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The use of games to improve speaking skills of high school students

TRABAJO DE TITULACIÓN.

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DEDICATION

This thesis is dedicated with love to my mother,

who has been my support and the best thing in my life.

Thanks to my effort and hers, I have accomplished the goal of getting this English degree.

I want to thank my beloved family for having believed in me and in my abilities.

They have supported me every day, and encouraged me to never give up.

Cinthya Michelle.

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As well as to my classmates and friends who have emotionally supported me morally to follow my dreams.

Cinthya Michelle

CONTENTS

LIST OF GRAPHS

ABSTRACT

This research study determined the effectiveness of using games to motivate high school students to improve their English speaking skills. Besides, this investigation identified the most effective games to be applied within English lessons, as well as, compared the differences on students' and English teacher's perceptions of the games. For this purpose, 30 students from a private high school in Loja, Ecuador were considered as participants all of them were female pupils aged from 16 to 17 years old. In addition, both qualitative and quantitative approaches were used to analyze the collected data through instruments such as students' survey, English teacher's survey, a checklist for teacher's journal, students' post-test and recording videos. Based on the results, it was possible to conclude that the use of games to improve speaking skills of students attending a private high school was satisfactory because most of the games were appealing to students and they encouraged active participation not only among classmates but also with the teacher. They also had the chance to use English in a confident way.

Keywords: Games, Motivation, Perception, Speaking skill

RESUMEN

Esta investigación determinó la efectividad de utilizar juegos para motivar a estudiantes de colegio a mejorar su habilidad para hablar Inglés. Además, identificó los juegos más efectivos para ser aplicados durante las clases; así también, comparó la diferencia de la perspectiva de los estudiantes y del maestro de Inglés a cerca de los juegos. Con este proposito, 30 estudiantes mujeres entre los 16 y 17 años, pertenecientes a un colegio privado de la ciudad de Loja, Ecuador fueron consideradas como participantes.

Adicionalmente, se utilizaron enfoques cualitativos y cuantitativos para analizar los datos recopilados de instrumentos como: encuesta para estudiantes, encuesta al maestro de Inglés, lista de verificacion para el diario del maestro, encuesta posterior para los estudiantes y videos. Según los resultados se pudo concluir que el uso de juegos para mejorar las habilidades orales en los estudiantes del colegio privado fue satisfactorio puesto que la mayoria fueron del gusto de los estudiantes y motivaron la participacion activa no solo entre compañeros sino tambien con el maestro.Tambien tuvieron la oportunidad de utilizar el idioma Inglés en una manera confiada.

Palabras clave: juegos, motivación, percesion, abilidad del habla

INTRODUCTION

Nowadays, speaking is a skill that everyone has given less importance at the moment of learning English as a second language, in fact, people tend to communicate their ideas using their mother tongue instead of English. In addition, people do not consider that speaking skill is good not only to improve their knowledge but also to get more and better job opportunities. Besides, Hosni (2015) argues that teaching speaking skill has been ignored by teachers and students because the teacher is the only one that speaks within a classroom, and the students avoid the use of the language orally.

Nevertheless, according to Qutob (2018) and Klimova (2015), the implementation of dynamic activities such as games within oral activities could improve speaking skills on EFL students., In this regard, games are a great option for solving students' difficulties in this skill; they can help students understand better the . Thereby, the aim of this study was to determine the effectiveness of using games to encourage teenagers to improve speaking skills.

As a consequence of the mentioned facts, this study was an attempt to determine the most efficient games used to verify if students of private high schools had improved their speaking skills by playing communicative games. Moreover, this investigation took into account the comparison of the teacher's and students' perspectives about the use of games to improve speaking skills; therefore, this study had taken as reference the following previous studies about the same beliefs.

Dewi, Kultsum, and Armadi (2017) carried out a study with the purpose of establishing whether communicative games impact the teaching of speaking skills and how they influenced this skill. The study concluded that communicative games showed positive results on students' learning process, encouraged them to participate actively, and increased their self-confidence and fluency in the speaking skill. Also, the use of communicative games lowers the level of stress and monotony on students during the learning process.

On a similar study, Urrutia and Vega (2010), focused on understanding students' difficulties when attempting to use the target language since students were not really responsive to activities involving any kind of oral interaction, in order to develop the study, they used tools such as video recordings and questionnaires. Based on the results, they concluded that games in a classroom are beneficial, useful, and sometimes necessary. In their opinion, games stimulate interaction, cooperative work common respect and cooperation between participants. Besides, the games increased students' self-esteem because they

relied on and trust in their abilities during their participation. Games also created a good environment for the learning- teaching process.

Regarding the same matter, Korkmaz (2013) conducted a study which was aimed to investigate students attending primary school and their opinion on learning a language through games, as well as, find out if both children and teachers perspectives about this issue were similar. After this study was concluded, they discover that both students and teachers had positive opinions about the use of games since it was possible to reduce the anxiety on students and improve the use of English language within the classroom.

This research study is divided into three important chapters. Firstly, chapter one highlights the previous representative information about the theoretical framework to support the scientific character of this research. Secondly, chapter two is formed by the methodology used, the participants, as well as, the process and steps followed by the researcher to accomplish the established objectives. Finally, chapter three contains the analysis of the results taken from the collected data besides the conclusions and recommendations

The main beneficiaries of this investigation were students of the private high school due to the use of games helped students practice using English language since they were exposed to the language most of the time, so that, they could gain fluency and proficiency in speaking. Besides, teachers could use the suggested games not only to enhance speaking skills but also to improve listening, reading and writing skills; in fact, the teachers could take advantage of this thesis as a reference for further research studies in the field due to there were not enough studies focused on students of private high schools.

CHAPTER I: LITERATURE REVIEW

       This section emphasizes the theoretical support of speaking skill. The chapter highlights topics about speaking definitions, significant aspects such as the importance of speaking and the reasons why it should be taught. Besides, other topics are explained such as the definition of motivation and its forms; likewise, definitions, advantages, and types of games are described. All of these aspects are described below.

Importance of Speaking Skills for EFL Learners

       Urrutia and Vega (2010) argue that both receptive and productive skills exist in all languages, the first one consists of understanding the language through reading and listening, and the second is producing the language through speaking and writing. So that, speaking is stated as a set of features of communication that implies a process of creating, accepting and processing information; the message depends on the purpose of the participants and the ideas and information they want to express (Burns & Joyce, 1997).

       According to Koran (2015), it is stated that speaking is not an isolated skill, it needs the incorporation of other micro skills such as listening and comprehension to obtain the expected competence in the communication. Similarly, the speaking ability is an incorporation of English language features that includes the facility of using grammar rules, a wide vocabulary, pronunciation, stress, fluency, and the basic awareness of the language.

       In the same way, Güzel and Aydin (2016) argue that speaking is considered an effective verbal skill; it is also a significant part of the learning process of a second language. In addition, speaking is a skill that demands a lot of effort and practice because, with the correct use of the language, people can convey a message accurately, and will be able to communicate with different kinds of individuals.

       Speaking is not only about saying single words but also about expressing a group of words in order to create a message that contains the correct grammatical content, understandable pronunciation, cohesion, and coherence.

       Likewise, Srikaew, Tangdhanakanond, and Kanjanawasee (2015), Idrissova, Smagulova, and Tussupbekova (2015), and Bygate (1987) shared the same ideas about the different features of the speaking skill: pronunciation, coherence, and cohesion. They expressed that people do not only need the speaking skill itself but also they need a domain of other language skills, the combination and use of them can improve the development of their communication and their studying processes. Speaking is not only the production of words but also the combination of features that help the speaker to produce clear information

to be expressed through words; nonetheless, the message will only be understood if the speaker uses the right procedure to speak. Furthermore, the way that the information is constructed and its meaning will depend on the participant's purposes, the environment, the context and the purpose of the message.

According to Bergil (2016), the existence of the speaker as a beginner is not prevented by the linguistic competence itself, nevertheless, limited skills in learners are going to be present all the time. In other words, having high linguistics skills do not imply he or she has the same high level at the moment of speaking and communicating.

However, high teaching quality, the use of media and students' motivation are vital aspects of teaching speaking successfully in a class, in order to help students achieve the learning objective easily. English language learning, not only focuses on the teaching of the language but also on the development of the skills. These skills must show a growth, not only for linguistic skills but also on the progress of their communicative performance. Moreover, to reach the student's proficiency level, teachers must use adequate teaching techniques so that, students are interested in learning the language and especially practicing outside the classroom (Ismaili & Bajrami, 2016).

Idrissova, Smagulova, and Tussupbekova (2015) stated that people are going to face some problems when learning a new language, for example, mispronunciations, meaning of new words, listening issues, and so on. Likely, speaking is another problem when learning a new language. It is a reason to debate for Manurung (2015) who mentions some factors such as: techniques, materials, resources of teaching, foreign teachers, students, and speaking features. For him, these factors could provoke students' unwillingness to participate during the lessons when the teacher asks something or when having doubts, they prefer to keep in silence.

In this regard, poor vocabulary cannot only interfere in the speaking process but it also could provoke misunderstandings and a communication interruption. Moreover, a good pronunciation is one of the essential elements of a clear communication, the bad management of these elements cause obstacles for EFL students' interactions.

Motivation in the Development of English Speaking Skills

To Harmer (2001), motivation is a state in human beings that make them do things with the purpose of achieving something in specific. For him, motivation is a psychological state of a human response that depends on the purposes of each one. For the given statements, motivation is an important aspect in a learning of a second language that affects learners and teachers. In fact, physical, mental and social need that motivates teachers to

work in the teaching process, accomplish their aim and satisfy his necessity is called motivation.

First, it is very important to define the purpose of motivation range and classes because those aspects play a vital role in it. Even though there is another important role that only the language teacher can take part of it, and it is to supply motivation to all the students as individuals in order to study and to acquire the language. In addition, at the moment of learning a language, motivation is a very important and useful aspect, for this reason, investigators and language professors should find out and be cautious about learners' personalities. They even have to realize about motivation types and the level of importance. Finally, another vital aspect to take into account is the predisposition to learn along with the personality of each learner (Kondal, 2015).

According to the Usher and Kober (2012), motivation can affect how the learners act in the school in general, the way to interact not only with teachers but also in classes with their classmates. Time and effort spending on their studies are also determined by motivation. How much help they request when they are in trouble or how they try to involve or leave behind their class fellow from academics. Finally, how they carry out the evaluation and thus how the school performs it and so on.

