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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TOPIC: THE IMPACT OF USING GAMES ON SPEAKING SKILLS

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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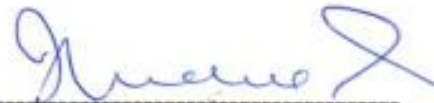
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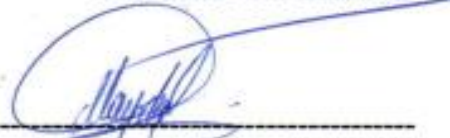
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**A LA UNIDAD DE TITULACION DE LA UNIVERSIDAD TÉCNICA
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TEMA: “THE IMPACT OF USING GAMES ON SPEAKING SKILLS”

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RESUMEN EJECUTIVO

El objetivo de la investigación fue analizar el impacto del uso de juegos para mejorar las habilidades de habla en los alumnos de tercer año de educación secundaria en la Unidad Educativa Joaquín Lalama en la ciudad de Ambato. La investigación fue realizada por una muestra caracterizada de 53 estudiantes, que fueron distribuidos aleatoriamente en un grupo control de 25 y un grupo experimental de 28 estudiantes. La base metodológica es la de la investigación mixta conocida como investigación cualitativa-cuantitativa y en un diseño cuasi-experimental. De esta ejecución, la metodología de la encuesta se aplicó en el aula durante un período de cuatro semanas. Los puntajes se obtuvieron mediante la técnica del cuestionario y la aplicación de una pre prueba para analizar las habilidades del habla y una post prueba para verificar la mejoría de las habilidades, prueba adaptada (PET) de (FGUMA) (ver anexo 3 y 4); que se aplicó antes y después de la investigación. Finalmente, se efectuó una prueba T para verificar la hipótesis. Se compiló un manual de estrategias de juegos con doce actividades didácticas para mejorar la habilidad del habla de los estudiantes de una manera más efectiva y dinámica. Por lo tanto con la aplicación de la propuesta basada en juegos se puede observar que el grupo experimental destacó al grupo control. Los resultados mostraron que el uso de juegos como estrategia de aprendizaje en los estudiantes, mejora las habilidades del habla, motiva a la participación oral durante las clases y se demostró que esta estrategia fue altamente efectiva y beneficiosa tanto para los estudiantes y los docentes del idioma inglés como lengua extranjera.

Descriptor: **estudiantes**, habilidades de habla, estrategias de aprendizaje, manual, juegos, investigación, dinámica, post-prueba, pre-prueba, docentes, muestra, participación.

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AUTHOR: Licenciada Diana Janeth Cruz Suárez

DIRECTED BY: Doctora Wilma Elizabeth Suárez Mosquera Magister

DATE: October 3th, 2019

EXECUTIVE SUMMARY

The aim of the research was to analyze the impact of using games to improve speaking skills on learners of third year of secondary education at Unidad Educativa Joaquin Lalama in the city of Ambato. The investigation was performed by a sample characterized by 53 learners that were casually distributed in a control group of 25 and an experimental group of 28 learners. The methodological basis is a mixed research known as qualitative-quantitative research and in a quasi-experimental scheme. In this implementation, a survey methodology was applied in the classroom during a period of four weeks. The reports were collected through a questionnaire technique and the application of a pre-test to analyze speaking skills and a post-test to verify the improvement of same skills. adapted test (PET) of (FGUMA) (see annex 3 and 4); which was applied before and after the research. A T test was performed to verify the hypothesis. A manual of games strategies was compiled with twelve teaching activities to improve learners' ability in a more effective and dynamic way. Therefore, with the application of the game handbook proposal, it shows that the experimental group highlighted the control group. The outcomes showed that the use of games as a learning strategy on students; improve speaking skills, motivates oral participation during English classes and showed that this strategy was highly effective and beneficial for both students and language teachers. A handbook of games strategies was recompiled with twelve didactic activities to improve learning in an enjoyable and effective way.

Descriptors: speaking skills, learning strategies, manual, games, research, dynamics, post-test, pre-test, students, teachers, show, participation.

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INTRODUCTION

The learning and development of language in humans involves having fun, even more if people consider that learning a foreign language is a process that comprises the use of linguistics sound, memory, comprehension and pronunciation of different phonemes from the native language. For some people it is dreary and exhausting to achieve a good pronunciation, fluency and an adequate understanding of the acquired language. For this reason, using dynamic games to improve speaking skills of students is an excellent proposal, considering that many high school students show rejection and a fear of learning English, for reasons such as the application of memoristic and rigid strategies that do not give way to spontaneous learning, based on the real environment with a good atmosphere for the students to feel comfortable and relaxed during the classes.

This games handbook proposal to improve speaking skills is very helpful for teachers and learners as it will certainly increase vocabulary, fluency, pronunciation and motivation when speaking in a real context. Given that rejection and lack of interest of students to speak in the foreign language during classes has been observed, this proposal emerges as an entertaining but demanding learning method, because it implies the management of vocabulary and techniques in each applied game. Due to the low fluency and speaking participation observed in the students at Unidad Educativa Joaquin Lalama, this proposal is presented, which has the approval of the Board of Education of Ecuador and the authorities of the institution. It is a very useful tool for both teachers and students because it allows learning English in a dynamic way during English classes. In this manner, the impact of using games has on the speaking skills of students of third year of secondary education at Unidad Educativa Joaquin Lalama in the 2018-2019 school year will be demonstrated.

This research is structured as follows:

CHAPTER I. - This chapter focuses on the problem, the problem itself, which contains the contextualization of the problem, the critical analysis, the prognosis, the formulation of the problem, the research questions, the justification, as well as the objectives of the investigation.

CHAPTER II. - Includes the theoretical framework, research background, philosophical foundations, legal basis, key categories and the hypothesis that are reported.

CHAPTER III.- In this section center in the methodology, scope, design of the research, population, sample, operationalization of variables and data collection methods.

CHAPTER IV.- It spotlights the analysis, interpretation and reported results. The data collected by the observation and the previous test and a subsequent test applied to the students are analyzed and interpreted.

CHAPTER V.- Necessary conclusions and recommendations are regarding on this chapter resulting from the research are presented.

CHAPTER VI.- It presents important aspects as justification, objectives of the proposal, administration and evaluation.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

The impact of using games on speaking skills

1.2 Problem statement

How the use of games impact speaking skills in the Unidad Educativa Joaquin Lalama, in the city of Ambato.

1.3 Contextualization of the problem

English has become a global, standard language which serves people as a tool for communication in different fields, especially in the academy, as well as politics, religion, social issues, and economics (Caganaga, & Yiltanlilar, 2015). Its relevance is assumed in a way that today it builds the key instrument of communication, not only to transfer thoughts, opinions or to develop some business in the worldwide, but also to learn other cultures, customs, and idioms through the language also the chance of accessing better quality education and opening accesses to a wider professional field. English has become a lingua franca, which means that speakers of different native languages nowadays use English language as a common means of communication all around the world for different purposes.

In Ecuador the situation of English is improving but until now with many challenges, according to the newspaper El Telégrafo (2017) Ecuador is in the 55th place among 80 countries worldwide, since 2012 the country has incorporated more than 1000 teachers to educational centers. Since 2012, the board of education of Ecuador established the compulsory of teaching English in Ecuador, the goal is for learners to get a B1 level at the end of secondary education, with teaching path since the first grade of basic education. In the year 2016- 2017 the government incorporated 762 native teachers to the Ecuadorian educative system and these native English teachers are working in more than 750

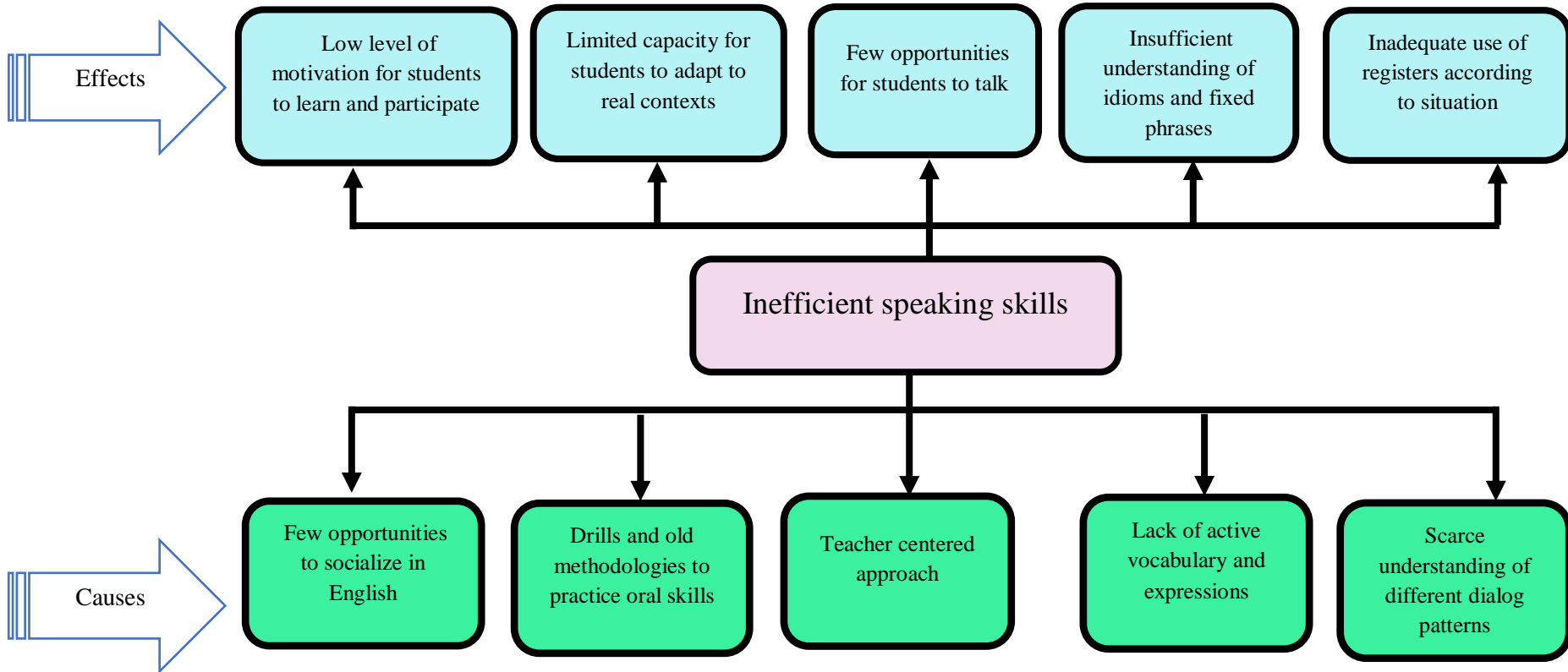
educational institutions. Then not only foreign English teachers get chances, with the program “Time to Teach” where there will be more than 900 native English teachers to work in the cost region and mountain region. Ecuador is not in the best place in this index but the situation is improving over the years and in the way that learners and teachers get more resources, the level of English will improve in the same proportion. Having a gap between private institutes and public ones, because certain parents express that, the level is not the same and they can notice the difference, therefore this is one of the challenges that the Board of Education of Ecuador feel the necessity to improve.

As it can be seen, speaking skill is one of the most valued and is considered the most important skill for people, as a consequence, (Derakhshan, Khalili, and Beheshti, (2016) state that speaking is an significant skill for English learners as a Foreign Language (EFL), which is the case of Ecuador. This learning context, unfortunately, is not ideal when it comes to the development of appropriate oral communication; the lack of opportunities for communication in real-life situations avoids development of speaking abilities. The need of Ecuadorian students to learn to speak English as a foreign language is a subject that is constantly mentioned upon. It has become a troublesome situation, given the fact that there is a big controversy about the lifetime that learners are supposed to learn the foreign language (at least twelve years, in the face of all years of basic education and secondary education). Even with the teacher’s effort to plan and training lessons on language skills, in both the countryside and town schools, the reality is that learners are not increasing the English speaking skills during classes or in a real situation; if the students develop some level of competency, it is quite basic or even lower. After completion of basic education and secondary education, students cannot even hold a simple dialogue in English language with the teachers, nor with a foreign speaker.

In the case of secondary education learners, in the province of Tungurahua, the lack of development of speaking skills is also an issue. Most teachers resort to different strategies to try to make the learning time more valuable, so that students

attain the level that are supposed to have by the time they finish high school (B1, according to the English Standards set by the Board of Education of Ecuador). However, most traditional approaches seem not to be having the desired effect on students' language skills. In Unidad Educativa Joaquin Lalama, in the city of Ambato, this reality is also present, meaning that students of third year of secondary education are not developing the speaking abilities to the fullest. Under such circumstances, the use of games is recommended as a way for learners to improve the speaking skills.

1.4 Critical analysis



Graphic 1: Problem Tree Source
Elaborated by: Cruz, D. (2019)

Figure 1 presents the causes and effects that serve as a basis for this research proposal.

Initially, learners do not have opportunities to speak in English outside the classrooms, but the real problem is the nature of the class in which the class dynamic is not well conducted. Besides there are not entertaining–opportunities for students to speak frequently and enjoy the class, the result is that they have a low level of motivation and as a consequence the participation in class is low and scarce.

In addition, some teachers still use drills and old methodologies that are artificially made so students get the wrong idea of the use of real language in real situations. Consequently, when they interact in real contexts with real native speakers the lack of capacity to have a fluent and natural interaction will be clear that is missing to practice.

The most common mistake is the use of a teacher centered approach, because of the lack of appropriate planning the easy solution is this old fashioned way to carry out classes. Teachers would speak most of the class and students, especially if they are many, will speak a few words for each class. If we consider that they do not have opportunities to speak outside the classroom, consequently, they will have a low level of proficiency in speaking.

The EFL context of instruction discussed previously makes it difficult for students to be exposed to an ampler repertoire of vocabulary. Often, students memorize a small range of vocabulary and phrases that result in a limited oral ability to understand native expressions like idioms and fixed phrases that sound natural in real contexts but that are difficult to internalize for students in not English native speaking countries.

Finally, incomplete understanding of specific vocabulary and expressions also means that different dialogue patterns are not clear for students. This causes

students not to be able to interact in different situations; they do not understand the register that should be used in a specific scenario. For example, they may end up using the same limited vocabulary and expressions to talk to their friends and teachers, which can cause misunderstandings.

1.5 Prognosis

Using games in a more formal way for language learning would offer an interesting didactic strategy for both English language students and teachers to better develop their speaking skills and more meaningful lessons, correspondingly. In the case of the students who are benefitted from this study, the expected outcome would be to witness in them an **improved speaking ability**, allowing them to communicate with ease in different contexts. The teacher would be able to decide when a game could be used, where to adjust it and, finally, verify its effectiveness.

On the other hand, if a proposal like this is not carried out, English teachers would be forgetting about one way of learning that has been present in humans ever since the beginning of times; **playing and devising games allow students to be more engaged** with their learning process since it becomes a more contextualized, meaningful activity, rather than repetition drills or memorization of vocabulary in isolation. Hence, studying the effects of games in English language teaching and learning would be beneficial for both teachers and students.

1.6 Problem formulation

How could the use of games in the EFL classroom help students to improve their speaking skills?

1.7 Research questions

- a. Which types of games are better for students to develop their speaking skills?

- b. What aspects of speaking skill are more develop with the use of games?
- c. How do games help to improve speaking skill to the students of third year of secondary education?

1.7.1 Research delimitation

Field: secondary education

Line: linguistics/communication

Aspect: ELT strategies-speaking skill

1.7.2 Temporal delimitation

- This research was implemented during 2018 – 2019 of school year.

1.7.3 Spatial delimitation

- This research was accomplished at Unidad Educativa Joaquin Lalama, in the city of Ambato.

1.8 Justification

The proposed study is **feasible**, given the fact that paying attention to the possible effects of the use of games on the enhancement of students' speaking skills will offer more insights into **how students learn English better**. Additionally, it will offer teachers a different approach to resort to when trying to apply novel, more student-centered ways of teaching during their lessons.

Its methodological contribution is of **importance**, since the enhancement of communicative and auditory skills is a demand of language learning. Speaking and listening are considered mental processes for reasoning, as well as for obtaining information and making decisions. Likewise, communication between

individuals is favored by the **efficient use of language** in different situations, which allows learners to get in contact with people from other cultures, different interests and backgrounds, but with a common feature, a shared language that has now become a global means of communication. For those reasons, fluency is another aspect of the efficient use of language and the only way to develop fluency is to increase the volume and quality of practice in classrooms.

By developing this research, which involves the use and adaptation of games for language learning, students will be exposed to an **interesting strategy**, which is practical and applicable since games are mostly well appreciated by students.

1.8 Objectives

1.1.1. General objective

To determine the impact of games on speaking skills enhancement

1.1.2. Specific objectives

- To determine the best type of games on developing speaking skills on students
- To identify the most important aspects of speaking skills that are more influenced by the use of games
- Propose a game based tool to improve speaking skill to the students of third year of secondary education.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

Some studies have focused on the effectiveness of communicative language games used by teachers in the classroom to improve speaking skills. These studies, however, imply the use of games that have already been tried out and proven to work.

A study done by Shabaneth and Farrah (2019) “The effect of games on vocabulary retention” developed in Palestine showed the efficiency of the use of games in classrooms. The data of this research was collected using a pretest, and after the application of this tool, students were introduced to new vocabulary by using games. After the use of this methodology for a period of two months, a posttest was applied. The results indicate that games were effective to help students to retain new or unfamiliar vocabulary and in this way, students developed the communicative skills.

Another study related to games is the one made by Kacper and Mateusz (2019), this study is called “Board games for teaching English prosody to advanced EFL learners” the authors demonstrate that learners rated board games equally or more useful than other teaching strategies. The researchers developed three print board games in class with three prosody related topics. For those topics compared with the topics without any board games, the students reported the higher scores. At the end students evaluated board games as equally or more useful than other strategies used by teachers.

Prosody is related to suprasegmental elements like tone, intonation, stress and rhythm therefore, there was in this research a relationship between games and speaking fluency.

The study called “A qualitative study of EFL English teacher’s perceptions towards teaching vocabulary using word games for Juniors High Schools on Semarang Central Java: to use or reject?” carried out by Yosephin and Hidayat, (2019) is also of importance. In this study the point of view of teachers is taken into account, the aim of this research is to determine the teachers` perceptions at the time of teaching vocabulary by using word games for Junior High School students. The population consisted of some teachers in Junior High School in Semarang. The method of this research is qualitative. The research problem is to determine the perception toward using vocabulary, using word games and to find if the strategy can be used or rejected. The results showed that 77, 77 % of teachers strongly agree to teach vocabulary with this strategy. In this research, word games are proven to be useful and effective when used to very young learners and games will help students in the process in an enjoyable way.

In the study “Improving EFL Students’ speaking performance by using games in the classroom” Ho (2018) made a literature review on the improvements that games had in students’ speaking performance. Over the year’s educators have been incorporating games into the curriculum to create a better environment for students. Although, this is not a new idea, researchers would attempt to provide some suggestions for the improvement of speaking teaching by using games. This research might set lights for further experimental studies in this field.

The research “Using communicative games in improving students’ speaking skills” developed by Dewi, Kultsum and Armadi (2017) described the impact of using communicative games on students’ speaking skills. A Classroom Action Research (CAR) method was used which aimed to plan, act, observe, and reflect. The researcher and the English teachers used collaborative action research and the instruments were the interview, the observation, the questionnaire, and the tests. The results showed that communicative games have positively contributed in the teaching learning process. Improvements on students’ active participation, confidence and fluency on speaking skill were demonstrated.

In the study “Using games to teach young children English language” Hang (2017) found that children may not be exposed to serious learning all time, they think and feel differently than adults and teachers must modify traditional lessons for children to get more benefits. It sounds logic and can be established as a true fact that games are beneficial to children but as scientists cannot assume this without testing. Therefore, in this study teachers are the primary focus due to the fact that they are, after students, the main witnesses in the learning process and they can give us their opinion to establish the effectiveness of games and the criteria at the time of choosing the best games for their students. In this study there was used a sequential explanatory mixed method design with a first phase of quantitative data collection, with online questionnaires that were completed by 27 teachers in different centers of education in Australia. The results show that teachers use games with the primary objective of maintain focus their students and enjoying at the same time. Most teachers agree that games are effective to teach English to children. Regarding the criteria, they expressed that the use of games depends on content, design and objective and they also look for social contact and group work.

