UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

"THE USE OF GAMES FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE WITH 6TH YEAR STUDENTS OF BASIC EDUCATION IN PARALLEL "C" AT ZOILA ALVARADO DE JARAMILLO SCHOOL, ACADEMIC PERIOD 2013-2014"

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

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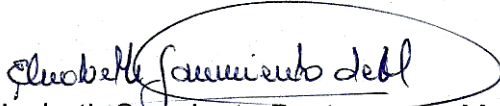
Loja- Ecuador

2015

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PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

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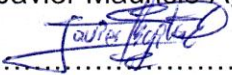
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ACKNOWLEDGEMENTS

I appreciate the support of the English Language Career at Universidad Nacional de Loja, institution that assisted me with my professional growth.

Likewise to "Zoila Alvarado de Jaramillo" School, the authorities, teachers and students for having made possible the development of this research work.

Finally, I extend my grateful thanks to Professor Elizabeth Sarmiento who guided me constantly and efficiently during the entire process of this thesis.

THE AUTHOR

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

My parents, Manuel and Silvia, for being the mainstay in my life, for all their efforts and sacrifices, which made possible the professional triumph achieved. For their I dedicate my LOVE, OBEDIENCE, AND RESPECT

Javier Mauricio

MATRIZ DE ÁMBITO GEOGRÁFICO

	ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
	BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
Tipo de documento	Autor y Título de la tesis	Fuente	Fecha/ año	Ámbito geográfico						OTRAS DESAGREGACIONES	Notas observaciones
				Nacional	Regional	Provincial	Cantonal	Parroquial	Barrios comunidad		
TESIS	Javier Mauricio Agila Salazar THE USE OF GAMES FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE WITH 6TH YEAR STUDENTS OF BASIC EDUCATION IN PARALLEL "C" AT ZOILA ALVARADO DE JARAMILLO SCHOOL, ACADEMIC PERIOD 2013-2014	UNL	2015	Ecuador	Zona 7	Loja	Loja	San Sebastián	San Sebastián	CD	Licenciado en Ciencias de la Educación , mención Idioma Inglés

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THESIS SCHEME

a. TITLE

"THE USE OF GAMES FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE WITH 6TH YEAR STUDENTS OF BASIC EDUCATION IN PARALLEL "C" AT ZOILA ALVARADO DE JARAMILLO SCHOOL, ACADEMIC PERIOD 2013-2014"

b. RESUMEN

El objetivo de este estudio descriptivo fue mejorar la habilidad de hablar con el uso de juegos de alumnos del sexto año en la escuela pública Zoila Alvarado de Jaramillo. Un plan de intervención con seis sesiones fue llevado a cabo para mejorar la habilidad. El investigador diseñó dos pruebas y cuestionarios, y los utilizó para medir el progreso y la percepción de los juegos aplicados a los veinte y ocho alumnos. Instrumentos adicionales como hojas de observación también se utilizaron en cada sesión para registrar el crecimiento de los estudiantes. Los resultados indicaron que el uso de juegos facilitó de manera significativa a la mejora de la habilidad de hablar, lo cual fue reflejado en las puntuaciones del post-test y el progreso de los estudiantes durante la intervención. La conclusión que se puede sacar de estos hechos es que la intervención ayudó a los estudiantes a mejorar su habilidad de hablar.

ABSTRACT

The aim of this descriptive study was to improve the speaking skill with the use of games of sixth year students at Zoila Alvarado de Jaramillo public school. An intervention plan with six sessions was carried out to improve the skill. The researcher designed two tests and questionnaires, and used them to measure the twenty eight students' progress and perception of games applied. Additional instruments like observation sheets were also used every session to record the students' growth. The results indicated that the use of games facilitated meaningfully the improvement of speaking skill which was reflected in the posttest scores and students' progress during the intervention. The conclusion that can be drawn from these facts is that the intervention helped the students to improve their speaking skill.

c. INTRODUCTION

This study was centered on the use of games to improve the speaking skill with children from ten to eleven years old in a public school. These students had English classes once a week without the support of resources and activities that motivated and facilitated the practicing of this skill. The current study explored research and strategy to face the lack of practice of the speaking skill of the English language with 6th year students of basic education in parallel "C" at Zoila Alvarado de Jaramillo School academic period 2013-2014.

This research work is remarkable for the university, the researcher and the students. This kind of research has not been done before in the English language career of the Universidad Nacional de Loja. So it should be mentioned that this work is very important because it allowed the practitioner to be involved into the educative context and to have an approach with the educative reality. In addition, this research work helped sixth-C students to improve their speaking skill and finally for the community, because it demonstrated how useful can be the games to improve the speaking skill.

The aim of this study was to improve the speaking skill of English Language through games. To accomplish this goal the researcher investigated the theoretical references about speaking skill and games. Then, he diagnosed the issues that limited the speaking skill with sixth year students. After that the researcher designed an intervention plan with the use of games to improve the speaking skill. In addition, he applied it as part of the classroom activities for solving the limitations in the speaking skill of the sixth year students. Finally the researcher reflected upon the effect that the games had on sixth year students' speaking skill.

The current study worked with a sample of 28 sixth-C year students (sixth grade elementary school) in a public school. The action research work had an intervention plan that involved pre and posttests, pre and post questionnaires and a check list during the intervention. This intervention was developed to face the lack of practice of the speaking skill of the English language. The lessons were reinforced with activities that enable students to master their speaking.

Due to the participation of the sixth-C students, this study was important of their participation and collaboration in every class. The improvement could be seen in their behavior. All the students were ready in the class

when the teacher entered, students actively answer teacher's questions, and they were not ashamed to ask questions when found difficulties related to the topic.

The use of games assured the improvement of students' speaking skill. It is showed in contrasting the pre-test results where most of students were struggled but after the lesson plans were conducted the results of the post test changed, the students' speaking skill improved significantly, so that the majority of students could ask and answer questions, and read sentences from the test.

This action research was a great practice not only for doing this study but also for gaining experience for the future as teacher. During the intervention the researcher experienced how the games can help students to improve their speaking skill. In addition this research work reflected the importance of making practice as teacher using a specific resource before starting as a professional. It is a necessary work that should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain resources used in teaching-leaning process.

This thesis report has been organized in five sections. The first part is the literature review which presents the variables: Speaking and Games. Most of the speaking literature was taken from authors such as Nunan (1991), Harmer (1991), Ur (1997), while most of games literature was based on information given by Hadfield (1996), Chen (2005), Wright (1984) and contributions of works of similar researches. The materials and methods described the design of the action research; they helped this study and the principal points that were considered in the study. In the results part, the data received from questionnaires and tests are presented in tables and figures. An analysis is followed after each table or figure where it can be appreciated the student progress as well. In the discussion part the findings of the research revealed that using games to improve the speaking skill had a positive effect on sixth grade students` performance. The pre and post tests revealed the substantial growth students reached. The pre and post questionnaires showed also the positive change attitude students gained. In the same way, some conclusions and recommendations have been stated by the researcher after finishing the analysis of the action research.

d. LITERATURE REVIEW

SPEAKING

DEFINITION OF SPEAKING

In 1991 Nunan states that speaking consists of producing systematic verbal utterances to convey meaning. For this reason to know deeper what speaking is, Nunan differentiates it from writing. First, in spoken language speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. By speaking activity, orator or speaker have to pay attention of planning and editing by channel. Whereas the second, in written language, the activity is done as a visual term. The time for doing it, is permanent and it is delayed reception.

Nevertheless, Chaney considered that speaking as process in this perspective speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts. In addition in 1997 Burns & Joyce defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing

information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

SPEAKING AS A SKILL

At this point in 1991 Harmer explained that for most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language.

In this manner communicative approach focuses on a balance between fluency and accuracy and is the most suitable for those students whose aim is to gain confidence in speaking and conversational abilities. Nevertheless, speaking in a foreign language has often been viewed as the most demanding of the four skills. While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills.

DIFFERENCE BETWEEN SPEAKING AND CONVERSATION

It is important to know the defference between speaking and conversation for that reason Nolasco mentions that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which should be obeyed in order for participants to feel relaxed and be satisfied with it.

Equally important he adds that the main purpose of conversation is the exchange of information among people. While communicating, our students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations they might participate in. This also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs.

PROBLEMS WITH SPEAKING ACTIVITIES

In 1997 Ur remarked that there are some problems that are faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to

dominate, while others speak very little or not at all.

The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

SOLUTIONS FOR THE PROBLEMS OF SPEAKING ACTIVITIES

Accordingly to Ur in 1997 there are some solutions which can be selected to overcome the problems in speaking activities. These are:

Use group work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

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Base the activity on easy language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure

that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

Keep students speaking the target language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

STUDENTS' MOTIVATION TO PARTICIPATE IN A SPEAKING LESSON

In this case in 2005 Scrivener claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure.

Nevertheless, the teacher is not the only one whom the students' success in speaking is based on. There are also motivational factors, differing from student to student, which influence his progress in the spoken language.

In addition, Harmer in 1991 distinguishes extrinsic and intrinsic motivation. He claims that students´ attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved. Success is also based on students´ willingness to learn to speak a foreign language, which may be influenced by the teacher´s methods used in teaching

communication and, above all, his or her personality. He also points out different motivational factors depending on the age and level of the students.

Moroever, UR in 1991 declares that "motivation is very strongly related to achievement in language learning." This statement results from teaching practice showing that eager learners willing to invest effort in speaking activities are likely to make greater progress. On the contrary, those sitting silently at the desk without desire to be involved in any kind of speaking activity, may find themselves stuck to be able to improve their speaking skill. Having noticed this, teachers should encourage low-motivated students to develop the interest in communicative activities.

The author describes some strategies to enhance students' motivation to speak in a lesson. The principal one is selecting the topic carefully to make it as interesting for students as possible. If the teacher's choice fails in the class, there should be no panic or embarrassment. The possible solution to this situation may be asking the students to vote for a topic they would be interested in talking about.

TEACHING SPEAKING

Teaching speaking is not merely asking the students to produce sounds. In 1991 Nunan states that speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind, speaking is not only expressing our ideas, but also presenting new information to others. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context.

Speaking becomes immediate and spontaneous or planned and deliberated. Confidence and enthusiasm are critical factor in oral language development, and because much oral language is immediate, it involves taking risk. The students' learning in teaching speaking will be most effective when there is relationship mutual trust when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal.

DIFFICULTIES OF TESTING SPEAKING

According to Kitao speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each

other, and which do not lend themselves well to objective testing. There are not yet good answers to questions about the criteria for testing these skills and the weighting of these factors. A speaker can produce all the right sounds but not make any sense, or have great difficulties with phonology and grammar and yet be able to get the message across. Also, success in speaking depends to a great extent on the listener. Comprehension of spoken material depends, among other factors, on the degree to which the listener is familiar with the speaker's accent and the degree to which they share background knowledge, and so what is a problem for one listener may not be a problem for another listener.

Another difficulty is separating the listening skill from the speaking skill. In most normal situations, there is an interchange between listening and speaking, and speaking appropriately depends, in part, on comprehending spoken input. This necessarily becomes a factor in the testing of speaking, and it is difficult to know whether you are testing purely speaking or speaking and listening together.

He affirms that testing speaking is also a particular problem when it is necessary to test large numbers of students. In some situations, it is

necessary to test thousands of students, and even if each student speaks for only a few minutes, this becomes a huge job.

In spite of the difficulties inherent in testing speaking, a speaking test can be a source of beneficial backwash. If speaking is tested, unless it is tested at a very low level, such as reading aloud, this encourages the teaching of speaking in classes.

TYPES OF SPEAKING TEST

There are some types of speaking tests, according to Kitao:

a. Reading aloud

One way to test speaking is by having the testes read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

b. Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

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c. Role-Play Test

Another type of test is a role-play. In a role-play the testee and a confederate are given information on which to base a role-play and the testees are evaluated on their ability to carry out the task in the role-play. Role-plays require the testee to use various functions that she/he might need in real communication.

d. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate.

CORRECTING STUDENTS' MISTAKES

At this point in 2005 Scrivener states that it is a way a competent language speaker helps a less competent one to communicate by encouraging and providing possible elements of conversation. In practice it means to encourage the weaker one by nodding, eye contact, repeating the last word in order to encourage the speaker to continue, asking tag questions, etc. The aim of this encouragement is to make a student speak as much as he or she is able to.

