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ENGLISH LANGUAGE DEPARTMENT

TITLE

THE INCORPORATION OF GAMES AS A PEDAGOGICAL ALTERNATIVE TO IMPROVE SPEAKING SKILLS OF STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION, AT ENRIQUE AGUIRRE BUSTAMANTE SCHOOL, QUILLOLLA CO NEIGHBORHOOD IN LOJA CITY, DURING THE 2014 – 2015 ACADEMIC YEAR.

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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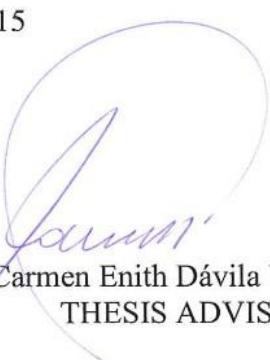
CERTIFICATION

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C E R T I F I E S:

The present research work entitled **THE INCORPORATION OF GAMES AS A PEDAGOGICAL ALTERNATIVE TO IMPROVE SPEAKING SKILLS OF STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION, AT ENRIQUE AGUIRRE BUSTAMANTE SCHOOL, QUILOLLACO NEIGHBORHOOD IN LOJA CITY, DURING THE 2014–2015 ACADEMIC YEAR** under the responsibility of the undergraduate student: BANESA JOHANA QUITUZACA CHAMBA has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, November 25, 2015


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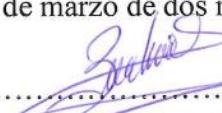
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THE AUTHOR

DEDICATION

This thesis is fully dedicated to my God, who is the source of wisdom, patience, and infinite love and to my beloved children Leonel and Katia, because they have given me the inspiration to finish one of the main goals in my life.

To my dear husband Jairo and my mother Olga who with their patience and love encouraged me to continue my studies. They were the best support and strength to develop my work due to they have been with me in all the moments.

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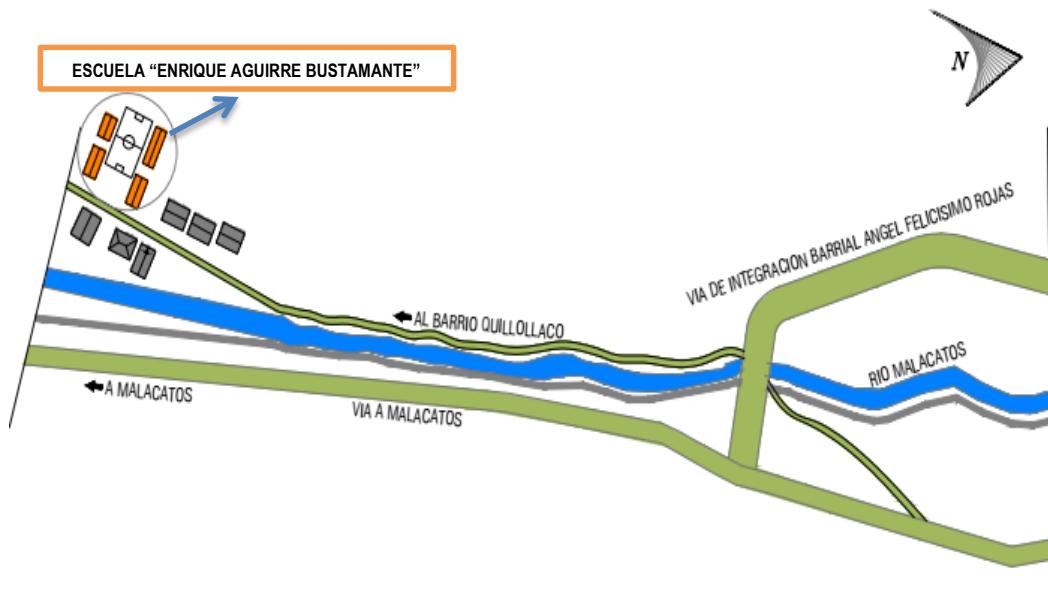
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CROQUIS DE LA INVESTIGACIÓN

BASIC EDUCATION, AT ENRIQUE AGUIRRE BUSTAMANTE SCHOOL



THESIS OUTLINE

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a. TITLE

THE INCORPORATION OF GAMES AS A PEDAGOGICAL ALTERNATIVE
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2015 ACADEMIC YEAR.

b. RESUMEN

Este trabajo de investigación tuvo como objetivo mejorar las habilidades del habla a través de la utilización de juegos. En el desarrollo de este trabajo, se utilizaron los siguientes métodos: el método científico, el método descriptivo, el método analítico-sintético, y el método estadístico que sirvieron para dar una explicación lógica a los resultados. Los instrumentos de recolección de datos fueron cuestionarios y pruebas aplicadas al principio y al final de la intervención. Observaciones y un diario de campo también fueron utilizados durante el desarrollo de la intervención. Los participantes en esta investigación fueron dieciocho estudiantes de octavo año de Educación Básica. Al final de la intervención, se encontró que el uso de los juegos en las clases de Inglés fueron eficaces y beneficiosos para los estudiantes, puesto que su nivel de habla aumento de manera considerable en Inglés en los aspectos de vocabulario, gramática, pronunciación, fluidez y comprensión.

ABSTRACT

This research work was aimed at improving speaking skills through the use of games. To develop it, the following methods were used; the scientific method, the descriptive method, the analytic-synthetic method, and the statistical method which helped to give logical explanation of the results. The data collection instruments were questionnaires and tests applied at the beginning and at the end of the intervention. Observations and a field diary also were used during the development of the intervention. The participants in this research were eighteen students of eighth year of Basic Education. At the end of the intervention, it was found that the use of games in the English classes were effective and beneficial for students since their speaking level in English increased meaningfully in the aspects of vocabulary, grammar, pronunciation, fluency and comprehension.

c. INTRODUCTION

Speaking skill is as crucial as any other language skill but it seems intuitively the most important and essential tool for communicating, thinking and learning. However, it is not easy to master it. The problems in the teaching and learning of speaking are related to students' participation, confidence, comprehension, fluency, vocabulary, pronunciation and grammar, in understanding and answering a simple question orally, the speech is made with a lot of pauses and use of no appropriate words at the moment to talk, and also the lack of motivation to participate freely. Considering these problems, it was necessary to determine how does the use of games motivate students to improve the speaking skills?

This research work was chosen in order to solve the students' limitation in speaking skills by motivating them to participate in class, giving confident, and freedom to speak through the incorporation of games in the development of the teaching-learning process. Games provide students a real life situation with the language. Also, games encourage students to participate actively and cooperatively in class.

To carry out this research work the following objectives were stated: to investigate the theoretical references about speaking skill and games as a pedagogical alternative, to identify the issues that limit the development of speaking skills, to design an intervention plan with funny games to develop speaking skills, to apply the games as a part of classroom activities with the proposal to solve the limitation in learning speaking skills, and to ponder on the

games effects in the development of speaking skills with students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.

The methods used were: the descriptive method, which was suitable to describe the different phases of this research work and the games applied. The scientific method, helped to make a basis of the theory about the two variables. The analytic-synthetic method was employed to analyze and interpret the obtained results of the tests and questionnaires. It also helped to draw up the conclusions. Finally, the statistical method permitted to make possible the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires, observations and the teacher's diary.

This research is structured as follows; the Abstract, which contains brief summary of the research performed, with its main objective, the methods and instruments used, the number of participants, the main results and conclusions. The Introduction, which contains the contextualization of the problem, the central problem and the reasons why the theme was chosen, the specific objectives of the research, the methodology used and finally the content of the thesis. Then, it comes the Literature review, which contains theoretical basis about the two variables which are speaking skills and games as the object of the research. Next, the Materials and Methods, include the design of the research, materials, methods, instruments, and the population of the research. After, there is in detail the presentation of the Results which contains the data gathered from the

instruments, presented as well as interpreted qualitatively and quantitatively into tables, figures and with analysis plus interpretation of the results. Later, the Discussion includes the gathered data during the intervention plan in school. Afterwards, the Conclusions which were drawn based on the results. The Recommendations include some suggestions for future similar researches to improve the speaking skills.

d. LITERATURE REVIEW

Speaking

Definition

Howarth (2001, pag. 39) defines speaking as a two-way process involving a true communication of ideas, information or feelings. Meanwhile, Luoma (2004, pag. 2) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open ended, and evolving. On the other hand, Andryani (2012, pag. 2) delineates speaking skill as the ability to speak the target language to communicate with others and it consists of accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility.