In his research “The Effectiveness of bingo game on students` speaking ability (A quasy-experimental study at SMP Negeri 178 Jakarta in 2016/2017 Academic Year) Hasibuan (2017) states that the use of games like bingo enhance the students` speaking ability of seventh grade students. This research looked for empirical evidence to demonstrate the effect of using the Bingo game on students` speaking ability. In this research was used a quantitative method with quasi-experimental design. A sample of 76 students was used, with an experimental group and a control group. The instrument used was a speaking test, the pretest and posttest scores were calculated using SPSS 22. Due to the differences in the pretest and posttest in the experimental group, the results concluded that the strategy of Bingo game was effective.

In another research Jafarian (2017) studied the effects of games on Iranian young EFL learners` vocabulary learning. This is a quasi-experimental study with 60

students at elementary level and lasted one semester. With one experimental group a control group, the data collected was analyzed using the SPSS. The study concluded that games were effective in word acquisition. The main causes of this effectiveness were the effects of relaxation, less stress, and a cheerful and enjoyable atmosphere.

Grimshaw, Cardoso and Waddington (2016) examined the development of oral fluency in computer Mediated Communication CMC. A digital game was used as a pedagogical tool, the name of the game was Spaceteam ESL which was designed for mobile devices and involved exchanges among players or English learners with a potential to promote fluency development. Twenty high–beginners and low-intermediate ESL students participated in the study. The experimental group (n=11) played the game in class for fifteen minutes during six weeks, and the control group (n=9) engaged in traditional classroom activities. The results showed that a game like Space team ESL has a potential to assist in fluency development.

Gozcu and Gaganaga (2016) demonstrated the positive effects of games in EFL classrooms and why those are vital and effective. Two different qualitative research methods were used; semi-structured interviews and observation, data was audio recorded in the interview during the observation phase in a case study with two students using the game “Twister” adapted for educational purposes. The conclusion showed that the use of games provided a fun atmosphere, motivation and high learning performance in EFL classroom.

Acosta (2017) in his research in Ambato Ecuador, investigated the Pic Tac Tell strategy in the learning of English language vocabulary in students of eight year. It was a quantitative research with 72 participants. The results concluded that the Pic Tac Tell strategy has a significant role in education. This is a creative way of learning and to remember words that are the base to speak. It is important to remember that this strategy is characterized in this study as an *educational game*

and although this study was not focused on speaking, this can help to broaden the landscape of our research.

2.2 Philosophical foundations

Games or ludic teaching strategies are needed when learning is not getting the expected results, meaningful learning is more than what teachers transmit, it is necessary to construct it from experiences and exchanges with other learners.

Young learners are willing to play but teachers want to do their annual planning, because of this lack of motivation students learn words for short-term purposes and the consequence is that they will not be able to use this knowledge in the long term. For these reasons ludic activities like; games, songs and role-plays may contribute to increase student's attention. The problem with this kind of activities is that sometimes are used by teachers to fill up time or simply to introduce a lesson and not as strategy to get serious results of using these legitimate tools. Ludic activities must be used based on correctly planned classes so students can participate and get the advantages of these activities (Vásquez, 2017).

The topic of educational use of games for pedagogical purposes – becomes an important starting point in today's approach to the use of games in classroom settings. Basically, games should not be played for the sake of playing them, nor without an objective in mind. From the very moment a game is thought of, its real aim must be clear (Gellar-Goad, 2015). Hence, when deciding on which game to use, adapt, or create, its purpose must be clearly established. In this case, spoken production should be attained, without initially worrying too much about accuracy, but with a clear aim behind it.

As expressed by Derakhshan, Khalili and Beheshti (2016) in a communicative language teaching (CLT) approach, learners take part in several meaningful activities with different tasks. As they participate, they are encouraged to be actively engaged in the lesson; their communicative competence develops, making their oral expression more advanced as they take part in different games.

As established by Dewi, Kultsum and Armadi (2017) the mastery of speaking skills in English is a priority for many second or foreign language learners. In many occasions, though, attaining a mastery level is a difficult task, even when students are really motivated to learn the language. An interesting approach to helping students to improve their oral expression could be the use of communicative games. When students play games, they may not use the most developed language, but they communicate. Eventually, they could advance to a level of proficiency that allows them to communicate in other situational contexts, rather than only games.

Another important reason for resorting games as a learning-teaching strategy is that the roles participants end up sharing. As Hammersley (2016) points out the interactivity of communicative exchange in language games suggests interchangeable roles as co-participants alternate between speaking and listening. This stance can remind co-participants that traditional teacher/learner roles are not only functionally interchangeable but also co-constructed. The above statement refers to another motivational aspect: students feel more in control of their own learning, seeing to the teacher as a companion in the speaking process. This aspect of speaking games allows for less anxiety, thus, creating a space for learners to become more motivated to speak. A debate, for example, might result a complicated struggle if it is not well designed. Students should know what is expected from them. As the idea is to create a stress-free activity, clarity on the instructions and objective of the activity should be given. Sapkota (2016) makes a very valid point when suggesting that teachers should be aware that it is not enough to teach students how to manipulate the structures of foreign language, what also matters is to develop the strategies for relating these structures to the communicative functions in real situations". Therefore, the activities we have in mind should consider different aspects of games, such as the competition involved, but also a real, communicative aim must be present.

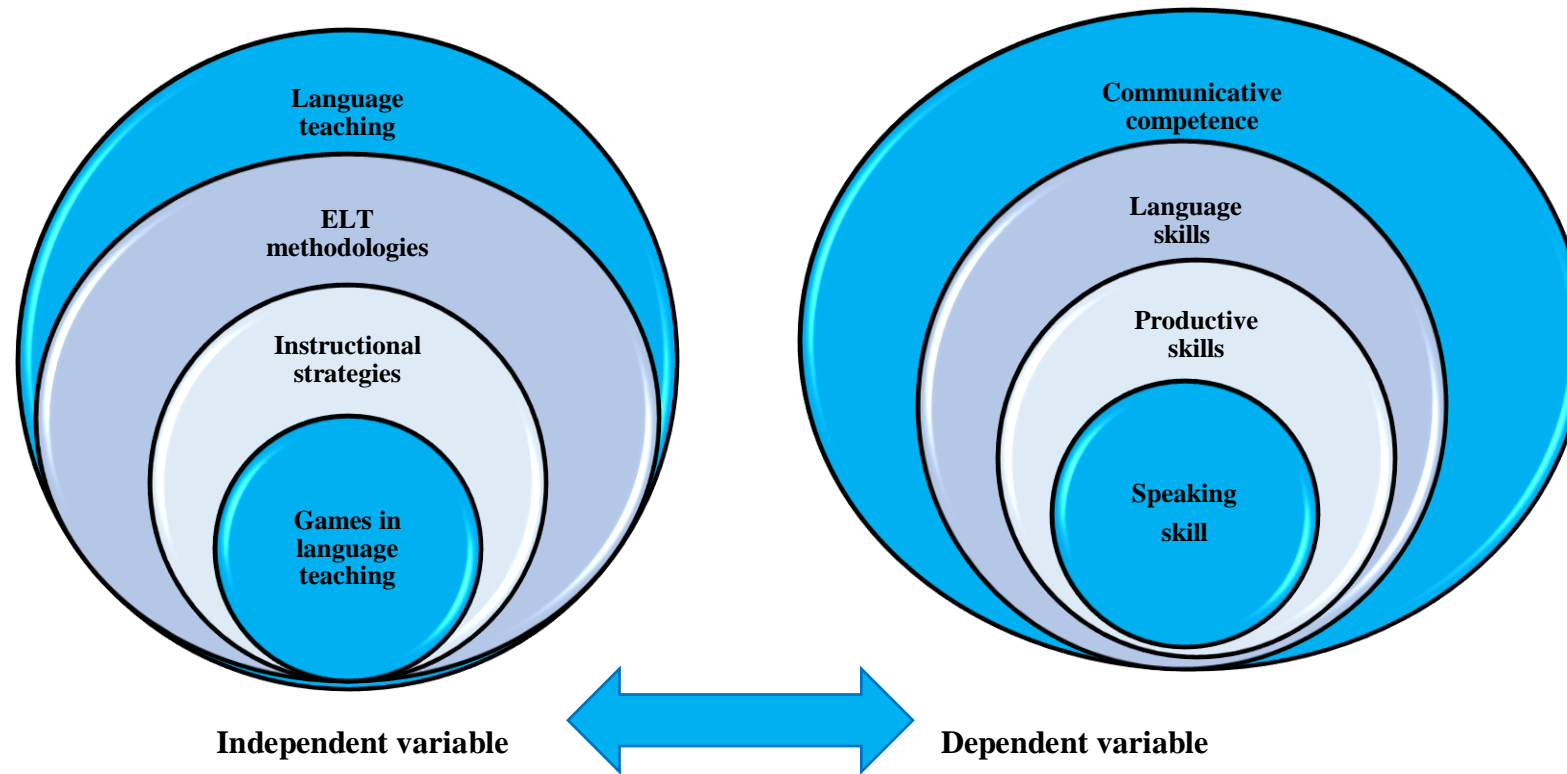
Fung and Min (2016) agree that there are specificities when approaching CLT and games for the improvement of speaking. First, the intended activity – game – should be devised in such a way that it encourages speaking at the student's peace, but also gives them a challenge, as to really evidence some gain in the speaking proficiency. Second, some way of measuring improvement should also be structured. A rubric, for example, could be adapted so that both the teacher and students have a more concrete record of any development. Finally, a game which was first used to ignite oral production could be used as many times as desired, but always adding some extra element that does not make the game stays too basic.

2.3 Legal basis

The Ecuadorian Legal Framework sets up several guidelines for the educational system, when it comes to the development of language learning in all the levels of the educational system. Following are the “Toda una Vida – Plan Nacional de Desarrollo 2017 – 2021” guidelines which back up and are aligned with the purposes of this research. To summarize the national plan points out that education is a right for everyone, that Ecuador as a country has the objective the construction of a free and high quality system. Finally, in articles 26 and 28 of the 2008 Constitution, in Ecuador education is a priority regarding public policy. In the Ley Orgánica de Educación Intercultural (LOEI) the cultural aspect is essential to facilitate broad ways of comprehension because there is not a unique truth, therefore, realities are constructed based on an idea interchange.

The board of education of Ecuador has set the parameters for the level of students of high school, this information is posted in its official website. The results are considered in terms of knowledge and skills acquired during the process. The CEFR or Common European Framework of Reference for Languages: Learning, teaching, assessment, the level B1 in Ecuador is the goal for students leaving high school in Ecuador (Board of Education of Ecuador, 2014).

2.4 Key categories



Graphic 2: These two variables are linked with other elements that impact the investigation.

Elaborated by: Cruz, D. (2019)

2.4.1 Independent variable framework

Language teaching

Teaching has been one of the oldest occupations since the beginning of civilization. This job was not conceived as a profession only in the twentieth century. For instance, in the United States since the colony, there was a need for teaching the new generations and this work had to be done by anyone who could. At modern times approaches, the knowledge expanded, society became more complex, and the need for tutors in public places become clear. Besides, there were more incentives because the economy asked for more occupations that are specialized. That is why the need for schools became a necessity for the nation. Modern times gave birth to the noblest of professions which aim was, is, and will be to prepare the new citizens to be able to embrace new challenges and construct a new country.

However, what is teaching? As Smith (2016) states teaching is a noble profession that can be defined as a process that try to cope with people`s needs, feelings and experiences with the idea of making a small intervention so that students can learn some specific things by themselves. But teaching is not only the WHAT, what areas and what resources, but the HOW is one of the most important elements of teaching, how teachers structure a lesson and manage a class for example. But there is another element involved, the WHY, and this is the philosophical stage, the purpose of teaching. The purpose involves all other elements in the equation because this is the driving force in the teaching profession.

In conclusion the definition of teaching is not a simple one because it must be given a complete and broader explanation of a complex process like teaching which involves a historical road, and a series of elements from different approaches that conform a holistic activity.

In this order of ideas what is language teaching? This is a more specific topic and can be defined as Vez (2000) to teach a language is a complex art, because there are many elements and purposes for the use and needs of a language like; daily life, personal relationships, thinking about own experience and solve problems among many others. In this context, Vez (2000) emphasizes that to teach a language appropriately, being this one our own or a foreign one in any level of education, is more that to teach students the four linguistic skills, it is basically a way to teach the intellect and sensibility.

Language teaching involves a linguistic and cultural learning, it takes self-confidence and the wish to be a social communicator because this involves the education of intellect and sensibility and not only contents. Language teaching is not a risk-free activity, many generations before knew and lived the risk of wrong teaching approaches, there are many individual and collective experiences of frustration, fear, insecurity and threats that feed a world of unsatisfactory experiences. Therefore, language teaching is connected with social aspects, and this social perspective makes the act of teaching an activity that is made not only of communicative phenomena but made of social relations (Vez, 2000).

To be more specific, not all language teaching processes are the same, as Eslteacheredu (2019) explains, we have for example **ESL** (English as a second language), **TESOL** (Teaching English to speakers of another languages), **ELLS** (Teachers educate non-native English language learners), **TEFL** (Teaching English as a foreign language) in this case the EEFL teacher is a native speaker. In the case of Ecuador and many other Latin American countries most of the teaching is done by non-native teachers EFL (English as a foreign language). TEFL refers to teach English in foreign countries where English is not the primary language. Teaching English is commonly carried out in countries like Brazil, China, India and France thanks to globalization and the need companies and industries have to communicate with others all over the world. For a native speaker who needs to work abroad teaching English it means that must work and live in a foreign country for a while, this kind of language teaching is challenging

because this involved a lot of changes for the teachers and a capacity of adaptation in order to overcome the obstacles.

ELT methodologies

As Moeller and Catalano (2015) state English teaching has changed over the years, with the development of new theories and research findings. Teaching has changed from teacher-centered to learner learning centered. With the use of interactive communicative language approaches educators have developed new teaching strategies and learning environments, there have been changes in the role of the teacher, from a figure of authority or expert to that of a facilitator or guide. With this change of approach related to the teacher role, there have been also many changes in the role of methodology. In this context of methodologies in language teaching there is a term that has to be known; SLA or second language acquisition which is a general term that covers foreign language learning and the capacity of humans to learn another language other than the first language. Another factor why methodology have changed over the years is that there have been many changes in other fields like sociology, linguistics, neurobiology among others that have provided new ideas in language learning.

In the past, researchers and teachers thought that learning a foreign language was a process that consisted of imitating sounds and structures; for them, it consisted only on imitating and repeating new information, students were empty and they have to be powered by information. With this in mind in the 1950`s the ALM method was designed by the principle of imitation and practice. In this method, the main figure was the instructor who played the role of a sergeant or expert with an image of authority. As a result, new investigations were born and change this mechanistic point of view, Chomsky and Skinner changed the habit method of repetition and stated that language was more than that, language was a set of rules, it was a rule-governed activity, the mind is involved in the process of processing meaning rather than just memorizing. For Chomsky children were programmed for language and have the ability to discover the rules of language and how to

learn in a natural way. After Chomsky the *Interactionist* theory emerged, this combined the linguistic environment with the child's innate capacities and view language development as a complex interaction between innate capacities and the environment (Moeller, & Catalano, 2015).

For Brown (2001) methodology is everything that involves pedagogical practices in general, this includes theory and research. Methodology involves "how to teach" and everything in the sphere of this "how" is methodological.

It can be noticed that after a theory or a paradigm some methodologies are applied, methods improved or were changed as a reaction to new advances in other fields. As a result, new methods emerged, some of them were more successful and others disappeared very quickly. Here a list of the main methodologies in English language teaching ELT or language teaching LT because it can be applied not only for English but also for many other languages.

Innovative teaching methodologies

With the use of modern technologies, ESL teaching strategies have changed the way teachers and learners approach the teaching and learning process. Computers are the most remarkable example of this new way of learning. Nowadays these kinds of technologies are mixed in the internal and external functions, for example, cellphones are small computers that have almost everything or more than desktops computers, so it is very difficult to fix boundaries among technologies when they seem to be mixed together. However, in the educational field what is important is the how and why we use technology. With this in mind, one of the most innovative technology is the videogame, this is the software that teachers are using as a new tool. This is because the computer technology, internet and the multimedia has brought many changes in the society, and videogames and Edutainment (videos created for education) are among the most used for EFL teaching. On the other hand, one of the disadvantages of videogames created for educational purposes is that they are not the most popular among young people.

As a conclusion it can be stated that the use of video games has been associated with more student engagement (Galvis, 2017).

The use of video games in English teaching has many advantages but the use of this tool is filled with many misconceptions about their use in language classrooms. In order to overcome these limitations, parents, teachers and students must be educated with information related to the potential benefits of this technology as an educational tool. The cost of this ignorance is that the educational community will continue being limited to traditional methods of teaching and learning. Most teachers are still ignoring the benefits of using this tools and the consequences are boring classes and students with lack of motivation. One of the requisites for the use of video games is the proper direction of an adult during the learning process and the most important is that teachers must encourage the use of English while using this tool (Bautista, 2018).

Another strategy is the use of online games, most of the games of this kind are made with educational purposes and with the difference of video games, and teachers can control the online games before, during and after classes. With the vocabulary as a core of language, different scholars have paid attention to vocabulary and have examined methods and strategies. Factors like a relaxed environment where learners can concentrate and create an enjoyable place with games, humor, and drawings are important to improve learning. The new computerized and net-based technologies like the internet and the online games can help students to connect to the net and participate actively in interactive games. All these advantages are reinforced for children the use of computers, multimedia and internet occurs in a natural way. For these reasons educational institutions should use those resources in order to help teachers and students in learning process (Ashraf, Motlagh, & Salami, 2014).

Instructional strategies

One of the objectives of teaching is to create independent learners, teaching is not only the transmission of knowledge but to give students or learners the necessary tools for them to become independent and in this way to learn by themselves in a meaningful way. As Alberta Learning (2019) explains, instructional strategies are techniques that teachers use to help students become independent and strategic. When students select the strategies and become independent from the instructor or teacher, they can effectively accomplish tasks and select goals by themselves. These strategies must motivate students and focus their attention, monitor and assess learning and organize, understand and remember information.

For students to become independent learners, instructional strategies must be varied and have the appropriate support from teachers including modeling, guided practice and independent practice. Learners also must have the capacity to transfer skills from one situation to another and establish connections those skills and real life situations. Finally, students must have opportunities to be independent and demonstrate that understanding (Alberta Learning, 2019).

As Barge (2012) states, the teacher promotes student learning by using instructional strategies with the aim to promote and engage active learning and help students with the acquisition of skills and knowledge. Instructional strategies are applied to communicate and interact with students and support student engagement. Many times teachers with similar backgrounds vary remarkably in the way they guide and help students to grow academically. Therefore, classroom practice or instructional practice, and not knowledge are the primary factor in terms of student learning. Barge (2012) noticed that there are many different criteria regarding instructional strategies some are more in the category of methods and others may be seen in the field of techniques. With this in mind, there are some key elements of effective instructional delivery that must be explained.

Picture 1: Key elements

KEY ELEMENTS	DESCRIPTIONS
Differentiation	Students´ needs are taking into account and as a consequence the teacher uses multiple instructional materials, strategies and assessment.
Variety	The teacher uses many classroom techniques and strategies as possible to motivate students.
Cognitive challenge	In order to cover higher-order concepts and skills the teacher will provide in-depth explanations.
Student engagement	Teacher encourages and supports students integrating new information with prior learning.
Recognizing patterns of student learning and adjusting	By identifying patterns, teacher makes inferences about each student`s situation in particular.
Questioning	To stimulate student thinking and monitor learning teacher uses questioning in higher cognitive levels.
Relevance	The life of students is connected with the learning process making learning relevant.

Source: (Barge, 2012)

Games in language teaching

Definition

The use of traditional strategies has been for long time a limitation to overcome among teachers of languages teaching. Games in language teaching have been used for most teachers as a tool but without paying attention to the concept and the details that this involves. Games in language learning would be defined by its principles, according to the Institute of Play (2014) the main principles of games in language learning are: everyone is a participant, challenge is a constant, learning happens by doing, the feedback is immediate and ongoing, failure is rethink as interaction, everything is interconnected, the feeling of playing is always present.