ACCURACY VERSUS FLUENCY

Accuracy and fluency are terms characteristic for a successful and fecund conversation. Scrivener declares in 2005 that accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class eligibly. If the main aim is to get students to speak, then one way to achieve that would be reducing teacher´s contribution. It is supposed that the less he or she speaks the more time and space it will allow the students to. If the main aim is accuracy, the teacher should concentrate on students´ mistakes and devote time to their correction.

However important speaking without mistakes is a promoted trend at present seems to be to lead students to a fluent conversation in everyday

situations. Taking this into consideration, this approach best fits the needs of today´s society which is based on fast exchanges of information. Nevertheless, it would be injudicious to qualify accuracy as less important in communication and underestimate its importance. It is also essential for the ability to speak a foreign language well.

PRONUNCIATION

In 1996 Cook remarks that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. A broad definition of pronunciation includes both supra segmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.

Stress

In this aspect in 2002 Jones expressed that the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed.

Intonation

In this point in 2002 Jones states in speaking, the pitch of the voice, i.e. the pith of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation (or inflection). Intonation is thus quite independent of stress, with which it is sometimes confused by beginners. Fluctuations in pitch either involve a rising pitch or a falling pitch. Intonation is found in every language and even in tonal languages, but the realization and function are seemingly different. It is used in non-tonal languages to add attitudes to words (attitudinal function) and to differentiate between wh questions, yes-no questions, declarative statements, commands, requests, etc.

A GOOD SPEAKER

Burns states that speakers must be able to anticipate and then produced the expected patterns of specific discourse situation. They must

also manage discrete elements such as: turn-taking, rephrasing, providing feedback or redirecting.

In 1994 Brown remarks that a good speaker does the following things:

➢ Using grammar structures accurately.

➢ Selecting vocabulary that is understandable and appropriate for the audience.

➢ Using gestures or body language.

➢ Paying attention to the success of the interaction and adjusting components of speech such as: vocabulary, rate of speech and complexity of grammar structures to maximize listener comprehension and involvement.

GAMES

THE DEFINITION OF GAMES

At this point in 1996 Hadfield defined a game as an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and co–operative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And co – operative game is a game in which players or teams work together towards a common goal.

In adittion, in 2005 Chen also affirmed in his journal that the benefits of using games in language learning promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment.

In teaching and learning activities, there are many activities to develop speaking skill. One of them is games. Games have a purpose beyond the production of correct speech, serves as good communicative activity. The aim of all language games for students is to use the language. However during the game play learners also use the target language to persuade and negotiate their way to desire the result. Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved.

HOW TO CHOOSE A GAME

In this way in 1996 Khan states, students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or program me and how, more

specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

Below are some questions which we might consider as teachers choose a game:

- Which language does the game target?
- Which skills does it practice? The language skill focus could be any one of the major skills of listening, speaking, reading or writing.
- What type of game is it?
- What's the purpose for using it?
- Does it fit the students? How could I simplify or make it more complex if necessary? Many games require modification in use when the students' need are taken into consideration.
- How much interaction and participation is there? Maximum involvement is something we are pursuing.
- Do I like the game myself?

HOW TO USE GAMES

According to Arntsen, there are some kinds of activities and games which are used in different way with the students:

Whole Class games

Some games such as interview activities, bingo, jeopardy, and board games can be played by the entire class.

An interview activity to practice the "Where are you from?" and "I'm from." structures might start by handing out slips of paper with eight to ten different country names. Students can then be given a worksheet with all the country names written on the left and told that their goal is to get a student signature for each country by mingling with their classmates and asking the target question. When asked the target question, a student should respond based on the slip of paper he/she received. Also bingo can be played with numbers, letters, vocabulary words, or many other topics you may want to practice.

Jeopardy is more of a review activity because it focuses on listening and does not give students lots of speaking practice. The easiest thing to do is have students make groups of four to five, write categories and stars for each answer on the board, and explain that groups will get three points for a correct answer after the first clue, two points after the second clue, and only one point after the last clue. You will need five or six categories and perhaps five answers per category. If you would like to focus on a particular tense, simply use that tense for at least one clue per answer.

You can choose the first category but after that, the group who provides the correct answer first should choose the category. This activity could take a whole forty-five minute lesson and the group with the most points at the end of class wins.

Board games are often best played in small groups but if introducing a very challenging game, it may be a good idea to play as a class first. A group of students can be represented by a game piece and students can work together to answer questions. In the class following this, students can play the game in groups for further practice.

Games in Small Groups

There are also lots of games that can be played in groups of about four students.

Board games where students move pieces and answer questions or form sentences based on images make for good practice activities. For practicing the then." structure a Chutes and Ladders layout may be fun for students.

Card games such as Go Fish, Memory, and many more can be adapted for classroom use. When you are teaching comparatives, card games can be an invaluable tool. You can also use simple card games to test comprehension by making up decks of cards with letters for example. Have students spread all the cards face up on their desks, you then say a letter aloud, and the first student to slap the correct card gets to keep it. Repeat until all the cards are gone and the student with the most cards at the end of the game wins. To make this more challenging, you can tell students that if they slap the wrong card, they have to take one card out of their pile.

Paiwork Games

There are many of pair activities students can do to practice English but very few of them take the form of a game.

The best and most versatile one by far is Battleship. This will take a lesson to explain and practice but once your students are familiar with it, can be played as a twenty to thirty minute activity. Battleship is best used to practice tenses.

The worksheet consists of two identical seven by seven grids, one above the other. The first box in the upper left is kept blank, the first row is

filled in with phrases such as "play soccer" and "study English", and the first column is filled in with words such as "I, You, He, We, They, The students." Students should secretly draw their "boats" on the grid. Typically one boat should have five squares, one boat should have four squares, two boats should have three squares, and one boat should have two squares. Boats can only be drawn vertically or horizontally. On the board practice the structure that students will use for the activity for example "I played soccer. You studied English." until every row and column has been practiced and then instruct students to say "Hit", "Miss", or "You sank my ship!" when appropriate just like in the original game. Students can usually play two or three times before moving on to another activity.

CLASSIFICATION OF GAMES

It is important to know the calsification of games for that reason in 1984 Wright provides this clasification:

Picture games: Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.

Psychology games: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.

Magic tricks: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always at- tract attention and invite comments.

Sound games: Sound effects can create in the listeners an impression of people, places and actions. There is demand for the listeners to contribute trough imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.

Card and Board Games: These games can be adaptations of several well-known card games and board games like snakes and ladders.

Word Games: These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.

True-false Games: In these games someone makes a statement which is either true or false. The game is to decide which it is.

Memory Games: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged

Caring and Sharing Games: These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.

Guessing and Speculating Games: In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.

Story Games: These games provide a framework for learners to speak as well as write stories and share them with classmates.

USING WORDS

In this manner in 1990 Nation claims, he has listed basic techniques of explaining the meaning of new words. By demonstration picture: using an

object, using a cut-out picture, using gesture performance action, drawing on the board and picture from books or TV. By verbal explanation: analytical definition, putting in a context and translating. Considering the importance of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Therefore schools have a task to teach vocabulary to their students.

Equally important in 1987 Mckeown states that although a considerable amount of vocabulary there are, learning is associated with primary language learning in early years. The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and infects one of the primary task of the school as far as language learning in concerned, as to teach vocabulary. To increase the vocabulary we need media to be used. One of them is game. The definition of game is an activity that you do to have some fun.

Also Hornby in 1995 states that games can make the students more focus in learning because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely.

They are highly motivating and entertaining, and they can give students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantages for teacher and the students either. The useful of games are attract the student to learn English because it is fun and make them want to have experiment discover and interact with their environment. Some experts have also figured out characteristics of games that make vocabulary learning more effectively.

In addition, in 1996 Lee lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging", "effort of learning", and "language practice in the various skills".

Furthermore in 2000 Ersoz holds that games are highly appreciated due to their amusement and interest. Teachers can use games to help their students practice more their skills of communication.

STUDENTS CREATION OF GAME

In 2011 Kafai states that we have only begun to build a body of experience that will make us believe in the value of game activities for learning. Obviously, the image of children building their own games is as much a "knee-jerk reflex" for constructionists as making instructional games is for instructionists. In the case of instructional games, a great deal of thought is spent by educational designers on content matters, graphical representations, and instructional venues. The greatest learning benefit remains reserved for those engaged in the design process, the game designers, and not those at the receiving end, the game players. We know that as many children enjoy playing games according to given rules, they are also constantly modifying rules and inventing their own.

Also, in 1951 Piaget claimed that these modifications reflected children's growing understanding of the world. The process of game construction represented for Piaget the ultimate effort by children to master their environment in creating their representations of the world.

In this way in 1984 Turkle pointed out an interesting parallel between the attractions of playing games and of programming computers. She saw programming as a way for children to build their own worlds. Within this

context, children could determine the rules and boundaries governing the game world and become the makers and players of their own games. In contrast, when children play a video game, they are always playing a game programmed by someone else; they are always exploring someone else's world and deciphering someone else's mystery. Turkle saw that what she called the holding power of playing purchased video games could be applied to the making or programming of video games.

a. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated his reflections of his teaching and improved his students' situation.

CONTEXT

"Zoila Alvarado de Jaramillo" public school was selected as the place for the present research work, and it is the school where the researcher is currently teaching and observing as a part of his teaching practicum; therefore, he has insight into the spectrum of English teaching within the school. "Zoila Alvarado de Jaramillo" public school is located near to San Sebastian park and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary school is compulsory as it is for middle and high schools. In this case of Zoila Alvarado de Jaramillo, the treatment of English as a subject within the curriculum of the school is compulsory but the periods of class devoted to teach it are limited to one class weekly.

PARTICIPANTS

The 6th –C year students at Zoila Alvarado de Jaramillo public school were the participants in this research work. They were 28 children, boys

and girls among 10 and 11 years old. They had English classes once a week for a period of forty minutes. The English book given by the Ministry of Education is used. In English classes it is not used any other kind of material.

METHODS, TECHNIQUES, AND INSTRUMENTS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the use of games applied in the development of improving speaking with this group of students. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through two questionnaires, two tests, observations and checklist. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the two tests and two questionnaires as well the qualitative text analysis of the data received from the observation and checklist.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

- Pre and post questionnaires (Annex 1.Pag 119) were designed to apply at the beginning and at the end of the intervention. Both of questionnaires contained eight multiple choice questions that were focused on how the speaking was practiced and which resources were used to practice it.

- Systematic observations with a checklist (Annex 1.Pag 123) helped to the researcher to measure the students' progress during the intervention.

- Two researcher's-made tests (Annex 1. Pag 121,122), the pre test and post test, also were applied, one at the beginning and the other at the end. These contained two activities which helped to measure the level of the students' speaking skill.

-

MATERIALS

This research work was accomplished with the help of three main resources. The human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the sixth-C year students of "Zoila Alvarado de Jaramillo" School. The cooperating teacher helped to provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the English classes of the sixth-C year students in order to identify the issues the students were

facing. Observations sheets (Annex 1. Pag 123) were filled out to record the activities and the work the students did in the classes. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (Annex 1. Pag 105), organized in 6 lessons, was designed with the help of the literature framework. Then, the intervention plan was applied from April to May. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

The Pearson Correlation coefficient $r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$ was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results.

Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher-designed checklist.

After collecting the data it was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

b. RESULTS

In this section the data received from questionnaires and tests are presented in tables and figures. A logical analysis is done after each table or figure.

