

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

**MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA**

**TEMA: “LANGUAGE GAMES FOR PROMOTING THE SPEAKING SKILL
ON ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION”**

Trabajo de investigación, previo a la obtención del Grado Académico de Magister en la
Enseñanza del Idioma Inglés como Lengua Extranjera.

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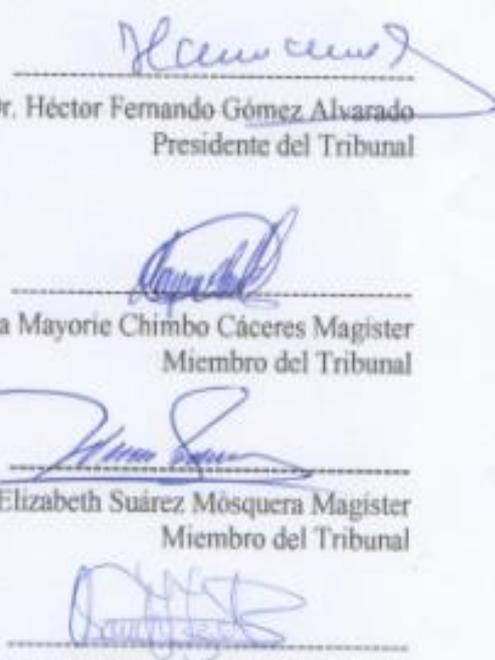
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Ambato - Ecuador

2018

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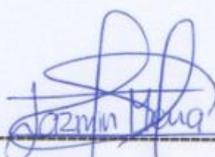
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DEDICATORIA

Con una especial dedicación primeramente para Dios, mi Padre Celestial, quién me dio la fortaleza, inteligencia y sabiduría para terminar este trabajo de investigación. También quiero dedicar este trabajo a mi madre quién me animó y apoyo para alcanzar esta meta profesional.

AGRADECIMIENTO

Con un corazón muy agradecido primero para Dios todopoderoso. Reconozco que sin su ayuda y guía divina, este trabajo no hubiese sido posible. Agradezco también a mi familia quienes me han apoyado incondicionalmente, en especial a mi madre por su gran apoyo. También quiero agradecer a mis compañeros de trabajo quienes compartieron sus conocimientos de investigación y fueron un gran aporte para terminar este arduo trabajo. Gracias a todos mis profesores quienes me inspiran a seguir creciendo profesionalmente.

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DIRECTORA: Licenciada Ximena Calero Magíster

FECHA: 14 de Febrero del 2018

RESUMEN EJECUTIVO

El objetivo de esta investigación es descubrir si los juegos promueven la habilidad oral de los estudiantes de inglés en la educación superior. La población de esta investigación fue cincuenta y dos estudiantes de los primeros niveles del Centro de Idiomas Extensión de la Escuela Superior Politécnica de Chimborazo (ESPOCH). Veinte y seis estudiantes formaron el grupo experimental y los otros veinte y seis el grupo de control. Una prueba de diagnóstico fue aplicada a los dos grupos para conocer su nivel de inglés. Los resultados de esta prueba demostraron que los dos grupos tenían un nivel bajo. Es por esta razón que los juegos fueron aplicados como una estrategia para mejorar la habilidad oral de los estudiantes en el grupo experimental. Después de este proceso, los estudiantes en los dos grupos tomaron una post prueba para saber si la estrategia de los juegos hizo alguna diferencia en la habilidad de habla. Los resultados indicaron que los estudiantes que pertenecieron al grupo experimental obtuvieron una mejor nota promedio en comparación al promedio del grupo de control. Por tal motivo es importante señalar que el grupo experimental superó al grupo de control. En base a estos resultados, se sugiere a los profesores usar juegos en sus planificaciones para reforzar la habilidad oral.

DESCRIPTORES: aprendizaje, estrategia de enseñanza, estudiantes del idioma inglés, grupo de control, grupo experimental, habilidad oral, juegos, post-test, pre-test, profesores del idioma inglés

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AUTHOR: Licenciada Jazmina Ivonne Mena Mayorga

DIRECTED BY: Licenciada Ximena Calero Magíster

DATE: February 14th, 2018

EXECUTIVE SUMMARY

This research aimed to find out if language games promote the speaking skill on English language learners in higher education. The target population was fifty-two students of the first levels at the Centro de Idiomas Extensión at the Escuela Superior Politécnica de Chimborazo (ESPOCH). Twenty- six students became the experimental group and the other twenty six students were part of the control group. A pre-test was applied for both groups in order to know their speaking level. The results demonstrated that both groups had a low speaking level. Consequently, language games were applied as a strategy to enhance speaking for learners in the experimental group. After this process, students in both groups took a post-test to see if the language game strategy made any difference regarding the speaking skill performance. The findings indicated that the students who belong to the experimental group got a higher average in the speaking post-test in comparison with the average obtained by the control group. Therefore, it is important to admit that learners in the experimental group outperformed learners in the control group. Based on these findings, it was suggested for professors to use language games in their lesson plans to enhance the speaking skill.

Key words: language games, speaking skill, English students, English professors, teaching strategy, control group, experimental group, pre-test, post-test, learning

INTRODUCTION

Teaching English as a foreign language in Ecuador is a challenging job because the only opportunity for learners to practice their speaking skill is inside the class. This fact encourages teachers to be prepared with the necessary teaching tools to enhance this ability. Therefore, this inquiry focuses on language games as a strategy to promote the oral language. The main aim of this work is offering teachers alternatives for their classes to be meaningful and entertaining.

The English oral production of higher education students in Ecuador is deficient. An evidence of this fact is that they attend to English classes since they are little kids, but they do not speak English when they are at university. This is another reason for teachers to look for activities that motivate students to use the language and communicate. That is why this study researches if the use of language games promotes the speaking skill on higher education students. The researcher used a quasi-experimental design with control and intervention groups. First, both groups took a pre-test to know about their speaking level. After that, the intervention group experienced learning English by playing games in class. The findings show that learners at the experimental group had improved their speaking because they obtained higher grades than learners in the control group. Therefore, the results of this work confirmed the effectiveness of applying language games as a strategy to develop speaking.

In the first chapter, the problem of this study is fully described. The contextualization analyses the problem globally but also in the center where this inquiry was performed. General and specific objectives are established as well as the valid reasons to justify this work. The prognosis alerts what will happen in the future if the problem is not tackled on time.

In the second chapter, the research background illustrates authors who already investigated either both variables or one of them. The philosophical foundations

explain the educational convictions this investigation relies on. The legal basis shows the law that supports this work. After that, a theoretical framework is presented, it contains the most important literature of the dependent and independent variables. Then the hypothesis is clearly set and also the variables signaling.

In the third chapter, the basic method and level of research show the design this research follows. The sample states the number of people involved and the operationalization of variables displays the development of the instruments for this work. Method of data collection is where these instruments are carefully described one by one. Data collection and analysis exposes how the data is organized and what are the tools to analyze it.

In the fourth chapter, the analysis of results is presented with the findings displayed in figures and charts. The hypothesis verification is also established along with the bell curve.

In the fifth chapter, conclusions and recommendations are given after the results found.

In the sixth chapter, the proposal contains a booklet based on language games for the speaking skill development of English as a Foreign Language Learners (EFL). This booklet presents a brief introduction, contents and ten language games completely described.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

LANGUAGE GAMES FOR PROMOTING THE SPEAKING SKILL ON ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION.

1.2 Problem statement

1.2.1 Contextualization of the problem

Ecuadorian people start learning English since elementary school until they go to university. This statement absolutely confirms that learners have a long time of exposure to the language. However, they are not able to communicate in English. An institution encharged of researching regarding the English language in Ecuador, claimed that it has a low English level. Education First (2017) declares that Ecuador got the fifty-five place among eighty countries that were evaluated by the English Proficiency Index. They also added that the average Ecuadorian students obtained in this test was forty- nine over one hundred. The low English level Ecuadorians have is a vast concern for the autrotities who are in charged of language policy and planning.As a consequence, they determined to reinforce the English level teachers and professors have in the different education settlements around the country.This can be found in the law according to Acuerdo Ministerial N. 41-13 from the Republica del Ecuador, Ministry of Education (2013). Thus, it was mandatory for all Ecuadorian English educators to get a B2 certificate as established in the Common European Framework of Reference (CEFR).Unfortunately, this law has not solved the low English level in this contry completely.

The problem is still evidenced when most higher education students do not speak English. This might be happening due to different factors such as teaching methods, lack of intrinsic and extrinsic motivation or low future expectations. Firstly, professors play such an important role in this process of learning a language that if they do not look for the right strategies to make the classes meaningful and

entertaining, students lose interest in learning the language. (Calle, Calle, Argudo, Moscoso, Smith, Cabrera (2012) asserted that students have limited use of the English language because of the lack of effective teaching strategies. This ratifies that the problem is not only the English proficiency a professor could have, it has to do with the way the teaching process is carried out. Therefore, it is clear that there are problems in the teaching-learning process that must be tackled with immediate action. On the other hand, speaking is a productive skill which necessarily needs to be practiced in class. Reading and writing could be sent as homework, but there is no other opportunity for students to talk that it is inside the class. For that reason, professors should be able to apply different strategies to make students talk and be able to communicate.

At the Centro de Idiomas Extensión at Escuela Superior Politécnica de Chimborazo (ESPOCH) learners are eager to learn and they want to be able to speak English. In fact, the main aim is to get learners prepared to take the Preliminary English Test (PET). Nonetheless, first level professors diminish their intrinsic motivation by using old fashioned teaching methods and strategies such as grammar translation, conversation repetitions, grammatical classes or book filling. Consequently, learners in the first levels do not speak the language they are learning, they become easily bored and some of them even quit. That is why professors must be aware of the different strategies available to take students from intrinsic to extrinsic motivation.

1.2.2 Critical analysis

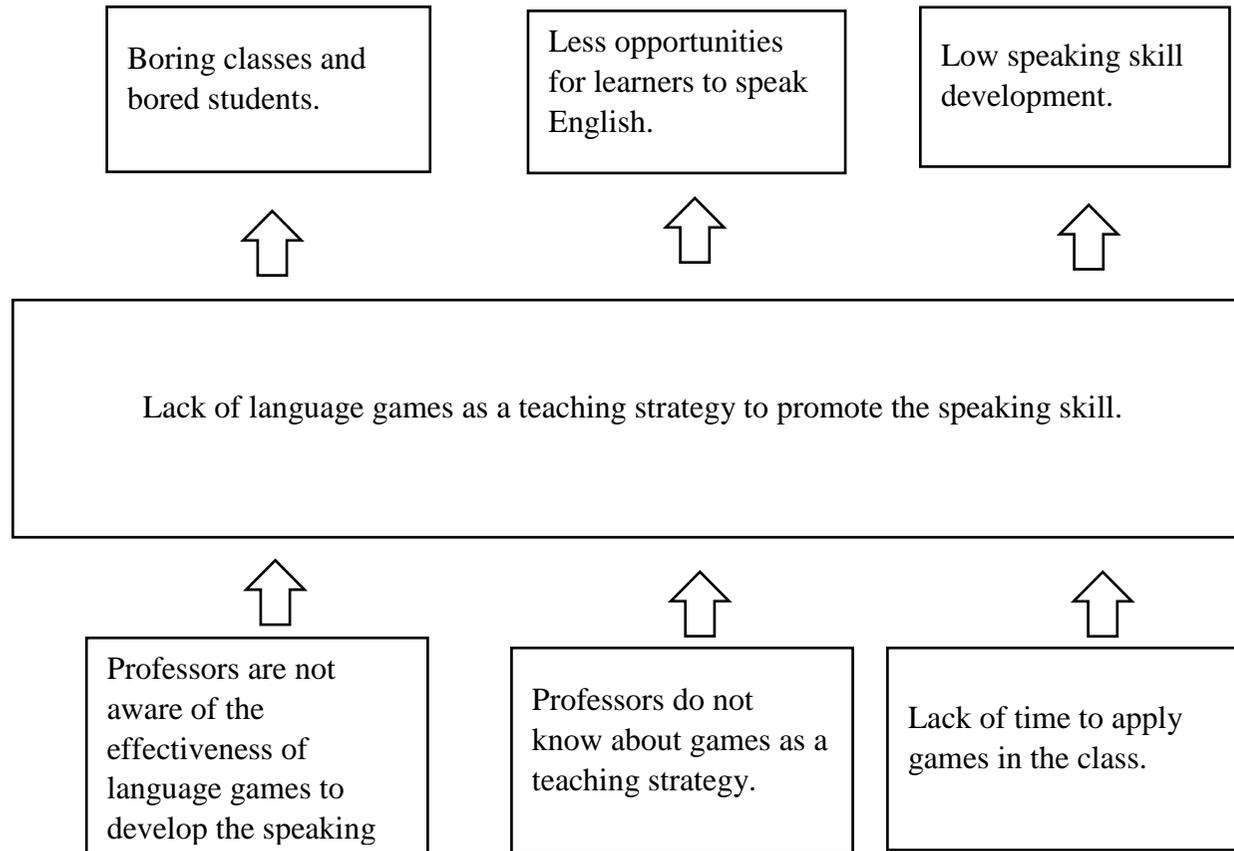


Figure 1. Problem mind map by Mena, J. (2018)

The fact that English professors are not aware of language games to develop the speaking skill causes boring classes and bored students. If there are not dynamic activities learners get bored easily and the learning process becomes exhausting for teachers and students. Due to short attention span, it is necessary to include a lot of activities for the class to be active and productive. Most students like to play games in class because they make them smile and have fun. In addition, some games required students to move around, talk to each other and get involved in their own learning. For all of these reasons, it is advantageous to have knowledge about games that can be performed at the beginning of the class, during the class if students are bored and at the end of the class as a wrap-up.

A second fact is the belief that games are just games and do not develop any skill. This reduces the opportunities for students to speak English. Professors think games are only applicable to kinder garden or elementary school students, but not for university students. But they are not aware of adults and young adults enjoying games as part of the lesson. In every class, there are shy students who do not like to speak because they are afraid of making mistakes in front of their classmates. Game strategy takes mistakes as part of the learning process, so shy learners feel ok when making mistakes.

The last fact is the lack of time to teach English. Teachers might have the best lesson plan, but the two hours become short time to perform all the activities planned. Besides, it is mandatory to reach all the content proposed in the syllabus and of course make sure students use the book they paid for. Therefore, time will be another reason why teachers prefer to do what is mandatory rather than having fun activities in the class. Dealing with time is an issue all teachers face in spite of planning.

1.2.3 Prognosis

If language games are not used as a strategy to teach English, learners will have low motivation to come to class every day. They will probably miss classes due to lack

of motivation. As a result, if this problem continues students in the first levels will quit and the Center will lose students and this is not a positive fact neither for professors nor the authorities. Another point to be analyzed is that students get easily distracted after a few minutes of paying attention in the class. If the teacher is the one who speaks all the time, the Center will have bored students, and this will be another reason for quitting. Finally, if students develop the speaking skill only through formative assessment, they will always be corrected when speaking, so they will refuse to produce oral language. Learners will think speaking is hard. When students are promoted to the next levels, they will show they do not enjoy speaking English.

1.2.4 Research Problem Formulation

Do language games promote the speaking skill on English language learners in higher education?

1.2.5 Research questions

- What language games promote the speaking skill?
- How effective are language games as a teaching strategy to develop the speaking skill?
- What is the students' response towards language games?

1.2.6 Delimitation of the Research Problem

Field: Education

Specific field: Language teaching

Aspect: Language games

Specific place of research: Centro de Idiomas Extensión at Escuela Superior Politécnica de Chimborazo (ESPOCH).

1.3 Justification

The first interest to carry out this research is to enrich English professors' strategies repertoire and to be able to provide students with the best environment to develop

their ability to speak English. A second interest that encourages the researcher to investigate this topic is the curiosity behind the question about language games being considered an effective strategy to improve the speaking skill. The researcher herself is an English professor who is deeply interested in becoming a better professional every day, therefore a better human being who helps students to have a different perspective regarding English and how it can open new opportunities in their lives.

