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SEMINARIO DE TÍTULO

Analysis of the impact of games that promote the oral production on the motivation of the students of 10th grade in English classes of a public school in Recoleta.

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Abstract

For years, English teachers have had the difficult mission to know which methodology to use to motivate students to speak English; for this reason our research will try to find out and answer if the game is a valid tool to motivate students to use English orally.

The research was conducted in two group classes, corresponding to second level of high school in a public school of the Municipality of Recoleta, where one was the control group and the other was the experimental group. The first had traditional classes of English and the second had classes with games or engage activities, so that we could compare the results that students revealed through surveys.

The results were positive; for this reason the hypothesis was confirmed clarifying that games are viable tools to improve students' motivation and also a different way to teach in 10th grade.

Resumen

Durante años las clases de inglés han tenido la difícil misión de saber qué metodología usar para motivar a sus estudiantes a hablar en inglés, es por eso que esta investigación intenta encontrar una respuesta positiva para el uso de juegos como una herramienta para motivar a estudiantes a usar el idioma del inglés de forma oral.

Esta investigación y su intervención se realizaron en dos cursos de segundo año de enseñanza media en un colegio municipal de la comuna de Recoleta, los cuales se dividirán en grupo control y grupo experimental. El primer grupo tuvo clases tradicionales de inglés y al segundo grupo se le aplicaron juegos y distintas metodologías más didácticas con lo que fue posible comparar y analizar los resultados que los estudiantes nos revelaron mediante escalas de apreciación realizadas antes y después de la intervención.

Los resultados de la escala de apreciación que realizamos post-intervención favorecieron nuestra hipótesis de una manera positiva, pudiendo de esta forma comprobarla, dejando en claro que el juego es una herramienta factible para mejorar la motivación y el aprendizaje de los estudiantes de segundo año de enseñanza media del colegio elegido.

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INTRODUCTION

General Background

English classes in Chile use has been a difficult subject for students, because this subject frequently shows a new culture, an unknown language or shows students different social realities in most of the cases. The following paragraph explains, according to Stephen Krashen`s Theory of Second Language Acquisition, that the lack of motivation in students which is predominant in high school learners, has relation with the “Affective Filter” that:

“...refers to non-linguistic variables such as motivation, self-confidence, and anxiety. According to the affective filter hypothesis, affection effects acquisition... when the affective filter blocks the comprehensible input, acquisition fails or occurs to a lesser extent than when the affective filter supports the intake of comprehensible input. The affective filter, therefore, accounts for individual variation in second language acquisition...” (Krashen, 1988:59)

According to this, teachers work is not easy and this could be attributable to the lack of motivation in the majority of learners.

For this reason teachers must provide opportunities for all their students to learn; besides, they have to promote a positive attitude towards their

students, and as a result, obtain a collaborative classroom environment. We think that the previous idea can be achieved, but only if the teachers use different teaching tools. In this case, according to our research, one way would be by implementing games or activities that promote oral production, because when students see utility in their subjects, for example in this case, second language acquisition, they would feel able to use it in their own lives. In the majority of cases the results are that students can increase their internal motivation to learn a second language, only with the implementation of “engage activities”, which mark an important difference to them. These ideas are based on the internet TESL journal that proposes the following:

"Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging..." (Ersoz, 2000)

Our research is focused on the use of different strategies to motivate students during English classes, such as games or activities that promote oral production and create a cooperative environment in the classroom. According to this, the teacher must promote a good relationship between the students and their teacher. The previous idea is focused on the teachers attitude

towards students, and how the teacher provides the opportunity to participate actively in English class, through games or playful activities with students.

Pedagogical Motivation

As future teachers of English we are concerned with in new ways to increase oral production in our English classes for our students motivation. Since our practicum, we have seen a big lack of motivation in our students, especially in the secondary level. The idea of teaching a second language is to provide learners an important tool for their future. We believe that, the most important thing is to know how to provide “the tool” to students in an effective and fun manner. Another important thing is that we want to students could be able to use English to communicate, and that they do not see the English class as another typical subject.

Theoretical Motivation

As students of an English teacher program, we studied and read some authors that state that the most efficient and easy way to learn is through “games”. One of them is Vygotsky who said that through games, learners build their own learning or authors like Montessori who proposed the game as a recreational activity organized to achieve a specific aim and at the same time this helps to students to create their learning in an autonomous manner (Leong, 2009). Krashen’s Theory of second language acquisition always caught our attention, especially when he proposed that the motivation was an important filter for students and also for that students do not to learn English in the classes because there is no intrinsic motivation that can help them to learn a second language (Krashen, 1995). The previous ideas have relation with the main idea of our research: use games to affect positively the students’ motivation. In our practicum classes we were able to identify the fact that children and teenagers of our time and society need contextualized and meaningful classes. Otherwise, students do not pay attention and the class turns repetitive and slow to their active minds. In our days, when everything is immediate (technology, information, smart-phones) they get everything faster than before, for this as teachers we have to create and use methodologies that allow do the same with the education.

CHAPTER I: THE PROBLEM OF THE STUDY

The present research seeks to determine how students of 10th grade of a public school of Recoleta can be influenced in a positive or negative way by games or activities that promote oral production in an English class using extrinsic and intrinsic motivation.

1.1 Research questions

The research questions are focused on the impact of games in the students motivation. The first two questions are totally oriented to the general objective and the other questions have direct relation with the specific objectives.

Making reference to the idea of using game or activities that promote the oral production in an English class and what could be the impact of this, our first question is the general question that has relationship with our main objective:

- What is the impact of games and activities that promote oral production in motivation of students of 10th grade of a public school of Recoleta in the English class?

The second question makes reference to the effects that games can have on the students' motivation, if these games or activities increase or decrease the motivation in English classes, has relationship with our specific objectives:

- How do games or activities that promote oral production increase or decrease the extrinsic and intrinsic motivation in students of 10th grade of a public school of Recoleta, in the English class?

The following questions are related to the specific objectives of the research; the first one makes reference to the inclusion of TIC'S to promote students' participation; the second one has relation with the creation of a cooperative environment through the games.

- How do different methodologies, including TIC'S, promote student participation in class?
- How can innovative teaching methodologies foster a cooperative environment in the English class of a public school of Recoleta?

1.2 General Objective

The main objective of this research is to analyze the impact of games or activities that promote the oral production in the motivation of 10th grade students of a public school in Recoleta during the English class.

1.3 Specific Objectives

This research has some specific objectives related to the changes that intervention with games or activities that promote oral production would cause on the English class:

- To understand how the games or activities that promote oral production may or may not be a significant tool that helps to increase both extrinsic and intrinsic motivation in students in English classes.
- To incorporate innovative methodologies and TIC's to improve the students' participation.
- To validate if the use of innovative teaching methodologies can promote a cooperative environment in an English class as a result of the different activities.

1.4 Hypotheses

The research has three hypotheses which are related with the expectation that we want to establish with the inclusion of games or activities that promote oral production in the English class, the three hypotheses seek to improve the

students' motivation through games and that these game will be a meaningful tool for the English class.

- Games or activities that promote oral production are significant tools that help to increase intrinsic and extrinsic motivation of students in English classes.
- New methodologies and TIC'S improve the students' participation in English classes.
- The uses of new methodologies including games, foster the students' cooperative environment in English classes.

1.5 Justification of the study

As future English teachers we believe that the search of solutions to the problems seen during our practicum will help us to look for solutions faster than usual. In the preparation of this research, it became necessary to read and study new techniques and methodologies to easily recognize future problems as teachers. We will even be more prepared in topics related to motivation, cooperative environment and engaging activities. We will focus on these concepts because in our days, as a group, we think that it is more difficult to catch teenagers' attention than it used to be.

As mentioned, children are every year more into technology, which gives them instant information, ways of communication and entertainment, among others. This makes our work as teachers even more complicated.

One of the skills that we tried to develop in our English classes but that was not achieved in the way we wanted, was the oral skill. According to the diagnosis made individually in our experiences as students and teachers, we noticed that English classes are mostly focused on developing reading and writing skills, due to the big number of students that we had in one classroom; the lack of time that teachers had to prepare their classes; the cultural and socio-economic background in which the class took place, and the classroom interpersonal environment.

For all these aspects mentioned above, we decided to focus our thesis in the search of a new methodology to catch the secondary students' attention and increase their oral production in the English class. We think the solution would be through games or "engage activities" to activate intrinsic or extrinsic motivation in each student of the classroom.

CHAPTER II. THEORETICAL FRAMEWORK

In this chapter the reader will find all the theoretical support and information related to the key concepts of this research. For the research we have to define some concepts, such as: “game”, “motivation”, “cooperative and collaborative environment”, “active learning”, “oral communicative skills”, according to the focus of this research.

2.1 The concept of "Game"

One of the most important concepts that we are going to use is “Game”. There are many ways to define this concept, like card games, daring games, guessing games, etc., but the most common definition is: “An activity providing entertainment or amusement or a pastime” (*The Free Dictionary*, 2003); according to the same dictionary, another definition that would be more accurate to our research is “an activity with an active interest on pursuit of some goal, especially one involving competitive engagement and adherence to rules”. (*The Free Dictionary*, 2003)

Also games are defined as “an exercise of voluntary control systems, in which there is a contest between powers, confined by rules in order to produce a disequilibria outcome.” (Avedon and Sutton-Smith, 1975). On the other hand, it has been defined as “an interactive structure of endogenous meaning that requires players to struggle toward a goal.” (Costikyan, 1994)

The previous definition can be linked to Bloom's taxonomy which speaks of actions such as remembering, understanding, applying, analyzing, evaluating and creating. We can say that the concept "game" concerns actions such as running, filling and sorting, problem-solving, manipulating, searching, and also collaboration between partners.

According to "The art of game Designed", is possible paraphrase some ideas of the text: the game is creating a tool (the game) to provide the learner with the experience of learning a new concept, idea or gaining knowledge. The instructional game designer cannot create the experience, only the tool that enables the experience. The thought process of how to create the tool to produce the experience is also a game (Schell, 2008).

It is important to remark some research that described games as an important tool to simplify the second language acquisition in teenagers, especially when they have insufficient knowledge about the second language. To continue, other academics have given support to this idea:

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging.

Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. 'Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.' (Ersoz, 2000.)

According to the text "Creative games for the English class" (Su Kim,1995). There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception, because is possible to learn a language as well as enjoy oneself at the same time.

One of the best ways of doing this is through games. There are many advantages of using games in the classroom: 'Games are a welcome break from the usual routine of the language class. They are motivating and challenging. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. Games provide language practice in the various skills such as: speaking, writing, listening and reading. They encourage students to interact and communicate. They create a meaningful context for language use.' (Su Kim,1995: 35).

According Sanuy (1998) the word "game" comes from the European word "ghem" which means "Jumping of happiness" (Sanuy,1998). Montessori on

the other hand proposed that “games are recreational activities organized to achieve a specific aim” (Newson, 1979).

We have a wide list of positive support to use games in teaching activities; our theoretical support not only has definitions that make reference to the idea of games as a good tool for teaching English as a second language, but also, in most cases, the factor "game" is as a good form to improve the motivation of the students in any level.

For this reason, we think that the relation between games and learning is that both terms refer to the same ideas of achieving goals, looking for the correct way to do it, enjoying it, deducing what have to be done, creating and trying to win at the end as a main objective. Making reference to all previous definitions of "games" and their relevance in the class according with the different authors, we as teachers could have as our main aim in the class "the entertainment", because games are motivating and attractive activities that could catch the students' attention easier than other activities, such a standard class where a teacher is the protagonist.

Games, also, require communication and participation, which make that the learning device is activated and in this way all the class have a playful and collaborative environment that allow the students to develop their own strategies for learning a second language. Also with games or playful

activities, as teachers would avoid being the protagonist of the classes and change our functions to being simple facilitators of the teaching-learning process. With games, the students do not have to memorize some structure or contents; with games, learners have to build their own knowledge creating also their own strategies to have a new meaningful learning.

As we previously said, we have deeply researched on the idea that games would be a useful tool in the English classroom. Some of these definitions state that a game is an activity that has an objective to entertain and enthuse, and therefore, in our research the concept of “game” is going to be used with the following meaning: Any activity or activities that promote motivation, entertainment and oral production (communication skills) in young learners in order to produce a new learning in a meaningful way that could be motivating for them.

2.2 The concept of "Motivation"

Motivation is an important factor to learn a second language, so, it is necessary that people need to be motivated to learn. In our practicum we have observed that students do not like English classes or they do not learn because they are forced to learn it. Motivation is defined by The Business dictionary as "Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal". From a psychological point of view, Kraus & Chen (2003), state that motivation is connected to other constructs such as "attention, needs, goals and interests which all contribute to stimulate students' interests in learning and their intention to engage in particular activities and achieve various goals". Basically, motivation is related to the factors which stimulate personal desires and goals.

Motivation is usually joined with an individualistic perspective, where it focuses on the individual's values such as attitudes, goals, and intentions. Dörnyei, Z. (1994)

In addition to this, Baron, J. (1992) defines motivation as the force that energizes and directs behavior to reach the goal. Brown states a similar view

to the concept “motivation is the extent to which you make choices about (a) goals to pursue (b) the effort you will devote to that pursuit”. (Brown, 2001:72)

Another similar definition given by Maehr and Meyer (1997) states that motivation is the explanation to start, direct, measure the intense, persistence and quality behavior to reach the goal.

Behaviorism also offers a psychological view which claim that motivation is “the anticipation of reinforcement” (Brown, 2001), where people pursue goals in order to receive externally administered rewards. Behavior is based on the reinforcement that people will receive, especially rewards.

On the other hand, Ausubel’s cognitive model says that motivation is based on the power of self-reward which elaborated the Drive theory which contains six different points: exploration, manipulation, activity, stimulation, and knowledge and ego enhancement. In a different way, the cognitive model is based on the self-reward, where people get their desires or goals just to get a self-reward. (Ausubel, 1968)

In addition to Maehr and Meyer (1997), Nevid (2013) states that motivation involves many factors such as social, emotional, biological and cognitive forces which influence behavior. The term motivation is commonly used to describe why a person does something. Nevid, (2013), states that motivation contains three components, which make that motivation develops. The first

one is Activation, which involves the decision to initiate a behavior; the second one is Persistence, which works with the continued effort to reach a goal; and the third and final component is Intensity, which is related to the concentration and energy that goes into pursuing a goal.

