school with students in an age range of 12-13 years approximately.

The low level that the students had was due to the lack of vocabulary to express them using the English language, at first the first challenge they had with them was to share ideas, thoughts, opinions, etc.

The students behaved similarly fearful and nervous when asked to participate or share ideas and more in a language in which several of them have never had an approach, due to this the idea of using this strategy was that the students felt comfortable with the activities proposed.

It should be noted that the selection of activities was a determining reason for the adolescent to present the interest and the appropriate attitude to carry them out.

It is allowed to say that the work that was carried out during the working day of the teaching practice was of great benefit for the students with the necessary tools, a good physical, cognitive and affective development could be obtained by collaborating with the family and the institution as part of it.

The group acquired many new learning's and with some that they already had, they surely became more enriched by the change in attitude that was noticed as the sessions progressed.

At first, it was very difficult to get any of the students to participate voluntarily, in most cases they had to be chosen at random or in my case, since the topic of this research focused on using games, games that they used were used. Since, as a "hot potato", it was always about using a marker and going through it one by one until the end of the game, the one who kept the marker was the student who had to answer.

By using this type of game, it felt that the student was being forced to participate in a way that did not lose fear, they tried to find strategies, but at first, none of these worked as expected, it was until the Students' behavior and, based on the opinion polls that were applied at the beginning, the answer was that they would like to have dynamic classes.

As mentioned previously in the first chapter of this essay, the high school students of Francisco González Bocanegra suffered various types of demotivation, so in order to motivate the students they had to rely on their own experiences, taking into account the series of changes by the ones a teenager goes through like making them interested in classes.

In my training as an English teacher, I was given the opportunity to attend several teaching conferences whose phrases were, "making learning English fun." From this phrase, we began to look for strategies that had to be adapted according to the characteristics of the students, this is how we came to the conclusion of wanting to use learning games to promote speaking skills.

The students had high expectations of the English classes that grew to be able to use the language for different uses, one of them was being able to communicate with their relatives in the United States, watch movies in English or understand their favorite songs, in large part they felt a great responsibility to reach the objective of this investigation, as well as to reach the objective that the students had.

During the different practice periods, the students improved their vocabulary because when they did not understand a word they asked or used the dictionary to find the meaning when these situations occurred, I realized that the students were already interested in learning. It was observed that thanks to modeling, they felt more comfortable with language, helping them to use L2 in communicative activities.

In addition to improvements, the main objective of this trial was achieved. At the end of this investigation, the students were able to communicate their ideas on their own through oral participation and use the learning games.

At first, it was thought that the goal would not be met because the sequence of the planned classes was not constantly followed, and so it was believed that it would be difficult to meet the goal of getting students to develop speaking skills through learning games. .

As the weeks of practice passed, the results changed constantly, it was seen that the oral participation of the students decreased in the sections where there were no games, only to follow the activities of the book.

This research helped to understand one of the most difficult skills to develop in students. Society highly values the ability to speak, but at the same time, students fear it. During this essay the importance of designing activities following a methodology was discovered, also an important point was to fight with students with different emotional problems, creating activities that are not for daily use, but that were applied during practice periods to obtain a better Answer By the students themselves.

During the practice periods my teaching had improved and changed; I now understand many student situations and how to resolve different behaviors to maintain control of classes in the classroom.

During my practical experience, I realized that it is not always the best option to build on the book, because the standards of a book have expected learning that must be fulfilled in basic education, but do not take into account the needs or the level of students to whom teachers are dedicated day by day.

This trial helped develop different aspects of the graduate profile:

In the domain of the contents and purposes of secondary education. The contents of the subject and the contents and what contributes to achieving the general aims of secondary school were known and recognized.

The need of the students was identified, that was the lack of communication, and the purpose was established to increase the speaking ability of the students to be able to attend one of the final purposes of basic education, which was communication in the second language.

As is known, secondary education contributes to consolidating the acquisition of basic knowledge about the natural and social world as well as the formation of attitudes and values to participate critically and constructively in a community and society.

Therefore, it is important that teachers of foreign language English know the learning structures and can apply them in daily tasks, adapting them to each of the students, and providing quality education.

Foreign language teaching in high school guides real learning needs so that students at this stage could understand what someone says in English, and with this they could develop basic skills and better access to second language proficiency.

The command of the foreign language is considered a characteristic of the graduation profile that was acquired during the stay at BECENE, which allows

knowing the varieties of speech according to the countries, regions, and generations to guarantee the improvement of communication skills in the Foreign language.

As it is a teacher-student experience, not only is it discussed what was achieved with the group, it is also discussed what was obtained by working with 1st D students and, in reference to this, it was mentioned that practice is the Best tool for acquiring learning and skills to give it greater meaning and achieve broader personal benefit.

Hoping that in some future a continuity of a deeper work will take place that will help the group to put everything seen into practice and that the students realize what they are doing and can take it to their daily life.

Although recognizing that the students every day made an effort to fulfill the proposed activities and even though the process would take time, at no time did the adolescents show negative attitudes and this gradually led to the fulfillment of the previously established purposes, giving meaning to the choice of my study topic "the use of learning games to promote speaking".