This research is relevant because it contains specific and important literature regarding language games as well as the speaking skill. All the information about these variables was carefully selected to support higher education professors to have concrete information to rely on. This research is also important because professors can also apply language games in their classes, that means, this research is not only of theory importance but also it brings professors and students to have practice by the use of language games.

This investigation is considered innovative because it explains how language games influence the development of the speaking skill. Additionally, it gets useful information for English teachers to apply games in the English classes. What is different from other inquiries is that the proposal goes beyond a written book, professors will also find each game as a YouTube video. This makes the process of applying games easier and faster. Since everybody learns through YouTube videos, the idea of learning to apply games in the class through videos is very new and I have not found videos on internet that explain in an interactive way how to perform this language teaching strategy.

It is also important to mention that this research is doable because it counts with the appropriate guidance and the information needed is available in books, e-books, magazines, articles and websites. This research counts with the availability of internet access twenty-four hours a day, so this facility helped the researcher to download the literature needed to investigate. Additionally, Ambato has really good

libraries where great English books are available. These books surely contributed to the development of this work.

The beneficiaries of this inquiry are the students at Centro de Idiomas Extensión and the professors who work there. Professors are always interested in learning new ways to motivate students to learn English that is why this research would be a great contribution for them. In addition, the speaking skill is the most important skill and the hardest to be developed. If teachers know about games, they will help students to interact more often in class. On the other hand, students will have better grades when taking the speaking test. They will feel motivated to learn English since they see they are able to use English to communicate.

1.4 Objectives

1.4.1 General

To investigate if language games promote the speaking skill on English language learners in higher education.

1.4.2 Specific

1. To identify different language games to enhance the speaking skill.
2. To detect how effective are language games as a strategy to develop the speaking skill.
3. To determine if students' response to language games is favorable.
4. Based on the findings, to suggest improvements to the language department where this study has taken place.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

There are not postgraduate investigations related to language games or the speaking skill in the library of the Universidad Técnica de Ambato. However, there are several investigations published in different journals. Thus, the first work found is called *Different Reasons to Play Games in an English Language Class*.

The author of this research concludes that “The findings of the study have shown how games increased the students’ abilities to speak in simple guided conversations, advanced their language learning to the next level of A2, according to the European Common Framework” (Sevy-Biloon, 2017, p. 89).

In this study the results found claim that playing games in the English class definitely help student to improve their speaking skill. It is said that students in this research began with a specific level of English and the game strategy applied by the teacher brought students to the next level. Therefore, language games truly support learning English.

A second research found is called *Using Communicative Games in Improving Students’ Speaking Skill*. The author of this work concludes that “The study revealed that using communicative games as means of instruction improved the students’ achievement and results of speaking skill. Students enjoyed their lesson and got more motivation, interest and confidence through their learning” (Dewi, Kultsum & Armandi, 2017, p. 63). This second source also declares that games raised students’ ability to speak. Another important detail to highlight from this conclusion, is that the use of language games as a strategy to teach English allows students to learn in a fun and relaxed way. This environment helps students to have low levels of anxiety and speak without being afraid of making mistakes.

A third investigation found is named *Games as Teaching Tools for Teaching English to Speakers of Other Languages*. The author of this investigation determines that “Games allow learners to fully use the language that they have learned, participating in the communicative process through the game.” (Gaudart,

1999, p. 290). This author also confirms through his research work that using games in the class to teach English permits students to practice and improve their language abilities, specially their communicative abilities. Consequently, language games are communicative activities which involve students' interaction. This means students have the opportunity to use English in real life settings.

2.2 Philosophical foundations

It is imperative to mention that this research belongs to the educational field. The philosophy of education offers quite a lot learning theories. Therefore, the learning theory that sustains this investigation is the social constructivism. Many learning theories have emerged along the time, they have focused on the teacher to be a better communicator or better transmitter, but education as any other field in science is permanent changing. Now the main emphasis is on the student rather than the teacher. The teacher has become a facilitator. Indeed, nowadays students are active members in the classroom.

Jonassen and Land (2012) claimed that learning is not a process of “knowledge transmission” anymore. Nowadays, learning is a process of “meaning making”. Students interact with other students and consciously and constantly make sense of the interactions they participate in. The role of the student is constructing their own knowledge and having interaction with their classmates.

Salmons (2009) defined social constructivism as a learning theory that focuses on the construction of knowledge through social interaction. It is also important to mention the founders of this theory: Dewey, Piaget, Vygotsky and Bruner. This concept of learning goes along with the two variables of this investigation. Firstly, language games in the classroom let students have interaction among themselves and the instructor. The teacher only gives instructions for students to create their oral answers the speaking game. In such way students construct their own knowledge. This research is also aligned with the multiple intelligence theory created by Gardner. “The eight intelligences propose are: visual/spatial, verbal/linguistic, musical/rhythmic, logical/mathematical, bodily/kinesthetic,

interpersonal, intrapersonal and naturalistic. Although individuals possess all eight intelligences, each has their own particular mix of intelligences” (Gillman, 2011, p. 34). Language games can fulfill students who learn through these different types of intelligence. For example, there are board games that require visual aids, this kind of game will help visual/spatial learners. For those who have a verbal-linguistic intelligence, peer interaction games can be applied. The interpersonal intelligence will definitely be part of games in the classroom because of the interaction and speaking practice.

2.3 Legal basis

Authorities who take care of language policies and planning are being very demanding regarding teaching and learning English in Ecuador. Nowadays, university students are required to get a B2 level according to the Common European Framework of Reference (CEFR). Therefore, it is essential to mention the policies that support this research.

Consejo de Educación Superior (LOES)

The Article 30 states that university students should take a proficiency English test once they have approved the 60% of the subjects in their mayor. This article also adds that this is a requirement to continue studying their careers. It clearly establishes that the proficiency level they refer to, is the B1 level according to the CEFR. This article confirms that the English level at universities should step a lot forward in order to get to the fully accomplishment this law. This challenging policy makes Ecuadorian English professors to get prepared to face this path. A safe and necessary way to walk towards this aim is to be aware of the different teaching strategies available. This law supports this research because through the application of language games as a strategy to teach English, professors can make sure students speak English. This will definitely help students to develop this skill and get a good score when they take the proficiency test mentioned in this law.

Ministry of Education

The Article 2, item 2 states “to develop a student-centered environment, promoting the development of interactive and creative syllabi and the construction of

knowledge”. (Ministerio de Educación, 2014, p.3). This article has to do with the two variables of this investigation. Firstly, it is mandatory for English teachers to promote a learner-centered atmosphere. Through the use of language games in the class, students will definitely be the main actors in the lesson. Games promote real-life setting interaction, where students really have chances to speak English in a fun way. Secondly, to develop interaction, it is certainly necessary to speak to other people. Language games give students the chance to get to know other people throughout talking. At the same time, students construct their own knowledge giving their own answers to different situations in a game setting.

Another policy that will support this research is taken from the Ministry of Education in Ecuador. There are two main objectives set in the National English Curriculum:

- “To ensure high-school graduates reach a minimum B1 language proficiency level according to the CERF.
- To build up learners’ communicative language competence [and] its linguistic, sociolinguistic and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing” (Ministerio de Educación, 2014, p.7).

These two objectives established by the Ministry of Education require university English standards to go beyond. This means students will necessarily get a B2 level according to the CERF. This demands teachers to use a variety of good strategies for students to get this aim. In the first levels is where the most important foundations of the English knowledge are built. That is why it is vital to give students the opportunity to internalized grammar and vocabulary. Games in the class allow students to use the new grammar and vocabulary learned in a natural way, without thinking about grammatical formulas which were the traditional manner of teaching English some years ago.

Likewise, the second objective focuses on developing the four skills: listening, reading, speaking and writing. It especially emphasizes on the communicative competence. If this is mandatory for secondary education teachers, higher education teachers should be a step beyond this requirement. In other words, educators must

continue improving the communicative competence of university students. Consequently, language game strategies are a great contribution to develop the four skills of a language. This research will look for games that teachers can apply as warmers, fillers or wrap-ups in order to improve the speaking skill of their students at university.

2.4 Key categories

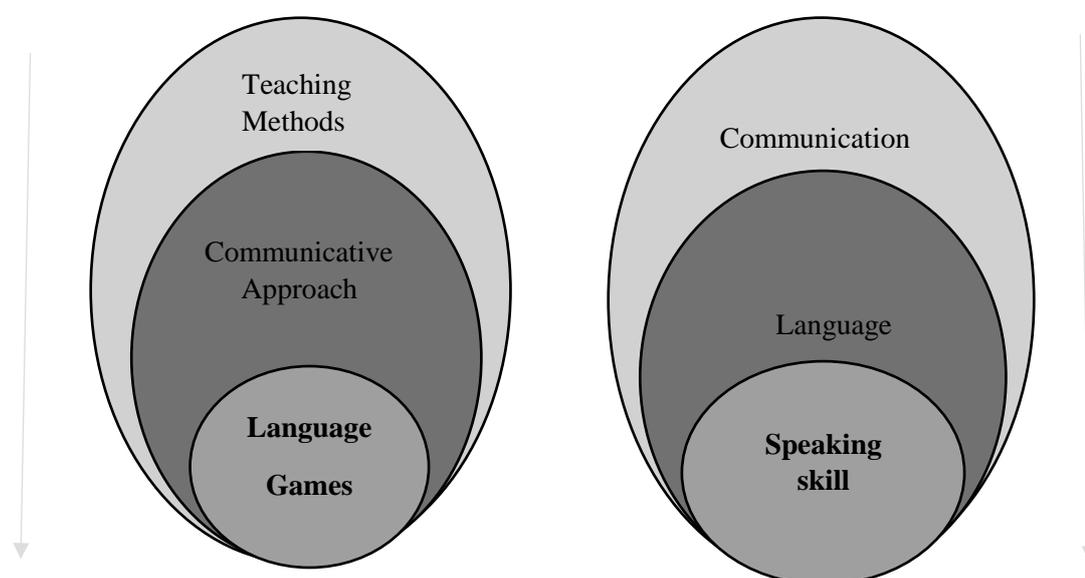


Figure 2. Key categories by Mena, J. (2018)

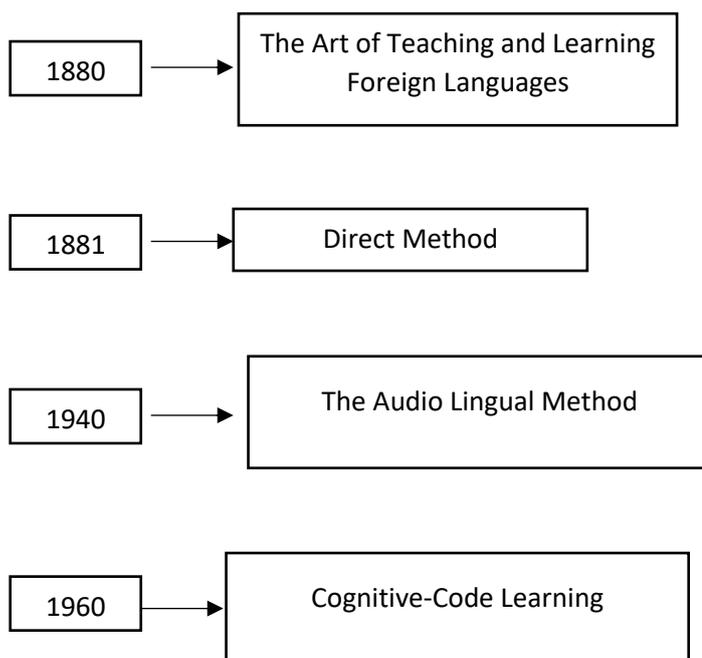
2.4.1 Development of the independent variable

TEACHING METHODS

What is going on in a classroom is the consequence of a very complex relationship among the teaching method used, the professor's interpretation of this method and the interaction of the learner with this method. According to Anthony (1963), to describe the word method, it is crucial to define three other words like approach, method and technique. First, he stated that an approach is the theory dealing with language teaching and learning. Second, he defined the word technique as detailed teaching activities. Finally, he pointed out that a method is a general systematic plan of a language based on a chosen approach.

Harmer (2007) also pointed out concepts that go along with the definition of methodology. These are approaches, methods, techniques and procedures. He explained that an approach is “how people acquire their knowledge of the language”. A method is the practical scene of the approach. This is, the theory put into practice. Methods take decisions over types of activities, roles of the teacher and the students and materials to be used in the class. Another piece of information to highlight is that a method brings a procedure and techniques. Then this author defined procedure as an “order sequence of techniques”. Similarly, this author defined the word technique which is the manner in which activities are presented. Harmer (2007) mentioned that an approach is not always the starting point of a method. It can start with procedures and techniques that might work out well within a class and then an approach to match these procedures and techniques can be developed. In the same manner, the approach could be developed first and then procedures and techniques.

Methods to teach a foreign language through history



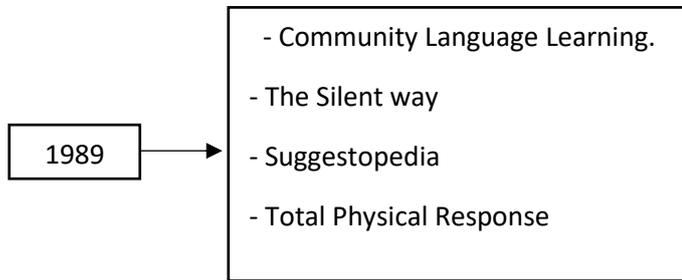


Figure 3. Methods to teach English through history by Mena, J. (2018). Taken from Richards & Renandya (2011)

Table 1

Teaching methods summary

Method	Focus	Characteristics
Grammar Translation	Written literary text	Translate from English into your native language
Direct Method or Natural Method	Every day spoken Language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
Humanistic Approaches	four popular examples:	
- The Silent Way	Student interaction rather than the teacher	Teacher is silent to allow student awareness of how English works
- Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English

- Community Language Learning	Student interaction	Understanding of English through active student interaction
- Comprehension Approach (Natural Approach, the Learnables, and Total Physical response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy Training	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

Note. Taken from Larsen-Freeman (2004)

COMMUNICATIVE APPROACH

Communication has always been the main objective for professors when teaching English. Thus, the communicative perceives language as an instrument of communication and focuses on the idea that language is to communicate. It all started when Dell Hymes wrote an article about communicative competence. This article fetched a new revolution for linguistics. The basis to create the communicative approach emerged from communicative competence. Hymes (1972) defined communicative competence as “a knowledge of the rules for understanding and producing both referential and social meaning of language”. He viewed communicative competence as a grammatical, psycholinguistic, sociocultural system. In addition, Hymes considered four characteristics for a language learner’s communicative competence. These are grammar, feasibility, appropriateness, and performance features. In other words, learning grammar structures is not enough for a person to communicate. It is essential to learn the language and know how and when to use it.

Jing and Minghe (2015) claimed that grammar helps to know whether or not a language pattern is correct. Thus, if a student has this competence, he or she should be able to identify acceptable forms of the language. Regarding feasibility, they said this means knowing when something is comprehensive to human beings. As a result, learners know when to say something. They also defined appropriateness as knowing if something is suitable to be said according to the social conventions used in different contexts. They referred to performance as the knowledge of whether or not something is done in reality. Now it is clear that communicative competence influences tremendously communicative approach. It strongly advises using language as a communication tool. Olivares and Lamberger (2002) declared that communication in the classroom is a crucial factor when teaching. They stated that communicative approach concentrates more on the meaning than the form and it

pays more attention to make sense of what a person is saying than learning grammar.

Communicative language teaching

Almost all people who learn English want to be able to communicate. To achieve this desire, it is important to enhance the teaching process. That is why communicative language teaching appears as a good alternative to help teachers create communicative environments in class. Harmer (2007) defined Communicative Language Teaching (CLT) as a group of principles regarding “what to teach” and “how to teach”. He claimed that the first one refers to language functions and the second one refers to two aspects, language exposure and opportunities to use the language. Finally, he mentions that the activities suggested by CLT require real communication where accuracy is not as important as succeed in the communicative task.