In relation with the previously defined concept of motivation, we want to explain some ways to motivate in different personal aspects according to Nevid (2013), who highlights three theories of motivation, which are the following: Instincts, which suggests that behavior is motivated by instincts, which are fixed and innate patterns of behavior, psychologists including William James, Sigmund Freud, and, William McDougal have proposed a number of basic human drives that motivate behavior (Nevid, 2013). In simple words motivation is based on people's instincts. According to Ausubel (1968) there is a second theory which involves biological aspects; this theory is called Drives and Needs. This theory suggests that people have basic biological drives and that their behaviors are motivated by the need to fulfill these drives. For that reason, when we are hungry we eat or when we are tired we sleep. Ausubel elaborated the Drive theory on six different points: exploration, manipulation, activity, stimulation, knowledge and ego enhancements. According to Ausubel, "motivation stems from basic innate habits." (Ausubel, 1968)

Last but not least, Nevid defines the difference between high and low need in a person to pursue a goal. He states that the arousal levels indicate how ready a person is to perform appropriate tasks in a timely and effective manner. It is suggested that a person with low arousal needs might pursue relaxing activities, while a person with high arousal needs might be motivated to seek out exciting activities. (Nevid, 2013).

To sum up, motivation has three important theories: the first two are instincts, drives and needs, which state that people have basic biological drives that need to be fulfilled. The third theory is called Arousal Levels, which states that people are ready to perform tasks in an effective manner and taking time into consideration. So, motivation is not just a psychological aspect; it also contains biological aspects, as it is a combination with different factors which influence every person.

Some authors have classified motivation in two types: intrinsic motivation, where people do something to get personal gratification, and extrinsic motivation, where people do something to get rewards.

Having defined motivation concepts and theories, it is important to identify two types of motivation related to rewarding.

According to Deci, we find “intrinsic motivation” in those activities where there is no reward except for the activity itself (Deci, 1975).

So, intrinsic motivation is based on self-reward. Part of a teacher's job is to help students and motivate them during the class. We want to create some activities in which students participate in class, promoting self-reward instead of gift or grades as a reward.

We could observe that our students always do the activities expecting an extra mark or point for future tests. Deci defines the previous idea as "extrinsic motivation, where this kind of motivation is based on the extrinsic rewards such as, grades, prizes and even certain types of positive feedback" (Deci, 1975:76) Supporting this concept of extrinsic motivation, Nevid states that "it arises from outside of the individual; it involves rewards, praises and social recognition" Nevid, (2013). Other authors who define this concept are Morris and Maisto (2002) who state that rewards are obtained as a consequence of the activity, not from the activity.

We can conclude that motivation is vastly influenced by others. "Behavior can clearly influence our motivation" (Sherif, 1947) and Milgram's (1963, 1965, 1975)

Finally, motivation is one of the most important factors to learn a language. Motivation has internal factors such as biological drives, emotional and external factors such as environment, and rewards, which affect people's motivation, affecting behavior and motivation intensity.

2.3 Definition of “Cooperative” and “Collaborative” Learning

“Cooperative learning is a process meant to facilitate the accomplishment of a specific end product or goal through people working together in groups” (Melinda Dooly, 2008). It is defined as “group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (Olsen and Kagan, 1992:8).

“Cooperative learning, in comparison with collaborative learning, is more prescriptive to teachers about classroom management, is more structured about rules and instructions more directed to students about how to work together in groups, and more targeted” (Matthews, Cooper, Davidson, and Hawkes, 1995).

On the other hand, the concept of collaborative learning belongs to different intellectual roots, that is, "collaborative learning is an acculturative process that helps students become members of the knowledge communities whose common property is different from the common property of knowledge communities they already belong to," (Bruffee 1993:3). “Collaborative learning

has the connotation of social constructivism, which holds that learning is acculturation into knowledge communities” (Oxford,1997:444)

Collaborative and Cooperative learning requiring working together toward a common goal (Dooly, 2008), it is considered that cooperative learning is more relevant for our investigation because in a cooperative classroom students and teacher work together to pursue the same goals and objectives. Also cooperative learning is more structured; more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups than collaborative learning (Oxford, 1997). Along with the intervention of engaging activities, it will produce a cooperative environment as a result of working together in uncommon and original activities inside the classroom.

Cooperative educational environment

The educational or learning environment can be defined in different ways, the American Medical Association (AMA) defines the learning environment as: ‘a social system that includes the learner (including the external relationships and other factors affecting the learner), the individuals with whom the learner interacts, the setting(s) and purpose(s) of the interaction, and the formal and informal rules/policies/norms governing the interaction.’ (American Medical Association, 2007)

Thereby, learning environment can be defined as the physical surroundings in which learning takes place, such as access to library facilities, seminar rooms or simulation equipment. But also to the 'climate'; 'culture' or 'ethos' (Marchant, 2013).

For this research one of the factors that affect the classroom environment is the climate as a result of the interaction between classmates and also the interaction with the teacher. The quality of teaching and learning depends on whether the classroom is characterized by an atmosphere of companionship and support or by a bad atmosphere. (Dornyei, 2003).

We have decided to implement into the English classroom certain kinds of engaging activities that promote oral production which in most of the cases involve interpersonal communication. These activities are: simulations, games, role plays, drama, and the use of electronic media. (Crookall and Oxford, 1990). For example, "Role play in the L2 classroom is a form of simulation. Role play is a social activity in which participants act out specified roles, often within a more or less prescribed social setting or scenario" (Oxford, 1997:449). In the case of role plays, students have to act some situations from real life by speaking.

Cooperative learning allow, students to feel more motivated to speak in English in the language classroom and this concept is defined "as a student's

intention to interact with others in the target language, given the chance to do so” (Oxford, 1997:449).

Cooperative learning probably encourages students to speak in a second language and allows students to feel more willing to communicate because they would feel more confidence to speak.

According to L2 research, students, especially novices, who are willing to communicate with others in the target language, are likely to have a strong tolerance for ambiguity, low anxiety, and take risks, such as guessing word meanings and speaking up despite the possibility of committing mistakes. (MacIntyre, 1994; MacIntyre and Charos, 1996)

2.4 Active Learning’s definition

The type of learning that is necessary to understand is Active learning. “Active learning emerged as a new approach of learning in the 1980s. The core concept of active learning involves engaging students not only in actively exploring knowledge but also in reflecting on their own learning process in order to become more effective learners.” (Shen and Xu, 2015). This definition helps to our research, because says that is necessary to motivate the students to do the activities and involve them in the subjects that we want

them to learn. Additionally, students need to realize that they can increase their learning by themselves being part of the learning process.

This type of learning was born in the XIX century when the American psychologist, philosopher and educator John Dewey, presented his theory of learning through experience. According to Edwards, “Dewey advocated for changing the view of learning from passively receiving knowledge from teachers to the view that learning proceeds from activity. The most effective instructional practices with middle level students involve student-centred approaches to learning where students are allowed to play an active role in their own learning and education. The focus of instruction should be the student, rather than the teacher” (Edwards, 2015:67)

This type of learning requires a student that takes a “dynamic and energetic role” (Petress, 2008:566) for the duration of the class. However for several years the dynamic of the class was passing knowledge to the student only, but active learning changed this way of give a class, improving it and motivating students to be active members of the class. This concept is defined as “providing opportunities for students to talk, listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities —all of which require students to apply what they are learning” (Meyers and Jones, 1993:6). This research has focused on the oral skills,

which made this concept even more accurate to this investigation, because it gathers all the concepts that have to be emphasized: talking, listening, working in groups, self-learning, problem solving, motivation, games, role playing, etc. All of these concepts will be incorporated in the classes of the experimental group.

But this concept could also be defined as “The process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas. Requiring students to regularly assess their own degree of understanding and skill at handling concepts or problems in a particular discipline” (Collins and O’Brien, 2003:5). This will help students to improve the knowledge that they learn through games by themselves.

Active learning is fundamental for this investigation because was necessary that students cooperate and participate actively in the games that were proposed Also they learnt how to work in groups. This could be possible because young adolescents had an intense curiosity about the world around them and were trying to give sense of that world. “Instruction is most effective when teachers use that curiosity to build on the existing knowledge students bring to the classroom”. (Nesbin, 2012)

Finally, active learning concept was used as a way to motivate learning on students through games. When we talk about a learning process, students know that being active is a better option than being passive

2.5 Communication's definition

One of the most important aspects that differentiate us from other species is that we can communicate our feelings, likes or dislikes opinion, questions, etc. through words. But at times it can be a bit difficult to express ourselves in our mother tongue, maybe because we do not have enough self-confidence or simply because we are not good with words. We could have developed writing or reading skills more than oral. Now, imagine how difficult it may be for students to express themselves in a new language that they do not know and are not usually exposed to.

According to Oxford Dictionary, (2015) communication is "The imparting or exchanging of information by speaking, writing, or using some other medium". During our internships, it is possible to notice that the least use way to communicate in English classes was oral communication or conversation. It makes possible notice that the most popular method to teach English is to teach grammatical structures and create new sentences about the topic of the unit. It is actually difficult to make the students express new ideas by

themselves, because they do not know how this method can help them, for this reason is almost impossible for them to create coherent sentences. As Brown mentions “conversation class is something of an enigma in language teaching” (Brown, 2007:322)

Oral communication is more than expressing ideas, it is a need. This research attempts to show how to teach English and develop the language as a tool for communication, more than teaching pronunciation because a native pronunciation for us are very difficult to achieve in a teenager that already has the mother tongue internalised. According to this, it is clear that as future teachers, we always try to teach how to communicate, not to translate random sentences related to a theme. It is also important that students have the chance to notice their accuracy and fluency. But as Brown, (2007) says: teaching adults a second language, should simulate the learning process of a child, this is really difficult because of the first language interference.

Another important issue for effective communicative classes is the affective factor. So, it is important to say that it is possible to observe the lack of confidence in students to speak in English in front of their classmates or the teacher. It is common to see in our classes, how the students have fun of their classmates when they make a mistake or simply they do not know how to pronounce something. The lack of confidence could be answered by “The Affective Filter Hypothesis”, which stated the main variables that affect

second language acquisition (SLA). These variables are: “(i) Motivation: performers with high motivation generally do better in SLA (usually, but not always, “integrative”). (ii) Self-confidence: performers with self-confidence and good self-image tend to do better in SLA. (iii) Anxiety: low anxiety appears to be conducive to SLA, whether measured as personal or classroom anxiety.” (Krashen, 1995:31)

The negative consequence of this attitude or feeling is difficult to change in students, but Brown, (2007) gave us some advice to change this:

- “- Help your students to laugh with each other at various mistakes that they all make.
- Be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students.
- Elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out. “

All the mentioned above could provide students “willingness to communicate” (MacIntyre et al., 2001:369) defined as “the intention to initiate communication, given a choice”

As was mentioned, the research attempts to find the way for students to discover their own motivation to learn, and try to communicate with English. We want them to be successful language learners, capable of believing in themselves and completing communicative tasks.

Now, it is possible to return to a basic question and students could make the same interrogation. Why teaching speaking? To this Harmer says that there are three answers or possible reasons to teach speaking in an English class. The first is that speaking activities contribute to the improvement of performance in the safety of the classroom. Secondly, the importance of the feedback for both, teacher and students, regarding the use of how many word of the language they know, they can see how much they improve. And the third reason is that students used to remember how much they know the language, and the use of it gets more automatic without conscious though... (Harmer, 2007).

III. METHODOLOGICAL FRAMEWORK

In this chapter we will provide the details of the methodological framework which explains the research type, research method, research design and the instruments that were created to do this research, in order to collect information. Also, we will define the variables, the participants and the school. Finally, in this chapter will specify the data collection, which explains in detail the procedure and the data analysis.

3.1 Overall design

This research seeks to analyze the impact that games could have on the motivation of students in a non-traditional English class and how this could change the classroom environment during an English class.

An appreciation scale, field-notes forms will be used in two different classes of a public school in the 10th grades, with the purpose of knowing what students think about a traditional or standard English class and how much motivated they feel about it, as well as in a non-traditional English class with games, and if these games can affect positive or negative in students motivation. This research will be a mixed process of quantitative and qualitative investigation because the main unit of study will be students, which will be measured in a qualitative form in order to assess their behavior, the motivational level and their oral skills. On the other hand, the appreciation

scale will be the quantitative part of this research, a scale of five criteria will be used to measure. A solid mix study begins with a problem statement and demands the use of integration of quantitative and qualitative views, although Tashakkori y Creswell (2007) said that not all the investigation and objectives questions will benefit using mixture methods. Consequently, when a project explores for mixed investigation questions with interconnected qualitative and quantitative components and aspects, the study or report final product (Hernández, Fernández and Baptista, 2010)

In this research, the dependent variable is the motivation and the oral skills, and the independent variable is the game. The “game” will affect positively or negatively students and, at the same time, their motivation. These three variables were chosen because Hernández, et.al (2010) said that “an independent variable explains, determines and predetermines the changes in the values of dependent variables, act as a conditional factor of dependent variable”. For this reason the most important variable that we will use is the games. On the other hand, Hernández, et.al. define dependent variable as “the variable which is affected for the presence of the independent variable action” (Hernández, et.al. 2010). In this research the dependent variables are motivation and oral skills.

The appreciation scale will be the quantitative analyses with the purpose of evaluate the numerical criteria, because it will be used a scale from one to

five to measure the motivational level of students. Field-notes forms are the qualitative side of the research, because they will contain personal perceptions about what occur in the class room.

3.2 Context

The school was located in a vulnerable sector of Santiago; this school specifically received students from different schools within the same sector. They had been expelled due to their bad behavior or bad grades. So, the groups were fully integrated by students who had different problems.