Game elements

Games has it owns patterns, and these patterns are known as games elements. These components or elements are present in most of the games that we use today. The most important game elements are: *Points*, numeric accumulation depends on the activity; *Badges*, the visual representation of achievements; *Laderboards*, how players are ranked; *Progress bar*, shows the status of players; *Quests*, some of the tasks player complete in games; *Levels*, some of the sections; *Avatars*, visual representation of players; *Social elements*, relationships of gamers; *Rewards*, systems to motivate players (Figueroa, 2015).

Types of games

There are many types or classification of games, one of the most complete is the one given by Handfield (1998) in which includes the following types:

- *Sorting, ordering or arranging games*: students order different kinds of cards depending on the kind of product.
- *Information gap games*: One person has the information that the other person needs.
- *Guessing games*: It is a variation of the information gap game. One-person think of a famous people and the other person ask yes/no questions to find out the real name.
- *Search games*: Students fill a grid with information of the person they try to guess, may be a partner of the class.
- *Matching games*: participants find and match a picture, card or word.
- *Labeling games*: The participant match labels and pictures.
- *Exchanging games*: Students barter cards, ideas or objects.
- *Board games*: The best example for a game based in language is Scrabble.
- *Role-plays games*: Students play imaginary roles, sometimes students play dramas, which are a more complex form of plays.

Games in EFL classrooms

Games are one of the most important components in EFL classrooms, they are fun but they have also rules and goals. Games should be the center of the EFL class and not form part of the peripheral of a teaching program. It is possible that in a relaxed environment learning takes place because they can use their target language and can create a positive environment of competition in students who are involved in the language activity. For the teacher games are an advantage, they can present the subject in an enjoyable atmosphere that makes the class easier, games stimulates students interest, and make stressful moments more bearable. Learners do not feel anxious, feel more confidence and their positive feelings increase (Gozcu & Gaganaga, 2016).

As Constantinescu (2012) explains, some advantages of EFL games are the increase in self-improvement and motivation leads to an improvement and increase in the English language vocabulary. Likewise, students pay more attention due to the challenge and competence that they require, while using the knowledge obtained in previous classes, allowing a better development, in the same way, the rules and objectives are more dynamic. It is also important to note that the games are adaptable for different levels, easy to understand and use, being very accepted for both teachers and students because the results are more visible and have a greater impact.

2.4.2 Dependent variable framework

Communicative competence

Communicative competence is the ability to use language or communicate in an appropriate manner from the cultural perspective, the goal of communicative competence is to make meaning and accomplish social tasks, all this looking for efficacy and fluency in interactions. In Second Language Acquisition (SLA), communicative competence is referred to the interactions between grammatical competence and sociolinguistic competence and takes into account the inclusion these features in second language academic course (Tarvin, 2014).

The communicative competence is the goal of a language classroom that all its components must consider; the organizational, pragmatic, strategic and psychomotor. Focused in the language use that is the best way to achieve communicative goals, this over usage, fluency over accuracy, also to real contexts over classrooms contexts (Brown, 2001).

Types of communicative competence models

The two most important models of communicative competence are: the model which includes the four components and the one which shows the relationship among three categories.

The model, which includes the four components, are based in the following structure. Brown (2001);

- Organizational competence (grammatical and discourse)
- Pragmatic competence (functional and sociolinguistic)
- Strategic competence
- Psychomotor skills (pronunciation)

The model that proposes language competence shows the relationships among three categories as explained by Bachman (1991):

- Organizational competence (vocabulary, morphology, syntax, phonology and graphology)
- Textual competence (cohesion and rhetorical organization)
- Pragmatic competence (ideatorial, manipulative, heuristic and imaginative competence)
- Sociolinguistic competence (sensitivity in differences in dialect, register, naturalness and figures of speech)

Other relevant aspects of communicative competence

There are four relevant aspects of communicative competence to keep in mind, communicative language teaching, resources, tasks, activities and teaching mediation. These aspects can influence the communicative competence results.

Communicative language teaching

The methodology of communicative language teaching (CLT) has been accepted for many teachers due to the focus on developing learners' communicative competence. This has been considered one of the best methods in English language teaching (ELT) because this offers communication means that enables learners to develop the ability. Although this method seems to be the best one for teaching there are many misconceptions related to its practice. There are internal and external factors that influence CLT. The most important internal factors are; teacher's reluctance to improve their professional skills and the lack of communicative competence. The external factors are insufficient training giving to teachers and inadequate resources. (Littlewood, 1998)

Materials

Communicative competence in classroom is carried out with the help of materials; those materials can be textbooks or authentic materials. A good textbook promotes predictable learning outcomes in a teaching and learning situation. The good structural scaffolding in textbooks ensures desirable outcomes even in when teachers are not well prepared because the first role of materials or good textbooks is to provide opportunities for learners. On the other hand, there are authentic materials. Those materials reflect real life situations but teachers have to be selective about genuine and authentic materials to make learning easier. These materials enable learners to interact with real language and content and not only grammar and vocabulary. When selecting materials teachers must create a good multicultural blending from various sources (Ahmed, 2017).

Tasks and activities

In communicative competence, it is very important to define tasks. A communicative task includes many factors; a goal, an input, the learners` role and the teachers `role, even the setting is important. In task-based learning (TBL) the activities and learning is placed around the completion of meaningful tasks, the main focus is the authentic use of language for genuine communication. Tasks are real situation for pedagogical purposes and provide students with opportunities to exchange information and the learners should know the outcome of the task related to real world activities.(Littlewood, 1998)

Teaching mediation

Communicative competence has a very important aspect related to sociocultural theory. Therefore, for teachers to get results they must manipulate materials and contexts, this is why teachers` mediation is so important in the classroom. In sociocultural theory, the teacher is called to play a major role in the student learning process. Teachers play a key role in this process by using for example the concept of the zone of proximal development introduced by Vygotsky in which the mediation of a teacher is more than relevant (Brinkmann, 2018).

Language Skills

A skill is the ability to do something well like playing or swimming. The difference with language is that this is a skill that is not only physical or content base like mathematics or other fields like social studies and science, the objective of these areas is to give information and fill the mind with content or knowledge. As a skill language comes under psychomotor domain, and this involves four sub-skills which are listening, speaking, reading and writing (Husain, 2015).

Types of Language Skills

The four language skills are defined by Husain (2015) in a clear way as follow: listening, speaking, reading and writing. However, they can be divided into productive or active skills (speaking and writing) and receptive or passive skills (listening and reading). Speaking and writing are active skills because the learner

while using these skills is active by producing sounds and written symbols. On the other hand, listening and reading are considered as passive because the learner receives information. Another way to divide these skills is by the physical form that are produced; listening and speaking are considered aural-oral skills, reading and writing are considered graphic-motor skills.

Teaching language skills

As Mundhe (2015) explains, teaching language skills or receptive and productive language skills is of an utmost importance because language is our mean of communication and everyone needs to segmentate emotions and sensations to others. For these reasons, humans have language as gift in order to share information and thoughts among them. Teaching the four skills or the most pragmatic division receptive skills (listening and reading) and the productive skills (speaking and writing) is a process that requires technique and knowledge. For these reasons, the main features of these techniques are explained in the following paragraphs.

Teaching listening skills: some teachers neglect the importance of this skill because they assume that this skill will develop by itself at the same time, they hear English in the class. The problem with this kind of reasoning is that most of the students do not even listen what the teacher is saying because they are distracted or not even paying any attention. The difference is that hearing does not involves understanding and listening does. Students can hear different sounds in the outside but for them to listen it is necessary an intrinsic interest, therefore, the cycle of listening is completed when students understand. Being this skill a conscious one, teachers can develop certain techniques or tasks with the aim to improve it. The following techniques would help that purpose: **First**, teachers should expose students to a good model for students to produce the language. **Second**, students should think that listening as having the same importance as speaking. **Third**, teachers must practice listening as motivating activity. **Fourth**, listeners must distinguish the boundary between phonic substance of sound patterns and the segments related to the phrase structure. **Fifth**, teachers may use

activities like listening and completing story where learners listen to a part of the story and students have to complete the story by themselves. **Sixth**, students may understand intonation patterns through the variation of tone.

The teaching of speaking skills: the primary function of language communication is speech. When speaking, students and human beings express ideas, opinions, desires, and the relationships of a social life. In oral communication, humans use language that contains information and conveys messages. In general, in English classrooms speaking skills are not considered the most important aspect. There are two main reasons for this, one is that teachers do not feel competent to do it and the other is students do not feel the need to do it. Another problem is the teacher-centered approach; most of the teachers hardly get opportunities for students to speak in a class or in front of an audience. Because the only way to develop speaking is through practice, teachers should give more opportunities to learners to interact with English language most of the time and not in their mother tongue. There are some activities or techniques that can help students with speaking skill, here there are some of them: **First**, role-play is a technique that can be used to develop spoken skills and offer enjoyment at the same time; it can be combined with free role-play where students can develop the own scene. **Second**, short story telling is effective when takes part of a debate in the classroom, the teacher can help by giving clues and helping with questions. **Third**, the use of mock interviews to encourage students to talk about topics of interests in class. **Fourth**, teachers must arrange at least ten minutes for students to talk in debates or speaking related activities. **Fifth**, instructors may be tactfully when correcting students` mistakes. In addition, teachers should not force students to speak because productive skills take longer to emerge than receptive skills.

Teaching reading skills: Reading is not as passive as many consider this is more an interactive activity because the reader creates own knowledge. There is triangular relationship between the reader, the text and the message. This interaction involves many factors like thoughts, viewpoints and facts. Reading skills are the most practiced in classrooms but teachers may check students` understanding and comprehension. Some of the techniques related to reading can

summarize as follow: *First*, teachers should encourage students to find and to relate more information than the text provide, making this, students can bring different kinds types of knowledge to make meaning. *Second*, teachers may intervene in the different stages of reading to make students to read more efficiently and effectively. *Third*, teachers' cooperation from different departments is needed in order to share books according to the level.

Teaching writing skills: persons who speak fluently do not necessarily can write appropriately because written language can be different from spoken it. This skill is the other that teachers pay more attention and resources, but the kind of writing that most teachers use is the coping from the blackboard or textbook. On the contrary, teachers may help students to write by their own, with them on one side helping students to solve problems all the way. Some techniques can be summarized as following: *First*, use real activities like filling forms, telegrams application among others. *Second*, writing captions from magazines and newspapers. *Third*, writing letters and responding to them in the similar way. *Fourth*, writing notes and answering questions from different books. *Sixth*, writing reviews from films and plays and make games with vocabulary (Mundhe, 2015).

Productive skills

Definition

Productive skills are speaking and writing, they are productive because learners need to articulate words and write in order to produce a comprehensive language. However, before we produce we have to receive input. There are many ways to produce language, we can receive language by watching a video, listening to music, reading a newspaper among others. This information in our brains lead us to the next stage which is to express thoughts by producing language (Bashrim, 2013).

Another definition of productive skills is provided by Golkova and Hubackoba (2014) and they defined this kind of skills as an active one, and the mean of transmission of information that is produced by a language user in either spoken

or written form. They express that these active or productive skills may not exist without the support of the passive ones like listening and reading because they symbolize a springboard to active implementation. Due to this input, the user can take grammar structures, passive vocabulary lists to repeated sounds. Speaking and writing have a kind of reciprocal relationship, in both the grammatical structure, words, the proper use needs to be respected, and speaking and writing share these elements.

Types of productive skills

Bashrim (2013) defines the types of productive skills as follow:

Speaking is a productive skill and it is one of the oral types, while speaking people express ideas and opinions, wishes or desires, negotiations or solutions to problems and we establish or maintain relationships.

Writing is also a productive skill but in written mode. Usually there are two different kinds of writing; institutional writing includes reports, textbooks and applications. The second type is personal writing which includes creative writing and personal letters among others.

Linguistic skills and its relation with productive skills

Linguistic skills concept is associated with training, the trainee has to master a specific type of performance and this master requires a specific practice. In language learning, some skills are necessary to complete the communicative task, this requires a number of linguistic skills articulated, integrated and coming together to get this communicative ability to come into place. This is not necessary that these skills are practiced together all time, a linguistic skill can be isolated in order for learners to achieve mastery. For example, repetition of isolated words in the active skill of speaking, this repetition may take place in groups or individually, and those are frequent strategies used in the classroom. Although, this isolated practice does not lead immediately to communication, the

repletion helps a step toward a superior ability, first in the short-term memory and then in the long term. Therefore, linguistic skills are necessary but not enough to have communicative abilities; this is because the communicative ability needs global analysis of the context and will integrate these isolated linguistic skills in a wider frame. In conclusion linguistic skills practice are necessary but if they are included in a wider context of communicative competence (Widdowson, 1998).

Speaking skills

Definition

Speaking is compared with writing in because is a “productive skill” writing, as opposed to “Receptive skills” reading and listening. Speaking skills is the ability to talk in any time and in any situation. Speaking has an interactive nature, is a process of constructing meaning that include, producing, receiving and processing information. The context influences the form and meaning, and occurs together with the participants, the purpose of speaking and the environment. Sometimes speaking is spontaneous but is not always unpredictable because patterns can be identified (Burns & Joice, 1997).

Skills underlying speaking

In order to speak, some complex processes may take place, with this idea Florez (1999) summarized some of these skills that need to be present. First, using language grammar structures accurately. Second, the status and power relation of the target language, as well as the including shared knowledge, and differences in perspective are key aspect in assessing the audience. Third, an appropriate and understandable vocabulary selected. Fourth, the use of strategies to enhance comprehension like checking for listener`s comprehension, key words and rephrasing. Finally, adjusting components of speech such as complexity of grammar structures, rate of speech, and vocabulary in order to comprehend the listener.

Types of speaking activities

The International TEFL teacher training or ITTT, (n.d.) provides us with many types of activities in order to promote speaking. The first type is **Controlled activities**, in this kind of activity, the teacher takes the central role and these activities are called accuracy-based activities. *Drilling* is the most common and consist of a repetition of the teacher`s model of pronunciation, the most recommended pattern to this kind of activity is the “3 by 3” drill, the teacher say the word, ask the group to repeat and do this three times. Prompting is the number of pre-planned questions and answers. The second type is **Guided activities**; here the teacher is still in control but the exact language is not under total control of the whole output. These are accuracy-based activities but are more creative and productive. The most common are *Model dialogues* and *Guided role-plays*. Third, **Creative communication**, in these activities the scenario is created by the teacher but not the content and this is fluency based activity. The most common activity are: *Free role play, discussions, information gap, debates, simulations and communication games.*

Ways to assess speaking skills

The assessing of oral language is a challenging activity, this is because of the combination of listening and speaking activities involved. Teachers and assessors need to assess language by using speaking and listening tasks such as; interviews, group interaction and pair wok tasks that combine these skills. Teachers need to assess speaking and listening separately. Students as they speak or in their interactions with the teacher, they are able to try out their hypothesis about language and receive some feedback and in this way to from new hypothesis. However, what needs to be assessed by the teacher? In the first place, the scope of oral language to be assessed may be determined by the curriculum or the kind of tests aligned by the curriculum. At the end, the scope of oral language that needs to be assessed depends of the purpose of the assessment, may be this scope internal or external and if this is for learning or for accountability purposes. The

most common oral language to be assessed by a curriculum is found in the following genres: **Recount**, giving an account of what happened. **Debate** or arguing two sides of an issue. **Anecdote** or describing an incident. **Procedure** or telling someone how to do something. **Description** or describing a person or place. **Interview** or finding out information of someone. **Casual conversation** or maintaining relationships and **Planning** that means working out what to do (Penny, 2006).

Types of language assessment tasks

Penny (2006) also gives some examples of tasks assessment activities that may work in oral interaction. She explains that these oral language tasks may be used for external tests or for summative purposes. There are two main kind of tasks, tasks involving speaking only and tasks involving both speaking and listening. The first type includes activities such as; news telling, storytelling, picture talks, categorization tasks, oral presentations, debates, describe anecdotes. In the second type or speaking and listening tasks, the following activities can take place; question and answer tasks, oral interviews, mini dialogues, role plays, oral information gap tasks and group discussions.

Accuracy and fluency

Learner uses language system, this concept involves the use of grammar, pronunciation and vocabulary. Sometimes accuracy is compared to fluency when talking about the speaking or writing level. One way to develop accuracy is by using language manipulation activities. Some of these activities are: study of grammar rules and drills. (Peñarredonda, 2018)

Bashrim, S. (2013) *Productive skills: Teaching beginners in England medium school*

Among the main elements for oral production, English learners should be able, not only to produce phonemes individually, but also to use them fluently, so students should participate in activities that help improve speaking. In addition to

speaking fluently, they have to do it using language naturally. Both phoneme production and fluency must be balanced for the development of speaking ability. In the application of recreational activities, such as interactive games, oral games (use of riddles, singing, drama, etc.), role plays, among others, favorable results have been obtained to improve the production of phonemes, fluency, as well as a proper discourse management, when used in different situations or environments within the classroom during the implementation of the activities. The games make students use the language instead of thinking about learning the correct forms, so they should be considered as a central element and not peripheral in the classes. Games are a source of motivation and fun and give opportunity for fearful students to express their feelings and ideas. The games add fun to the regular classes, break the ice, but they are also used to introduce new ideas, at the same time making it possible to stimulate independent activity, in pairs and in groups, in the acquisition of new elements, since it induces use of English more fluently and enriches vocabulary (Daoud, 2002).

2.5 Hypothesis

Speaking proficiency was enhanced by using games as a resource in the EFL classroom.

2.6 Pointing of hypothesis variable

- **Independent variable:** Games in language teaching
- **Dependent variable:** Speaking skill

CHAPTER III

METHODOLOGY

3.1 Approach

The qualitative-quantitative approach is a paradigm that combines the quantitative and qualitative approaches in the same study. Although it is not very popular among scientists, it has found reception in some studies related to social sciences. Data collection and analysis combine standardized and interpretive methods and cross results from one or the other approach. These results can be generalized and giving rise to new hypotheses or the development of new theories. Typically, this approach is used to solve research problems related to education sciences and other social sciences.

The focus of this research is qualitative-quantitative because the data collected and analyzed from the groups managed during the investigation (control and experimental groups) were combined and measured with standardized methods to later describe the characteristics found in both groups, giving rise to a type of descriptive research, as expressed by (Shuttleworth, n.d.), descriptive research is often used as an antecedent of quantitative research designs; this allows to observe the general picture when determining and advising which variables deserve a quantitative test. In addition, according to (Sampieri, 1988), it seeks to specify the properties, characteristics and profiles of people, groups, communities or any other phenomenon subject to analysis. Which means that the intention is to measure or collect information independently or jointly in those variables that will be taken into account. Descriptive methods can be qualitative or quantitative. When comparing the results obtained in the previous and subsequent tests, a comparison of parallel groups was made, in other words, results were compared

between the non-equivalent control group in charge of a teacher and the experimental group that received the intervention process with previously gamified activities, which allowed establishing that the design of this research is quasi-experimental.

3.2 Basic method of research

Quasi-experimental research is one in which an empirical study is carried out to define the effectiveness of the variables, especially those that have to do with social aspects (Wittrock, 1986), in the quasi-experimental research an exposition, an answer and a hypothesis that gives rise to a contrast, but there was no randomization of the subjects to the treatment and control groups. Two groups were chosen from and at the same time intentionally supervised.

3.3 Level or type of research

This is a descriptive research because of the population or phenomenon that is involved in the study. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject. In other words, descriptive research mainly focuses on describing the nature of a demographic segment, without focusing on "why" a particular phenomenon occurs.

This is a descriptive investigation because it describes and analyzes the characteristics presented by both the control group and the experimental group observed during the investigation, as well as the quantitative and qualitative elements are also involved.

3.4 Population and sample

It is necessary to select two groups of learners who must be at the same, or very similar, language proficiency as well as the same cognitive age and level. Students from third year of secondary education in the Unidad Educativa Joaquin Lalama school were the chosen participants. Third year “A” was assigned as an experimental group and third year “B” as control group and three English teachers were also assigned to apply a survey sheet (see annex 5). The reason for choosing these groups is to describe and explore the effectiveness of games usage in the English class, because these students should all have acquired a very specific level before they graduate from high school.