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The use of learning games to promote speaking in 1<sup>st</sup> grade group

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## VI APPENDICES

### Appendix A

#### School location

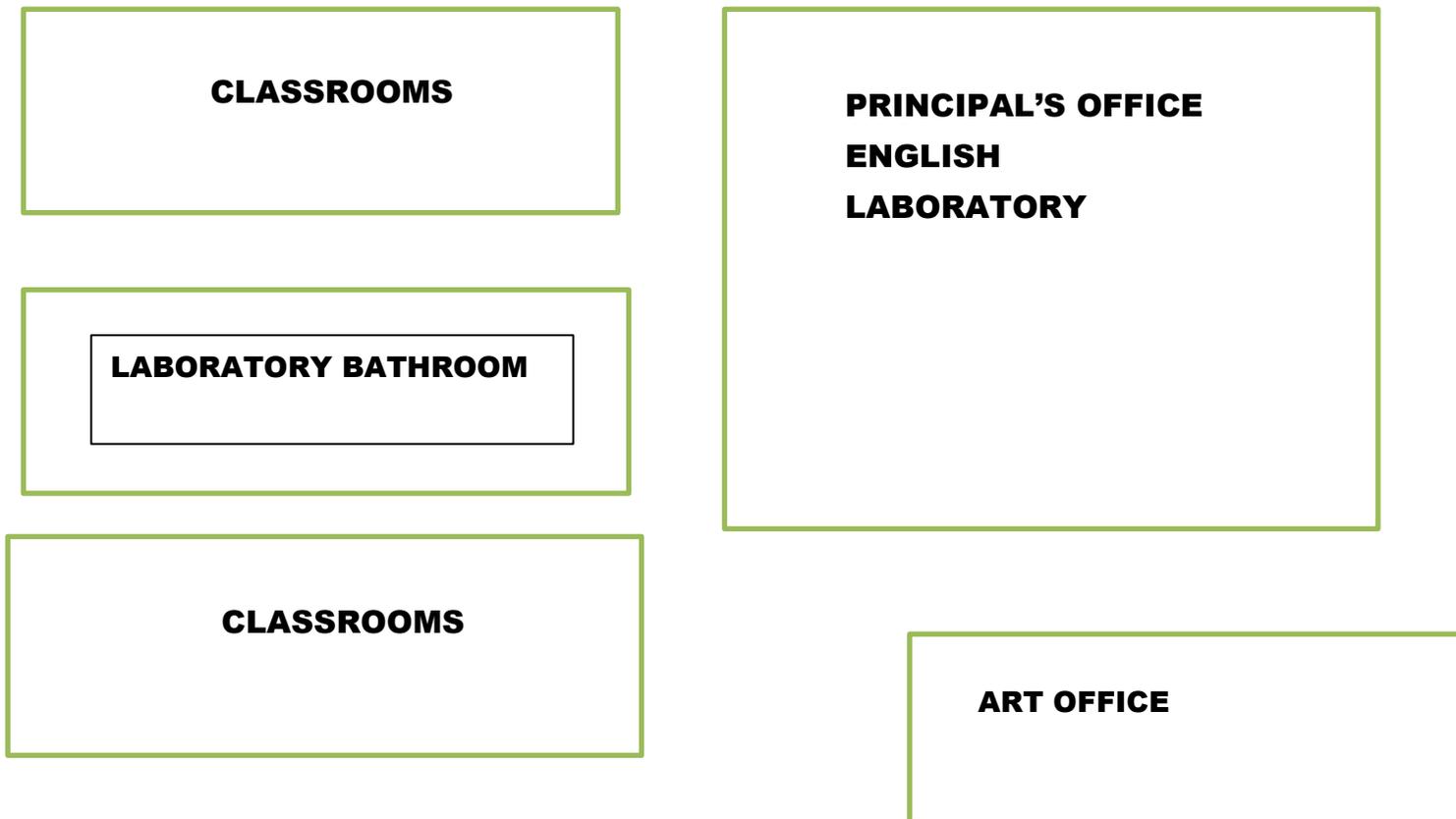


School location, Source:

<https://www.google.com.mx/maps/place/EscuelaSecundariaFranciscoGonzalesBocanegra>