Table 1

Pre- test results

Student's code	B. L /4	F /4	P /4	G /4	Total
001	1	1	1	1	4
002	1	1	1	1	4
003	2	2	2	2	8
004	1	1	1	1	4
005	2	2	1	1	6
006	2	2	1	1	6
007	1	1	1	1	4
008	1	1	1	1	4
009	1	1	1	1	4
010	1	1	1	1	4
011	2	2	2	2	8
012	1	2	1	1	5
013	1	1	1	1	4
014	1	1	1	1	4
015	1	1	1	1	4
016	2	1	1	1	5
017	2	1	1	1	5
018	1	1	1	1	4
019	1	1	1	1	4
020	1	1	1	1	4
021	1	1	1	1	4
022	1	2	1	1	5
023	1	1	1	1	4
024	1	1	1	1	4
025	1	1	1	1	4
026	1	1	1	1	4
027	1	1	1	1	4
028	1	1	1	1	4
MEAN	**1,35**	**1,35**	**1,07**	**1,07**	**4,57**

Note. B.L: Body language; F: fluency; P: pronunciation; G: grammar; ZAJS= Zoila Alvarado de Jaramillo. No. 1(school name)

Figure 1
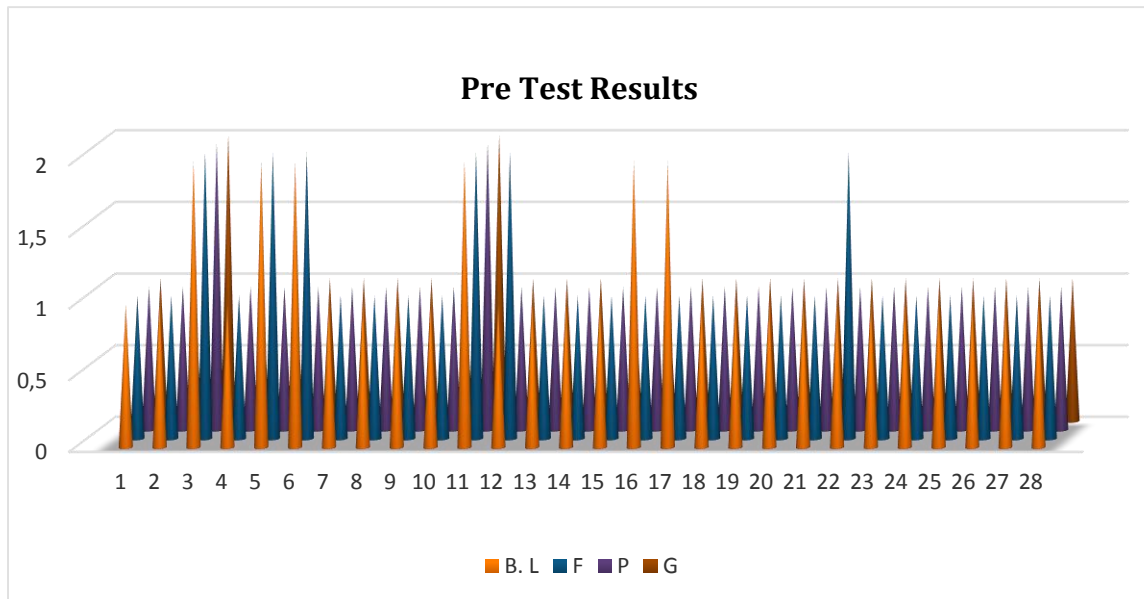
According to the pre-test results, all the students obtained grades below the score expected (13). Also, the means in each criteria showed scores below the 50%. There seems that students had difficulties with speaking. This implies that students need to be more exposed to activities that help them to improve the skill in order to master each criteria.
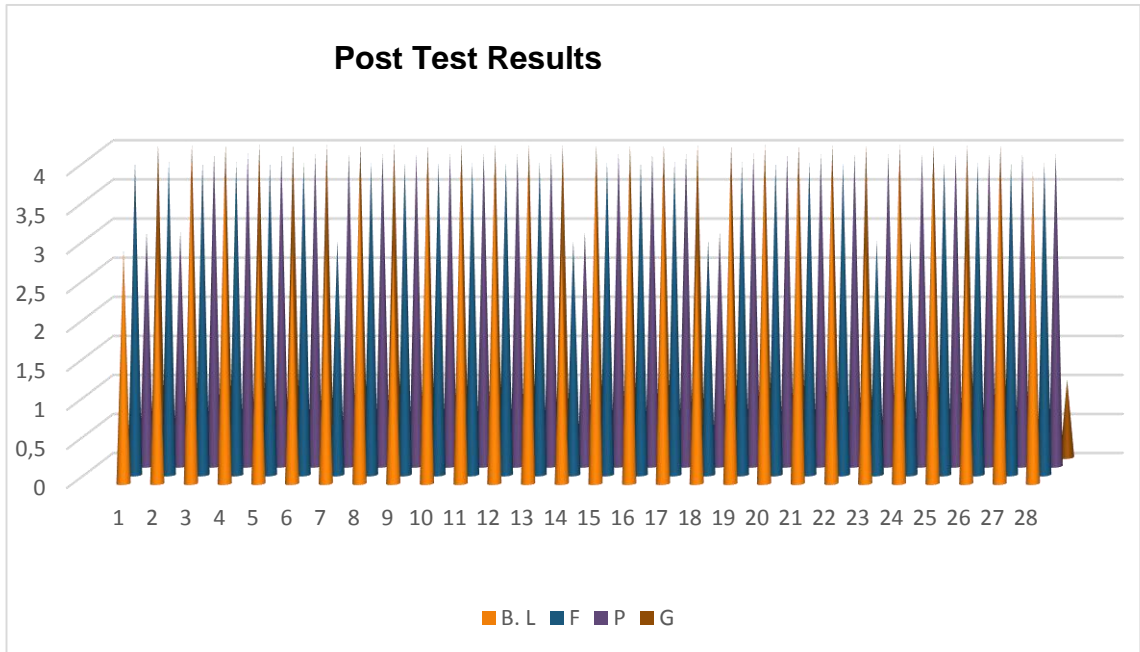
Table 2

Post-test results

Student's code	B.L /4	F /4	P /4	G /4	Total
001	3	4	3	4	14
002	3	4	3	4	14
003	4	4	4	4	16
004	4	4	4	4	16
005	3	4	4	4	15
006	3	4	4	4	15
007	3	3	4	4	14
008	4	4	4	4	16
009	3	4	4	4	15
010	4	4	4	4	16
011	4	4	4	4	16
012	4	4	4	4	16
013	4	4	4	4	16
014	3	3	3	4	13
015	4	4	4	4	16
016	4	4	4	4	16
017	4	4	4	4	16
018	3	3	3	4	13
019	4	4	4	4	16
020	4	4	4	4	16
021	4	4	4	4	16
022	4	4	4	4	16
023	3	3	4	4	14
024	4	3	4	4	15
025	4	4	4	4	16
026	3	4	4	4	15
027	4	4	4	4	16
028	4	4	4	4	16
MEAN	**3,64**	**3,82**	**3,85**	**4**	**15,32**

Note. B.L: Body language; F: fluency; P: pronunciation; G: grammar; ZAJS= Zoila Alvarado de Jaramillo. No. 1(school name)

Figure 2

In table 2, the results from the post test revealed that almost all students reached scores above the average expected (13/16). Also, it shows that the means in each criteria were improved. The facts indicate that the intervention done with games helped the students to master the skill. It is supported by Chen (2005) that affirmed in his journal that the benefits of using games in language learning are promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language.

Table 3
Comparing tests results

Student's Code	Pre test x	Post test y	Xy	X^2	Y^2
001	4	14	56	16	196
002	4	14	56	16	196
003	8	16	128	64	256
004	4	16	64	16	256
005	6	15	90	32	225
006	6	15	90	32	225
007	4	14	56	16	196
008	4	16	64	16	256
009	4	15	60	16	225
010	4	16	64	16	256
011	8	16	128	64	256
012	5	16	80	25	256
013	4	16	64	16	256
014	4	13	52	16	169
015	4	16	64	16	256
016	5	16	80	25	256
017	5	16	80	25	256
018	4	13	52	16	169
019	4	16	64	16	256
020	4	16	64	16	256
021	4	16	64	16	256
022	5	16	80	25	256
023	4	14	56	16	196
024	4	15	60	16	225
025	4	16	64	16	256
026	4	15	60	16	225
027	4	16	64	16	256
028	4	16	64	16	256
Σ	128	429	1968	612	6599

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$$

$$r = \frac{28(1968) - (128)(429)}{\sqrt{[28(612) - (128)^2][28(6599) - (429)^2]}}$$

$$r = \frac{55104 - 54912}{\sqrt{[17136 - 16384][184772 - 184041]}}$$

$$r = 0{,}25$$

Figure 3
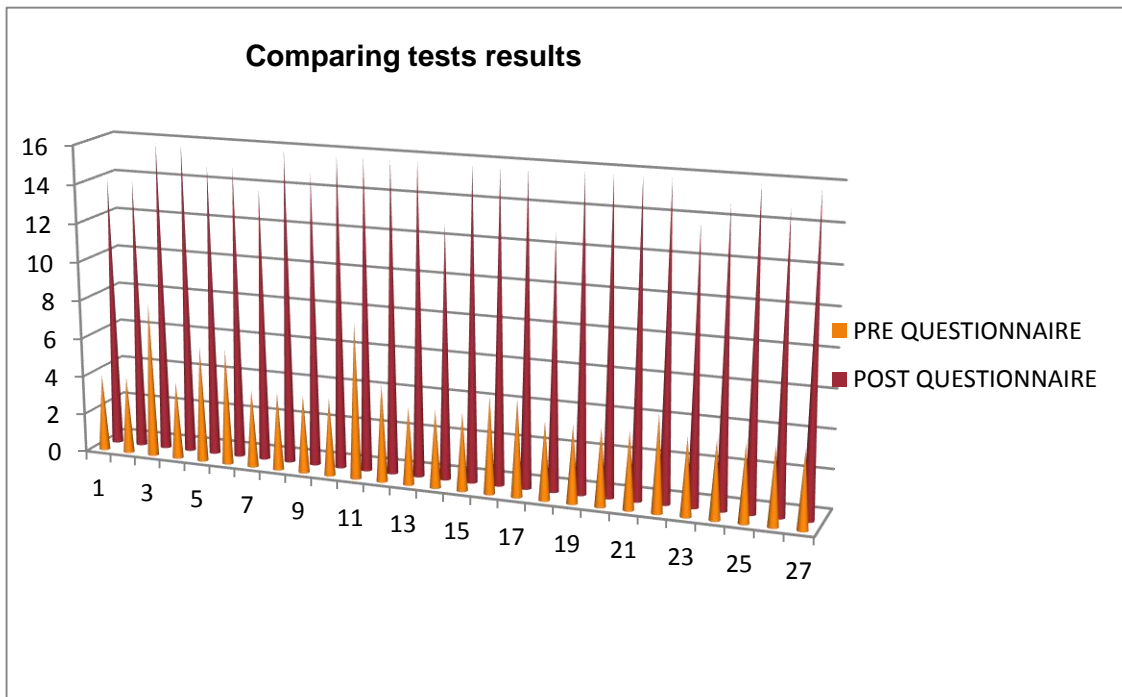
From the data above, it can be seen that between pre- test and post-test, there is remarkable improvement in the students' speaking skill because the mean of pre- test is 4,15 while the mean of post- test result is 15,3. The correlation between pre and post- test is 0,25 which means that there is a positive tendency to 1. From this fact, the researcher concluded that the speaking skill has increased in the English class.

COMPARISON OF STUDENT'S PERCEPTION ON THE QUESTIONNAIRES.

Question 1: Do you like English?

Table 4

Students' interest in English

Resources	Pre q		Post q	
	f	**%**	**F**	**%**
Yes	27	96,4	28	100
No	1	3,5	0	0

Source: Sixth-C year students of Zoila Alvarado de Jaramillo
Researcher: Javier Mauricio Agila Salazar

Figure 4
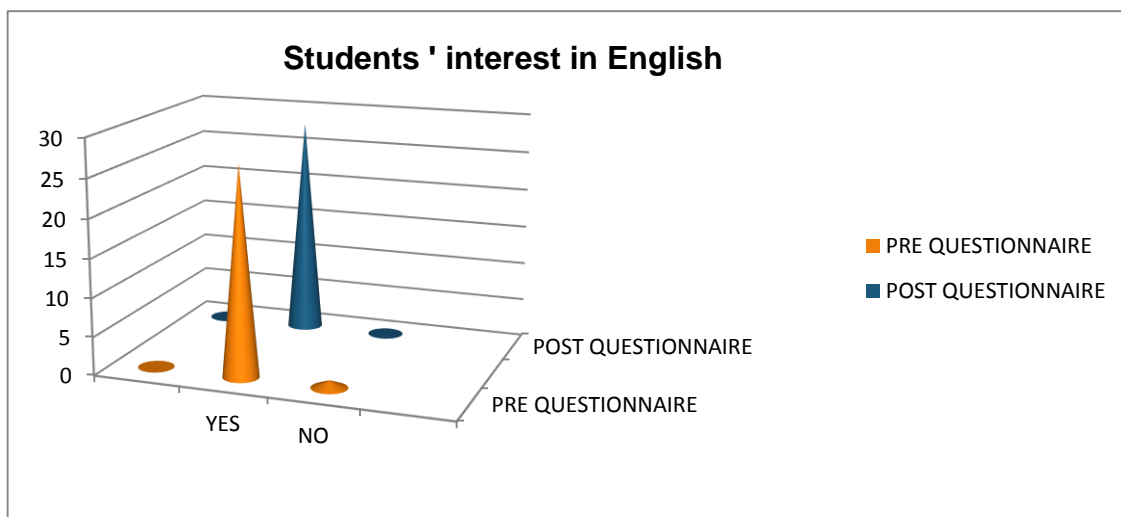
The first question about the students' interest in the English Language, the data of the table shows that almost all the students like English at the beginning of the intervention in the pre questionnaire, while in the post questionnaire at the end of the study all the students prefer the language. There seems that during the intervention student's attitude toward to English language improved.