The intervention took place in two groups of 10th grade students of a public school in the Municipality of Recoleta, Santiago. The schools where we had been doing our practicum were studied carefully and finally was decided that Juanita Fernandez School presented the least motivation of all the others. The two groups had been randomly chosen, that is to say, no criteria specified for the selection. Each group belonged to the groups assigned for practicum of one of the members of this research and both groups belong to the same level in high school: 10th grade. The first group (the control group) had thirty-one students with little knowledge of the English language. Something very similar occurred with the second group that had thirty-three students, where games were included.

3.3 General Overview

This research is co-relational, because “it has a purpose to know the relationship between two or more concepts, categories or variables in a particular context” (Hernández, et.al. 2010).

Therefore, this investigation includes two groups of students from the same level and similar social context, with a total of 60 students. This sample will help us to understand the impact that games can have on the students of the experimental group. At the same time, it will help to find out whether games do or do not affect the students’ motivation. The intervention will take place in a period of four weeks; it will start with an appreciation scale that will help to ascertain the students’ perception of the English class. Additionally, one group will be submitted to games for the period of the investigation whereas the other group will have standard classes. At the end of this period we will apply the scale again and verify if there are any changes on their perception.

3.3.1 Selection of the Sample

The research had a sample of two groups in the same high school level and the similar number of students; one group had thirty-one students (control group) and the second group had thirty-three students (experimental group).

As it was mentioned previously, with this research there was the capacity to act in two 10th grade classes, these groups were chosen randomly by the school itself.

Control Group: it is a group with thirty-one students between 14 to 18 years old which do not have a strong knowledge of English. This group had two English classes per week; on Monday at 10:45 A.M to 12:15 P.M and on Thursday at 08:00 A.M to 09:30 A.M. The class of Thursdays represented a problem because the students did not arrive at time to the school. In this group, classes were normal, is to say that the class did not use games or activities. Nonetheless, the class was focused on the promotion of oral skills.

Experimental group: it is a group with thirty-three students between 14 to 17 years old which did not have a strong knowledge of English. This group also had two English's classes per week: on Tuesday at 14:45 to 16:15 and on Wednesday at 10:45 A.M to 12:15 P.M. In this group the classes included games or activities focusing on the promotion of oral skills and in the active participation of the students during the class to create a cooperative environment and also in the group during their habitual classes.

3.4 Intervention

We will describe the steps that follow the intervention inside the groups and the process that will take place in each group.

Stage 1:

The first stage was decided the school that we were to do the intervention and if we would do this intervention at this school. Then we decided during how much time we were going to do this intervention, after that we determined the time of the intervention, we must to talked with the school's English teacher to know the topic that we had to use during our participation. Finally we had to create a schedule to know who was going to go to the school chosen and the day that each person was going to the school to take field notes and help our partner to do the class

Stage 2:

The second stage was the elaboration of an appreciation scale that was going to be answered by the students and that was related with the objectives that had been decided for the research to attempt and validate the hypotheses that were stated at the beginning of this research (See annex 1: "appreciation scale").

Stage 3:

The third stage was the organization of the members of this research, to know when was going to the appreciation scale take it?, How were going to the results of organized?, also was necessary organize the days to attend to the school and help with the intervention, the creation of games and lesson plans to each class for the control and the experimental group.

Stage 4:

The fourth stage was the application of the appreciation scale in both groups and the use of field notes based on three notions: "Participation of the students", "students' behavior" and "students' relationship with the teachers during the class".

Stage 5:

The fifth stage started with the intervention; this consisted in teaching standard classes, but with the promotion of oral skills on the students of the control group and classes with use of games and activities that promote oral production in the experimental group.

Stage 6:

The sixth stage was to collect the first result of the appreciation scale of both groups and consolidate the data provided by the appreciation scale to obtain the first quantitative results.

Stage 7:

The seventh stage was collecting the field-notes based on three notions: “participation of the students”, “students behaviour” and “students relationship with the teachers during the class” and analyzing the qualitative data to verify if the students had changes during the intervention.

Stage 8:

The eighth stage consisted in the application of the appreciation scale again to both groups of students to compare the first with the second results and end the intervention in the groups.

Stage 9:

The ninth stage was to collect the first and second quantitative information provided by the appreciation scale and compare it in both groups to analyze these results and looking for concurrences with our hypotheses. Also was necessary to read our fields’ notes to make the same process mentioned before and extract the qualitative information of the intervention.

Stage 10:

The final stage collected the results from the intervention, and if this results were the expected in the hypothesis and main objective and try to make some real relationships between the objectives and the reality when the games or activities to promote the oral production were used in the English class.

**CHAPTER IV. PRESENTATION AND ANALYSIS OF
RESULTS**

This chapter will show the results of the research related to the quantitative and qualitative view of the investigation. First, it will present the results of the appreciation scale applied before the four weeks of intervention in both groups. Results will be presented according with each specific objective of the research. Secondly results of the application scale will consolidate after the four weeks of intervention in both groups; also results will be order according with each specific objective. Then a summary of the field-notes used in the intervention process considering three factors (“Participation of the students”, “students’ behavior” and “students’ relationship with the teachers during the class”), describing the most important changes or impacts of the intervention in each group (experimental and control). Finally this chapter will show the data analysis.

4.1 Pre appreciation scale

The pre-appreciation scale had twenty-one affirmations that were divided in three groups: The first affirmations were related with the first specific objective and had nine affirmative sentences, the second had related to the second specific objective and had six affirmative sentences and the third group of sentences were related with the third specific objective and had six affirmative sentences. To obtain the percentages, the data collected from appreciation scale was consolidated and separated in three groups (the three specific objectives), then were summed, per group, to obtain the percentage of responses for each indicator in relation to specific objectives.

4.1.1 Results of specific objective N°1

“Understand how the games or activities that promote oral production may or may not be a significant tool that helps to increase both extrinsic and intrinsic motivation in students in the English classes”. This specific objective is related with the question: *How games or activities that promotes oral production increase-decrease the extrinsic and intrinsic motivation in students of 10th grade of a public school of Recoleta, in the English class?*

In these charts it is possible to see the results of the appreciation scale in the first item in both groups before the intervention and these are the results:

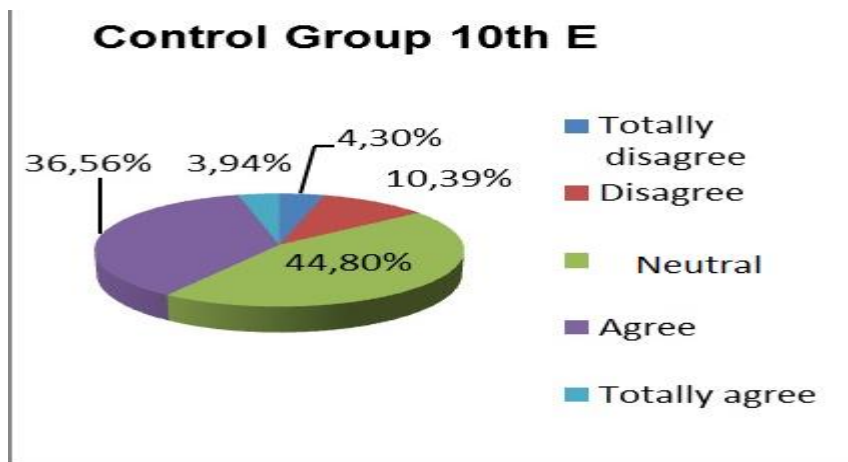


Chart 1: Specific objective 1 results of pre-appreciation scale

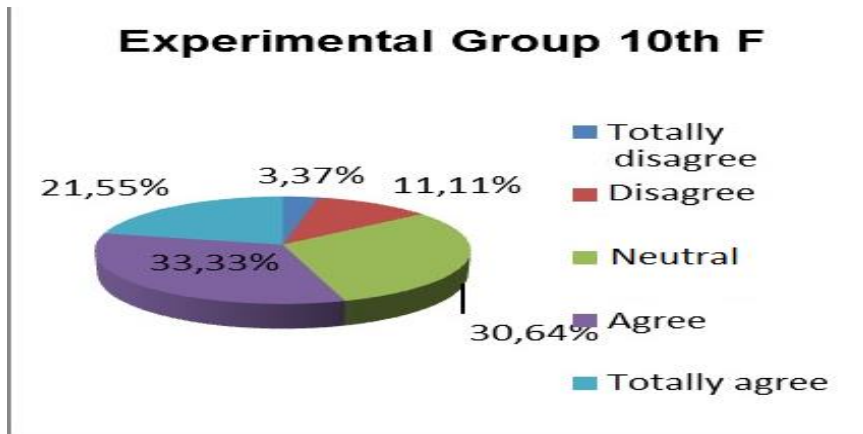


Chart 2: Specific objective 1 results of pre-appreciation scale

As it can be seen in chart 1 that the option “Neutral” is trend, that means that the students in the majority of cases do not have opinion about the use of games or the impact that games would have in their motivation. On the other hand, Chart 2 shows that the trend in the experimental group is the option “agree” it means that the majority of the cases believe that the use of games would be a good option to improve the motivation in the English class.

4.1.2 Results of the specific objective N°2

“Incorporate innovative methodologies including also TIC’s to improve the students’ participation”. This specific objective is related with the question: *How different methodologies including TIC's promote student participation in class?*

In these pie charts it is possible to see the results of the appreciation scale in the second item in both groups before the intervention and the results were:

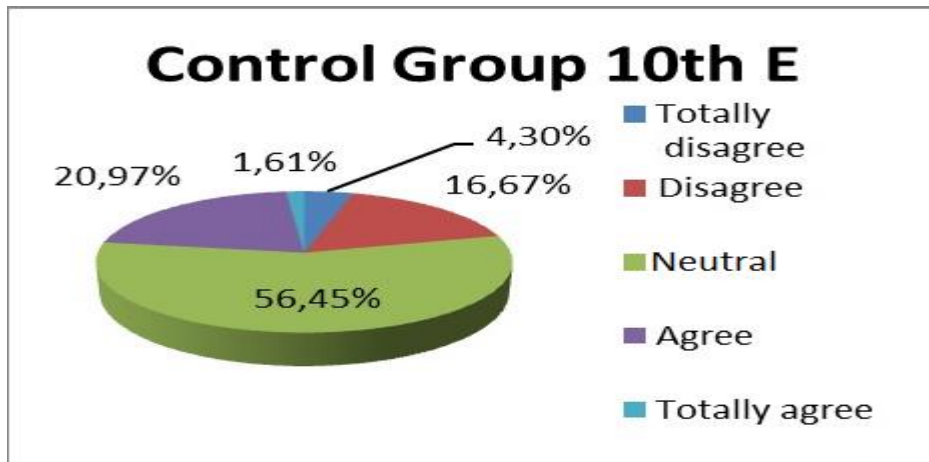


Chart 3: Specific objective 2 results of pre-appreciation scale

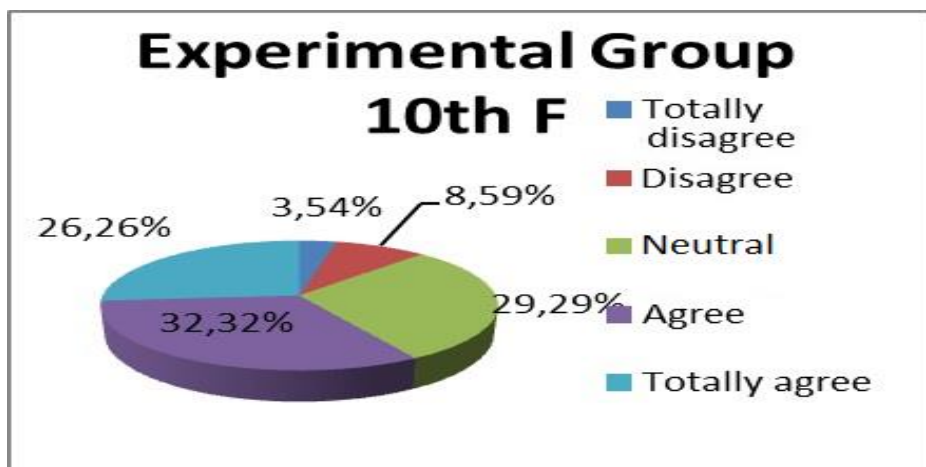


Chart 4: Specific objective 2 results of pre-appreciation scale

In Chart 3 it is possible to appreciate that the option “Neutral” is the trend with a 56.45% in the control group, that means that the students in the majority of cases do not have opinion related to the use of TIC’s during the English class. On the other hand, Chart 4 shows that the trend in the experimental group is the option “agree”, which means the cases express agree with the use of TIC’s in the English class to promote students participation.