For Ryan and Deci (2000), as well as Sahin, and Kiziloglu (2018), it is necessary to be more energetic and active from the very beginning until the end of the lesson in order to be considered motivated. In fact, they consider motivation as the capacity of managing or encouraging human beings to achieve desired and appropriate work environment to keep engage in the task.

Positive or negative motivation could be the reaction of people against a certain situation; it might affect people adaptation, for example, learners might give up with ease during learning challenges because they are extremely monitored by their parents, tutors, coaches, among others. On the other hand, when parents or tutors give freedom to students to choose, to guide their own learning, to set their purposes, learners will be able to overcome the difficulties they may face on their learning (Alkaabi, Alkaabi, & Vyver, 2017).

In this regard, it is important to deepen the analysis of the types of motivation that a person can experience. According to Gullu, Sahin, and Kiziloglu (2018), there are two types of motivation, internal and external, differentiated by the source of motivation. For internal motivation, self-overcoming motivates the person for doing a specific task; for external motivation, the situation motivates the person for doing something only if it provides recompenses.

Likewise, Ryand and Deci (2000) explain that intrinsic motivation is the response of a human being to self-overcome obstacles and feel satisfaction for the obtained success. It is something that people feel inside like a sense of gratification for doing something by themselves. In contrast, the extrinsic motivation is the reaction of human behavior and reward, the extrinsic motivation makes people develop activities or tasks with the purpose of gaining an external reward, for example, money, material things, among others. To sum up, for internal or intrinsic motivation, the self- satisfaction motivates the person, and extrinsic or external motivation consists of the environment or rewards that motivates a person.

In the same way, Ng and Ng (2015) argue that learners are also motivated in an extrinsic way because their learning is attained to rewards which are specifically grades or approvals, these rewards are not linked with a learning overcoming. On the other hand, intrinsic motivation is inside the person and it is linked with the self-satisfaction or "sense of well-being," the researchers think that learners are motivated when the overcoming, learning and improving is an aim proposed by themselves.

It is important to mention that both internal and external motivation are main aspects in the success of students at all stages and process of their education. Therefore, learners themselves, teachers or parents show an essential part in the encouraging and providing of these motivations not only in the learning but also in a teaching environment. Furthermore, Ng and Ng (2015) mention that the inspiration or motivation of learners are totally different because it is not easy work, it takes time and a lot of endeavors to achieve that learners build their passion for learning, enthusiasm, dedication, and encouraging themselves to their self-success.

Games for Teaching and Learning English.

Considering a general definition for games, it can be said that a game is a competitive or collaborative activity in which skills are involved, opportunities, or survival by two or more participants who are playing following a set of instructions, usually for their own enjoyment or for obtaining rewards (Dictionary.com, 2018).

According to Plass, Homer, and Kinzer (2015), games are compound types of learning atmospheres that cannot be understood by taking only one viewpoint of learning. In fact, there are many concepts that are essential to take into account in the framework of games such as mental, emotional, sociocultural and motivational aspects that are important and linked to this theoretical framework. For them, the argument is that games are not only for students entertainment but also they consider that games can motivate students for keeping engaged by a large amount of time through some games characteristics that have

motivational goals. Similarly, a motivational method to game-based learning highlights that games are able to encourage and motivate learners by giving them moments that they will appreciate, enjoy and at the end, they will want to continue participating.

According to Mubaslat (2012), there are some great advantages of using games in the classroom: First of all, games are considered icebreakers from the typical and boring routines of the language classes, games can stimulate learners' motivation and competitiveness. Secondly, learning a second language requires a lot of effort, but games can help learners to make the effort and willingness of learning, so that, they integrate all the language skills speaking, listening, reading and writing. Finally, games inspire learners to participate, interact, cooperate, and communicate, since they provide a meaningful use of the English language, as a result, games help to increase and improve learners' language proficiency. To sum up, the performance of games within the classroom can increase learners' abilities in the use of the target language because the participants will use the language with a purpose depending on the situation.

Furthermore, Kopecky (2009) reflected that the implementation of games can encourage students to cooperate and interact with others, but using the learned language as their source. So that games also inspire students with their creativity and their spontaneous behavior in using the target language; for this author, games should be used because they help students to understand the learning of a second language as positive and not just complications that at times seem daunting.

Likewise, Sung and Hwang (2013) discovered that while learners are playing games, they have the same perceptions and feelings and thanks to this they have the same objectives to share and the same ideas to discuss, at the same time it makes them feel challenged and engaged in participating in the game. For the authors, games inspire learners to participate in an active way not only to win the game but also to learn which turns into the main objective of using games as a didactic tool within the English class.

In this regard, Wright, Betteridge, and Buckby (as cited in Rabbani, Vianty, and Zurainda, 2016, p. 814-815) proposed the following classification of games used as teaching material.

Picture Games.

Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures (Rabbani, Vianty, & Zurainda, 2016). Also, Zhu (2014) says that this game has other types: such as comparing and contrasting

pictures, finding differences or similarities, looking for probable relationships between pictures, describing main characteristics in which someone else could recognize or exemplify them in a similar way, creating a story using only pictures. Most of these picture games include the learners in the voluntary use of the language at their way, and at the same time, it provides them the chance to train not only their speaking but also their listening skills. The advantages of these games are that students can be more analytics; furthermore, this game makes students communicate orally, share and interact with the rest of the class, agree or disagree with different points of view.

True – False Games.

In these type of games, the participant makes sentences or statements which could be true or false, the other participant has to decide what it is (Rabbani, Vianty, & Zurainda, 2016). This game is also called discrimination games and it may present some variations according to the structures such as essays, sentences, or dictations. For example, when playing true and false sentences, the teacher divides the students into pairs, the teacher provides some true and false sentences to each pair, after that, the students share these sentences with the rest of the class who will decide whether the sentence is true or false; the most important of this game is that students can analyze their answers and provide a clear reason why they decided it.

Caring and Sharing games.

These games expect that students can get interested in the other participants. For this, the players have to share personal experiences, feelings, points of view or thoughts with the rest of their classmates. The aim of this game is that students have empathy with the information shared by others and the creation of a friendly environment. All students have to use the target language for sharing these features (Rabbani, Vianty, & Zurainda, 2016). The authors stated that a benefit of this game is that students feel motivated to participate because they will not compete with others. An example provided is that the teacher shows a picture of a random family or an image in which a clown is sad, the students have to analyze silently their perception of these images, students can share the feelings that it provokes on their such as happiness, sadness, excitement, among others.

Guessing and Speculating Games.

These games consist of someone passing in front of the classroom with a specific object, word, or sentence in mind, and the others have to speculate what it is by asking questions, saying random words of vocabulary until the rest of the class guesses the word that only he or she knows. It is important to mention that participants have to make a correct

use of language, grammatical rules or at least give their best try (Rabbani, Vianty, & Zurainda, 2016). In addition, there are some variations of these games, it depends on the teacher's creativity and the purpose or goals that the teacher wants to achieve during the performance of these games. In other words, the main rule of this game is very easy: one person thinks something that another one or others have to discover. In fact, guessing games are very advantageous in helping students training their asking questions in a logical way. For instance, somebody in a group is the only one who knows a story, the other participants of the game will ask YES/NO questions to find out the story; the person who knows the story can provide YES/NO answers, the guessing players have to use their interrogative skills to guess the correct answer (Zhu, 2014).

Likewise, Klimova (2015) says that there are some options for guessing information games and provides a clear example, this is a 20 questions game. For this variation, one player thinks in a place, object, person or thing; the other participants will ask twenty YES/NO questions to find out clues in order to guess who or what the correct answer is; the goal of this is that, if at the end of these 20 questions the guessing participants do not know the answer they lose the game.

Story Games.

Finally, story games provide the meaningful context of the language in an oral and written performance from learners because they have to write, share, and listen to the stories of their classmates. According to Wright, Betteridge, and Buckby (2006), this game invites students to create, to produce and to share information in an oral way; the advantage of this game is that students will use only their imagination, they will use their own vocabulary and knowledge. One example of story game is that the teacher provides some random words on the board, the students have to take a moment to write a story using these words, they only have to use their imagination; then, the students have to share with their classmates in an oral way.

Teacher's Role when Implementing Games

Teachers should help students to demonstrate their speaking ability and knowledge through oral conversations in a real situation, giving them the sources and means to develop a good interaction with other students (Srikaew, Tangdhanakanond, & Kanjanawasee, 2015). The teacher can check the success of the oral lesson when a student can express his or her thinking or emotional states using the target language; even when they keep a conversation fluently, understandable, and the purposes are marked (Manurung, 2015).

It is relevant to mention that not only EFL learners have troubles on the learning process but also EFL teachers, the latter ones try to create an environment in which they expect all students to interact with others using the second language correctly. Similarly, teachers have problems to encourage students to speak only in English because students resist to use it to express their ideas or opinions. Thus, scholars argue that learners do not feel the necessity of speaking in English because it is not part of their daily life and they do not maintain contact with other native speakers.

Klimova (2015) argues that teachers should take into account some important aspects about their role at the moment of implementing games within their English lessons. The first aspect is the students' learning styles because not all students are the same, secondly, the enthusiasm of them to participate in the game, and thirdly, their actual state of mind is also important because if they feel tired they will not participate in any game. Another key point is the organization of the games as a curricular activity because it constitutes a great effort and work for teachers since content, materials, instructions, time, place, among others aspects, will be well prepared for the success of the students' performance when using these games. In addition, teachers should contemplate the benefits of games: the ability to get students' attention, reduce students' anxiety, and give students the opportunity to communicate in a real way.

Finally, teachers should evaluate the effectiveness of the games in the classroom because not all of them will be appropriate for all the students. In fact, Klimova (2015) considers that it is essential to choose the right moment to apply games because the lesson will not be based on games all the time since the syllabus has limitations due to other aspects in students' learning should be covered.

Nevertheless, Mubaslat (2015) stated that some teachers consider games sometimes as a waste of time because they think that language games are only for entertaining or ice breaking and not for learning. Furthermore, the author thinks that students will participate in games because they are competitive and they want to take time for relaxing, gaining points and obtaining a title of champions. Therefore, it is important for teachers to provide students with new points of view, grammar content, and knowledge in order for a game to be appreciated itself by students. Besides, the teachers need to be aware which games are adequate to use, the right moment to use, how to link them within the syllabus, textbook, schedule, and which games will provide benefits for students. He thinks that the key to a successful language game is that the teachers provide clear instructions, rules, and establish pretty well the purpose of using games in each lesson.