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Question 2: Which of the following skills would you like to practice in the English class?

Table 5

Students' interest about skills

Resources	Pre q		Post q	
	f	**%**	**f**	**%**
speaking	18	64,2	23	82,1
Listening	5	17,8	2	7,1
Writing	4	14,2	2	7,1
Reading	1	3,5	1	3,5

Source: Sixth-C year students of Zoila Alvarado de Jaramillo
Researcher: Javier Mauricio Agila Salazar

Figure 5
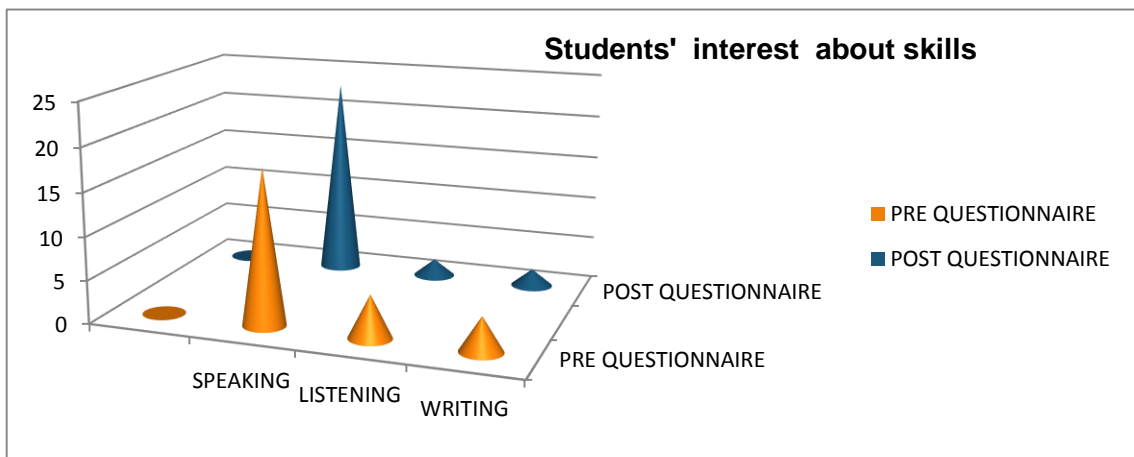
Regarding the second question, the intention of the researcher was to identify the skill that students wanted to practice in the English classes; as a result of it in the pre questionnaire a few students chose speaking skill, while in the post questionnaire most of students answered speaking skill. Evidently the students' interest has increased about the practice their speaking. It is supported by Harmer (1991) who stated that speaking in a foreign language has often been viewed as the most demanding of the four skills.

Question 3: Which resources are used to practice the speaking skill in the English class?
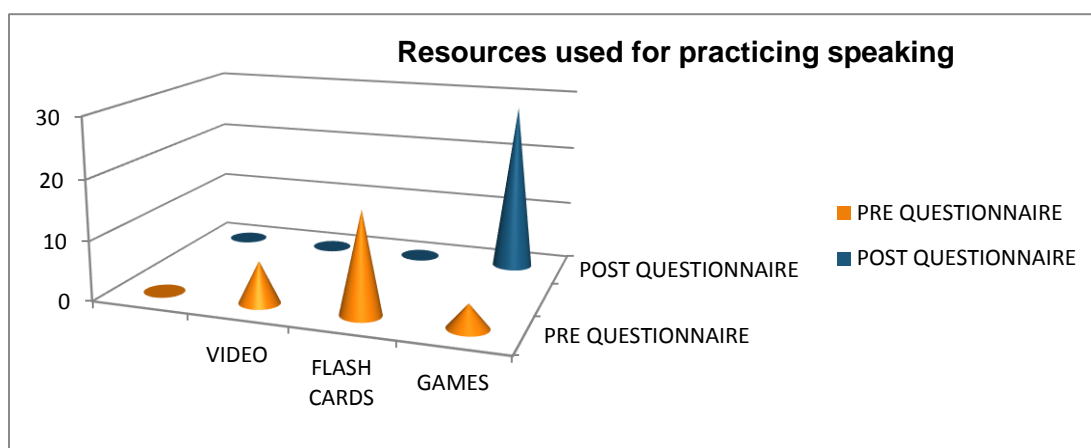
Table 6

Resources used for practicing speaking

Resources	Pre q		Post q	
	f	%	f	%
Video	7	25	0	0
flash cards	17	60,7	0	0
Games	4	14,2	28	100

Source: Sixth-C year students of Zoila Alvarado de Jaramillo
Researcher: Javier Mauricio Agila Salazar

Figure 6

The table 6 reveals that a little more than half of students stated that flash cards were used in the English class according to the information gotten on the pre questionnaire but in the post questionnaire all the students answered that the more used resource was games. There seems that students recognized the resource applied during the intervention. Ersoz (2000) stated that games are highly appreciated due to their amusement and interest. Therefore teachers can use games to help their students practice more their skills of communication.

**Question 4:** How often are these resources used when practicing your speaking skill?

Table 7
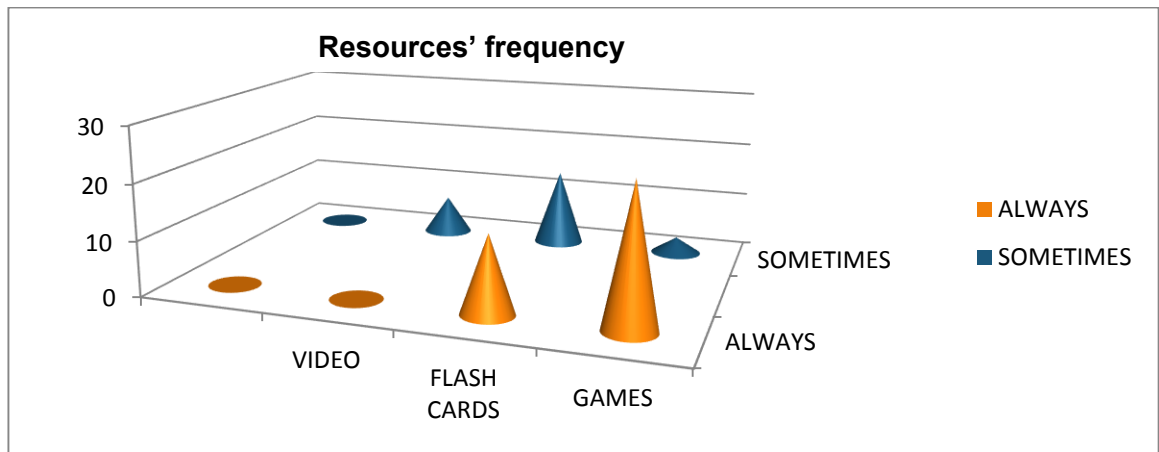
Resources' frequency

Pre q	always		Sometimes		Never	
	f	%	f	%	f	%
Video	7	25	13	46	8	28,5
flash cards	13	46,4	11	39,2	4	14,2
Games	5	17,8	15	53,5	8	28,5
Post q	always		Sometimes		Never	
	f	%	f	%	f	%
Video	0	0	7	25	21	75
flash cards	14	50	14	50	0	0
Games	25	89,2	3	10,7	0	0

Source: Sixth-C year students of Zoila Alvarado de Jaramillo
Researcher: Javier Mauricio Agila Salazar

Figure 7

Figure 8

Resources' frequency
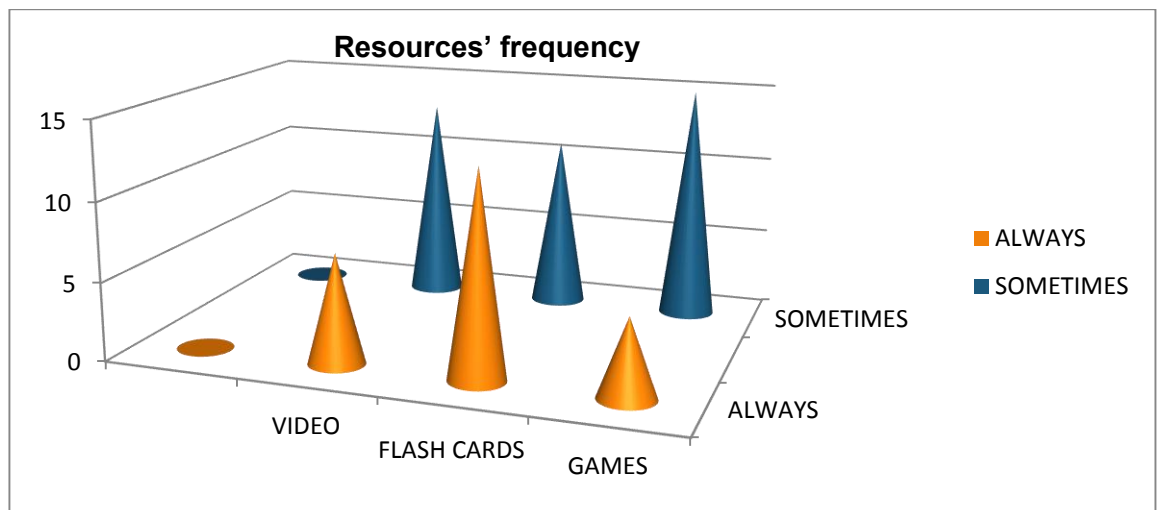
As it is shown in table 7 according to the pre questionnaire, less than half of students remarked that they always used flash cards in their English classes while in the post questionnaire most of students always used games. It means that games had an important impact in the students' perception.

Question 5: How do you like to practice your speaking skill?
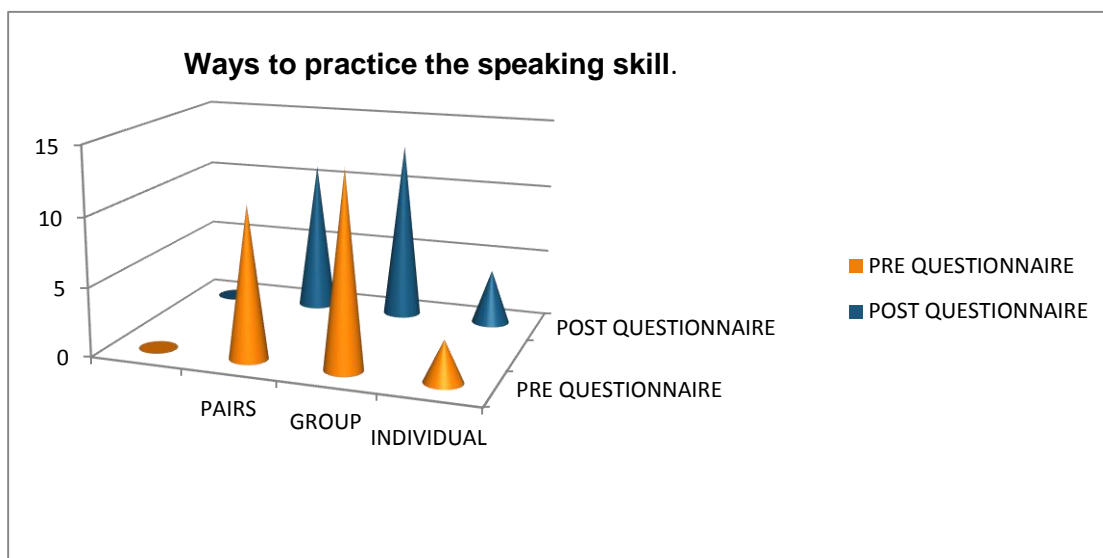
Table 8

Ways to practice the speaking skill.