Table 1

Number of English teachers for survey

Population	Number
English teachers	3
Total	3

Elaborated by: Cruz, D. (2019)

Table 2

Number of students for the research

Population	Number
Third A students (experimental group)	25
Third B students (control group)	28
Total	53

Elaborated by: Cruz, D. (2019)

3.5 Operationalization of variables

Table 3

Operationalization of independent variable: Games in language teaching

Independent Variable	Dimensions	Indicators	Item	Techniques	Instruments
<p style="text-align: center;">GAMES IN LANGUAGE TEACHING</p> <p>Games are activities that help learners to enjoy, feel motivated and feel entertained with English as a foreign language because when they learn they also have the opportunity of using a wide variety of speaking skills, abilities and knowledge through recreational activities applied and adapted according to the level of development of each group of participants; these allow learning through real exchange of situations and diverse opportunities that</p>	<p style="text-align: center;">Activities</p>	<p>Games applied and adapted for language teaching.</p>	<p>Activities carefully planned to enhance students learning of English.</p> <p>Clear instructions to reach the communicative goal of each activity.</p>	<p>Observation</p>	<p>Observation sheet related to the use of games in the classroom applied by English teachers to students of Unidad Educativa Joaquin Lalama.</p>
	<p style="text-align: center;">Communication</p>	<p>Speaking skills</p>	<ul style="list-style-type: none"> • Effective response to different situational contexts, where operative oral communication is necessary. 	<p>Pre-test and post-test to evaluate students' oral expression.</p>	<p>Questionnaire related to the use of games in the classroom for students of Unidad Educativa Joaquin</p>

motivate the student to use the language acquired more spontaneously.					Lalama.
	Motivation & Spontaneity	Language skills	<p>To understand others' ideas and opinions.</p> <p>To understand new cultures, jargon, idioms and customs through language.</p> <ul style="list-style-type: none"> • Being able to make people around understand my utterances. 	Observation about students' motivation factors for language learning.	Observation sheet related to the use of games in the classroom applied for English teachers to students of Unidad Educativa Joaquin Lalama.

Elaborated by: Cruz, D. (2019)

Table 4

Operationalization of dependent variable: Speaking skill

Dependent Variable	Dimensions	Indicators	Item	Technique	Instruments
<p>SPEAKING SKILL</p> <p><i>Characterization</i></p> <p>It is an interactive communication process, which allows the construction of oral, intelligible, coherent speeches and with a correct application of grammar and fluency; using the human sound system, such as vocal cords, tongue and lips.</p>	<p>Speaking skills</p> <p>Vocabulary</p> <p>Fluency</p> <p>Discourse Management</p>	<p>-Stress</p> <p>-Intonation</p> <p>-Rhythm</p> <p>-Common</p> <p>-Technical</p> <p>-Jargon</p> <p>-Usual</p> <p>-Coherence</p> <p>-Context</p> <p>-Situation</p> <p>-Improvised</p> <p>-Structured</p>	<p>Initiates and responds appropriately to different communication exchanges.</p> <p>Contributions are relevant and there is a clear organization of idea.</p> <p>Produces extended stretches of language with very little hesitation.</p>	<p>Pretest and posttest to evaluate initial and final speaking ability to students.</p>	<p>Test Rubric(s) /</p> <p>Applied by english teachers to students at Unidad Educativa Joaquín Lalama.</p>

Source: Direct Research

Elaborated by: Cruz, D. (2019)

3.6 Collection of information

The observation as a research technique consists in the systematic perception and directed to capture the most specific aspects of objects, facts, social realities and people in the context where they are normally. The observation must be conscious, and maintain a deliberate and guided search for a well-defined and defined objective or purpose. It must also be systematic and planned in advance and must be named in the research process to be carried out. Similarly, the observation must be objective without influencing what is seen or investigated. In many cases, the researcher needs to rely on instruments (microscope, telescope, camera, recorder, etc.), which help to collect information more objectively.

Observations must be recorded carefully and expertly. Everything seen should be written down as soon as possible, when cannot take notes at the same time. For this, the observer uses files, records, notebooks and other instruments that make it easier to systematize, quantify and preserve the results of the observations. The observations must be verified and ratified either by means of repetition or by comparison with what was seen by other competent observers (statistical controls).

The technique used in this investigation was the observation, the data were collected through a previously designed observation sheet (**see annex3**), and its application was direct. This observation sheet was designed as an instrument to collect the information along with a questionnaire that was used as a pretest to be applied by the designated teachers to the students that formed the experimental and control group and a questionnaire (**see annex 4**) for teachers was to collect their opinions about the use of games as a teaching strategy.

The approach to the topic addressed in the student questionnaires is based on identifying the effectiveness of the use of games as a means to develop the speaking skill and at the same time detect how English as a foreign language students deal with this learning strategy. Taking into account that this research aims to evaluate the use of games in English class, the degree to which these

activities are beneficial for students was also be measured. Finally, the information collected was helpful when designing an appropriate strategy for that population.

The precise evidence obtained from the subjects was collected after the application of the preliminary test; the data was collected directly from the students and teachers to whom the instrument was applied. The observation was carried out with students of third year BGU and teachers at Unidad Educativa Joaquin Lalama in the 2018-2019 academic year. The pre-test was applied in the experimental participant for 4 weeks using the instrument designed for this purpose, then the proposed strategy was applied for 4 weeks and then a post-test was applied to the same experimental group to determine the impact of using games on speaking skills.

3.7 Data collection and analysis

The data collection and analysis was carried out, first statistically and then interpretively in relation to the system of variables, sustaining as objectively as possible, in order to arrive at the weighting of the results in relation to the objectives.

In these results were able to determine what the level of the speaking activities in students was. This obtained result by the application of the Pre and Post-test to an experimental group used for the study. After the intervention and evaluation made during the pretest and posttest the information or data were used to interpret the relation between the uses of a games handbook the weaknesses and strengths of students related them. The data collected and analyzed was complemented with a paragraph of analysis and interpretation of the results. The results obtained from the pretest and the posttests were analyzed and presented based on frequencies percentages and tables.

Table 5

Evaluation criteria used in the pre-test

Task	Instruction	Time	Evaluation Criteria
Task 1	Listen to the questions your teacher makes to you and answer the questions one by one.	5 minutes	Speaking Skills Vocabulary
Task 2	Speak freely about the topic.	5 minutes	Fluency Discourse Management

Elaborated by: Cruz, D. (2019)

The previous speaking tests direction was applied to learners of third year of secondary education at Unidad Educativa Joaquin Lalama and was assessed based on an adapted from PET Cambridge (FGUMA, 2019) and learners assessment varied from the following scales:

Table 6

Criteria table to assess speaking

Criteria	Excellent 5	Very good 3-4	Fair 2-3	poor 1-2
<u>Speaking Skills</u>				
Stress				
Intonation				
Rhythm				
<u>Vocabulary</u>				
Technical				
Jargon				
Usual				
<u>Fluency</u>				
Produces extended stretches of language with very little hesitation.				
<u>Discourse management</u>				
Coherence				
Context				
Situation				
Improvised				
Structured				

Elaborated by: Cruz, D. (2019)

CHAPTER IV

ANALYSIS AND INTERPRETATION

Analysis of results

4.1.1 Pretest and posttest analysis of results

The analysis shows the obtained outcomes from the application of the pretest and the posttest of the students that took place in this study. Through these outcomes were possible to determine that the English speaking proficiency level on third year students of secondary education at Unidad Educativa Joaquin Lalama, in the City of Ambato. The analysis of the outcomes showed in the tables below.

Table 7*Control group-pretest results*

Student	Stress	Intonation	Rhythm	Vocabulary	Technical	Jargon	Fluency	Coherence	Context	Situation	Improvised	Structured	Average
Student 1	1	2	2	2	3	2	3	1	3	3	3	3	2,33
Student 2	2	2	2	2	2	2	2	2	2	2	2	2	2,00
Student 3	3	3	3	3	3	3	2	3	3	3	3	3	2,92
Student 4	1	2	2	2	1	1	1	2	2	2	2	2	1,67
Student 5	2	2	2	2	2	2	2	2	2	2	3	3	2,17
Student 6	2	2	2	2	2	2	1	1	1	1	1	2	1,58
Student 7	2	2	2	3	3	3	2	2	2	1	1	4	2,25
Student 8	4	1	1	2	2	1	2	3	3	3	1	1	2,00
Student 9	4	4	4	4	4	4	4	4	4	4	4	3	3,92
Student 10	1	1	1	1	1	1	1	2	2	2	2	1	1,33
Student 11	2	2	2	3	3	3	2	1	2	2	2	2	2,17
Student 12	2	2	2	1	1	1	3	2	2	2	2	4	2,00
Student 13	3	3	3	2	2	2	3	2	1	2	3	4	2,50
Student 14	3	3	3	4	4	4	3	3	3	3	1	2	3,00
Student 15	2	2	2	4	4	4	3	3	3	3	2	4	3,00
Student 16	3	3	3	2	2	2	3	3	3	3	2	2	2,58
Student 17	4	4	4	4	4	4	4	1	4	4	3	3	3,58
Student 18	4	4	4	3	3	3	3	4	4	4	3	1	3,33
Student 19	4	4	4	4	4	4	2	3	3	3	2	2	3,25
Student 20	3	3	3	4	4	4	3	1	2	2	2	2	2,75
Student 21	2	4	4	4	4	2	4	4	4	3	2	2	3,25
Student 22	2	2	1	1	2	2	1	3	3	3	1	2	1,92
Student 23	3	1	2	3	1	2	3	1	3	2	2	3	2,17
Student 24	3	3	3	2	2	2	2	2	2	2	3	1	2,25
Student 25	2	2	2	3	1	2	2	1	2	2	3	4	2,17
Student 26	4	4	4	3	3	3	2	2	2	1	2	2	2,67
Student 27	1	1	1	1	1	2	1	1	1	2	2	2	1,33
Student 28	2	2	2	3	3	3	2	2	2	3	2	2	2,33
\bar{X}	2,54	2,50	2,50	2,64	2,54	2,50	2,36	2,18	2,50	2,46	2,18	2,43	2,44

Leyend: POOR 1-2, FAIR 2-3, VERY GOOD 3-4, EXCELLENT 5

Table 8

Experimental group pre-test results

Student	Stress	In tonation	Rhythm	Vocabu lar y	Technical	Jargon	Fluency	Coherence	Context	Situation	Improvise d	Structured	Average
Student 1	2	2	2	3	3	3	2	3	3	3	2	3	2,58
Student 2	2	2	2	3	3	2	3	3	3	3	3	3	2,67
Student 3	2	2	2	3	3	2	3	2	3	3	3	2	2,50
Student 4	2	2	2	3	2	2	2	2	3	3	3	2	2,33
Student 5	2	2	2	1	1	3	1	2	2	2	2	2	1,83
Student 6	3	3	3	3	3	3	4	3	3	3	2	3	3,00
Student 7	2	3	3	4	4	3	4	3	3	3	2	2	3,00
Student 8	3	3	3	2	2	2	3	3	3	3	3	1	2,58
Student 9	2	2	2	1	1	2	1	2	2	3	3	3	2,00
Student 10	2	2	2	3	3	3	2	2	2	2	2	2	2,25
Student 11	2	2	2	2	2	2	3	2	3	3	3	2	2,33
Student 12	3	3	3	2	2	2	3	3	2	2	2	1	2,33
Student 13	3	3	3	1	1	1	1	2	1	1	3	3	1,92
Student 14	3	3	3	3	3	3	2	2	2	2	3	3	2,67
Student 15	4	4	4	3	3	3	4	3	3	3	3	3	3,33
Student 16	3	4	2	3	3	2	3	2	2	2	2	2	2,50
Student 17	2	2	2	4	4	4	3	4	4	4	2	3	3,17
Student 18	4	4	4	3	3	3	2	2	2	2	2	3	2,83
Student 19	4	4	2	4	4	2	3	2	3	3	3	3	3,08
Student 20	3	3	3	3	3	3	4	3	3	3	3	2	3,00
Student 21	3	3	3	3	3	3	2	2	2	2	2	2	2,50
Student 22	4	4	4	4	4	4	4	4	4	4	3	2	3,75
Student 23	4	4	4	4	4	4	4	4	4	4	3	3	3,83
Student 24	3	3	3	4	4	4	3	4	4	4	3	3	3,50
Student 25	2	2	2	3	3	3	2	3	3	3	2	2	2,50
Student 26	2	2	2	2	2	3	3	2	2	3	2	3	2,33
\bar{X}	2,73	2,81	2,65	2,85	2,81	2,73	2,73	2,65	2,73	2,81	2,54	2,42	2,71

Legend: POOR 1-2, GOOD 2-3, VERY GOOD 3-4, EXCELLENT 5

Table 9

Control group post-test results

Student	Stress	Intonation	Rhythm	Vocabulary	Technical	Jargon	Fluency	Coherence	Context	Situation	Improvised	Structured	Average
Student 1	1	2	2	2	3	2	3	1	3	3	3	3	2,33
Student 2	2	2	2	2	2	2	2	2	2	2	2	2	2,00
Student 3	3	3	3	3	3	3	2	3	3	3	3	3	2,92
Student 4	1	2	4	2	1	1	1	4	2	2	2	2	2,00
Student 5	2	2	4	2	2	2	2	4	2	2	3	3	2,50
Student 6	2	2	2	2	2	2	1	4	1	1	1	2	1,83
Student 7	2	2	2	3	3	3	2	4	2	1	1	4	2,42
Student 8	4	1	1	2	2	1	2	3	3	3	1	4	2,25
Student 9	4	4	4	4	4	4	4	4	4	4	4	2	3,83
Student 10	1	1	1	4	1	1	1	2	2	2	2	4	1,83
Student 11	2	2	2	4	3	3	2	3	2	2	2	3	2,50
Student 12	2	2	2	1	1	1	3	2	2	2	2	4	2,00
Student 13	3	3	3	2	2	2	3	3	1	2	3	4	2,58
Student 14	3	3	3	4	4	4	3	3	3	3	1	2	3,00
Student 15	2	2	2	4	4	4	3	3	4	3	4	4	3,25
Student 16	3	3	3	2	3	4	3	3	3	3	4	2	3,00
Student 17	4	4	4	4	4	4	4	1	4	4	3	3	3,58
Student 18	4	4	4	3	3	3	3	4	4	4	3	4	3,58
Student 19	4	4	4	4	4	4	2	3	3	3	2	2	3,25
Student 20	4	3	3	4	4	4	3	1	4	3	4	4	3,42
Student 21	2	4	4	4	4	2	4	4	4	3	2	3	3,33
Student 22	4	2	1	2	2	3	4	2	3	3	4	2	2,67
Student 23	3	3	2	4	1	3	2	4	3	3	4	3	2,92
Student 24	3	3	3	3	2	2	4	3	2	2	3	1	2,58
Student 25	2	3	2	3	4	2	3	1	2	2	3	4	2,58
Student 26	4	4	4	3	3	3	2	2	2	3	4	2	3,00
Student 27	1	1	1	1	1	2	1	1	4	4	3	2	1,83
Student 28	2	2	2	3	3	3	2	2	2	3	4	2	2,50
\bar{X}	2,64	2,61	2,64	2,89	2,68	2,64	2,54	2,71	2,71	2,68	2,75	2,86	2,70

Legend: POOR 1-2, GOOD 2-3, VERY GOOD 3-4, EXCELLENT 5

Table 10

Experimental group post-test results

<i>Student</i>	<i>Stress</i>	<i>Intonation</i>	<i>Rhythm</i>	<i>vocabulary</i>	<i>Technical</i>	<i>Jargon</i>	<i>Fluency</i>	<i>Coherence</i>	<i>Context</i>	<i>Situation</i>	<i>Improvised</i>	<i>Structured</i>	<i>Average</i>
Student 1	3	3	3	4	4	4	3	4	4	4	4	3	3,58
Student 2	4	4	4	5	5	5	4	5	5	5	3	4	4,42
Student 3	5	5	5	5	5	5	5	5	5	5	5	4	4,92
Student 4	5	5	5	5	5	5	5	5	5	5	3	4	4,75
Student 5	4	4	4	4	4	4	3	3	3	3	5	3	3,67
Student 6	4	4	4	4	4	4	5	4	4	4	4	5	4,17
Student 7	3	3	3	4	4	4	3	4	4	4	4	3	3,58
Student 8	5	5	4	5	5	4	4	4	4	4	4	5	4,42
Student 9	5	5	5	4	4	4	3	3	3	3	3	4	3,83
Student 10	3	3	3	5	5	4	4	5	5	5	5	5	4,33
Student 11	4	5	4	4	4	4	4	3	3	3	3	3	3,67
Student 12	5	5	5	4	4	4	5	5	5	5	5	5	4,75
Student 13	5	5	5	4	4	4	5	4	4	4	4	4	4,33
Student 14	4	4	4	4	4	4	3	3	3	3	4	5	3,75
Student 15	4	4	4	1	1	1	1	2	2	2	3	3	2,33
Student 16	4	4	4	3	3	3	4	3	3	3	5	5	3,67
Student 17	3	3	3	3	3	3	4	4	5	4	3	4	3,50
Student 18	3	3	3	4	4	4	3	3	4	3	5	3	3,50
Student 19	3	3	3	1	1	4	2	2	3	2	4	4	2,67
Student 20	4	4	4	3	3	1	4	4	5	4	2	4	3,50
Student 21	4	4	4	5	5	3	5	4	4	5	4	4	4,25
Student 22	4	4	4	4	4	4	5	4	3	5	5	1	3,92
Student 23	3	3	3	3	2	4	2	4	2	3	3	3	2,92
Student 24	3	3	3	4	4	1	4	4	4	4	4	3	3,42
Student 25	3	3	3	4	4	3	3	4	4	4	2	4	3,42
Student 26	3	3	3	4	4	4	4	3	3	3	4	4	3,50
\bar{X}	3,85	3,88	3,81	3,85	3,81	3,62	3,73	3,77	3,81	3,81	3,85	3,81	3,80

Legend: POOR 1-2, GOOD 2-3, VERY GOOD 3-4, EXCELLENT 5

4.2.1. Data interpretation of the pretest and posttest

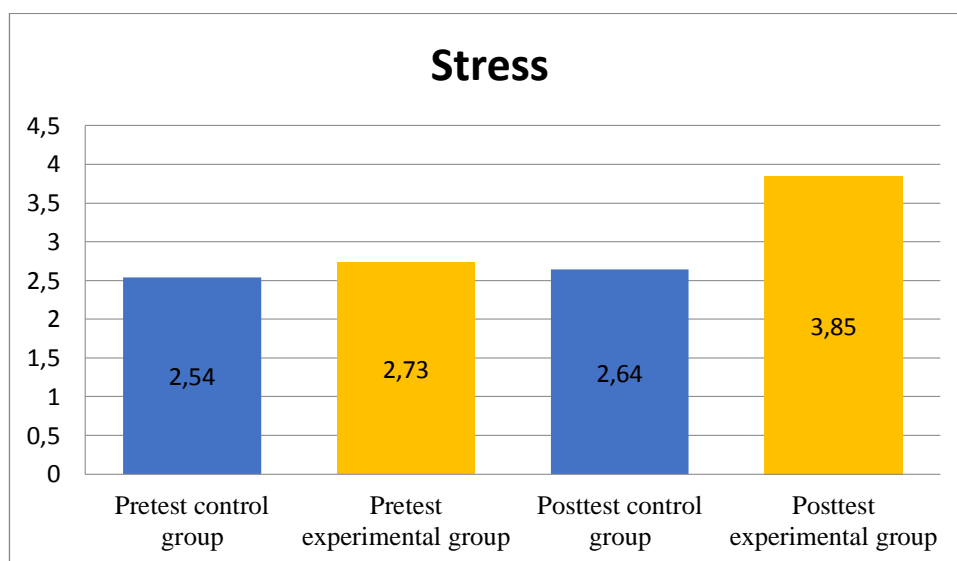
Table 11

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the stress criterion

Participants	Outcomes
Pre-test control group	2,54
Pre-test experimental group	2,73
Post-test control group	2,64
Post-test experimental group	3,85

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 3: Stress

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

The graphics related to stress indicates that earlier implementing the proposal students had difficulties with stress. On the other hand, after the application of games during the English class, the students were more accurate when they had to stress words and sentences. It means that a game is a good resource to help the students to practice word and sentences stress.