4.1.3 Results of the specific objective N°3

“Validate if the use of innovative teaching methodologies can promote a cooperative environment in English class as a result of the different activities”. This specific objective is related with the question: *How can innovative teaching methodologies foster a cooperative environment in the English class of a public school of Recoleta?*

In these charts it is possible to appreciate the results of the appreciation scale in the third item in both groups before the intervention and the results were:

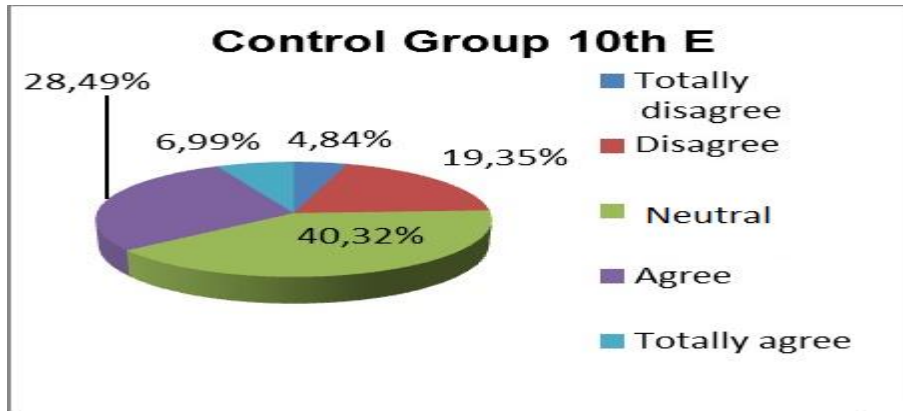


Chart 5: Specific objective 3 results of pre-appreciation scale

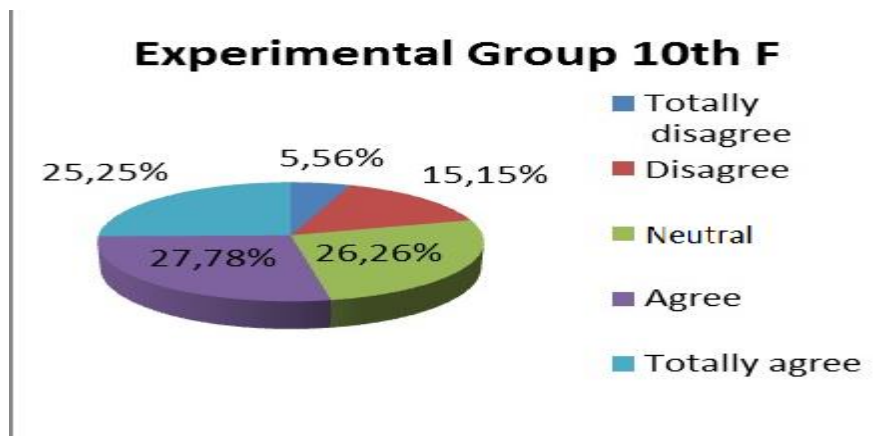


Chart 6: Specific objective 3 results of pre-appreciation scale

In Chart 5 is possible appreciate that the option “Neutral” again is the trend with a 40,32% in the control group, which means that students in most of the cases do not have opinion related to a cooperative enviroment in the English class trough games and the use of TIC’s. On the other hand, Chart 6 shows that the trend in the experimental group is the option “agree” with a 27,78%

but this option had a small difference with the option “no agree- no disagree” that obtained a 26,26% and the option “totally agree” that obtained a 25,25%. It could be interpreted as a positive view respect to the creation of a cooperative environment in the English class with the use of games and TIC’s.

4.2 Post appreciation scale results

The post- appreciation scale had twenty-one affirmations that were divided in three groups: The first group was related with the first specific objective and had nine affirmative sentences, the second group was related with the second specific objective and had six affirmative sentences and the third group was related with the third specific objective and had six affirmative sentences. The results were consolidate in the same manner to the first one.

4.2.1 Results of specific objective N°1

“Understand how the games or activities that promote oral production may or may not be a significant tool that helps to increase both extrinsic and intrinsic motivation in students in the English classes”. This specific objective is related with the question: *How games or activities those promote oral production increase-decrease the extrinsic and intrinsic motivation in students of 10th grade of a public school of Recoleta, in the English class?*

In these pie charts it is possible to see the results of the appreciation scale in the first item in both groups after the intervention and the results were:



Chart 7: Specific objective 1 results of post-appreciation scale

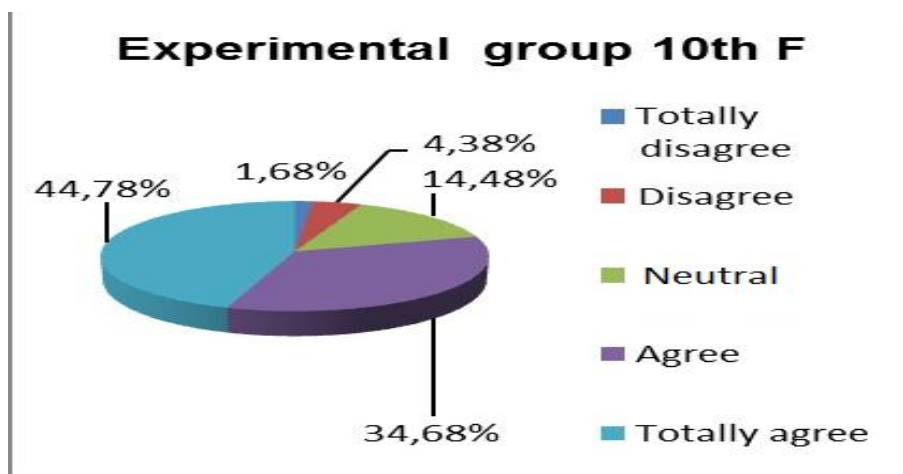


Chart 8: Specific objective 1 results of post-appreciation scale

In Chart 7 it is possible to appreciate that the opinion of the students of the control group respect to the use of games to improve their motivation, change

in spite of that this group did not have games in their classes and the trend in this occasion was the option “agree” with a 32,62% followed by the option totally agree with a 27,96%, that means that the students in most of the cases, after the intervention, had a positive opinion related to the use of games. On the other hand, Chart 8 shows that there was an important increase in the positive perception related to the use of games during the English class to improve the motivation of the students and the trend on this case was the option “totally agree with a 44,78% followed by the option “agree” which obtained a 34,68% of the preferences.

4.2.2 Results of the specific objective N°2

“Incorporate innovative methodologies including also TIC’s to improve the students’ participation”. This specific objective is related with the question: *How the different methodologies including TIC'S promote student participation in class?*

In these charts it is possible to see the results of the appreciation scale in the second item in both groups after the intervention and the results were:

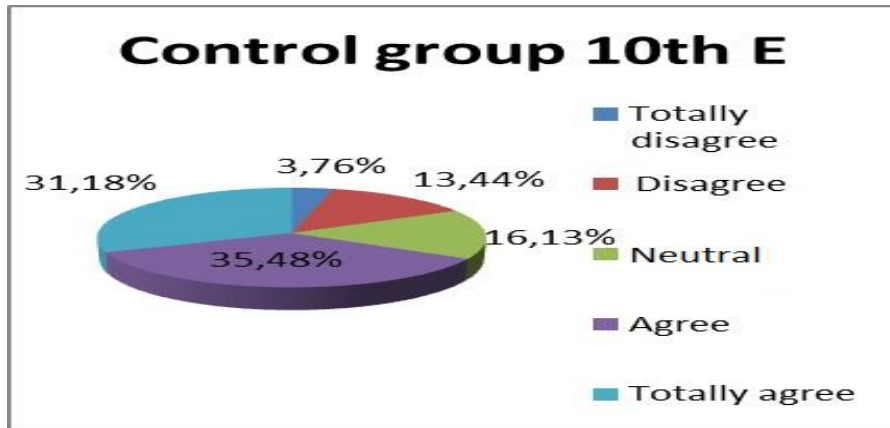


Chart 9: Specific objective 2 results of post-appreciation scale

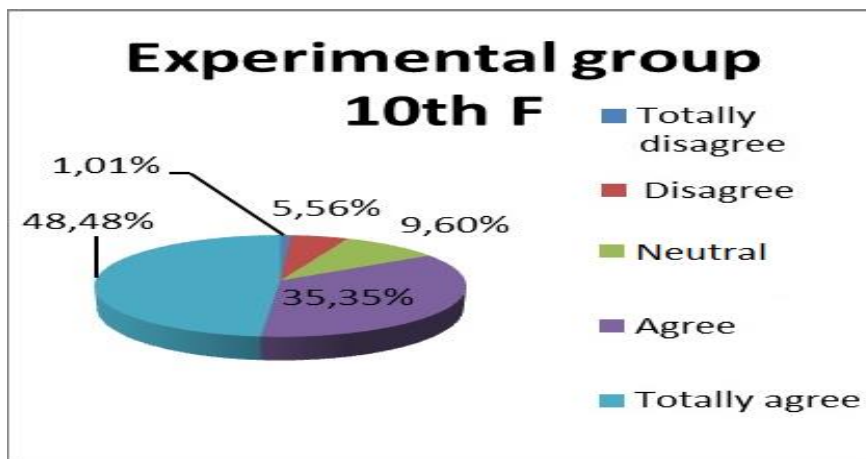


Chart 10: Specific objective 2 results of post-appreciation scale

In Chart 9 it is possible to appreciate that the option “agree” is the trend with a 35,48% in the control group followed by the option “totally agree” that had a 31,18%, which means that the students in most of the cases improved their opinion related to the use of TIC’s during English class after the intervention. On the other hand, Chart 10 shows that the trend in the experimental group is

the option “totally agree” with 48,48%, followed by the option “agree” that obtained a 35,35%, which means that in most of the cases students believe that the use of TIC’s in the English class promote the students participation.

4.2.3 Results of the specific objective N°3

“Validate if the use of innovative teaching methodologies can promote a cooperative environment in English class as a result of the different activities”. This specific objective is related with the question: *How can innovative teaching methodologies foster a cooperative environment in the English class of a public school of Recoleta?*

In these pie charts it is possible to see the results of the appreciation scale in the Third item in both groups after the intervention and the results were:

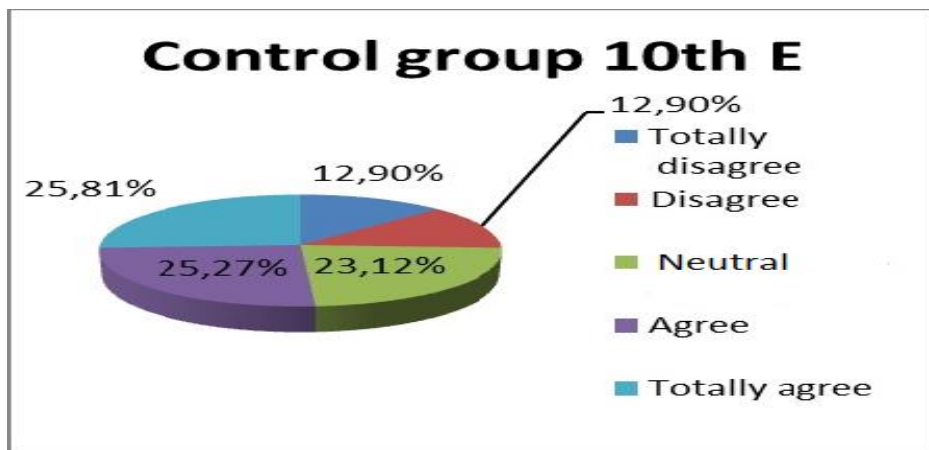


Chart 11: Specific objective 3 results of post-appreciation scale

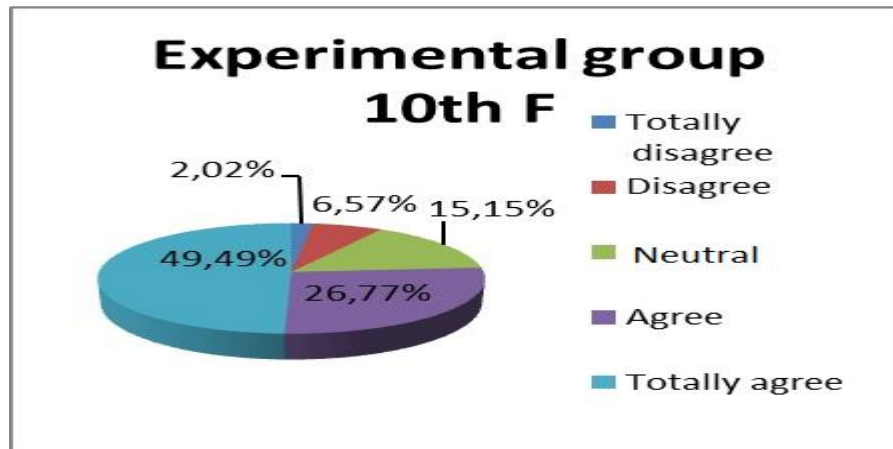
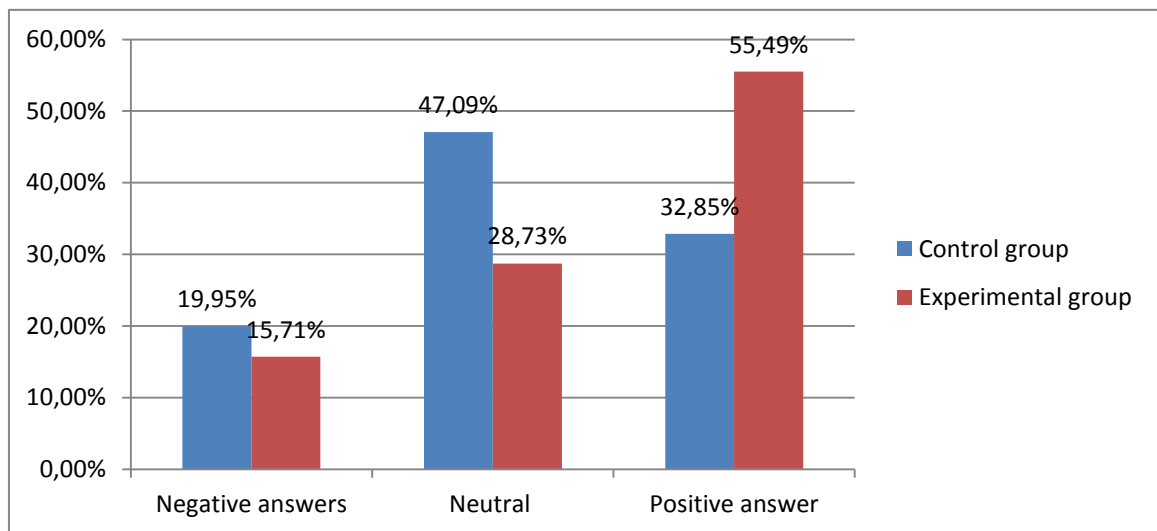


Chart 12: Specific objective 3 results of post-appreciation scale

In Chart 11 it is possible to appreciate that the option “Neutral”, “agree” and “totally agree” obtained the majority of percentage, but the options agree and totally agree together represented the majority of the students in the control group, which means that students in most of the cases believe that the creation of a cooperative environment in the English class is possible through games and the use of TIC's. On the other hand, Chart 12 shows that the trend in the experimental group is the option “totally agree” with a 49,49% followed by the option “agree” with a 26,77%. The previous results show that students improved their perception respect to the creation of a cooperative environment in the English class with the use of games and TIC's.

