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The use of classroom dynamics as a strategy to reinforce speaking skill in EFL learning at a High school of Loja-Ecuador.

TRABAJO DE TITULACIÓN

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APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN

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DOCENTE DE LA TITULACIÓN

De mis consideraciones:

El presente trabajo de titulación: The use of classroom dynamics as a strategy to reinforce speaking skill in EFL learning at a High school of Loja-Ecuador, realizado por Leidy Eufemia Pérez Sanmartín ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación de mismo.

Loja, marzo 2018

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

"Yo Leidy Eufemia Pérez Sanmartín declaro ser autora del presente trabajo de titulación: The use of classroom dynamics as a strategy to reinforce speaking skill in EFL learning at a High school of Loja-Ecuador, de la Titulación: Licenciado en Ciencias de la Educación mención Inglés, siendo Leidy Adriana Vivanco Ríos directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

I would like to dedicate this thesis to God and my family, especially my mother. To God because without his help and blessing I could not be able to achieve my dream. To my dear mother Fanny who is my example and inspiration, for being my best friend, for educating and supporting me in the most marvelous and terrible moments of my life.

Leidy

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Leidy

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ABSTRACT

The topic of this research was the use of classroom dynamics as a strategy to reinforce speaking skill in EFL learning at a High school of Loja-Ecuador. The general objective of this study was to determine the influence of classroom dynamics on the reinforcement of speaking skill. The participants were two groups of second senior year composed of 24 and 27 students between 16 to 17 years old, and one English teacher. The first group was the control group and the second one was the experimental group, which represented a lower speaking level in English.

This study was conducted using quantitative and qualitative methods, which helped to support and analyze the data. The instruments to collect the data were pre and post questionnaires, observation sheets and interviews.

The findings revealed that the application of classroom dynamics provided students more opportunities to practice speaking skill mainly in the aspect of accuracy. Moreover, its application helped students to feel more comfortable and collaborative, which increased their participation considerably, and as a result increased their learning.

Keywords: Active participation, Cooperative learning, Classroom dynamics, EFL learning, Speaking skill

RESUMEN

El tema de esta investigación fue el uso de dinámicas de clase como estrategia para reforzar la destreza oral en el aprendizaje del inglés como lengua extranjera en un colegio de Loja-Ecuador. El objetivo general fue determinar la influencia de las dinámicas para mejorar la destreza oral. Los participantes fueron dos grupos del segundo año de bachillerato de 24 y 27 estudiantes de entre 16 y 17 años, y un profesor de inglés. El primero fue el grupo de control y el segundo fue el grupo experimental, con bajo nivel de destreza oral en inglés.

Este estudio se realizó a través de un método cuantitativo y cualitativo para respaldar y analizar los datos. Los instrumentos fueron pre y post cuestionarios, hojas de observación y entrevistas.

 Los resultados revelaron que la aplicación de las dinámicas proporcionó a los estudiantes más oportunidades para practicar la destreza oral principalmente en el aspecto del correcto uso de gramática y vocabulario. Además, su aplicación ayudó a los estudiantes a sentirse más cómodos y colaborativos, lo que aumentó considerablemente su participación, y como resultado su aprendizaje.

Palabras clave: Participación activa, Aprendizaje cooperativo, Dinámicas de clase, Aprendizaje del inglés como segunda lengua, Destreza oral.

INTRODUCTION

Nowadays, in a globalized world, English has become one the main languages used to interact with other people. Smith (2015) mentions that students who speak English have more opportunities to improve their knowledge since it allows them to communicate with foreign people to learn, face and solve daily life problems. Consequently, the development of speaking skill is really important to master this language.

In Ecuador, the teaching of English language has been modified especially at public school since the majority of teachers search to apply new activities which help to learn English in an easy way. However, some English teachers continue applying inadequate and boring exercises, which do not motivate students to participate in their classes, so learners continue presenting a poor proficiency of their speaking skill.

The lack of self-confidence is another problem that students present in English classes. They feel afraid of making mistakes in front of the class. For this reason, they avoid using this language to communicate among them. Nevertheless, mastering the language requires more interaction between teacher and students; which can be reached by using classroom dynamics to reinforce the speaking skill.

Wazzan (2015) stated that classroom dynamics are the positive relationship and interaction that students can experience in their classroom. These experiences help students feel comfortable to develop and increase their critical thinking and speaking skill in real situations. In addition, Coulthard (2014) mentions that the English learning demands the use of classroom dynamics since they give students many opportunities to communicate among them.

For all the aforementioned reasons, the general objective of this research was to determine the influence of classroom dynamics on the reinforcement speaking skill in a high school of the City of Loja. Besides, the specific objectives were to determine if the dynamics used by the teacher reinforce accuracy and fluency of speaking skill. Furthermore, to analyze the benefits of dynamics used by the teacher to improve accuracy and fluency of speaking skill, and to determine the effectiveness of dynamics applied by researcher to enhance accuracy and fluency of speaking skill in the class.

Moreover, several studies have been conducted on the influence of classroom dynamics. One of them was researched by Dewi, Kultsum and Armadi (2016) who examined how communicative games influence on students' speaking skill. Consequently, their study revealed that the application of classroom dynamics improved the students' achievement and their speaking skill. Besides, Lavalle and Briesmaster (2017) noted that the use of picture description as dynamic helped to reinforce and motivate the communication among students

in English classes. In addition, Herliani (2013) indicated that students had a significant improvement in the ability to speak coherently and fluently by using guessing game.

Furthermore, this research is divided in three different sections. The first refers to the literature review, which includes the main theoretical references and previous researches about the use of classroom dynamics to improve speaking skill. The second section contains the methodology applied in this work. It provides information about the participants, the research methods, techniques or instruments which were used. The last section involves analysis of data through of graphs and interpretation of results. The discussion focuses on the findings of the research, the conclusions obtained based on the results; and the recommendations, which include suggestions for the English teachers in order to encourage the speaking skill in class.

In this regard, the recommendations include the effective ways to overcome the aforementioned problems by applying appropriate, creative, and interesting classroom dynamics. For this reason, this study provides English teachers new insights about how to employ classroom dynamics to create an adequate learning environment where students can reinforce the speaking skill in an easy way. Besides, this research could be used for future researchers since it involves useful information from different authors which help other investigations about the use of classroom dynamics to encourage speaking skill.

CHAPTER I: LITERATURE REVIEW

The research includes several important concepts about speaking skill and classroom dynamics that provide support and credibility to it. Therefore, this study begins with the description of English language, different aspects of speaking skill, and information about classroom dynamics. Finally, the last section contrasts some cases of study about classroom dynamics used to reinforce the speaking skill.

English language

English is one of the most used languages around the world which places it as one of the main foreign languages learnt in most of countries. According to Reddy, Mahavidyalaya and Hyderabad (2016), English is an important language for the daily life since it provides great opportunities to interact with other people of different nationalities. In addition, this language plays a significant role in the education field because many books are written or translated into this language. According to Smith (2015), students who speak English have more opportunities to improve their knowledge, interact with foreign people, face and solve daily life problems. For this reason, English is considered an important element in education.

Speaking Skill

According to Brindley and Mashall (2015), the learning of English language involves mastering four linguistic skills such as speaking, listening, writing and reading. However, speaking skill is one the commonest ways to communicate with others, especially to foreign learners. This is because it is developed naturally in a real environment and serves for different purposes.

Kumar (2013) mentions that speaking is a human' ability that permits to connect prior and new knowledge in order to build and transmit messages orally. For instance, students consider the combination of nouns, verbs and adjectives to express clear ideas in an oral way. In addition, Reddy et al., (2016) state that speaking skill is the combination of specific sounds to express meanings in a systematic way in order to communicate ideas, information or feelings. To be more specific, the understanding, combination and production of sounds allow learners to develop an effective communication in daily life situations (Derakhshan et al., 2016).

On the other hand, Gilakjani (2016) remarks that the production of oral speech is not always spontaneous because this process involves the mastering of linguistic and sociolinguistic competence. For this reason, Tuan and Mai (2015) consider that these components are really important to know how and when to express appropriate ideas in order to achieve a significant conversation. However, combining the linguistic and sociolinguistic competences is not an easy task in speaking. For example, when English

Foreign Language Learners travel to another country, they need to consider its customs to communicate and avoid misunderstandings in communication.

Furthermore, there are some features such as contractions, vowel reduction, elision, stress, rhythm and intonation that make the speaking skill a challenge for learners (Hughes & Szczepek, 2017). As a result, students, who have studied English for many years, feel frustration since these features affect their speaking performance and have problems to communicate correctly. Besides this, speaking requires the activation of various elements such as grammar, vocabulary, pronunciation and fluency of English language in real conversations and this obstructs the act of communication (Kumar, 2013).

According to Amiri, Othman and Jahedi (2017):

Communications come in such a wide variety of forms, and it is important for teachers to help their students in picking up the most appropriate and helpful interpersonal skills. By engaging students in meaningful communicative activities such as debate, they will represent themselves better. (p.125)

In other words, teachers must use interactive activities that involve linguistic and sociolinguistic competences with the purpose to reinforce speaking. In this context, it is necessary to keep in mind the conditions under speaking can be developed such as opportunities to use it, motivation and good instruction (Hosni, 2014).

Broadly speaking, for English language learners, the act of speaking is a difficult process to master because this skill implicates the unification of different aspects of the target language into produce messages in an authentic context at real time.

The importance of speaking skill.

Reddy et, al ., (2016) report that English is the most used language that people use to communicate in different fields such as educational, business, entertainment and so on. For this reason, learners desire to master this language and they mainly focus on learning grammar and vocabulary that help them build the basis to be proficient at communicating in English. However, speaking is the main skill that allows learners an active and interactive practice of the language to transmit information or feelings to other people in authentic contexts at live time (Zyoud, 2016).