Resources	Pre q		Post q	
	f	**%**	**f**	**%**
pairs	11	39,2	11	39,2
group	14	50	13	46,4
individual	3	10,7	4	14,2

Source: Sixth-C year students of Zoila Alvarado de Jaramillo
Researcher: Javier Mauricio Agila Salazar

ç

Figure 9

Ways to practice the speaking skill.

The table 8 is about how students prefer to practice their speaking. Accordingly to the pre questionnaire half of students stated that they like to practice their speaking in groups, in the same way in the post questionnaire students maintain their positions. It seems that students like to practice speaking in groups. It is supported by Ur (1997) who remarked that the use group work increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class.

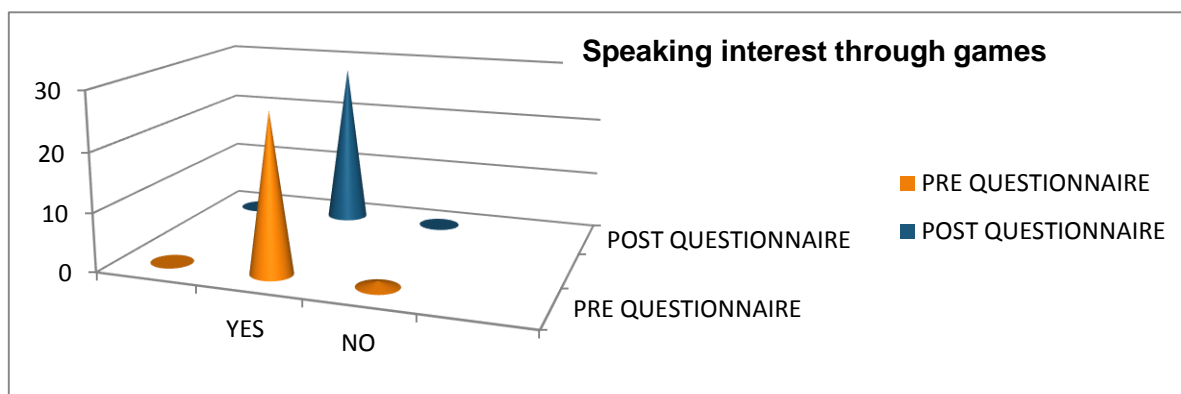**Question 6:** Do you like to practice the speaking skill through games?

Table 9

Speaking interest through games

Resources	Pre q		Post q	
	f	%	f	%
yes	27	96,4	28	100
No	1	3,5	0	0

Source: Sixth-C year students of Zoila Alvarado de Jaramillo
Researcher: Javier Mauricio Agila Salazar

Figure 10

Accordingly to the information showed above, it can be seen that in the pre- questionnaire most of students like to practice their speaking through games, while in the post questionnaire all the students prefer to practice their skill using games. It seems that the students' interest was always good about practice their speaking skill through games, in this way Khan (1996) stated that students may wish to play games purely for fun.

Question 7: How often do you like to practice the speaking skill using games?

Table 10

Games' frequency

Frequency	Pre q		Post q	
	f	**%**	**f**	**%**
always	12	42,8	16	57,1
sometimes	16	57,1	12	42,8
never	0	0	0	0

Source: Sixth-C year students of Zoila Alvarado de Jaramillo
Researcher: Javier Mauricio Agila Salazar

Figure 11
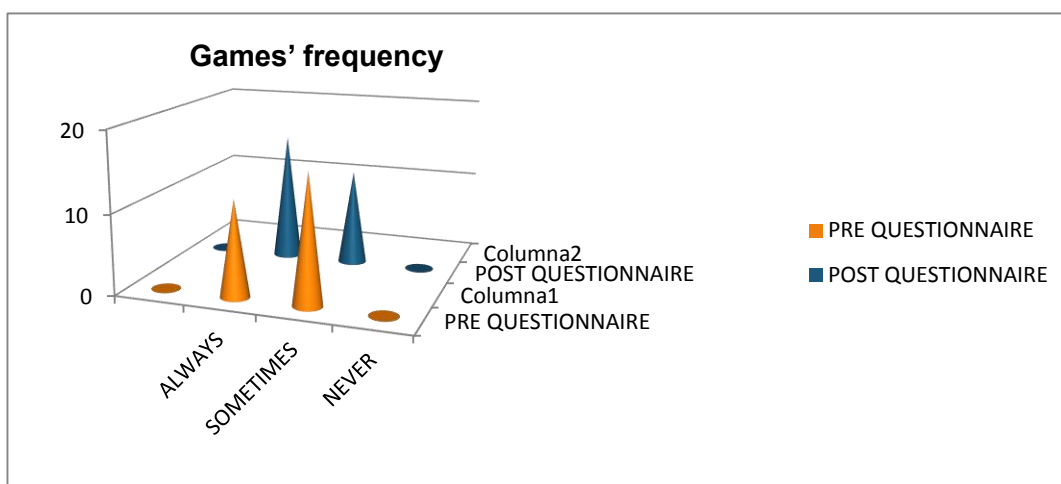
In the table 10, it can be seen that in the pre questionnaire almost half of students answered that they always like to practice their speaking using games, but in the post questionnaire almost all the students stated that they always enjoy practicing their speaking skill with games. It seems that now games are used most of the time. It is supported by UR (1991) who remarked that teachers should encourage low-motivated students to develop the interest in communicative activities.

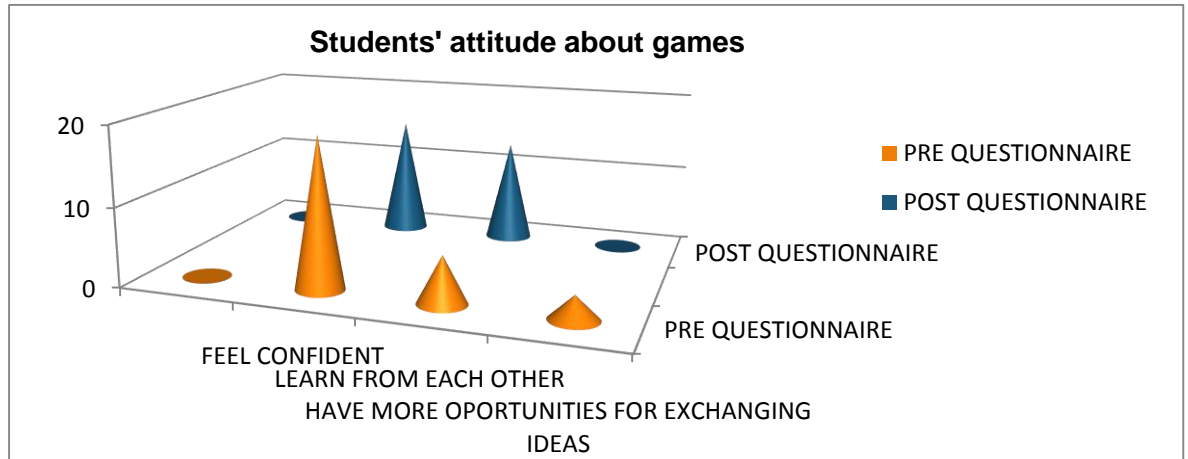**Question 8:** The use of games in your speaking skill makes you:

Table 11

Students' attitude about games

Resources	Pre q		Post q	
	f	%	f	%
feel confident	19	67,8	15	53,5
learn from each other	6	21,4	13	46,4
have more oportunities for exchanging ideas	3	10,7	0	0

Source: Sixth-C year students of Zoila Alvarado de Jaramillo

Researcher: Javier Mauricio Agila Salazar

Figure 12

Students' attitude about games

PRE QUESTIONNAIRE
POST QUESTIONNAIRE

POST QUESTIONNAIRE

PRE QUESTIONNAIRE

20

10

0

FEEL CONFIDENT
LEARN FROM EACH OTHER
HAVE MORE OPORTUNITIES FOR EXCHANGING
IDEAS

In the table 11, in the pre questionnaire more than half of students remarks that games make them feel confident while in the post questionnaire we can appreciate that this rate has decreased, on the other hand in the post questionnaire a few students learn from each other while less than half of students did after the intervention. It seems that games helped students in several ways in the process of learning. In fact Hornby (1995) stated that games can make the students be more focused in learning because they do not feel that they are forced to learn.

c. DISCUSSION

Based on the findings of the instruments applied during this descriptive study the results revealed that using games to improve the speaking skill had a positive effect on sixth grade students` performance. The pre and post tests revealed the substantial growth students reached. The pre and post questionnaires showed also the positive change attitude students gained. This action research study helped the researcher to sharpen his skill as a candidate teacher. These findings were consistent with Chen (2005) who stated that games have a purpose beyond the production of correct speech, serves as good communicative activity.

The first finding in the improvement of the students' speaking was shown in the results of the pre-test and post-test. It is explained with the mean (4,5) from the pretest and the post test (15,3).The pre-test result showed that most of them were able to say just one of the four sentences correctly when they read them. In the four parameters evaluated most of them got a score 1 and 2 over 4 with the criteria; the first parameter students did not use their body language correctly, in the second aspect which refers to pronunciation and fluency, students had a mispronunciation of words and sometimes difficult to understand. The third

one about grammar students had mistakes in basic grammar and they often used incorrect grammar and poor vocabulary.

After the intervention and observation plan, the results of post test showed the progress of the students' speaking skill. As a result of this, the score of post test increased from 1 to 4 with the criteria in each parameter evaluated. The students' body language improved, since they had an effective communication; in the second one about pronunciation and fluency aspects, students made an improvement in pronouncing words and they also enlarged their vocabulary. In the third one which refers to grammar their ability in arranging the words using correct grammar increased. All the activities developed a good communication in games that enabled students to feel confident.

The second finding is about the results obtained in the questionnaires, based on these findings the results reveal an improvement in the students' speaking skill as it is showed in the question two where students stated that the most interesting activity that they would like to develop is to practice speaking, question three which indicated that any kind of resource be implemented inside of classroom in order to improve their speaking, and question five where students pointed out that to practice speaking in group helped them in several ways in the process of learning. In addition,

according to the notes taken during the intervention, students were interested in had a good pronunciation, it was demonstrated when they consulted the exactly sound for some words or sentences to the teacher. It is supported by the Scrivener (2005) who states that it is a way a competent language speaker helps a less competent one to communicate by encouraging and providing possible elements of conversation.

The third finding, the students showed a good response towards games as it is showed in the questions six and eight where students' interest increased and the use of games inside the classroom helped them with their confidence and their learning. According to the notes taken during the intervention by the researcher, when the teacher implemented story games by showing pictures on the whiteboard, students looked enthusiastic to make sentences based on the pictures. Most of them raised their hands to express their ideas orally and wrote them on the board. It is supported by Chen (2005) who states that games reduce learning anxiety, and encourage creative and spontaneous use the language.

Finally, this action research was a great practice not only for doing this study but also for gaining experience for the future as teacher. During the

intervention was experienced how the games can help students to improve their speaking skill. Moreover, this done work make reflect to me and others toward the importance of making practice as teacher using a specific resource before starting as a professional. Tests and questionnaires were the methods of data collection used in the intervention. They were essential for getting the quantitative and qualitative data; equally important was the checklist where the researcher could see the students' improvement in each lesson applied. Making action research prove the effectiveness and weaknesses of certain resources used in teaching-leaning process.

d. CONCLUSIONS

After finishing the analysis of this action research based on tests and questionnaires of the 6th year students of basic education at "Zoila Alvarado de Jaramillo School", the researcher can state some conclusions for this specific case which would be presented as follow.

The issues that limited the speaking skill of sixth year students were the difficulties they showed in producing, receiving and processing information. These difficulties include the students' inhibition when they tried to say things, the students' motivation to express themselves, low participation, and the use of the mother tongue.

The intervention of 6 sessions were planned to address the issues the students had in practicing their speaking. They were planned considering the ability to speak fluently not only the knowledge of language features, but also the ability to process information and language. Each lesson was prepared considering this process with the use of games as a strategy. The six lessons were reinforced with activities that enable students to improve their pronunciation, fluency and grammar with the help of the researcher in prompting and providing feedback students during their practice.