Likewise, according to Rabbani, Vianty, and Zuraid (2016), English teachers who want to use games as part of their lessons should be patient when explaining and applying the games in the classroom since sometimes there are unexpected moments such as the environment, the classroom size, students' attitude or students' misbehavior that hinder the smooth flow of the activity. In any case, students need the opportunity for practicing speaking in English as much as possible in order to gain more proficiency and confidence.

According to Zhu (2014), four elements should be taken into account in order to apply games appropriately to get the best learning outcomes. First of all, the time a game will take place within a lesson may be short, actually, any lesson will not be specifically based on games. Furthermore, a game should be used at the beginning as a warm-up activity or at the end of the lesson as a sum up activity. Games might have several purposes for learners´ stimulation, to improve the understanding of a specific topic, to reduce students stress either before or after any test, or in an intensive lesson that requires all students' concentration and effort, to make students taking a breath to continue with the class. The teacher will decide the right moment because he or she is the only one who knows their students perfectly. It is important to highlight that games must be used in a positive way with the unique purpose of learning achievements, enjoyment, and improvement.

Secondly, the choice, in each kind of game mentioned before, there are different games' variations. However, the teachers decide what game will be used in their language lesson or why it will not fit; therefore, the teachers should take into account many aspects to select the most suitable, beneficial, and helpful game for their students at any time. Moreover, the teachers should consider some aspects such as the goal of playing a game, the students' interest, and the practicality of the game.

Thirdly, the preparation, and organization of a lesson that includes games must be well designed in advance. The materials such as flashcards, pictures, and videos, among others should be created and revised before the game; the teacher should foresee if all the materials for playing games are available in the institution or if he or she should bring their own. Similarly, the instructions and rules must be well thought in order for students to understand well the game, it is important that teachers are aware of how the game works to get a better students' understanding; in addition, the teachers should look for a variety of games in order to avoid losing students' interest and attention. For Zhu, the teacher should anticipate any difficulty before it occurs to be able to solve it in the less time possible successfully. In fact, Wright, Betteridge, and Buckby (2006) indicate some possible issues that might appear during a game such as the misbehavior of the students, also, games tend

to make one student the winner and the rest of classmates losers; it could provoke that students feel uncomfortable, embarrassment, unmotivated, and they will not want to participate anymore. Another possible issue is that not all of the students participate in the game and only expects that others make all the work. All these features should be taken into account before a game in order to get students' succeeding and learning.

Fourthly, the teacher should manage the group and the game properly, in other words, he or she should decide how to organize the learners and the classroom in advance so that the performance of the game can be carried out as rapidly and easily as possible. Besides, it is important for teachers to promote group work since this could increase students' interaction, participation, and practice of the language. It is advisable that teachers do not neglect the students' working, monitoring students' performance closely is essential to help them to correct or encourage students to participate more. So, the teachers should continue with another activity quickly when they stop a game because the students get bored easily.

In the same way, Amrullag (2015) explains the main objective of using a game in a lesson is to help students improve their learning and have fun. For this purpose, the rules of the game should be clearly explained and well understood by the participants, so it helps the teachers not to waste time in the explanation of the instructions too many times in order to continue with the rest of the activities planned for the lesson. Indeed, previous demonstrations of the game can be very useful, since can help students to better understand the game and follow the rules correctly; besides, the teacher should take some minutes to clarify students' doubts and questions.

In the following section, some relevant studies will be analyzed. These studies are closely related to the topic of this research, they are ordered depending on their importance as for example speaking features, effects of games in students and motivation aspects. Such information will help to get a better understanding of the topic, as well as, their objectives, procedures, and conclusions are a useful source of background information.

Diaab (2016) found a lot of difficulties on students' speaking skill, she argued that learners from a foreign language are judged by how good they are at speaking a language, as well as developing it in public; it was concluded through the application of questionnaires and interviews to analyze the experience of learning during their learning process. For this, 125 Libyan students at university level, whose average ages was 18 - 35 years old. The participants studied English as a foreign language for many years. The students were asked to answer questionnaires with four sections, and the interviews only were for 10 students selected randomly.

At the end of this study, the researcher concluded that difficulties faced by students were the lack of opportunities to practice the second language outside and inside the classroom due to the excessive use of students' mother tongue which did not allow students get used to the target language.

Similarly, in the study developed by Öztürk and Gürbüz (2013) about the effects of gender on foreign language speaking anxiety and learner motivation. The researchers used two surveys to collect data from 225 female and 158 male students, at the beginning of the research project 400 MAQ (motivation and attitude questionnaire) were created and 3 questions as part of an interview; it is important to mention that not all of the surveys or questionnaires were analyzed because 17 of them were not well answered and also they were not completed, the surveys contained 30 items: 21 related to motivation and 9 related to instrumental motivation; furthermore, 10 girls and 9 boys were selected to realize an interview. The project was developed with the purpose of analyzing if the students' level of motivation varies agreeing to the gender; the type of motivation differ according to the gender and also, it there are differences in terms of anxiety if the student is girl or boy when they are speaking in a second language.

Thanks to these data collections, they discovered that only female students showed they were more motivated about learning a second language than male students;, moreover, the results showed that female students felt more anxious students while they are speaking in English within the classroom than male students. The researchers think that women want to achieve the best social position, get international business, and all of this makes women feel motivated to achieve their purposes.

In addition, a clear example of intrinsic motivation is within the study about motivation and its changes of Korean EFL middle school students carried out by Kim (2015). This author investigated the internal structure of the second language and the factor that affects students' motivation behavior, and the changes that students have on their motivation with time; for this, she used the method SEM (structural equation modeling) twice during an academic period for 274 EFL (English as a foreign language) learners in a middle school in Korea divided among 143 men and 132 women. The participants completed a survey that helped her to analyze the perception about the learning of L2 (second language). At the end of this investigation, she concluded that students' perception about L2 was important because they were aware of the importance and the impact that English has in worldwide; further the point of view of their parents through L2 learning affected them indirectly since they imagined them as successful people if they domain this second language.

Furthermore, Urrutia and Vega (2010) studied the motivation from teenagers to improve speaking skills through games, the aim of this study was to know how to motivate students to improve their speaking skills using games and which games were adequate to achieve it in a Colombian Public school. The researchers said that student felt afraid of speaking in English in front of their classmates because they were victims of criticism and banters. For this, they diagnosed 40 students' attitude and impressions divided among 20 girls and 20 boys aged from 14 to 18 years old with a questionnaire; also, the researchers used a teachers' journal to check students' process during oral activities, video recordings to analyze deeply students' behavior during the games.

All these instruments were part of an action research project that consisted on the development of activities or programs with the aim of getting real evidence of changes through the participation from researchers and learners to check the effectiveness of a research project. For this reason, they designed a program divided into three sections, the first one was the application of story games, the second one was the application of caring and sharing games, and the third one was the guessing games; they created a lesson plan for each lesson.

At the end of this project, the results were satisfactory due to the students showed improvements on their participation and motivation, the researchers concluded that games contribute on students' behavior when they participate in small groups because they have fun and feel comfortable. The authors think that games in a classroom are beneficial, useful, and sometimes necessary, for them, games stimulate interaction, cooperative work, and common respect and cooperation between participants. Besides, the games provided students feeling of self-esteem because they believed in their abilities during their participation, it created a good environment for learning- teaching process.

Similarly, Mahmoud and Tanni (2014) investigated the role of games in promoting students' attitude towards learning English from the teachers' perspective. This project was aimed to find the effectiveness of games in students' learning and the role of teachers during this process. The researchers used a questionnaire with 30 items to find the teachers' point of view about the implementation of games in teaching a second language and also for checking their role in the students behavior toward learning a foreign language; for this, 20 male and female English teachers chosen randomly that have the labor of teaching English to children aged from 6 to 10 years old in a Palestine school. Further, the researchers used a statistical method to collect the data during the second semester of this scholastic year 2010 – 2011.

At the end of this research study, they concluded that games could provide students enjoyment, pleasure, participation, motivation among other benefits; also, it gave them the energy to catch successfully the learning. Furthermore, the researchers suggested that teachers not only use games to keep active the class environment but also to give a real-life learning.

Dewi, Kultsum, and Armadi (2017) wanted to know the influence and the impact that communicative games have on students' speaking skills. For this, they applied interviews, observations, questionnaires, and tests; the tests were only for students and the rest of instruments were for both teachers and students of a junior high school in Jakarta, Indonesia. Also, they used the CAR (Classroom Action Research) method, they followed a series of procedures that consisted of planning, acting, observing and reflecting.

It is important to emphasize that the teacher at the beginning of the process had a lot of difficulties at the moment to manage the time and keep the behavior of the class, but with the pass of the lesson, the teacher could solve those problems and prevented this happened again with the next stages. Moreover, the students had some problems at the beginning because they felt fearful, afraid, uncomfortable when the teacher asked to participate in any speaking in front of their classmates; the most common difficulties that students faced in this study were the clear expression of ideas, points of view, and feelings, the pronunciation of new words; as a result, they did not want to participate in the games.

At the beginning of the process of study, the students showed a low percentage on their enthusiasm and knowledge but after the intervention, they raise their percentages from 13% to 41%. Thanks to these results, the researchers could conclude that communicative games gave positive results on their learning process and encouraged them to participate actively, self-confidence and fluency in their speaking skill. Also, the use of communicative games avoided the level of stress and boredom on students during the learning process and the use of adequate games for students' level of knowledge brought the success the project needed. The researchers suggested that games should be applied not only in speaking skill but also to improve listening, writing and reading.

In the same way, Korkmaz (2013) studied the primary school children's perspective about the learning of a language through games, and what teachers thought about this issue. For this, the authors chose the quantitative method and used a descriptive statistical analysis; in this study, 121 students of 5th-grade students from different primary schools, and 43 female and 17 male teachers of different institutions participated. The participants had to answer a questionnaire with 23 items related to aspects of games and this use during

students learning the process as for example: general statements, ludic principles of games, types of games, time issues, and possible problems; not all questionnaires were handed out to the teacher, some of them were sent to their e-mails.

Thanks to the analysis of the data, the researchers discovered that both students and teachers had positive opinions about the use of games since it was possible to reduce the anxiety on students and improve the use of English language within the classroom. For this reason, the use of games can make students speak in English more effectively when they are playing it.