For one hand, the interactive practice provides students opportunities to communicate to achieve different purposes. For example, some learners who want to study at a university where English is the medium of communication, they need to interact with their classmates or teachers to exchange information. Therefore, it gives learners more timeliness to become successful within different fields such as; schools, universities, office and so on (Amiri et al., 2017). On the other hand, the active practice offers students the opportunity to increase their English proficiency. In other words, While the students are interacting, they create patterns

in their mind of how and when to use specific words in a conversation. Derakhshan et al., (2016), if people acquire an adequate speech, they can express clear thoughts.

Furthermore, According to Reddy et al. (2016) the master of speaking brings a great benefit for learners. By way of example, many important universities and companies seek fluent English speakers since it is a global language; therefore, if students speak English they can find a job in any country and have more opportunities than learners who do not master English. In addition, through speaking learners can learn how to persuade in other people. For instance, if learners become expert speakers such as residing judges or presenters, they can catch the audience's attention easily because they have the power of the word to convince people. As a result, they can expand their social contacts by transmitting information and become famous and successful people around the world (Brindley & Mashall, 2015).

Elements of speaking skill.

The learning of speaking skill is a long process which involves the interaction of specific features of English language into a conversation. The ability to communicate in a foreign language clearly and efficiently contributes to the success of student's master accuracy and fluency in a conversation (Zyoud, 2016). So, it is the use of the right words in the right order with the right pronunciation in order to transmit clear messages in a real conversation. According to Hughes and Szczepek (2017), accuracy and fluency help learners to improve their speaking since these components affect the quality of speech delivery.

These authors argue that accuracy focuses on how the systems of a language work in order to transmit coherent ideas. This feature deals with the correct use of vocabulary, grammar, and pronunciation in order to create meaningful sentences. In this regard, vocabulary, which involves all kind of words used in speech, is a useful tool for learners because it provides them to deliver clear messages, and as a result, communicate successfully. Hence, "Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner" (Alqahtani, 2015).

Conversely, Zhang (2009) claims that grammar is the most important part since it focuses on the description and analysis of how words are connected into a phrase or sentence. Certainly, grammar is a collection of necessary structures and rules in a language to make complete and standard sentences in order to communicate correctly. Another important element of accuracy refers to pronunciation which can be defined as the way of how a word is spoken in order to transmit messages. According to Gilakjani (2016),

pronunciation is the most difficult feature to acquire due to it can be produced under different accents such as the American and Britain accent. However, learners are considered good speakers when they are able to transmit correct messages in a conversation, even if their accent is not very good (Gilakjani, 2016).

Hence, vocabulary and grammar are the basis to learn English language since these features help learners develop communicative competences (Zhang, 2009). For this reason, students must take into account these features of language in order to achieve improvements in their spoken English.

On the other hand, the component of fluency is understood as the ability to communicate without a continuous interruption or long pauses that make impossible a comprehensible communication. On this matter, Rishi (2014) remarks that fluency measures the student's English proficiency level because the more they speak fluently, the more they master this language. In addition, it is relevant that learners practice and develop a good pronunciation to avoid misunderstandings when they are speaking because mastering a correct pronunciation makes to the act of communication more comprehensible as Kumar (2013) suggest.

In other words, the features of English as accuracy and fluency are important to achieve a successful conversation because the first one focuses on the use of vocabulary and grammar, and the second one involves pronunciation. The combination and application of these two features guarantee that learners understand what others say and produce appropriate answers in a conversation.

Factors that affect speaking skill.

Learning spoken English has been influenced by several factors which make the mastering of this skill more difficult. According to Hughes and Szczepek (2017), the speaking performance is affected by many factors or problems that obstruct this skill such as mother tongue, anxiety, learning styles, behavior and attitude.

Mother tongue.

According to Hughes and Szczepek (2017), the mother tongue is the first language that a person acquires from birth. During the learning process of English as a second/ foreign language, learners start producing sounds or words to communicate something in an oral way. Especially, when they learn new vocabulary, they usually compare the pronunciation or writing with words that are familiar in their mother tongue. This process is called transference and can be done consciously or unconsciously (Hughes & Szczepek, 2017).

Sharma (2015) states two types of interference when using the mother tongue during the learning of a foreign language. Positive interference is the first type and it refers to the similarities that both languages share and allow a correct production of the target language.

For instance, the grammar of the Spanish and English languages follows a similar structure to construct sentences; so, it facilitates students' learning in grammar. Therefore, the more they master their mother tongue, the more they develop and learn the second language.

On the other hand, this transference can be negative since mother and target language have many differences and little similarities. In this context, Sharma (2015) mentions that the main problem that students face when they employ the first language is the production of English speech because some sounds are different from mother tongue. For instance, the pronunciation of some phonemes such as "V" and "B"; words which have similar roots but different meaning, therefore, speakers make errors or misunderstanding in a conversation.

Focusing on the previous problem, Sahelehkheirabadi (2015) claims that when the teacher uses English to provide instructions of a task, some learners often present many problems to understand them because this process demands controlling linguistic competence. Therefore, they prefer the translation of instructions and information into their first language to comprehend better. In other words, Sharma (2015) suggests that teachers and students should be careful when using the mother tongue as a strategy to communicate since this use can bring positive or negative results in the learning-teaching process.

Also, some learners feel anxious when they express their thoughts in a conversation; so they translate word by word to sentences of their mother tongue without taking into account the grammar rules of English language (Hashemi & Abbasi, 2013). On the contrast, Sharma (2015) claims that students' anxiety is independent of the mother tongue since some languages do not have similarities with English; hence, learners cannot always transfer information of their first language to the second one

Anxiety.

Anxiety is a remarkable challenge in the learning of English language. It is very usual that students who affects anxiety (in high schools) avoid developing communicative tasks since they can present insufficient command of the target language (Hashemi & Abbasi, 2013) .Thompson and Lee (2013) state that anxiety is a complex combination of beliefs, feelings, and behavior related to the lack of self-confidence and afraid of communicating with others, making exams or receiving negative evaluation. In this context, Elaldı (2016) mentions that English-speaking anxiety occurs when learners face negative experiences by using this language. By way of example, some teachers correct the students' pronunciation expressing negative comments that affect students' feelings. Therefore, students feel demotivated and decide not to express their ideas or thoughts in the target language.

Another example occurs at the moment of speaking in public due to it demands extra effort. In this case, learners feel anxious and pressured because the audience can make bad

critiques about their pronunciation or inconsistencies in their speech. Besides, the high students' expectation causes anxiety because they demand social interaction, so they are constantly competing and comparing themselves with their classmates (Thompson & Lee, 2013). To be more specifically, Elaldı (2016) mentions that oral presentations make learners feel anxious because this kind of activity implies the use of knowledge of English language to present a topic for several minutes. In this case, learners compare their speaking with others and this situation makes them feel disappointed during the oral presentations. As a suggestion this author considers that teachers should adapt this type of activity in order to help students to perform less anxious.

Behavior and attitude.

The ability to learn English language quickly depends on students' behavior and aptitude since both elements are the basis to increase motivation. According to Hughes and Szczepek (2017), attitude deals with the feelings or thoughts that people have in a particular situation, and behavior refers to the way of acting in that situation. Hence, these elements are closely related and ensure the success or failure the learning of English language.

On the one hand, attitude depends on the type of students' personality and their personal interests (Bas & Beyhan, 2010). For this reason, Soleimani and Hanafi (2013) state that considering students' attitude helps teachers to find an adequate way to teach English language. As attitude also depends on students' life experiences, Eshghinejad (2016) estimates that if students have bad experiences using English language, they do not use the second language to interact with others. As a result, this author remarks that if students' experiences are good, their motivation increases and helps them to communicate in the target language. So, positive attitudes reinforce the wish to learn and interact with others. Hence, it is noticeable that attitude plays a crucial role in the English learning.

On the other hand, Bajrami and Ismaili (2016) mention that behavior affects directly the mastering of speaking skill because it depends on the kind of activities that teachers use in class. Therefore, the use of stimulating activities such as mimes, guessing games and theatre helps students to get good behavior and reinforce their vocabulary and grammar in order to develop the speaking skill through practice.

Learning styles.

For a long time, the English teaching-learning process as a second/foreign language has experienced many limitations due to the continuous use of traditional methods, materials or activities such as grammar translation, books, oral repetitions and written exams. In this case, students did not have the opportunity to learn the target language focused on their own learning style due to the lack of application of effective methods in classrooms (Ababneh, 2015).

The concept of learning styles is used to describe the way of students' learning a language. According to Freeman and Long (2014), learning styles have influence on the second language learning because they affect the way in which students understand and recall information. These authors propose seven types of leaning styles which are spatial, auditory-musical, linguistic, kinesthetic, mathematical, interpersonal and intrapersonal learning. Each learning style activates different parts of the human brain.

Many researchers consider that learners can master a mixture of them, but, each student has a dominant style of learning (Hammer, 2015). For this reason, it is not possible that teachers focus their lessons in a specific learning style because each student has his/her own. Therefore, they must apply activities that allow combine different ways of learning in order to catch students` attention to increase students' motivation and participation, and improve their speaking skill.

Classroom Dynamics

Carter and Nunan (2001) state that the teaching and learning process are closely related since the way of how teachers explain their classes affect the development of students' skills. In Ecuador, classroom activities and learning tasks have changed dramatically. Traditional methods such as repetition, question-answer have vanished and they have been replaced by tasks which involve reasoning, group work, debates, and so on. Although of this, in some public schools, various English teachers continue to give instructions by using traditional teaching or inappropriate activities which focuses on developing basic skills.

For this reason, Coulthard (2014) says that the English learning demands the use of classroom dynamics since they provide many opportunities to communicate, and at the same time improve each element of speaking skill. More specifically, this author argues that the application of classroom dynamics provide students an effective way to put in practice accuracy and fluency to achieve significant learning.

Furthermore, Lunk and Lin (2010) mention that classroom dynamics consist of the engagement of all members of the classroom to solve tasks. All these types of activities demand that students search, select structure and evaluate each task in order to provide adequate answers. In other words, the students practice speaking skill in different and interesting contexts which promotes group interaction and the development of communicative competences.

In addition, Vázquez, Molina, and Lopez (2015) state that classroom dynamics require communication between teacher- students and students-students inside a classroom. In this regard, the main goal of classroom dynamics is that students learn in a pleasant environment, which allows them to express themselves without pressure.