The demand for an appropriate teaching methodology is as stronger as ever. That is why CLT makes it clear that teaching grammar and vocabulary is not enough for communication to happen. It is necessary to empower students’ skills to communicate through activities that make them have the desire to communicate. For example, role plays, games, writing emails, etc. These activities will help students to concentrate on the content rather than any particular language form. This makes absolute sense for teachers whose job is teaching their students more than a formula to teach grammar.

Principles

Larsen-Freeman (2004) stated the following principles

Authentic language or real context

The main aim of this approach is to support students to communicate in the target language. This approach encourages teachers to give each grammar a context or create situations, so grammar does not stand alone neither it is learned mechanically. When students are given a context learning language forms is going to make sense, rather than only tell students to write sentences using grammatical formulas.

Roles of the teachers and learners in the classroom

The kinds of activities suggested in CLT involve new roles for the teachers and learners in the classroom. According to Larsen-Freeman (2004) the role of the professors is to provide students with opportunities to use the target language through setting situations that provoke communication. In other words, to plan on activities that make them communicate with each other or in groups. The author also said that the chief role of the learners is to be “communicators” and actively participate in trying to make themselves understood and understand others. The author also pointed out that students should use the target language even if they are beginners. Another point the author highlights is the student-centered class where the students are responsible managers of their own learning. Both roles are crucial, especially the role of the teacher since he/she guides and leads the students. Therefore, if the teacher does well his/her role, it will be easier for students to carry out their role. For example, if teachers bring communicative activities that are well planned, and they give clear instructions, students will automatically fulfill their role.

LANGUAGE GAMES

Definition

There are many different strategies an educator can select to develop listening, speaking, reading and writing. Language games are an option for English teachers to have fun lesson plans and at the same time give students the chance to use the target language without thinking in grammar. According to Hadfield (1996) games are planned activities with instructions, an aim and a component of fun. Also, games are activities in which learners play and there is interaction among them. Undoubtedly, games are linked to language teaching and learning. Students are relaxed while playing games and learn different grammar patterns.

Gaudart (1999) claimed that games are one of the most effective strategies for professors. He stated that games permit students to practice previous, current and experiment new structures of the language. He pointed out that games are non-threatening settings. As a result, games are a great teaching strategy that professors can add to their lesson plans. This strategy allows students to practice old knowledge as well as building new knowledge. The most important fact is that students do not feel anxious when playing games since they are fun and there is not any kind punishment because the main purpose of using games in the English language classroom is encouraging learners to use the target language.

Reasons to use language games

There are long lists of strategies that educators can use in their lessons. However, it is significant to mention that language games provide several benefits for English learners. The following are some reasons why the teacher should use games as a teaching tool to improve the speaking skill.

- **Motivation**

All English teachers look for ways to encourage students to learn English and the same time motivate learners to see English not only as a subject they must approve but to see English as a door to open better opportunities in their lives. Mahmoud and Tanni (2014) expressed that the adding games in the lesson plan could raise interest and strengthen previous knowledge. They also said that games are an

encouraging, communicative and cooperative option strategy of teaching. Furthermore, games enhance team cooperation and allow students to actively participate.

Motivation and learning should be extremely connected in educational settings. If there is no motivation for learning English, students will fail. Teachers can help students to reinforce both intrinsic and extrinsic motivation. The first one will automatically grow by the strategies the educator uses in class. In this case, language games will definitely make students like to learn English. Students will be motivated to come to the English class every day. In addition, games avoid boredom since they can be used at the beginning, during the class but also at the end of the class as a wrap- up.

- **Authentic learning**

Language games are communicative activities that provide students real context situations. For instance, a word cannot be learned by itself, it needs a setting. If this setting is a real-life situation learning occurs unconsciously. Deesri (2002) argued that learners do not make a lot of effort thinking about what to say when using the target language since games provoke spontaneous and real circumstances. Thereby, English learners can use the language outside the class. Indeed, that is the aim of learning a foreign language that students are able to communicate. If educators planned on games for teaching, they will definitely provide genuine context for students to produce English.

- **Improve different language skills**

It is difficult for a teacher to find strategies that motivate students and at the same time improve listening, speaking, reading and writing. Arikan and Yolagelddili (2011) stated that games develop and stimulate the four skills. They also claimed that games offer students the chance to use the grammatical structures by performing them in a communicative manner. Furthermore, games can combine two or more skills in one game. For example, when students play running dictation

they put into practice three skills reading, writing and speaking. Then using games in the class will positively affect one or more of the four skills. If teachers see games as a serious strategy for teaching English and planned on them. Students will improve their skills without memorization of grammar patterns or tedious grammatical forms. Language games are a good and easy alternative for teachers and students to enjoy. That is why selecting games as a strategy to teach English supports and benefits learners.

Low anxiety

Everybody likes playing games because it is fun. Games make people smile as well as make students smile in the educational field. They keep learners calm and relaxed in order to learn. When there is a tense environment, there is not learning. Fisher and Schultz (1988) declared that stress levels can be an obstacle for students to pay attention. Traditional strategies are a waste of time, stimulate stress and they also diminish motivation. He claimed that when students play a game, they forget they are in class. In other words, games reduce stress students might face when learning English.

Self-confidence

It is hard for shy students to develop the speaking skill. That is why educators always look for strategies to allow them to speak. Strategies that make them speak without being afraid of making mistakes. Games are an alternative for these students because playing games allow students to make mistakes. So, they feel free to communicate in English. Dewi, Kultsum & Armandi (2017) described games as a strategy which allows students to trust in themselves when speaking. They also report that learning with games generates great and pleasant situations. Learners can actively participate playing games and nurture their self-confidence.

There are several positive reasons for educators to include language games in their classes. It is easy to think that games are only for children, and do not use games

when working with teenagers or young adults. Many English teachers do not know about the advantages mentioned above and their students cannot participate in this strategy while learning. If educators take into account all the benefits and advantages of using games in a class, they might see the improvement their students can have.

Types of games

Hadfield (1996) explained two kinds of language games:

1. linguistic games
2. and communicative games

The first one focuses on accurateness and the second one concentrates on sharing thoughts with classmates. Thus, these are the types of games found:

- Categorization game: in this game students put words, sentences, numbers, letters, or some other things in order.
- Jigsaw games: one or more participants have got the information that other participants required to complete an assignment given by the teacher. For instance, students are given single words. Their task is forming yes/no questions.
- Predicting games: this kind of game make students guess information through questions. For example, the hot chair game.
- Investigate games: this kind of game gives students the chance to look for information around the class. The very well-known game called “find someone who” is an example of this type of game.
- Board games: this kind of game needs a visual aid and a dice. Students roll the dice and move to the number indicated in the dice on the board.

This kind of games can be selected according to the topic taught in each lesson. Games can certainly reinforce any grammar tense already taught, or they can

also be used in the presentation stage of the lesson plan. Educators have a wide variety of options when using this strategy. Therefore, it is very useful to know what games are to be used as warmers, fillers or wraps up. Also, games can fulfill the different learning styles that students have. For instance, board games meet students who have a visual special intelligence. Jigsaw games meet students who learned by talking, and the other types of games help to meet all kinds of learner's necessities.

Wright, Betteridge and Buckby (2009) classified language games as follows:

Care and share

These games invite students to share personal information with other learners. They usually feel comfortable asking and answering information about themselves.

Do

In these games, learners are required to do something in response to a read or heard text. These game usually make students move, mime and draw.

Identify

Students are challenged to identify something which is difficult or to hypothesize about something. Students' skills to performed these games are discriminate, guess, speculate.

Describe

In these games, students describe something to another student by speaking or writing. Students communicate their feelings and associations in order to describe.

Connect

Students connect, compare, match or group various items of information such as pictures, texts, objectively or subjectively.

Order

Learners put bits of information into an order of quality and importance.

Remember

Learners try to remember something and communicate to their classmates.

It is noticeable that both authors determined and offered professors a wide variety of language games as a strategy that brings lots of benefits and most importantly tangible results. Both descriptions stated games that can be used according to the different students a professor may encounter. It is also important to mention that games can go aligned with the ability to be developed according to the lesson plan. Language games can always be an option for those professors whose desire is to keep their students learning in a significant and enjoyable manner.

2.4.2 Development of the dependent variable

COMMUNICATION

Jhon and Foss (2008) stated that “communication is the verbal interchange of a thought or idea.” The assumption in this definition is that a thought or idea is successfully exchanged. Another definition by the same author, on the other hand, does not judge whether the outcome is successful or not: “Communication is the transmission of information.” Here information is transmitted, but it is not necessarily received or understood. Thus, communication is a process involving two information-processing devices. One device modifies the physical environment of the other. As a result, the second device constructs representations like representations already stored in the first device. Oral communication, for instance, is a modification by the speaker of the hearer’s acoustic environment, as a result of

which the hearer entertains thoughts similar to the speaker's own. (Ezcurdia and Stainton, 2013)

According to Santillana (2006), communication happened when a message is transmitted from one person to another person. Therefore, communication is not a human act only. This means all living creatures can communicate through different signs. Hannam (2017) also claimed that communication is "the act of transferring information from one place to another". The three authors defined communication as the process of telling ideas, feelings and messages to another person in the case of human beings. However, the three authors also mentioned that communication occurs in all living creatures. This is, all living creatures can communicate through different signs. Santillana (2006) claimed that a sign is something that brings an idea to our thought. For example, the green light in the traffic light gives people the idea of crossing a street. Another example would be the Red Cross sign that gives people the idea of being close to a hospital.

According to Santillana (2006), there are some types of signs:

- Visual signs: the no-smoking sign
- Auditory signs: the alarm of a car
- Linguistic signs: words
- Non-linguistic signs: gestures, body language

Types of communication

Hannam (2017) acknowledged four types of communication:

- **Spoken or Verbal Communication:** face-to-face, telephone, radio or television and other media.
- **Non-Verbal Communication:** body language, gestures, how we dress or act - even our scent.

- **Written Communication:** letters, e-mails, books, magazines, the internet or via other media.
- **Visualizations:** graphs and charts, maps, logos and other visualizations can communicate messages.
- Human beings can use one, two or more types of communication at the same time or only one at the time. Communication allows human beings to be understood and understand others. For instance, a person can use verbal communication and non-verbal communication at the same time. In fact, it has been said that around 90% of what people say is transmitted through body language. Consequently, what body language and gestures say more than words. Thus, words can lie but body language will never lie.

Santillana (2006) stated the components of communication as follows:

- Sender. The person who creates and transmits the message.
- Receiver. The person who gets the message from the sender.
- Message. The information sent to the receiver.
- Channel. The mean through the message is sent.
- Code. The group of signs or sign by which the message is built.

The transmission of information

Broughton, Brumfit, Flavell, Hill and Pincas (1980) emphasized that the communication process starts when the sender tells the idea or message through a language or code and the receiver recognizes the code and understands the message. This is displayed in the following figure.

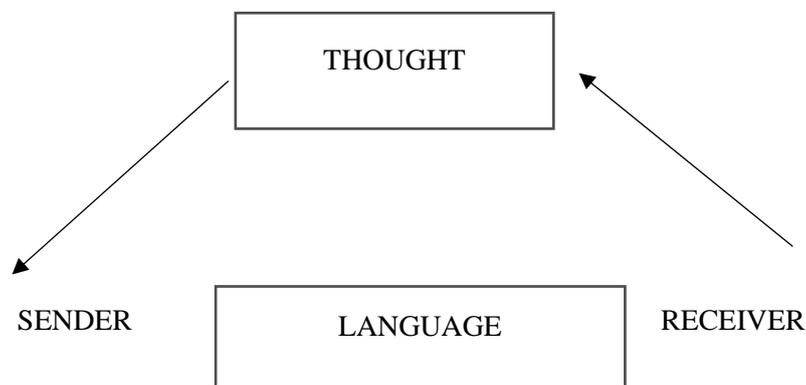


Figure 4. Communication process by Broughton, Brumfit, Flavell, Hill and Pincas (1980)

Broughton et al. (1980) explained that once the message is transmitted the sender encodes it and the receiver decodes it. The authors added that this process happens pretty fast that both encoding, and decoding might occur at the same time. When the ideas are hard to be understood the process takes longer. Hannam (2017) defined encoding a message like putting thoughts into words and decoding a message is understanding the message sent. This will depend on the communication barriers that may be present.

Communication Modes

Murphy and Sashi (2017) confirmed that the mode of communication talks about the way a message is conveyed. Modes of communication have been examined based on their synchronicity, speed of transmission, and ability to transmit information. These two authors also mentioned that when a person uses an accurate mode of communication, effective communication takes place. A table shows three modes of communication.

Table 2

Framework for the communication modes

Interpersonal	Interpretative	Presentational
Direct oral communication between individuals who are in personal contact.	Receptive communication of oral or written messages	Productive communication using oral or written language
Direct written communication between individuals who came into personal contact	Meditated communication via print and non-print materials Listener, viewer, reader works with visual or recorded materials whose creator is absent	Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in one-to many-mode Author or creator of visual or recorded material not known personally to the listener
Productive abilities: speaking, writing Receptive abilities: listening, reading	Primarily receptive abilities: listening, reading, viewing	Primarily productive abilities: speaking, writing, showing
Knowledge of cultural perspectives	Knowledge of how cultural	Knowledge of cultural perspectives

governing interactions between individuals of different ages, statuses, backgrounds.	perspectives are embedded in products (literary and artistic)	governing interactions between a speaker and his/her audience and a writer and his/ her reader.
Ability to recognize that languages use different practices to communicate	knowledge of how meaning is encoded in products	Ability to present crosscultural information based on background of the audience
Ability to recognize that cultures use different patterns of interaction	Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences	Ability to recognize that cultures use different patterns of interaction

Note. Taken from Murphy, Sashi (2017)

LANGUAGE

Nordquist (2017) claimed that “language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, and/or written symbols. The study of language is called linguistics.”

Sapir (1921) added that “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.”

Chomsky (2002) stated that “language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.”

Weiten (2007) “A language consists of symbols that convey meaning, plus rules for combining those symbols, that can be used to generate an infinite variety of messages.”

These authors agree on defining language as a system of communication that helps people to express ideas, feelings and experiences. Language is a wonderful tool living creatures have in order to make communication possible.

Tudor (2001) argued that languages are seen in three different perspectives as follows,

1. Language as a linguistic system
2. Language from a functional perspective
3. Language as self- expression
4. Language as culture and ideology

LANGUAGE AS A LINGUISTIC SYSTEM

Tudor mentioned that if language is considered a system, it is necessary for people to dominate this system or at least part of it so communication occurs. This influences the way an English professor teaches for it is necessary to analyze and

split language into small parts for teaching and learning to take place. However, this is not an easy task since language is a complex system which cannot be isolated because it can lose their authenticity. At this point, a language professor stops and thinks about how language can be presented to students in an effective and meaningful manner.

LANGUAGE COMPONENTS

GRAMMAR

Johnson (1998) pointed out that the word grammar may refer to different aspects to different people, for instance, it might refer to aspects of the language system, while for languages professor it may refer to aspects of the teaching process or it could also refer to a learning activity. These authors define grammar as patterns in language that people use in order to organize their ideas. Grammar also involves the study of other characteristics such as morphology, word formation, tense system, modality and expression of quantity. The Oxford dictionary defines grammar as “the way in which words are put together to form proper sentences.” (Oxford dictionary, 2017)

According to what Johnson claimed about grammar and the Oxford dictionary definition teaching grammar is absolutely necessary so students are able to speak English sentences correctly and they are understood. It always comes to a dilemma when teaching grammar is the subject, for many teachers think that grammar should not be taught because what students want is to speak English. Yet grammar is part of the language system it needs to be taught in context and not in an isolated way so learning takes place through meaningful activities. In fact, Cunningsworth (1995) asserted that grammar is a key component of a language course and also the way fo teaching grammar is what also distinguishes any language course from another one.He also added that grammar is the basis for learning a language.

Huddleston (1995) stated that grammar could have different senses, the main one would be that it is a complete description of the form and meaning of the sentences. In other words, grammar has to do with the form of the language.