4.3 General view of the results

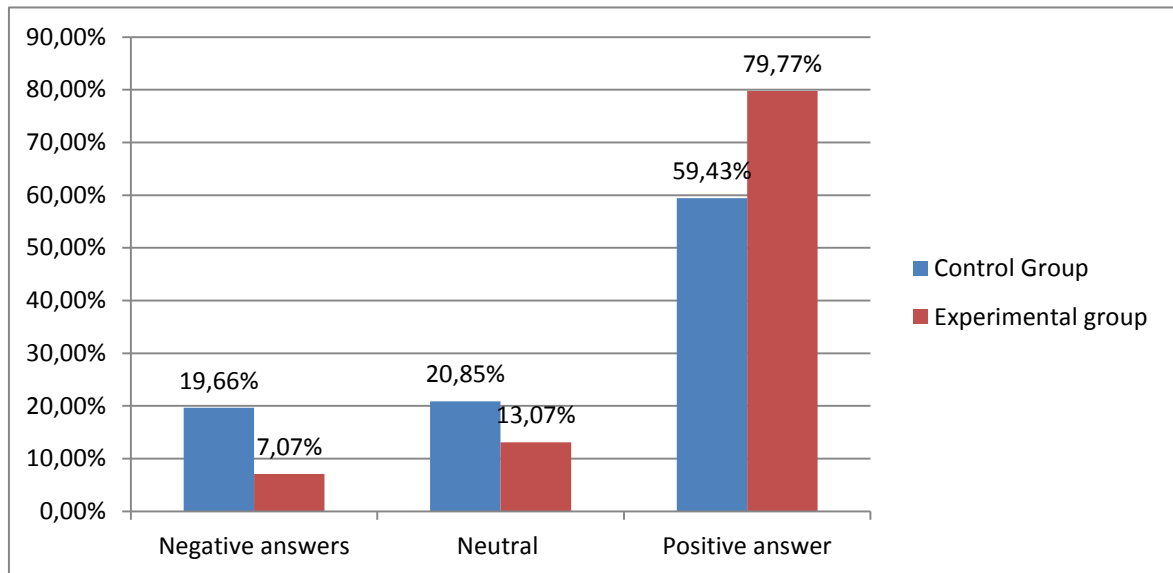
To conclude the data presentation, results of the appreciation scale were summed-up in three items: *negative answers (totally disagree + disagree)*, *neutral and positive answers (agree + totally agree)* to show the differences between the control group and the experimental group before and after the intervention.



Graph 1 the results of the appreciation scale before the intervention in both groups

Graph 1 shows the results of the appreciation scale before the intervention, here it is possible to see that the control group, in general, presented a trend to a neutral position respect to the questions before the intervention while the

experimental group in the most of cases shows a trend to the positive evaluation of the questions before the intervention with games.

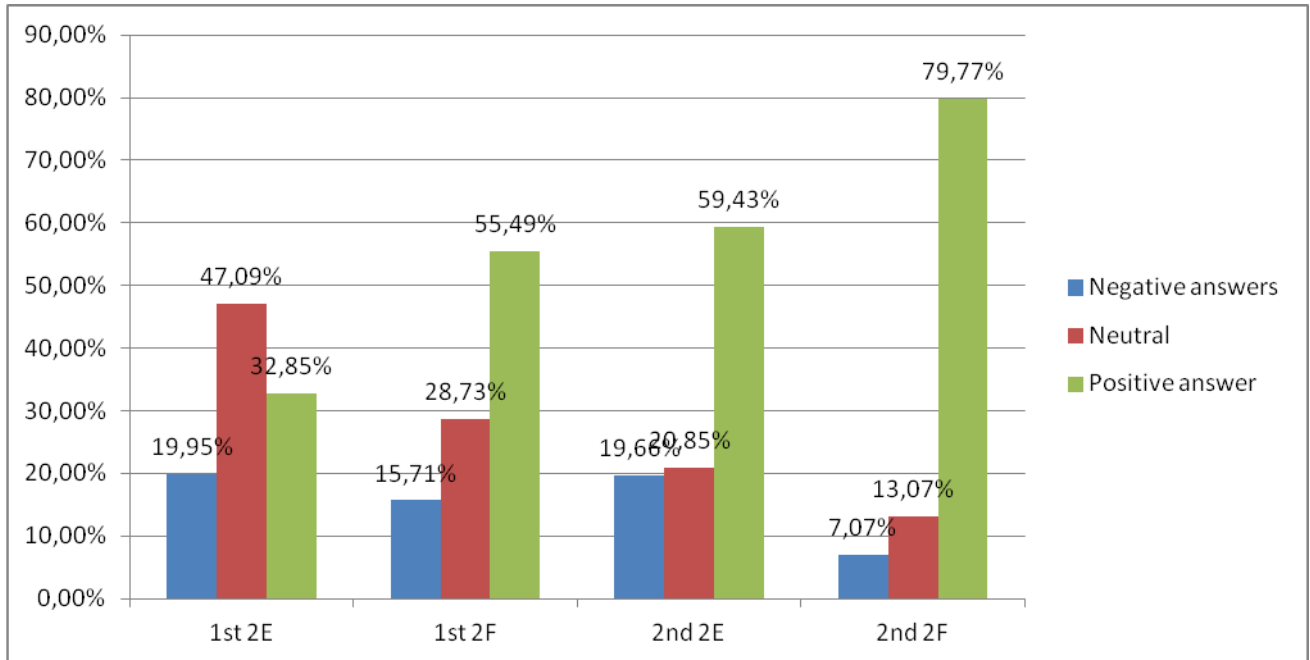


Graph 2 the results of the appreciation scale after the intervention in both groups

The graph 2 shows the results of the appreciation scale after the intervention, here it is possible to see that the control group, in general, presented an increase in the positive answers in most of the cases respect to the questions after intervention. Also the experimental group presented an important increase, in most of cases, in the trend to the positive evaluation of the questions after the intervention with games.

Finally, the bar chart 3 shows a general view of the results of the appreciation scale before and after the intervention divided in three groups *negative*

answers (totally disagree + disagree), neutral and positive answers (agree + totally agree).



Graph 3 general views of the results of the appreciation scale before and after the intervention

4.4 Field notes

In the following section, a summary derived from the field notes registered along the observation in the intervention process during the four weeks will be presented. For this, it is important to keep in mind that fields notes were based on three notions: “Participation of the students”, “students’ behavior” and “students’ relationship with the teachers during the class”.

4.4.1 Week one

Control group: During the first week of intervention the control group showed a strong anxiety with the presence of other teacher in the class room, and it is possible to see that the majority of the students do not know much about English and basic contents as pronouns, verb to be and typical commands for the English class.

Experimental Group: The experimental group during the first week showed a very bad behavior during the English class, being very noisy and unpleasant with the teachers when they tried to do the games during the class, for this reason was very difficult to manage the group correctly.

4.4.2 Week two

Control group: During the second week of intervention the control group was very noisy because they were organizing an extra-programmatic activity for the school, for this reason was very difficult to keep silence during the class or to make students pay attention to the teacher's instructions. It is important to remark that the actual teacher of the class does not help to keep a quiet environment because he speaks with the students as well.

Experimental Group: The experimental group during the second week changed their attitude during the English class being more relaxed and

cooperative with the teachers. When they presented and did the games during the class, there was a little change in the way to do the games and the way in which students participated during the class and the teacher could manage correctly to the group.

4.4.3 Week three

Control group: During the third week of intervention, the control group showed a higher increase in the use of the English to do the different activities provided by the teachers and also students improved in the use of typical commands for the English class and showed a respectful attitude during the class, cooperating with their partners and with the class in general.

Experimental Group: This group presents a strong anxiety to do some games during the class as a result of the previous classes, where the use of games or activities to promote the oral production was used. So the students were over-excited during this week and it was very difficult to calm them down and do the activities because it took a while to keep classroom quiet to start with the class. On the other hand, it is important to mention that this group improved their work in group.

4.4.4 Week four

Control group: During the last week of intervention the control group shows a strong improvement, in most of the cases, with their knowledge about how to use the present simple to talk about their daily routine and also an important improvement in their attitude with the rest of the class in terms of help to their partners and do the activities that the teacher gave to them.

Experimental Group: During the last week the students presented an unpleasant behavior in the classes and it was very difficult to finish the intervention with games, because students were very noisy and did not show a good attitude to do the class, in spite of the use of games or activities to make the class different.

4.5 Data analysis

In this section the data collected will be analyze, that is to say, the results of pre and post application of appreciation scale and interpretation of the fields notes used in the interventions, based on three notions; “Participation of the students”, “students’ behavior” and “students’ relationship with the teachers during the class”

4.5.1 Results of the specific objective N°1

According with the results obtained in the application of the appreciation scale at the beginning and at the end of the intervention, the use of games in the experimental group affected positively students' motivation, because in the pre-appreciation scale the results in this specific objective in the most of cases was "agree" (33,64%) or a neutral position (30,64%), as in the post-appreciation scale there was an increase on the positive answers with a 44,78% of students being totally agree and a 34,68% agree with the positive impact of games to their motivation in the English class. On the other hand, the control group presented an increase in their positive perception in this specific objective.

4.5.2 Results of the specific objective N°2

According with the results obtained in the application of the appreciation scale at the beginning and at the end of the intervention, the promotion of students' participation using TIC's and different methodologies had a positive change and result, because in the pre-appreciation scale the results in this specific objective in the most of cases was "agree" (32,32%) or a neutral position (29,29%), while in the post-appreciation scale there was an increase on the positive answers with a 48,48% of students being totally agree and a 35,35% agree with the idea that the use of TIC's and different methodologies caused

a greater participation in the English classes. On the other hand the control group also presented an increase in their positive perception in this specific objective. There was a change on the neutral opinion with the major percentage to positive answers with a 35,48% of agree and a 31,18% of totally agree.

4.5.3 Results of the specific objective N°3

According with the results obtained in the application of the appreciation scale at the beginning and at the end of the intervention, there was an improvement on the creation of a cooperative environment using innovative teaching methodologies, because in the pre-appreciation scale the results in this specific objective in most of the cases was “agree” (27,78%) or a neutral position (26,26%), while in the post-appreciation scale there was an increase on the positive answers with a 49,49% of students being totally agree and a 26,77% agree with the idea that the use of innovative teaching methodologies creates a cooperative environment in the English classes. On the other hand, the control group also presented an increase in their positive perception in this specific objective, but also an important percentage maintained their neutral position in this specific objective. The positive answers were a 25,81% of the students totally agree with this idea and a 25,27% agree.

4.6 Interpretation of the field notes

Seeing the field notes based on the three notions mentioned before, it is possible to conclude that in both groups (control and experimental), there was an improvement in the students' participation, because in the first intervention, was very difficult to achieve that students were part of the activities, but finally on the last interventions students wanted to participate on the activities. Regarding the relationship with the teachers during the classes, also there was a positive change on the students, because on the first classes students did not ask questions or asked for help, however on the final classes students always wanted to speak or ask questions to the teachers. Finally, regarding to students' behavior, there was not a positive change. Even when sometimes students had a good behavior, most of the time they presented a bad behavior such as talking a lot, made noise, students did others thinks, students using mobile phones, etc.

CHAPTER V. CONCLUSIONS

After one month of intervention in two groups of 10th grade of Juanita Fernandez School, located in Recoleta, where the group's participants were 10th grade E was designated as the control group and 10th grade F as the experimental group (where games were applied). Both classes were planned with the same contents, and focused on oral skill production, with the difference that in the experimental group classes were carried out through games and playful activities to achieve both the general and one specific objective.

After the intervention was completed, the field notes and appreciation scale were analyzed, it was possible to observe a variation between the first and the second appreciation scale that support the main hypothesis, which "Games or activities that promote oral production are a significant tool that helps to increase intrinsic and extrinsic students' motivation in English classes". During the intervention it was possible to see that the students' participation increased as classes passed. Students showed a different attitude in front of teachers and classmates during work class. In addition to this, they could work in groups in an organized and respectful way.

Another important point to highlight is that at the beginning students generally did not participate in classes, but during the final classes it was possible to observe that, in spite of being difficult students, they showed interest in participating.

A third important aspect was the evidence collected with the data analyzes and the field notes, which showed that the use of TIC's benefited the students' concentration, motivation and participation, giving favorable opinions to teachers regarding those aspects.

After analyzing the cooperative environment inside the classroom, it was possible to conclude that in both the control and experimental groups, students worked with respect and a positive attitude which is attributable to the intervention.

Students showed interest in having a different type of class, where the class distribution and the teacher-student dynamics were modified, as well as the fact that in both the control and experimental group there were inside the classroom, which is not common in Chilean public school and it was very attractive to the students.

About the group work and the investigation were completed, the hypotheses could be confirmed because the results were positive and validate our main objective. The intervention revealed that the place, the type of school or the students, were important to had a very good plan, and innovate or interactive class, with the purpose of motivating students to pay attention and learn.

At the beginning of intervention, there was a generalized fear that this intervention could fail, because the school where the interventions took place

in a place with limited resources and very problematic students. Finally, with the use of games and interactive classes, this intervention achieved a good group disposition and a change in the attitude of students with only one month.

What is expressed above makes clear that if teacher had more time, and maybe, the possibility of working with a co\teacher in these kinds of schools, better academic result could be obtained. Also it could give students confidence to speak English in their everyday life. With this work, it is possible to believe that the key of a good group work is due to communication and organization. For the future, it is possible to think that this type of intervention should be carried out in another kind of school, with other kind of students and ideally for a longer period, so that our work could be confirmed or rejected by further investigations.