Speaking reflects people's thoughts and personalities. It is an ability to communicate with others with the aim of sharing knowledge, emotions, needs, opinions or ideas that take place between the speaker and the listener that consist in the development of accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility.

The importance of speaking

Ur (2000: 12) believes that of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing. Celce-Murcia (2001, pag.103) argues that for most people the ability to speak a language is synonymous with knowing that language

since speech is the most basic means of human communication. Baker and Westrup (2003, pag. 5) declare that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. So by speaking English well, students gain a skill that will enrich their life if you just communicate you can get by. But if you skillfully communicate, you can work miracles.

Speaking English well, people get by and enrich their life in the laboral and personal field.

Teaching speaking

According to Nunan (2003), teaching speaking is to teach EFL (English as a Foreign Language) learners to:

Select appropriate words and sentences according to the social setting, audience, situation and subject matter.

Present new vocabulary words and grammatical structures in situational and communicative contexts.

Produce the English speech sound and sound patterns.

Use word and sentence stress, intonation patterns and the rhythm of the second language.

Organize their thoughts in a meaningful and logical sequence.

Use language as a means of expressing values and judgments.

Use the language quickly and confidently with few pauses, which is called fluency.

Understand what is said to the speaker using their current proficiency to the

fullest.

Teaching speaking means to follow some specific steps, it is a vital process that can be done naturally. Learning to speak requires progress in vocabulary, fluency, grammar pronunciation and comprehension.

Principles for teaching speaking

According to Nunan (2003), there are some principles for teaching speaking. Some of which are described below:

1. Give students practice with both fluency and accuracy:

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work:

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students .

Teacher roles in speaking

According to Hill College (2012), the role of the teacher during the speaking class is to act as an/a:

Organizer: Get students engaged and set the activity.

Prompter: using learner centered activity, focus on the learner talk time and constant change in the mode of interaction.

Observer: Analyze what causes communication breakdowns.

Participant: Do not initiate the conversation.

Feedback provider: Tell students how proficient their performance was, but always choosing the right time and the right way to correct the students.

Resource person: Provide students with tools to improve their oral performance.

Friendly: Establishes a good rapport with students.

From all mentioned above, one can understand that the main concern of language teachers in the class is developing the ability of the students to use language for a variety of communicative purposes. In doing so, a teacher is expected to act as an organizer, prompter, observer, participant, feedback provider, a resource person, and friendly. These teachers' roles arouse student's interest and involve them in what they are doing.

Stages of a speaking lesson

According to Goh and Burns (2012, pags. 151-152) recommend seven-stages cycle of activities in a speaking lesson:

1. Focus learners' attention on speaking: Students think about a speaking activity, what it involves and what they can anticipate.

2. Provide input and/or guide planning: This may involve pre-teaching vocabulary, expressions or discourse features and planning for an activity they will carry out in class (e.g. a presentation or a transaction).
3. Conduct speaking task: Students practice a communicative speaking task with a focus on fluency.
4. Focus on language/skills/strategies: Students examine their performance or look at other performances of the task, as well as transcripts of how the task can be carried out, and review different features of the task.
5. Repeat speaking task: The activity is performed a second time.
6. Direct learners' reflection on learning: Students review and reflect on what they have learned and difficulties they encountered.
7. Facilitate feedback on learning: Teacher provides feedback on their performance.

For teachers, what is relevant about the cycle is that it assists them to focus systematically on planning each component, and to develop appropriate tasks and materials for learners at different stages of learning. It also takes into account activities that engage learners at the cognitive and affective level.

The components of speaking skill

Agreeing to Brown (2015), there are some components of speaking skill that the students should consider in speaking:

Nº	Language components	Description
1	Vocabulary	Choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word.
2	Grammar	Accurate use of structure, how the learners gets his/her utterance correct
3	Pronunciation	<ol style="list-style-type: none"> 1. Pronunciation of individual sounds and words 2. Pronunciation of sentences, the right intonation and stress
4	Fluency	<ol style="list-style-type: none"> 1. The ability to keep the conversation going 2. Speak smoothly without hesitation, or inappropriate pause, or repeating words.
5	Comprehension	<ol style="list-style-type: none"> 1. The ability to understand what is said to the speaker. 2. Understand when, what, and why to produce the language.

So, based from the definition mentioned above, it can be concluded that vocabulary refers to the words which have meaning in a particular language. Grammar refers to the word order and sentence structures in the target language. Pronunciation means the correct and clearly pronunciation of the words. Fluency

is the ability of the speaker in expressing or uttering ideas in terms of sentences with little pauses like “ums” and “ers” of utterance. And finally comprehension refers to the ability to understand what is said to the speaker in order to respond or to initiate a communication.

Types of classroom speaking performance

According to Nunan (2003, pag. 271), there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom:

1. Imitative- Drills in which the learner simply listen and to orally repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy;
2. Intensive- Drills or repetitions focusing on specific phonological or grammatical aspects of language, such as minimal pairs or repetition of a series of imperative sentences.
3. Responsive- Short replies to teacher or students-initiated questions or comments, such as a series of answers to yes/no questions.
4. Transactional (dialogue) - Carried out for purpose of conveying or exchanging specific information, such as information-gathering interviews, role plays, or debates.
5. Interpersonal (dialogue) - Dialogues to establish or maintain social relationships than for the transmission of facts and information, such as personal interviews or casual conversation role plays.
6. Extensive (monologue) - Extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Nunan says that these types of speaking performances can be used independently or they can be integrated with one another in teaching speaking depending on learners' needs namely, a teacher can determine which type is appropriate for her/his speaking class based on students' ability or level.

Speaking Activities

Sion (2001, pag. 57) points out that a good English conversation class involves more than sitting around chatting. To teach English conversation well, you'll need to carefully plan and direct the class, yet make sure the conversation stays spontaneous and uninhibited. Students should be encouraged to work with each other as well as with their teacher in order to develop their speaking skills. Finocchiaro and Brumfit, (2007, pags. 141–142), list some specific tasks for doing so:

1. Responding to directions or questions given by the teacher or another student.
2. Giving directions for other students.
3. Preparing original sentences with communicative expressions, structures or notions which have been presented.
4. Answering questions asked by other students about any class or out-of-class experiences.
5. Asking the teacher or other students questions about reading or common experience.
6. Describing objects from a picture or a chart.
7. Using their own words to tell or retell a well-known story or experience.
8. Improvising realistic conversations about a class shop, a library, or other appropriate resources.

9. Taking a role in a communicative game.
10. Participating in some oral group activities, such as a debate, discussion, a forum, based on research, where students are forced to listen attentively to the previous speaker in order to agree, disagree, express uncertainty, or add other relevant information.
11. Giving a report in the target language about a newspaper article written in the native language.

Testing students' speaking skill

According to Brown (2015), a test is a procedure for measuring ability, knowledge or performance. The speaking test is used to test students' speaking proficiency. When we give a speaking test to the students, five components are generally recognized in analyses of the speech process which are:

1. Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

Testing students' speaking using rubrics

Definition of rubric

Arter (2000) says that rubrics are a guideline for rating students' performance. The guideline of performances specifies what a performance is like at various levels such as, excellent, great, good, regular and poor. The key

elements of a rubric are the descriptors for what a performance is like within the full range of possible performance levels.

From the explanation above, it can be concluded that rubrics are an explicit set of criteria used for assessing a particular type of work or performance. A rubric usually also includes levels of achievement for each criterion. Levels of achievement are often given by numerical scores or by words like excellent, great, good, regular and poor.

Types of rubrics

Arter (2000) declares that there are four types of rubrics in scoring students' performance and the teacher can choose what rubrics they need to score his/her students.

Holistic rubrics provide a single score based on overall impression of a student's performance on a task. This type of rubrics is quick scoring. So, the teacher is able to use this type when he/she wants a quick snapshot of achievement. However, it does not provide detailed information, may be difficult to provide one overall score.

Analytic rubrics provide the teacher to get more detailed feedback to the students' performance. The scoring will be more consistent across students and grades. The drawback of this type is that the teacher needs more time to score. In short words, this type of rubrics is able to be used if the teacher wants himself and his students to see the strengths and weaknesses of the students' performance.