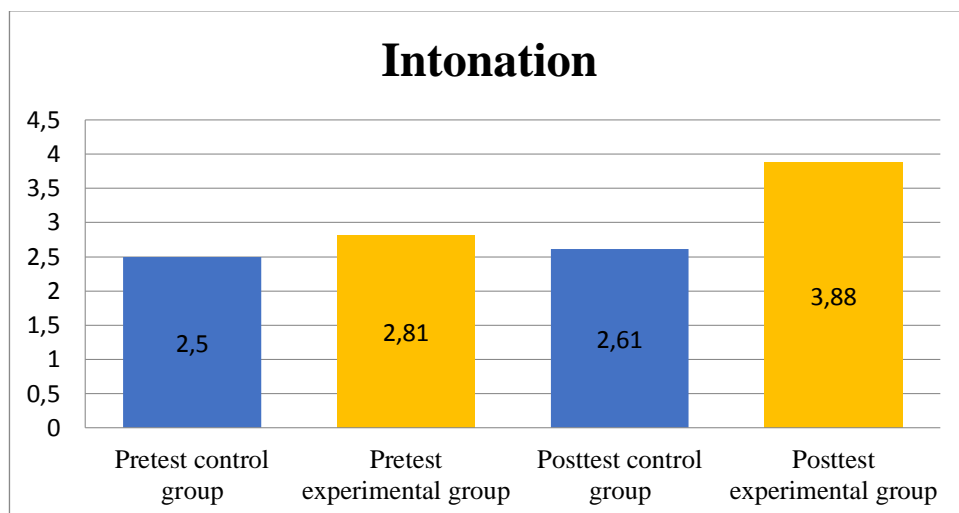
Table 12

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the intonation criterion

Participants	Outcomes
Pre-test control group	2,50
Pre-test experimental group	2,81
Post-test control group	2,61
Post-test experimental group	3,88

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 4: Intonation

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

The graphics showed that intonation was difficult for the control and the experimental group. However, after applying the proposal, students from the experimental group demonstrated that they improved their intonation. With speaking games activities, they practice how to variate their voice tones when speaking.

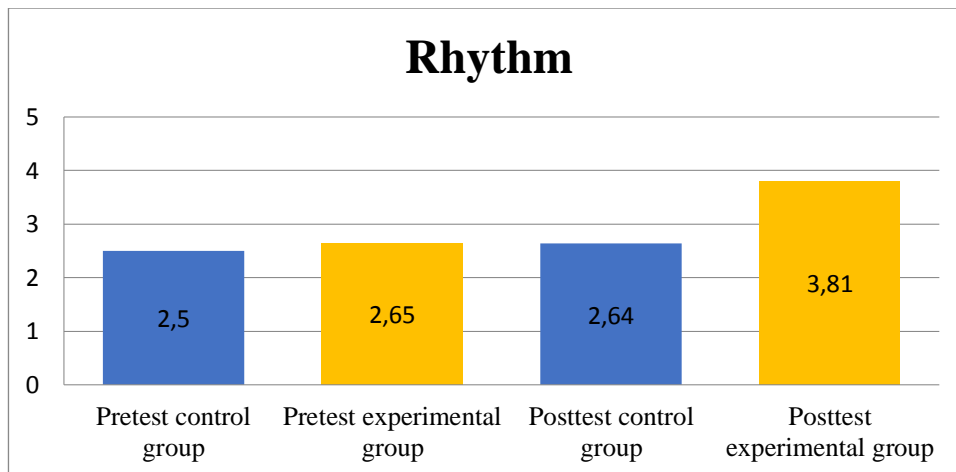
Table 13

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the rhythm criterion

Participants	Outcomes
Pretest control group	2,50
Pretest experimental group	2,65
Posttest control group	2,64
Posttest experimental group	3,81

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 5: Rhythm

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

Rhythm graphics indicates a big alteration between the pretest and the posttest especially in the experimental group. This result in the rhythm criterion shows that the use of a guide helped students to make emphasis on the breathing considering if it was deeper or faster while speaking.

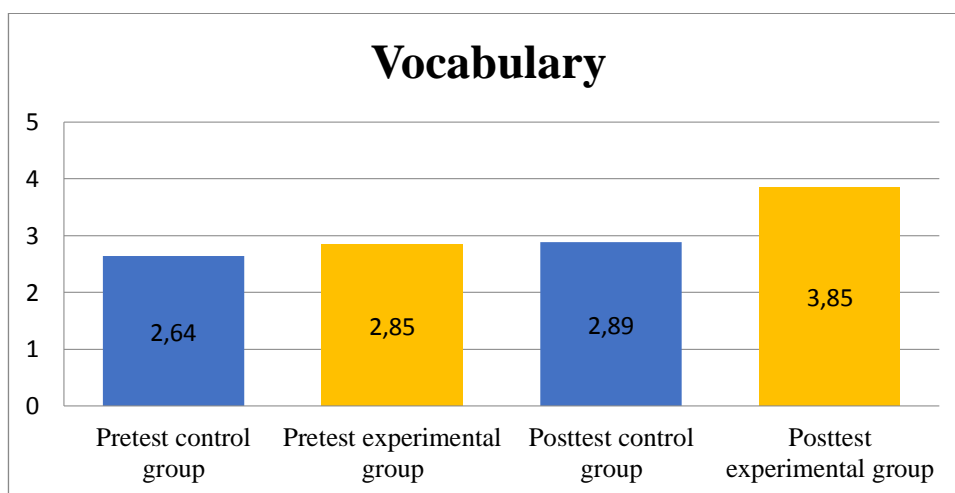
Table 14

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the vocabulary criterion

Participants	Outcomes
Pretest control group	2,64
Pretest experimental group	2,85
Posttest control group	2,89
Posttest experimental group	3,85

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 6: Vocabulary

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

In the criterion related to vocabulary, participants from both groups demonstrated very low vocabulary regarding decoding appropriately and understanding new vocabulary. After the application of the proposal based on a guide of games in the control group there was no significant change, it can be noticed an insignificant increase. From this figure, it can be observed that outcomes were improved in the post-test for the experimental group. Having a wider vocabulary students are able to communicate their ideas easily.

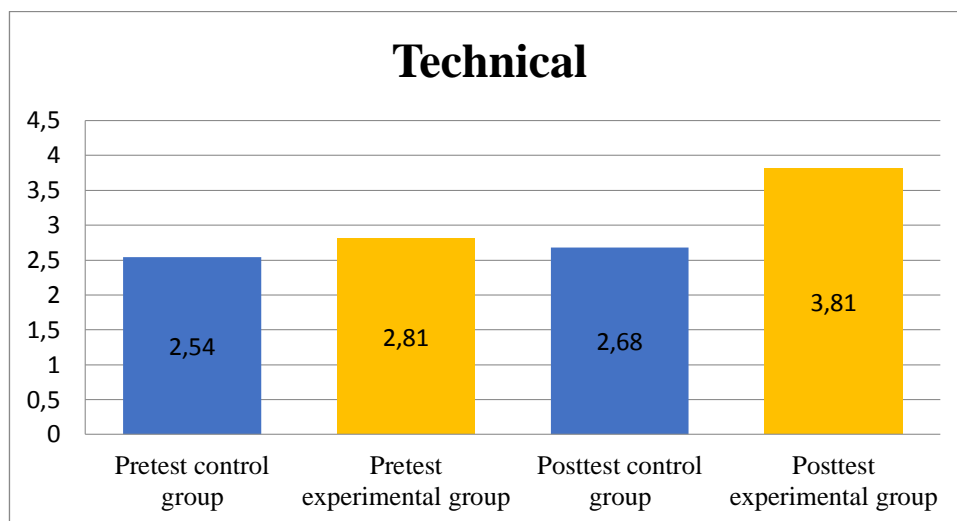
Table 15

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the technical criterion

Participants	Outcomes
Pretest control group	2,54
Pretest experimental group	2,81
Posttest control group	2,68
Posttest experimental group	3,81

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 7: Technical

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

The graphic indicates the outcomes concerning technical vocabulary were improved in the posttest for the experimental group. The outcomes shows that the use of a guide of games helped learners to use more technical vocabulary when they speak, they can use it in formal situations and it will make their speech more impeccable.

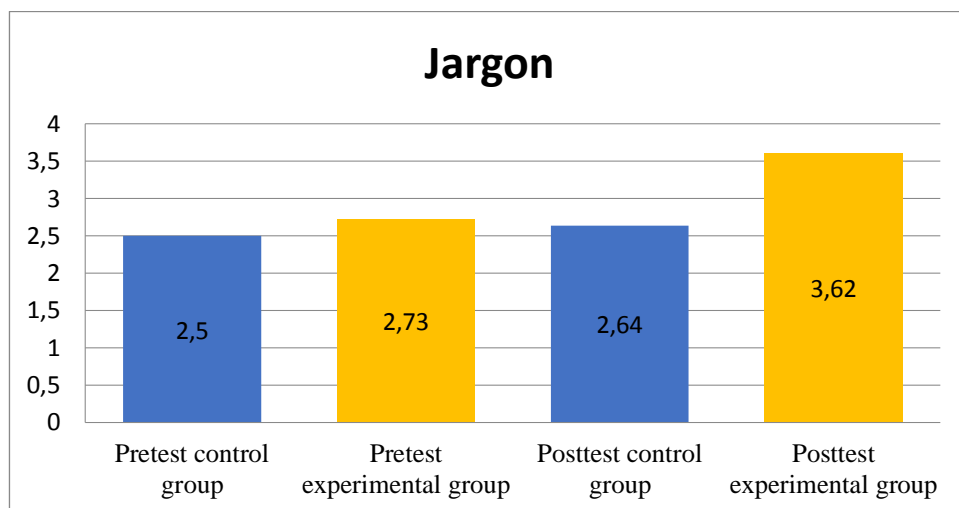
Table 16

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the jargon criterion

Participants	Outcomes
Pretest control group	2,50
Pretest experimental group	2,73
Posttest control group	2,64
Posttest experimental group	3,62

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 8: Jargon

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

The graphic shows that there was an improvement in relation with the posttest for the experimental participants. The result of the experimental participants was outstanding. This outcome indicates that games are good resource to teach jargon to the students. It is important that they learn this kind of vocabulary because it is very useful in daily life situations of interacting with native English speaker.

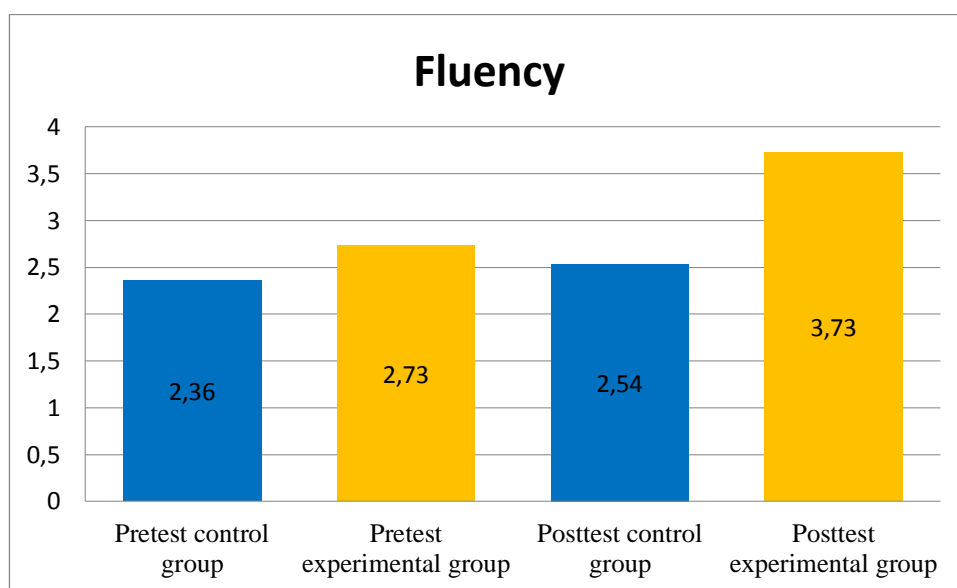
Table 17

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the fluency criterion

Participants	Outcomes
Pre-test control group	2,36
Pre-test experimental group	2,73
Post-test control group	2,54
Post-test experimental group	3,73

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 9: Fluency

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

The previous figure shows that the experimental group had an improvement in speech. After the application of the proposal about games, students now speak more natural. Students speak English with little hesitation that indicates the positive results of the proposal implemented. Students speak more confidently and do it at normal speed.

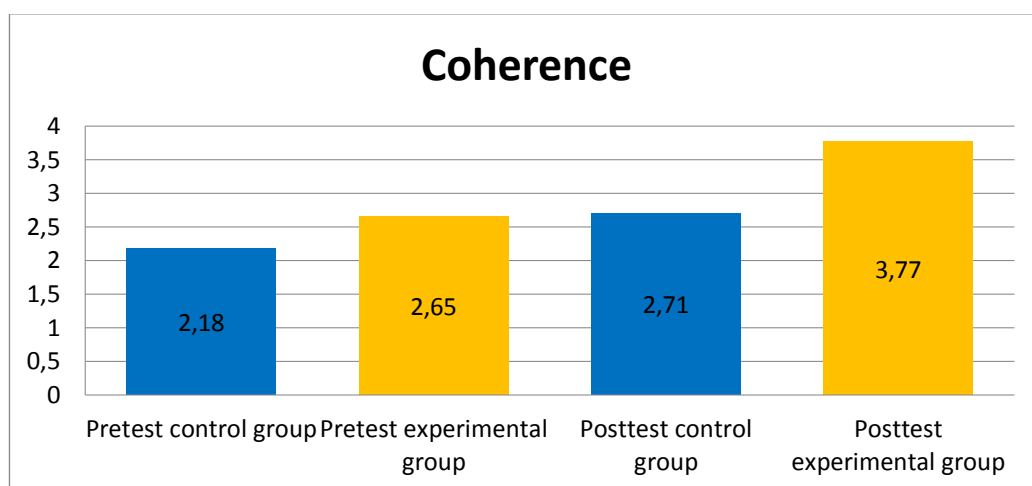
Table 18

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the coherence criterion

Participants	Outcomes
Pretest control group	2,18
Pretest experimental group	2,65
Posttest control group	2,71
Posttest experimental group	3,77

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 10: Coherence

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

Analyzing the graphic, it can be showed that students from the experimental group learned through games how to be coherent during a speech. Speaking clearly makes communication more fluent and understandable, so in this context using games to increase coherence is a noble resource in language learning.

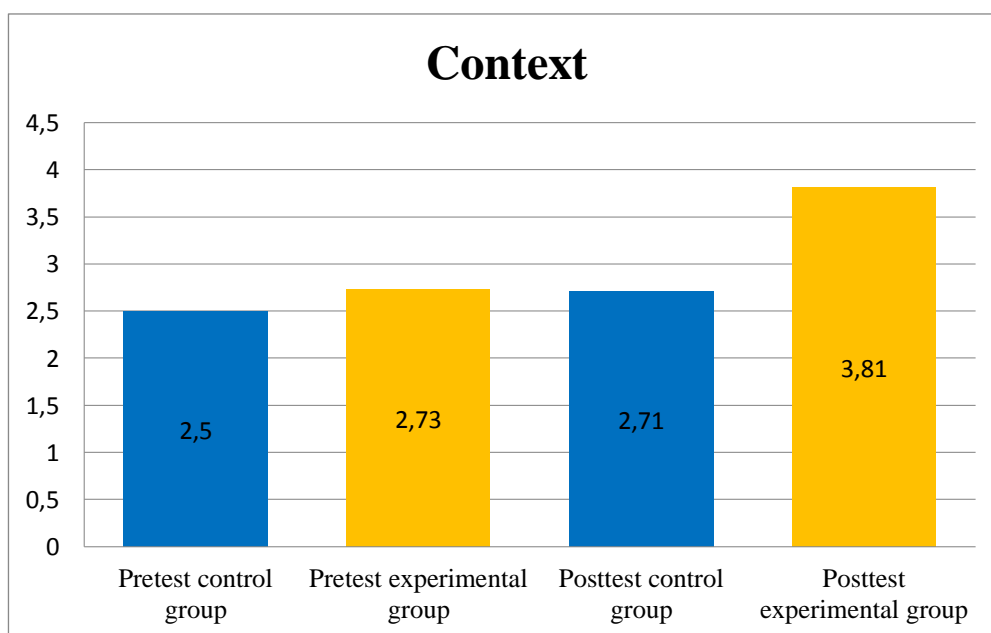
Table 19

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the context criterion

Participants	Outcomes
Pretest control group	2,50
Pretest experimental group	2,73
Posttest control group	2,71
Posttest experimental group	3,81

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 11: Context

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

This graph reveals that students from the experimental group learned how to manage a discourse considering the context around environment. They learned with games that in life there are different situations that they have to deal with every day, and it is significant to know how to do it in the English language.

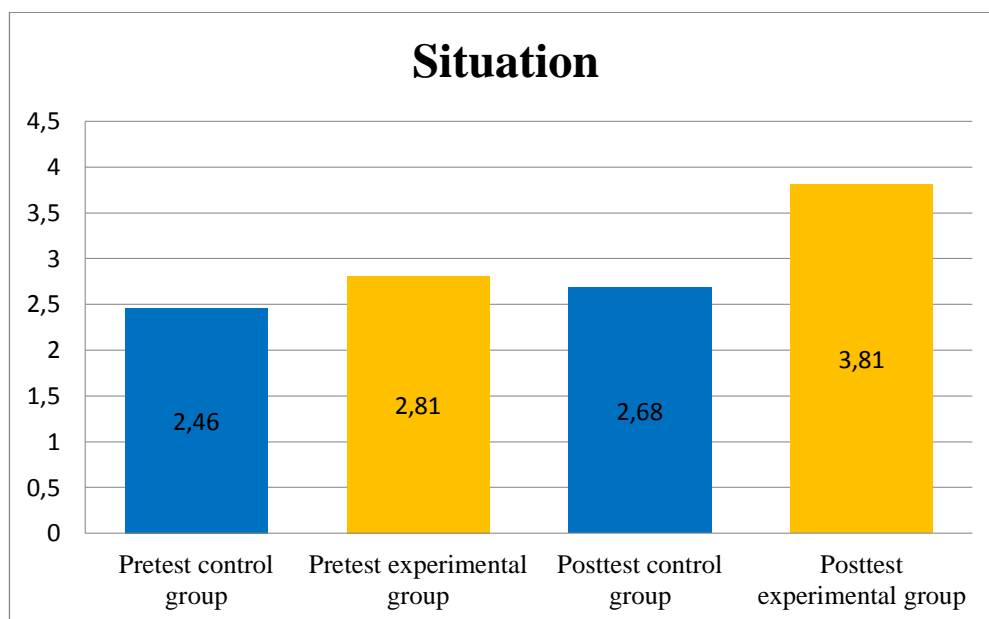
Table 20

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the situation criterion

Participants	Outcomes
Pretest control group	2,46
Pretest experimental group	2,81
Posttest control group	2,68
Posttest experimental group	3,81

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 12: Situation

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

From this graphic, it can be observed that outcomes were improved substantially in the posttest for the experimental group. *Managing a discourse* is important in any *circumstances* where the student is required to speak in order to express

thoughts or defend an idea. Games activities helped the students from the experimental group to get prepared for this kind of situations in real life.