Four kinds of games were used to improve the speaking skill of sixth year students. At the beginning of the intervention, the researcher applied the memory and word games where students master twelve action verbs. Then, the board and story games were implemented in order to reinforce students` vocabulary already learned and used them in their speaking.

The use of games as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached in performing their tasks. The change of the scores from the pre and posttests is relevant evidence that demonstrates the positive impact that the games had in this intervention.

To conclude it briefly the action research presented dealt with the influence that the games might have on the improvement of the Speaking skill. The findings of the research showed that the use of them determined the improvement of the speaking skill and made the students more relaxed and cooperative.

e. RECOMENDATIONS

Based on the previous conclusions, the researcher is able to present the following suggestions:

- Researcher suggests that teachers should use more frequently the games in the English class in order to make students feel more motivated and enthusiastic for improving their speaking.

- In applying games, researcher needs to select the right number of lessons. The correct number of lessons leads to success of the intervention. Researcher suggests designing an appropriate plan in the next study taking into account the students' level and abilities where they have opportunities to enhance their speaking skill.

- Researcher suggests that teachers should plan their class including games. They need to consider which games to use, when to use them and how to link them up with the program of learning.

- Researcher suggests that teachers should implement the games as part of the classroom activities. They can make students think intensively, concentrate in learning process, involving in a friendly competition and they keep learners interested to participate.

- Researcher suggests that teachers should create an enjoyable environment inside the classroom where students are interested about the improvement of their speaking skill. Also teachers should give a feedback and encourage students to speak as much as they are able to.

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g. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THESIS PROJECT

"THE USE OF GAMES FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE WITH 6TH YEAR STUDENTS OF BASIC EDUCATION IN PARALLEL "C" AT ZOILA ALVARADO DE JARAMILLO SCHOOL, ACADEMIC PERIOD 2013-2014."

AUTHOR:

Javier Mauricio Agila Salazar

Loja-Ecuador

2014

a. THEME

"THE USE OF GAMES FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE WITH 6TH YEAR STUDENTS OF BASIC EDUCATION IN PARALLEL "C" AT ZOILA ALVARADO DE JARAMILLO SCHOOL, ACADEMIC PERIOD 2013-2014"

b. PROBLEM

2.1 BACKGROUND

The Zoila Alvarado de Jaramillo School is located on the Bernardo Valdivieso Street in front of the park of San Sebastian, in the city of Loja. This institution was created on September 15th in 1969. It started with the first and second grades and some years later, the authorities of the school complemented it with the rest of the grades from 1st to 6th grade. Now, the school has 7 years of basic education organized in 23 parallels.

This public educational center is one of the most important institutions in the city and has a good status into the educational activity. The staff in this educational center is constituted by 29 teachers and 5 people as part of the administrative staff. This center has a population of 547 children, boys and girls. The students that attend to the school come from different social and economic conditions.

In addition, as well as all institutions, it has several important objectives like to keep the academic excellence and to educate students with an extensive knowledge in order to work out in any institution or any situation that they face.

2.2 CURRENT SITUATION OF THE RESEARCH PROBLEM

At "Zoila Alvarado de Jaramillo" school in the grade 6th parallel "C" there are 28 children, boys and girls. They are 10 and 11 years old. They have English classes once a week for a period of forty minutes with an English teacher.

The English classes are carried out in the following way: the English teacher does not use a warm-up activity to introduce any topic. The teacher reviews the students' homework with a check but there is not a feedback. When the teacher presents the topic, she writes the new vocabulary and explains it on the board, then students have to memorize it in a mechanic way. After that students work on their course books by developing some activities such as: repeating written words, painting, completing sentences. In this way the students do not have the opportunity to practice what they have learnt. Finally, teacher supports students work by checking the activities done in their books.

Considering the issues that the class is facing, this project is developed to face the lack of practice of the speaking skill of the English language with students of 6th year basic education from parallel "C" at Zoila Alvarado de Jaramillo School academic period 2013-2014.

2.3 RESEARCH PROBLEM

 "HOW DO GAMES IMPROVE THE SPEAKING SKILL OF THE ENGLISH LANGUAGE WITH 6TH YEAR STUDENTS OF BASIC EDUCATION IN PARALLEL "C" AT ZOILA ALVARADO DE JARAMILLO PRIMARY SCHOOL, ACADEMIC PERIOD 2013-2014?"

2.4 DELIMITATION OF THE RESEARCH

a) TEMPORAL

The present research project will be developed during the academic year 2013-2014.

b) SPATIAL

The present research project will be carried at "Zoila Alvarado de Jaramillo" School which is located in the Bernardo Valdivieso street in front of the park of San Sebastian in the Loja city.

c) OBSERVATIONS UNITS

➢ The researcher, Javier Mauricio Agila Salazar

➢ Six Grade students in parallel "C" at Zoila Alvarado de Jaramillo.

d) SUBPROBLEMS

- ➢ What kind of theoretical references about speaking skill and games are effective to help sixth year students of basic education in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014?

- ➢ What are the issues that limit the speaking skill with students of the sixth year in parallel C at Zoila Alvarado de Jaramillo School, academic period 2013-2014?

- ➢ What are the important phases of the intervention plan that address the current issues of the improvement of the speaking skill with the sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014?

- ➢ Which games are implemented to improve the speaking skill in English Language of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014?

- ➢ How do games as part of the classroom activities reduce the limitation of the speaking skill of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014?

c. JUSTIFICATION

The choice of this action research about improving the speaking skill through games with 6th year students, in parallel "C" at Zoila Alvarado de Jaramillo School is useful because this study will help him to examine the importance of using games for improving speaking skill; it will enable him to help students to practice their speaking with games; and, it will let the researcher to obtain the bachelor's degree.

First, this action research allows the researcher to investigate what kind of games help students' speaking skill and how they influence the learning of the English Language. This research can provide the researcher experience with the implementation of games that will help him in his future professional career.

Second, it is important to carry out this work because according to (Harmer, 1991) For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. The implementation of games will give students the opportunity to practice their speaking and to develop a good environment in the classroom.

Finally, it is a previous requirement for the researcher in order to obtain the bachelor's degree in sciences of education, English language specialization. Besides that, it will also let the researcher to get the accreditation of the Social Research Design Course.

d. OBJECTIVES

4.1 GENERAL OBJECTIVE

-To improve the speaking skill of English Language through games with 6th year students of basic education in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.

4.2. SPECIFIC OBJECTIVES

- To investigate the theoretical references about speaking skill and games to help the sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.

- To diagnose the issues that limit the speaking skill with sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.

- To design an intervention plan with the use of games to improve the speaking skill of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.

- To apply the intervention plan as part of the classroom activities in order to solve the limitations in the speaking skill of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.

- To reflect upon the effect that the games had on sixth year students' speaking skill in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.

e. THEORICAL FRAME

5.1 SPEAKING

5.1.1. DEFINITION OF SPEAKING

Nunan (1991) defines that speaking consists of producing systematic verbal utterances to convey meaning. To know deeper what speaking is, Nunan differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. By speaking activity, orator or speaker have to pay attention of planning and editing by channel. Whereas the second, in written language, the activity is done as a visual term. The time for doing it, is permanent and it is delayed reception.

However Chaney (1998) considered that speaking as process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts. Also Burns & Joyce (1997) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

5.1.2. SPEAKING AS A SKILL

Harmer (1991) explains that for most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language.

Communicative approach focuses on a balance between fluency and accuracy and is the most suitable for those students whose aim is to gain confidence in speaking and conversational abilities. Nevertheless, speaking in a foreign language has often been viewed as the most demanding of the four skills. While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills.

5.1.3 DIFFERENCE BETWEEN SPEAKING AND CONVERSATION

Nolasco (1987) mentions that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which should be obeyed in order for participants to feel relaxed and be satisfied with it.

He adds that the main purpose of conversation is the exchange of information among people. While communicating, our students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations they might participate in. This also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs.

5.1.4 PROBLEMS WITH SPEAKING ACTIVITIES

Ur (1997) remarked that there are some problems that are faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

5.1.5 SOLUTIONS FOR THE PROBLEMS OF SPEAKING ACTIVITIES

There are some solutions which can be selected to overcome the problems in speaking activities according to Ur (1997). These are:

Use group work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

Base the activity on easy language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

Keep students speaking the target language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

5.1.6 STUDENTS' MOTIVATION TO PARTICIPATE IN A SPEAKING LESSON

Scrivener (2005) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may

worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure.

Nevertheless, the teacher is not the only one whom the students' success in speaking is based on. There are also motivational factors, differing from student to student, which influence his progress in the spoken language.

Harmer (1991) distinguishes extrinsic and intrinsic motivation. He claims that students´ attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved. Success is also based on students´ willingness to learn to speak a foreign language, which may be influenced by the teacher´s methods used in teaching communication and, above all, his or her personality. He also points out different motivational factors depending on the age and level of the students.

UR (1991) declares that "motivation is very strongly related to achievement in language learning." This statement results from teaching practice showing that eager learners willing to invest effort in speaking activities are likely to make greater progress. On the contrary, those sitting silently at the desk without desire to be involved in any kind of speaking activity, may find themselves stuck to be able to improve their speaking skill. Having noticed this, teachers should encourage low-motivated students to develop the interest in communicative activities.

The author describes some strategies to enhance students' motivation to speak in a lesson. The principal one is selecting the topic carefully to make it as interesting for students as possible. If the teacher's choice fails in the class, there should be no panic or embarrassment. The possible solution to this situation may be asking the students to vote for a topic they would be interested in talking about.

5.1.7 TEACHING SPEAKING

Teaching speaking is not merely asking the students to produce sounds. According to Nunan (1991) speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind, speaking is not only expressing our ideas, but also presenting new information to others. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context.

Speaking becomes immediate and spontaneous or planned and deliberated. Confidence and enthusiasm are critical factor in oral language development, and because much oral language is immediate, it involves taking risk. The students' learning in teaching speaking will be most

effective when there is relationship mutual trust when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal.

5.1.8 DIFFICULTIES OF TESTING SPEAKING

According to Kitao (n.d), speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. There are not yet good answers to questions about the criteria for testing these skills and the weighting of these factors. A speaker can produce all the right sounds but not make any sense, or have great difficulties with phonology and grammar and yet be able to get the message across. Also, success in speaking depends to a great extent on the listener. Comprehension of spoken material depends, among other factors, on the degree to which the listener is familiar with the speaker's accent and the degree to which they share background knowledge, and so what is a problem for one listener may not be a problem for another listener.

Another difficulty is separating the listening skill from the speaking skill. In most normal situations, there is an interchange between listening and speaking, and speaking appropriately depends, in part, on comprehending spoken input. This necessarily becomes a factor in the testing of speaking, and it is difficult to know whether you are testing purely speaking or speaking and listening together.

He affirms that testing speaking is also a particular problem when it is necessary to test large numbers of students. In some situations, it is

necessary to test thousands of students, and even if each student speaks for only a few minutes, this becomes a huge job.

In spite of the difficulties inherent in testing speaking, a speaking test can be a source of beneficial backwash. If speaking is tested, unless it is tested at a very low level, such as reading aloud, this encourages the teaching of speaking in classes.

5.1.9 TYPES OF SPEAKING TEST

There are some types of speaking tests, according to Kitao:

e. Reading aloud

One way to test speaking is by having the testes read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

f. Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse.

g. Role-Play Test

Another type of test is a role-play. In a role-play the testee and a confederate are given information on which to base a role-play and the testees are evaluated on their ability to carry out the task in the role-play. Role-plays require the testee to use various functions that she/he might need in real communication.

h. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate.

5.1.10 CORRECTING STUDENTS' MISTAKES

Scrivener (2005) states that it is a way a competent language speaker helps a less competent one to communicate by encouraging and providing possible elements of conversation. In practice it means to encourage the weaker one by nodding, eye contact, repeating the last word in order to encourage the speaker to continue, asking tag questions, etc. The aim of this encouragement is to make a student speaks as much as he or she is able to.

5.1.11 ACCURACY VERSUS FLUENCY

Scrivener (2005) declares that accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class eligibly. If the main aim is to get students to speak, then one way to achieve that would be

reducing teacher´s contribution. It is supposed that the less he or she speaks the more time and space it will allow the students to. If the main aim is accuracy, the teacher should concentrate on students´ mistakes and devote time to their correction.