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Consequently, the classroom dynamics are an effective way which helps students to master students' skills specially speaking skill through the interaction in a relaxing environment.

The importance of using classroom dynamics.

The role of teachers is really important to apply classroom dynamics. Usually, teachers work with large classes which vary in size, purpose, composition, and character. It is a big problem for them since they must take into account all aspects to plan their classes in order to motivate students' participation and reinforce speaking skill (Djigunović & Krajnović, 2015).

The use classroom dynamics in English class create a pleasant and inspiring environment; it brings students opportunities to get meaningful interaction. Besides, classroom dynamics catch the attention of students and reinforce cooperative learning during English classes (Djigunović & Krajnović, 2015). The real interaction provides students different ways to understand the process and goal of each activity. Moreover, Classroom dynamics are the positive relationship and interaction that students can experience in their classroom which help students to feel comfortable to develop and increase their critical thinking (Wazzan, 2015). Therefore, the application of classroom dynamics in English classes is really useful since students learn a second language in a free and relaxing environment.

In addition, the application of classroom dynamics in the English class allows teachers explore and identify which of them can be useful or adequate in each specific stage of the class. English teachers can gather and analyze each aspect such as; behavior, attitude, tasks, level of anxiety, age, learning styles and culture, which provide useful data in order to modify the class planning (Dornyei & Murphey, 2003). Besides, classroom dynamics become more effective if teachers consider aspects such as fun environment, amazing materials, group work and engaging tasks. All these features reduce anxiety and let students feel motivated and comfortable to participate in each activity. Therefore, they can be used in a formal and informal way because the main teachers' goal is to provide opportunities to ask questions about a specific topic inside of class in order to improve speaking skill (Dornyei & Murphey, 2003).

Moreover, Vazquez et al., (2015) explain that classroom dynamics help students to activate prior knowledge to solve specific tasks. Hence, students can connect the theory with the practice in order to express and communicate with their classmates. Also, it saves time of teachers because they provide feedback to the students while they develop the dynamics in class. Furthermore, Vazquez et al., (2015) claim that classroom dynamics help teachers to identify the students' weaknesses such as mispronunciation, lack of coherence and so on in

order to provide a good way to solve these. In particularly, the use of classroom dynamics allow teachers control and maintain the order in class due to require following specific commands in order to explain and develop each one; so if students feel comfortable and motivated with the dynamics, themselves will respect the rules of class to develop them in an organized way .

According to Lunk and Lin (2010), the application of classroom dynamics avoid genre' discrimination. The majority of female students are shy and it is a problem to participate and interact with their classmates, but the use of classroom dynamics involve peer or group work which help them to feel comfortable to use English language.

Consequently, the application of classroom dynamics provides useful benefits for teachers and students. On one hand, they help students to activate their knowledge in-group work through a relaxing environment. On the other hand, they permit teachers to maintain order in class and identify the students' weakness to apply adequate dynamics to solve these in a positive classroom environment, where learners feel comfortable to learn in a real situation.

The role of teachers and students in classroom dynamics.

Many authors consider that the best way to learn and develop speaking skill is applying dynamics that involve communication. Learners need to practice several times to play in mastering their speech. However, these types of activities require a leader who guides students in each activity. According to Danielson (2007), "Leadership consists of actions that help the group to complete its tasks successfully and maintain effective working relationships among its members". So, this role is played by teacher due to they give students the orientation that students need to complete their dynamics.

The majority of teachers know the important role that teamwork has in the application of classroom dynamics. Therefore, teachers must plan each class previously taking into account the number of students, learning styles, preferences, and behavior (Chan, 2015).Furthermore, teachers must be aware of all changes that students may experience in order to modify their classroom dynamics (Carter & Nunan, 2001).

Besides, as stated by Carter and Nunan (2001) "classroom dynamics emphasize the fact that the sharing elements such as knowledge and feelings are the key in group work. This can come in the form of perceptions, motivation, or goals, as well as around tasks". According to Hannah (2013), the planning of dynamics includes to support and challenge students; this motivates and involves all students to interact in each dynamic in order to improve communication. In this case, the role of teacher is to design dynamics or motivate student to combine knowledge and feeling in order to encourage the learning process

In addition, Jones (2014) confirms that the participation of students focuses on the nature and quality of instructions that teacher provides them. The guide of teachers must stablish conditions that support learning and attend the cognitive, social, sentimental and physical capacities of students. Hence, it helps and supports them to develop the interpersonal relationships to build an intensive participation.

Therefore, considering that leadership of teachers has an important impact on developing of classroom dynamic, teachers should be careful of the instructions that they give learners in order to avoid wrong decisions that could affect negatively the learning process.

On the other hand, the role of the student is active since the dynamics require interaction between all members of the class. Students feel free to ask questions and share their ideas about a topic in order to build their own knowledge about it (Mazer, 2013). Students have an active participation because all dynamics involve their personal experiences so they connect learning to their own lives

Moreover, Breeman et al. (2014) add that students' role is to find prior experiences which can be applied in their new learning in order to construct learning experiences. Classroom dynamics give learners many opportunities to interact among them to learn together and from one another. Thus, they can become responsible for their own learning and do not depend on teachers because they discover their own capacities to learn and support it during the application of dynamics. Consequently, they are able to ask good questions in order to solve doubts.

In conclusion, teachers are the main guides to develop classroom dynamics. They promote groupwork to motivate and ensure a balance between the academic and effective aspect to overcome problems that students can face during the application of dynamics. In contrast, students are active in order to be mentally prepare to encourage their knowledge specially in Speaking.

How to develop classroom dynamics.

The management of classroom dynamics can influence students' achievement. They cannot learn in a disorganized class because of it has influence in the balance of interaction between teacher and students (Kane, 2013). Consequently, teachers must apply strategies which help them to manage levels of mastering, levels of cooperation and necessity of students.

First, according to Gest et al. (2014), the level of dominance involves establishing clear objectives and sequence. Teachers can establish rules and routines which help students to apply classroom dynamics. These habits help teachers to control groups of work,

interruptions, behavior, the use of material and equipment during the application of dynamics.

In addition, this author admits that providing rules that involve rewards may be good strategy to control classroom dynamics. For instance, teachers can give students candies or positive grades taking into account the students' behavior and their participation help them to develop their classes in a relaxing environment. Hence, the rules and clear procedures reinforce adequate students' behavior. Besides, establishing clear goals of communication give students more opportunities to know their strengths and weaknesses since teachers provide comments about the objectives of each class and also formative comments about their learning process (Gest et al., 2014).

Consequently, the application of classroom dynamics requires that teachers set clear objectives and rules which help to overcome the necessity of students to improve their communication.

Factors to take into account in classroom dynamics.

English is learned through the application of different dynamics. Hence, they must involve different individual characteristics, abilities, knowledge, and preferences which affect the learning process. The following are some of the main factors to take into account:

Age.

Good classroom dynamics consider the age of students. Teachers can find students of different age in schools such as children, adolescents, and adults. First, children lose the concentration easily because they observe and take information from around them (Hammer, 2015). Therefore, they learn and understand the teachers' explanation by seeing, touching and hearing; so the dynamics for children must focus on their experiences and the use of realia.

On the contrary, the dynamics for adolescents are abstract because they are already able to talk, understand and accept the necessity of learning (Lunk & Lin, 2010). Consequently, their dynamics must develop the potential of creative and critical thinking by applying teamwork dynamics that can help them to achieve it. On the other hand, the majority of adults are disciplined and autonomous. They have previous learning experiences that can be positive or negative; however, all prior knowledge might help to modify the dynamics in order to get successful learning.

Thus, age is an important factor to design classroom dynamics since students have individual preferences and needs in each stage.

Level.

Hannah (2013) states that students can be divided into three levels of competence according their knowledge: beginner, intermediate and advanced. Firstly, beginners do not

know any English and it gives an advantage to teachers because they can plan their topic easy without considering the previous knowledge of English language. Second, intermediate level, students have some knowledge, but they might believe that they master English language. In this situation, teachers must apply dynamics that help students realize the necessity to continue learning. Finally, the dynamics for advanced students must create a classroom in which learners are involved in debates about different cultures. Therefore, learners apply all previous knowledge with appropriacy, connotation, and inference to improve their learning process (Hannah, 2013).

Motivation.

Motivation refers to the combination of effort plus desire to achieve personal and academic goals. Students learn English language for two reasons: ow willingness, or obligation. These reasons involve the intrinsic and extrinsic motivation.

Demir (2013) says that communicative activities that teachers use in their English classes involve extrinsic motivation because they require interesting topics and rewards such as positive grades, comments or feedback, which help students to enhance their speaking skill. Therefore, classroom dynamics are encouraged with extrinsic motivation because students want to participate to get rewards

On the other hand, intrinsic motivation involves that students learn English language because they have an internal desire of improvement and learning. This type of motivation helps students and teacher to apply classroom dynamics due to it increases the participation in English class. Besides, English teachers can reinforce intrinsic motivation using several materials, adequate methods, and amazing topics which arouse students` interest (Galajda, 2012).

Consequently, teachers can find students who have different motivation in their classes, but the application of dynamics can help all of them to improve their speaking skill.

Environment of class.

The classroom is the place where students learn and achieve useful knowledge to share with the society. Therefore, this place must be arranged appropriately in order to facilitate the application of classroom dynamics.

On the one hand, the organization of desks is really important. Many classrooms have desks aligned in rows; this type of organization makes students lose attention and create many interruptions during the explanation of dynamics (Hammer, 2015). Besides, this author says that "Orderly rows make that teaching of dynamics more difficult since students are more diffuse and separated". In other words, in the application of classroom dynamics is not advisable this type of organization due to it does not involve much interaction among

students; so they improve speaking skill. Also, he suggests that teachers use separate tables, horseshoes and circle to motivate the communication in the dynamics.

Furthermore, "the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the communicative activities. The teacher can modify the environment to achieve these results. There is a multitude of ways in which to do this. They can decorate the walls with different assignments or items" (Hannah, 2013). He emphasize that the use of material that represent tasks and topics create sceneries which encourage the communication to improve speaking skill.