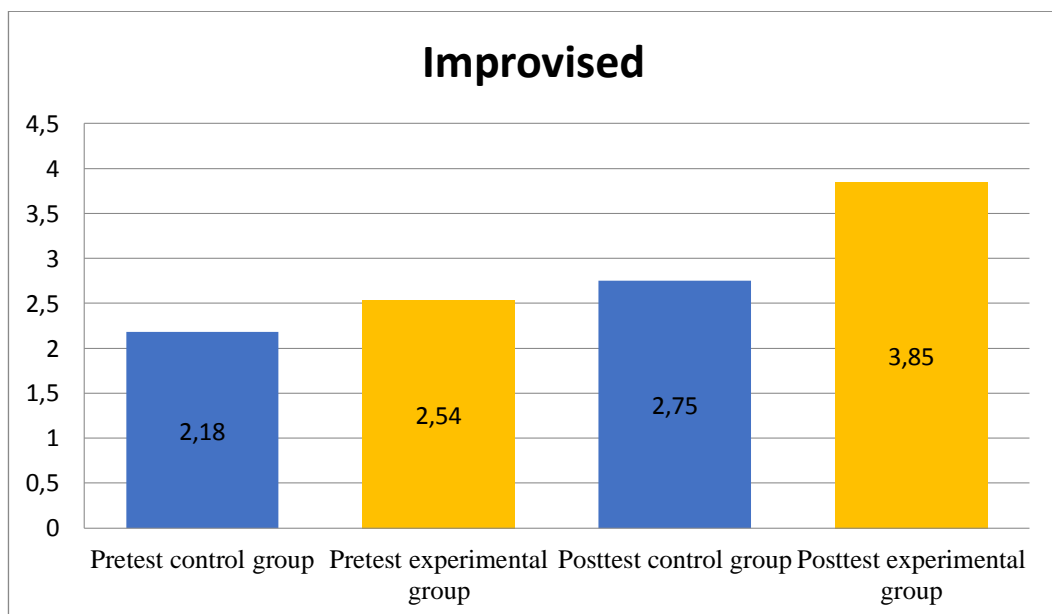
Table 21

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the improvised criterion

Participants	Outcomes
Pretest control group	2,18
Pretest experimental group	2,54
Posttest control group	2,75
Posttest experimental group	3,85

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 13: Improved

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

Although it is indispensable to establish the ideas before speaking, the graphic above shows that learners enjoy learning through games and they are able to organize a speech. It means that experimental learners practiced how to do it in order to transmit their ideas and expose their points of view in no planned situations.

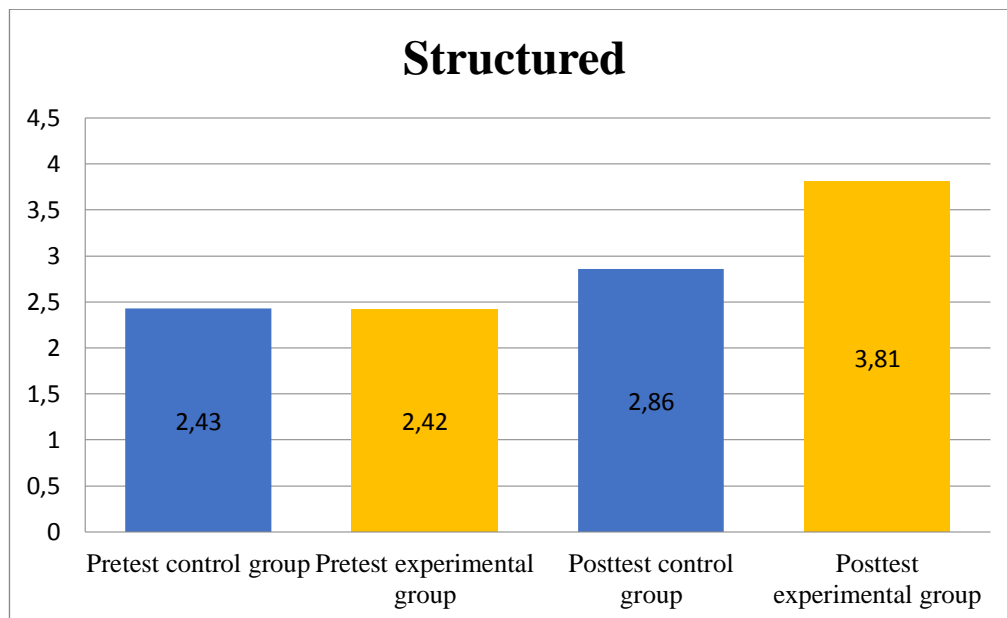
Table 22

Outcomes obtained from the experimental and control groups in the pre-test and post-test based on the structured criterion

Participants	Outcomes
Pretest control group	2,43
Pretest experimental group	2,42
Posttest control group	2,86
Posttest experimental group	3,81

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 14: Structured

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

Concerning the structured discourse, the graph above indicates that after implementing the proposal about games, students from the experimental group were able to manage a discourse well organized. Initially they presented their ideas with an introduction, then those ideas were developed and finally they exposed their conclusions. On the additional, participants from the control group did not have a significant improvement in this criterion.

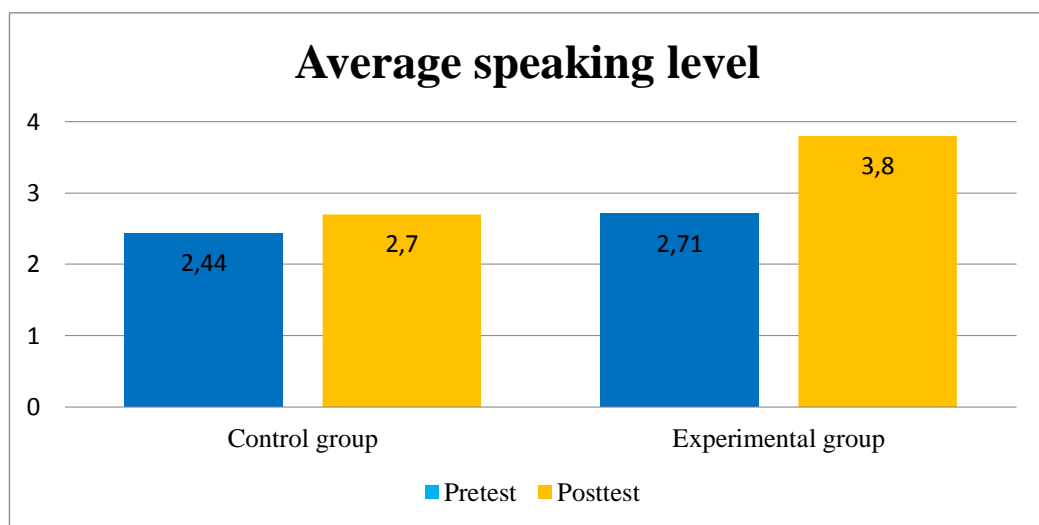
Table 23

Average of the level of both groups in the speaking skill

	Control group	Experimental group
Pre-test	2,44	2,71
Post-test	2,70	3,8

Source: Tests outcomes

Prepared by: Cruz, D. (2019)



Graphic 15: Average students speaking level

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

As it is evidenced the chart above, both groups had an increase in the speaking skill level. However, it is very notorious that the difference obtained by the control group in the posttest compared to the results in the pretest was not significant. On the other hand, the experimental group got a very significant improvement from the pretest. In brief, the outcomes prove that the difference in scores considering both tests was really significant for the experimental group; it means they improved their speaking level with the use of the games proposed.

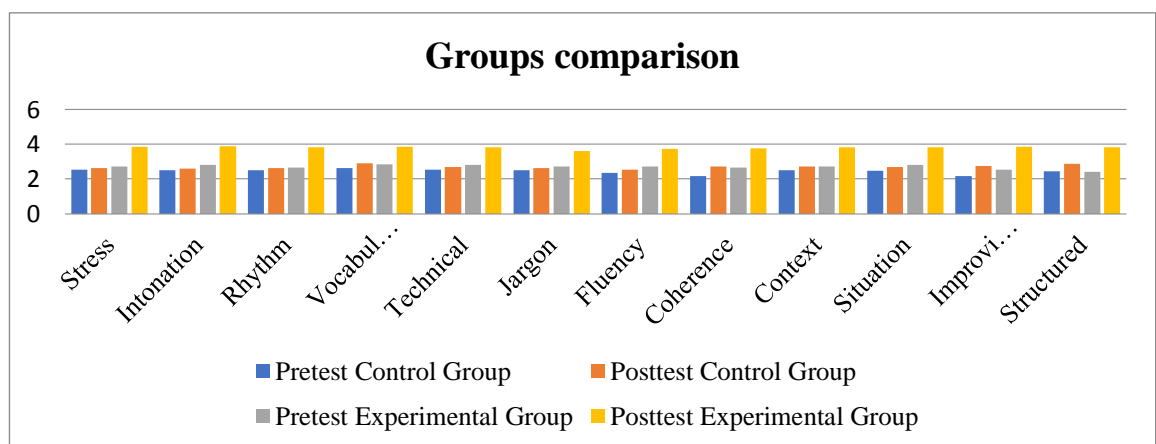
Table 24

Groups Comparison

Criteria	Control Group Pre-test outcomes	Control Group Post-test outcomes	Experimental Group Pre-test outcomes	Experimental Group Post-test outcomes
Stress	2,54	2,64	2,73	3,85
Intonation	2,5	2,61	2,81	3,88
Rhythm	2,5	2,64	2,65	3,81
Vocabulary	2,64	2,89	2,85	3,85
Technical	2,54	2,68	2,81	3,81
Jargon	2,5	2,64	2,73	3,62
Fluency	2,36	2,54	2,73	3,73
Coherence	2,18	2,71	2,65	3,77
Context	2,5	2,71	2,73	3,81
Situation	2,46	2,68	2,81	3,81
Improvised	2,18	2,75	2,54	3,85
Structured	2,43	2,86	2,42	3,81

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

**Graphic 16:** Groups comparison

Source: Tests outcomes

Prepared by: Cruz, D. (2019)

The graph above evidences the improvement obtained by the experimental group through the implementation of the game's proposal. The difference concerning the control group and the experimental group is very notorious. Learners from the experimental group enhanced their speaking level in different aspects like vocabulary, fluency and discourse management, becoming more proficient in communication.

Hypothesis verification

The present investigation included two groups of participants, the experimental and the control group, these two groups conformed the sample for two different moments. A pretest and a posttest after the intervention was performed, which consisted of using the strategy of the games to assess their impact on speaking skills. The next hypothesis test was necessary to define the above:

H₀: Using games **do not** impact students' speaking skills.

H₁: Using games **impact** students' speaking skills.

4.1.2 Confidence level

The essential level established for the analysis is $\alpha = 0.05$, a risk of 5% is assumed, as the outcome the level confidence is 95%. The suggested significance level for the studies is the one used.

4.1.3 Hypothesis testing

The outcomes part of the study of the pretest and post-test are contrasted in the two analysis groups and define whether the means of these two groups at the two moments of the study are statistically different or not. The initial (Pretest) is done

before the strategy is applied, and the second (Post-test) after the implementation of the games. Based on the elements explained before developing the following steps:

4.1.4 Confidence level

Taking into account that this study is framed in social science, it was selected a level of significance of $\alpha = 0.05$, a risk of 5% is assumed, making the confidence level = 95%, being this the suggested level for this area of knowledge.

4.1.5 Hypothesis testing

Due to the sample is composed of less than 30 individuals; the recommended test to control whether or not the data fit a regular distribution is the Shapiro-Wilk test. The value established that $p \geq 0.05$ as shown in the table:

Table 25

Normality test

Criterion	Participants	Test	Shapiro-Wilk		
			Est.	GL	p
Stress	Control	Pre-test	0,873	28	0,003
		Post-test	0,860	28	0,001
	Experimental	Pre-test	0,777	26	0,000
		Post-test	0,800	26	0,000
Intonation	Control	Pre-test	0,863	28	0,002
		Post-test	0,874	28	0,003
	Experimental	Pre-test	0,788	26	0,000
		Post-test	0,796	26	0,000

Rhythm	Control	Pre-test	0,863	28	0,002
		Post-test	0,860	28	0,001
	Experimental	Pre-test	0,762	26	0,000
		Post-test	0,800	26	0,000
Vocabulary	Control	Pre-test	0,876	28	0,003
		Post-test	0,844	28	0,001
	Experimental	Pre-test	0,841	26	0,001
		Post-test	0,773	26	0,000
Technical	Control	Pre-test	0,867	28	0,002
		Post-test	0,864	28	0,002
	Experimental	Pre-test	0,859	26	0,002
		Post-test	0,785	26	0,000
Jargon	Control	Pre-test	0,863	28	0,002
		Post-test	0,876	28	0,003
	Experimental	Pre-test	0,859	26	0,002
		Post-test	0,728	26	0,000
Fluency	Control	Pre-test	0,883	28	0,005
		Post-test	0,885	28	0,005
	Experimental	Pre-test	0,879	26	0,005
		Post-test	0,885	26	0,007
Coherence	Control	Pre-test	0,869	28	0,002
		Post-test	0,861	28	0,002
	Experimental	Pre-test	0,762	26	0,000
		Post-test	0,872	26	0,004
Context	Control	Pre-test	0,875	28	0,003
		Post-test	0,862	28	0,002

	Experimental	Pre-test	0,859	26	0,002
		Post-test	0,872	26	0,004
Situation	Control	Pre-test	0,874	28	0,003
		Post-test	0,869	28	0,002
	Experimental	Pre-test	0,847	26	0,001
		Post-test	0,872	26	0,004
Improvised	Control	Pre-test	0,855	28	0,001
		Post-test	0,868	28	0,002
	Experimental	Pre-test	0,637	26	0,000
		Posttest	0,872	26	0,004
Structured	Control	Pre-test	0,860	28	0,001
		Post-test	0,828	28	0,000
	Experimental	Pre-test	0,749	26	0,000
		Post-test	0,844	26	0,001
Average	Control	Pre-test	0,971	28	0,596*
		Post-test	0,957	28	0,299*
	Experimental	Pre-test	0,958	26	0,356*
		Post-test	0,956	26	0,324*

Source: Participants' pretest and posttest outcomes
Prepared by: Cruz, D. (2019)

The outcomes presented after applying the Shapiro-Wilk test. Most of the outcomes, the presented test has very low p values; that is, $p \leq 0.05$ for both the experimental and control groups. All this makes it potentially to determine that the behavior of these variables do not conform to a normal distribution. For this reason, parametric tests such as T Student cannot be run, but non-parametric options such as the Wilcoxon or Mann-Whitney tests are chosen. However, for the case of the *Average*, we could use the T-Student test for the reason that in this condition the data determine a normal distribution.

4.1.6 Estimation of P value for the mean contrast

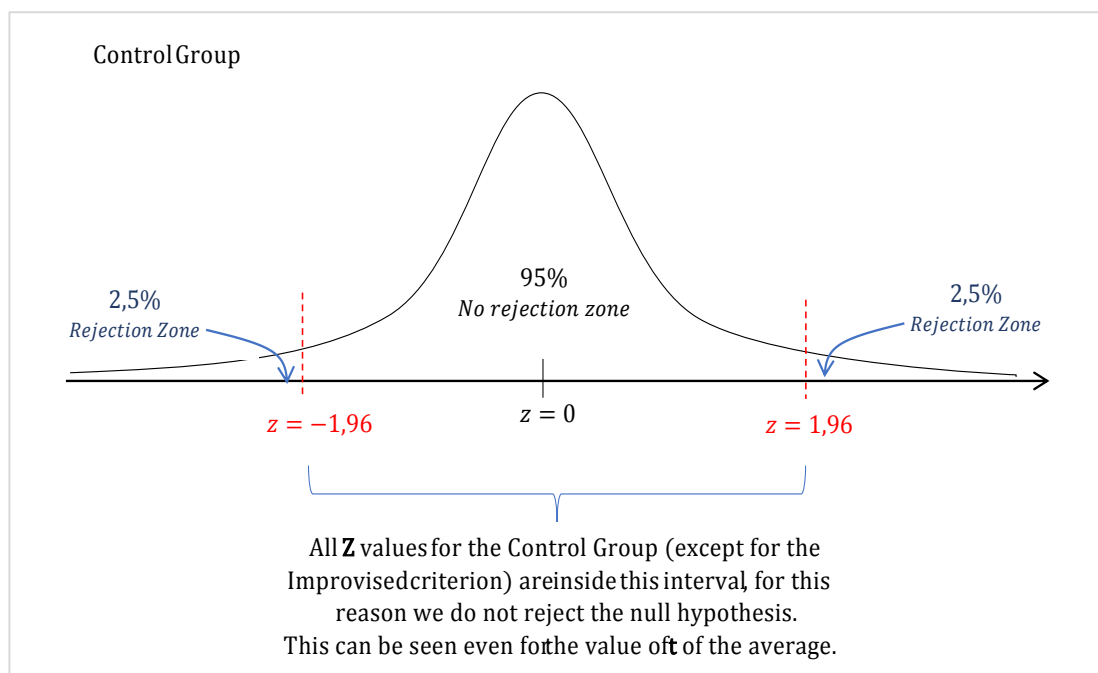
Table 26

Estimation of p value

Criterion	Control Group				Experimental Group			
	Mann-Whitney	Wilcoxon	Z	p	Mann-Whitney	Wilcoxon	Z	p
Stress	370,0	776,0	-0,377	0,706	120,0	471,0	-4,174	0,000
Intonation	366,0	772,0	-0,448	0,654	132,0	483,0	-3,940	0,000
Rhythm	362,0	768,0	-0,515	0,607	107,0	458,0	-4,429	0,000
Vocabulary	339,5	745,5	-0,898	0,369	141,0	492,0	-3,789	0,000
Technical	363,0	769,0	-0,491	0,623	147,5	498,5	-3,644	0,000
Jargon	359,0	765,0	-0,565	0,572	148,5	499,5	-3,639	0,000
Produces	352,0	758,0	-0,688	0,491	167,5	518,5	-3,230	0,001
Coherence	280,5	686,5	-1,891	0,059	122,5	473,5	-4,118	0,000
Context	344,0	750,0	-0,832	0,406	139,0	490,0	-3,805	0,000
Situation	334,0	740,0	-1,016	0,310	149,0	500,0	-3,643	0,000
Improvised	263,0	669,0	-2,214	0,027	89,0	440,0	-4,789	0,000
Structured	297,0	703,0	-1,648	0,099	77,0	428,0	-4,997	0,000
			t	p			t	p
Average			-1,528	0,132			-6,846	0,000

Source: Participants' pretest and posttest outcomes
Prepared by: Cruz, D. (2019)

In general, it can be seen that the non-parametric means comparison tests do not provide adequate arguments to determine that the use of games generates an important positive impact on learners who were part of the present study for the Control Group. This interpretation also includes the average given that the T-Student test also offers a p value greater than 5%; that is, $p > 0.05$. Shown in the graphic below. However, there is a p value in this group that is less than 0.05; that is, in the case of Improvised, which has a value $Z = -2,214$ with a $p = 0,027$; in this case the mean in the pretest and posttest are different.



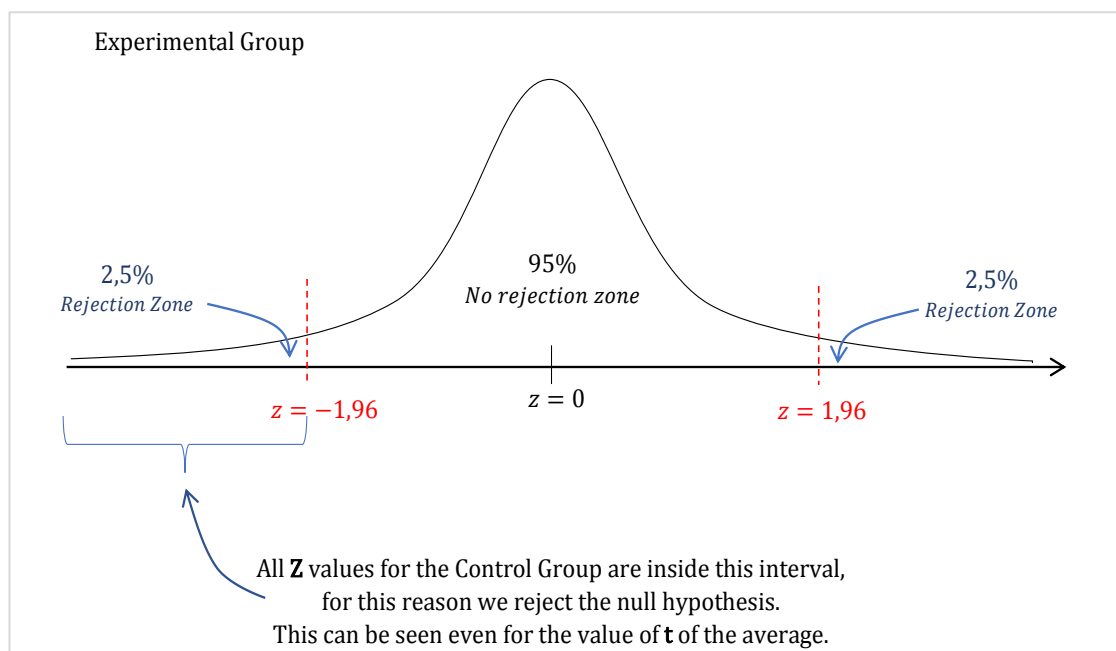
Graphic 17: Rejection and non-rejection zone for the control group
Prepared by: Cruz, D. (2019)

On the other hand, the Wilcoxon test for the experimental group indicated the following outcomes in each criterion: Stress the value of $Z = -4,174$ with a $p = 0,000$; Intonation the value of $Z = -3,940$ with a $p = 0,000$; Rhythm the value of $Z = -4,429$ with a $p = 0,000$; Vocabulary the value of $Z = -3,789$ with a $p = 0,000$; Technical the value of $Z = -3,644$ with a $p = 0,000$; Jargon the value of $Z = -3,639$ with a $p = 0,000$; Produces the value of $Z = -3,230$ with a $p = 0,001$; Coherence the value of $Z = -4,118$ with a $p = 0,000$; Context the value of $Z = -3,805$ with a $p = 0,000$; Situation the value of $Z = -3,643$ with a $p = 0,000$; Improvised the value of

Z=-4,789 with a p=0,000; and Structured the value of Z=-4,997 with a p=0,000. Also, in the case of the average score the value of t=-6,846 with a p=0,000.