CHAPTER II: METHOD

Settings and Participants

The present research study was developed with one group of students. The total of the sample was 30 from 2nd year of baccalaureate at a local private high school in Loja, Ecuador. All the participants were female aged from 16 to 17 years old. Despite the fact that the students were in the same class and learned the same content, they all had different proficiency level. A few students showed a very proficient level of English considering age and level of difficulty because they study a private English institutes. On the other hand, some other students who do not study at English academies had an average level while others did not have the proficiency level expected considering the contents of the school year provided in the English curriculum.

All the students in this research study were exposed to a learning process through games divided into six lessons; each lesson took at least 30 minutes of the English class period that they received three times a week.

Procedure

In order to obtain the right information according to the general objective of this research project, it was necessary to carry out an accurate investigation with the aim of getting real results. For this, it was important to use the most adequate methods, techniques and instruments for collecting data during the whole research process. In the following paragraphs, it is described the procedures to obtain the required information.

Firstly, it is necessary to mention that all theoretical framework was carefully retrieved from reliable sources such as books, journals, and other sources that provided relevant information to be included in the literature review. This information was used to support and carry out this current study. Moreover, relevant studies about the same issues were analyzed in order to be compared and contrasted with the results of this research project.

According to Burn (1999), the action research method has important benefits not only personal but also professional for second language teachers, this method implies the interaction and participation of individuals in order to show changes as proof of a particular searched issue or situation. For this reason, this research followed the guidelines of the action research method, due to some games were applied within an English lesson to discover the effectiveness of them to promote oral activities.

For this purpose, 6 sessions were carried out during English classes in the current school year. The first step was applying a survey to students to find out the perception they

had about games; at the same time, the teacher also answered a survey specially designed to record her perception. Both surveys were filled before the application of games in order to consider students' preferences and level of knowledge and proficiency.

The second step was the development of the games which were applied carefully in a sequence of difficulty. The first one was the image game that was applied using cardboard in front of the class in order for students to share their ideas about the images. The second game was the true and false game. For this game the teacher used images taken from their students' book and pasted on the board; it is important to mention that during the first and second games, the teacher did not give any reward to students.

The third one was the caring and sharing game, to carry it out, the teacher used different questions related to the class topic which was "love". During the activity the students had the change to share their own thinking about the theme. During the fourth class, students played the guessing and speculating game, for this game the teacher used the photo of Michael Jackson, who was a relevant and popular singer. Finally, the fifth one was the story game. To develop this activity, the teacher wrote words randomly on the board in order for students to create a poem using them. Once students finished writing the poem, they were asked to share it in front of the class. It is worth mentioning that during third, fourth, and fifth games, students were given candies as a reward to promote their participation.

In order to carry out this research work, some instruments such as video recordings, teachers' journals, and surveys were designed to provide validity and reliability to the investigation. It must be stated that they showed clear evidence about students' behavior and perspective about games and the way they improve their speaking skills. First, video recordings were important to analyze the students' behavior while the game was played, they also showed some features of students' oral development. Second, teacher's journals were used in all games to check aspects evidenced while the activities aimed to improve students' speaking skills were being developed. Finally, surveys were applied for two phases. The first one was aimed to know the teachers' and students opinions about games, meanwhile the second, was focused on determining the effectiveness of the games once they were applied.

At the end of the process, qualitative and quantitative approaches were used. The quantitative approach was needed to demonstrate the effectiveness of the games in real percentages, while, the qualitative approach was convenient in order to analyze the students and teacher's perceptions about the games providing relevant information. For this purpose, basic statistics were applied to show the results in graphs.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis and Interpretation of the Results

In the following section, the data collected throughout the field research was tabulated, analyzed, and interpreted by using both qualitative and quantitative approaches. The results were divided into three different aspects: The first aspect shows the students' and teacher's perception of games to improve speaking skills, the second aspect illustrates how games can be used to motivate students to improve oral abilities, and the last one deals with the effectiveness of games to improve speaking skills.

Students' and Teacher' Perceptions of Games to Improve Speaking
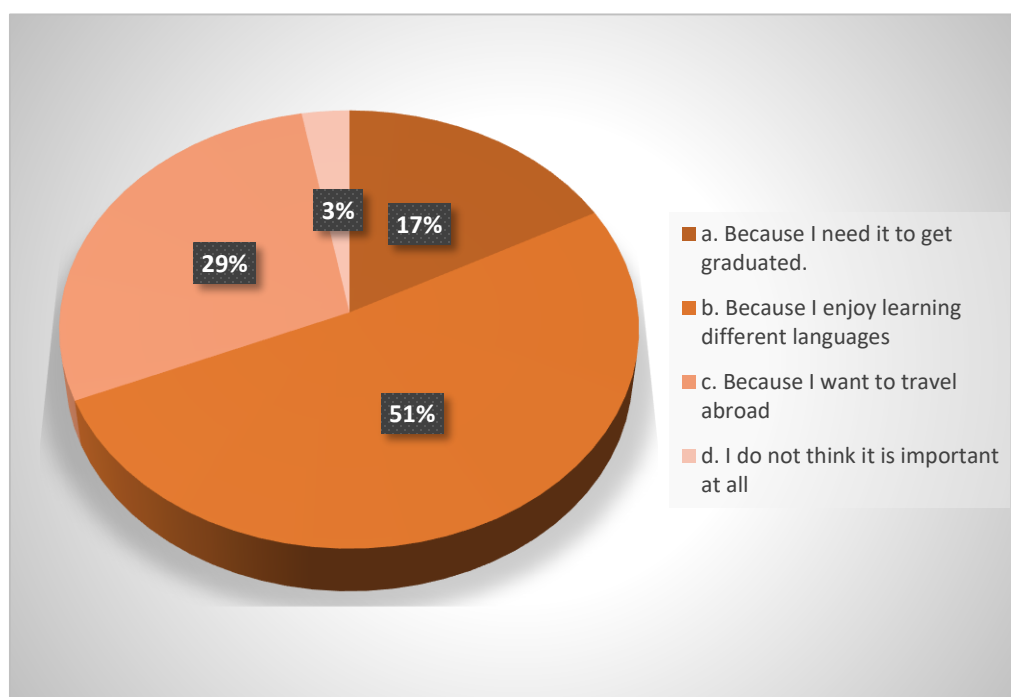
Graph 1. The importance of speaking English
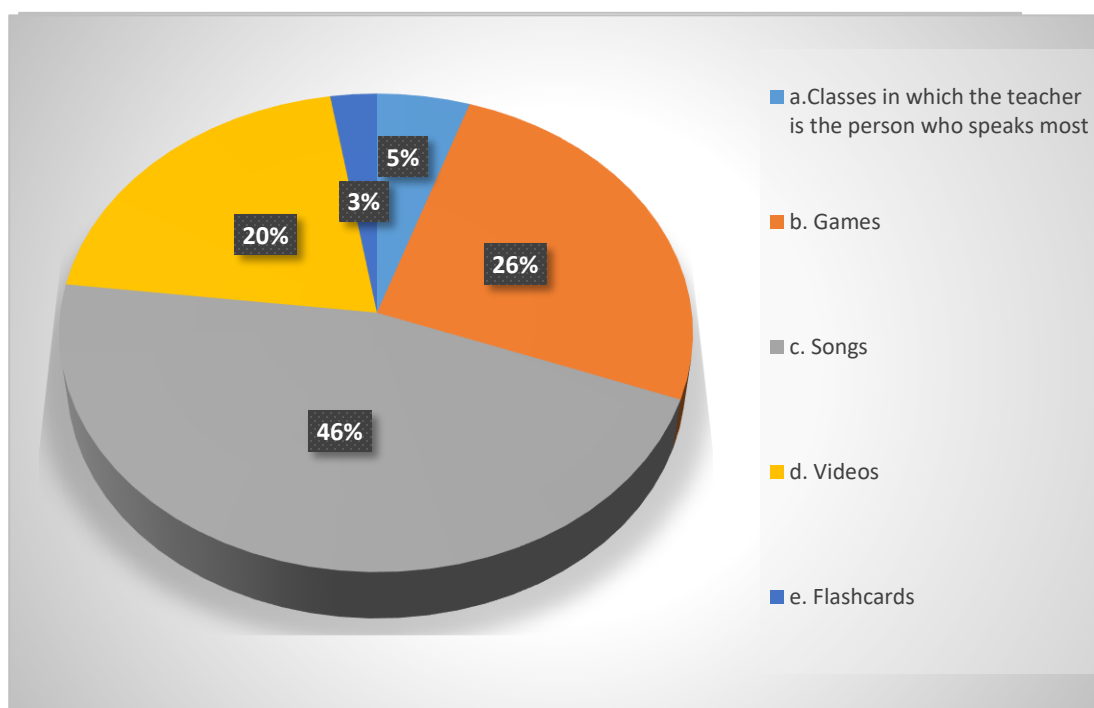Source: Students' survey
Author: Cinthya Gómez

Srikaew, Tangdhanakanond, and Kanjanawasee (2015), Idrissova, Smagulova, and Tussupbekova (2015), and Bygate (1987) expressed that people do not only need the speaking skill itself but also they need a domain of other language skills, the combination and use of them can improve the development of their communication and their studying processes. Speaking is not only the production of words but also the combination of features that help the speaker to produce clear information to be expressed through words; nonetheless, the message will only be understood if the speaker uses the right procedure to

speak. Furthermore, the way that the information is constructed and its meaning will depend on the participant's purposes, the environment, the context and the purpose of the message.

Taking into account this context, students answered a series of questions; considering that to them developing speaking was relevant. According to the graph, 51% of students considered that speaking was important because they enjoyed learning different languages, in this case, English language; 29% of the participants said that speaking skill was important because they wanted to travel abroad, while 17% of them mentioned they need it to graduate.

On the other hand, only 3% of students said that speaking skill was not important for them, probably because it was a little difficult to understand and use the target language (English) in context.