**Appendix B**

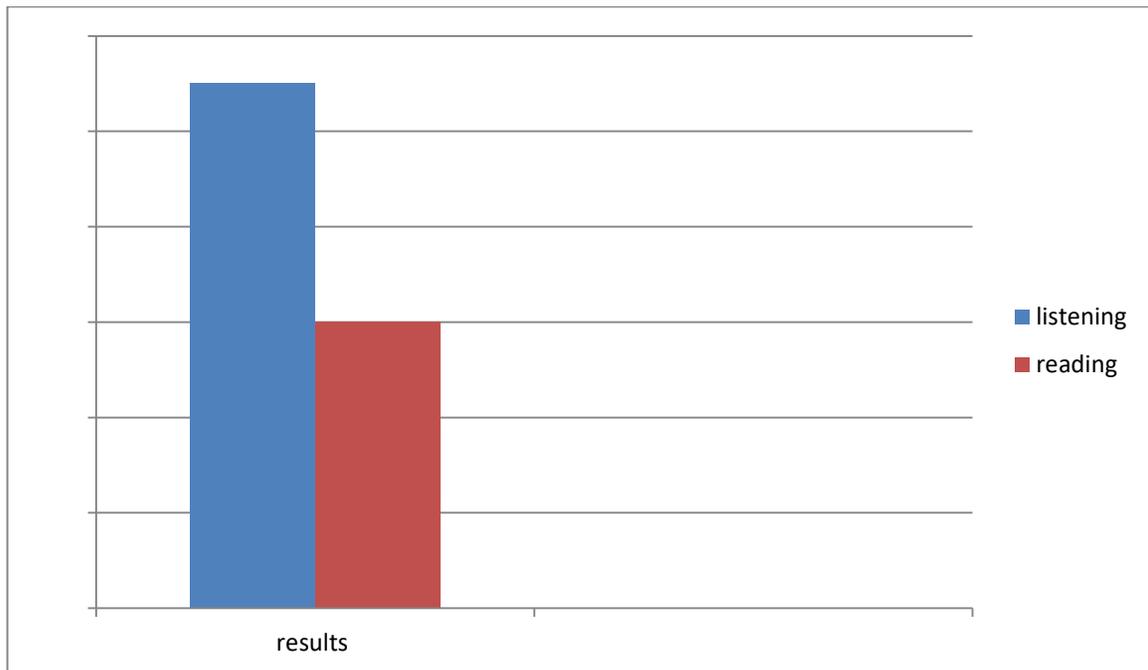
School map



School map, Source: own elaboration

### Appendix C

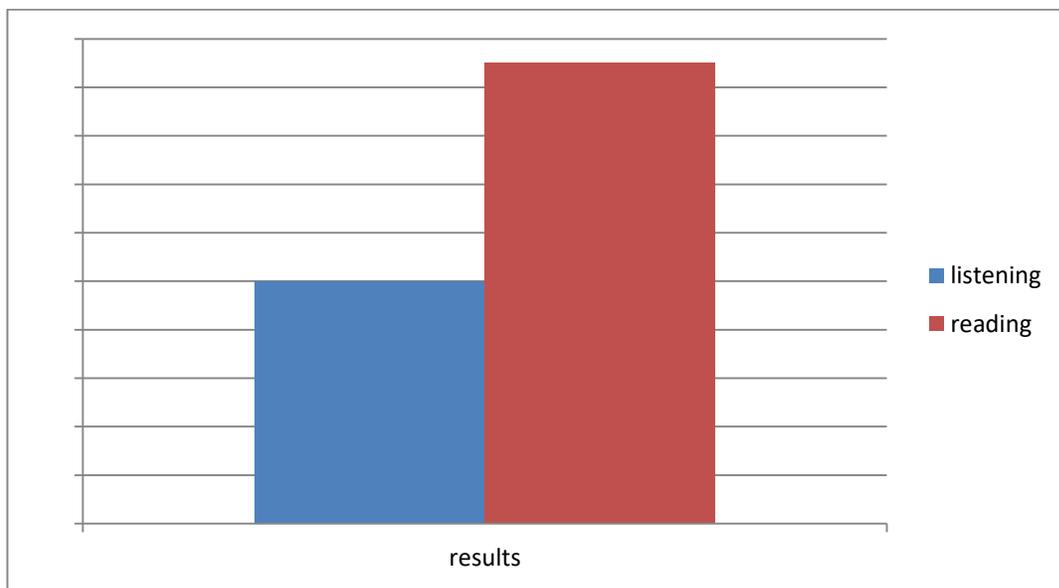
#### Diagnostic exam outcomes



Outcomes of 1A group. Source: own elaboration

### Appendix D

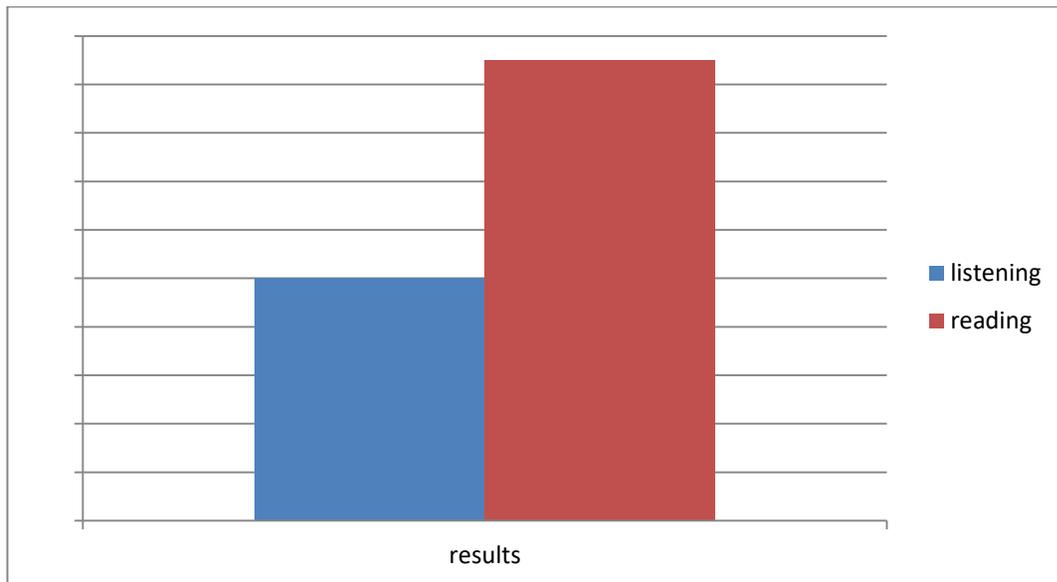
#### Diagnostic exam outcomes



Outcomes of 1C group. Source: own elaboration.