PHONOLOGY

Cunningsworth (1995) explained that phonology involves the articulation of sound, word stress, sentence stress and intonation. He mentioned that phonological aspects of a language tend to be put aside in a language course due to it requires more complex phases like phonetic transcription. Nonetheless, it is very important for learners to understand a spoken language and also be able to produce comprehensive sentences of the language they are learning. Being able to articulate clear words and sentences is crucial to be understood that is why teaching some aspects of phonology like intonation or word stress is vital for students to know a language.

DISCOURSE

According to Cunningsworth (1995), this aspect of language goes beyond grammar rules and includes areas such as sequencing of sentences, cohesion, paragraphing, structuring text, participation in conversation, etc. This aspect is also very important in order to learn a language, however, Cunningsworth said that grammar and discourse have a strong relationship yet they are different. Thus, grammar refers to a sentence level but discourse refers to longer pieces of language. Moreover, teaching discourse might be difficult for beginner learners since this is a more complicated but important aspect of language. It also important for effective communication.

THE FUNCTIONAL PERSPECTIVE

As written before language is a complex phenomenon which goes beyond learning grammar only. Tudor (2001) explained that language is considered a social action that is why the communicative language teaching (CLT) pointed out that language learners need to use the language according to the context they are being faced at any time. He also added that learners should be able to do something in or with this language, in other words, to use the language in different contexts. Tudor also pointed out that there is a goal behind a person who is learning English, for instance, performing professional tasks such as answering the phone or providing information to customers, traveling abroad, studying abroad or doing business.

Having a clear idea of why professors are teaching specific parts of language in a course, makes a great difference because a professor who is teaching English to someone who requires it for academic purposes cannot be teaching business vocabulary. So the objective of learning English should also be considered by the professor so he/she matches students' needs. Tudor provided an example of this as follows "a business person who needs to improve his/her English needs functions such as greeting, introducing people, keeping a conversation going, etc." This would be called needs analysis that goes along with English for specific purposes.

Santillana (2006) mentioned that all people use a language with a purpose or aim. They might need to persuade, order or inform. Santillana mentioned three functions as a classification.

Expressive language function

It expresses the mood of a person; therefore, it expresses feelings and emotions.

Informative language function

Its main characteristic is to communicate information.

Directive language function

It provokes a reaction on the receiver of the messages.

LANGUAGE AS SELF-EXPRESSION

Tudor (2001) argued that this perspective sees language as a tool to express ideas, emotions and aspirations, to build relationships, and to self-define ourselves. So language goes further than only being a function to achieve, it is also a way of putting into words what a person is. In other words, language is also part of the identity of a person. This involves feelings and emotions. This perspective goes along with the humanistic approach and sets the following components.

Feelings, this involves personal emotions and appreciation of them. This component rejects what makes people feel bad or whatever destroys enjoyment.

Social relations, this aspect encourages friendship and cooperation.

Responsibility, close examination

Intellect involves knowledge, reason and understanding.

Self-actualization, a request for realization of one's qualities.

LANGUAGE AS CULTURE AND IDEOLOGY

Language is part of the culture of a community and culture is part of the identity of people. Therefore, learning a language gives people the opportunity to also learn a new culture. Tudor expressed that people who learn another language are able to recognize different realities about the language and the culture they are learning so they see the world differently and also have a different perspective. Wardhaugh (2010) claimed that culture depends on its participants making sense and interpreting what is going on around them, in almost similar ways. This is using language to express the way they see life. For that reason, this perspective sees

language as part of the culture of a country, so whoever is learning a language sees the world from a different perspective, but this is only possible for people who learn a new language.

SPEAKING

Definition

Yong (2013) defined “Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. It involves some other sub-skills such as pronunciation, fluency, grammar, vocabulary, and comprehension.” Speaking is the skill where learners show the use of language in order to communicate. The author also highlights that the speaking skill does not stand alone it needs some other sub-skills.

Sub-skills the speaking skill involves

According to Yong (2013), it is crucial to consider the factors that make the speaking skill performance effective. It involves some other sub-skills such as pronunciation, fluency, vocabulary and comprehension.

Pronunciation

Ur (1997) declared that the definition of pronunciation embraces the sounds of the language (phonology), stress and rhythm and intonation. It also shows a relationship with spelling.

Sounds (Phonology)

Ur (1997) claimed that “the term phonetic is used to refer to transcripts of the sounds of all human languages which make distinctions between sounds that may not be distinguished in a given language system.”

Rhythm and stress

Ur (1997) mentioned “that English speech rhythm is characterized by tone-units: a word or group of words which carries one central stressed syllable (other syllables, if there are any, are lightened)”

Intonation

Ur indicated that “intonation has to do with the raises and falls in tone that make the tune of an utterance. She also added that intonation is an important aspect of the English pronunciation”

Pronunciation and spelling

Ur said that “there is a fairly clear correspondence between sounds and symbols: certain letters or combinations of letters are pronounced in certain ways, and if there are variations, these are governed by consistent rules”

Fluency

Thornbury (2009) asserted that fluency does not only refer to speed, it also refers to pausing as a second factor. All people have to pause in order to breathe when talking, even native English speakers. Frequent pausing is not a characteristic of a fluent speaker, however. If a speaker produces one word at the time, the listener would judge this person with no fluency when speaking. Consequently, fluency goes beyond speed when talking, pausing is also part of it. A person whose pausing is longer than normal is considered as a non-fluent speaker.

Spoken grammar

The following chart points out the slight differences between written and spoken grammar.

Table 3

Differences between written and spoken grammar

Written grammar	Spoken grammar
Sentence is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded (subordination)	Clauses are usually added (co-ordination)
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
No performance effects	Performance effects, including hesitations, repeats, false starts, incompleteness, syntactic blends

Note: taken from how to teach speaking-Scott Thornbury

Vocabulary

Thornbury (2009) revealed that spoken language has a large variety of words and expressions used in conversations. He described vocabulary as the repertoire of words, phrases and expressions used by a language user. He also said that productive vocabulary depends on the receptive vocabulary learners receive from the environment they are in. That is why input through reading and listening allows learners to acquire enough vocabulary so they can produce spoken sentences. Therefore, vocabulary plays a crucial role when teaching and learning a language, since words empower students to be able to express feelings and thoughts. Words are such a wonderful tool for communication to happen, but if learners do not have words they will feel frustrated and embarrassed when the speaking time comes.

Comprehension

Carreiras and Clifton (2004) explained that comprehension is understanding what a person is saying, it is understanding each sentence a person is communicating.

These authors also declared that language is a nonstop flow of information that the listener is quickly and automatically translating into sounds.

Significance of speaking

Speaking is considered one of the most challenging skills in comparison with the other three macro skills. However, it is highly necessary to achieve it in order to have effective communication. Zaremba (2006) claimed that the speaking skill plays an important role in communication, in fact, having a good speaking skill is placed ahead of any other skill when hiring people for a job. Consequently, practicing speaking in the class should be one of the main priorities for a professor. Providing students with lots of opportunities to speak English is the best way to enhance this skill, for students who study English as a foreign language (EFL) the classroom is the only place where they can practice the language.

2.5 Hypothesis

Language games promote the speaking skill on English Language learners in higher education.

2.6 Signaling hypothesis variables

Independent variable: language games

Dependent variable: speaking skill

CHAPTER III

RESEARCH METHODOLOGY

3.1 Basic method of research

This study was conducted using a quantitative approach. Firstly, this research formulated a delimitation of the problem. This means the setting was specific and limited at the beginning of the study. Secondly, the hypothesis was previously established. Thus, this investigation had a hypothesis before the data collection. Finally, the data collection was measurable, as well as the results were analyzed through statistics.

This research was led by the quasi-experimental design of investigation. It was carried out in two groups, the control and the experimental. Both groups had similar features. One group followed the intervention plan and the other one did not. At the end of the intervention plan, the results were compared and analyzed.

3.2 Level or type of research

This inquiry started with a descriptive level of research. Firstly, it analyzed each variable independently through the literature presented in the theoretical framework. In addition, the two variables were detected by some other researchers so there is data in which this study was based on. Secondly, it measured the dependent variable through evaluation tools. According to Hernández, Fernández & Baptista (2010), the purpose of the descriptive level is measuring the two variables individually. Another reason why this research started with this level of research is that the results of the pre and post-tests were compared and analyzed.

Additionally, this investigation got to a second level, this is the correlational research. Thus, it determined if the independent variable, language games, influences the dependent variable, speaking skill. This level of study allowed the researcher to know if there is any relation between the two variables.

For these reasons, this research began with the descriptive level and gets to the correlational level.

3.3 Population and/or sample

Fifty- two (52) students were the population of this study. They were students of the first levels, parallels “C” and “D” at the Centro de Idiomas Extensión at Escuela Superior Politécnica de Chimborazo. Being “C” the experimental group, and “D” the control group. There were twenty-six students (26) in the experimental group as well as twenty-six (26) students in the control group. Being a total of fifty- two students as participants in this inquiry. Therefore, a sample was not necessary due to the fact that the population is not very big.

Features of the students in both groups

- Men and women
- Different ages (adults and teenagers)
- Different levels of knowledge regarding English
- Different reasons to study English
- Most of them are from Riobamba, a few from different cities.
- Different levels of education

Both groups, the experimental group and the control group took the pre-test and post-test, nonetheless only the experimental group experienced learning to speak English using language games presented in the intervention plan.

3.4 Operation of variables

Operationalization of the independent variable

Independent variable: LANGUAGE GAMES

Definition	Categories	Indicators	Basic Items	Techniques and instruments
<p>Languages games are considered a strategy for students to develop their speaking skill. For this strategy to be well performed, it is necessary clear instructions, a set aim and they provide a component of fun.</p>	<p>Instructions</p> <p>Aim</p> <p>Component of fun</p>	<ul style="list-style-type: none"> - Interest in learning - Interest in speaking - Confidence - Ease of students in giving and responding information - Motivation - Low anxiety 	<ol style="list-style-type: none"> 1. I am interested in speaking English when playing games in the class. 2. I feel confident when speaking English while playing games in the class. 3. I can ask and answer questions easily when playing games. 4. I am motivated to speak English when playing games in the class. 5. I feel relaxed in the class when playing games. 	<p>Technique: Observation</p> <p>Instrument: questionnaire</p>

Figure 5. Operationalization of the independent variable by Mena, J. (2018)

Operationalization of the dependent variable

Dependent variable: Speaking Skill

Definition	Categories	Indicators	Basic Items	Techniques and instruments
<p>Speaking is the productive skill in the oral mode. It involves more than just pronouncing words. It involves some other sub-skills such as pronunciation, fluency, vocabulary, and comprehension.</p>	<p>Pronunciation</p> <p>Fluency</p> <p>Vocabulary</p> <p>Accuracy</p> <p>Comprehension</p>	<ul style="list-style-type: none"> - Rhythm - Stress - Intonation - Spelling - Pace - Expression - Lexicon - Phrases - Grammar - Appropriateness - Infer - Questioning 	<ol style="list-style-type: none"> 1. Spell the following words: <ul style="list-style-type: none"> - Accuracy - Appropriately - Identifying - Inquiry - Further 2. Introduce yourself 3. Look at the picture and describe it. 4. Talk about an important person in your life. 5. Talk to your partner and make a conversation to get to know him/her. 	<p>Technique: Observation</p> <p>Instrument: Pre-Test Post –test</p>

Figure 6. Operationalization of the independent variable by Mena, J. (2018)

3.5 Data Collection Plan

The researcher employed the following instruments for the effectiveness of this inquiry: the observation, questionnaires, pre-test and post-test, speaking rubrics and recording of the participants' speaking performance.

Observation

The observation technique was not only applied to corroborate the most significant information of literature review but also to attest how language games help the speaking skill to be developed. Through observation the researcher could notice the reaction of the students towards games. This is if learners enjoy speaking English while playing language games.

Questionnaires

A questionnaire was specifically designed for the experimental group. This questionnaire was assembled by taking into account the most relevant information on the literature review and the observation. It was validated through a pilot test, and with the criteria of an expert in the area of linguistics. It contained five closed questions and limited alternatives such as yes, sometimes and no. Learners took 5 minutes to fill out this questionnaire. This questionnaire aimed at getting information based on the experience the participants had playing games. This means the questionnaire was applied after students took the post-test.

Pre-test

The pretest was designed to measure the dependent variable. That is why it was made along with the objectives and the operationalization of variables of this inquiry. It is important to mention that it was validated through a pilot test, and with the criteria of three experts of the area of linguistics. It contained five questions that allowed measuring the speaking skill. Learners' performance was recorded during this test for the data to be analyzed later on.

Post-test

The post-test was designed with very similar questions to the pretest with slight changes. It also contained five questions that allow measuring the speaking skill. It lasted five minutes. Additionally, it went along with the objectives and operationalization of the independent variable of this inquiry. In this test, the participants were also recorded for the data to be analyzed.

Rubrics

Due to the fact that the dependent variable of this research is the speaking skill, a standardized rubric was used. It was taken from the Cambridge library. It allowed measuring each participants' performance on the speaking skill. Through the rubric, each participant had a grade (number) in both the pretest and posttest. This number (grade) would permit to compare the results of the pre-test and post-test.

3.6 Process and Analysis Plan

This research used descriptive and inferential statistics.

Descriptive statistics

Hernandez et al. (2010) claimed that descriptive statistics as its name points out describes numbers, scores and all kind of data. Therefore, the first step to follow was collecting data. This was done through the pre-test and post-test. Secondly, all the data was classified, organized and codified using Microsoft Excel. Each grade students got was passed one by one and the media was also calculated in both the pre-test and post-test results in order to know the averages. This helped to compare the average obtained in the post-tests in both groups. Also, each criterion from the rubric in the pre-test and post-test was analyzed and represented through bar graphics. Tables were also used to represent all numbers (grades) gotten in each rubric. Also, a very short questionnaire is applied after taking the post-test for the learners in the experimental group. This information is organized and analyzed using tables and pie charts in order to represent quantities and have a better understanding of the data collected. There are five questions in the questionnaire,

each question was analyzed one by one to prove the information gotten in the theoretical framework.

Inferential statistics

Hernandez et al. (2010) added that inferential statistics are used to make general statements from the sample to the whole population, it also used to test the hypothesis and establish parameters. For this reason, in this research, the T-student test is used to prove the hypothesis. It is represented by the bell of Gauss.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

4.1.1. Pre-test and post-test results

For the analysis of the collected data five aspects regarding the speaking skill were taken into account.

- Comprehension
- Fluency
- Grammar
- Vocabulary
- Pronunciation

The scores of the four tests: PRE-TEST (CONTROL AND EXPERIMENTAL) AND POST-TEST (CONTROL AND EXPERIMENTAL) are presented in the following charts.

Table 4

Pre-test control group

Student	Comprehension	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	2	1	2	1	1	7
2	2	1	1	1	1	6
3	2	2	1	1	2	8
4	2	1	1	1	1	6
5	2	1	1	1	1	6
6	2	1	2	1	2	8
7	2	1	1	1	1	6
8	3	3	3	3	3	15
9	3	3	2	3	3	14
10	2	2	1	1	1	7
11	3	3	3	3	3	15
12	3	3	2	2	2	12
13	1	1	1	1	1	5
14	2	2	1	1	1	7
15	1	1	2	1	1	6
16	2	2	1	1	2	8
17	2	2	1	3	2	10
18	2	1	2	2	2	9
19	3	3	2	3	3	14
20	2	2	2	2	2	10
21	3	3	2	2	3	13
22	3	2	2	3	3	13
23	3	2	2	2	2	11
24	3	3	3	3	2	14
25	2	3	2	2	2	11
26	2	2	2	2	2	10
X	2,27	1,96	1,73	1,81	1,88	9,65

Note. From the pre-test results by Mena, J. (2018)

The media or average of the control group regarding the pretest is 9,65 over 25.