However important speaking without mistakes is, a promoted trend at present seems to be to lead students to a fluent conversation in everyday situations. Taking this into consideration, this approach best fits the needs of today´s society which is based on fast exchanges of information. Nevertheless, it would be injudicious to qualify accuracy as less important in communication and underestimate its importance. It is also essential for the ability to speak a foreign language well.

5.1.12 PRONUNCIATION

According to Cook (1996), pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.

Stress

According to Jones (2002), the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed.

Intonation

Jones (2002) states in speaking, the pitch of the voice, i.e. the pitch of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation (or inflection). Intonation is thus quite independent of stress, with which it is sometimes confused by beginners. Fluctuations in pitch either involve a rising pitch or a falling pitch. Intonation is found in every language and even in tonal languages, but the realization and function are seemingly different. It is used in non-tonal languages to add attitudes to words (attitudinal function) and to differentiate between wh questions, yes-no questions, declarative statements, commands, requests, etc.

5.1.13 A GOOD SPEAKER

Burns (n.d) states that speakers must be able to anticipate and then produced the expected patterns of specific discourse situation. They must also manage discrete elements such as: turn-taking, rephrasing, providing feedback or redirecting.

Brown (1994) remarks that a good speaker does the following things:

- ➢ Using grammar structures accurately.
- ➢ Selecting vocabulary that is understandable and appropriate for the audience.
- ➢ Using gestures or body language.
- ➢ Paying attention to the success of the interaction and adjusting components of speech such as: vocabulary, rate of speech and complexity of grammar structures to maximize listener comprehension and involvement.

5.2 GAMES

5. 2.1 THE DEFINITION OF GAMES

According to Hadfield (1996) a game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and co–operative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And co – operative game is a game in which players or teams work together towards a common goal.

Chen (2005) also affirmed in his journal that the benefits of using games in language learning promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment.

In teaching and learning activities, there are many activities to develop speaking skill. One of them is games. Games have a purpose beyond the production of correct speech, serves as good communicative activity. The aim of all language games for students is to use the language. However

during the game play learners also use the target language to persuade and negotiate their way to desire the result. Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved.

5.2.2 HOW TO CHOOSE A GAME

Khan (1996) states, students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or program me and how, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

Below are some questions which we might consider as teachers choose a game:

- Which language does the game target?
- Which skills does it practice? The language skill focus could be any one of the major skills of listening, speaking, reading or writing.
- What type of game is it?
- What's the purpose for using it?
- Does it fit the students? How could I simplify or make it more complex if necessary? Many games require modification in use when the students' needs are taken into consideration.
- How much interaction and participation is there? Maximum involvement is something we are pursuing.
- Do I like the game myself?

5.2.3 HOW TO TEACH USING GAMES

A wide variety of games can be used when teaching English. The key is to ensure that everyone fully participates and has enough practice with the lesson material to play. If students are not confident, they will struggle and not get the most out of the activity.

5.2.4 HOW TO USE GAMES

According to Arntsen (n.d), there are some kinds of activities and games which are used in different way with the students:

Whole Class games

Some games such as interview activities, bingo, jeopardy, and board games can be played by the entire class.

- *An interview activity* to practice the "Where are you from?" and "I'm from." structures might start by handing out slips of paper with eight to ten different country names. Students can then be given a worksheet with all the country names written on the left and told that their goal is to get a student signature for each country by mingling with their classmates and asking the target question. When asked the target question, a student should respond based on the slip of paper he/she received.

- *Bingo* can be played with numbers, letters, vocabulary words, or many other topics you may want to practice.

- *Jeopardy* is more of a review activity because it focuses on listening and

does not give students lots of speaking practice. The easiest thing to do is have students make groups of four to five, write categories and stars for each answer on the board, and explain that groups will get three points for a correct answer after the first clue, two points after the second clue, and only one point after the last clue. You will need five or six categories and perhaps five answers per category. If you would like to focus on a particular tense, simply use that tense for at least one clue per answer. You can choose the first category but after that, the group who provides the correct answer first should choose the category. This activity could take a whole forty-five minute lesson and the group with the most points at the end of class wins.

- *Board games* are often best played in small groups but if introducing a very challenging game, it may be a good idea to play as a class first. A group of students can be represented by a game piece and students can work together to answer questions. In the class following this, students can play the game in groups for further practice.

Games in Small Groups

There are also lots of games that can be played in groups of about four students.
- *Board games* where students move pieces and answer questions or form sentences based on images make for good practice activities. For practicing the "If ~, then ~." structure a Chutes and Ladders layout may be fun for students.

- *Card games* such as Go Fish, Memory, and many more can be adapted for classroom use. When you are teaching comparatives, card games can

be an invaluable tool. You can also use simple card games to test comprehension by making up decks of cards with letters for example. Have students spread all the cards face up on their desks, you then say a letter aloud, and the first student to slap the correct card gets to keep it. Repeat until all the cards are gone and the student with the most cards at the end of the game wins. To make this more challenging, you can tell students that if they slap the wrong card, they have to take one card out of their pile.

Paiwork Games

There are many of pair activities students can do to practice English but very few of them take the form of a game.

-The best and most versatile one by far is Battleship. This will take a lesson to explain and practice but once your students are familiar with it, can be played as a twenty to thirty minute activity. Battleship is best used to practice tenses.

The worksheet consists of two identical seven by seven grids, one above the other. The first box in the upper left is kept blank, the first row is filled in with phrases such as "play soccer" and "study English", and the first column is filled in with words such as "I, You, He, We, They, The students." Students should secretly draw their "boats" on the grid. Typically one boat should have five squares, one boat should have four squares, two boats should have three squares, and one boat should have two squares. Boats can only be drawn vertically or horizontally. On the board practice the structure that students will use for the activity for example "I played soccer. You studied English." until every row and column has been practiced and then instruct students to say "Hit", "Miss", or "You sank my

ship!" when appropriate just like in the original game. Students can usually play two or three times before moving on to another activity.

5.2.5 CLASSIFICATION OF GAMES

Wright (1984) provides a clasification:

Picture games: Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.

Phsicology games: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.

Magic tricks: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always at- tract attention and invite comments.

Sound games: Sound effects can create in the listeners an impression of people, places and actions. There is demand for the listeners to contribute trough imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.

Card and Board Games: These games can be adaptations of several well-known card games and board games like snakes and ladders.

Word Games: These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to

communicate in full sentences, give new ideas and argue at the same length.

True-false Games: In these games someone makes a statement which is either true or false. The game is to decide which it is.

Memory Games: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged

Caring and Sharing Games: These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.

Guessing and Speculating Games: In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.

Story Games: These games provide a framework for learners to speak as well as write stories and share them with classmates.

5.2.6 USING WORDS

Nation (1990) claims, he has listed basic techniques of explaining the meaning of new words. By demonstration picture: using an object, using a cut-out picture, using gesture performance action, drawing on the board and picture from books or TV. By verbal explanation: analytical definition, putting in a context and translating. Considering the importance of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Therefore schools have a task to teach vocabulary to their students.

In adittion, Mckeown (1987) states, although a considerable amount of vocabulary there are, learning is associated with primary language learning in early years. The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and infects one of the primary task of the school as far as language learning in concerned, as to teach vocabulary. To increase the vocabulary we need media to be used. One of them is game. The definition of game is an activity that you do to have some fun.

Also Hornby (1995) states, games can make the students more focus in learning because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantages for teacher and the students either. The useful of games are attract the student to learn English because it is fun and make them want to have experiment discover and interact with their environment. Some experts have also figured out characteristics of games that make vocabulary learning more effectively.

Lee (1996) lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging", "effort of learning", and "language practice in the various skills".

Ersoz (2000) holds that games are highly appreciated due to their amusement and interest. Teachers can use games to help their students practice more their skills of communication.

5.2.7 STUDENTS CREATION OF GAME

Kafai (2011) states, we have only begun to build a body of experience that will make us believe in the value of game activities for learning. Obviously, the image of children building their own games is as much a "knee-jerk reflex" for constructionists as making instructional games is for instructionists. In the case of instructional games, a great deal of thought is spent by educational designers on content matters, graphical representations, and instructional venues. The greatest learning benefit remains reserved for those engaged in the design process, the game designers, and not those at the receiving end, the game players. We know that as many children enjoy playing games according to given rules, they are also constantly modifying rules and inventing their own.

Piaget (1951) claimed that these modifications reflected children's growing understanding of the world. The process of game construction represented for Piaget the ultimate effort by children to master their environment in creating their representations of the world.

Turkle (1984) pointed out an interesting parallel between the attractions of playing games and of programming computers. She saw programming as a way for children to build their own worlds. Within this context, children could determine the rules and boundaries governing the game world and become the makers and players of their own games. In contrast, when children play a video game, they are always playing a game programmed by someone else; they are always exploring someone else's world and deciphering someone else's mystery. Turkle (1984) saw that what she called the holding power of playing purchased video games could be applied to the making or programming of video games.

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f. METHODOLOGY

6.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of games for improving speaking skill and see the reflections of his intervention which will be carried out in the following way: first, the researcher will make a work plan in which games are implemented as a classroom activity in order to improve the students' speaking skill , then he will apply that in the six weeks of the intervention. In the same way, the researcher will use the two questionnaires and tests at the beginning and the end of the intervention in order to assess the students' progress.

6.2. METHODS, TECHNIQUES AND INSTRUMENTS

6.2.1. METHODS

This study will make a description of a data resulting from the application of a intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the games applied in the developing of speaking skill. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questionnaires. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The *statistic method* will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations.

This work will use the research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (Atweh, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped his reflect upon his teaching and improve his students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

6.2. 2. TECHNIQUES AND INSTRUMENTS

Data Collection

Researcher's close observations of students' performance using checklist during classes and two sets of structured questionnaires will be used to collect data in this study. Quantitative data will come from the questionnaires and qualitative data come from the observations. All the data will be triangulated to confirm validity.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of multiple choices will be used to collect students' answers about the use of games to improve the speaking skill at the beginning, and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent of gotten rate should be ensured.

Observation

The researcher will carefully observe students' performance during lessons. He will use an observation checklist to record what has happened in classes that help him investigate, analyze and reflect upon their findings when the project comes to an end.

Tests

Two sets of tests will be used. A test of choice questions will be used to collect students' answers about the speaking skill at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All tests will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent of gotten rate should be ensured.

6.3. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires. Two questionnaires will be applied; one at the beginning of the study to collect data on students'. A variety of activities will be introduced to improve speaking skill to the students of sixth year. A check list will be used as instrument to help the researcher to observe students' performance during class. Then, the second questionnaire will be applied to check the overall students' progress after the intervention plan. Also, the pretest and the post test will be used at the beginning and the end of the intervention in order to assess the students' speaking skill.

The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, he will draw the conclusions of the intervention. Finally, the report of his intervention will be disseminated among the teachers, the partners and the school.

6.3. 1. Tabulation

The tabulation of data will be done with the data collected in the two questionnaires and tests conducted. A logical analysis will be done with the information received.

6.3.2. Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

6.3.3. Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

6.4. Population Sample

Students from class 6th "C" are chosen as sampling. Most of them are 10 to 11 years old. They have English classes once a week for a period of forty minutes with an English teacher. Most of them are in beginning level of English.

INTERVENTION AND OBSERVATION PLAN:

General Project Objective: To improve the speaking skill of the English Language through games with 6th year students in parallel "C" at "Zoila Alavardo de Jaramillo School".

	Objectives	Activities	Procedures	Resources, Instruments	Observation note
week One	To take the pre-test and the questionnaire	Answering the test and the questionnaire	Researcher gives both the questionnaire and the pre test to students. Explains the questions to students in order to they understand them well. Students take both the questionnaire and the pre test.	- test - copies - markers	Check list with the observations or inquiries of the students
Week Two	To identify the action verbs using memory	Showing pictures Making	**Teacher:** -shows students a picture about a park.	Flash cards memory game	They will be filled in the check list.

games	sentences	-encourages students to talk about the actions		
		What are people doing in the picture?		
		-asks students to say some action verbs that they know. Also teacher asks students about the sport that they practice.		
		-shows students some pictures about action verbs with their written form. (To work, read, walk, jump, eat and fly)		
		-explains the meaning in English of each action verb.		
		-tells students the correct pronunciation of each action verb and repeats with them.		
		-shows once again the pictures and asks students to say the word.		

| | | | -asks students to work in pairs.