Graph 2. Strategies preferred by students
Source: Students' survey
Author: Cinthya Gómez

To add variety during the lesson delivery, 46% of students said that they like songs as strategy to learn a target language, and 26% of student expressed their preference for games. It must be stated that these strategies were the most relevant for students since they provided language usage in real context, as well as interaction with their teacher and classmates. According to Plass, Homer, and Kinzer (2015), games as a motivational method are able to encourage and motivate learners to participate by providing experiences they will appreciate, enjoy and at the end of the learning process. On the other hand, 20% of students preferred videos, while 5% of students preferred a class in which the teacher talking time

involves most of the lesson; finally, a 3% said that they preferred flashcards as strategy to learn a new language, in this case English.
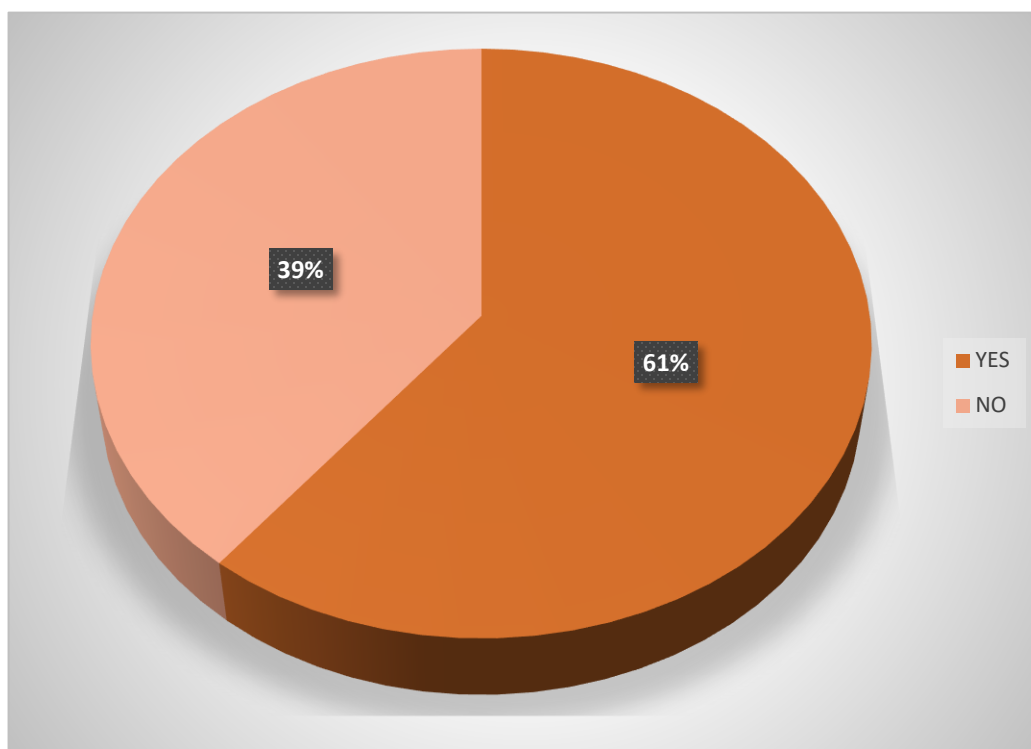

Graph 3. Students' participation through games
Source: Students' survey
Author: Cinthya Gómez

For this section, the students were asked if they practice the speaking skill through games and 61% said that they did; but 39% said that they did not practice it. In this regard, Mubaslat (2012) stated that there are great advantages of using games in the classroom: First of all, they are considered icebreakers and stimulate learners' motivation and competitiveness; moreover, they increase learners' effort and willingness of learning. Besides, games inspire learners to participate, interact, cooperate, and communicate, since they provide a meaningful use of the English language increasing and improving learners' language proficiency.

The performance of games within the classroom can increase learners' abilities in the use of the target language because the participants will use the language with a purpose depending on the situation. Additionally, in the survey provided to the English teacher, it was stated that games make students use the language instead of learning it, and they provide a model of what the learner will use in real life context.
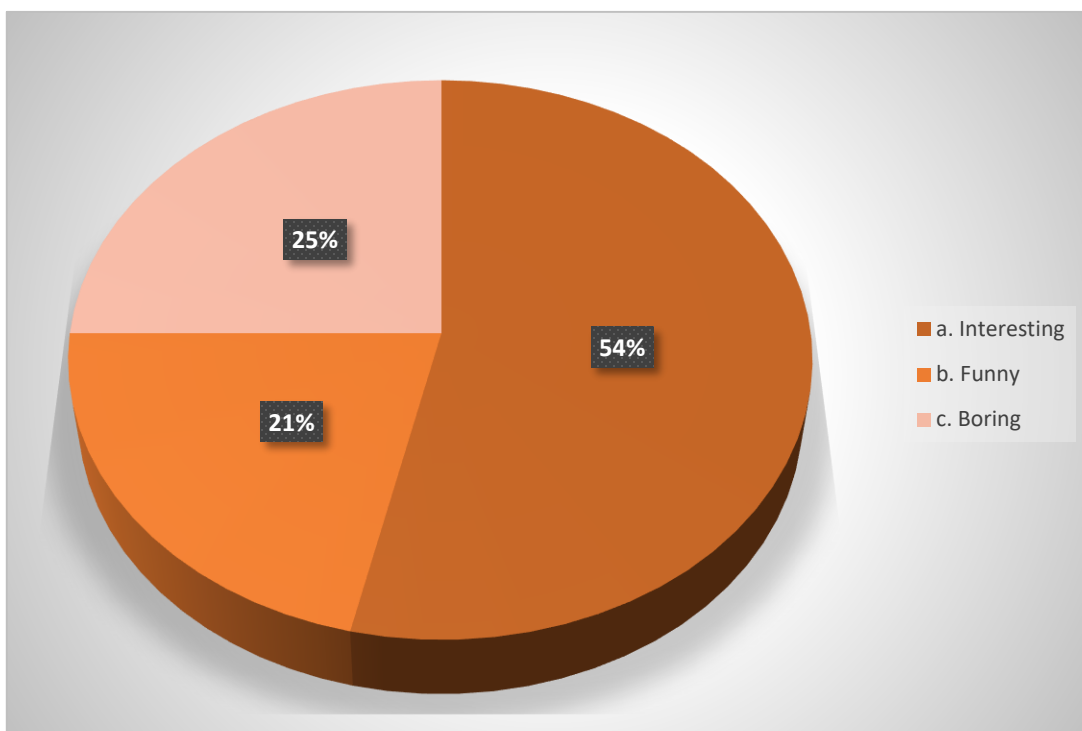
Graph 4. Games as activities used for speaking skill
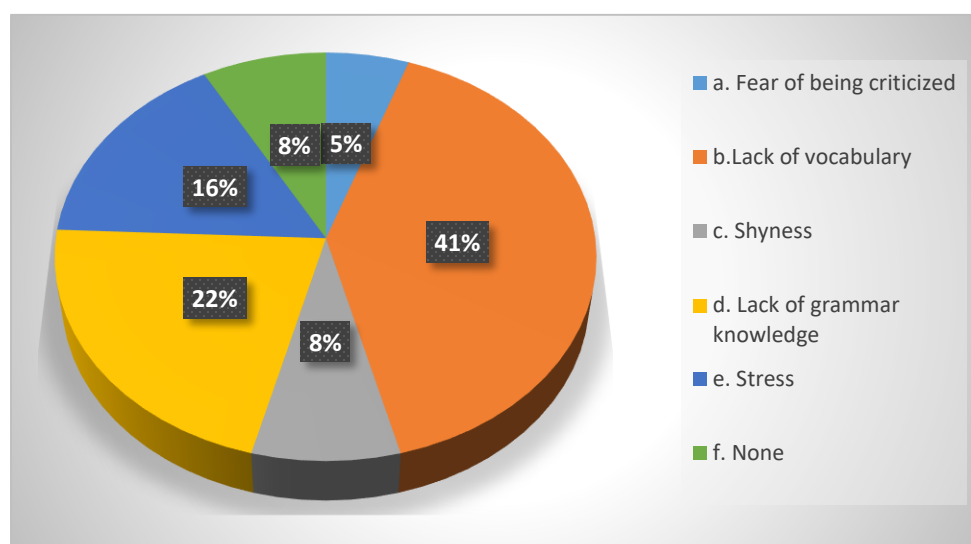Source: Students' survey
Author: Cinthya Gómez

Based on students' perceptions of activities to promote speaking skills, 54% of students believed that activities for speaking during English classes are interesting, 25% of them consider that activities are boring, and 21% reflect that activities are funny. On the other hand, the most preferred activities during the English classes were group activities, role plays and, checking the topics before the lesson to have a previous knowledge. All these activities helped learners to develop the speaking skills in an interactive way since they can share with their classmates and use the target language in a real context making the class enjoyable. In this regard, most of students sometimes speak in English during the activities, and the rest just often. In the same way, the teacher considered that games can encourage students to communicate through a friendly competition and also provide students with an extensive and meaningful language practice; additionally, they entertain learners while enhancing the four skills of language. It must be noted that games promote fluency and help students remember things faster and better. Moreover, they encourage whole class participation and make shy students smoothly involve in the activities. All these aspects, provide learners new learning experiences similar to the ones they experience while learning their mother tongue.

Similarly, Sung and Hwang (2013) discovered that while learners are playing games, they have the same perceptions and feelings, because thanks to this they have the same objectives to share and the same ideas to discuss, at the same time it makes them feel

challenged and engaged in participating in the game. For the authors, games inspire learners to participate in an active way not only to win the game but also to learn which turns into the main objective of using games as a didactic tool within the English class.

On the contrary, Musbaslat (2015) stated that some teachers consider games sometimes as a waste of time because they think that they are only for entertaining or ice breaking and not for learning. In this regard, the teacher in the survey agreed that some games required a lot of preparation and also time consuming. Agreeing with Klimova (2015) who argues that teachers should take into account some important aspects about their role at the moment of implementing games within their English lessons. The first aspect is the students' learning styles because not all students are the same, secondly, the enthusiasm of them to participate in the game, and thirdly, their actual state of mind is also important because if they feel tired they will not participate in any game. Another key point is the organization of the games as a curricular activity because it constitutes a great effort and work for teachers since content, materials, instructions, time, place, among others aspects, will be well prepared for the success of the students' performance when using these games.

Moreover, the surveyed teacher recommends that games within a lesson must be planned and adjusted according to age, level, and interest; since, they will not always apply to the topic or the lesson being taught any time. Similarly, Klimova (2015) considers it is essential to choose the right moment to apply games because the lesson will not be based on games all the time considering the syllabus has limitations because more aspects of students' learning must be covered.