Table 5

Pre-test experimental group

Student	Comprehension	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	3	2	3	2	3	13
2	3	3	2	3	3	14
3	1	2	1	1	2	7
4	1	2	1	1	1	6
5	3	3	2	1	2	11
6	2	1	2	1	1	7
7	1	2	1	1	2	7
8	1	2	2	1	1	7
9	3	3	2	2	3	13
10	3	3	3	2	3	14
11	3	2	2	2	2	11
12	2	2	2	1	1	8
13	2	1	1	2	2	8
14	2	1	1	1	1	6
15	2	3	3	3	3	14
16	2	2	2	1	1	8
17	1	1	1	1	1	5
18	2	2	1	1	2	8
19	3	1	1	1	1	7
20	3	2	3	2	2	12
21	2	2	2	2	2	10
22	3	2	2	2	2	11
23	2	2	2	2	2	10
24	3	3	3	4	4	17
25	2	2	2	2	2	10
26	2	1	1	1	1	6
X	2,19	2	1,85	1,65	1,92	9,62

Note. From the pretest results by Mena, J. (2018)

The media or average of the experimental group regarding the pretest is 9, 62 over 25.

Table 6

Post-test control group

Student	Comprehension	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	3	3	2	3	3	14
2	2	2	2	2	2	10
3	3	3	3	3	3	15
4	3	3	3	3	3	15
5	4	4	3	3	3	17
6	3	3	2	2	2	12
7	3	3	2	3	3	14
8	4	3	3	3	3	16
9	5	4	3	3	3	18
10	3	3	3	3	3	15
11	3	3	3	4	4	17
12	3	3	3	3	3	15
13	3	2	3	2	2	12
14	4	3	4	4	5	20
15	3	3	2	2	2	12
16	2	1	2	1	1	7
17	3	3	3	2	2	13
18	3	3	3	3	3	15
19	3	4	3	3	3	16
20	5	5	5	5	5	25
21	2	2	2	2	2	10
22	3	4	3	3	3	16
23	2	2	2	2	2	10
24	2	1	2	2	1	8
25	3	3	2	3	3	14
26	4	3	3	3	3	16
x	3,12	2,9	2,73	2,8	2,8	14,3

Note. From the post-test results by Mena, J. (2018)

The media or average of the control group regarding the post-test is 14, 3 over 25.

Table 7

Post-test experimental group

Student	Comprehension	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	4	3	2	1	1	11
2	4	3	3	3	4	17
3	4	5	3	4	5	21
4	4	3	2	3	2	14
5	4	5	3	4	4	20
6	5	5	5	5	5	25
7	4	3	4	4	4	19
8	5	5	3	4	5	22
9	3	4	3	3	3	16
10	5	5	5	5	5	25
11	4	5	3	4	4	20
12	5	5	3	4	5	22
13	3	4	3	3	3	16
14	5	5	5	5	5	25
15	3	1	3	1	1	9
16	4	3	4	4	4	19
17	3	3	3	3	3	15
18	4	2	3	3	2	14
19	5	5	5	4	5	24
20	4	5	3	4	5	21
21	4	3	3	4	3	17
22	3	2	3	3	2	13
23	3	3	2	2	1	11
24	5	5	4	4	5	23
25	4	3	3	4	3	17
26	5	5	5	5	5	25
X	4,08	3,85	3,38	3,58	3,62	18,50

Note. From the post-test results by Mena, J. (2018)

The media or average of the experimental group regarding the post-test is 18, 50 over 25.

Table 8

Comprehension results

Comprehension	
Pre-test control	2,27
Pre-test experimental	2,19
Post- test control	3,12
Post- test experimental	4,08

Note. From pre-test and post-test by Mena, J. (2018)

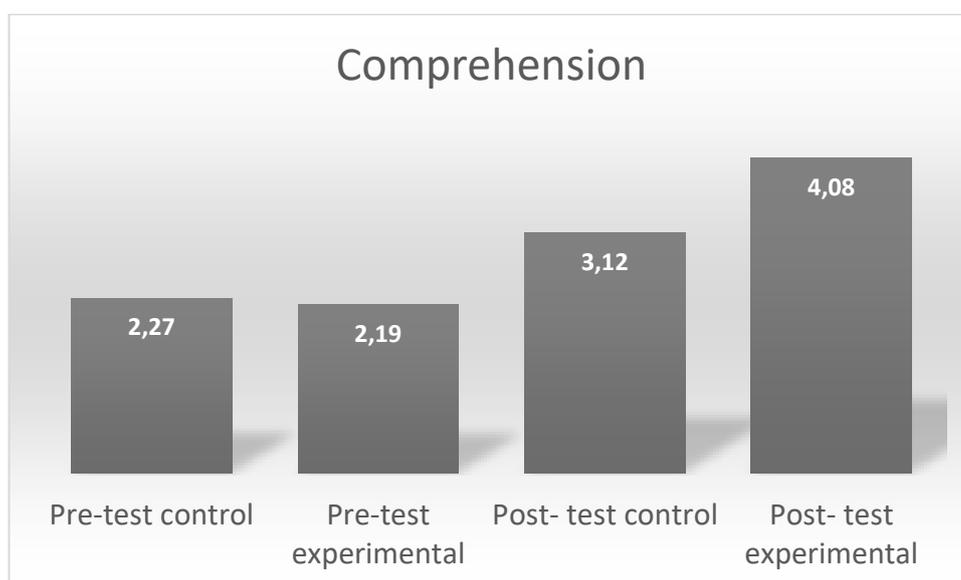


Figure 7. Comprehension from pre-test and post-test by Mena, J. (2018)

ANALYSIS AND INTERPRETATION

In the question about comprehension in the pre-test, the average of the 26 students in the control group is 2.27 and the average of the experimental group in this question is 2.19. These values show that both groups had almost the same average regarding comprehension in the pre-test. Similarly, the average in the post-test of the control group is 3.12 and the average of the experimental group is 4.08. Thus, these values show that there was an increase of 0.96 after the application process for the average in the experimental group.

Table 9

Fluency results

Fluency	
Pre-test control	1,96
Pre-test experimental	2
Post- test control	2,9
Post- test experimental	3,85

Note. From pre-test and post-test by Mena, J. (2018)

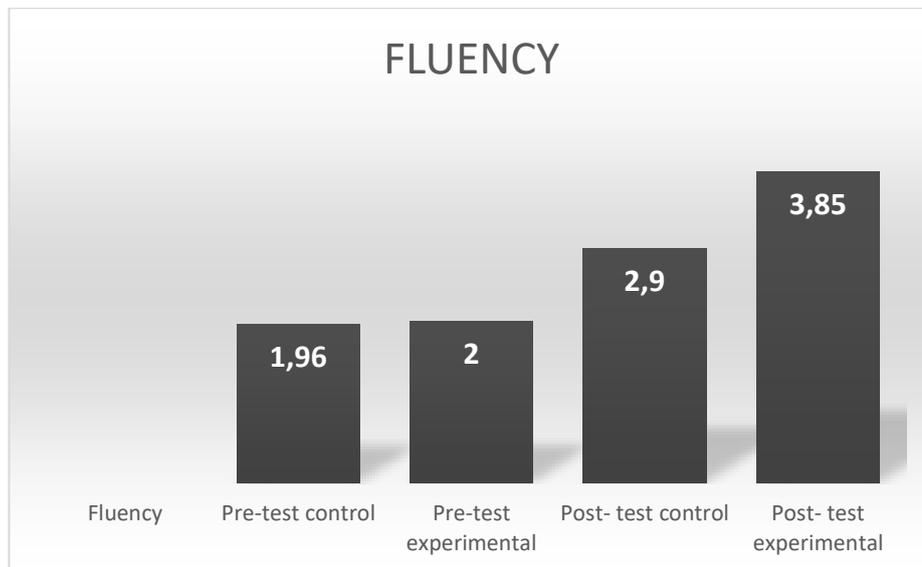


Figure 8. Fluency from pre-test and post-test by Mena, J. (2018)

ANALYSIS AND INTERPRETATION

In the question about fluency in the pre-test, the average in the control group is 1.96 and the average of the experimental group is 2.0. These values show that both groups had almost the same average regarding fluency in the pre-test. In the same manner, the average of the post-test control is 2, 9 and the average of the post-test experimental is 3.85. Consequently, these values show that there was an increase of 0.96 after the application process for the average in the experimental group.

Table 10

Grammar results

Grammar	
Pre-test control	1,73
Pre-test experimental	1,85
Post- test control	2,73
Post- test experimental	3,38

Note. From pre-test and post-test by Mena, J. (2018)

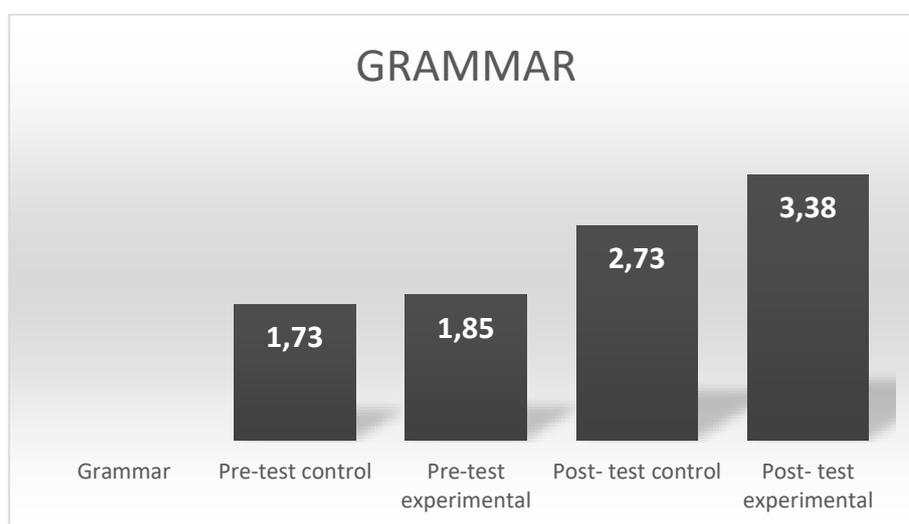


Figure 9. Grammar from pre-test and post-test by Mena, J. (2018)

ANALYSIS AND INTERPRETATION

In the question about grammar in the pre-test, the average in the control group is 1.73 and the average of the experimental group is 1.85. These values show that both groups had almost the same average regarding grammar in the pre-test. In the same way, the average of the post-test control is 2.73 and the average of the post-test experimental is 3.38. Consequently, these values show that there was an increase of 0.65 after the application process for the average in the experimental group.

Table 11

Vocabulary results

Vocabulary	
Pre-test control	1,81
Pre-test experimental	1,65
Post- test control	2,8
Post- test experimental	3,58

Note. From pre-test and post-test by Mena, J. (2018)



Figure 10. Vocabulary from pre-test and post-test by Mena, J. (2018)

Analysis and interpretation

In the question about vocabulary in the pre-test, the average in the control group is 1.81 and the average of the experimental group is 1.65. These values show that both groups had almost the same average regarding vocabulary in the pre-test. In the same way, the average of the post-test control is 2.8 and the average of the post-test experimental is 3.58. Consequently, these values show that there was an increase of 0.78 after the application process for the average in the experimental group.

Table 12

Pronunciation results

Pronunciation	
Pre-test control	1,88
Pre-test experimental	1,92
Post- test control	2,8
Post- test experimental	3,62

Note. From pre-test and post-test by Mena, J. (2018)

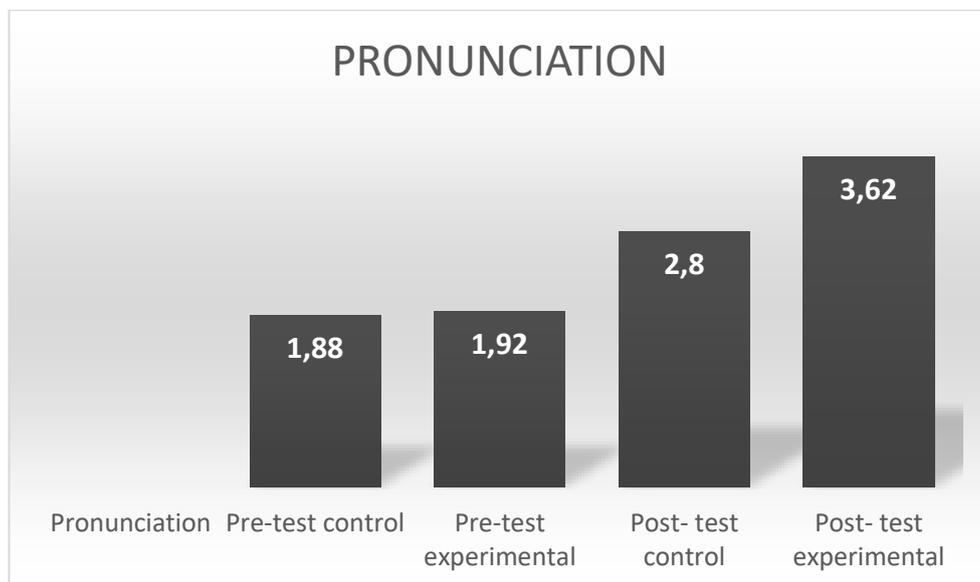


Figure 11. Pronunciation from pre-test and post-test by Mena, J. (2018)

Analysis and interpretation

In the question about pronunciation in the pre-test, the average in the control group is 1.88 and the average of the experimental group is 1.92. These values show that both groups had almost the same average regarding pronunciation in the pre-test. In the same manner, the average of the post-test control is 2.8 and the average of the post-test experimental is 3.62. Thus, these values show that there was an increase of 0.82 after the application process for the average in the experimental group.

Table 13

Average comparison

Average results	
Pretest control	9,65
Pretest experimental	9,62
Post- test control	14,3
Post- test experimental	18,5

Note. From pre-test and post-test by Mena, J. (2018)

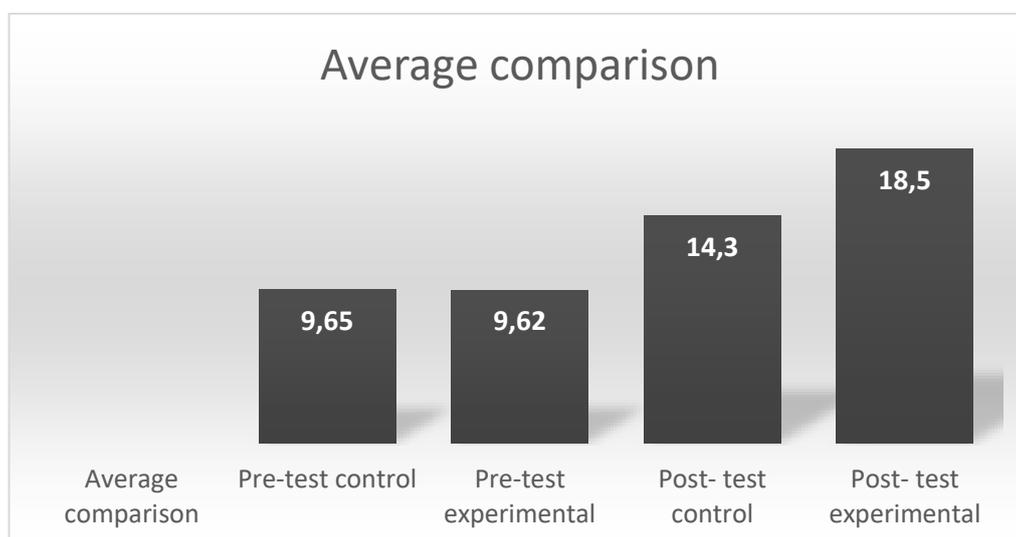


Figure 12. Average comparison before and after the tests in both groups. Taken from the pre-test and post-test by Mena, J. (2018)

Analysis and interpretation

The average comparison figure shows that the average of the control group in the pre-test is 9.65 and the average of the experimental group in this test is 9.62. Consequently, both groups started with the same level of English knowledge. After applying language games as a strategy to promote the speaking skill, the experimental group got an average of 18, 5. This is 4, 5 points more than the average of the control group, which is 14,3. This means that both groups had an increase in the post-test, but the increase gotten in the experimental group was higher. Therefore, languages games enhanced students' speaking skill.