## Appendix E

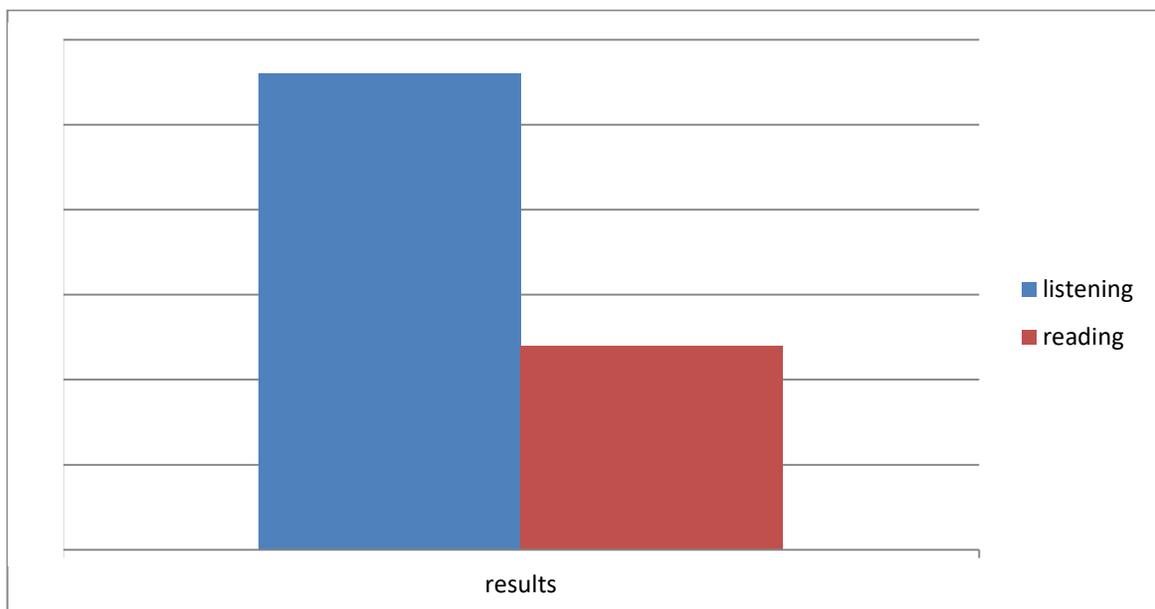
### Diagnostic exam outcomes



Outcomes of 1E group. Source: own elaboration.

## Appendix F

### Diagnostic exam outcomes



Outcomes of 1D group. Source: own elaboration.

## Appendix G

### Students' survey

#### BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO

##### *Encuesta de opinión*



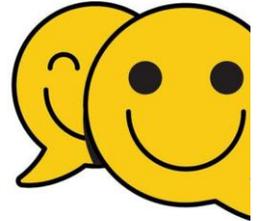
1. ¿Te gustan las clases de inglés? (si, no, y ¿Por qué?)
2. ¿Cuál sería tu calificación ideal en la Materia de Inglés?
3. ¿Prefieres ver películas en inglés o en español?
4. ¿Porque consideras que el inglés es difícil?
5. ¿Te gustaría hablar inglés?
6. ¿Cómo te gustaría aprender inglés?

## Appendix H

### Students' survey

Grado \_\_\_\_\_ Grupo \_\_\_\_\_

**Las siguientes 6 preguntas son parte de una encuesta de opinión, se pide que se responda lo más sinceramente posible, Gracias.**



¿Te gusta la clase de inglés? (si, no, porque?)

¿Cómo te gustaría que fueran las clases de inglés?

¿Te gustan las dinámicas que se usan en la clase? (si, no, porque?)

¿Te gusta aprender inglés jugando? ( si, no , porque?)