Therefore, the distribution and the modification of environment with material affect significantly the communication among students to improve speaking skill.

Types of classroom dynamics.

The exploration is the first step towards learning. Students acquire knowledge exploring their environment by playing games which reinforce the interaction with others. Classroom dynamics provide students many opportunities to explore adequate ways to transfer information or knowledge in order to solve tasks (Jones, 2014). Also, he reports that classroom dynamics can also provide feedback to students since while applying them, students might find out what need to improve in order to master the English language.

In addition, Hadfield (2013) explains that there are many dynamics to improve speaking skill and they can be divided in three categories such as questions-answers, discussion-decisions and stories-scenes. All they are adequate to practice English language through their own experiences in order to get an effective learning.

Besides, Vazquez et al. (2015) state that classroom dynamics have two categories. The first one, linguistic dynamics which focus on accuracy; therefore, students must use the correct word, tense and grammar structure in these types of dynamics. Second, communicative dynamics which focus on successful interaction through group works. However, the second category involves the first one; for this reason, teachers must apply communicative dynamics such as: picture description, guessing game and balloon debate.

Picture description.

Picture description is an activity in which students scan information of pictures and then interact with others. According to Herrell and Jordan (2016), picture description is an activity that favors the learning of speaking skill since it requires the communication among students to get the correct order of pictures which represent a story. This activity demands that students or a group of students describes pictures in front of the class, but the main goal is that students use their imagination to retell the story, which is present in the pictures.

 In addition, picture description is an ideal way to reinforce speaking skill because it provides formal language practice and stimulate discussion among students; besides, it

gives teachers the opportunity to identify the strengths and weaknesses of their students (Lavalle & Briesmaster, 2017).Furthermore, Picture description helps students to combine their vocabulary and grammar in order to build adequate sentences in a conversation. According to Carvalho, Escudeiro and Coelho (2016), picture description is considered a powerful dynamic to elicit the speech of students. Also, it is an ideal way to end English classes due to learners focus on using the content which was explained during the class.

Guessing game.

Another effective dynamic to reinforce speaking skill is guessing game. According to Herliani (2013), guessing is a game that involves two participants; one who knows the answer of the task and another one who wants to find it out. For instance, one student has to say specific characteristic of a picture which can represent jobs, animals, countries and so on, and the another learner has to guess the content of the picture. Therefore, guessing game is carried out in small groups or in pairs which gives students sufficient amount of interaction to practice and reinforce speaking.

In addition, Guessing game is beneficial for students because they practice logical thinking by asking questions in order to identify the correct solution to solve the task. According to Carvalho et al. (2016), "Guessing game is an activity of involving skill, knowledge or chance in which a person follows fixed rules and tries to win against an opponent quickly". In this context, it is a great way to reinforce all elements of speaking since students apply accuracy unconsciously in the shortest possible time to guess the word; so they develop fluency. Hence, guessing game encourages the relationship between teachers and students because it creates a relaxing environment where learners express doubts without fear.

Balloon debate.

According to Amiri et al. (2017), balloon debate is based on a scenario in which a group of students is sitting in the balloon' basket to solve a problem as the balloon starts losing air. So, students represent famous characters or professions and they have to imagine a dangerous scenario where their lives are in danger; they must argue and decide why they should survive (Herrell & Jordan, 2016).   It is the most difficult dynamic in English class; nevertheless, it is really useful to reinforce speaking. Here, all students share ideas about a specific problem in order to find a solution (Dewi et al., 2016).

Furthermore, balloon debate stimulates their interest and competitive spirit. Thus, this dynamic is used to reinforce mental faculty and fluency of students since they must collect and organize information to tell adequate comments and ideas (Dewi et al., 2016).

Previous studies.

Many authors agree that classroom dynamics are a good way to reinforce knowledge. All of them state that classroom dynamics help students to connect and put into practice their knowledge in real situations.

The study conducted by Huang and Hu (2016) is one of them. Their study about Teacher' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes had the purpose to examine the attitude of English students and teacher toward a set dynamics which improve speaking skill in class. This study was applied in Beijing, where 80 students of the school of foreign language were taken as sample.

The instruments used in this study were observation sheets, questionnaires, and survey. It showed that there were both similarities and differences between teacher` and students' perceptions about the use of classroom dynamics. However, the application these promoted the communication among students and teacher to reinforce speaking skill.

Besides, Lavalle and Briesmaster (2017) conducted a research entitled "The use of pictures description in enhancing communication skill among Eight-Grade, learners of English as a foreign language". This study examined the use of picture description as a strategy to develop and enhance communication skill among twenty students of eighth-grade in a private school located in southern Chile. The instruments used to obtain data were tests, rubrics, and interview. All of them indicated that students improve their communication skills by using picture descriptions, which also motivates their participation in English class.

The next study was carried out by Herliani (2013). This study researched about the use of guessing game to improve student' speaking skill with the purpose of finding the advantages and disadvantages of guessing game to improve student`s speaking skill and identify the students' responses toward the use of guessing game in teaching speaking. The sample consisted of 40 students whose ages were from 12 to 13 years old, in the city of Bandung. The researcher used as instruments: observation, pre-test, post-test and interview in order to collect data. Therefore, she found that students had a significant improvement in the ability to speak coherently and fluently.

Furthermore, The research conducted by Amiri, Othman and Jahedi (2017) called "A case of the development of an ESL Learner`s Speaking Skills through instructional Debate" focused on finding the effect of debate activities on speaking skill of students. The population of the research was 11 student of Malaysian school. In the collection of data, they used test, interview and observation. The result of their research was that debate allowed the creation of a relaxing environment for the students to interact with others.

Eventually, Dewi et al. (2016) researched about "Using Communicative Games in Improving Students' Speaking Skills". The main goal of this study was to know whether communicative games have an impact on teaching speaking skill and describes how

communicative games influence on students' speaking skill. The participants of this study were one English teacher and 36 students from the seventh grade Junior High School of South Tangerang Jakarta, Indonesia. In collecting data, the instruments were interview, observation, questionnaires, and test. Consequently, this study revealed that using communicative classroom dynamics motivated and improved the students' achievement and their speaking skill.

CHAPTER II: METHOD

This study is divided in two subsections. The first describes the setting where the research was developed and the characteristics of participants. The second part includes the description of the procedure. Therefore, this chapter explains how the objectives of the research were achieved.

Setting and Participants

This research was conducted in a public high school of the city of Loja-Ecuador. In this school, learners receive English classes three times a week; each class consists of two hours. Furthermore, the participants involved one English teacher and two groups of second senior year whose students' age is between 16 and 17 years old. The first group was composed of 24 students, which was to control, and the second one of 27 students which was to experiment the effectiveness of classroom dynamics in English classes.

Moreover, both groups had similar features because in each class the majority of students were more boys than girls and all students had good behavior. However, an important aspect to consider was the English level since the first group had higher level than the second group. For these reasons, it was chosen to apply the new dynamics (guessing game, picture description and balloon debate).

Procedure

This research is a case study which is focused on determining the influence of classroom dynamics on the reinforcement speaking skill. First of all, the process began with the search and selection of topics and previous studies to know the benefits of classroom dynamics to improve speaking skill; hence, all the information was useful to write the literature review, which was obtained from books, journals and articles.

In addition, this study was conducted through both, qualitative and quantitative methods in order to collect data. The data were obtained through the application of four instruments such as observation sheet, and pre and post questionnaire and one interview, which were designed taking into consideration the necessary information about the use of classroom dynamics to improve speaking skill. Each instrument is described in depth below.

The observation sheets consisted of one open question and 5 multiple-choice questions. They were applied in a period of 40 minutes for three times in each classroom. Then, students from both participant groups answered a pre-questionnaire in 30 minutes. It contained 8 multiple-choice questions and 2 open questions.

After that, the interviews of 5 questions were answered by one English teacher and six learners, who were three of the experimental group and three of the control group in 10 minutes. They were chosen randomly in order to achieve reliability.

Next, the results of all instruments were tabulated in Excel program in order to know if classroom dynamics that English teacher applies are beneficial to reinforce speaking skill in the classes. Consequently, the results provided the researcher a brief idea about the effectiveness of the dynamics of the English teacher.

Then, the group of 27 students, which presented a lower level, worked with three new dynamics, they were: balloon debate, guessing game, and picture description in order to encourage speaking skill. The intervention was done during two weeks. Hence, all dynamics were applied twice each one. Furthermore, students worked in pairs to develop guessing game and in groups of 4 participants for the other dynamics during 10 minutes in each one. Besides, each dynamic was designed considering a progressive order of difficulty and applied at the end of each English class to encourage the explanation of the daily lesson and they were focused on the topic of professions by using present simple, past simple and future.

The first dynamic was Guessing game. Each student had a card which contains a job. Then, they described it by using present simple and the members of the group guessed the job. The second dynamic was picture description; researcher pasted five pictures about a romantic story in disorder on the board. Then, students ordered pictures and described the sequence of it by using past simple. The last dynamic was balloon debate; researcher gave each member of the group a card which contained different characters and qualities. Then, researcher presented students a survival situation, where each one had to explain a reason and convince others why she or he should save his/her life. Also, each group had a balloon which helped to follow an adequate order to make all members of the group debate the answers.

After the application the new dynamics, a post questionnaire was answered by the experimental group; this with the purpose of measuring their effectiveness to reinforce speaking skill. The post questionnaire was designed considering the same characteristics of the pre questionnaire and contained the same questions, but this time they were focused on the new dynamics.

Finally, the post questionnaire was tabulated and compered with the pre questionnaire by using the Excel program. At the end, the highest variable of each graph was analyzed and supported with the observations and interviews to find out conclusions considering the objectives. Hence, the researcher suggested recommendations to improve speaking skill by using classroom dynamics in this high school.

CHAPTER III: RESULTS AND DISCUSSION

Description, analysis and interpretation of results

This section contains the results of data gathered from the contrast of pre and post questionnaires. They are supported by observations and interviews in order to explain how the objectives were accomplished. Therefore, it focuses on the identification of dynamics and their benefits to reinforce speaking skill in English classes.