General rubrics contain criteria that are general across tasks. If the teacher wants to use the same rubrics across different tasks, this type of rubrics is really recommended. However, the rubrics cannot provide specific feedback.

Task specific rubrics are unique to a specific task. The advantage of this type is more reliable assessment of performance on the task. Then, the disadvantage of task specific rubrics is difficult to construct rubrics for all specific tasks. In other words, this type of rubrics is the best preference if the teacher wants to assess knowledge when consistency of scoring is extremely important.

A rubric commonly is used to see the strengths and weaknesses of the students' performance in order to give more detailed feedback to the students' performance along several class sessions.

Types of speaking test

Nakamura & Valens (2001) suggest three different types of speaking test as a form of assessment:

Monologue speaking test the students are asked to perform some tasks such as; show and give some information by answering questions about any topic chosen by the teacher or by the students. This gives the students a chance to make a mini presentation.

Dialogue speaking test which is also known as an interview. It is an open-ended test where the students lead a discussion with the teacher, and students in that kind of test are required to use conversation skills that they have learned before.

Multilogue speaking test that is also called a discussion and debating. Here, the discussions are student-generated, and students are put into groups where as a group, they decide on a topic they feel would be of interest for the rest of the classroom.

Speaking skill can be assessed through different tests, such as, mini dialogues, small presentations, interviews, classroom interaction, discussion, and debating. It has been suggested that the teacher needs to keep his/her record of student's performance over a long period of time.

Games

Definition

According to Collins COBUILD English language Dictionary (1987), games are manner of playing in contests according to rules and the winner is recognized by skill, strength or luck. They are activities engaged in for amusement. On the other hand, games are enjoyable activities of sport involving skill, knowledge or chance in which people follow fixed rules and try to win against each other (Webster's New Dictionary, 1994). Whilst, Wright, Betteridge and Bucky (2006, pag. 1) affirm that game mean an activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with others. Consequently, Talak-Kiryk (2010) states that games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge.

Games are activities that provide entertainment or amusement. They involve skill, change, or endurance on the part of two or more people who play according to the set of rules for their own amusement.

Kinds of games

Wright, Betteridge & Buckby (2006) provide the following classification of games:

1. 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.
2. 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.
3. Magic Tricks: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.
4. Sound Games: Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through 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.
5. Card and Board Games: These games can be adaptations of several well-known card games and board games like snakes and ladders.

6. 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.
7. True-false Games: In these games someone makes a statement which is either true or false. The game is to decide which it is.
8. 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.
9. 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.
10. 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.
11. Story Games: These games provide a framework for learners to speak as well as write stories and share them with classmates.

Advantages of games in language learning

Byrne (2006, pag. 99) states that the maximum benefit can be obtained from language games if they form an integral part of a program, at both the practice and production stages of learning. Used in this way, they provide new and interesting contexts for practicing oral language already learnt –and often for acquiring new language in the process.

Deesri (2002, pag. 2) argues that games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses. In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn.

As Mora & Lopera (2001) states that games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students since games can contribute to the development of a series of skills and competences.

Crookal, (2005, pag.112) says that the advantage associated with games is that students' anxiety towards language learning decreases as games are employed. In language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely.

Ersöz (2000) supports that when games are used properly in class, students feel comfortable to participate and exercise their language skills. Most of students find games fun and entertaining and at the same time games provide the students the opportunity to make use of language during it is carried out.

Mei and Yu-jing (2000) say that:

Games are fun and children like to play them. Through games children

experiment, discover, and interact with their environment.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor.

The game context makes the foreign language immediately useful to the children. It brings the target language to life.

The game makes the reasons for speaking plausible even to reluctant children.

Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Even shy students can participate positively.

Chen (2005) declares in his journal that the benefits of using games in language learning are learner centered, promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, integrate various linguistic skills, encourage creative and spontaneous use of language ,construct a cooperative learning environment and foster participatory.

Play activities are recreational exercises that give children pleasure and enjoyment as they are learning a language. Playing is a way to make learning interesting and to satisfy children's needs because this activity is within the bounds of their daily life. Therefore, play should be considered as a strategy to

encourage the use of the foreign language and the development of oral communicative competences in learners (Castrillón, 2009).

Children enjoy fun activities; they need to be exposed to a large variety of activities which have meaning and purpose because these provide them with opportunities to interact in the language. Furthermore, varied activities help kids to increase their desire of being involved in the development of the classes. Therefore, these kinds of exercises facilitate the learning process and encourage the development of children's oral communicative competences (Castrillón, 2009).

Teachers should include games as part of their teaching strategies because these provide students with situations that help them learn easily. At the same time, games encourage the development of oral and written communicative competences (Castrillón, 2009).

Learning speaking through games seems to be an effective way to develop speaking skills for young learners. Not only are games an important part of their everyday life, the game setting also allows students to co-operate and interact, a natural way for developing speaking skills. When the students speak to prepare and run the games, they are not just answering questions or asking questions, but interacting with the others by making suggestions, responding to others' suggestions, asking questions and evaluating the answers from the others (Kit-Lam Tang, 2001).

Games improve participation, self-esteem that it is more like real life. For instance, most conversations start with open ended questions: "How are you?",

“What did you do yesterday?”, “How can I help you?”, and “What would you like for dinner?” As foreign language learners, it is important that they are provided with scenarios that are as realistic as possible. Easy ways to do that involve the students finishing a sentence, listing words that begin with a certain letter, answering open ended questions on games (Talak-Kiryk, 2010).

Games stimulate interactivity. The students are actively processing and working with the material as well as with classmates. In a foreign language classroom, it is imperative that the students practice speaking with each other. The goal of the foreign language learner is to speak proficiently and independently in various situations. The interactivity amongst the students also promotes a community of learners. The students will begin to see each others as individuals and will learn more about each other instead of seeing what they are on the surface (Talak-Kiryk, 2010).

Games allow the students to work as a team and to work collaboratively towards a common goal. So now, the collaborative effort is promoting a spontaneous discussion about the material, improving pronunciation, increasing participation, aiding in comprehension, all while the students are thinking quickly on their feet. The students are also developing trust and self-esteem in this process (Talak-Kiryk, 2010).

Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of

helping the learners to experience language rather than merely study it (Wright, Betteridge, & Buckby, 2006, pág. 2).

Ersoz (2000) asserts that the implementation of games in class promote the use of the language skills.

As Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (2003) states that games can be used in order to assess the students' oral production and consequently there is an improvement on the students' communicative competence.

Wright, et al (2006) affirms that games are designed to provide students with a large amount of communicative language practice as conventional drill activities, but in rather meaningful way by working language as real communication.

It is important to determine students' strengths and weaknesses at the outset to help them know what goals will be realistic and how to proceed with a plan of study (Shank, 2013).

One of the techniques that the teacher can apply in teaching speaking is game. Game is a potential activity that gives students feeling of freedom to express themselves (Dwiyanti, 2009, pág. 3).

Games are believed to give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability (Chandra, 2008).

Games encourage, entertain, teach, and offer a context in which language is used meaningfully by providing opportunities for language practice. So, the important reasons for using games are simply that they are immensely enjoyable

for both teacher and students. Also, they help students see the beauty in a foreign language and not just problems of the foreign language itself.

Characteristics of good games

According to Talak-Kiryk (2010), good games have many characteristics:

1. They are governed by rules.
2. They are based on a learning objective.
3. They include doable challenges.
4. They are fun and interesting, thus motivating. This encourages the player to not only play today but to return later to the game.
5. They are based on reality in order to intrinsically motivate the players to continue to play the game.
6. They require interaction.
7. Games must include everyone.

How to choose games

Hong (2002) says that to choose a game there are some questions which we might consider as we 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?

How to play games

Wright, Betteridge, & Buckby. (2006, pág. 3) claims that there are two ways to play games, namely:

Pair work:

This is fast and easy to organize; it provides opportunities for intensive listening and speaking practice.

Group work:

Some games require four or six players, in these cases group work is essential. Membership of groups should be constant for the sake of goodwill and efficiency. Many teachers consider it advisable to have a group leader. The leader's role is to ensure that game or activity is properly organized and to act intermediate between learners and teachers.

When to use games

According to Torrealba (1999, pag. 3), a game can be used before, during and after a class.

Before a class, for instance, they can be used to inform learners of the lesson objectives. At the beginning of the class, they can serve as warm up or review

activity.

During class they can be used to change from one topic to another, provide practice, evaluate performance, or to teach new content.