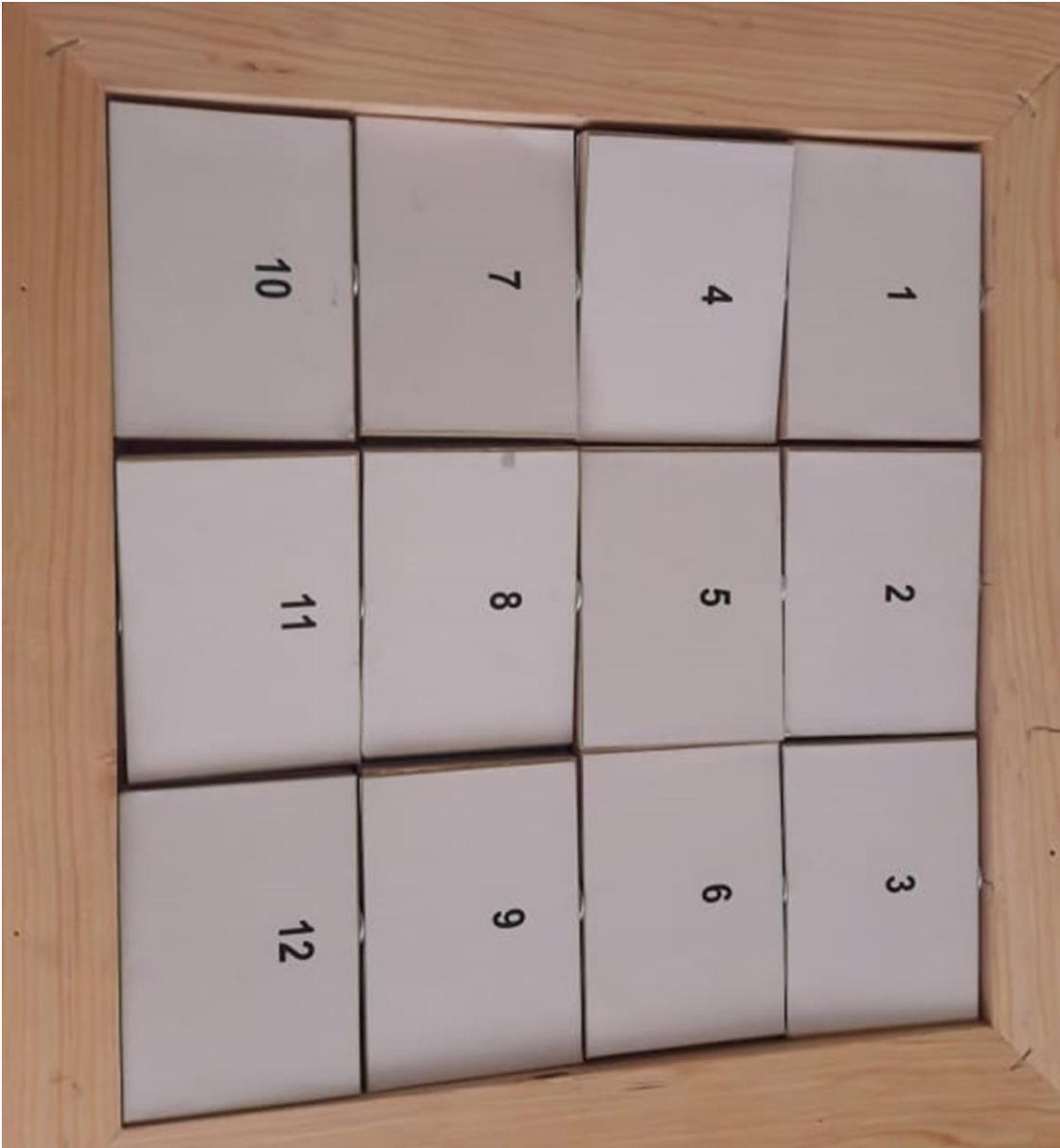
¿Qué tipo de juego, de los que se han practicado en clase te han gustado más? (¿porque?)

¿Cómo te gustaría que fueran las clases de inglés?

Survey opinión. Source: own elaboration

## Appendix I

### Crazy bingo



Crazy Bingo Game. Source: own elaboration

## Appendix J

### Student's participation

STUDENT NAME: Mia Fernando Sanjuanes Rdez

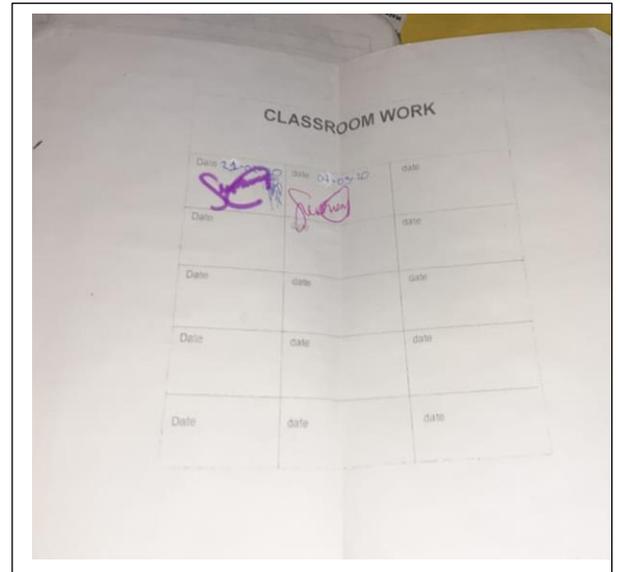
19/02/20	20/02/20	21/02/20
● ●		●
26/02/20	27/02/20	28/02/20
●		● ● ●
4/03/20	5/03/20	6/03/20
● ●		● ● ●
11/03/20	12/03/20	13/03/20
●	●	
18/03/20	19/03/20	20/03/20

Tablet to participation register. Source: Own elaboration.