Graph 5. Interferences for speaking skill
Source: Students' survey
Author: Cinthya Gómez

25

According to Bergil (2016), the existence of the speaker as a beginner is not prevented by the linguistic competence itself, nevertheless, limited skills in learners are going to be present all the time. In this section, 41% of students said that the main factor that affects their speaking during an oral performance is the lack of vocabulary; in this regard, Manurung (2015) stated that a poor vocabulary cannot only interfere in the speaking process but it also could provoke misunderstandings and a communication interruption. Moreover, a good pronunciation is one of the essential elements of a clear communication, a poor management of these elements can cause obstacles for EFL students' interactions. Additionally, the rest of students said that grammar knowledge and stress interfere with their communication in English.

Games to Motivate Students to Improve Speaking Skills
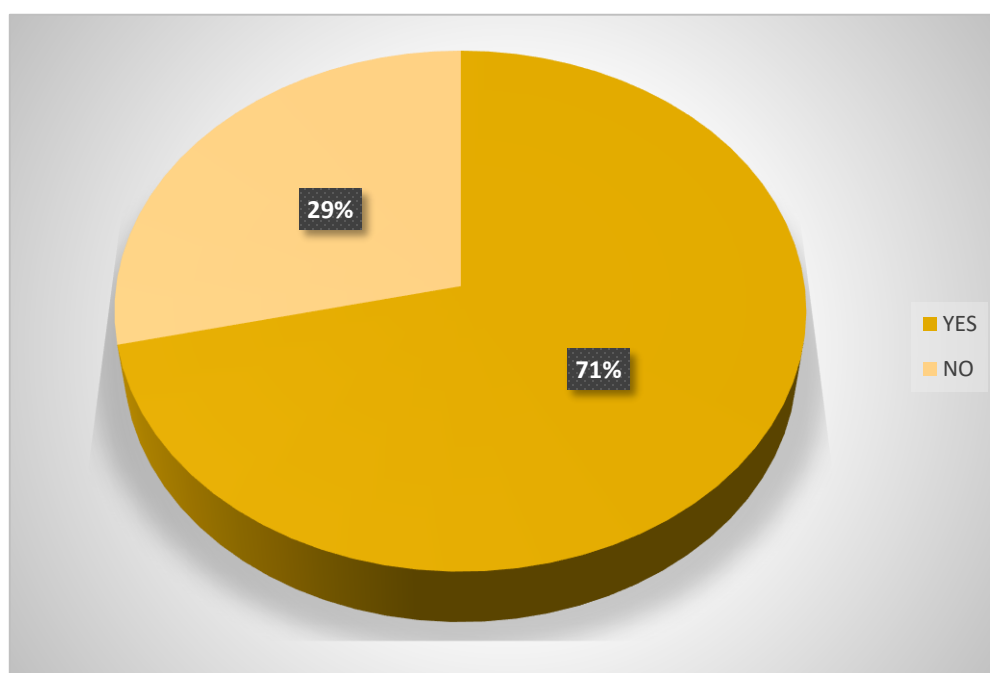
Graph 6. Students' willingness to improve speaking skills
Source: Students' survey
Author: Cinthya Gómez

Güzel and Aydin (2016) argue that speaking is a skill that demands a lot of effort and practice because people can convey a message accurately if they use the language correctly, so that, they will be able to communicate with different kinds of individuals. The effort that students put in their improvement depends on themselves and their desire to be better; on this matter, 71% of students said that they would like to improve their speaking ability by playing games because they give them the opportunity to exchange ideas and interact with their classmates being provided with different settings such as group work or pair work which not only motivate students but also makes them a countable for their own progress.

Furthermore, Urrutia and Vega (2010) stated that games contribute on students'
behavior when they participate in small groups because they have fun and feel comfortable.
In the same way, the teacher strongly agreed that games increase learners' motivation,
entertain learners, and promote whole class participation.

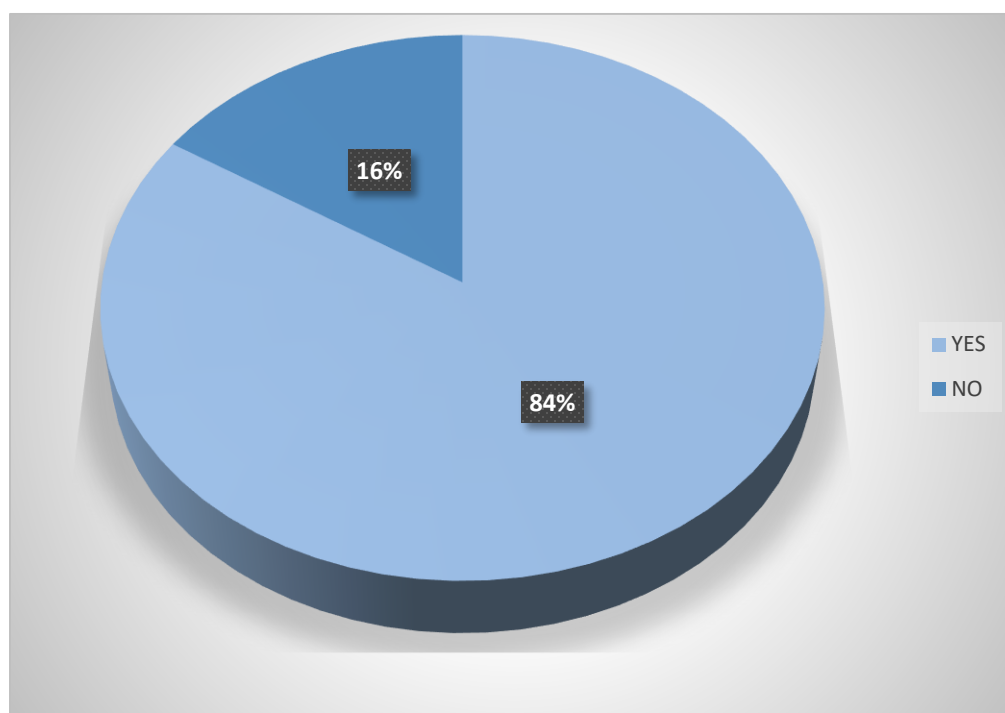**The Effectiveness of Games to Improve Speaking Skills**
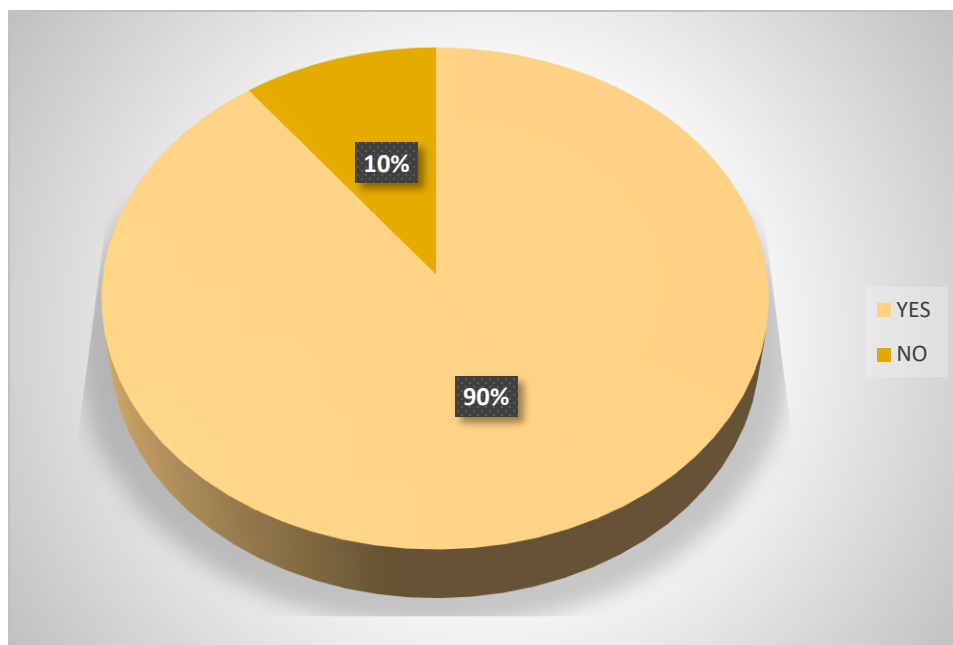
Graph 7. Students' attitudes towards the Picture Game
Source: Students' survey, Teacher's Checklist, and Video Recorder
Author: Cinthya Gómez

Pictures are a very important tool for students and teacher during lesson delivery, and
most of all if they are used for a game. The graphic shows that 90% of the students liked it.
They felt good, comfortable, and motivated playing with pictures; additionally, they could
express their ideas and thoughts freely. In this regard, students said this games make
classes more enjoyable and would like the teacher include them in the lessons. On the other
hand, 10% did not like it. They felt bored and confused because it was not really interactive or
dynamic; moreover, they were not involved in the game either because they felt nervous or
they did not have fluency and enough vocabulary.

Furthermore, using pictures for games promotes participation and gives learners the
opportunity to demonstrate their knowledge. For Zhu (2014), most of picture games
encourage learners to use the language, and at the same time, it gives them the chance to
improve not only their speaking but also their listening skills. Likewise, picture games help
students be more analytic and improve their communication skills.

On the other hand, a checklist was used to measure the effectiveness of the game from the teacher's point of view and the results showed that not all the students participated because they were not able to express their ideas in English; most of them tried to say something but using Spanish. On the teacher's perspective, the objectives were not completely achieved since not everyone was involved, as it could be seen in the recordings.

On the other hand, the activity was appropriate for the class because the vocabulary used was not difficult for learners because it was taken from the students' book. Learners who actively participated seemed happy because they noticed their speaking skill was improving, even though, the teacher had to correct minor pronunciation errors.

Graph 8. Students' attitudes towards the True and False Game
Source: Students' survey, Teacher's Checklist, and Video Recorder
Author: Cinthya Gómez

Making guesses based on pictures or prompts makes the class not only enjoyable but also makes them tackle on their previous knowledge in order to create new knowledge. A very common activity for this purpose is the true and false game. The results showed that 84% of students liked it because they were able to express their ideas; meanwhile, 16% of them did not like it.