At the end of the class, they can help summarize the content or wrap up the whole class session. After the class, they can serve as follow-up activities. It is important to remark, however, that teachers should not use games in class just as “time-killers”. They should always have a well-defined purpose.

How to direct games in class

Torrealba (1999, pag. 3) states that teachers need to follow a set of general rules that some of these rules might not apply to all games, so the teacher has to study the activity and decide what to do:

Before a game:

Outside the classroom: Select games according to the objectives; study the games and rules; check, select or make material; count material; decide grouping.

In class: Present vocabulary and expressions as review; states objectives of games; give clear instructions; state steps; state time; present control signals(noise, movement or other); assign students to groups; assign roles; ask students to think of group names, present “Playing teams”; set up classroom; ask students to arrange desks to “Playing” mode.

During the game:

Have students retell rules; hand in instruction sheets; motivate constantly; make sure the second language used; circulate to help in case of doubts; check

pace (not too slow not too fast); make sure each step is carried out on time; take notes on mistakes; control sequence; give instruction for transitions from one step to another; stimulate every body's participation; if one does not play, get him/her to help; do not interfere.

After the game:

Congratulate all participants; give awards/prizes; give feedback, coordinate follow-up discussion; reflect on aspects learned or practiced; ask for changes to the game; present mistakes, correct them; rearrange desks; congratulate again.

e. MATERIALS AND METHODS

Materials

In this research work, three kinds of resources were used such as: the human, the material and the technical resources. The human resources were eighteen students of eighth year of Basic Education at Enrique Aguirre Bustamante School, the English teacher who helped to monitor students' work, the thesis advisor who gave me suggestions to develop the intervention plan, and the researcher who applied the intervention plan. The material resources employed were: paper which was used to print the activities and the project, the English book which was used as a guide to design the intervention plan. The technical resources were: flash memory to save information searched, internet to look for the information, scanner, printer, projector and the personal computer to type the information.

Design of the research

The action research model was implemented in this research work, which is one form of classroom centered-research. It was employed focusing on a particular problem in order to solve it in the classroom by understanding, evaluating and changing a situation, connecting the research to practice. This action research is a form of self-reflective cycle of identifying a problem, planning a change, acting and observing the processes and consequences.

This research work allowed the researcher to gain experience in the field of education through studying issues reflected by the participants in the area of

English. So, these problems were collected, analyzed, and finally there was implemented changes based on the obtained findings.

Methods

The following general methods were used along the research:

The scientific method provided the research with suitable information about the both variables: speaking skills and games. The information collected helped to design the data collections instruments, the plans and to support the analysis of the results.

The descriptive method allowed describing the different phases before, during and after the intervention plan. It helped to explain and analyze how the use of games motivate students to improve speaking skills and to explain the object of the investigation in this case the games. Also, it served to describe the resources into tables and figures.

The analytic-synthetic method was employed to analyze and interpret all the data gathered through the tests and questionnaires. The collected data was described in tables, figures, and analysis plus interpretations considering the information before and after the intervention. It also helped to draw up the conclusions.

The statistical method allowed making possible the tabulation of the information received from the tests and the questionnaire into tables, figures and analysis plus interpretations. In the tests were applied the formula $X=x/n$ to calculate the mean for each text section. The calculation provided a general view of performance of the group in each test.

Techniques and instruments

With the aim to collect worthy information for the intervention plan it was necessary to design a pre and a post test, a pre and post questionnaire, observation checklists and a field diary, which were applied at the beginning, during and after intervention.

Test:

Two spoken tests were used. A pre-test was used at the beginning of the intervention plan which contained five questions guided to diagnose the level of speaking skills. Each question was related to the topics that students have already studied. The same test was used as a post-test at the end of the intervention plan in order to determine if students have improved their speaking skills with the use of games. Also, to identify the students' proficiency in the oral speaking test (pre and post- test) an oral speaking rubric was used to qualify and grade students' speaking skills. Five components were generally recognized in the analysis of speech process. These were: vocabulary, grammar, pronunciation, fluency and comprehension. The criteria and the scale in this research were used to identify the students' proficiency on the oral speaking skills.

Observation:

Through the observation sheet, the researcher observed the students' achievement during the lesson. It was also used to keep an evidence of what happened in class. Then, it helped to analyze and ponder on the findings when the plan ended.

Questionnaire:

At the beginning of the intervention, a pre- questionnaire was applied in order to get information about the students' perception in speaking skills inside the classroom. It contained 3 close questions and 6 multiple-choice questions. At the end of the intervention plan, the same questionnaire was applied as post-questionnaire in order to verify if the games as a pedagogical alternative had a positive or negative impact in the improvement of the students' speaking skills. Both questionnaires were conducted in class, so that the researcher gave a clear explanation to students and clarified the students' questions.

Field diary:

Field notes were made as a tool to record what was heard and observed in each lesson. It helped to take notes about the findings during the intervention, significant events along the classes or particular situations that took place like, students' efforts, motivations or weaknesses faced in the classes.

Population:

The students of eighth year of Basic Education of Enrique Aguirre Bustamante public school where who participated in the development of this action research. The participants were eighteen students both boys and girls. They are between eleven and thirteen years old. The students received five hours of English per week with a certified teacher. Their English level was A1, they were beginners in the English language learning.

f. RESULTS

This section details how the objectives proposed in this action research were accomplished:

The first objective of the research work was proved with the theoretical references, which supported the design of the intervention plan and the instruments that were applied. It also, was useful to analyze the results gathered in order to give a logical explanation of these findings.

The second objective was fulfilled with the pre-test results of eighth year students in speaking skills that are shown below in table 1. It was used at the beginning of the intervention plan and contained five questions guided to diagnose the level of speaking skills.

The third objective was accomplished with the design of the intervention plan which contained eight lessons that included a variety of speaking activities with the use of three kinds of games: caring and sharing game, guessing and speculating game and story game. Each lesson was developed considering three phases: engage, study and activate and carried out during two months.

The fourth objective was verified with the comparison of the pre and post questionnaires results that are shown in tables from 2 to 10.

The fifth objective was evidenced with the post-test findings of eighth year students in speaking skills that are displayed below in table 11. It was used at the end of the intervention plan in order to determine if students have improved their speaking skills with the use of games.

Pre-Test Results.

Objective two: To identify the issues that limit the development of speaking skills of the students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.

a. Table 1

Pre-test Scores of Eighth Year Students in Speaking Skills.

Students' code	F	V	G	P	C	Total
	/2	/2	/2	/2	/2	/10
EEAB001	1	1	1	1	1	5
EEAB002	0.5	0.5	0.5	0.5	0.5	2.5
EEAB003	0.5	1	0.5	0.5	0.5	3
EEAB004	0.5	0.5	0.5	0.5	0.5	2.5
EEAB005	0.5	1	0.5	0.5	0.5	3
EEAB006	0.5	1	0.5	0.5	0.5	3
EEAB007	0.5	1	0.5	0.5	0.5	3
EEAB008	0.5	1	0.5	0.5	0.5	3
EEAB009	0.5	1.5	1	0.5	1	4.5
EEAB0010	0.5	1	0.5	0.5	0.5	3
EEAB0011	0.5	1	0.5	0.5	1	3.5
EEAB0012	1	1.5	1	1	1	5.5
EEAB0013	0.5	1	0.5	0.5	1	3.5
EEAB0014	0.5	1	0.5	0.5	0.5	3
EEAB0015	0.5	1	0.5	0.5	1	3.5
EEAB0016	0.5	1	0.5	0.5	0.5	3
EEAB0017	0.5	1	0.5	0.5	0.5	3
EEAB0018	0.5	1	1	0.5	0.5	3
MEAN	0.5	1	0.6	0.5	0.7	3.3

Note. EEAB=Escuela Enrique Aguirre Bustamante; 001=Students' code; V= Vocabulary, G= Grammar, P= Pronunciation, F=Fluency, C=Comprehension

b. Analysis and interpretation

The results of table 1, showed that students got the total score mean 3.3/10, which was below the expected level 8/10. This unexpected result evidenced that the students' communication was generally not effective, the tasks performed were generally poorly, there were ineffective use of compensatory strategies, and the speech was very frequently marked by non-native characteristics (see general rubric, pag. 161). Despite of this result, students showed strengths in the aspect of

vocabulary which is verified with the highest score 1/2, that located them in a good level (see specific rubric, pag.159). This means, they use an adequate range of vocabulary, but sometimes inappropriately. Whilst, in the same table, is visible that the students had a regular level (see specific rubric, pag. 159) in both aspects pronunciation and fluency, corroborated with the lowest score mean gotten 0.5/2. This indicates that the students' speech was extremely hesitant and choppy with frequent pronunciation errors, which made difficult to understand the message they wanted to communicate. So, as it demonstrated, student's limitations in speaking are regarding the speaking domain in using the appropriate words, in knowing the correct pronunciation of them, and in expressing clear and complete ideas. According to Brown (2015), there are some aspects of speaking that people should domain at the moment to speak in English: vocabulary, grammar, pronunciation, fluency and comprehension. Vocabulary refers to the words which have meaning in a particular language. Grammar refers to the word order and sentence structures in the target language. Pronunciation means the correct and clearly pronunciation of the words. Fluency is the ability of the speaker in expressing or uttering ideas in terms of sentences with little pauses like "ums" and "ers" of utterance. And comprehension refers to the ability to understand what is said to the speaker in order to respond or to initiate a communication.