## Appendix K

### Classroom work

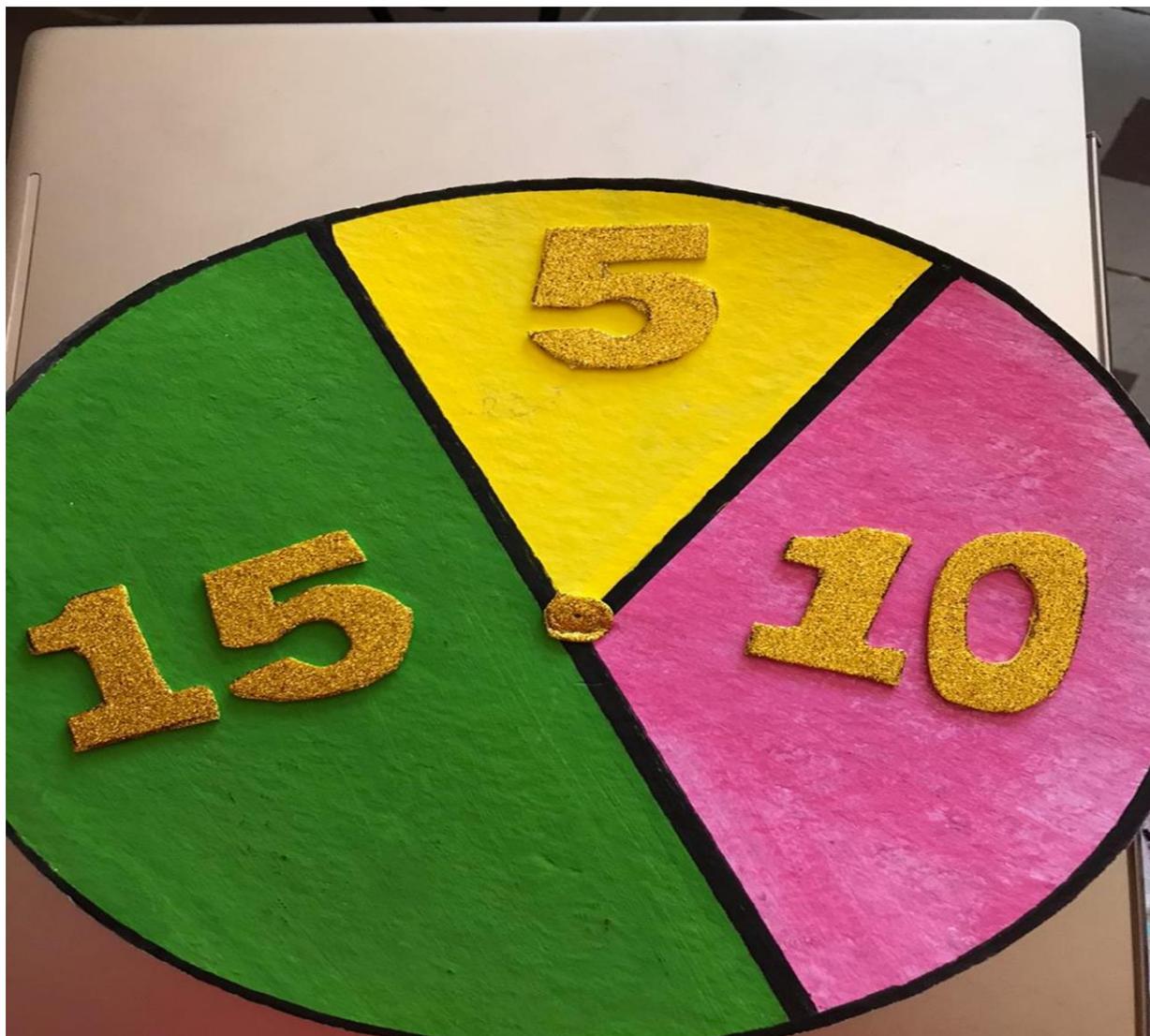
Classroom work			
Date	date	date	date
Date	date	date	date
Date	date	date	date
Date	date	date	date



Classroom work. Source: own elaboration

## Appendix L

### Timing clock



Timing clock, source: own elaboration

## Appendix M

Vocabulary to reinforce.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up (5 min)	Ss will play hot potato and Ss who catch the ball have to say a good manner.	Speaking	Ball	T-SS	Ss remember good manners	S doesn't remember good manners so another classmate helps him/her saying one good manner.
Presentation (10 min)	Ss will play find someone who: <ul style="list-style-type: none"> <li>• Is 13 year old</li> <li>• Have brown eyes</li> <li>• Have long curly hair</li> <li>• Someone who is tall</li> <li>• Someone to is short</li> </ul>	Writing	Find someone who game	T-SS	Ss remember descriptions vocabulary	Ss have indiscipline with this activity. T monitoring the group to keep control from the Ss.
Practice (15 min)	Ss in a piece of paper write a small description about someone of their classmates, they'll play hot potato and Ss who catch the ball, have to pass in front to choose one paper and read to the classmates, so the rest of the classmates will have to guess who they are describing.	Reading	White paper sheets	T-SS	Ss describe one of their classmates	Ss don't write anything about their classmates. T monitoring the group to check that all of them do the activity.
Production (15 min)	Ss in their notebook will write a positive or negative phrase about English class, so the rest of the students have one minute to explain if they are agree or disagree with that comment.	Writing & speaking	Notebook	SS-SS	Ss give opinions about English class.	Ss don't want to participate volunteer, T'll choose someone to share an opinion.
Wrap- Up (5 min)	Ss give feedback with T and we find out about if they learn something about previous classes or not.	Speaking	None	T-SS	Ss speak about what they lean	Ss don't find out if they learn something. T shows them their Tablets register.

Vocabulary to reinforce, lesson plan. Source: own elaboration

## Appendix N

### Session number 8

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up (5 min)	Ss will Look a poster about WH questions ( <b>Appendix 8.1</b> ) so they identify them.	Reading	WH question poster App. 8.1	T-SS	Ss know about what WH questions are.	Ss don't have a clear meaning of what WH questions are.  T writes examples on the board.
Presentation (10 min)	Ss will read about Mr. Simpson ( <b>Appendix 8.2</b> ) and they'll have to underline things that Mr. Simpson did.	Reading	Students book page 81. App.8.2	T-SS	Ss identify specific information from the reading	Ss don't understand some words from the reading due to the lack of vocabulary so they can use English dictionary.
Practice (15 min)	Ss will have to use the information that they underlined from the reading, and they'll have to create WH question which the answer will be the information that they underlined.	Writing	Notebook	T-SS	Ss create WH questions.	Ss don't know how to create WH questions.  T write examples on the board
Production (15 min)	Ss in teams will have to play "crazy bingo", one chart with short information about Mafalda Comic, and the other chart with WH question. So They'll have to say the correct WH question according to the information that they have to answer.	Speaking	Crazy bingo game	SS-SS	Ss speak using WH questions.	Ss have indiscipline with this activity.  T use behavior thermometer to keep student's control.
Wrap-Up (5 min)	Ss receive feedback about WH questions	Speaking	None	T-SS	Ss remember WH questions	Ss don't remember WH question means, T read the WH question poster again.