4.1.2 Questionnaire results

1. I am interested in speaking English when playing games in class.

Table 14

Students' interest in speaking English when playing games

Option	Frequency	Percentage
Yes	17	65,38%
Sometimes	7	26,92%
No	2	7,69%
Total	26	100%

Note. From post questionnaire by Mena, J. (2018)

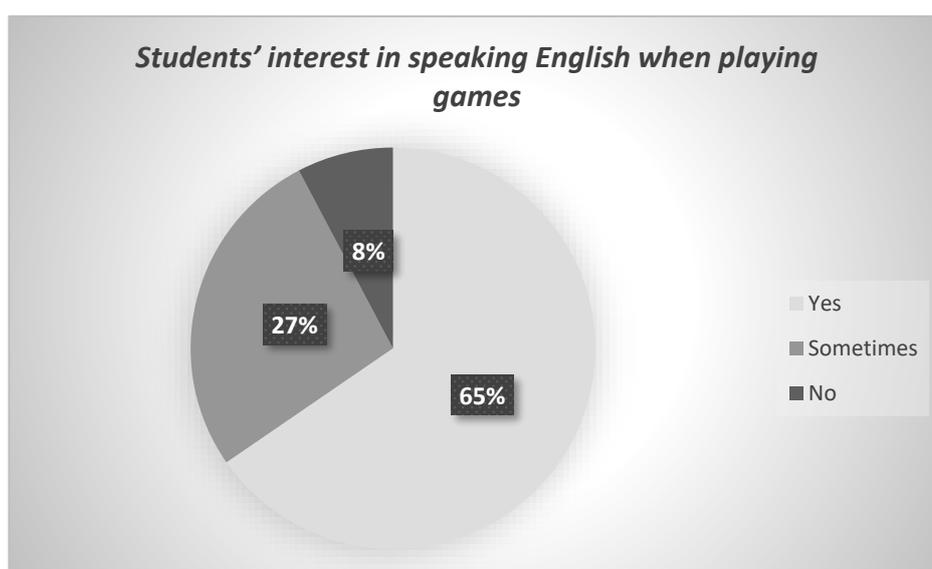


Figure 13. Students' interest in speaking English. Taken from the post questionnaire by Mena, J. (2018)

Analysis and interpretation

Out of a total of 26 learners, 65 % say that they are interested in learning English when playing games in the class, 27 % say that they are sometimes interested, and the 8% say that they are not interested in learning English when playing games. The results demonstrate that students really show interest in learning English when the

teacher planned activities which include games. In other words, nearly all of them are more interested in learning English when games come to be part of the class.

2. I feel confident when speaking English while playing games in class.

Table 15

Students' confidence when playing games

Option	Frequency	Percentage
Yes	17	65,38%
Sometimes	5	19,23%
No	4	15,38%
Total	26	100%

Note. From post questionnaire by Mena, J. (2018)

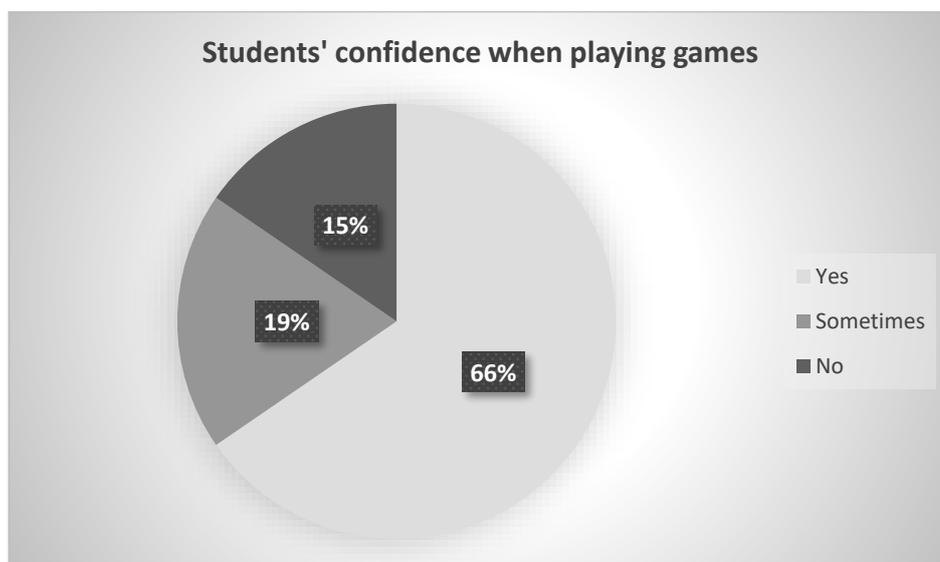


Figure 14. Students' confidence when playing games. Taken from the post questionnaire by Mena, J. (2018)

Analysis and interpretation

Out of a total of 26 learners, 65 % say that they feel confident when speaking English while playing games in the class, 19 % say that they sometimes feel confident, and the 15% say that they do not feel confident. The results demonstrate that the majority of learners express confidence when speaking English while

playing games in the class. This is a clear evidence that games also help students to feel confident and talk. Only a few of them say that they do not feel confident, and the teacher may apply some other strategies.

3. I can ask and answer questions easily when playing games.

Table 16

Ease of students to ask and answer information

Option	Frequency	Percentage
Yes	13	50,00%
Sometimes	7	26,92%
No	6	23,07%
Total	26	100%

Note. From post questionnaire by Mena, J. (2018)

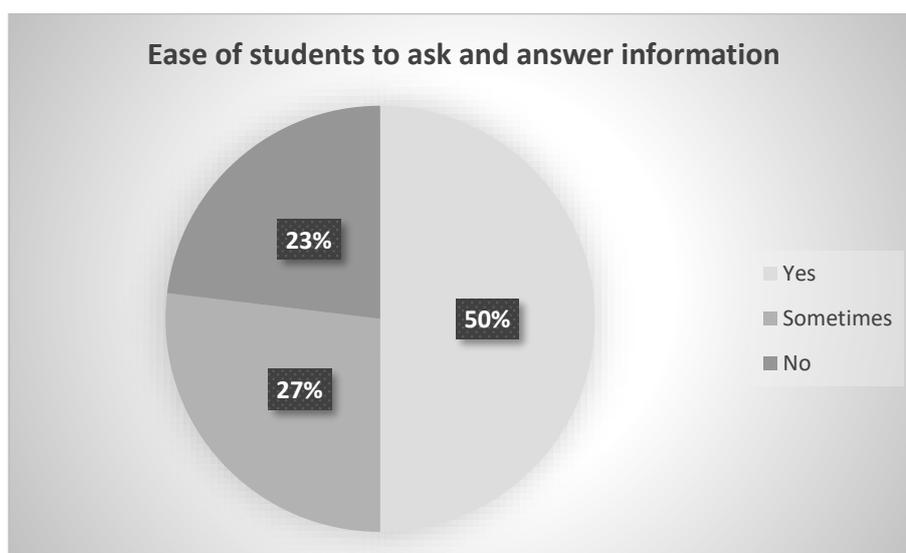


Figure 15. Students’ ease to ask and answer information. Taken from the post questionnaire by Mena, J. (2018)

Analysis and interpretation

Out of a total of 26 learners, 50 % say that they can ask and answer questions easily when playing games in the class, 27 % say that they sometimes can ask and answer questions easily, and the 23% say that they cannot ask and answer questions easily. The results demonstrate that half of group learners find easy to give and ask information, some of them find it quite difficult and a few students find it difficult.

4. I am motivated to speak English when playing games in class.

Table 17

Students' motivation when playing games

Option	Frequency	Percentage
Yes	19	73,07%
Sometimes	4	15,38%
No	3	11,53%
Total	26	100%

Note. From post questionnaire by Mena, J. (2018)

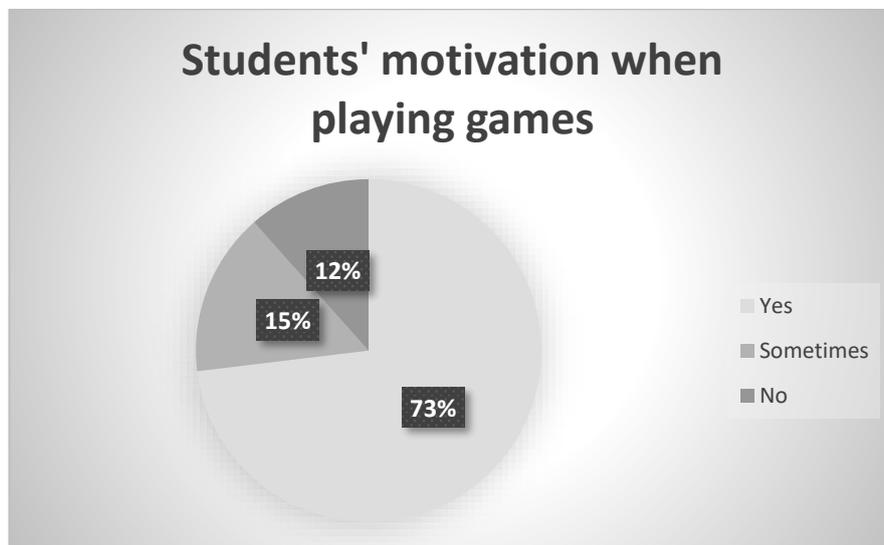


Figure 16. Students' motivation when playing games. Taken from the post questionnaire by Mena, J. (2018)

Analysis and interpretation

Out of a total of 26 learners, 73 % say that they are motivated to speak English when playing games in the class, 15 % say that they are sometimes motivated and the 12% say that they are not motivated. The results demonstrate that a lot of learners are motivated to speak English using games in the class, some of them say that the sometimes feel motivated to speak and a few of them say that the do not feel motivated at all when using games in the class.

5. I feel relaxed in class when playing games.

Table 18

Low anxiety

Option	Frequency	Percentage
Yes	15	57,69%
Sometimes	7	26,92%
No	4	15,38%
Total	26	100%

Note. From post questionnaire by Mena, J. (2018)

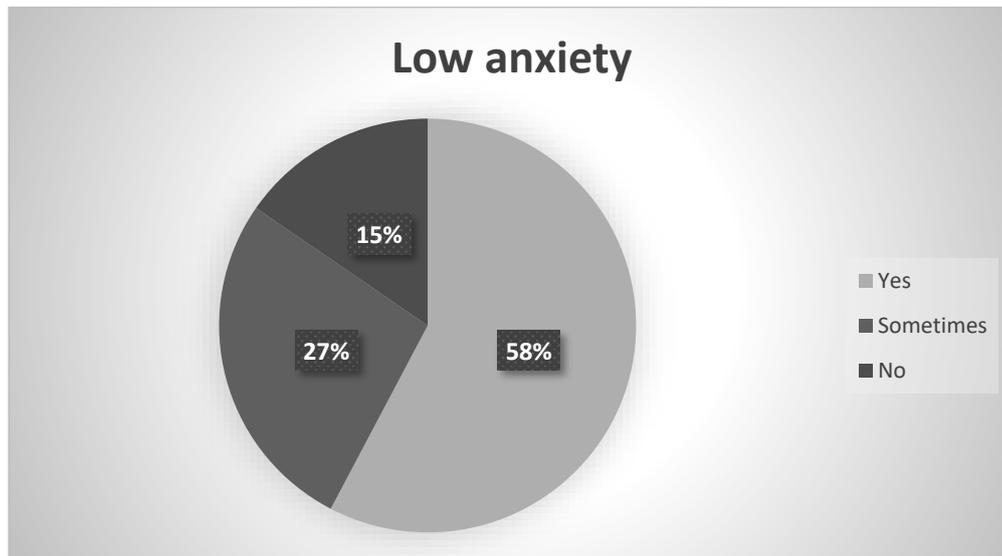


Figure 17. Students' low anxiety. Taken from the post questionnaire by Mena, J. (2018)

Analysis and interpretation

Out of a total of 26 learners, 58 % say that they I feel relaxed in the class when playing games, 27 % say that they sometimes feel relaxed and the 15% say that they do not feel relaxed. The results demonstrate that the majority of learners are relaxed in the class so they can speak English easily since their anxiety is low, some of the feel sometimes relaxed, and a few of them do not feel relaxed when playing games.

4.3 Hypothesis verification

The hypothesis verification was done through the statistical test T-student. Since the population of this inquiry was small, twenty-six (26) students only. Hernandez et al. (2010) stated that the T-student test is a statistical test to evaluate if two groups differ between them in a meaningful way.

4.3 Hypothesis verification

4.3.1 Null hypothesis and alternative hypothesis statement

H0: Language games do not promote the speaking skill on English language learners on higher education.

H1: Language games promote the speaking skill on English language learners on higher education.

4.3.2 Mathematical model

$$H0: \bar{X}_A = \bar{X}_B$$

$$H1: \bar{X}_A \neq \bar{X}_B$$

\bar{X}_A : media experimental group

\bar{X}_B : media control group

4.3.3 Statistical model

$$t = \frac{\bar{X}_A - \bar{X}_B}{\frac{s}{\sqrt{N}}}$$

$$\frac{s}{\sqrt{N}}$$

$$t = \frac{18,5 - 14,3}{\frac{4,66}{\sqrt{26}}}$$

$$\frac{4,66}{\sqrt{26}}$$

$$\sqrt{26}$$

$$t = \frac{4,2}{\frac{4,66}{5,099}}$$

$$\frac{4,66}{5,099}$$

$$5,099$$

$$t = 21.378$$

$$4,66$$

$$t = 4,58$$

t=T-student

\bar{X}_A = media experimental group

\bar{X}_B = media control group

S = standard deviation

N = number of students

4.3.3 Significance level

C = 95% of confidence level

$$\alpha = 0.05$$

4.3.4 Degrees of freedom

$$df = n - 1$$

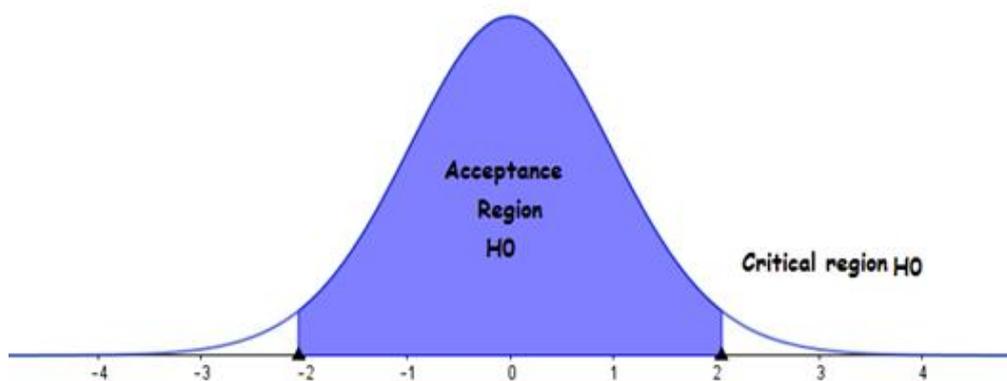
$$df = 26 - 1$$

$$df = 25$$

df = degrees of freedom

n = number of students

4.3.5 Bell curve



4.3.6 Decision making

Calculated T or statistic T is greater than critical T ($4,58 > 2,0555$). Therefore, the null hypothesis is rejected and the alternative hypothesis (Language games promote the speaking skill on English language learners on higher education.) is accepted.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

After analyzing the data collected these are the conclusions found out in this inquiry.

- Language games promoted the speaking skill on English language learners who were studying at the Centro de Idiomas Extensión at Escuela Superior Politécnica de Chimborazo. The data analysis displayed that at the beginning of the English course students started with a low level of their speaking skill, but after applying language games in classes their grades improved, so their speaking skill was promoted.
- A second finding was that languages games as go and stop, party talk, chain game, spelling contest, spelling survivor, what pic was it, hot chair, exit ticket, find your partner, memory game, how much you remember, bingo, Chinese whispers, charades, describe and draw and exit ticket enhanced the speaking skill on the learners who were part of the experimental group.
- A third discovery was that using language games as a teaching strategy to promote the speaking skill worked. The reason to claim this statement is the higher grades and average the experimental group got in comparison with the control group.
- Finally, language games were detected as an effective strategy to be applied in classes because of the good grades students got and also because the researcher could observe learners enjoyed every class were language games were used. Therefore, language games did not only promote the speaking skill, but also, they helped students to have a low level of anxiety, keep students motivated, make learners laugh and the most important make student speak English.

5.2 Recommendations

Since this work focuses on language games as a teaching strategy to improve the speaking skill, the following suggestions are made for the teachers of the first levels at Centro de Idiomas Extensión.