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Annexes:

Annex 1: “Appreciation scale (English)”

Indicators	1	2	3	4	5
I. How do games or activities that promote oral production increase-decrease the extrinsic and intrinsic motivation in students of 10th grade of a municipal school of Recoleta, in the English class?					
1. I feel motivated in English classes					
2. I like when games are included in the class					
3. I like to participate orally in class					
4. The class is more interesting when there are different activities					
5. Through games is comfortable to me speak in class					
6. What I learn with games focuses on issues that interest me					
7. All the contents that I learn through games are important for my future					
8. Learn through games allow me to improve my skills in the language					
9. I can apply in my life the contents that I learn through games					
II. How the different methodologies including TIC'S promote student participation in class?					
10. Use of TIC'S make me pay attention in the classes					
11. When the teacher uses TIC'S, I make all the activities					
12. During playful activities I can answer questions in English					
13. Doing different activities I feel comfortable enough to answer					
14. When the teacher uses TIC'S, I can understand the contents					
15. When the teacher uses TIC'S I enjoy the contents exposed during the class					
III. How do innovative teaching methodologies enhance the cooperative environment in the English class?					

16. I like to work in groups during the English class					
17. I feel comfortable enough when I am speaking in English with my classmates					
18. I can understand to my classmates when they speak in English					
19. I prefer work in groups or in pairs in place of work alone.					
20. I able to work in a cooperative manner with my classmates.					
21. The work in groups allow me feel secure using a second language in the class					

Annex 2: Field Notes

10th E control group. 19.10.15

Los niños realizan (en su mayoría), la actividad solicitada que es la creación de un afiche con sus rutinas. Mientras lo realizan ambas profesoras nos paseamos por la sala resolviendo dudas, ayudando; revisando tanto el progreso como la gramática en las oraciones. La mayoría de los estudiantes realiza la actividad en parejas y se prestan ayuda entre ellos. Treinta minutos antes de finalizar la clase se les entrega una guía de trabajo donde deben completar un crucigrama con las “daily routines” la cual realizan con entusiasmo consultando por las dudas y el significado de palabras desconocidas de una manera un tanto desordenada, pero siempre con el fin de finalizar su actividad. Cinco minutos antes de terminar la clase se revisa el crucigrama en conjunto con los alumnos, siendo estos mismos quienes nos entregan las palabras correctas para cada recuadro, logrando de esta forma la participación de la mayoría de los estudiantes.

10th F experimental group 20.10.15

La clase comienza a las 2:45 p.m. la mayor parte de los estudiantes no ingresan a la sala hasta las 2:55 aprox. la puntualidad no es regular dentro del establecimiento, tanto como en el profesor oficial de la clase como en los alumnos.

Ya comenzada la clase toma más de quince minutos comenzar realmente a entregar contenidos. La participación de los alumnos es mínima, con constantes intervenciones por parte del profesor llamando la atención para que los alumnos tomen nota pongan atención a lo que se estaba enseñando.

A mitad de clase, la profesora de educación física pide unos minutos para entregar una información a los alumnos, provocando una pérdida de 20 minutos, dificultando aún más que los alumnos participen en la clase.

La comunicación con los profesores es difícil, sin faltar el respeto los alumnos no escuchan instrucciones o indicaciones. Por lo que es necesario que el profesor tome unos minutos para por favor pedir atención de parte de los estudiantes.

10th F experimental group 21.10.15

La clase comienza y los alumnos intentan mantener el orden en la sala ya que hay una profesora evaluadora observando la clase.

Los alumnos comienzan a hacer las actividades correspondientes a lo planificado por la profesora pero muy inquietos. La profesora entrega unos porotos que servirán para la próxima actividad. Los estudiantes comienzan a lanzarse estos porotos, lo cual hace que estos mismo pierdan atención en lo que explica la profesora. La actividad se lleva a cabo y los estudiantes son obligados a terminarla para poder retirarse a recreo.

10th E control group 22.10.15

La clase comienza a las 8:00 a.m, y solo se encuentran en la sala 4 alumnos de los 31 alumnos que componen el grupo curso. Hay una grave falta de puntualidad de los estudiantes, el colegio no supervisa el mencionado aspecto. La clase comienza con un “brainstorming” acerca del nuevo contenido que es Simple Present. Los estudiantes proporcionan ejemplos acerca de las “daily routines” pero les cuesta recordar el contenido, necesitando ayuda con vocabulario o traducción, el curso presenta dificultades con el aprendizaje, manejo y retención de los contenidos, a pesar de esto el clima de aula es bueno, hay respeto y silencio.

Los estudiantes demuestran ganas de aprender, ya que preguntan constantemente para resolver dudas, además de la participación en las actividades. A las 8:40 a.m hay 17 alumnos de 31. Pasada las 9:00 a.m. siguen llegando estudiantes en total ahora hay 25 estudiantes, de 31. Se termina la clase con una actividad de creación de oraciones con daily routines, las cuales serán revisadas la próxima clase, cabe destacar que todas las actividades deben ser de carácter sumativa, ya que si no son con notas acumulativas o décimas, ellos no las realizan, el colegio es de carácter vulnerable, con asistencia un poco baja.

10th E control group. 26.10.15

La clase comienza con algo de desorden debido a que se les entrega información sobre una actividad extra programática a realizarse en el colegio durante la semana, por lo que los estudiantes quedan bastante alterados lo que provoca que cueste demasiado que se tranquilicen y guarden silencio para comenzar la clase los alumnos están sentados en grupos lo que propicia, en este caso, la conversación constante entre ellos.

Los estudiantes ven un video donde el protagonista utiliza los adverbios de frecuencia usando las daily routines, una vez visto el video se les entrega una guía la cual deben completar y desarrollar con el video recién visto, mostrándosele este una vez más. En esta acción cuesta bastante llamar la atención de los estudiantes, además de que el profesor "oficial" no coopera con las profesoras practicantes, haciendo intervenciones anexas a la clase de inglés sacando a alumnos para organizar la actividad extra programática.

Finalmente se les pregunta a los estudiantes por el significado de cada adverbio de frecuencia visto en el video, siendo una vez más ellos mismos quienes entregan esta información a las profesoras. Algunos estudiantes

comienzan a distraerse y a levantarse de sus puestos no prestando atención para la revisión de la segunda actividad.

10th E control group. 02.11.15

Se comienza la clase preguntando a algunos alumnos como están y que hicieron durante el fin de semana, generando con esto un ambiente de “Buena onda” dentro de la sala. Se comienza la clase introduciendo una vez más los adverbios de frecuencias provocando que los estudiantes rápidamente se distraigan. Luego se les entrega una guía para realizar utilizando los adverbios. Cuesta que presten atención a pesar de que se les advierte que la guía es con nota. Teniendo la profesora que subir a una silla para poder captar la atención de los alumnos para explicar cómo hacer la guía. Los estudiantes trabajan activamente realizando la guía, preguntando y pidiendo ayuda. Trabajan bastante tranquilos y preocupados por realizar el trabajo solicitado preguntando a todos los profesores presentes por palabras y saber si estas están bien, completando en su totalidad la guía.

10th F experimental group 03.11.15

Los alumnos llegan impuntual a clase, también tomando tiempo para limpiar la sala de clases. Que los alumnos presten atención a la clase toma algunos minutos, pero ya indicando las actividades muestran más participación en las actividades. Ya comenzada las actividades los alumnos participan demostrando un leve conocimiento de los contenidos enseñados, además de mostrar un esfuerzo por participar y responder de forma correcta, los alumnos muestran mucho interés por participar.

El respeto hacia el profesor es constante, aunque continúan sin prestar atención a las instrucciones integrándose lentamente a la actividad.

10th F experimental group 04.11.15

La clase comienza con algunos estudiantes en la sala, después se suman los siguientes hasta a hacer un total de 25 aproximadamente. Los estudiantes escuchan las indicaciones de la profesora aunque algunos hablan por detrás. Son los mismo estudiantes quienes hacen callar a estos otros estudiantes que no prestaban atención. La clase se hace con normalidad juntando a los estudiantes en grupos de elección de la profesora lo cual hace que estos mismos comiencen a quejarse de no poder elegir ellos mismos sus compañeros de grupo. Los alumnos trabajan acorde a lo planeado, preguntando a los profesores presentes por indicaciones y ayuda.

Los alumnos al tener sus respuestas listas comienzan a actuar sus daily routines, algunos más entusiastas que otros. Algunos alumnos prefieren no participar en el acto por lo cual una compañera acepta hacer mas actuaciones de las que debería hacer, consiguiendo una anotación positiva por participación.

10th E control group 05.11.15

La clase inicia y esta vez hay más asistencia de estudiantes, aproximadamente 15 estudiantes de 31. La clase se inicia con preguntas acerca de las rutinas de los estudiantes, que realizan antes de llegar al colegio, los estudiantes participan y se ve que han aprendido un poco, al comparar clases pasadas. Se les entrega una guía con un crucigrama, la cual realizan en 20 minutos y con un poco de ayuda. Es una actividad entretenida para los estudiantes, ya que trabajan de buena manera y en pareja. Al final de la clase, se les pide a los estudiantes que creen de manera oral pequeñas oraciones relacionadas con "Simple Present". La clase termina y los alumnos se retiran a recreo.

Annex 3: Work sheets

1. Listen to Tom's daily routine. Fill in the blanks.

You want to..... my daily routine? Well, I have a very I wake up at 5:45 a.m.. I have a large cup of coffee and a sandwich At about seven I go to work. I talk to my colleagues about what we have to do. Later, I go to and interview people or just report the news. Often, I have to run from one place to another and don't have I never come home in the evening. Being a reporter is very tiring. But I really love my job because it is

2. Mark the statements *T* for true and *F* for false.

1. Tom is not very busy.
2. He wakes up at 6 o'clock.
3. He has tea for breakfast.
4. He goes to work at about 7 o'clock.
5. Tom usually goes to different places for interviews.
6. He never has time for lunch.
7. He doesn't like his job.
8. Tom sometimes comes home before 7 in the evening.

3. Match the phrases.

- | | |
|------------|-----------------|
| 1. brush | a) dinner |
| 2. wake up | b) the shopping |
| 3. have | c) breakfast |
| 4. do | d) to work |
| 5. cook | e) early/ late |

6. go

f) my teeth

7. wash

g) the dishes

**1. What of these actions correspond to the girl and boys daily routine?
Classify these routines into boys or girls routines.**

leave home/ Take a shower / Sing inside the shower/

Not to use conditioner/ Use hair dryer/ straighten sbd hair

Dry hair with the towel / Get dressed/ Put make up/

Play video games/ brush sbd teeth/ do exercise

The girl's daily routines	The boy's daily routines

2. In order, write the daily routine of the boy and the girl from the video

3. Chose if these statements are true or false. Justify the false ones.

1. When the girl takes a shower, she creates a strange hairstyle
2. When the boy takes a shower, he doesn't use shampoo
3. The girl plucks her legs after taking a shower
4. The boy brushes his teeth
5. The boy has for breakfast oats and fruits
6. The girl has for breakfast a cereal bar
7. The girl doesn't feel undecided when she gets dressed.
8. The boy dry his hair with a hair dryer
9. When the boy wakes up, he watch his Instagram
10. When the girl wakes up, she doesn't watch her cell phone.

Annex 4: Lesson plans

Group: 10th grade E	Date: October, 13th	Time: 60 minutes	Sequence:
		SCHOOL: Juanita Fernandez	
Main Objective: Students will be able to use and identify the present simple.			
Subsidiary aims: Students will be able to recognize the basic structure of present simple in daily routines.			
Key Activities Watching a video relative to daily routines. Write vocabulary of daily routines.			
Contents			
Skills/procedures: Listening to identify vocabulary Writing to consolidate their knowledge.	Lexis Simple present Daily routines	Grammar Subj + verb + rest of sentence	Function Writing to complete sentences in present simple about daily routines and consolidate basic structures.
Assumptions: Students would know some basic contents in English as Personal pronouns, verb to be and present simple.			
Stages	Interaction	Materials-Timing	
Engage/ Warm-up	Teacher will introduce the class with a video of daily routines.	Board and markers 15 minutes	
Study / Presentation	Teacher will do a short review of vocabulary related to daily routines and teacher will give the correct structure of present simple.	Board - markers. 25 minutes.	
Practice	Students will watch the video again and the teacher will stop it and will make questions about what is the action that the video show. Teacher will write in the whiteboard the answers give.	Book, board, data and markers. 15 minutes	
Activate/ Production	The students will write five sentences about their daily routines, and when they finish it, they have to share the sentences with the partner.	Notebook, book and pencils. 20 minutes	
Close up/ Wrap-up	Teacher will ask randomly to the students for the contents taught during the class.	10 minutes.	

Group: 10° E	Date: October, 19th	Time: 10:45	Sequence:
PRE SERVICE TEACHER: Rocio Rivera – Rebeca Gòmez.		SCHOOL: Juanita Fernández	

Main Objective: The students would be able to use their oral skills.

Subsidiary aims: the student will practice the use of present simple with daily routines.

Key Activities: Creation of a poster with daily routines and a crossword.

Contents

Skills/procedures: Writing to consolidate the contents Reading to express their ideas	Lexis Every day Every morning Every night At 6 o'clock Once, twice At the weekend, month	Grammar Simple present (affirmative and negative)	Function Expressing daily routines.
---	--	--	--

Assumptions: verbs in present simple and third person

Stages	Interaction	IT- Materials-Timing
Engage/ Warm-up	<ul style="list-style-type: none"> The teachers write on the board words relate to daily routines And give some example: I brush my teeth every day. I take a shower in the morning 	5 min. Board Markers
Study / Presentation	<ul style="list-style-type: none"> The teachers explain the use of present simple using daily routines. The teacher gives more examples of the use, explaining the structure, and asks to the students about more examples -with the teachers' help- with the same structure. 	10 min Board Markers
Practice	<ul style="list-style-type: none"> The students complete an activity provide by the teacher (work sheet with a crossword) The students write on their notebooks some examples with the crossword's words 	5 minutes Book Notebook
Activate/ Production	<ul style="list-style-type: none"> In pairs the students create a poster with the corresponding daily routine of each pair of students 	<ul style="list-style-type: none"> 10 minutes
Close up/ Wrap-up	<ul style="list-style-type: none"> The teachers ask the students about what they had learnt about daily routines 	<ul style="list-style-type: none"> 5 minutes

Group: 10° F	Date: October, 20th	Time: 10:45	Sequence:
PRE SERVICE TEACHER: Rocio Rivera – Constanza Herrera		SCHOOL: Juanita Fernández	

Main Objective: The students would be able to use their oral skills.