In the same way, in the video, it could be seen that students were happy to work in pairs, and the ones who had a good level wanted to participate in order to improve their speaking skill. The game was developed in the same way Rabbani, Vianty, & Zurainda (2016) suggest. For example, when playing true and false sentences, the teacher divides the

students into pairs and provides some sentences to each pair, after that, the students share these sentences with the rest of the class who will decide whether they are true or false; the most important of this game is that students can analyze their answers and provide reasons or examples to explain their decision. Moreover, true and false games promoted students participation, they enjoyed it, and they would like the teacher to include it in other lessons because it was more interesting than just completing the students' book activities to reinforce their knowledge.

However, through the recordings, it was possible to identify that not all students were willing to participate in the game because some were trying to complete activities that were not related to the English subject, and others misbehaved; in fact, Wright, Betteridge, and Buckby (2006) indicate some possible issues that might appear during a game such as the misbehavior of the students, also, not all of the students participate in the game and only expects that others make all the work. Additionally, in the checklist the teacher realized this activity was not appropriate for students because if the topic is not interesting for them, they will not participate. For this reason, the objectives for this game were not achieved; furthermore, not all students spoke in English, just some of them tried to use the second language to transmit their ideas. In fact, the use of mother tongue is still an obstacle for students to improve their speaking skill because their level of self-confidence was low and they were afraid to make mistakes or say something wrong. Furthermore, students did not receive any reward, with the purpose to identify if they participate without any influence and
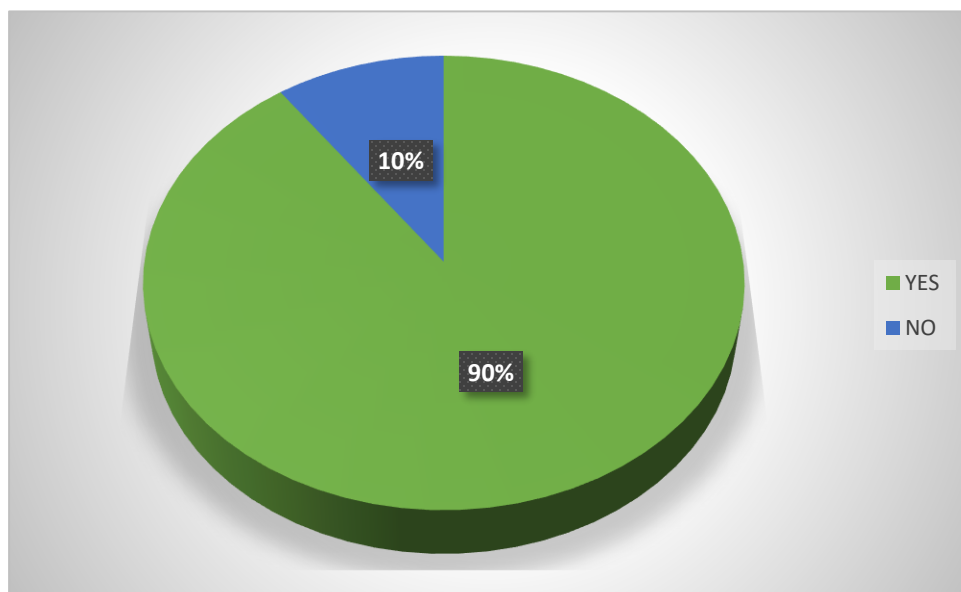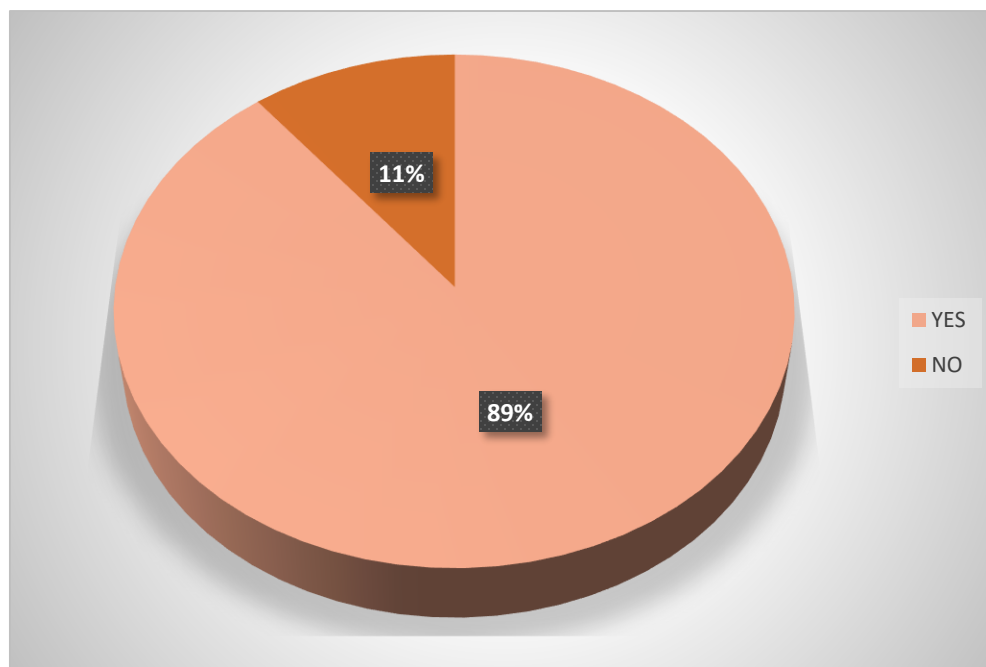

Graph 9. Students' attitudes towards to Caring and Sharing Game
Source: Students' survey, Teacher's Checklist, and Video Recorder
Author: Cinthya Gómez

the results showed that without the reward they were not motivated to participate or being involved in the game.

Students' opinions are very important aspect to consider while delivering the lesson since it shows the teacher cares about what they think. Considering this aspects, the caring and sharing game was used and the results showed that 90% of students enjoyed it. Most of students said that the game was interesting, fun, as well as interactive allowing students to express their feelings and opinions in the target language and get immediate feedback for mispronunciations or ask for clarification because the topic was familiar and appealing to them; besides, students consider that teacher should use this type of game because they can use their previous knowledge to create more knowledge. On this matter, as Rabbani, Vianty, & Zurainda (2016) mentioned, when students have empathy with the information shared by others, then a friendly environment is created. In this regard, the teacher in the checklist considered that the game was appropriate for students because the topic and vocabulary was appropriate for students' level, and students' interest on the topic was evident. It must be noted that, the communication between students and teacher was effective, all the game was performed competently and without any interruption; however, the speech was affected in a minimum way by the use of students' mother tongue.

According to the video recordings, checklist, and students' answers; more than half of them seemed happy to participate in the game because they were able to express their opinions about the topic. It is important to emphasize that students received external rewards (candies), and it was evident that they were motivated to participate in an extrinsic way, Gullu, Sahin, and Kiziloglu (2018) expressed that a person may be motivated to do something only if a reward is provided. Similarly, Ng and Ng (2015) argue that learners are also motivated in an extrinsic way because their learning is attained to rewards which are specifically grades or approvals, these rewards are not linked to a learning overcoming. On the other hand, rewards turned into a distraction since students were curious about the gift rather than listening to the teacher's instructions.

On the contrary, 10% of students did not have a positive reaction to the game and were not willing to participate, not only they did not have enough vocabulary or knowledge about the topic but also they were distracted either completing activities from a different subject or talking about something completing different using Spanish. This behaviour makes students have a low performance during the game as well as in tests or lessons, and that leads to a poor improvements on their speaking skills.

Graph 10. Students' attitudes towards the Guessing and Speculating Game
Source: Students' survey, Teacher's Checklist, and Video Recorder
Author: Cinthya Gómez

A guessing game provides learners the opportunity to guess or infer some kind of information for instance a word, a phrase, an object or a location relying on their previous knowledge. The graph described that 89% consider it fun, interesting and interactive. On this matter, Rabbani, Vianty, and Zurainda (2016) stated that these games consist of learners going in front of the classroom with a specific object, word, or sentence in mind, and the others have to speculate what it is by asking questions and guess what the word is. They also said that participants must make a correct use of language, grammatical rules and give their best try.

Based on it, the teacher considers that the game was appropriate for students because the vocabulary, level of difficulty, and characters were adapted to students' level; moreover, this game promoted the students' participation since most of them were involved and engaged; which was evidenced in the video recordings. Students considered that guessing

and speculating when the teacher provides pictures is highly motivating since it increases oral participation, interaction and improvement of their speaking skills. At the same time, the teacher in the checklist considered that the objectives were accomplished because most of the students participated and tried to use English most of the time to get the reward, and that could be seen in the video recordings. Besides, the teacher considered that students improved their speaking ability because while they were speaking, the teacher was correcting the spelling mistakes and mispronunciation and they correct them immediately; in this regard, Idrissova, Smagulova, and Tussupbekova (2015) stated that learners are going to face some problems when learning a new language, for example, mispronunciation, meaning of new words, listening issues. However, the influence of students' mother tongue could not be avoided.

On the other hand, 11% of students did not like the game because they were distracted completing other assignments or talking about other topics; on that matter, Manurung (2015) believed that teachers have problems to encourage learners to speak only in English because students resist to use it to express their ideas or opinions, also they assumed that learners do not feel the necessity of speaking in English because it is not part of their daily life and they do not maintain contact with other native speakers. Furthermore, the teacher felt the preparation of the game and the topic did not motivate the students.
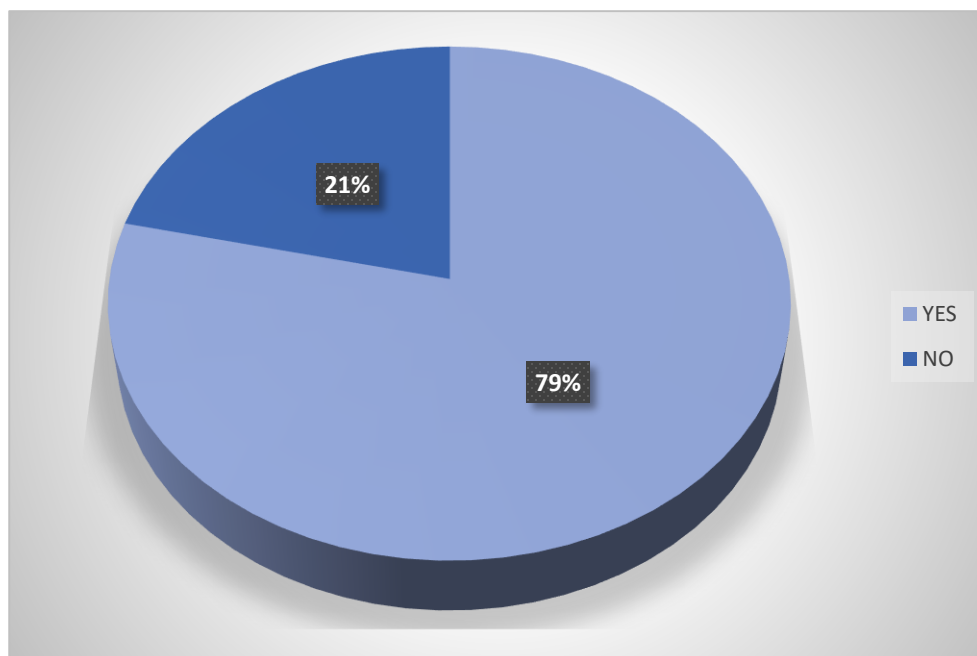