Comparison of the Pre and Post Questionnaires Results.

Objective four: To apply the games as a part of classroom activities with the proposal to solve the limitation in learning speaking skills with students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.

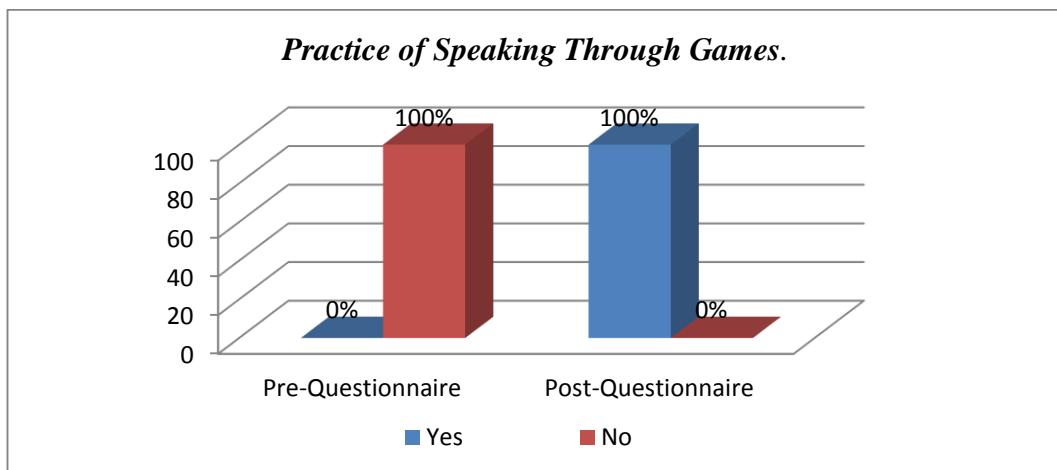
Question 1: Do you practice speaking through games?

a. Table 2

Practice of Speaking Through Games.

	Pre-Questionnaire f	Pre-Questionnaire %	Post-Questionnaire f	Post-Questionnaire %
Yes	0	0	18	100
No	18	100	0	0
Total	18	100	18	100

b. Figure



c. Analysis and interpretation

In the results of table 2, 100% of students indicated that in the English classes never has been implemented the games with the purpose of practicing speaking, before the intervention. The clarification here is that students have not

been provided with opportunities of speaking English playing and performing interactive activities and developing collective and cooperative work that games entail. However, after applying the intervention, all the students stated that working with games is a fun way of participating and practicing speaking, which motivated them to start communicating orally with their classmates in English. Thus, Dwiyanti (2009, pag. 3), asserts that one of the techniques that the teacher can apply in teaching speaking is game. Game is a potential activity that gives students feeling of freedom to express themselves.

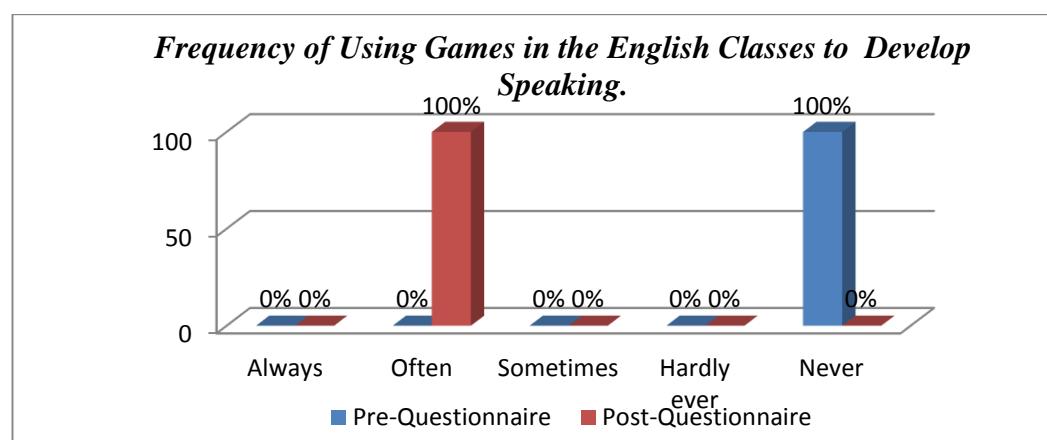
Question 2: How often does the teacher use games in the English classes to develop speaking?

a. Table 3

Frequency of Using Games in the English Classes to Develop Speaking.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	0	0
Often	0	0	18	100
Sometimes	0	0	0	0
Hardly ever	0	0	0	0
Never	18	100	0	0
Total	18	100	18	100

b. Figure



c. Analysis and interpretation

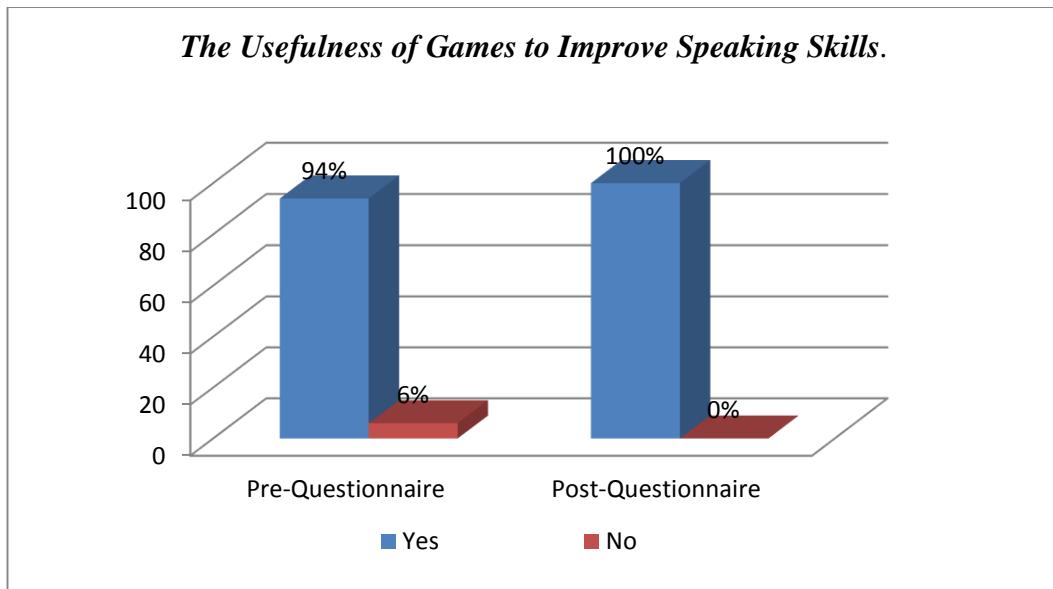
The results showed in table 3, indicated that the games have never been used in English classes to develop speaking before administering the intervention plan. This answer was confirmed by 100% of students. As it could be seen, the students have not been often exposed to speaking real life situations. Nevertheless, after the application of the lesson plans designed, the results were completely different, all students represented by 100% started participating and losing their fear of speaking. Therefore, the games applied motivated students to speak English daily. As Torrealba (1999, pag. 3) affirms that a game can be used before, during and after a class. Before a class, for instance, they can be used to inform learners of the lesson objectives. At the beginning of the class, they can serve as warm up or review activity. During class they can be used to change from one topic to another, provide practice, evaluate performance, or to teach new content. At the end of the class, they can help summarize the content or wrap up the whole class session. After the class, they can serve as follow-up activities. It is important to remark, however, that teachers should not use games in class just as “time-killers”. They should always have a well-defined purpose.