Subsidiary aims: the student will practice the use of present simple with daily routines, orally.

Key Activities: Play a game using daily routines

Contents

Skills/procedures: Listening to complete worksheet Writing to express their ideas.	Lexis Brush my teeth Comb my hair Do the dishes Take a shower Have breakfast	Grammar Simple present using frequency adverbs (affirmative and negative)	Function Expressing daily routines with frequency adverbs.
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Assumptions: verbs in present simple and third person

Stages	Interaction	IT- Materials-Timing
Engage/ Warm-up	<ul style="list-style-type: none"> The teachers make a review on the board relate to daily routines And give some example similar to the past class: I brush my teeth every day. I take a shower in the morning 	5 min. Board Markers
Study / Presentation	<ul style="list-style-type: none"> The teachers review the use of present simple using daily routines with frequency adverbs 	10 min Board Markers
Practice	<ul style="list-style-type: none"> The students will form three groups, after this they will make a circle and then they will have to said a daily routine and the classmate next to him will have to complete the other idea. 	5 minutes Book Notebook PPT presentation data
Activate/ Production	<ul style="list-style-type: none"> The teacher will do a group activity that involves students will positioned in two rows and randomly they will know which group begins, they have to said a daily routine and they will get a point for the group. 	10 minutes
Close up/ Wrap-up	<ul style="list-style-type: none"> The teachers will ask students about what they had learnt about daily routines 	5 minutes

Group: 10° E	Date: October, 21th	Time: 10:45	Sequence:
PRE SERVICE TEACHER: Rocio Rivera – Rebeca Gòmez.		SCHOOL: Juanita Fernández	
Main Objective: The students would be able to use their oral skills.			
Subsidiary aims: the student will practice the use of present simple with daily routines.			
Key Activities: Creation of a poster with daily routines and a crossword.			
Contents			
Skills/procedures: Writing to consolidate the contents Reading to express their ideas	Lexis Every day Every morning Every night At 6 o'clock Once, twice At the weekend, month	Grammar Simple present (affirmative and negative)	Function Expressing daily routines.
Assumptions: verbs in present simple and third person			
Stages	Interaction	IT- Materials-Timing	
Engage/ Warm-up	<ul style="list-style-type: none"> The teachers write on the board words relate to daily routines And give some example: I brush my teeth every day. I take a shower in the morning 	5 min. Board Markers	
Study / Presentation	<ul style="list-style-type: none"> The teachers explain the use of present simple using daily routines. The teacher gives more examples of the use, explaining the structure, and asks to the students about more examples -with the teachers' help- with the same structure. 	10 min Board Markers	
Practice	<ul style="list-style-type: none"> The students complete an activity provide by the teacher (work sheet with a crossword) The students will said to the class their daily routines and the classmates will try to find some similarities. 	5 minutes Book Notebook	
Activate/ Production	<ul style="list-style-type: none"> In pairs the students create a poster with the information listened of their classmates of daily routine. 	<ul style="list-style-type: none"> 10 minutes 	
Close up/ Wrap-up	<ul style="list-style-type: none"> The teachers ask the students about what they had learnt about daily routines 	<ul style="list-style-type: none"> 5 minutes 	

Group: 10° E	Date: October, 26th	Time: 10:45	Sequence:
PRE SERVICE TEACHER: Rocío Rivera – Rebeca Gómez.		SCHOOL: Juanita Fernández	
Main Objective: The students would be able to use their oral skills.			
Subsidiary aims: the student will practice the use of present simple with daily routines and frequency adverbs.			
Key Activities: watch a video with a daily routines and the use of frequency adverbs. Do a worksheet using frequency adverbs			
Contents			
Skills/procedures: Listening to complete worksheet Writing to express their ideas.	Lexis Always Usually Sometimes Rarely Never	Grammar Simple present using frequency adverbs (affirmative and negative)	Function Expressing daily routines with frequency adverbs.
Assumptions: verbs in present simple and third person			
Stages	Interaction	IT- Materials-Timing	
Engage/ Warm-up	<ul style="list-style-type: none"> The teachers make a review on the board relate to daily routines And give some example similar to the past class: I brush my teeth every day. I take a shower in the morning 	5 min. Board Markers	
Study / Presentation	<ul style="list-style-type: none"> The teachers explain the use of present simple using daily routines with frequency adverbs The teacher gives more examples of the use, explaining the structure again, and asks to the students about more examples -with the teachers' help- with the same structure. 	10 min Board Markers	
Practice	<ul style="list-style-type: none"> The students watch a video with daily routines using frequency adverbs. 	5 minutes Book Notebook PPT presentation data	
Activate/ Production	<ul style="list-style-type: none"> The students solve a worksheet with the information provided by the video watched 	10 minutes	
Close up/ Wrap-up	<ul style="list-style-type: none"> The teachers will ask students about what they had learnt about daily routines 	5 minutes	

Group: 10° E	Date: November, 2nd	Time: 10:45	Sequence:
PRE SERVICE TEACHER: Rocío Rivera – Rebeca Gómez.		SCHOOL: Juanita Fernández	

Main Objective: The students would be able to use their oral skills.

Subsidiary aims: the student will practice the use of present simple with daily routines and frequency adverbs.

Key Activities: Create a short story with their personal daily routines

Contents

Skills/procedures: Writing to express their ideas. Reading to consolidate the contents	Lexis Frequency adverbs Verbs in third person	Grammar Simple present using frequency adverbs in affirmative and negative.	Function Expressing daily routines with frequency adverbs in affirmative, negative and interrogative form.
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Assumptions: verbs in present simple and third person

Stages	Interaction	IT- Materials-Timing
Engage/ Warm-up	<ul style="list-style-type: none"> The teachers make a review on the board relate to the contents taught on the last classes and will solve some doubts and problems with the use of this type of tenses. 	5 min. Board Markers
Study / Presentation	<ul style="list-style-type: none"> The teacher gives more examples of the use, explaining the structure again, and asks to the students about more examples -with the teachers' help- with the same structure in the three forms interrogative, negative and affirmative. 	10 min Board Markers
Practice	<ul style="list-style-type: none"> The students will create some sentences using the contents learnt during the last classes but with their personal information, creating a sentence using daily routines and other using frequency adverbs. 	5 minutes Book Notebook PPT presentation Data
Activate/ Production	<ul style="list-style-type: none"> Teacher will read the sentences and students will listen to it created by their own classmates and have to guess which the person who wrote the sentence. 	10 minutes
Close up/ Wrap-up	<ul style="list-style-type: none"> The teachers will ask students about what they had learnt about daily routines 	5 minutes

Group: 2º F	Date: 03/11/2015	Time: 90 ‘	Sequence:
PRE SERVICE TEACHER: Rocío Rivera Salinas		SCHOOL: Juanita Fernández Solar.	
Main Objective: Students will be able to express daily routines of other people using simple present by distinguishing routines of boys and girls.			
Subsidiary aims: Students will practice speaking, writing and reading.			
Key Activities: - Matching vocabulary with pictures. - Filling a chart with information of gender’s daily routines. - Creating short sentences with the information from a drawing on the whiteboard. - Completing answer related to gender’s daily routines.			
Contents			
Skills/procedures: - Writing (other people routines) - Reading (vocabulary and sentences) - speaking (asking questions)	Lexis Daily routines: get up, take a shower, wash face, get shaved, brush sbd teeth, comb sbd hair, dry sbd hair, etc	Grammar - Simple present	Function - To apply the usage of simple present in gender daily routines
Assumptions: Previous knowledge: - Present simple, vocabulary and frequency adverbs. Anticipate problems: - Students has a lack of vocabulary in general. - Time could not be enough			
Stages	Interaction	IT- Materials-	
Engage/ Warm-up	- Ask students about their daily routine. i.g :- what time do you wake up?, what do you usually do in the mornings?, do you think that girls and boys have different routines? - Show students a video related to morning routines of girls v/s boys.	- 10 Minutes / Data	
Study / Presentation	- Show a presentation about vocabulary of daily routines. Students will relate pictures with vocabulary (matching) - Show the same presentation with the structure of Simple present focusing on third person singular, contextualized in daily routines.	- 15 minutes / data	
Practice	- Students will watch the video of girls vs guys morning routines again. - Students will write in order the routine of each gender. - Students will complete a true and false activity.	- 5 minutes to keep silence - 20 minutes	
Activate/ Production	- The class will divide in two groups, boys and girls. Each group will chose a representative who is going to draw a daily routine. The rest of the group has to guess the action. If they guess, one student runs to the front and he/she writes on the whiteboard the completed sentences. i.g: “he brushes his teeth”.	- 5 minutes to keep silence. - 20 minutes white board	
Close up/ Wrap-up	- Students will answer the question. Do you think that a boys and girls have different routines? Why? (Write 3 routines for each gender). Randomly, some students will say their answers orally.	- 10 minutes	

Group: 10° F	Date: November 10th	Time: 10:45	Sequence:
PRE SERVICE TEACHER: Rocio Rivera – Carlos Gottreux		SCHOOL: Juanita Fernández	

Main Objective: The students would be able to use their oral skills.

Subsidiary aims: the student will practice the use of present simple with daily routines, orally.

Key Activities: Play a game using daily routines

Contents

Skills/procedures: Listening to complete worksheet Writing to express their ideas.	Lexis Brush my teeth Comb my hair Do the dishes Take a shower Have breakfast	Grammar Simple present using frequency adverbs (affirmative and negative)	Function Expressing daily routines with frequency adverbs.
--	---	--	---

Assumptions: verbs in present simple and third person

Stages	Interaction	IT- Materials-Timing
Engage/ Warm-up	<ul style="list-style-type: none"> The teachers make a review on the board relate to daily routines And give some example similar to the past class: I brush my teeth every day. I take a shower in the morning 	5 min. Board Markers
Study / Presentation	<ul style="list-style-type: none"> The teachers review the use of present simple using daily routines with frequency adverbs 	10 min Board Markers
Practice	<ul style="list-style-type: none"> The students will form groups of 3 classmates randomly chosen by the teacher and they have to create a list of 10 daily routines. 	5 minutes Book Notebook PPT presentation data
Activate/ Production	<ul style="list-style-type: none"> One student of each group will have to act their list of daily routine in front of the class, and their classmate will have to guess the group who wrote it. 	10 minutes
Close up/ Wrap-up	<ul style="list-style-type: none"> The teachers will ask students about what they had learnt about daily routines 	5 minutes

Annex 5: Sources

In the following section will be presented:

- A. Validation of appreciation scale.
- B. Application of pre-appreciation scale in both groups
- C. Application of post-appreciation scale in both groups

These documents are samples of the application of appreciation scale before and after the intervention. Also the documents show the validation of this "appreciation scale" by an expert.

A. Validation of appreciation scale.

IDENTIFICACIÓN INSTITUCIONAL

Estimado Validador:

Me es grato dirigirme a Usted, a fin de solicitar su colaboración como experto para validar la escala de apreciación anexa, la cual será aplicada a Estudiantes de segundo medios de un colegio municipal de Recoleta.

El presente instrumento tiene como finalidad recoger información directa para la investigación que se realiza por un grupo de alumnos de la UCSH relacionada con el impacto que tienen los juegos y/o actividades de producción oral en estudiantes de segundo medio con respecto a la motivación durante la clase de inglés con el propósito de elaborar su Seminario de Grado y optar al título de Profesor de Inglés.

Para efectuar la validación del instrumento, Usted deberá leer cuidadosamente cada enunciado y sus correspondientes alternativas de respuesta, en donde se pueden seleccionar una, varias o ninguna alternativa de acuerdo al criterio personal y profesional del actor que responda al instrumento. Por otra parte se le agradece cualquier sugerencia relativa a redacción, contenido, pertinencia y congruencia u otro aspecto que se considere relevante para mejorar el mismo.

Gracias por su aporte

- Carlos Gottreux Caperochipi,	Rut: 16.358.234-1
- Andrés Fernando Cepeda Castro,	Rut: 17.524.662-2
- Rocío Monserrat Rivera Salinas,	Rut: 17.681.101-3
- Constanza Andrea Herrera Cornejo,	Rut: 18.040.176-8
- Rebeca Beatriz Gómez Rivera,	Rut: 17.958.226-0

Atte.
Seminaristas Pedagogía en Inglés
Universidad Católica Silva Henríquez

Resumen de la investigación

Nuestra investigación tiene como objetivo principal Analizar cuál es el impacto de los juegos y/o actividades que promueven la producción oral en la motivación de los/las estudiantes de 2° año de Enseñanza Media de un colegio municipal de Recoleta en la asignatura de Inglés. Estos alumnos presentan una falta de motivación importante en la clase de inglés debido a su casi nulo conocimiento de la lengua. Por lo que esta investigación reflexiona sobre las metodologías e instrumentos que utiliza el profesor para fomentar el inglés o al menos la producción oral en dicha área.

Metodología de trabajo

La metodología de trabajo es implementar una escala de apreciación de la clase de inglés que será respondida por los estudiantes de dos segundos medios, quienes serán nuestro grupo experimental y grupo control respectivamente. Una vez respondida esta escala de apreciación, en nuestro grupo experimental haremos clases basadas en juegos y/o actividades que promuevan la producción oral en inglés. Por lo anterior, utilizaremos una rúbrica para evaluar el comportamiento de los alumnos durante nuestra intervención (juegos). La idea es recoger la mayor cantidad de información, a fin de responder la siguiente pregunta.

Preguntas Guía

- ¿Cuál es el impacto de los juegos o actividades que promueven la producción oral en la motivación de los/las estudiantes de 2° año de Enseñanza Media de un colegio municipal de Recoleta en la asignatura de Inglés?
- ¿Cómo los juegos o actividades que promueven la producción oral aumentan-disminuyen la motivación extrínseca e intrínseca de los/las estudiantes de 2° año de Enseñanza Media de un colegio municipal de Recoleta, por la asignatura de Inglés?
- ¿Cómo las metodologías distintas que incluyen TIC'S favorecen la participación de los alumnos en clases?
- ¿Cómo las metodologías y didácticas innovadoras potencian el ambiente cooperativo en la asignatura de inglés, de un colegio municipal de Recoleta?