Given that the values of Z, and the value of t in the case of the average differ from zero; in addition, the p-value obtained for all the criteria is lower than 0.05, it is concluded that there are significant differences between the average of the scores obtained in the pretest and the posttest for the experimental group.

From what is stated in the previous paragraph, it can be showed that there is significant statistical evidence to establish that the use of games has an impact and significantly increases the scores between the pretest and the posttest. In addition, we can infer with 95% confidence that the use of games improves the speaking skill of the students who were part of the study. The results obtained allow us to reject the hypothesis: Using games do not impact student`s speaking skills; and we can say with the 95% of confidence that using games impact (positively) student`s speaking skills



Graphic 18: Rejection and non-rejection zone for the experimental group
Prepared by: Cruz, D. (2019)

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The impact of the use of games on the speech skills of students at Unidad Educativa Joaquin Lalama is proposed in this research. This method was evaluated and allows the following conclusions:

- Recreational activities, that is, games designed for recreational and educational purposes involve the direct participation of students, energizing the classroom environment and inducing the improvement of speaking skills, because it motivates students to communicate orally
- The most important aspects of speaking skills that are influenced by the use of games are: intonation and rhythm within the speaking skills themselves. In the vocabulary aspect the jargon was improved according to the type of game applied, there is also a better fluency and an improvement in the proper discourse management, according to the situation and the environment developed during the application of the several games implemented.
- The use of a games handbook designed as a learning strategy in an EFL classroom is an ideal tool because it leads to the improvement of speaking skills in students, taking into account that the group of students to whom the application was applied the designed tool (experimental group) significantly improved their speaking skills compared to the group of participants who used traditional techniques (control group). This progress in the experimental students confirmed that the implementation of the activities of the games had the expected results and markedly improved the most important aspects in the speaking skills, in the same way most of the participants showed acceptance towards the games handbook

developed during English classes and proved to be an educational support tool for EFL classroom teachers.

5.2 Recommendations

To apply assessments to measure the level of speaking skills in students to determine if teachers are using the correct strategies and thus determine the weaknesses and strengths of not only students but also instructors. Being aware of the problems across the spectrum, it will be easier to correct and improve the deficiencies found and this will lead to determine what the best strategy to improve speaking skills is.

It is suggested that teachers update learning strategies taking into account the implementation of recreational activities, such as educational games because they offer a wide range of activities that can be applied to improve speaking skills. The use of games can be found on the Internet and there are many examples, but the most important is how and when to implement them. This implies that instructors must devote time to studying the correct methodology that will be applied in each case.

It is important to inform and demonstrate to learners how to work in the implementation of recreational activities in the area of education as a means of improving the strategies applied in the classroom, it would be of great innovation to promote the participation of students in the creation of new combinations or even new game models.

To conclude, the main purpose is that this proposal reinforces the ideas presented on the use of games in order to help students improve speaking skills, while the information contained in it is useful for researchers Continue to develop and design beneficial strategies in the area of educational resources in EFL classrooms.

CHAPTER VI

THE PROPOSAL

Topic: Games handbook to improve speaking skills on students of third year of secondary education.

6.1 Informative data:

Name of the Institution: Unidad Educativa Joaquin Lalama

Location: Ambato, Parroquia Huachi Loreto. Av. Las Américas y Verde Loma.

Beneficiaries: English teachers and students of third year of secondary education

Estimated execution time: 4 weeks

Beginning: Last part of the 2nd semester of the 2018-2019 school year

Person in charge: Diana Janeth Cruz Suárez

Approximate cost: \$100

6.2 Background of the proposal

The use of the games handbook allowed to improve in a high level the speaking skills to an experimental of 28 students of third year of secondary education at Unidad Educativa Joaquin Lalama, who presented weaknesses in the abilities of speaking, low fluency, poor vocabulary and low discourse management. All these aspects were measured through the application of the Cambridge PET test, before and after executing the games contained in the proposed ones. In the same way, teachers of English area of the institution mentioned, expressed the necessity to implement strategies, such as the one applied by the researcher, to improve speaking skill and ensure that students obtain the required level when completing

their studies in high school. In general, strategies games to improve speaking skills in high school students are not applied regularly in classrooms, resulting in monotonous and boring class consequences where students feel few motivated to express themselves in an oral way because they have not developed their speaking skills in a dynamic and spontaneous way.

The proposal includes a games handbook with a compendium of twelve strategies games, that are systematically described and thus be able to develop the phases of the teaching-learning process with the aim of improving speaking skills to the students in an EFL classroom as well as being a teacher support games handbook in their respective classes to motivate students learning process and improve oral English skills.

6.3 Justification

In English language learning, student development in terms of oral communication skills is of vital importance; therefore, it is necessary to apply strategies that develop the capacity and potential of students and at the same time generate high motivation that increase the interest to learn English. Moreira, Paola, Casierra, Celene y Garcia (2017)) point out that the development of communicative competence, creative thinking and potential, where the student has a leadership role and with the support of the teacher as a facilitator, promotes high performance in the skills to Communicate in the English language. It is necessary to implement a dynamic and fun environment in which both the student and the teacher are active participants in the learning process and this generates great motivation to improve speaking skills.

Taking into account the results obtained in the implementation of the games to improve the quality of speech in EFL, the implementation of this strategy is indispensable, with the aim of increasing oral language skills in students and, therefore, learning cash. As mentioned, Angela Cevallos y Gladys del Pino

(2019) " it is necessary to implement a methodological strategy that allows developing the ability to speak the English language, in order to achieve a positive environment." Oral resources to optimize speech skills in EFL can be varied and classified according to the level of learning of each group of students, taking into account the achievements made by them during the application of tests prepared for this purpose. The possible games to work in an integral way the four basic learning skills in the same way help to develop the imagination and creativity of the students and leads to greater interaction and enjoyment of the class. This game handbook will improve speaking skills in students and help the teachers of the Joaquin Lalama institution to plan their classes with dynamic and meaningful strategies, as well as to motivate students to learn English with funny activities that promote integration between the participants and teachers.

6.4. Objectives

6.4.1 General

Design a games handbook as a learning strategy to improve the speaking skills of students in an EFL classroom and promote effective development when communicating.

6.4.2 Specific

- Implement twelve games in order to capture the interest of students and generate a desire to learn to communicate orally in English.
- Promote recreational activities that promote an integration between the teacher and the students by revitalizing the classes and thus improve the student speaking skills
- Provide a learning strategy for English class schedules to the teachers at the Unidad Educativa Joaquin Lalama.

6.5 Feasibility analysis

The proposal is feasible because it is not too expensive and it requires little investment in material resources and the institution has the technological resources (computers, speakers, and projectors) necessary for the implementation of structured games in a handbook. On the other hand, both the staff of teachers and students experienced a high interest during the application of the recreational activities contained in the handbook, because were affected to the improvement of the speaking skills. Finally, this game handbook is available for teachers and 3rd year students of secondary education at the Unidad Educativa Joaquin Lalama.

6.6 Proposal fundamentals

6.6.1 Theoretical

Since the game is an inherent activity of the human being, it is highly recommended to maintain a playful approach, so that the game is included in the daily activities performed by the person. The playful aspect is the main way through which the human being communicates, explores his environment, understands what the world is like and integrates into it. As a rule, teachers associate it with fun, but its scope is much greater.

According to Delcroy (1998) when the child goes to the school the game acquires new meanings, since, through it, psychological, physical, moral and intellectual abilities are developed. At the secondary and high school level, the implementation of recreational activities practices is one of the main educational strategies that help students obtain a better understanding and assimilation of the study contents. It has been proven that the inclusion of the game in practice not only favors self-esteem and self-realization, but also strengthens the values.

Thomson (2003) states that there are factors of a language that influence their learning. There are languages that are more difficult to learn because they do not

belong to the first language family; for example, those who are spanish-speaking are facilitated to learn any of the Neo-Latin or Romance languages (French, Italian, Portuguese ...), but they find it difficult to learn Latin, Greek or any of the Anglo-Saxon or Germanic languages . All languages of the world have diverse and specific situations, as well as language patterns, so you have to identify these patterns, practice them and master them to learn the language.

The English language is a clear example of these patterns referred to by Thomson (2003). Considered as a living language that has not stopped evolving, throughout its random history it has adopted words from other languages such as Nordic, Latin, Greek and Spanish, among others, but mainly from French, since 50 percent of the English vocabulary derives from it. In view of all this theoretical approach, the application of a game handbook to improve speaking skills, increases motivation and consequently generates a greater desire to learn the language in EFL students.

6.6.2 Methodological

The game is an enjoyable recreation activity that serves as a means to develop skills through an active and affective participation of students, so that in this sense learning becomes a happy experience. The game, as a form of human activity, has great emotional and motivational potential that can and should be used for educational purposes, primarily in education.

It is a participatory teaching strategy aimed at improving students 'speaking skills and promoting effective communication, stimulating students' interest in communicating orally in English with adequate coherence; that is to say, it not only promotes the acquisition of knowledge and the development of skills, but also contributes to the achievement of motivation for the subject; that is, it constitutes a form of teaching work that provides a wide variety of procedures and activities that promote interaction between students and teachers.

The game is an activity, naturally happy, that fully develops the personality of the student and in particular his creative ability. As a pedagogical activity it has a marked didactic character and complies with the intellectual, practical, communicative and evaluative elements in a playful way. Among the aspects to develop and improve in students are: speaking skills, vocabulary, fluency, discourse management, creativity and pronunciation.

6.6.3 Psychological

To have a deeper criterion on the concept of the game, one of its most important aspects is taken, its contribution to the development of creative capacity in players, since it directly influences its structural components: intellectual-cognitive, volitional-behavioral, emotional-motivational and aptitudes.

In the intellectual-cognitive observation, attention, logical abilities, fantasy, imagination, initiative, scientific research, knowledge, skills, habits and creative potential are encouraged.

The critical and self-critical spirit, initiative, attitudes, discipline, respect, perseverance, tenacity, responsibility, boldness, punctuality, systematicity, regularity, companionship, develop in the volitional-behavioral cooperation, loyalty, self-confidence, stimulates fraternal emulation.

In the emotional-motivational, the camaraderie, the interest, the taste for the activity, the collectivism, the spirit of solidarity, give and receive help are encouraged.

Teachers see the game is in itself a way to stimulate and encourage creativity, if in this context the technical-constructive elements for the elaboration of the games, the assimilation of technical knowledge and satisfaction with the results are also introduced the technical-creative capacity of the individual is enriched. In

psychology, motivation constitutes stimulus that move the person to perform certain actions and persist in them for their culmination. This term is related to will and interest. Different schools of psychology have different theories about how motivation originates and its effect on observable behavior. Motivation, briefly, is the will to make an effort, to achieve the goals of the organization, conditioned by the ability of the effort to meet some personal need.

Table 27

6.7 Operating model for proposal

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLES	TIME
1.Planning	<p>To make the proposal known to the institutions' authorities.</p> <p>To introduce an organized agenda with activities to the teaching staff involved in the activity.</p>	<ul style="list-style-type: none"> • Write a letter requesting permission to the authorities of the institution to make the proposal. • Organize an advisory session with teachers to explain in detail the recreational activities included in the manual 	<ul style="list-style-type: none"> • Written request letter • Game handbook 	<p>School principal</p> <p>Author of the proposal</p>	4 hour
2. Socialization	To explain the strategy and methodology for applying the proposal in the classroom to the staff of teachers involved.	Present and explain in a practical way the phases of playful activities (games) to the staff of teachers, using the patterns developed for each game.	<ul style="list-style-type: none"> • game handbook • didactic material • computer • projector 	<p>English teachers</p> <p>Author of the proposal</p>	8 hours
3. Application	To perform the recreational activities planned in the proposal in the classroom with the students	Running 3 games per week during English class hours	<ul style="list-style-type: none"> • Handbook • microphones • speakers • computers 	Author of the proposal	4 Weeks

			<ul style="list-style-type: none"> • Didactic material 		
4. Evaluation	To evaluate the proposal made to students to verify its effectiveness	PET posttest application, according to Cambridge criteria to evaluate the effectiveness of the proposed strategy.	<ul style="list-style-type: none"> • Written tests samples • Feedback sheet 	Author of the proposal English teachers	1 Week

Elaborated by: Cruz, D. (2019)

6.8 Evaluation

This proposal is based on the application of a handbook with a content of twelve games. Each playful activity includes a description of the game, instructions for its application and resources necessary for its implementation. The objective to be achieved is to measure the effectiveness of the games in improving speaking skills and developing fluency in English speaking, among other aspects. Students were evaluated according to PET Cambridge criteria and according to the rules established in the regulations of the board of education of Ecuador.

6.9 Administration of the proposal

A games handbook is aimed at third-year students of BGU at Unidad Educativa Joaquin Lalama. The researcher with the support of the teacher implements the proposal during the 4 weeks of the last part of the 2nd semester of the 2018-2019 school year.

The proposal presented was applied during English classes, with 3 games per week (1 hour per day) for 4 weeks, according to the class schedule. Before and after implementation, a pretest and posttest was applied to measure all aspects of speech skills, oral fluency and discourse management acquired by students when using the game handbook.

6.9 Proposal evaluation

Once the game handbook was applied in the BGU third year English classes at the Unidad Educativa Joaquin Lalama, the evaluation of the proposal was made to determine the influence of the applied resource on speaking skills and fluency in EFL students of the aforementioned institution.

The evaluation process of this proposal was presented in the following table:

Table 28

Proposal evaluation process

MAIN QUESTIONS	OBSERVATIONS
What?	The effectiveness of using a game handbook
What for?	To implement the proposal in the future
Why?	To verify feasibility
Who evaluates?	To students
When?	At the end of the implementation
How?	Answering questions
With what?	rubric

Elaborated by: Cruz, D. (2019)

Finally, the game handbook of third year of secondary education learners at Unidad Educativa Joaquin Lalama consists on the following parts:

Table 29

Parts of the proposal

PARTS	DESCRIPTION
Cover	It contains the title of the proposal
Index	Indicates the location of each game
Introduction	Brief and precise explanation about the purpose and importance of the a handbook games
Strategies	12 games with their descriptions and instructions for the students and teacher with an assessment rubrics
References	List of the consulted sources

Elaborated by: Cruz, D. (2019)

Games Handbook



Singing and
Playing to improve
students'

Speaking skills

Table of Contents

Introduction

<i>Game N° 1</i>	<i>Why did you write it ?</i>
<i>Game N° 2</i>	<i>Pictionary songs</i>
<i>Game N° 3</i>	<i>Drama games with puppets</i>
<i>Game N° 4</i>	<i>Guided songs</i>
<i>Game N° 5</i>	<i>The lost letter</i>
<i>Game N° 6</i>	<i>Coffees and cookies</i>
<i>Game N° 7</i>	<i>Polices and thieves</i>
<i>Game N° 8</i>	<i>Odd one out</i>
<i>Game N° 9</i>	<i>Who am I?</i>
<i>Game N° 10</i>	<i>Mega match</i>
<i>Game N° 11</i>	<i>Hangman</i>
<i>Game N° 12</i>	<i>Perfect possessions</i>

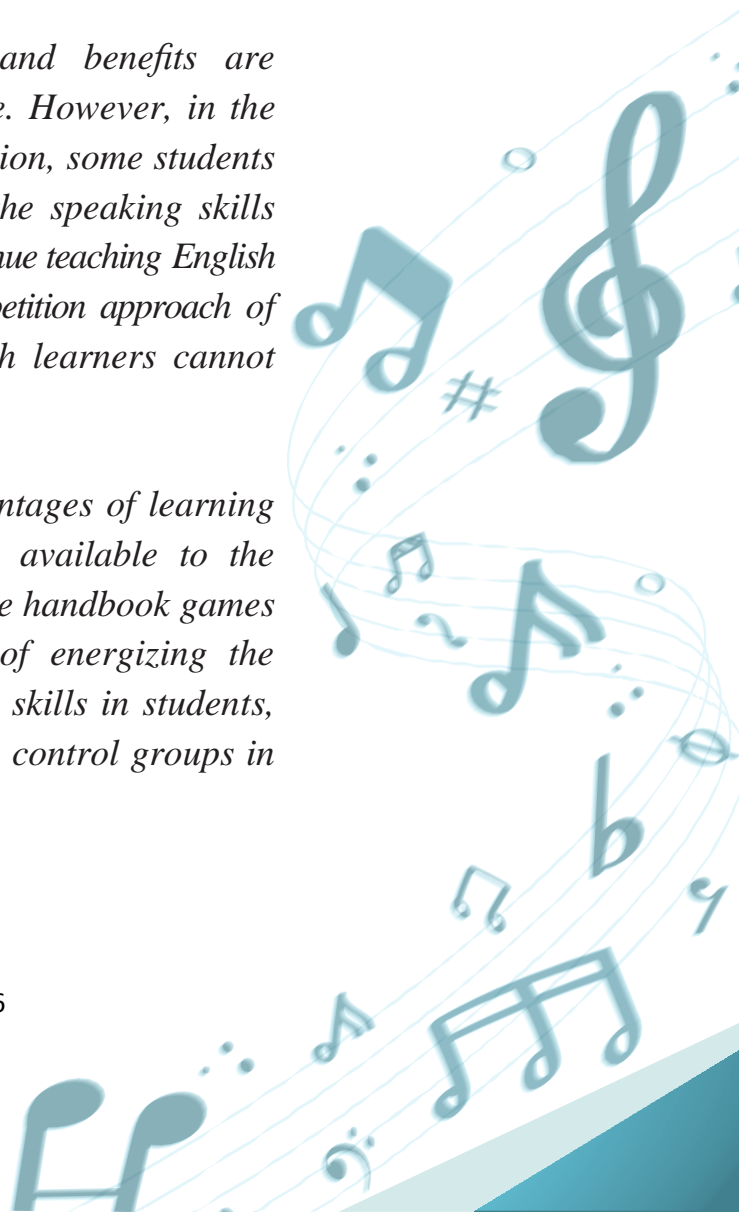
Introduction



Currently, learning a foreign language such as English provides great advantages for learners like, opportunities to improve knowledge, to get better job opportunities, travel to abroad, meet different cultures and be able to communicate actively with native English people.

All these series of advantages and benefits are motivating to learn a new language. However, in the classrooms, at the secondary education, some students do not feel motivated to develop the speaking skills while learning. Many teachers continue teaching English as a second language based on a repetition approach of written and oral exercises in which learners cannot improve English skill and abilities.

Taking into account the great advantages of learning English and the limited resources available to the teacher in the classes, with this game handbook games was developed with the purpose of energizing the classes and improving the speaking skills in students, with highly positive outcomes in the control groups in which it was applied.



Game N° 1

Why did you write it...?

- **Objective:** to know classmates in more depth through questions details and hobbies of each classmate will be revealed.
- **Skill:** practicing the spoken English language and writing skill.
- **Level:** beginner/intermediate

There are many resources that help students to develop the oral expressiveness of English language, although it is true that the games or activities proposed here should be understood as general ideas; that is to say, that they have to be adapted to the level of understanding of the students they are addressing, modifying the complexity of grammatical structures, vocabulary, verbal forms, etc. The following game is done in pairs and helps students



Materials needed

Cardboard sheets, markers of various colors, templates with geometric shapes and scissors.