Question 3: Do you think that games can help you to improve your speaking skills?

a. Table 4

The Usefulness of Games to Improve Speaking Skills.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	17	94	18	100
No	1	6	0	0
Total	18	100	18	100

b. Figure**c. Analysis and interpretation**

The data collected from this question reveals that almost all the students, represented by 94% considered that games could help them to improve their speaking skills since the beginning of the interference plan. It evidences, that most of the students are conscious that games are worthy to improve their speaking skills. But, after the application of the games the results changed at all, the experience students had playing games in the English classes encouraged them to practice English with their classmates and teacher. Consequently, students incremented their speaking skill considerably. As Nguyen Thi Thanh Huyen & Khuat Thi Thu Nga (2003) argue that games can be used in order to teach, practice and assess the students' oral production and consequently there is an improvement on the students' communicative competence.

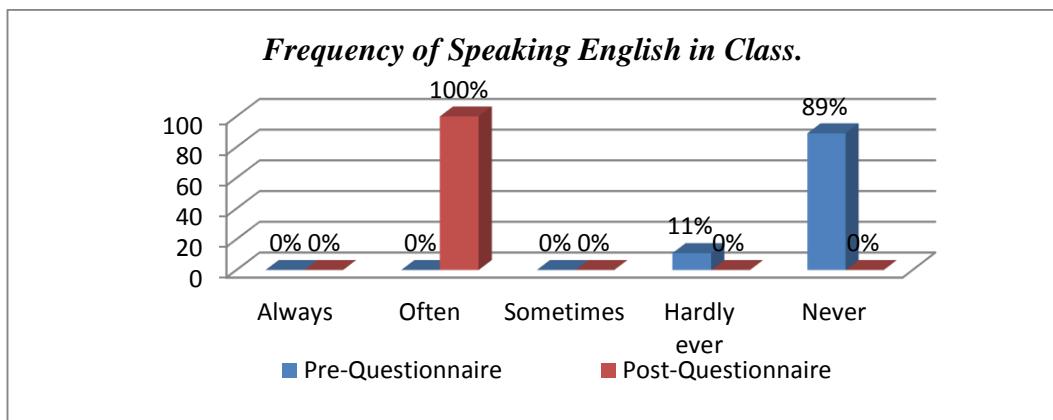
Question 4: How often do you speak English during class?

a. Table 5

Frequency of Speaking English in Class.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	0	0
Often	0	0	18	100
Sometimes	0	0	0	0
Hardly ever	2	11	0	0
Never	16	89	0	0
Total	18	100	18	100

b. Figure



c. Analysis and interpretation

Based on the results obtained in table 5, most of students (89%) have never put into practice their speaking in the English classes before the application of the games. It was denoted that the oral communication between students and teacher was poorly due to the activities were not focused on practicing and developing speaking. On the other hand, after the implementation of the games in the classroom, all students started speaking English most of the time, showing their learning experiences among them. Hence, the games give the students the chance to develop their speech. Along the same lines Wright, et al (2006) says that

games are designed to provide students with a large amount of communicative language practice as conventional drill activities, but in rather meaningful way by working language as real communication.

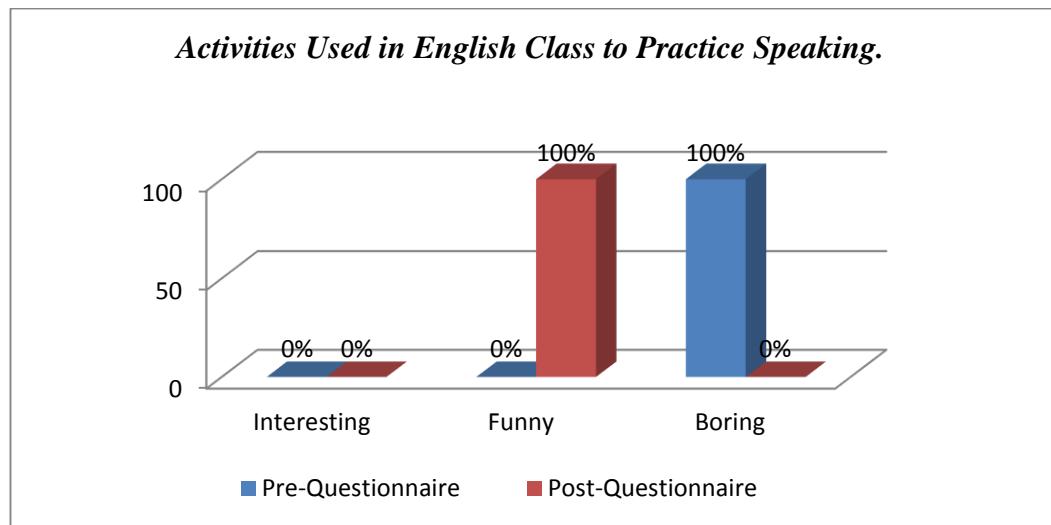
Question 5: The activities used in English class for speaking are:

a. Table 6

Activities Used in English Class to Practice Speaking.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Interesting	0	0	0	0
Funny	0	0	18	100
Boring	18	100	0	0
Total	18	100	18	100

b. Figure



c. Analysis and interpretation

The results illustrated in table 6 showed that all students perceived the activities implemented in the English classes as boring. It means, these activities did not motivate them to speak and teachers are not giving the importance of incorporating interactive, funny and interesting activities at the moment to

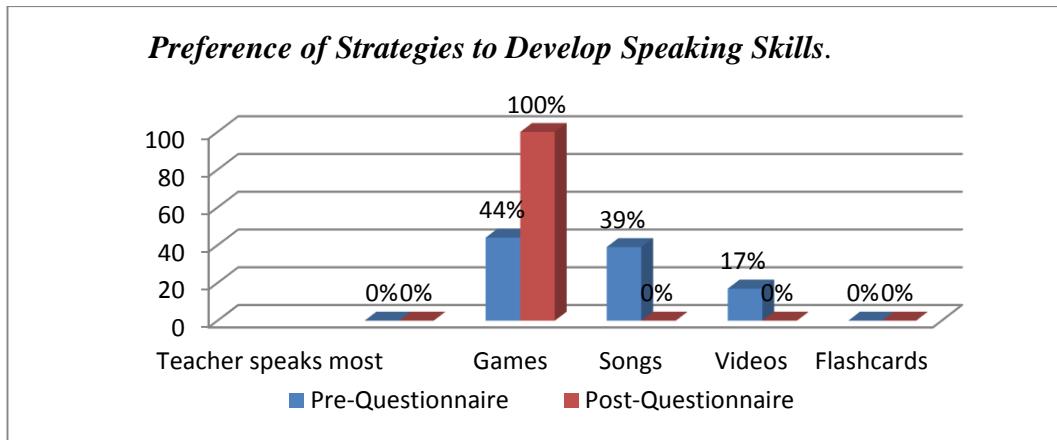
prepare and give a class. But, the data obtained after administering the post questionnaire, all the students thought the activities developed in the English classes were funny and enjoyable for them. It means that the games increased the students' desire of being involved in the development of the English classes. As Castrillón (2009) affirms that children enjoy fun activities; they need to be exposed to a large variety of activities which have meaning and purpose because these provide them with opportunities to interact in the language. Furthermore, varied activities help kids to increase their desire of being involved in the development of the classes. Therefore, these kinds of exercises facilitate the learning process and encourage the development of children's oral communicative competences.

Question 6: What strategy do you prefer to be used to develop speaking skills in English class?

a. Table 7

Preference of Strategies to Develop Speaking Skills.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Classes in which the teacher is the person who speaks most	0	0	0	0
Games	8	44	18	100
Songs	7	39	0	0
Videos	3	17	0	0
Flashcards	0	0	0	0
Total	18	100	18	100

b. Figure**c. Analysis and interpretation**

As it can be seen in table 7, at the beginning of the intervention plan, the preferred strategy for most students that belong to 44% in order to put into practice speaking was the games. It specifies that some of the students have been familiar with games and preferred to use them to develop their speaking skills, leaving apart other strategies, and the rest of the students wanted to use songs and videos in the English classes to improve their peaking skills. To face at this, the students' perception toward the pedagogical alternative to be implemented in class is unknown. But, after the application of the games every student that corresponds to 100% changed their mind toward the games. They wanted to use and follow using the games in the English classes to improve their speaking skills because they could learn while playing. As Mora & Lopera (2001) declares that games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students since games can contribute to the development of a series of skills and competences.