-gives students 10 flash cards (5 flash cards with pictures about action verbs and 5 more with their written form of each action verb).

-asks students to put on the back all flash cards and find the appropriate action verb with the written form.

-explains students the structure of the present progressive on the board.

-makes some sentence with some action verbs on the board.

-asks students to make a sentence with another action verb.

-gives each student a flash card about an action verb with its written form. | | |

| | | | -asks students to make a sentence with the action verb and tell to the partner.

Students:

-recognize the pictures and talk about the actions that people are doing in the picture.

-have to say the action verbs that they know.

-repeat the pronunciation of each action verb

-make some sentences with an action verb after the teacher explains the structure of the present progressive.

-make a sentence with action verb that they have in the flash card. | | |

			Teacher:	Some pictures	They will be filled in the check list.
week Three	To recognize new action verbs using word games	Spelling some words Making sentences	-asks students to tell the action verbs that they learnt in the last class. -shows some action verbs and spells them with the students. -gives students a sheet of paper with some pictures about action verbs with their written form. (To play, write, cut, dance, drive, drink) -asks students to spell the action verb that they have in each sheet of paper. -writes on the board each word that students are spelling. -explains the meaning of each new word. -asks students to work in pairs	Word game White board Markers	

			-gives students some piece of papers with some words.		
			-asks students to order the words to make sentences in present progressive. (Students have to tell the sentence to the partner.		
			-asks students to make a sentence with a new action verb that they have learnt and to tell the sentence to the partner.		
			Students:		
			-have to say the action verbs that they learnt in the last class		
			-spell the action verbs.		
			-repeat the correct pronunciation.		
			-order some sentences in present progressive.		

			-make a sentence with an action verb that they learned and to tell the sentence to their partner.		
Week Four	To make sentences with the vocabulary learned	Making sentences using a board game	**Teacher :** -reviews the last class about the action verbs -draws on the board a square with some action verbs (each action verb will have a number) -asks students to work in pairs. -gives students a sheet a paper with the square that teacher draw on the board -asks students to roll a dice - asks students to make a sentence with the action verb that they will get with the dice. **Students:**	Markers White board Board game	They will be filled in the check list.

			-have to identify the action verbs in the square -roll a dice -make a sentence with the action verb and to tell it to their partner.		
Week five	To make wh-questions about the characters of the story	Asking and answering wh- questions about a story game	**Teacher:** **-**asks students to tell the action verbs that they know. -reads a short story (**Little Red Riding Hood)** -shows students some pictures about the characters of the story and explains the name of them. -asks students to work in pairs -gives students some flash cards (Each flash	Some pictures Story game	It will be filled in the check list.

			card have some questions about the story)		
			-asks students to makes questions to their partner about the characters of the story, according to the action that they developed in the story such as: What is she/he doing?		
			Students:		
			-have to recognize the characters of the story		
			-answer some questions about the characters of the story according to the action that they developed in the story.(students have to use an action verb in order to make a sentence)		
			-make sentences with an action verb.		
Week six	To take the questionnaire and the post test	Answering the test and the questionnaire.	Researcher gives both the questionnaire and the post test to students. Explains the questions in order to students	The choice questionnaire. Copies	It will be filled in the check list.

			understand them well. Students take both the questionnaire and the test	Markers	

g. TIMETABLE

PHASES	ACTIVITIES	2014 Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	2015 Jan.	Feb.	Mar.	Apr.	May.
Project	Project presentation	■															
	Correction	■															
	Project approval		■														
	Thesis Advisor		■														
Intervantion/ action	Revision of the instruments		■														
	Plan the lessons		■														
	Act observe			■	■												
Thesis process	Data organization and tabulation				■												
	Interpreting and Reflecting					■											
	Writing up and reporting						■										
	Presenting the thesis report						■										
	Correction							■	■	■	■	■					
	Private review												■				
	Correction													■			
	Copying and Filling														■		
	Legal procudures															■	
	Public presentation																■

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h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH
7.1 RESOURCES

Human
i. The researcher
j. The 6th students in parallel "C"

Material
k. Printed materials
l. Books

Technical
m. Computer
n. Internet
o. Projector

7.2 BUDGET

Resources	Cost
Internet	$80.00
Printed of the project	$50.00
Print of reports	$20.00
Printed of final report and thesis	$300.00
Others	$50.00
Total	**$ 500.00**

7.3 FINANCING

All expenses related to the present research will be assumed entirely by the researcher conducting the investigation.

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        http://busyteacher.org/3932-how-to-teach-using-games.html

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ANNEXES

QUESTIONNAIRE

The following questionnaire has the purpose to collect information related with the use of games for improving the speaking skill, which the results will help as base in the development of the thesis project. I need your collaboration answering the following questions with all sincerity and honesty.

1. Do you like English?

Yes _____

No_____

2. Which of the following skills would you like to practice in the English class?
Speaking _____
Listening_____
Writing_____
Reading_____

3. Which resources are used to practice the speaking skill in the English class?

Video _____

Flash cards _____

Games _____

4. How often are these resources used when practicing your speaking skill?

Always   Sometimes   Never

Video	( )	( )	( )
Flash cards	( )	( )	( )
Games	( )	( )	( )

5. How would you like to practice your speaking skill?

Pairs _____

Group _____

Individual _____

6. Do you like to practice the speaking skill through games?
Yes_____
No_____

7. How often do you like to practice the speaking skill using games?
Always _____
Sometimes _____
Never _____

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

Feel confident_____
Learn from each other_____
Have more opportunities for exchanging ideas_____

Thanks for your collaboration.

Pre Test

Escuela Fiscal Mixta "Zoila Alvarado de Jaramillo"

The researcher of this action research will use this pre test in order to assess the students' speaking skill.

Pair activity (4 people)

Haga algunas preguntas a su compañero acerca de las imágenes.

Make some questions to your partner about the pictures:
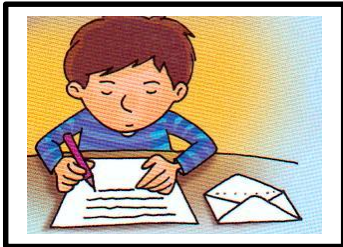
What is he doing?
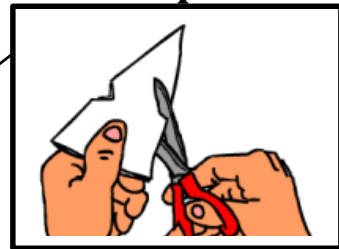
Reading aloud (2 people)

Read the following sentences:

Lea las siguientes oraciones

- He is walking.
- I am reading a book.
- She is dancing
- They are playing in the park
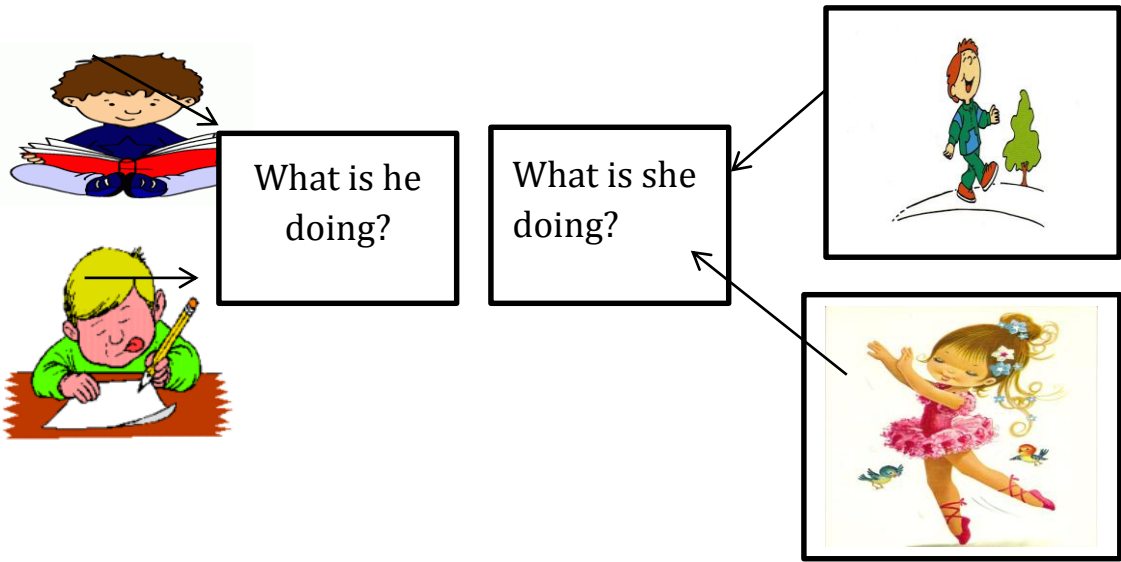
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POST TEST

Escuela Fiscal Mixta "Zoila Alvarado de Jaramillo"

The researcher of this action research will use this post test in order to assess the students' speaking skill.

Pair activity (4 people)

Make some questions to your partner about the pictures:

Haga algunas preguntas a su compañero acerca de la imágenes

What is he doing?

What is she doing?

Reading aloud (2 people)

Read the following sentences:

Lea las siguientes oraciones

-David is cutting a paper.

-He is jumping.

-They are playing soccer.

-Lucy is drinking water.

Checklist for speaking skill

Teacher: _____ Date: _____ Theme:_____

Key ElemenEts	Degree of Completion or Development				Degree of Completion or Development				Notes
	Poorly	Fairly	Well	Very well	Poorly	Fairly	Well	Very well	_____
Body Language	Eye Contact				Body Gestures				_____
									_____
Fluency	Pauses Effectively				Speak Loud				_____
									_____
Pronunciation	Difficult to understand				Stress and intonation				_____
									_____
Grammar errors	Sentence Structure				Tense of verbs				_____
									_____
									_____

Matrix

Theme: **The use of games for improving the speaking skill of the English language with 6th year students of basic education in parallel "c" at Zoila Alvarado de Jaramillo school, academic period 2013-2014.**

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
Main (Research) problem: How do games improve the speaking skill of the English language with 6th year students of basic education in parallel "c" at Zoila Alvarado de Jaramillo primary school, academic period 2013-2014?	**General** To improve the speaking skill of English Language through games with 6th year students of basic education in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.	**Speaking skill** -Definition of Speaking -Speaking as a skill -Difference between speaking and conversation -Problems with Speaking Activities - Solutions for the Problems of Speaking Activities. - Students' motivation to participate in a speaking lesson -Teaching Speaking - Difficulties of Testing Speaking - Types of Speaking Test - Correcting students'	**Preliminary investigation** -observing the English classes -Stating the background of problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research -preparing an intervention plan	**Questionnaires** **Tests** **Observation Checklists**
Sub-problems What kind of theoretical references about speaking skill and games are effective to help sixth year students of basic education in parallel "C" at Zoila Alvarado de Jaramillo School, academic	**Specific** To investigate the theoretical references about speaking skill and games to help the sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School,		**Intervention and observation**	

period 2013-2014? What are the issues that limit the speaking skill with students of the sixth year in parallel C at Zoila Alvarado de Jaramillo School, academic period 2013-2014? What are the important phases of the intervention plan that address the current issues of the improvement of the speaking skill with the sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014? Which games are implemented to improve the speaking skill in English Language of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo	academic period 2013-2014. To diagnose the issues that limit the speaking skill with sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014. To design an intervention plan with the use of games to improve the speaking skill of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014. To apply the intervention plan as part of the classroom activities in order to solve the limitations in the	mistakes - Accuracy versus Fluency - Pronunciation -A good Speaker **Games** -The definition of Games - How to choose a Game - How to teach using Games - How to use Games - Classification of Games - Games can be addictive - Games in Education as a Discipline of study - Learning in a Game Environment -Using Words - Students creation of	**-**applying, observing and monitoring students' performance according to the intervention plan **Presentation of research findings** **-**reflecting, analyzing and answering the proposed inquiries -organizing the final report	

School, academic period 2013-2014? How do games as part of the classroom activities reduce the limitation of the speaking skill of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014	speaking skill of sixth year students in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014. To reflect upon the effect that the games had on sixth year students' speaking skill in parallel "C" at Zoila Alvarado de Jaramillo School, academic period 2013-2014.			

ANNEX 2

ÍNDICE DE CONTENIDOS