Identify WH question. Source: own elaboration

## Appendix O

### Session 12

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up (5 min)	Ss will play hot potato and S who catches the ball has to say a sentence with those or that.	Speaking	Ball	T-SS	Ss remember vocabulary that they learn in the previous class	Ss say a sentence due to the lack of vocabulary. Another classmate help them to form a sentence.
Presentation (10 min)	Ss will read a comic about the conversation between two foxes ( <b>Appendix 12.1</b> ) after that they share the main idea about the comic.	Reading & speaking	Students book page 75 App. 12.1	T-SS	Ss identify the main idea of the comic	Ss have different answers. They'll have read again a found the answer in group.
Practice (15 min)	Ss will use the words from the box to number the parts of the previous comic ( <b>Appendix 12.2</b> ) after that Ss in pairs have to discuss about 4 questions ( <b>Appendix 12.3</b> )	Writing & speaking	Students book page 75 App 12.3 App 12.4	T-SS	Ss speak about comic strip	Ss don't speak in English language. T monitoring the group.
Production (15 min)	Ss will play "picture narrating" they'll look some image from a comic strip ( <b>Appendix 12.4</b> ) so they'll have to explain the content of that image.	Speaking	App.12.4	SS-SS	Ss explain content in a comic strip	Ss don't participate of volunteer way. T'll choose someone random
Wrap-Up (5 min)	Ss will check their tablet register to the find out how many participations do they have.	speaking	none	T-SS	Ss have control about their participations.	Some Ss don't have enough participation. T consider those Ss to the next classes.

Explain content in a comic strip, source: own elaboration

## Appendix P

### Session 15

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up (5 min)	Ss will play headbanz game, they'll use mime to a classmate try to guess the parts of a comic strips.	Speaking	Headbanz game	T-SS	Ss remember the parts of comic strips.	Ss don't remember the parts of comic strips. T gives short feedback about it.
Presentation (10 min)	Ss will listen different music genres and they'll have to draw the thing that they imagine with that song.	Listening	Speaker music	T-SS	Ss imagine thing throw the different songs	Ss don't do the activity, so T monitoring the group to check that all of them are doing the activity.
Practice (15 min)	Ss in teams of 5 people have to match their drawings to create a comic strip, and they have to write a short dialogue to their drawing.	Writing	Notebook	T-SS	Ss create a short dialogue to their drawing	Ss don't write anything due to the lack of vocabulary, they can use their English dictionary.
Production (15 min)	Each team will past in front on the classroom and play "role play", they 'll have to take the role of their drawing and explain their comic strip, at the moment in they finish with their exposition the rest of the classmates will have to give opinions about the comic.	Speaking	Drawings Rubric App 15.1	SS-SS	Ss share opinions about comic strips	Ss don't want pass of volunteer way. T chooses a team random.
Wrap-Up (5 min)	Ss will receive feedback about their final project.	Speaking	Rubric App 15.1	T-SS	Ss receive feedback	Ss don't understand feedback. T show the rubric to they understand clearer.