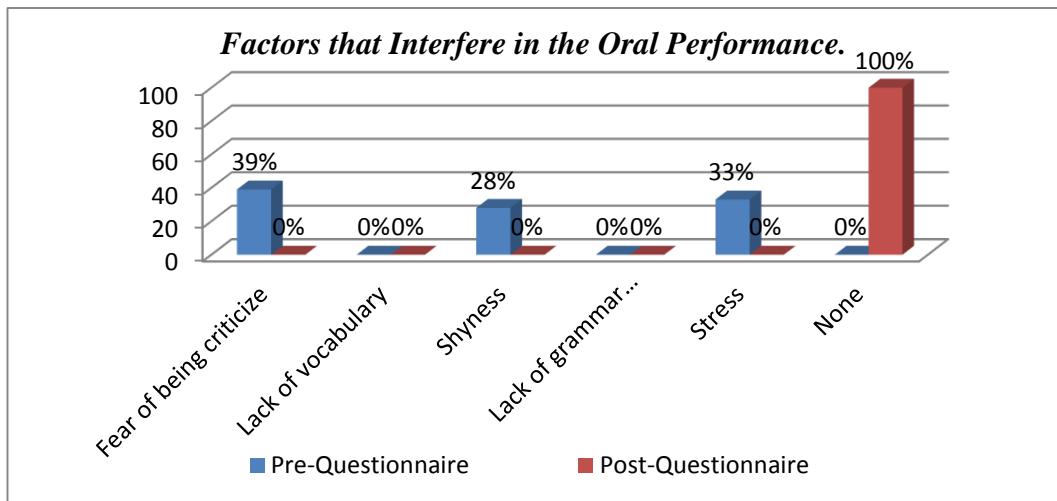
Question 7: What factors interfere in your speaking or make your oral performance difficult during English class?

a. Table 8

Factors that Interfere in the Oral Performance.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Fear of being criticize	7	39	0	0
Lack of vocabulary	0	0	0	0
Shyness	5	28	0	0
Lack of grammar knowledge	0	0	0	0
Stress	6	33	0	0
None	0	0	18	100
Total	18	100	18	100

b. Figure



c. Analysis and interpretation

As it is shown in table 8, it was noticed that before the intervention plan, the factor that most effected the development of some students' speaking, was the fear of being criticized in class for their mistakes. Not so many students (33%), affirmed that the stress and the shyness are the factors that limit the development of their speaking. It denotes that the students' weaknesses have not been

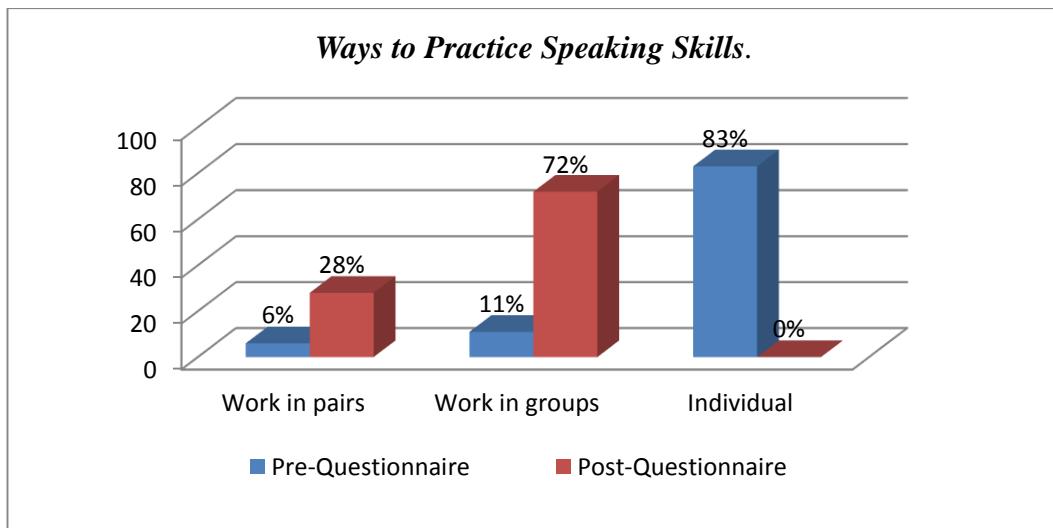
previously observed because of the lack of interactive, funny and cooperative activities implemented in class that made students to lose their interest to speak in English. However, after the employment of the games in the classroom, all students informed that their fear, stress and shyness have decreased. It means that students incremented positive feeling and improved self-confidence. So, students were active, anxious to participate and had not afraid of being criticized while practicing their speaking freely. As Crookal, (2005, pag.112) says that the advantage associated with games is that students' anxiety towards language learning decreases as games are employed. In language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely.

Question 8: In what way do you practice your speaking skills?

a. Table 9

Ways to Practice Speaking Skills.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Work in pairs	1	6	5	28
Work in groups	2	11	13	72
Individual	15	83	0	0
Total	18	100	18	100

b. Figure**c. Analysis and interpretation**

The information collected from this question indicates that before the application of the pedagogical alternative, most of students denoted by 83% wanted to practice their speaking skills individually. Only few students preferred in pairs or in groups. It is observed that the students have almost always worked alone at the moment to develop any kind of oral activity assigned inside the class. Hence, the development of collaborative and cooperative activities was limited due to, students did not like to share or interchange acknowledgements acquired between classmates. Whilst, after applying the pedagogical alternative the results were almost completely reverse because the majority of the students signified by 72% preferred to rehearsal their speaking skills in groups, and only few students required in pairs. It looks that the games applied significantly helped students involved in group activities and complete a given oral task. They improved their relationship and acquired new knowledge. In this way the learning became easy and comfortable as cited in Nunan (2003), pair work and group work can be used

to increase the amount of time that learners get to speak in the target language during lesson. In this way, the students will get chance to interact and practice the language with other students.

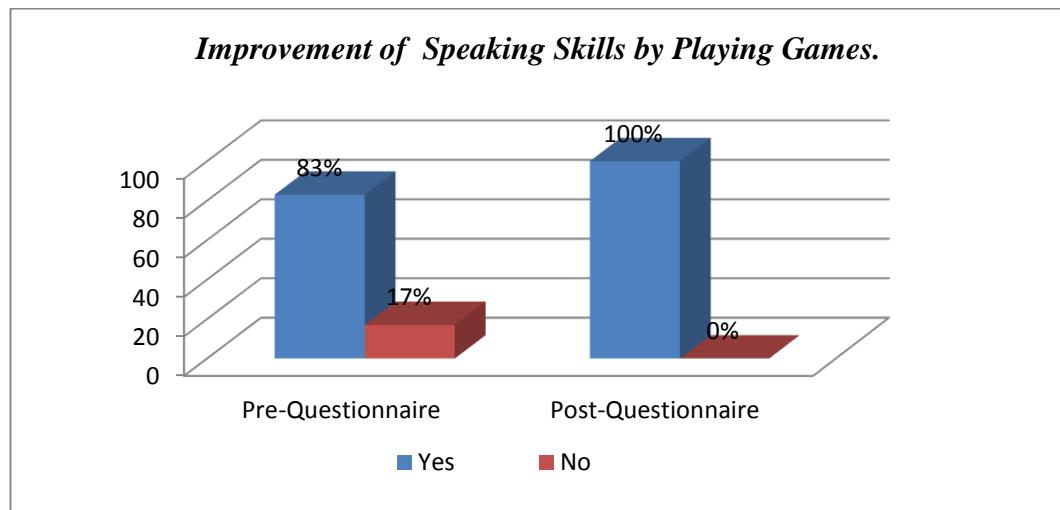
Question 9: Would you like to improve your speaking skills by playing games?

a. Table 10

Improvement of Speaking Skills by Playing Games.

	Pre-Q		Post-Q	
	f	%	f	%
Yes	15	83	18	100
No	3	17	0	0
Total	18	100	18	100

b. Figure



c. Analysis and interpretation

The facts collected from question 9, mentions that most of students desired to use games during their English classes in order to improve their speaking skills formerly the intervention. It demonstrated that the students since the beginning were conscious that, if the games were part of their English classes, would be helpful for them to have a progress in the development of their speaking skills.