1. How do you consider your practice of speaking skill in class?
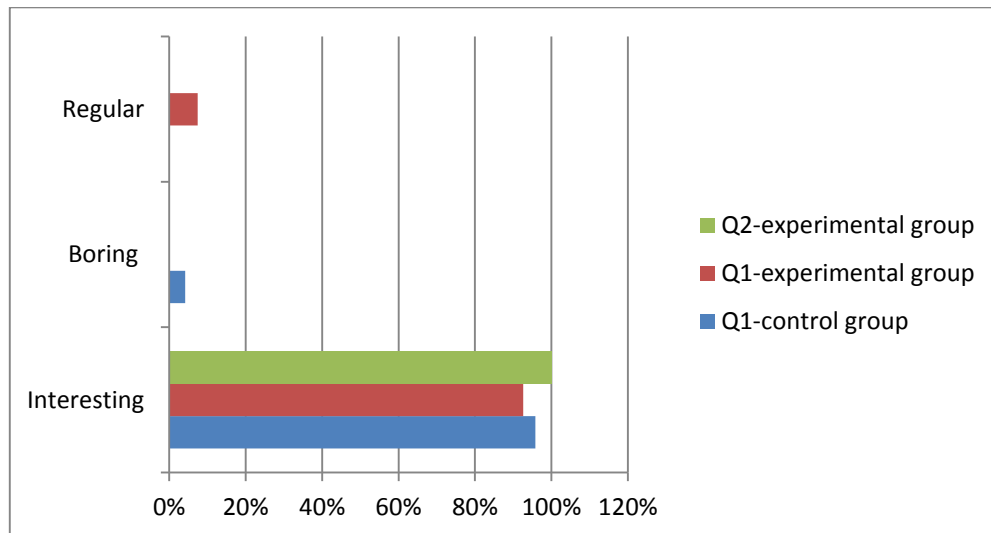
GRAPH 1. Perceptions about the practice of speaking skill

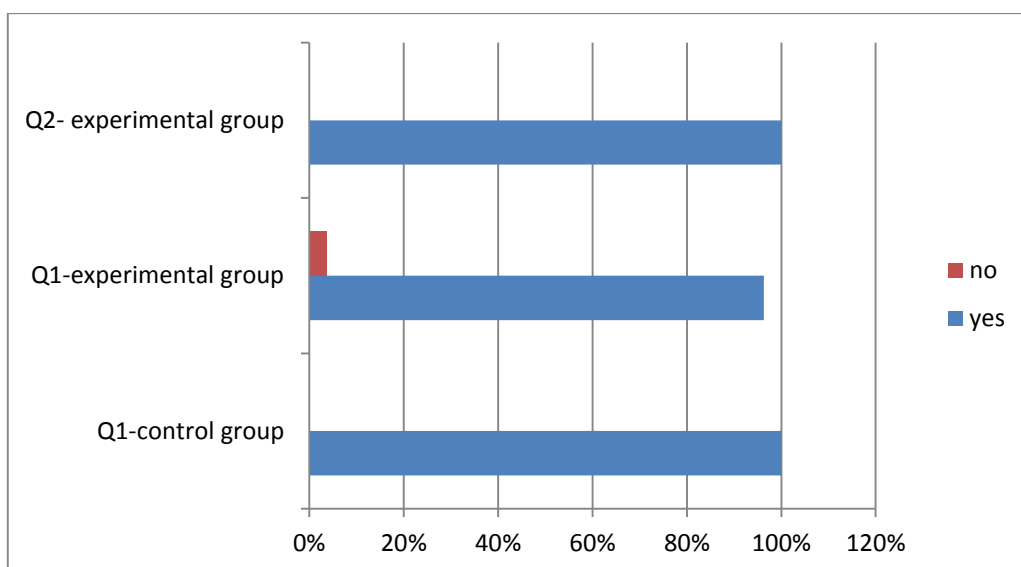Author: Leidy Eufemia Pérez Sanmartín

Source: Students' Questionnaires

Based on the results obtained from the pre-questionnaire, the first graph shows that 96% of the control group and 93% of the experimental group consider that the practice of speaking skill is interesting. According to the observations and interviews, students are always motivated to practice their speaking skill since they get extra points as class participation.

In contrast, after applying the intervention, 100% of the experimental group manifests that the practice of this skill was really interesting in the post-questionnaire. Learners consider that the new dynamics helped them to improve their speaking because they worked in a comfortable environment. In the first dynamic, although students were motivated to interact and share their ideas, they were not able to speak accurately since they made a lot of mistakes. Therefore, the researcher made learners practice accuracy on the following dynamics and this problem was overcome satisfactorily. Besides this, the researcher could identify two types of students such as active and passive ones. In this case, the researcher formed pairs and workgroups with active and passive students. Thus, the researcher could notice that passive students ask active students to understand and solve the activity.

It is important to mention that the use of different materials such as pictures, word cards and balloon was useful to catch students' attention and offer them more opportunities to explore and understand the objective of each dynamic. Hence, learners acquired new contents and knowledge in a funny way as Eshghinejad (2016) argues that students' attitude depends on their experiences. For this reason, if learners' experiences are good, their motivation increases, and it helps them to use the target language in several situations.

2. Does your English teacher use dynamics to reinforce oral communication in the class?

GRAPH 2. Application of speaking dynamics

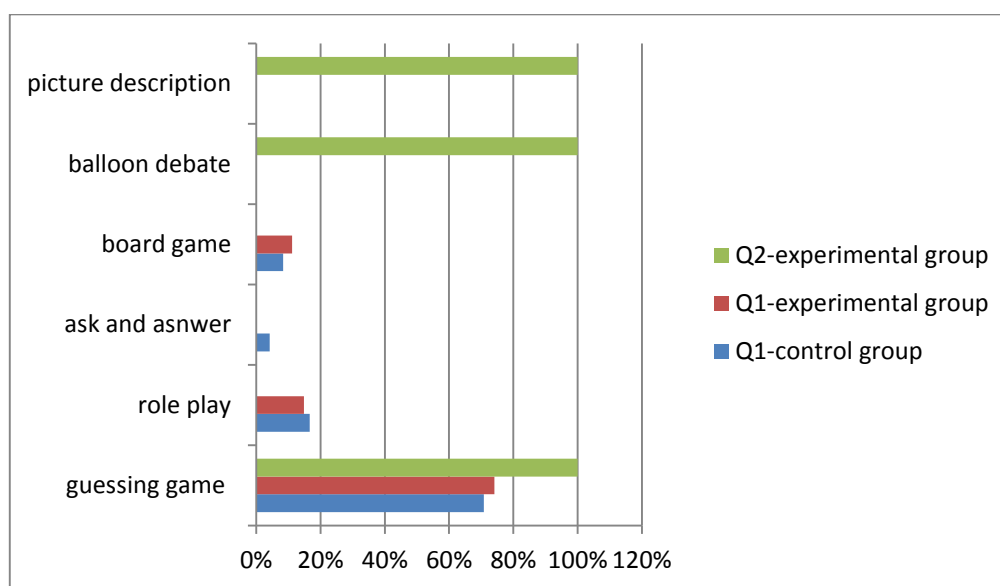Author: Leidy Eufemia Pérez Sanmartín

Source: Students' Questionnaires

The results, that were gathered from the pre-questionnaire, manifest that 100% of the control group and 96% of the experimental group affirm that the main teacher uses dynamics to reinforce oral communication. However, the observations and interviews indicate that the reinforcement is just focused on pronunciation since students used to write sentences and then read them aloud. Therefore, learners are not encouraged to practice oral communication and do not reinforce accuracy and fluency because the teacher only provides feedback about pronunciation.

Based on the results from the post-questionnaire, 100% of the experimental group indicates that the researcher applied dynamics where all of them were involved to solve a problem in each dynamic. During the intervention, students could reinforce accuracy and pronunciation due to the fact that all dynamics forced students to use and connect their prior knowledge in order to complete the task. However, during the application of the "balloon debate" dynamic, the researcher could realize that students could not improve fluency since they presented many difficulties to express their ideas accurately in two minutes making

hesitations. Consequently, they practiced speaking and interacted to their classmates focusing on grammar and vocabulary; but the development of the activity took long time. According to Lunk and Lin (2010), classroom dynamics consist of the engagement of all members of the classroom to solve tasks through interaction in order to improve all elements of speaking skill.

3. What type of dynamics does your teacher use to reinforce speaking skill in class?

GRAPH 3. Type of dynamics

Author: Leidy Eufemia Pérez Sanmartín

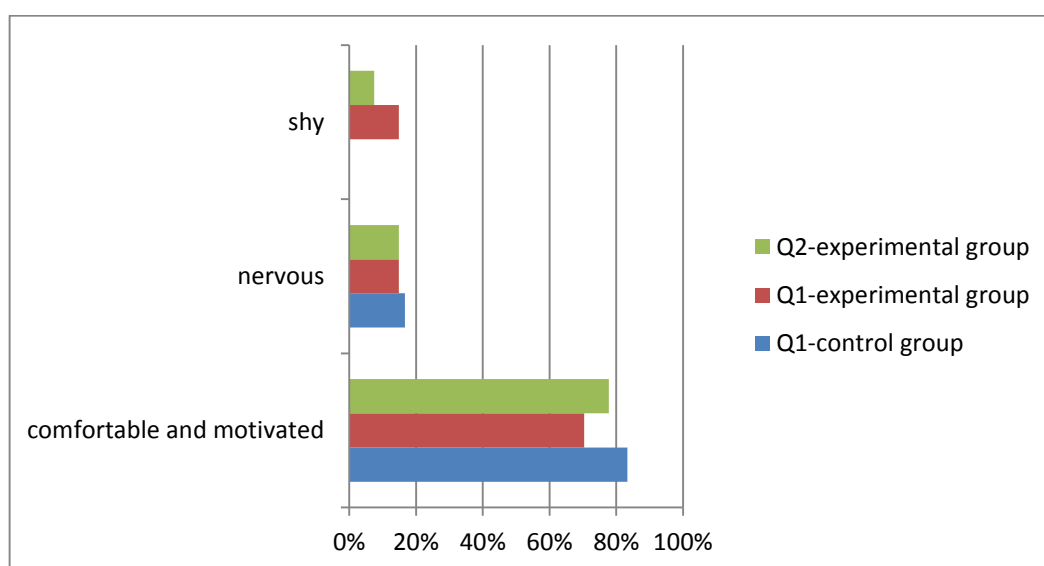Source: Students' Questionnaires

The results, that were gathered from the pre-questionnaire, reveal that the main teacher uses dynamics such as board game, ask and answer, role-play and guessing game to reinforce speaking. 71% of the control group and 74% of the experimental group affirm that the most used dynamic is guessing game. In the interviews, the teacher and students confirmed that guessing game is the most used since it is easy to apply in a funny way. During the class observations, the teacher wrote a word on the board and students had to pronounce and translated it to Spanish as part of the guessing game. As a result, learners only practiced and improved their pronunciation. In addition, the teacher applied this dynamic in another way, the students created their answers and then they read and repeated it aloud; therefore, they did not interact among them to solve the task.