- Considering the low level of the speaking skill students start with at Centro de Idiomas Extensión, this inquiry suggests professors of the first levels to be aware of this crucial fact, so they can reinforce the speaking skill every lesson.
- Professors should research strategies to motivate students to speak English and look for activities to make them talk without being afraid of making mistakes. Considering that speaking is a skill that can only be practiced in class and it is hard to acquire.
- A second recommendation for teachers at Centro de Idiomas Extensión is to include language games in their lesson plans. They can use language games at the beginning of their lessons, as warmers, in the middle of the lesson as a practice with games that take longer or at the end of the lesson as wrap up activities. For instance, spelling contest and spelling survivor can be used as warmers. The language game party talk might be used as a practice with simple present as language focus. The exit ticket may be used as a wrap up to end the classes making sure students understand the topic studied. There are a variety of games for different grammar focus that can be applied in order to develop the speaking skill and make the class fun but also effective.
- The last suggestion for teachers is to apply the language games proposed by the author in this research as a teaching tool; so, they can really prove by themselves that applying this strategy in their lessons motivate learners and brings very effective results, this is students improve their English speaking ability. Many teachers might think that language games are only games to have fun and that is their only function; but if teachers give them a chance,

they will discover that they are a wonderful teaching strategy that really works.

CHAPTER VI

PROPOSAL

Topic:

BOOKLET BASED ON LANGUAGE GAMES AS A TEACHING STRATEGY FOR THE SPEAKING SKILL DEVELOPMENT OF HIGHER EDUCATION LEARNERS.

6.1 Informative Data

Name of the institution: Centro de Idiomas Extensión at the Escuela Superior Politécnica de Chimborazo (ESPOCH)

Beneficiaries: English teachers and students

Person in Charge: Jazmin Mena

6.2 Background of the Proposal

This proposal arises from the successful application of language games as a strategy to teach English. The first step taken was detecting the problem, as it was the low speaking level students have when they begin the English courses at the Centro de Idiomas Extensión at the ESPOCH. It is hard for students to communicate using the English language in the class. Unfortunately, they are not able to keep a simple conversation and they struggle to say even words. Similarly, this fact was proved through the application of pre-test on students of the first levels, where they got a very low average regarding the speaking skill. This fact is an indicator for teachers to use strategies that encourage students to talk. Strategies that motivate students to learn English to communicate and have higher opportunities in their professional lives.

To improve the speaking skill in higher education, it is imperative to propose language games as a strategy to teach this ability. After working with games in the class, it was evident that those helped learners to get involved in interactive conversations. Students felt calm and with very low anxiety, being these two factors a requirement for the speaking skill to emerge. Another fact that was clearly seen was their improvement in their speaking post-test. They clearly had a better score

in comparison with the students who do not learn English with the use of games. Being a witness of the benefits that language games presented for students as well as for professors, it is important to point out that this proposal will be helpful for those who applied it.

6.3 Justification

Teaching English is a wonderful job for those who love being educators. Nearly all teachers are looking for alternatives to make their classes meaningful and interesting. As a consequence, professors use books, booklets, websites, blogs, YouTube videos to find new teaching tools. Thus, the first reason to work on this booklet is to present English professors language games as a way to make their classes fun and productive.

A second reason is the learners' necessity of the first levels at the Cambridge Centre to really speak English. The speaking skill is a difficult skill to acquire and even more in the first levels, but if teachers look for the appropriate strategies, learners can easily develop this ability. It imperative to get students used to speak English in classes since this is the only opportunity to practice.

This work is a booklet that encompasses ten language games. Each of them presents the name of the game, language function, time, stage where the game can be used within the lesson plan, materials needed and the procedure to follow in order to apply games in the class. It is important to mention that each game will be also available in a video with the aim of giving professors at the Centro de Idiomas Extensión the options to read the game they would like to use or watch it in a video.

Finally, it is crucial to mention that technology is the most useful source nowadays. That is why each language game presented will be easily found as a YouTube video. So teachers have the options to read the booklet or watch it in a video. Therefore, the last reason would be that this work might not benefit only the English teachers at the Cambridge Centre, but it will be available for some other English professors around the world.

6.4 Objectives

6.4.1 General

To generate a booklet of language games to help higher education students to enhance their speaking skill.

6.4.2 Specific objectives

- To determine the most useful language games that help students to develop their speaking skill.
- Socialize the booklet proposed with English professors of the institution so that they know how to use language games in their classes.
- Motivate professors to use this strategy of language games for students to improve their speaking ability.

6.5 Feasibility Analysis

This proposal is feasible because it does not require any unreachable resource for its development. It is of easy application for professors and students. Professors are going to learn about language games as a strategy to make their students talk. The classes will be meaningful and entertaining. Students will have a lot of opportunities to use the language. Therefore, both beneficiaries do not have to invest anything, but their attitude to improve. Another reason to say that this proposal is achievable, would be the support and permission from the authorities of this university. They are aware of the results of this inquiry, so they are very opened to the development of this proposal since it will benefit professors and students. Another fact to take into account for the performance of this proposal is the great infrastructure that the institution has. The new buildings where the classes take place have very big and comfortable classrooms. Students can easily move around and play any game that requires space. Also, the building itself is very spacious, so if students need to leave the classroom in order to play games, they can easily go outside and play in order

to learn. Definitely, the location where students take English lessons is adequate to apply what this work proposes.

Furthermore, the building of the Centro de Idiomas Extensión counts with the necessary technology tools such as internet access in all classrooms, projectors and two big laboratories, available for students at any time. After this being written, another reason for this proposal to be done is that when the socialization stage comes to take place, the researcher can take advantage of all of the tools specially the internet access and projector in which the language game videos can be easily displayed. The space will also help to practice each game with professors, so they have clear ideas on how to apply games in their classes.

6.6 Foundation

Games and Language Teaching

Teaching English could become a heavy routine if teachers are not able to vary the activities they plan for their lessons. There are a lot of games that can be used in a class as a teaching tool to encourage students to learn English. Professors agree that students develop the ability to speak a foreign language through interaction. Language games are a communicative strategy based on real context that requires communication. By using language games, learners will have the chance of communicating with each other in the target language. Games create a favorable environment where students have real communication, authentic activities and meaningful tasks that promote the oral language. This can happen when learners are motivated to learn and collaborate in order to achieve a goal or complete a task.

Booklet: the cambridge dictionary defines a booklet as a small book which contains few pages with information about a specific topic.

Language Game: Wright, Betteridge and Buckby (2009) stated that a game is an activity which is fun, appealing and interesting. These authors also added that games provoke play and interaction most of the time.

Speaking: Bailey and Nunan (2005) stated that the speaking skill is one of the productive skills that involve some other sub-skills such as fluency, pronunciation, intonation, discourse and others. It is a very important skill of a language since it allows students to express in a verbal way their feelings and thoughts. These authors also point out that when teaching speaking, students are able to:

- Produce sound patterns
- Use the right intonation, and stress of a word or sentence and the rhythm of the language.
- Choose appropriate words and sentences according to the situation
- Organise their thoughts in a logical sequence
- Use the language an instrument to express agreement, disagreement, judgments
- Use the language confidently and quickly, which is known as fluency

How important it is for a professor to create a rich environment and put all the ingredients together in the class so students are able to produce oral language and therefore meaningful communication. It is so wonderful to know that speaking does not only involve saying words and sentences, it goes further than that. It involves expressing what people feel and think. All living creatures have this deep desire of communicating what they have inside, what makes them happy, sad or angry. Speaking a language is such a beautiful miracle that allows students to stand up for their principles and values. It is so amazing to know that using language through speaking avoids miscommunication. The whole world needs people to be able to communicate assertively.

6.7 Operating Model

Phases	Objectives	Activities	Resources	People Responsible	Time
1.Planning	To work on a schedule to present the proposal to the English professors.	-Ask for permission to carry out a workshop for the English professors. - Prepare a one-day workshop to present the language games.	-Official letter -Booklet -Videos	-Proposal author	- 2 hours
2.Socialization	-Present the language games to the English professors through by playing the games themselves.	-Presentatiof each language game and its procedure. - Presentation of each language game as a video	-Youtube videos about language games. -Projector -booklet	-Author of the proposal -English professors	- 2 hours

		Performance of each language games with the professors being the participants			
3.Application	To apply all the language games suggested in the booklet as well as the videos.	- Apply 2 games per week.	- Booklet -Youtube videos	- -Author of the proposal -English professors	6 Weeks
4. Evaluation	- To evaluate the effectiveness of languages games.	-Complete an evaluation form to asses each language game. - oral and written feedback from the professors to the author of the proposal	-Evaluation form	-Author of the proposal -English professors	30 mminutes

Figure 18. Operating model



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LANGUAGE GAMES

Educational activities for English Teachers.



Introduction

This booklet is a collection of language games for English as a foreign language (EFL) learners to practice their speaking skill. It is designed for teachers by a teacher- one who has applied language games herself and found them very efficient and useful.

Most teachers have already tried games successfully, but there must also be some of them who have not found the experience pleasant for themselves or their classes. Still for others this idea of using games in the class could be new or even a doubt asking themselves whether games are an opportunity for learners to speak.

I hope that this booklet contains something for all teachers: new games for those who are already convinced of this strategy, reassurance for those who are doubtful about games and encouragement for those who have tried them previously.

How to use this booklet?

Ten language games are fully described in different charts. Each chart explains the level that each game is suitable for; the language function it is focused on; the stage it can be used; the materials needed and the procedure to follow. Additionally, all games presented in this booklet are available as a video on YouTube. To visualize each game professors can google the link that is presented in each game.

What is a game?

According to Wright, Betteridge and Buckby (2009), language games are activities that provoke play and interaction among students. These authors also mentioned that games make classes fun, interesting and entertaining. Therefore, games are a really useful strategy for teachers to put into practice.

Reasons to use games in the class

- Sustain learners' interest (motivation)
- Learners experience authentic language
- Repeated use of language structures
- Group work
- Low anxiety

Contents

How to use this booklet?	2
What is a game?	3
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Game two: PARTY TALK	6
Game three: BINGO-SPELLING	7
Game four: HOT CHAIR	8
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Game one:

GO AND STOP

LEVEL	Beginners - intermediate	Time: 10 minutes
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Language Focus:	Simple present	Stage: Warm-up/ wrap-up
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Materials:	A marker, small ball or any object that can be passed around.	
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Procedure:	<p>1. The marker passes around the whole class while the teacher says GO, when the teacher says STOP, the learner who is holding the marker answers a question made by the teacher.</p> <p>This process will be repeated as many times as the teacher considers necessary.</p>	
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<https://www.youtube.com/watch?v=sipd7Qohcgs>

Author: Jazmin Mena



Game two:

PARTY TALK

LEVEL	Beginners - intermediate	Time: 30 minutes
Language Focus:	Introduce yourself	Stage: Practice
Materials:	Laptop, speakers, music	
Procedure	<ol style="list-style-type: none">1. Teachers give learners a model on how to introduce themselves. (he/she can write a model on the board)2. Learners practice with their partner firstly.3. After that, all learners stand up and make a big circle.4. Then learners number themselves from one to two.5. All learners who are numbers one step forward and become part of a new small circle inside the big circle.6. Finally, both circles walk, one to the right and the other one to the left while the music is ON, when the music STOPS, all learners stop walking and introduce themselves to the person who is in front of them.	



<https://www.youtube.com/watch?v=nNkAF5ySKuo&feature=youtu.be>



Game three:

BINGO-SPELLING

	Beginners	Time: 10 minutes
LEVEL		
Language	Spelling	Stage: Warm-up/ wrap-up
Focus:		
	None	
Materials:		
Procedure	<ol style="list-style-type: none">1. Teachers spell challenging words for learners to copy on their notebooks.2. The learner who has gotten the word shouts BINGO and gets participation points.3. Teachers can dictate as many words as convenient.	
	 https://www.youtube.com/watch?v=UctNGIZOgp0	

Game four:

HOT CHAIR

	Beginners - intermediate	Time: 15 minutes
LEVEL		
Language	Yes/no and information questions	Stage: Practice
Focus:	_____	
Materials:	A chair	
Procedure:	<ol style="list-style-type: none">1. The teacher starts the game by sitting on the hot chair, so learners ask the teacher yes/no and information questions. (This motivates the learners because they always want to know about their teacher).2. Then the second person going to the hot chair is a volunteer from the class.3. All students participate raising their hands up and taking turns asking questions to the classmate who is sitting down on the hot chair.4. The teacher ends the game after a few students have sat on the hot chair.	



<https://www.youtube.com/watch?v=ggRyO6s8pt0>

Game five:

DESCRIBING PICTURES

LEVEL	Beginners - intermediate	Time: 15 minutes
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Language

Focus:

picture description

Stage: Warm-up/ wrap-up

Materials:

Laptop, projector, images

Procedure:

1. Learners sit down in pairs, learner A and learner B. Learner A closes his/her eyes for a while.
2. Learner B looks at the image projected on the board for 30 seconds.
3. Teachers no longer show the image after the 30 seconds.
4. Learner A opens the eyes and listens to learner B, who describes and says as much as he/she remembers about the image.
5. Learners change roles in order to have the opportunity to talk.
6. Teachers show the two images to see if the description they told each other matches the image presented.



<https://www.youtube.com/watch?v=fYbF2yQ9IDw>



Game six:

EXIT TICKET

Beginners - intermediate

Time: 10 minutes

LEVEL

Language

Expressing likes and dislikes Stage: wrap-up

Focus:

None

Materials:

Procedure:

Learners say two sentences, they express one like and one dislike. This is the exit ticket in order to leave the class.



<https://www.youtube.com/watch?v=3oNDQVJZjAU>

Game seven:

CHAIN GAME

LEVEL	Beginners -intermediate	Time: 30 minutes
Language		Stage: practice/production
Focus:	SIMPLE PRESENT	
Materials:	None	
Procedure:	<ol style="list-style-type: none">1. Learners make groups of 4.2. Each member of the group says a sentence. This sentence is personal. This means learners use the subject pronoun I.3. The first learner says his/her sentence. The next learner repeats the first student's sentence using the subject pronoun HE or SHE.4. After that, the third learner repeats the first and second student's sentence and also he/she says his/ her own sentence.5. Each member of the group repeats their classmates' sentences in the group and also mentions his/her own sentence lastly.6. Finally, the last learner repeats all the sentences.	



<https://www.youtube.com/watch?v=Hgk8kbLV1rQ>

Game eight:

CHINESE WHISPERS

LEVEL	Beginners - intermediate	Time: 15 minutes
Language		
Focus:	Information questions	Stage: warm-up
Materials:	Markers, the board, written messages	
Procedure	<ol style="list-style-type: none">1. The teacher divides the class into two groups.2. Each group stands up and lines up.3. The teacher stands up next to the last learner in both lines.4. Each last learner in the line will read a sentence with information questions.5. After that, they will whisper the message (information question) to the next learner in line, this message will be whispered to each member in the line until it gets to the first learner in the line. The first learner will receive the message and write it on the board. Finally, the group with correct messages written on the board wins.	



https://www.youtube.com/edit?o=U&video_id=px-FyxGcS1Y



Game nine:

MEMORY GAME

LEVEL	Beginners -intermediate	Time: 20 minutes
Language Focus:	Simple present	Stage: warm-up/wrap-up
Materials:	A marker, the board	
Procedure :	<ol style="list-style-type: none">1. The teacher writes sentences about famous people on the board.2. Learners look at sentences for one minute trying to learn them by heart.3. Teacher erases words from each sentence written on the board.4. Learners raise their hand to take the chance to remember and say all the sentences.5. The teacher presents information about different famous people so all student have the opportunity to participate.	



https://www.youtube.com/edit?o=U&video_id=A3SP3d8QqFw

Game ten:

SPELLING SURVIVOR

	Beginners - intermediate	Time: 15 minutes
Language Focus:	spelling	Stage: warm-up/wrap-up
Materials:	None	
Procedure	<ol style="list-style-type: none">1. All learners stand up.2. Teachers call out a vocabulary word.3. The first learner begins by saying the word and the first letter of the word, the next learner the second letter of the word, the next learner the third word, and so on until all the word is spelled.4. If someone makes a mistake while spelling the words, he/ she must sit down.5. Teachers call out as many words as necessary and the learner who never makes mistakes and keep standing up is the winner.	



https://www.youtube.com/edit?o=U&video_id=rWq5EEwH4zg



6.8 Administration of the Proposal

The implementation of this proposal is expected to start the last week of March 2018 and finishes the same year during the last week of May. These dates were taken into account considering the starting and last date of classes at the Centro de Idiomas Extensión. All the phases, activities and more details about how the proposal will be performed are mentioned in the operating model already explained.