Objetivo General

- Analizar cuál es el impacto de los juegos o actividades que promueven la producción oral en la motivación de los/las estudiantes de 2° año de Enseñanza Media de un colegio municipal de Recoleta en la asignatura de Inglés.

Objetivos específicos:

- Comprender como los juegos y/o actividades que promueven la producción oral pueden ser o no una herramienta significativa que ayude a aumentar la motivación tanto extrínseca como intrínseca en los estudiantes en las clases de inglés.
- Incorporar metodologías innovadoras que incluyan, también las TIC'S para mejorar la participación de los estudiantes.
- Utilizando metodologías y didácticas innovadoras, propiciar un ambiente cooperativo dentro de la clase de inglés como resultado de las diferentes actividades realizadas.

Escala de apreciación:

Una escala de apreciación es un instrumento de recogida de información que consiste en una serie de características, cualidades, aspectos, etc., sobre las que nos interesa determinar el grado de presencia. Esta progresión se expresa mediante categorías las que pueden referirse también a aspectos tales como el grado de: Acuerdo, Interés, Importancia, Prioridad, Logro de Metas u Objetivos. El número de categorías al menos deben ser tres. Es importante que dichas categorías estén bien claras, definidas y resulten mutuamente excluyentes. "Educarchile", 2015. www.educarchile.cl. Chile: actualidad educativa, <http://www.educarchile.cl/ech/pro/app/detalle?ID=217556>

Esta escala se utilizará para recoger la opinión de los alumnos de los dos segundos medios con respecto a la clase de inglés que tienen actualmente, la misma escala de apreciación será utilizada al finalizar nuestra intervención luego de un mes donde aplicaremos juegos y/o actividades que prueban la producción oral. En esta escala hemos dispuesto 5 conceptos los cuales representan la posible opinión de los estudiantes. Siendo 1.) Totalmente en desacuerdo, 2.) En desacuerdo, 3.) Ni en acuerdo ni en desacuerdo, 4.) De acuerdo y 5.) Totalmente de acuerdo.

Indicadores	1	2	3	4	5
a. ¿Cómo los juegos o actividades que promueven la producción oral aumentan-disminuyen la motivación extrínseca e intrínseca por la asignatura de Inglés?					
1. Me siento motivado en las clases de inglés					
2. Me gusta cuando se incluyen juegos dentro de la clase					
3. Me gusta participar de manera oral en la clase					
4. Me es más interesante la clase cuando hay actividades distintas					
5. A través de juegos me es cómodo hablar en clases					
6. Lo que aprendo con los juegos se centra en temas que me interesan					
7. Lo que aprendo a través de juegos es importante para mi futuro					
8. Aprendo, a través de juegos para mejorar mis habilidades en el idioma					
9. Puedo aplicar en mi vida lo que aprendo a través de los juegos					
b. ¿Cómo las actividades lúdicas y los recursos tecnológicos aumentan-disminuyen la participación y el interés por la asignatura de Inglés?					
1. La utilización de TIC'S me hace prestar atención en clases					
2. Cuando se utilizan TIC'S hago las actividades que el profesor indica					
3. Durante actividades lúdicas respondo preguntas del profesor en inglés					
4. Al realizar actividades distintas me siento cómodo respondiendo al profesor					
5. Cuando se utilizan TIC'S, entiendo lo que el profesor expone					
6. Al utilizar TIC'S disfruto la forma en que el profesor expone la clase					
c. ¿Cómo las metodologías y didácticas innovadoras potencian el ambiente colaborativo en la asignatura de inglés?					
1. Me gusta trabajar en grupos en la clase de inglés					
2. Me siento cómodo hablando en Inglés con mis compañeros					
3. Comprendo cuando escucho hablar inglés a un compañero					
4. Prefiero trabajar en grupos o parejas en lugar de solo					
5. Soy capaz de colaborar con mi grupo para lograr mejores resultados					
6. Trabajar en grupos durante las clases de inglés me sirve para sentirme seguro utilizando el idioma					

IDENTIFICACIÓN INSTITUCIONAL

CONSTANCIA DE VALIDACIÓN

Yo, Verónica Lizana Muñoz, Cédula de Identidad N° 10.979.820-7, de profesión profesora, ejerciendo actualmente como académica, en la Institución UCSH.

Por medio de la presente hago constar que he revisado con fines de Validación del Instrumento (cuestionario), a los efectos de su aplicación según lo solicitado.

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de ítems				X
Amplitud de contenido				X
Redacción de los ítems				X
Claridad y precisión				X
Pertinencia				X

En Santiago de Chile, 10 octubre 2015.


Firma

B. Application of pre-appreciation scale in both groups



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Escala de apreciación de la clase de inglés.

Marque con una "X" la opción que represente de mejor manera su opinión. Siendo 1.) Totalmente en desacuerdo, 2.) En desacuerdo, 3.) Ni en acuerdo ni en desacuerdo, 4.) De acuerdo y 5.) Totalmente de acuerdo.

Indicadores	1	2	3	4	5
a. ¿Cómo los juegos o actividades que promueven la producción oral aumentan-disminuyen la motivación extrínseca e intrínseca por la asignatura de Inglés?					
1. Me siento motivado en las clases de inglés			X		
2. Me gusta cuando se incluyen juegos dentro de la clase				X	
3. Me gusta participar de manera oral en la clase		X			
4. Me es más interesante la clase cuando hay actividades distintas			X		
5. A través de juegos me es cómodo hablar en clases		X			
6. Lo que aprendo con los juegos se centra en temas que me interesan		X			
7. Lo que aprendo a través de juegos es importante para mi futuro			X		
8. Aprendo, a través de juegos para mejorar mis habilidades en el idioma			X		
9. Puedo aplicar en mi vida lo que aprendo a través de los juegos			X		
b. ¿Cómo las actividades lúdicas y los recursos tecnológicos aumentan-disminuyen la participación y el interés por la asignatura de Inglés?					
1. La utilización de TIC'S me hace prestar atención en clases			X		
2. Cuando se utilizan TIC'S hago las actividades que el profesor indica			X		
3. Durante actividades lúdicas respondo preguntas del profesor en inglés			X		
4. Al realizar actividades distintas me siento cómodo respondiendo al profesor			X		
5. Cuando se utilizan TIC'S, entiendo lo que el profesor expone				X	
6. Al utilizar TIC'S disfruto la forma en que el profesor expone la clase			X		
c. ¿Cómo las metodologías y didácticas innovadoras potencian el ambiente colaborativo en la asignatura de inglés?					
1. Me gusta trabajar en grupos en la clase de Inglés				X	
2. Me siento cómodo hablando en Inglés con mis compañeros	X		X		
3. Comprendo cuando escucho hablar inglés a un compañero				X	
4. Prefiero trabajar en grupos o parejas en lugar de solo				X	
5. Soy capaz de colaborar con mi grupo para lograr mejores resultados				X	
6. Trabajar en grupos durante las clases de inglés me sirve para sentirme seguro utilizando el idioma			X		



Escala de apreciación de la clase de inglés.

Marque con una "X" la opción que represente de mejor manera su opinión. Siendo 1.) Totalmente en desacuerdo, 2.) En desacuerdo, 3.) Ni en acuerdo ni en desacuerdo, 4.) De acuerdo y 5.) Totalmente de acuerdo.

Indicadores	1	2	3	4	5
a. ¿Cómo los juegos o actividades que promueven la producción oral aumentan-disminuyen la motivación extrínseca e intrínseca por la asignatura de Inglés?					
1. Me siento motivado en las clases de inglés	X				
2. Me gusta cuando se incluyen juegos dentro de la clase		X			
3. Me gusta participar de manera oral en la clase	X				
4. Me es más interesante la clase cuando hay actividades distintas	X				
5. A través de juegos me es cómodo hablar en clases				X	
6. Lo que aprendo con los juegos se centra en temas que me interesan	X				
7. Lo que aprendo a través de juegos es importante para mi futuro	X				
8. Aprendo, a través de juegos para mejorar mis habilidades en el idioma			X		
9. Puedo aplicar en mi vida lo que aprendo a través de los juegos				X	
b. ¿Cómo las actividades lúdicas y los recursos tecnológicos aumentan-disminuyen la participación y el interés por la asignatura de Inglés?					
1. La utilización de TIC'S me hace prestar atención en clases	X				
2. Cuando se utilizan TIC'S hago las actividades que el profesor indica				X	
3. Durante actividades lúdicas respondo preguntas del profesor en inglés	X				
4. Al realizar actividades distintas me siento cómodo respondiendo al profesor					X
5. Cuando se utilizan TIC'S, entiendo lo que el profesor expone					X
6. Al utilizar TIC'S disfruto la forma en que el profesor expone la clase			X		
c. ¿Cómo las metodologías y didácticas innovadoras potencian el ambiente colaborativo en la asignatura de inglés?					
1. Me gusta trabajar en grupos en la clase de Inglés	X				
2. Me siento cómodo hablando en Inglés con mis compañeros			X		
3. Comprendo cuando escucho hablar inglés a un compañero			X		
4. Prefiero trabajar en grupos o parejas en lugar de solo	X				
5. Soy capaz de colaborar con mi grupo para lograr mejores resultados				X	
6. Trabajar en grupos durante las clases de inglés me sirve para sentirme seguro utilizando el idioma	X				

C. Application of post-appreciation scale in both groups



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Escala de apreciación de la clase de inglés.

Marque con una "X" la opción que represente de mejor manera su opinión. Siendo 1.) Totalmente en desacuerdo, 2.) En desacuerdo, 3.) Ni en acuerdo ni en desacuerdo, 4.) De acuerdo y 5.) Totalmente de acuerdo.

Indicadores	1	2	3	4	5
a. ¿Cómo los juegos o actividades que promueven la producción oral aumentan-disminuyen la motivación extrínseca e intrínseca por la asignatura de Inglés?					
1. Me siento motivado en las clases de inglés					X
2. Me gusta cuando se incluyen juegos dentro de la clase					X
3. Me gusta participar de manera oral en la clase					X
4. Me es más interesante la clase cuando hay actividades distintas					X
5. A través de juegos me es cómodo hablar en clases					X
6. Lo que aprendo con los juegos se centra en temas que me interesan				X	
7. Lo que aprendo a través de juegos es importante para mi futuro					X
8. Aprendo, a través de juegos para mejorar mis habilidades en el idioma					X
9. Puedo aplicar en mi vida lo que aprendo a través de los juegos					X
b. ¿Cómo las actividades lúdicas y los recursos tecnológicos aumentan-disminuyen la participación y el interés por la asignatura de Inglés?					
1. La utilización de TIC'S me hace prestar atención en clases					X
2. Cuando se utilizan TIC'S hago las actividades que el profesor indica					X
3. Durante actividades lúdicas respondo preguntas del profesor en inglés					X
4. Al realizar actividades distintas me siento cómodo respondiendo al profesor				X	
5. Cuando se utilizan TIC'S, entiendo lo que el profesor expone				X	
6. Al utilizar TIC'S disfruto la forma en que el profesor expone la clase				X	
c. ¿Cómo las metodologías y didácticas innovadoras potencian el ambiente colaborativo en la asignatura de inglés?					
1. Me gusta trabajar en grupos en la clase de Inglés			X		
2. Me siento cómodo hablando en Inglés con mis compañeros			X		
3. Comprendo cuando escucho hablar inglés a un compañero			X		
4. Prefiero trabajar en grupos o parejas en lugar de solo				X	
5. Soy capaz de colaborar con mi grupo para lograr mejores resultados				X	
6. Trabajar en grupos durante las clases de inglés me sirve para sentirme seguro utilizando el idioma				X	



Escala de apreciación de la clase de inglés.

Marque con una "X" la opción que represente de mejor manera su opinión. Siendo 1.) Totalmente en desacuerdo, 2.) En desacuerdo, 3.) Ni en acuerdo ni en desacuerdo, 4.) De acuerdo y 5.) Totalmente de acuerdo.

Indicadores	1	2	3	4	5
a. ¿Cómo los juegos o actividades que promueven la producción oral aumentan-disminuyen la motivación extrínseca e intrínseca por la asignatura de Inglés?					
1. Me siento motivado en las clases de Inglés					X
2. Me gusta cuando se incluyen juegos dentro de la clase					X
3. Me gusta participar de manera oral en la clase				X	
4. Me es más interesante la clase cuando hay actividades distintas					X
5. A través de juegos me es cómodo hablar en clases					X
6. Lo que aprendo con los juegos se centra en temas que me interesan				X	
7. Lo que aprendo a través de juegos es importante para mi futuro				X	
8. Aprendo, a través de juegos para mejorar mis habilidades en el idioma					X
9. Puedo aplicar en mi vida lo que aprendo a través de los juegos					X
b. ¿Cómo las actividades lúdicas y los recursos tecnológicos aumentan-disminuyen la participación y el interés por la asignatura de Inglés?					
1. La utilización de TIC'S me hace prestar atención en clases					X
2. Cuando se utilizan TIC'S hago las actividades que el profesor indica					X
3. Durante actividades lúdicas respondo preguntas del profesor en inglés					X
4. Al realizar actividades distintas me siento cómodo respondiendo al profesor				X	
5. Cuando se utilizan TIC'S, entiendo lo que el profesor expone				X	
6. Al utilizar TIC'S disfruto la forma en que el profesor expone la clase					X
c. ¿Cómo las metodologías y didácticas innovadoras potencian el ambiente colaborativo en la asignatura de inglés?					
1. Me gusta trabajar en grupos en la clase de Inglés				X	
2. Me siento cómodo hablando en Inglés con mis compañeros					X
3. Comprendo cuando escucho hablar inglés a un compañero				X	
4. Prefiero trabajar en grupos o parejas en lugar de solo				X	
5. Soy capaz de colaborar con mi grupo para lograr mejores resultados					X
6. Trabajar en grupos durante las clases de inglés me sirve para sentirme seguro utilizando el idioma					X