Nevertheless, after the application of the new dynamics,100% of the experimental group states that the researcher used picture description, balloon debate and guessing game as dynamics to work in class. In guessing game, each student had a card which contained a job. Then, they described it by using the simple present tense and the members of the group guessed the job. It was the easiest dynamic to work for students since the teacher had used

in the previous classes. The second dynamic was picture description; the researcher pasted five pictures about a romantic story in disorder on the board. Then, students ordered the pictures and described the correct sequence by using the past simple tense. The last dynamic was balloon debate. The researcher gave each member of the group a card which contained different professional people and qualities. Then, the researcher presented students a "survival situation" in which each student had two minutes to convince their classmates why she or he should save his/her life. Also, each group had a balloon which helped to follow an adequate order to make all members of the group discuss the answers.

During the application of these dynamics, students were able to remember and connect their knowledge in order to solve and develop each dynamic since the researcher gave students specific instructions and examples by making mimics and drawing on the board to stimulate their knowledge. As a result, students could get a meaningful learning in authentic situations. In their study, Dewi et al. (2016) confirm that communicative activities improve speaking skill because they have more motivation, interest and confidence through the learning-process.

4. How do you feel when your teacher uses classroom dynamics to reinforce speaking skill in class?

GRAPH 4. Perceptions about the use of classroom dynamics
Author: Leidy Eufemia Pérez Sanmartín
Source: Students' Questionnaires

The results, that were collected from the pre-questionnaire, indicate that 83% of the control group and 70 % of the experimental group feel comfortable and motivated with the dynamics that main teacher uses in class. But, this fact does not coincide with the results gotten from the interviews and class observations since despite these dynamics help to create a relaxing environment and promote interaction among learners, students were

distracted and discouraged during the application of some dynamics. Also, the use of the mother tongue to explain the task did not help to catch the students' attention since they were in the habit of listening to teacher's translation to understand and do the activities.

However, the results from the post-questionnaire, after the intervention, 78% of the experimental group mentions that they felt comfortable and motivated. During the application of the dynamics, students presented a bit of difficulty because they faced problems in accuracy, mainly in the "balloon debate" dynamic. But in the second application of this dynamic, students could overcome this problem. Besides, the groupworks allowed learners to compare, share their answers, and ask doubts to the researcher before participating in front of the class. It is important to mention that the dynamics were applied considering a progressive order of difficulty; hence, students connected their knowledge in each task until to develop all dynamics in a relaxed environment. Furthermore, the dynamics helped learners to encourage their motivation and overcome the fear of expressing feelings and thoughts in the target language.

According to Breeman et al. (2014), the interaction between the teacher and students provides a close relationship among them because students have opportunities to feel more comfortable and motivated to increase their knowledge and comprehension of the topics. Therefore, it contributes students a flexible way to develop their speaking skill.

5. **Do you consider that classroom dynamics create a relaxing environment to interact in class?**
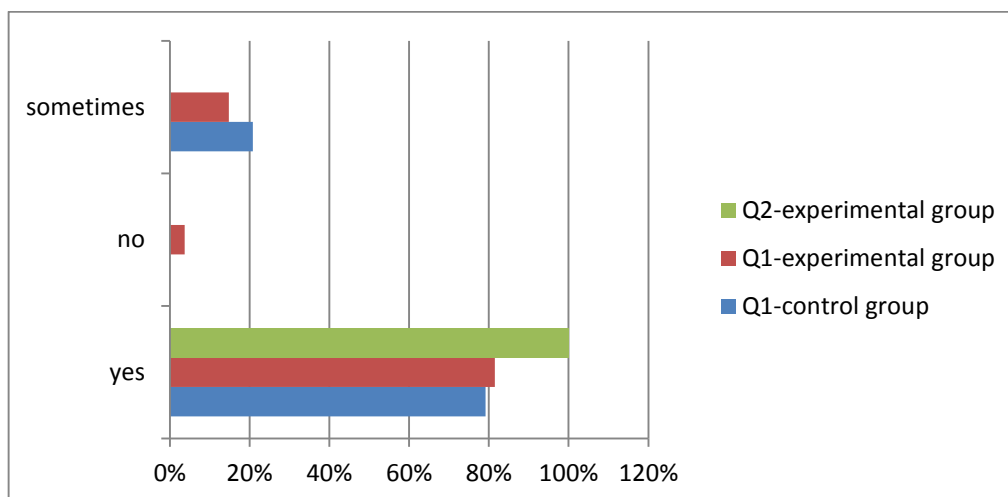
GRAPH 5. Creation of relaxing environment
Author: Leidy Eufemia Pérez Sanmartín
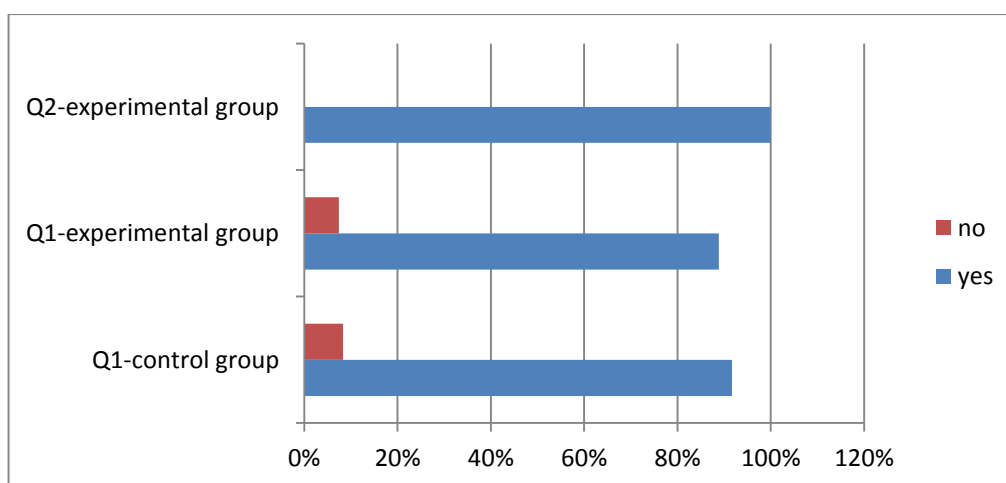Source: Students' Questionnaires

The results from the pre-questionnaire estimate that 79% of the control group and 81% of the experimental group report that dynamics applied by the main teacher create a relaxing environment to interact in class. Similarly, according to the interviews and observations, students do not feel nervous to share their ideas with their classmates since they write their

questions and answers and read them aloud. Also, they use their mother tongue when they cannot express their opinions in English. For this reason, it is noticeable that these dynamics create a relaxing and organized environment, but they do not encourage real interaction.

On the other hand, the results from the post questionnaire, after the intervention, 100% of students consider that the dynamics are really useful to communicate in a relaxing environment since they involved the use of some strategies such as scanning pictures, small group and pair teams. In each dynamic, students had to focus on details and compare with their classmates to finish the task. Thus, the new dynamics offered them many opportunities to get feedback through the interaction without interruptions in an adequate and ordered environment. Furthermore, students could understand easier the features of the language and avoid the translation. Djigunović and Krajnović (2015) mention that the use of classroom dynamics creates a pleasant and inspiring environment and achieves a meaningful interaction among learners. Besides, classroom dynamics catch students' attention and reinforce the cooperative learning during the English classes.

6. Do you consider that classroom dynamics help you to join accuracy and fluency in order to encourage speaking skill in class?

GRAPH 6.Accuracy and fluency in classroom dynamics
Author: Leidy Eufemia Pérez Sanmartín
Source: Students' Questionnaires

In the graph 6, the results from the pre-questionnaire show that 92% of the control group and 89% of the experimental group consider that the classroom dynamics encourage them to put into practice accuracy and fluency in order to reinforce speech. However, according to the observations and interviews, students just practice and improve pronunciation, but they do not apply accuracy and fluency in real contexts. As a result, they face difficulties to create coherent sentences, do not acquire a meaningful learning or develop fluency in a real interaction.

After the intervention, 100% of the experimental group affirms that the classroom dynamics provided them with opportunities to reinforce accuracy and fluency in their speaking skill. The new dynamics involved know grammar (the present simple, the past simple and future) and vocabulary (jobs). Therefore, students only had to connect and compare their prior knowledge with new ideas to create correct sentences and express them in front of the class. However, in the first intervention with the balloon debate, students faced problems to use the future tense "will" because they did not understand the instructions. For this reason, the researcher explained the instructions in a better way to overcome the previous problem in the second application of this dynamic. It is important to mention that although the students communicated among them, they did not speak fluently because they need more practice to master accuracy. Vazquez et al. (2015) state that the application of classroom dynamics involves two categories. The first category involves linguistic dynamics which focuses on accuracy; therefore, students must use the correct lexicon, tense and grammar structure. The second category deals with communicative dynamics which focuses on a successful interaction through group works.