6.9 Evaluation of the Proposal

To evaluate the performance of this proposal, the following evaluation plan will be followed.

BASIC QUESTIONS	EXPLANATIONS
What to evaluate?	The performance of the proposal
Why to evaluate?	To prove the effectiveness of this proposal.
For what to evaluate?	To see the acceptance this proposal has among students.
With what criteria?	Coherence and effectiveness
Indicators	Qualitative and quantitative
Who evaluates?	The author of this proposal and the English professors.
When to evaluate?	During the time established in the operating model.
How to evaluate?	Through oral quizzes, observation, conversations, rubrics
Information sources?	Students, professors, books, journals, websites
With what to evaluate?	Written and oral feedback, evaluation forms

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ANNEXES

Annex 1: Research authorization document



ESPOCH
ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

Octubre 16 de 2017

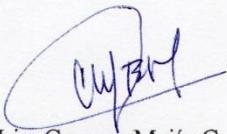
Licenciada
Jazmin Ivonne Mena Mayorga
DOCENTE DEL CENTRO DE IDIOMAS-EXTENSIÓN
Presente

De mi consideración:

Con un cordial saludo me dirijo a usted, a la vez que dando contestación al oficio con fecha 16 de octubre de 2017, en el cual solicita autorización para la ejecución del plan de intervención del proyecto de titulación denominado **“LANGUAGE GAMES FOR PROMOTING THE SPEAKING SKILL ON ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION”**, autorizo para que continúe con el trámite.

Particular que comunico para los fines pertinentes.

Atentamente,



Lic. Carmen Mejía C.
DIRECTORA CENTRO DE IDIOMAS

Annex 2: research instrument validation 1

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE “LANGUAGE GAMES FOR PROMOTING THE SPEAKING SKILL ON ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION.”

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE TEST

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. Spell the following words: - Necessary - Accommodation - Identifying - Embarrassed - Rhythm	/		/				/		
2. Introduce yourself	/			/			/		
3. Look at the picture and describe it.	/		/				/		

4. Talk about an important person in your life.	/		/				/		
5. Talk to your partner and make a conversation to get to know him/her.	/		/				/		



Firma

C.I. 180269645 8

Annex 3: Research instrument validation 2

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE “LANGUAGE GAMES FOR PROMOTING THE SPEAKING SKILL OF ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION.”

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE TEST

PREGUNTAS PARA LOS ESTUDIANTES

ÍTEMS CATEGORÍAS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
	1. Spell the following words: - Necessary - Accommodation - Identifying - Embarrassed - Rhythm	/		/					
2. Introduce yourself	/		/					/	
3. Look at the picture and describe it.	/		/					/	

4. Talk about an important person in your life.	/		/					/	
5. Talk to your partner and make a conversation to get to know him/her.	/		/					/	

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Annex 4: Rubric

**Oral quiz
scoring sheet**

Name: _____
Date: _____
Score: _____

		Poor	Fair	Good	Very good	Excellent
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5

General comments

Suggestions for improvement

Comprehension = ability to understand questions and respond appropriately
 Fluency = ability to speak quickly, naturally, and without many pauses
 Grammar = ability to use correct grammar and sentence structures
 Vocabulary = ability to understand and use vocabulary words and phrases
 Pronunciation = ability to use correct stress, rhythm, and intonation patterns

Note: Taken from the Interchange Fourth Edition book

Annex 5: Pre-test

UNIVERSIDAD TÉCNICA DE AMBATO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA

PRE-TEST



Objective: This test is to know the English level that students have regarding the speaking skill.

1. Spell the following words:

- Necessary
- Accommodation
- Identifying
- Embarrassed
- Rhythm

2. Introduce yourself

3. Look at the picture and describe it

4. Talk about an important person in your life

5. Talk to your partner and have a conversation to get to know him/her

Annex 6: Post-test

UNIVERSIDAD TÉCNICA DE AMBATO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA

POST-TEST



Objective: This test is to know the English level that students have regarding the speaking skill.

1. Spell the following words:

- Weird

-Handkerchief

-Conscience

- Millennium

-Caribbean

2. Introduce your best friend

3. Look at the picture and describe it

4. Talk about a family member

5. Talk to your partner and have a conversation to get to know him/her

Annex 7: Post questionnaire
UNIVERSIDAD TÉCNICA DE AMBATO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA
POST-QUESTIONNAIRE



Objective: To determine if students' response to language games is favorable.

Instruction: Read the questions carefully and check (✓) one of the alternatives given.

1. I am interested in speaking English when playing games in class.
 YES NO SOMETIMES

2. I feel confident when speaking English while playing games in class.
 YES NO SOMETIMES

3. I can ask and answer questions easily when playing games.
 YES NO SOMETIMES

4. I am motivated to speak English when playing games in class.
 YES NO SOMETIMES

5. I feel relaxed in the class when playing games.
 YES NO SOMETIMES

Annex 8: Intervention plan

INTERVENTION PLAN

GENERAL INFORMATION	
NAME:	Jazmina Ivonne Mena Mayorga
WORKPLACE:	Escuela Superior Politécnica de Chimborazo
LOCATION:	Riobamba
EDUCATION LEVEL:	HIGHER EDUCATION
Students:	52
TOPIC	
“LANGUAGE GAMES FOR PROMOTING THE SPEAKING SKILL ON ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION”	
OBJECTIVE	
To determine if the use of language games as a teaching strategy is effective.	
POPULATION	
The population is 52 students of the first levels of the Centro de Idiomas Extensión at the Escuela Superior Politécnica del Chimborazo. 26 students will be part of the control group and the other 26 students will be the experimental group.	

TIME	MATERIALS
6 weeks, 15 minutes a day	<ul style="list-style-type: none"> ✓ Rubrics ✓ Recorder
PROCESS	
FIRST	
<p>To start with, students will take the pre-test. This consists of 5 questions focused on evaluating their speaking skill. There will be two English professors grading their performance with a rubric, which will determine the grade on the pre-test.</p>	
SECOND	
<p>After the pre-test students will be practicing the speaking skill through games as speaking activities during the class. Language games will be applied as a specific teaching technique to promote the speaking skill.</p>	
DEVELOPMENT	

This process will be held during 6 weeks, students will play games in the class as a speaking strategy three days a week as a way to reinforce grammar. These language games sometimes will be presented at the beginning of the class as a warm up activity, some other times, they will also be presented at the practice stage of the lesson plan for students to practice the grammar presented orally, or they will be applied at the end of the class as a wrap up.

Teaching methodology

The language games that are going to be applied belong to the communicative language teaching method since students interact with all their classmates in order to communicate. The main idea of applying language games is to provide students opportunities to talk and use the target language to be able to keep an English conversation.

END

At the end of this intervention plan, the control group and the experimental group will take the post-test. This test consists on the same questions asked in the pre-test.

WEEKLY LESSON PLANS

WEEK ONE

Session 1- Day 1
Language game: Survivor spelling
Language focus: pronunciation-spelling
Stage: warm-up
Description: <ol style="list-style-type: none">1. Students stand up.2. The teacher calls out a vocabulary word.3. The first student begins by saying the word and giving the first letter, the second student the second letter of the word, the third student the third letter, and so on until the word is spelled correctly.4. If somebody makes a mistake they must sit down, and the class starts again from the beginning until the word is spelled correctly.5. The student who keeps standing is the "survivor" and wins the game.

Session 2- Day 2
Language game: Party talk.
Language focus: introduce yourself
Stage: Practice
Description: <ol style="list-style-type: none">1. Students make a big circle.2. Students number themselves from one to two.3. All numbers one step forward and make a small circle inside the big one.4. Now we have two circles, one big circle and a small one inside.5. Students in both circles walk, one circle to the left and the other circle the right.6. The teacher plays music, when the music stops, all students also stop walking, and the circle inside turns around and talk to the student who is front of them.

Session 3- Day 3
Language game: Party talk.
Language focus: Fluency-introduce yourself
Stage: Practice
Description: <ol style="list-style-type: none">1. Students make a big circle.2. Students number themselves from one to two.3. All numbers one step forward and make a small circle inside the big one.4. Now we have two circles, one big circle and a small one inside.5. Students from the big circle walk to their right and the small circle walks to the left.6. The teacher plays music, when the music stops, students also stop walking and the circle inside turns around talk to the student who is front of them.7. Students will introduce themselves.

WEEK TWO

Session 4 - Day 4
Language game: Spelling contest
Language focus: Spelling -pronunciation
Stage: Warm -up
Description: <ol style="list-style-type: none">1. Students make groups of 5.2. The teacher calls out a word for each group.3. Each member of the group says a letter to complete the word said by the teacher.4. If all members in the group spell the word correctly they get points for the group.5. The group with more points will win the game.

Session 5- Day 5
Language game: what pic was it!
Language focus: Vocabulary – picture description
Stage: Practice
Description: <ol style="list-style-type: none">1. Divide the class in two groups, group A and group B.2. One learner from each group will come to the front. This student will describe a picture from a choice of 10 pictures.3. The teacher will show the 10 pictures to the whole class to encourage learners from each group to identify which picture has been described.4. If the group gets the picture described, they get one point for each group.5. The group who gets more points wins.

Session 6- Day 6
Language game: hot chair
Language focus: simple present questions
Stage: Warm-up
Description: <ol style="list-style-type: none">1. One learner sits down on the hot chair to be asked different questions.2. The whole class participates asking questions to the person who is sat down on the hot chair.3. Learners must raise their hands in order to make questions.4. Learners who ask questions and participate can get participation points as a way to encourage them to talk.5. After a while, another learner goes to the hot chair to be asked and so on.6. The teacher can also participate, this is a way to motivate students to ask because they always want to know about their teacher.

WEEK 3

Session 7- Day 7
Language game: Party talk
Language focus: simple present
Stage: Practice
Description: <ol style="list-style-type: none">1. Learners are asked the day before to bring one picture of a famous person they like.2. Learners make a big circle.3. Learners number themselves from one to two.4. All numbers one step forward and make a small circle inside the big one.5. Now we have two circles, one big circle and a small one inside.6. Students from the big circle walk to their right and the small circle walks to the left.7. The teacher plays music, when the music stops, students also stop walking and the circle inside turns around talk to the student who is front of them.8. They will introduce the famous person who is in the picture to their classmates using correct simple present forms.

Session 8- Day 8
Language game: EXIT TICKET
Language focus: SPELLING
Stage: Wrap up
Description: <ol style="list-style-type: none">1. Learners must say their names and last names, spell them and if they do it correctly they can leave. If they cannot spell their names and last names they stay and practice until they do a good job with spelling.

Session 9- Day 9
Language game: FIND YOUR PARTNER
Language focus: Simple present
Stage: practice
Materials: cards and famous people pictures.
Description: <ol style="list-style-type: none">1. The teacher gives cards to each student in the class.2. Students pair themselves with the person who has the same number in the card.3. They sit down together and introduce the famous person in the picture.4. Once both students finished introducing the famous person in the picture.5. The teacher gives the cards to the whole class as a second round.6. The process of introducing the famous person continues, this time with a different partner.7. The teacher can give the cards as many rounds as she likes, so students find different partners to practice introducing the famous person.

WEEK 4

Session 10- Day 10
Language game: HOW MUCH YOU REMEMBER
Language focus: Describing pictures
Stage: warm up
Materials: Projector, images
Description: <ol style="list-style-type: none">1. Learners sit down in pairs, learner A and learner B. Learner A closes the eyes for a while.2. Learner B looks at the image projected on the board for 30 seconds.3. The teacher no longer shows the image after the 30 seconds.4. Learner A opens the eyes and listens to learner B, who describes and says as much as he/she remembers about the image.5. Learners change roles in order to have the opportunity to talk.

Session 11- Day 11
Language game: MEMORY GAME
Language focus: SIMPLE PRESENT
Stage: warm up
Materials: markers, white board
Description: <ol style="list-style-type: none">1. The teacher presents information about different famous people in sentences, for example, Shakira lives in Spain with her husband.2. A group of 7 sentences will be presented for each famous person.3. Learners look at sentences for one minute trying to learn them by heart.4. The teacher erases words from each sentence written on the board.5. Learners raise their hand to take a chance to remember and say all the sentences.6. The teacher present information about different famous people so all students have the chance to participate.

Session 12- Day 12
Language game: Bingo!
Language focus: spelling
Stage: Wrap up
Materials: None
<p>Description:</p> <ol style="list-style-type: none"> 1. The teacher spells out vocabulary words from the unit. 2. Learners are ready to copy the letters dictated by the teacher. 3. The first learner who gets the word correctly spelled, raises their hand and shouts bingo. He/she will get participation points.

WEEK 5

Session 13- Day 13
Language game: Chinese whispers
Language focus: information questions
Stage: warm-up
Materials: markers, white board
<p>Description:</p> <ol style="list-style-type: none"> 1. The teacher divides the class into two groups. 2. Each group stands up and lines up. 3. The teacher will be stood up next to the last learner in the lines. 4. Each last learner in the line will read a sentence with information questions. 5. They will whisper the message (information question) to the next learner in line, this message will be whispered to each member in the line until it gets to the first learner in the line. The first learner will receive the message and write it on the board. 6. The group with correct messages written on the board wins.

Session 14- Day 14
Language game: Charades
Language focus: adverbs of frequency
Stage: practice
Materials: small papers with sentences written.
Description: <ul style="list-style-type: none"> 1. The teacher divides the class into two groups, group A and group B. 2. Each group chooses a member from the group to go to the front and mime the questions with how often. This learner will have 1 minute to mime 10 sentences. 3. The rest of the member in each group will try to guess and say the question. 4. The group with more questions guessed wins.

Session 15- Day 15
Language game: Go and stop
Language focus: simple present
Stage: wrap up
Materials: a marker
Description: <ul style="list-style-type: none"> 1. The marker passes around the whole class while the teacher says GO, when the teacher says STOP, the learner who is holding the marker answers a question made by the teacher. 2. This process will be repeated as many times as the teacher considers necessary.

WEEK 6

Session 16- Day 16
Language game: CHAIN GAME
Language focus: SIMPLE PRESENT
Stage: PRACTICE
Materials: NONE
Description: <ul style="list-style-type: none"> 1. Learners make groups of 8. 2. Each member of the group says a sentence. This sentence is personal. This means learners will use the subject pronoun I. 3. The first learner will say his/her sentence. The next student will repeat the first student's sentence using the subject pronoun HE or SHE and conjugates the verb. 4. The third student will repeat the first student's sentence and second student's sentence and he/she will say his/her sentence. 5. Each member of the group will repeat their classmates' sentences and theirs. 6. Until the last learner repeats all the sentences.

Session 17- Day 17
Language game: DESCRIBE AND DRAW
Language focus: vocabulary
Stage: practice
Materials: white board, markers
<p>Description</p> <ol style="list-style-type: none"> 1. Divide the class into two groups. Group A, Group B. 2. Each group chooses a member to go to the board. 3. The teacher displays a large picture which all the class can see, except the learners chosen by the board. For example, the picture can be displayed through the projector. 4. Learners from group A give a description of what they saw through the projector. 5. Learner who is standing up for group A listens and draws what his/her group says. This learner tries to get by drawing the picture the group saw. 6. Group B will do the same. 7. The group who gets closer to the real picture wins.

Session 18- Day 18
Language game: EXIT TICKET
Language focus: LIKES, AND DISLIKES
Stage: WRAP UP
Materials: NONE
<p>Procedure</p> <ol style="list-style-type: none"> 1. Learners say two sentences, they express one like and one dislike. This will be the exit ticket in order to leave the class.