Create own comic strip, source: own elaboration

## Appendix Q

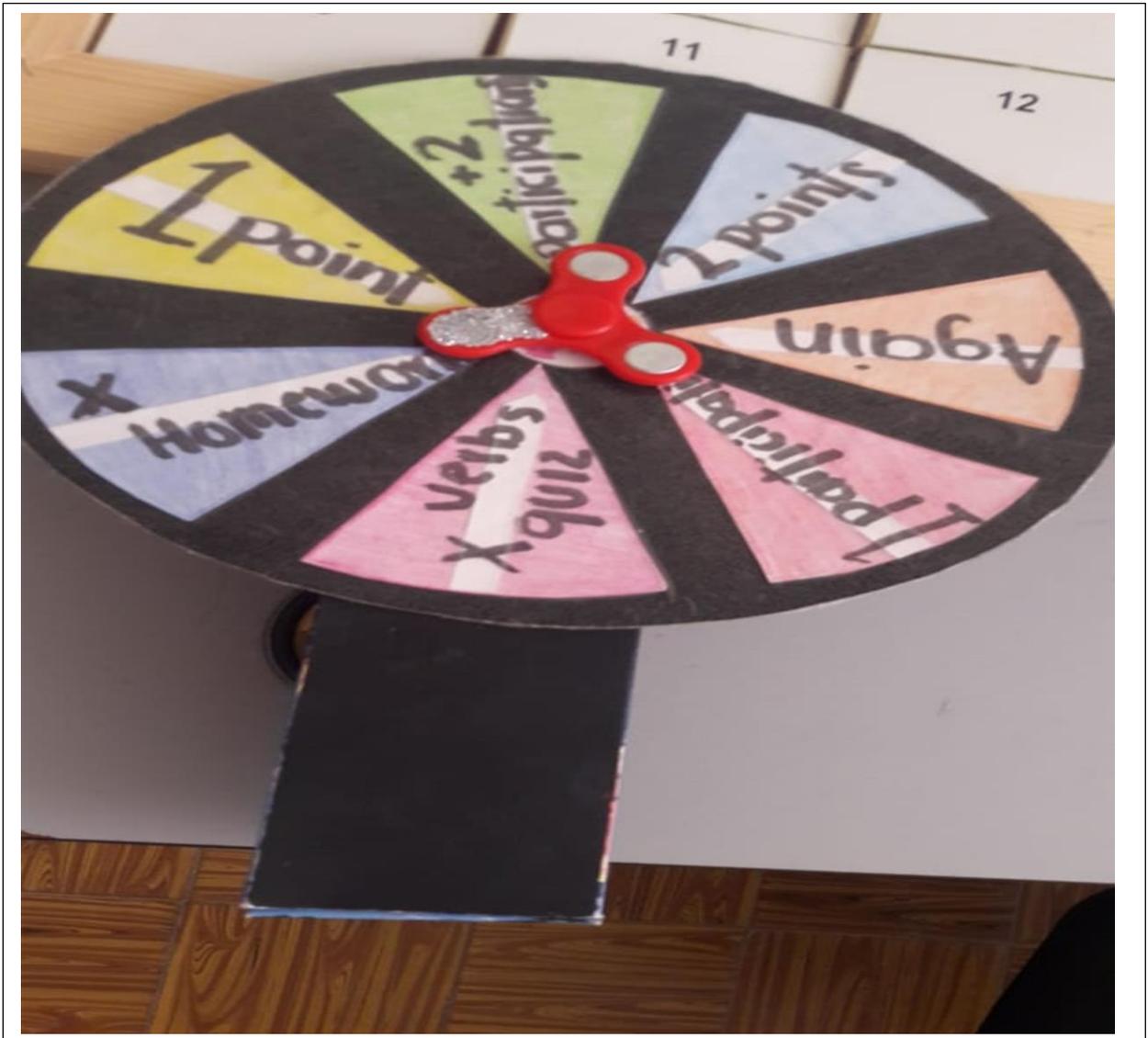
### Rubric

<b>CATEGORY</b>	<b>EXCELLENT</b> Students use more than 5 words from previous vocabulary.	<b>GOOD</b> Students use 3 words from previous vocabulary.	<b>SUFICCIENT</b> Students use just 1 word from the previous vocabulary.	<b>INSUFICCIENT</b> Students don't use the vocabulary that they learn.
VOCABULARY				
CONTENT				
CREATIVITY				
TIME LIMIT				
SPEAKING				

Evaluation Rubric, Source: own elaboration

## Appendix R

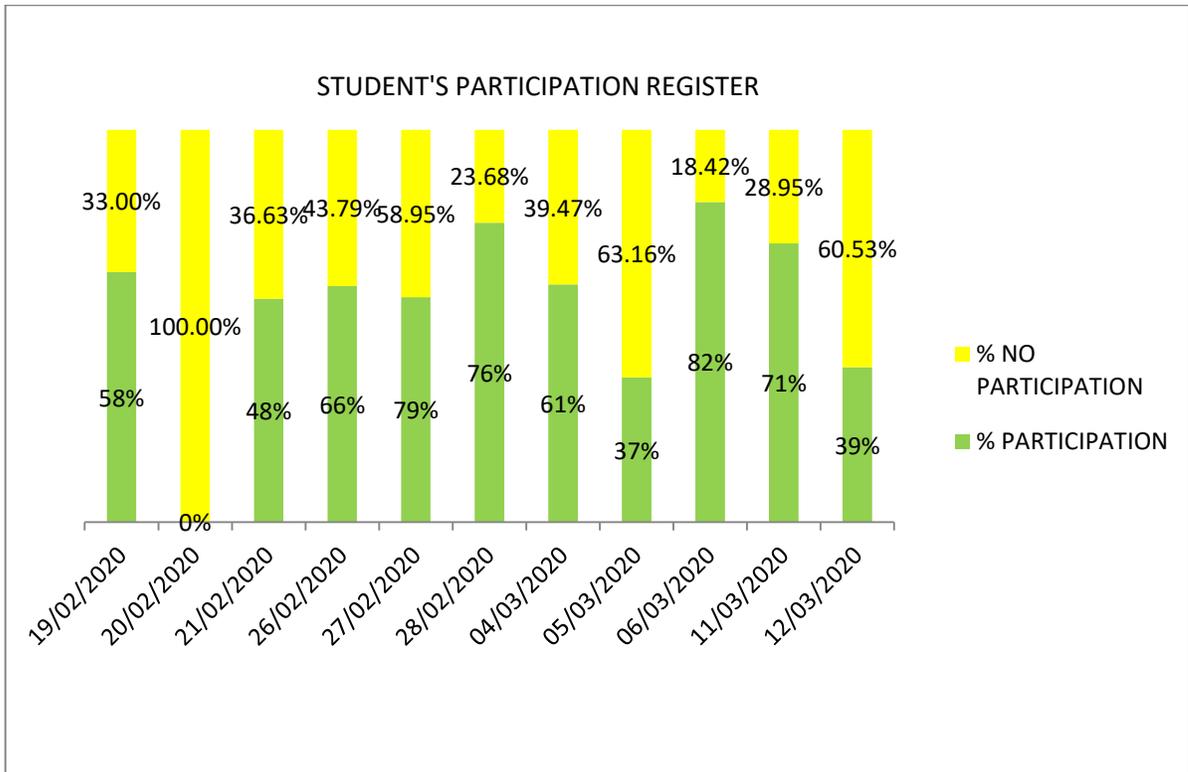
### Bonus roulette



Bonus Roulette, source: own elaboration

## Appendix S

Graphic results obtained



Result obtained, source: own elaboration