7. How important do you consider the practice of speaking skill in the classroom?
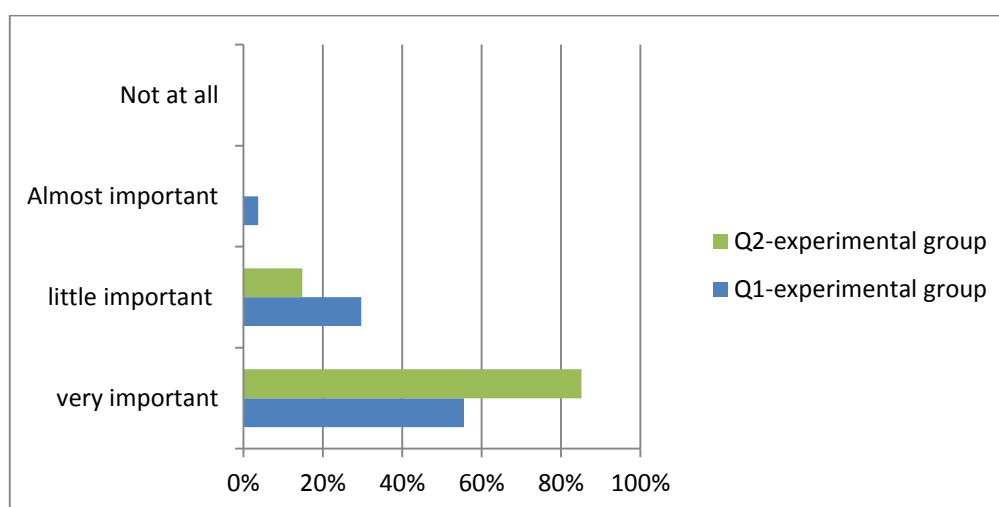

GRAPH 7. Importance of speaking skill

Author: Leidy Eufemia Pérez Sanmartín

Source: Students' Questionnaires

The findings from the pre-questionnaire show that 85% of the experimental group consider that the practice of speaking in class is very important. Based on the interviews, students considered that speaking skill is a good way to show their English language proficiency during the development of the dynamics, but according to the observations, the majority of students were not aware of the importance of this skill since the teacher allowed them to use Spanish when they could not express their thoughts in English.

However, after applying the dynamics, 100% of students agree that the practice of speaking skill is very important because they could realize about the importance of English especially when they want to speak to their classmates and communicate coherent sentences in real life-situations. In each dynamic, students had to organize their ideas in order to transmit messages and complete each task. Therefore, they learned to express the main idea about a topic and support it with specific details in an oral way. According to Hosni (2014), speaking is an ability which can be developed if there are conditions such as; opportunities to use it, motivation and instruction.

8. How often do you practice speaking skill in class?
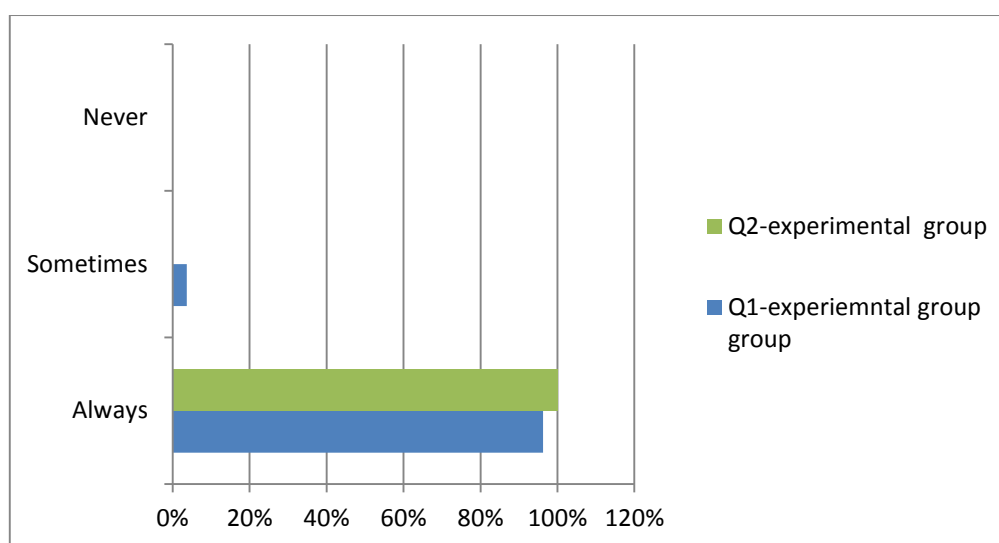
GRAPH 8. Frequency of the practice of speaking skill

Author: Leidy Eufemia Pérez Sanmartín

Source: Students' Questionnaires

The data, that was collected from the pre-questionnaire, indicate that 96% of the students practice speaking skill through the dynamics. Based on the interviews, there is a continuous interaction among learners by using written dialogues. Nevertheless, the researcher noticed that students do not practice speaking adequately since they only read dialogues and practice pronunciation, but it does not encourage a real conversation. For this reason, they face difficulties to interact and express their ideas in real-life situations.

However, in the post questionnaires, 100% of the students mention that they always practiced speaking during the application of the new dynamics. Learners had more opportunities to communicate among them in a funny way because they had to guess jobs, order pictures and create coherent sentences in order to finish each dynamic. Also, students used their imagination to solve a survival situation with the purpose of winning the competition. Therefore, the number of learners, that provided oral answers, has raised by using guessing game, picture description and balloon debate; and they improved progressively their critical thinking and speaking. However, they were not able to develop

and improve their fluency in spoken speech. Tuan and Mai (2015) say that speaking skill involves linguistic and sociolinguistic competences where students put into practice their knowledge to communicate and transfer information with other people.

9. Which do you consider is the best way to apply classroom dynamics to practice speaking skill?
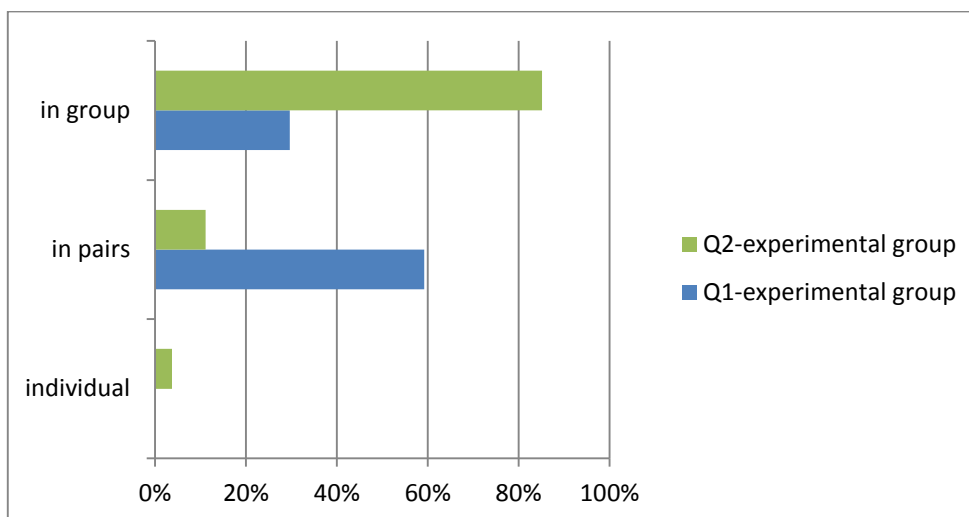
GRAPH 9. Ways to work with classroom dynamics
Author: Leidy Eufemia Pérez Sanmartín
Source: Students' Questionnaires

As the figure above demonstrates, the results from the pre-questionnaire, before the intervention, indicate that 59% of students consider that the best way to work with dynamics is in pairs. According to the interviews, when students work with the partner, who have more confidence with, they can express their opinions freely because they help each other. However, during the class observations, when students work in pairs, they do not take seriously the task. Hence, they do not practice and improve speaking skill.

On the other hand, the results from the post-questionnaire, after the intervention, show that 85% of learners consider that workgroup help them to feel more comfortable in order to interact and share their knowledge. They have this opinion because the researcher chose the pairs and groups randomly to make sure that students practice speaking skill in the new dynamics. Furthermore, for learners, it was a challenge to analyze and discuss their answers with other groups. This workgroup facilitated to get an informal environment and encouraged the communication to make learners feel more relaxed and get a meaningful learning. According to Lunk and Lin (2010), the majority of students feel shy when they have to participate and interact with their classmates and this become a real problem, but the use of classroom dynamics, which involve peer or group work, help them to feel comfortable to use English as the target language.

10. What dynamics would you like to work in English class to improve your speaking skill? Why?

GRAPH 10.Activities to work in classroom dynamics

Author: Leidy Eufemia Pérez Sanmartín
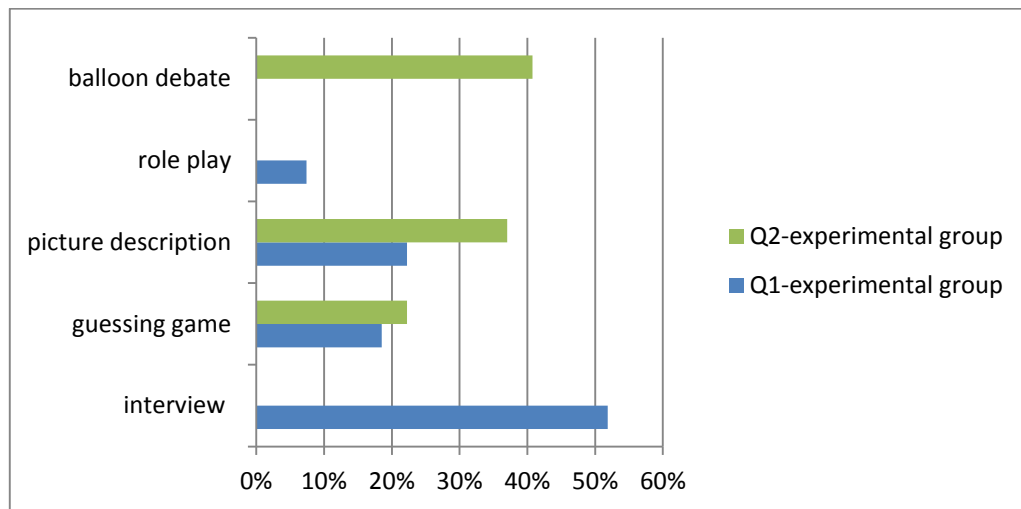
Source: Students' Questionnaires

The results from the pre-questionnaire report that 52 % of the students prefer to work with interviews. According to the interviews, the dynamic "interviews" is a good way to practice and improve speaking skill, but they should be focused on interesting topics which they know. Furthermore, this dynamic helps learners to share ideas, encourage speaking and increase motivation. However, during the observations, the researcher noticed that it is necessary to change or adapt the dynamics due to learners were often distracted in the class.