➤ Implementation:

Small sheets of cardboard with some geometric shapes used as shown below





- In square 1, the year when participant started learning English.
- In circle 2, name of a famous person or a celebrity
- In square 3, two things that the participant enjoys doing on weekends.
- In circle 4, the month when participant was born
- In square 5, name of the last movie participant have watched at the cinema.
- In circle 6, the name of the favorite places to visit



A

Because there are two things that I really like to do on weekend

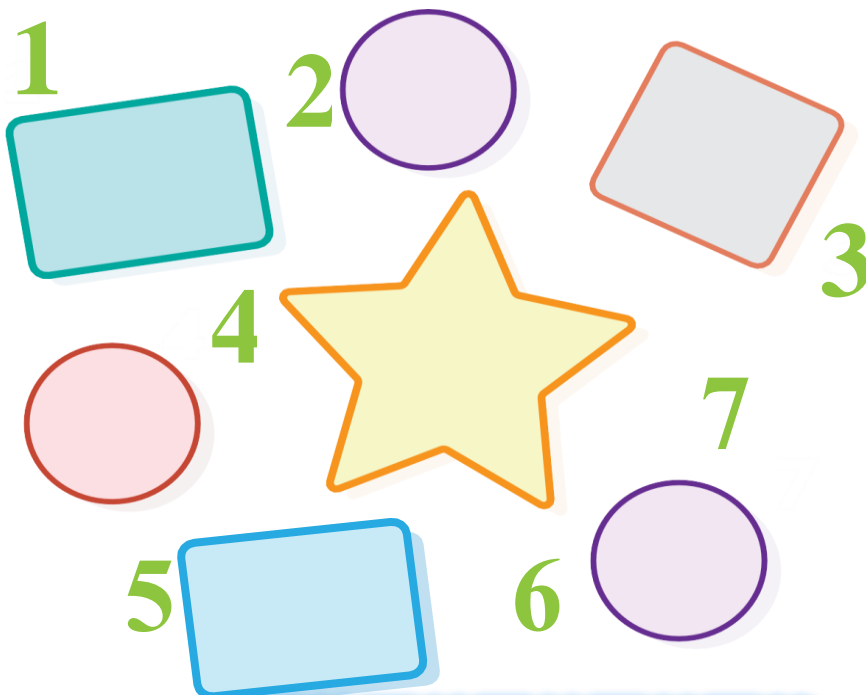
I like going to the shopping.



B

Why did you write going shopping and to dance?

Where do you usually go to buy clothes?



rubric to assess speaking skill (see annex 7)

Game N° 2

Pictionary song

- **Objective:** to guess the imitated singer, and develop creativity, mental agility, fluency and energizes the classroom environment by the speed that is required by having a limited time to get it right.
- **Skill:** to improve oral fluency
- **Level:** beginners/intermediate

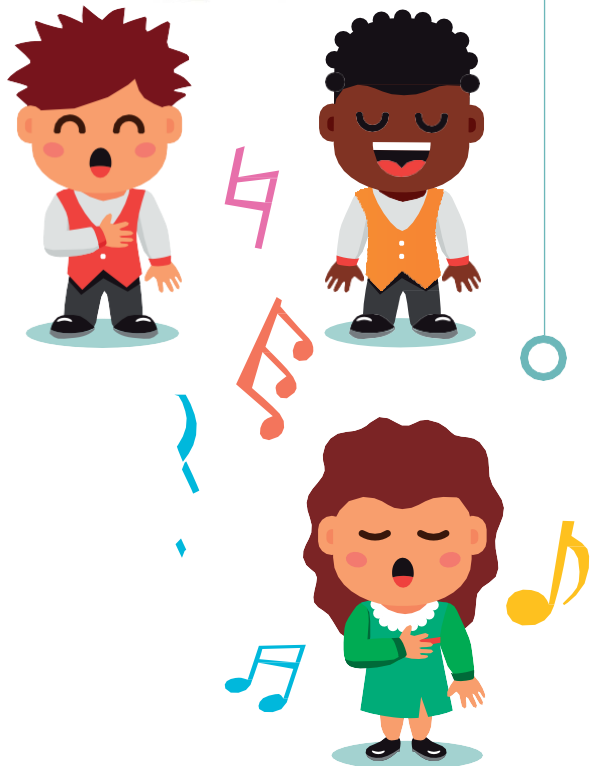
Materials needed

20 cards made of five cardstock: yellow, green, blue, red and purple, markers, scissors, cardboard and box to sort the cards.



Game instructions

- Divide the group into two teams with the same number of members to be equitable.
- Spread the cards in front of each team, 10 cards for each team.
- Each team must choose who will be the first singer, rotating among all players, as the game unfolds.
- Before starting, set the time to guess the singer that is being imitated.
- The winner team will get most of points by correctly hitting.



Pictionary songs

GROUP 1



GROUP 2



rubric to assess speaking skill (see annex 7)

Game N° 3

Drama games with puppets

- **Objective:** to develop students' speaking more fluency, memorizing short scripts to develop creativity by staging a situation or role previously assigned by the teacher. To express oral expressions.
- **Skill:** oral expression
- **Level:** beginner/intermediate

Materials needed

Cloth gloves of different colors, thread, needles, buttons, colored markers, pieces of cloth, liquid glue and scissors.



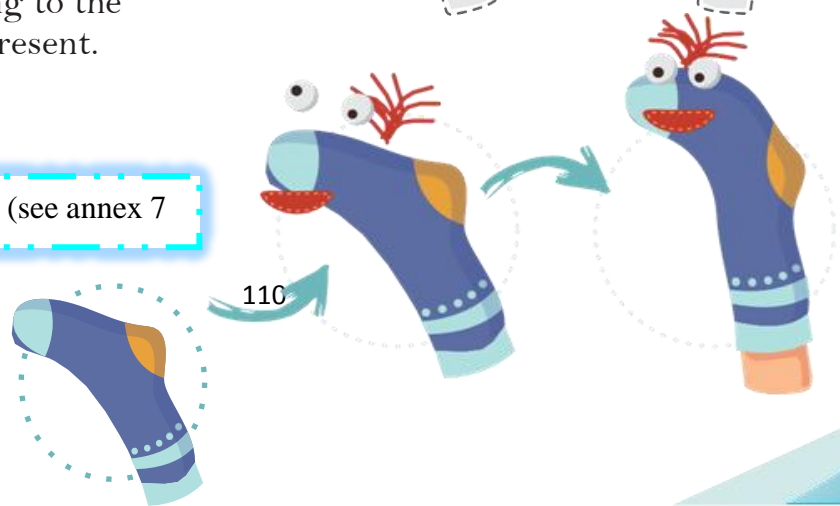
Building glove or wink puppet

Puppets are very easy to build. Puppets fit over the hand like a true glove. Those have head, hands and a holster; hence their name, glove or holster old gloves are worn.

Organizing groups of students and designe the topics to each students according to the characters they present.



rubric to assess speaking skill (see annex 7



Game N° 4

Guided songs

- **Objective:** develop abilities to sing, that allows fluency of the English language and lose shyness
- **Skill:** speaking while singing and reading when reading the lyrics
- **Level:** beginners/intermediate

Materials needed

- ✓ **Computer**
- ✓ **Speaker**
- ✓ **Microphone**



Game instructions:

- Organizing group of 2-3 students.
- Assign a song or theme to for each team.
- The assigned teams must tell a brief biographical presentation of the singer.
- Each team sings the song according to the rotation assigned by the teacher.
- It is valid to do choreography and gestures.

rubric to assess speaking skill (see annex 7)



Game N° 5

The lost letter

- **Objective:** create an environment of competence and speed to find the lost card and proceed to read it obtain points.
- **Skill:** It allows to assess the students' ability to speak, and writing
- **Level :**intermediate/ beginner

Materials

- ✓ Sheet
- ✓ pencils
- ✓ envelopes of different color



Instructions of the game

The teacher selects any topic or content that is within the planning of the classes for the writing of the letter.

Each student team must correctly write the letter and proceed to hide it somewhere in the classroom, or in any case the teacher takes all the letters written by each team to hide them in different places around the classroom.

The assignment of points is defined by the teacher after agreement with the students, as well as the penalties for breaking the rules of the game

rubric to assess speaking skill (see annex 7)

Game N° 6

Coffee and cookies

- **Objective:** to practice correct pronunciation in a faster way pronunciation training, especially vocabulary
- **Skill:** to develop pronunciation, intonation, vocabulary and speaking skill. While reading riddles or tongue twister.
- **Level:** beginner-intermediate

Instructions of the game

Teams of four learners are formed, riddle or tongue twister is used as topics,

Select the topic and selects a team to read.

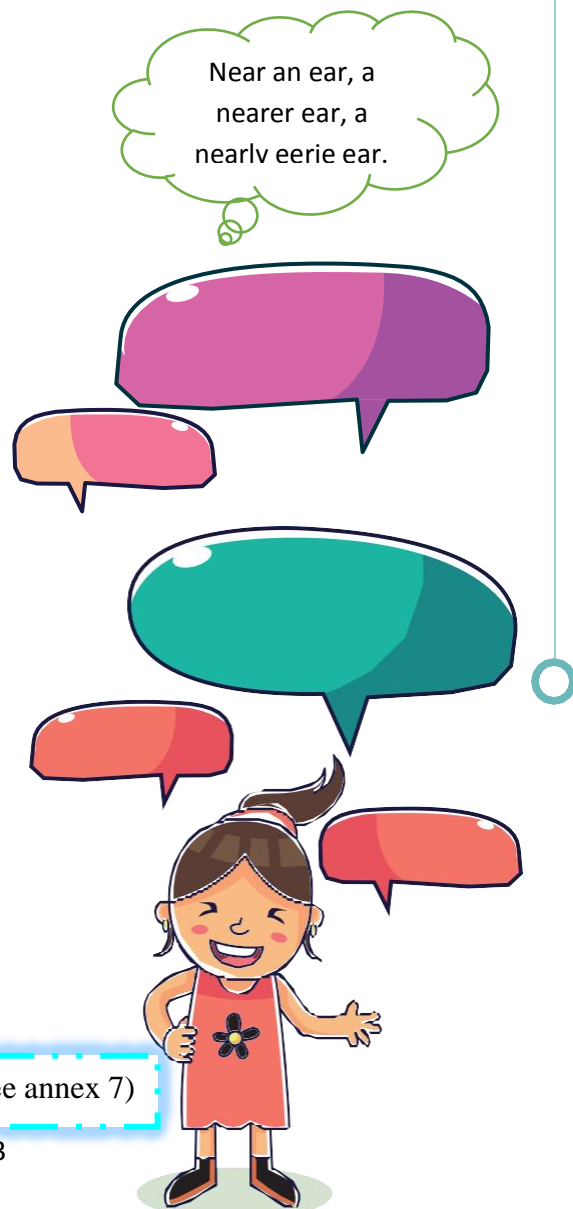
The team that say faster is the winner.

At the end of the game, the loser team must give to the winners coffee and cookies.

Materials needed

- ✓ Cardboard
- ✓ Sheets of different colors
- ✓ Pens
- ✓ Markers
- ✓ Tongue twister posters

rubric to assess speaking skill (see annex 7)



Game N° 7

Police and thieves

- **Objective:** asking questions using different grammar rules, tenses, vocabulary according to the topic chosen by the teacher
- **Skill:** speaking
- **Level:** beginner/intermediate

Materials needed

- ✓ Sheet
- ✓ pencils
- ✓ jewelry

Game instructions

The spy game is usually done in pairs or group. It is a role-playing game where some students are detectives and others are thieves.

Being part of a hypothetical case. A robbery has been committed in a jewelry store and there are several suspects.

Each group agrees with their partner to invent an alibi. After the time stipulated previously by the teacher, a student of a group goes out of the classroom and they don't listen to the questions that detectives are going to ask their partner. Questions like:

Where were you yesterday at 7:00 pm?

At what time did you get home?

What did you eat for dinner?

How did you get home?



The partner enters and the one who has just been questioned comes out.

The group will try to see if the alibis match or if they are the thieves of the jewelry.

The roles might exchange.

rubric to assess speaking skill (see annex 7)

Game N° 8

Odd one out

- **Objective:** is a mental game agility that allows to exercise both memory and fluency by demanding to match the odd one out card on the board and describe it quickly.
- **Skill:** speaking
- **Level:** beginner/intermediate

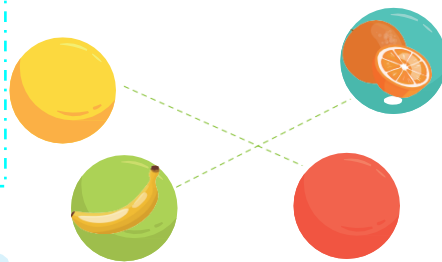
Instructions of the game

Several cards of the selected vocabulary are face down e placed and students must find pairs cards and describe them is placed, except a different one, the student must find the odd one out and describe it quickly. It can be played in pairs.

Materials needed

Sheets with patterns of similar figures and a different one.

Colored cards, similar printed figures and a different figure strategically placed to create the similarity effect on the poster.



rubric to assess speaking skill (see annex 7)

Game N°9

Who am I?

- **Objective:** to guess the famous character according to certain keywords used given by the teacher.
- **Skill:** speaking
- **Level:** beginner/intermediate

Materials needed

- ✓ Famous characters pictures cut out
- ✓ From magazines
- ✓ Written names on cards
- ✓ Masking tape to stick on the forehead or at the back of students.



Instructions of the game

- ✓ Every student receives a sticky note or a note card with the name of a famous person.
- ✓ A name is placed on either the person's forehead or upper back with a piece of masking tape.
- ✓ Players circulate and ask yes or no questions until everyone has identified the name on their own sticky note or card.
- ✓ Each student takes a turn with other player asking yes or no questions, until the player with the sticky note or card guesses the identity of the famous character.



Rubric to assess speaking skill (see annex)

Game N° 10

Mega match

- **Objective:** is a program of games and simple questions, where a team gives the answers and the opposing team must give the questions.
- **Skill:** speaking
- **Level:** beginner/intermediate

Materials

- Only need a piece of paper,
- Pencils and scissor
- Colors cardboards
- Ball

Instructions of the game

A group starts by giving the answers and opposite group must give the questions:

1st Team: this sport, players attempt to get a ball through a hoop on a high pole.

2nd Team: (What is basketball?)

1st Group his sport i..?

2nd team: do this sport kicks a ball to the goal.

1st team in this sport kicks a ball to the goal.

2nd team (what is soccer?)

Other questions and answer can be added.



Rubric to assess speaking skill (see annex 7)

Game N° 11

Hang man

- **Objective:** *To improve English language skills and have some fun before starting class.*
- **Skill:** *speaking*
- **Level:** *beginner/intermediate*

Instructions of the game

To guess the complete word represented by a row of dashes. Guessing a letter which exists in the word, the script writes it in all its correct positions. Having some turns to guess the complete word.

It is played in pairs or teams in the classroom.

Topics

Family, parts of the body, people appearance, animals, daily routine activities, food, places in town, seasons, time, adjectives, verbs, nouns, prepositions.

rubric to assess speaking skill (see annex 7)

Game N° 12

Perfect Possessions

- **Objective:** challenging students to think quickly and say as many words as they can.
- **Skill:** speaking
- **Level:** beginner/intermediate

Materials

- Magazines
- Scissors
- Pictures
- Cardboard



Instructions of the game

- ✓ Cut out images of people from
- ✓ Organize in pair or groups.
- ✓ Next, cut out, pictures of cars, houses, dogs, and be sure to get some bedrooms and offices
- ✓ To describe the picture as soon as possible

Rubric to assess speaking skill (see annex 7)

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ANNEXES

Annex 1 Evaluation criteria

UNIVERSIDAD TECNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Name: _____

Time: ____ to ____

PRE-TEST RUBRIC

The following instruments will assess your speaking skills in English about a general topic. The results of this instrument will help the researcher to determine the impact of using games on speaking skills enhancement in Unidad Educativa Joaquin Lalama, in the City of Ambato.

SPEAKING TEST DIRECTIONS:

Say your name and information required at the beginning of the test.

Listen the instructions for each part of the test. Answer all the questions orally.

Time required 10 minutes

Task	Instruction	Time	Evaluation Criteria
Task 1	Listen to the teacher's questions and answer them	5 minutes	1. Speaking Skills
Task 2	Speak freely about the topic.	5 minutes	2. Vocabulary 3. Fluency 4. Discourse Management

Annex 2 B1 Speaking test

Task 1:

Directions:

- Respond orally the teacher's questions

Time: 5 minutes

QUESTIONS
1. What's your name?
2. What's your surname?
3. How do you spell your surname?
4. Where are you from?
5. Where do you live?
6. What do you like about living there?
7. What do you enjoy about learning English?
8. What do you do in your free time?
9. What are you going to do next weekend?

Source: Adapted from (FGUMA)



Annex 3 B1 Speaking test

Task 2:

TALK FREELY ABOUT THE TOPIC YOU READ IN THE BOX

Directions:

- Talk freely about the topics below.

Time: 5 minutes

SPORTS

- Talk about the sports you like.

TOPICS

- Say which sports you like playing
- Say which sport you like watching
- Explain why it is good to do sports

Source: Adapted from (FGUMA)



Annex 4 Students' questionnaire

UNIVERSIDAD TECNICA DE AMBATO



DIRECCIÓN DE POSGRADO
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE
STUDENTS QUESTIONNAIRE SHEET

Name: _____ Time: ____ to _____

This survey was applied through a close questions questionnaire, to be answered by students.

The aim of this instrument is to determine **the impact of using games on speaking skills** on students of third year of secondary education in Unidad Educativa Joaquin Lalama.

Instructions: Read carefully the questions and mark with a tick (✓) the best option for you.

Table XX Games experiences in English learning, observation checklist

		Always	Sometimes	Hardly ever	Never
Activities	1. How often does the teacher use games to practice speaking in the classroom?				
	2. Does the use of games make the class enjoyable?				
	3. Does the teacher give clear instructions to play games?				
		Always	Sometimes	Hardly ever	Never
Communication	4. How often do you use English when you play games in English class?				
	5. How often the use of games in English does increases class interaction?				

	6. How clear does the teacher speak in class?				
		Always	Sometimes	Hardly ever	Never
Motivation & spontaneity	7. How often do you enjoy playing games?				
	8. How often do you think games help to develop your speaking skill?				
	9. How often do you feel motivated with the use of games in class?				

Elaborated by: Cruz, D. (2019)

Annex 5 teachers' survey

UNIVERSIDAD TECNICA DE AMBATO



DIRECCION DE POSGRADO
 MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Name: _____ Time: ____ to _____

This survey is applied through a close questions questionnaire, to be answered by the teachers.

The aim of this instrument is to determine **the impact of using games on speaking skills** on students of third year of secondary education in Unidad Educativa Joaquin Lalama.

TEACHERS SURVEY SHEET

Instructions: Read carefully the questions and mark with a tick (✓) the best option for you.

Table XX Games experiences in English teaching, observation checklist

		Always	Sometimes	Hardly ever	Never
<u>Activities</u>	1. Are the students open to do games during the class?				
	2. Do the students enjoy games during the class?				
	3. Do the students understand instructions during the class?				
		Always	Sometimes	Hardly ever	Never
<u>Communication</u>	4. Do the students use English during the class?				
	5. Do the students give effective responses?				

	6. Do the students speak clear and fluently?				
		Always	Sometimes	Hardly ever rly ever	
Motivation & spontaneity	7. Do you feel comfortable using games in class?				
	8. Do you think games can motivate your students?				
	9. Does the group feel motivated when games are developed in class?				

Elaborated by: Cruz, D. (2019)

Annex 6 Urkund analysis result



Urkund Analysis Result

Analysed Document:	DIANA_CRUZ DISSERTATION.docx (D56427758)
Submitted:	10/3/2019 2:56:00 PM
Submitted By:	djcruz2016@hotmail.com
Significance:	5 %

Annex 7 Evaluation rubric to assess speaking

Criteria	Excellent 5	Very good 3-4	Fair 2-3	poor 1-2
<u>Speaking Skills</u> Stress Intonation Rhythm				
<u>Vocabulary</u> Technical Jargon Usual				
<u>Fluency</u> Produces extended stretches of language with very little hesitation.				
<u>Discourse management</u> Coherence Context Situation Improvised Structured				

Elaborated by: Cruz, D. (2019)