Graph 11. Students' attitudes towards the Story Game
Source: Students' survey, Teacher's Checklist, and Video Recorder
Author: Cinthya Gómez

In order to help learners use the target language in context, story-telling is a useful tool to put the language into practice. In the observed class, the students had to create a poem using the words provided by the teacher on the board. The graph shows that, 79% of students liked the story game because it was entertaining, different, and fun; for Amrullag (2015), the main objective of using a game in a lesson is to help students improve their learning with interactive activities. According to Wright, Betteridge, and Buckby (2006), this game encourages students' creativity to produce and share information in an oral way. To the authors, the advantage of this game is that students will not only use their imagination, they will also use rely on their own vocabulary and knowledge. Moreover, students considered that the teacher should include this game in the lesson more often.

Contrary, the 21% did not like it. They considered that the story game was boring and a few of them did not understand the activity at all, meanwhile others were interested in things such as asking the teacher for their scores or doing other activities. Rabbani, Vianty, and Zuraid (2016) said English teachers who want to use games as part of their lessons should be patient when explaining and applying the games in the classroom since sometimes there are unexpected situations such as the environment, the classroom size, students' misbehavior that hinder the smooth flow of the activity. Moreover, most of the students wrote the poem but not all of them wanted to share it in an oral way, probably they were afraid of making mistakes and did not want to be corrected in front of their classmates.

In the same way, the teacher considered that the game was not appropriate for students because it took a lot of time for them to create the poem, and not all of them had writing abilities. Diaab (2016) believed that some difficulties faced by students were the lack of opportunities to practice the second language outside and inside the classroom due to the excessive use of mother tongue which did not allow students to get used the target language. Furthermore, the objectives were not accomplished because not all students participated, they did not pay attention, and almost half of the students did not use English to communicate their ideas. For this reason, they did not improve their speaking skill with this game. In the same way, the video recordings, evidence the excessive use of the students' mother tongue. Besides, students believed that the story game must be improved to be more dynamic providing the opportunity to interactive with others while using the target language

CONCLUSIONS

The application of games within English lessons for improving students' speaking skills were effective. Most of the activities were appealing to them and they were really responsive not just to participate but also to use the target language during the activity. However, not all the learners were motivated to interact during these activities due to external factors such as fear of making mistakes in front of the classmates or being corrected by the teacher.

Based on the results, the caring - sharing games, guessing - speculating games, and true and false games were the best for motivating students to participate in oral activities; during these games, students used English most of the time. On the other hand, the rest of games such as image and story were not really effective and students considered they were boring.

For students, games were interesting and enjoyable. Learners pointed out that they preferred activities in which they had knowledge of the topic, interaction with others, and be rewarded; but most importantly, improve their speaking skill. Furthermore, students who studied in English academies were usually trying to help their classmates.

On the teacher's point of view, games created an interactive environment and provided students the opportunity to practice the target language in a fun way. Additionally, the teacher agreed that games must be included as part of the curricular activities because they are useful for reinforcing students' knowledge in the target language.

Furthermore, rewards during games application were significantly motivating for students since they participated actively and freely. When they did not receive any reward their motivation decreased significantly because they felt they did not have enough knowledge to express their ideas correctly, that is why the teacher had to push them to organize at least one idea to share with the class.

The teacher's energy and the way in which he or she performs activities such as these has a great influence on students' participation. It is important to emphasize on this aspect because the way in which students respond will also depend on the teacher's attitude and how he or she engaged them with the activities.

RECOMMENDATIONS

It is advisable that teachers constantly include games within their English lesson because they help to avoid repetitive lessons that might make students lose interests in their English learning.

It would be recommended that teachers be aware that not all games are interesting for students, in this case, the caring - sharing games, guessing - speculating games, and true - false games are a good options to enhance students to actively participate. Furthermore, the teacher should improve and innovate its use in order to make the activities more effective.

Furthermore, the teacher should provide students previous vocabulary, instructions or recommendations before any game in order for students to be prepared and for the teacher to take advantage of the time. Also, students' proficiency level should be considered so that all the students can be involved.

It is advisable that English teachers take advantage of games to not only practice or reinforce speaking skills but also others such as listening, reading and writing in order to increase students' knowledge and proficiency in the target language.

It is important to enhance students' participation by using rewards when applying games. These can be used as a useful strategy to motivate students and increase their participation, even if some of them feel they do not have enough knowledge to produce their ideas in the target language.

The teachers' attitude and preparation are important aspect when games are applied during the lesson. If teachers are not active, knowledgeable or willing to catch students' interest, the game will not be really effective and will not contribute to students' learning. It is recommended, for the teachers to be constantly updating their knowledge as well as their skills.

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ANNEXES

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CHECK LIST FOR TEACHERS' JOURNAL

Date: _____

Game: _____

Students' group: _____

STATEMENTS	OPTIONS		
	YES	NO	WHY?
Have all the students participated during class?			
Was the activity appropriate for the class?			
Were the objectives for the activities accomplished?			
Do the students seem happy to play games?			

Do the students try to speak in English during the game?			
Are the students improving their speaking skills?			
Do you have any suggestion for the next activity?			
Was the communication effective, task performed competently, speech almost never marked by non-native characteristics?			

Annex 2. Format of post-test for students

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POST TEST FOR STUDENTS

Dear student, taking into account the activities developed today, please be very honest answering the following questions.

Date: _____

Game: _____

    1. How did you feel during the English class?
    _____
    _____

    2. Did you like the game developed today?

<div align="center">Yes (   ) No (   )</div>

Why? _____

    3. When did you have the chance to express yourself orally during the English class?

_____
_____

    4. Do you consider that the game promoted your partners' participation during the class?

<div align="center">Yes (   ) No (   )</div>

Why? _____

5. Do you consider that the game motivated students' oral participation today?

_____

_____

6. **Would you like for the teacher to continue using games during the English class in order to motivate students' participation?**

<div align="center">Yes (   ) No (   )</div>

Why? _____

Thanks for your collaboration!

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STUDENTS' SURVEY

As part of this research project about "*the use of games to improve speaking skills on baccalaureate students of a private high school"*, you were chosen as participants for collaborating with the mentioned study, this is an action research project in which games are included in some lessons; they will help you to improve your speaking skill at the English language learning. Dear student, please answer the following questions, this is not a test, we are interested in your personal opinion about games within English lessons; please give honest answers as this will improve the activities in class in the future.

1. **Why do you think it is important to speak English?**

    a. Because I need it to get graduated. (   )
    b. Because I enjoy learning different languages (   )
    c. Because I want to travel abroad (   )
    d. I do not think it is important at all (   )

2. **How often do you use oral English during the class?**

    a. Always (   )
    b. Almost always (   )
    c. Sometimes (   )
    d. Never (   )

3. **What kind of activities can help you to speak English in class?**

    a. Role play activities
    b. Performance activities
    c. Checking the topics before classes to have a previous knowledge
    d. Games within lessons
    e. Group activities
    f. Other which one_____

4. Do you practice speaking through games?

Yes ( )   No ( )

5. **How often does the teacher use games in the English classes to develop speaking**?

Always ( )   Often ( )   Sometimes ( )   Hardly ever ( )   Never ( )

6. How often do you speak English during class?

Always ( )   Often ( )   Sometimes ( )   Hardly ever ( )   Never ( )

7. The activities used in English class for speaking are:

Interesting ( )   funny ( )   boring ( )

8. What strategy do you prefer to be used to develop speaking skills in English class?

a. Classes in which the teacher is the person who speaks most ( )
b. Games ( )
c. Songs ( )
d. Videos ( )
e. Flashcards ( )

9.   What factors interfere in your speaking or make your oral performance difficult during English class?

a. a. Fear of being criticize ( )
b. b. Lack of vocabulary ( )
c. c. Shyness ( )
d. Lack of grammar knowledge ( )
e. Stress ( )
f. f. None ( )

10. In what way do you practice your speaking skills?

a. a. Work in pairs ( )
b. b. Work in groups ( )
c. c. Individual ( )

11. Would you like to improve your speaking skills by playing games?

Yes ( )   No ( )

12. The use of games in your speaking skill makes you:

a. Feel confident (   )
b. Learn from each other (   )
c. Have more opportunities for exchanging ideas (   )

Thanks for your collaboration!

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SURVEY FOR ENGLISH TEACHER

Dear teacher, this questionnaire is designed to help us to get a better understanding of your perceptions about the use of games within English lessons for improving students' speaking skills. Your answers are confidential. Please go through the following questionnaire and put (X) in the place that represents your opinion.

Item	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
GAMES:					
Help learners to sustain their interest					
Increase learners' motivation.					
Encourage students to communicate.					
Provide intensive and meaningful language practice.					
Entertain learners					
Enhance the four skills of language.					
Promote fluency.					
Involve friendly competition					
Employ meaningful and useful language in real context.					
Help students remember things faster and better.					
Help shy students to participate.					

Promote whole class participation.					
Bring real-life situations to classroom					
Adjust for age, level, and interest					
Waste one's time.					
Provide a model of what learner will use in real life context.					
Make the students use the language instead of learning about it.					
Enable learners to acquire new experiences.					
Be student-centered.					
Create reasonable responses even to reluctant children.					
Be good for revision and fostering previous learning.					
Add diversion to the classroom activities.					
Help students learn the target language the way they learn their mother tongue.					
Make the teacher acts as the only source of knowledge.					
Be merely for fun.					
Create class chaos.					
Increase anxiety.					
Require a lot of preparation.					

Comments:

_____
_____
_____
_____

Thank you for your time!