On the other hand, the results from the post-questionnaire, after the application of new dynamics, show that 41% of students want to continue working with balloon debate. This dynamic motivated and gave them opportunities to share their point of view in a relaxing and organized environment. In addition, the use and manipulation of the teaching material helped students to feel comfortable and enjoy the dynamic. An important aspect to consider is that during the application of this dynamic, students could realize about their main difficulties with the speaking skill. For this reason, the researcher considers that students wish to overcome their problems with speaking skill and improve their knowledge in order to achieve a fluent conversation. Thus, the dynamics presented by the researcher increased students' motivation and accuracy in order to improve speaking skill. However, students could not develop fluency. According to Herrell and Jordan (2016), balloon debate supports the interaction between students and stimulates their interest and competitive spirit to reinforce mental faculty and students' fluency.

CONCLUSIONS

The use of classroom dynamics is a useful tool to reinforce speaking skill in the second senior year because they help to create a relaxing environment which provides students more confidence and opportunities to interact without fear of making mistakes in front of the class and it motivated them to practice speaking skill in real situations.

The dynamics that teacher applies in the English classes only improve the pronunciation since students memorize the answer in order to repeat it aloud. Therefore, they face problems to apply accuracy and fluency in real life.

The new classroom dynamics promote and stimulate cooperative learning because they require that students work in pairs, groups or with the whole class in order to complete a task successfully. Thereby, students overcome the fear of creating correct sentences in real situations.

The new dynamics encourage the critical thinking skill in order to consolidate new knowledge because they stimulate students to connect and use all their previous knowledge to get a good and coherent communicate among them.

The implementation of new dynamics stimulates the students' interest since students are busy manipulating the materials and moving within the group to share and compare their ideas.

The classroom dynamics reinforce the competitive spirit of students because students ask questions and think creatively about how to use English in order to complete the task quickly. Hence, the dynamics give students a natural opportunity to communicate their thoughts.

RECOMMENDATIONS

Teachers need to assess the speaking skill of students through real situations in order to know their strengths and weaknesses. Consequently, teachers should use adequate activities to encourage students the practice of this skill.

Teachers and students should have real conversations, which include the use of accuracy and fluency about interesting topics for students. After a period of practice using it, students will be more likely to acquire mastery on a conversation with other speakers.

Teachers should apply the dynamics by using cooperative learning because students feel more comfortable to interact with their classmates who present the same English level.

It is suitable for teachers to search, adapt and use different dynamics in order to encourage the use of critical thinking of students of second senior year in an interactive and integrated way. Therefore, students reinforce their new knowledge through the continuous oral practice.

It is necessary that teachers keep in mind the application of different dynamics that attract the students` interest and avoid the use of mother tongue and grammar translation method since it does not help students to work on the difficulties that they face with speaking skill.

This study could be improved in future studies by applying the intervention in a longer period of time in order to measure better the impact of dynamics in enhancing speaking skill.

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ANNEXES

UNIVERSIDAD TECNICA PARTICULAR DE LOJA

OBSERVATION SHEET

The purpose of this observation is to collect information about the effectiveness of classroom dynamics to reinforce Speaking skill.

1. **What dynamics does English teacher use in the class?**

   _____

   _____

   _____

2. **Are the dynamics directed to reinforce speaking skill?**

   Yes (   )   No (   )

   Notes:_____

   _____

   _____

3. **How do students work during the dynamics?**

   In groups (   )   In pairs (   )   Individual (   )

   Notes_____

   _____

   _____

4. **The environment during the dynamics is:**

   Stressful (   )   Relaxing (   )   Confident (   )   Boring (   )

   Notes_____

   _____

   _____

5. **How is students' behavior during the application of dynamics?**

   Participative (   )   shy (   )   Curious (   )   Anxious (   )

   Notes:_____

   _____

   _____

6. **What is the main difficulty that students face when practicing their speaking skill?**

   Pronunciation (   ) Vocabulary and Grammar (   ) Fluency (   )
   Notes:_____

   _____

   _____

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PRE-QUESTIONNAIRE FOR STUDENTS

The purpose of this questionnaire is to collect information about the effectiveness of classroom dynamics to reinforce Speaking skill. Please answer the 10 questions to reflect your viewpoint about the dynamics that your teacher applies in class. It takes you 7 minutes. Your information will be confidential.

1) How do you consider your practice of speaking skill in class?

Interesting ( )   Good ( )   Boring ( )   Regular ( )

2) How important do you consider the practice of speaking skill in the classroom?

Very important ( )   Little important ( )   Almost important ( )   Not at all ( )

3) How often do you practice speaking skill in class?

Always ( )   Frequently ( )   Sometimes ( )   Never ( )

4) Does your English teacher use dynamics to reinforce oral communication in the class?

Yes ( ) No ( )

How?_____
_____

5) Which do you consider is the best way to apply classroom dynamics to practice speaking skill?

Individual ( )   In pairs ( )   In groups ( )

6) What type of dynamics does your teacher use to encourage speaking skill in class?

_____
_____
_____
_____
_____

7) How do you feel when your teacher uses classroom dynamics to reinforce speaking skill in class?

Comfortable ( )   Nervous ( )   shy ( )   motivated ( )

8) Do you consider that classroom dynamics create a relaxing environment to interact in class?

Yes ( )　　　　No ( )　　sometimes ( )
Why?_____
_____
_____

9) Do you consider that classroom dynamics help you to join accuracy and fluency in order to encourage speaking skill in class?

Yes ( ) No ( )

10) What dynamics would you like to work in English class to improve your speaking skill? Why?
_____
_____
_____
_____
_____

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POST-QUESTIONNAIRE FOR STUDENTS

This questionnaire is part of my thesis. The purpose of it is to collect information about the effectiveness of classroom dynamics to reinforce Speaking skill. Please answer the 10 questions to reflect your viewpoint about the dynamics that your teacher applies in class. It takes you 7 minutes. Your information will be confidential.

1) How do you consider your practice of speaking skill in class?

Interesting ( )   Good ( )   Boring ( )   Regular ( )

2) How important do you consider the practice of speaking in the classroom?

Very important ( )   Little important ( )   Almost important ( )   Not at all ( )

3) How often do you practice speaking skill in class?

Always ( )   Frequently ( )   Sometimes ( )   Never ( )

4) Does your English teacher use dynamics to reinforce oral communication in the class?

Yes ( ) No ( )

How?_____
_____

5) Which do you consider is the best way to apply classroom dynamics to practice speaking skill?

Individual ( )   In pairs ( )   In groups ( )

6) What type of dynamics does your teacher use to encourage speaking skill in class?

_____
_____
_____
_____
_____

7) How do you feel when your teacher uses the three dynamics (guessing game, picture description and balloon debate) to reinforce speaking skill in class?

Comfortable ( )   Nervous ( )   shy ( )   motivated ( )

8) Do you consider that the three dynamics ((guessing game, picture description and balloon debate) create a relaxing environment to interact in class?

45

Yes ( )   No ( )   sometimes ( )
Why?_____
_____
_____

9) **Do you consider that the three dynamics (guessing game, picture description and balloon debate) help you to join accuracy and fluency in order to encourage speaking skill in class?**

   Yes ( ) No ( )

10) **What dynamics would you like to work in English class to improve your speaking skill? Why?**
    _____
    _____
    _____
    _____
    _____

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INTERVIEW FOR STUDENTS

The purpose of this interview is to collect information about the effectiveness of classroom dynamics to reinforce Speaking skill. Please answer the 5 questions to reflect your viewpoint about the dynamics that your teacher applies in class. It takes you 8 minutes. Your information will be confidential.

1. **Does your English teacher apply classroom dynamics? Which?**
   _____
   _____
   _____
   _____
   _____

2. **Do you consider that classroom dynamics are directed to reinforce oral communication in English language in class? Why?**
   _____
   _____
   _____
   _____
   _____

3. **Do you consider that classroom dynamics are important to reinforce accuracy and fluency? Why?**
   _____
   _____
   _____
   _____
   _____

4. **Do you consider that classroom dynamics help you to feel more comfortable to use English language? Why?**
   _____
   _____
   _____
   _____
   _____
   _____

5. **What dynamics would you like to work in English class to improve your speaking skill? Why?**
   _____
   _____
   _____
   _____
   _____

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INTERVIEW FOR ENGLISH TEACHER

The purpose of this interview is to collect information about the effectiveness of classroom dynamics to reinforce Speaking skill. Please answer the 5 questions to reflect your viewpoint about the dynamics that you as teacher apply in class. It takes you 8 minutes. Your information will be confidential.

1. **Do you apply classroom dynamics? Which?**

   _____
   _____
   _____
   _____
   _____

2. **Do you consider that your classroom dynamics are directed to reinforce oral communication in English language in class? Why?**

   _____
   _____
   _____
   _____
   _____
   _____

3. **Do you consider that classroom dynamics are important to reinforce accuracy and fluency? Why?**

   _____
   _____
   _____
   _____
   _____

4. **Do you consider that classroom dynamics help students to feel more comfortable to use English language? Why?**

   _____
   _____
   _____
   _____
   _____

5. **What dynamics would you like to apply in English class to improve your speaking skill? Why?**

   _____
   _____
   _____
   _____
   _____
   _____