Whereas, after applying the games, all the students changed their mind and preferred to use and following using the games in the English classes. It means that the pedagogical alternative applied makes all students eager to develop their speaking according to the experience they lived with the games. So, games provided students freedom to express ideas to their classmates and teacher. In line with the statement, Chandra (2008) states that games are also believed to give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability.

Post-Test Results

Objective five: To ponder on the games' effects on the development of speaking skills with students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.

a. Table 11

Post-test Scores of Eighth Year Students in Speaking Skills.

Students' code	F	V	G	P	C	Total
	/2	/2	/2	/2	/2	/10
EEAB001	1.5	2	1.5	1.5	1.5	8
EEAB002	1.5	1.5	1.5	1.5	1.5	7.5
EEAB003	1.5	1.5	1.5	1.5	1.5	7.5
EEAB004	1.5	1.5	1.5	1.5	1.5	7.5
EEAB005	1.5	1.5	1.5	1.5	1.5	7.5
EEAB006	1.5	1.5	1.5	1.5	1.5	7.5
EEAB007	1.5	1	1.5	1.5	1.5	7
EEAB008	1	1.5	1.5	1	1.5	6.5
EEAB009	2	2	2	1.5	1.5	9
EEAB0010	1.5	2	1.5	1.5	1.5	8
EEAB0011	1.5	1.5	1.5	1.5	1.5	7.5
EEAB0012	1.5	2	2	1.5	1.5	8.5
EEAB0013	2	2	1.5	1.5	2	9
EEAB0014	1	1.5	1.5	1	1.5	6.5
EEAB0015	1.5	1.5	1.5	1	1.5	7
EEAB0016	1.5	1.5	1.5	1.5	1.5	7.5
EEAB0017	1.5	2	1.5	1.5	2	8.5
EEAB0018	1.5	2	1.5	1.5	1.5	8
Mean	1.5	1.7	1.6	1.4	1.6	7.7

Note. EEAB=Escuela Enrique Aguirre Bustamante; 001=Students' code; V= Vocabulary, G= Grammar, P= Pronunciation, F=Fluency, C=Comprehension

b. Analysis and interpretation

In table 11, it can be seen the notably students' upgrading after the intervention plan due to, the students overcame all speaking aspects in the total score mean 7.7/10, which unfortunately, this result was a little lower than the expected average 8/10. However, it was a good result. This evidenced that the students' communication were somewhat effective, the tasks performed were

slightly competently, there were some successful use of compensatory strategies, and the speech regularly was marked by non-native characteristics (see general rubric, pag. 161). The maximum enhancement speaking aspects was in the performance of vocabulary which is confirmed with the highest score mean 1.7/2. This indicates the great level (see specific rubric, pag. 160) students gathered after the intervention, for the reason that the students most of the time used a fairly wide range of appropriate words. However, the lowest students' enhancement was in the aspect of pronunciation, obtaining a good level (see specific rubric, pag. 159) with the score mean 1.4/2. This score gotten indicates that the students made some pronunciation errors that caused some confusion or misunderstanding of some words pronounced. On the other hand, students got a great level in the aspect of fluency which is corroborated with the score mean 1.5/2 because their speech was smooth for most of the sentences expressed and only there were occasional hesitancy (see specific rubric pag. 160). In the aspect of grammar, the students obtained a great level (see specific rubric pag. 160) with the score mean 1.6/2, namely, the students made 3 to 4 times grammatical errors that did not impede comprehension of the topic treated. In the aspect of comprehension also there was a considerable change for the score mean students had 1.6/10. In this aspect, students reached a great level (see specific rubric pag. 160) for the reason that that the students could understand most of the questions made as well as to answer them, and follow instructions. So, students at the end improved their speaking skill because they were able of speak most of time fluently and accurately. In concordance with Nguyen Thi Thanh Huyen & Khuat

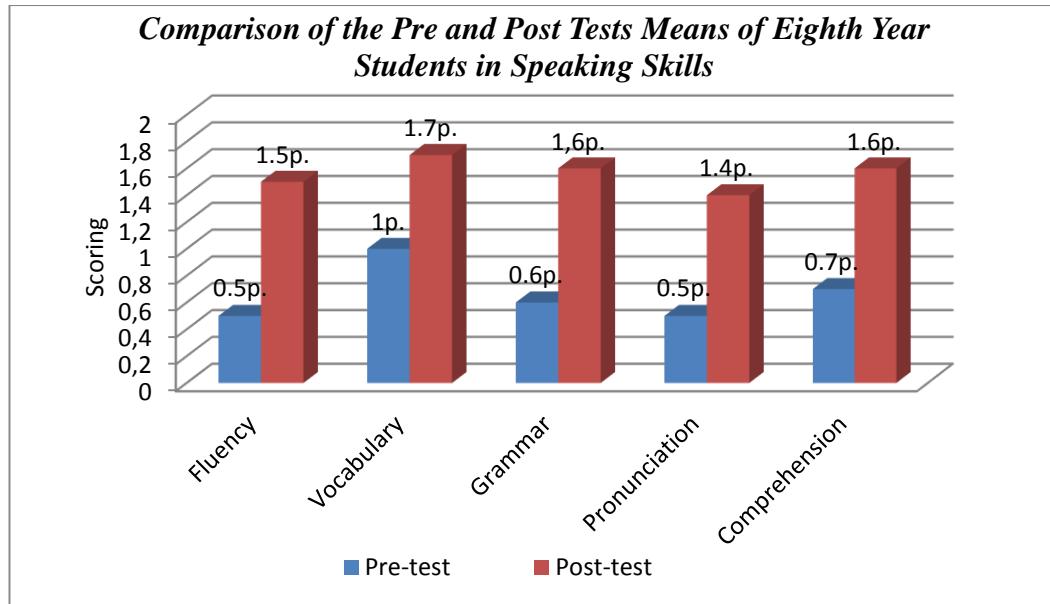
Thi Thu Nga (2003), games can be used in order to teach, practice and assess the students' oral production and consequently there is an improvement on the students' communicative competence.

a. Table 12

Comparison of the Pre and Post Tests Means of Eighth Year Students in Speaking Skills

Aspects	Pre-test	Post-test
Fluency	0,5	1,5
Vocabulary	1	1,7
Grammar	0,6	1,6
Pronunciation	0,5	1,4
Comprehension	0,7	1,6
Total	3,3	7,7

b. Figure



c. Analysis and interpretation

The data of table 11 reflects the problems students faced at the beginning of the intervention plan in speaking skills and also the progress they had after it. At

the beginning, all students could not get great scores above the total average expected 8/10. It was demonstrated by the means obtained from all the population in all speaking aspects that were 0.5/2 for fluency, 1/2 for vocabulary, 0.6/2 for grammar, 0.5/2 for pronunciation and 0.7/2 for comprehension. It clearly reveals that the students' speaking skills proficiency were regular for fluency, grammar, pronunciation and comprehension (see specific rubric, pag. 159). But, in vocabulary the proficiency was good (see specific rubric, pag. 159). While, after the application of the intervention plan, it can be observed that students showed a considerable enhancement in the performance of speaking skills because the total score mean increased significantly from 3.3/10 to 7.7/10. This indicates that the students' speaking skills incremented, because they scoped a good level for pronunciation, and great levels for vocabulary, grammar, fluency and comprehension (see specific rubric, pags. 159-160). It means that the opportunities and the practice of the speaking skills through games during the intervention plan contributed to domain better the criterias evaluated.

g. DISCUSSION

Based on the findings of the research, results showed that the use of games as a pedagogical alternative had a meaningful impact on improving students' speaking skills. This improvement is revealed in the findings of the pre and post tests, which were applied to the students of eighth year of Basic Education at Enrique Aguirre Bustamante elementary school, those results demonstrated that there was a significant change on students' performance while speaking in English. The findings in the pre and post questionnaire, the researcher field diary, and the observation sheet, also showed the positive impact that this pedagogical alternative caused on students' speaking skills. The results were related with the literature, which according to Wright, et al (2006), games are designed to provide students with a large amount of meaningful communicative language practice and improve working language as real communication. The application of the intervention based on games allowed students to achieved meaningful improvement on speaking. This enhancement is reflected in the significant increase of the students' total mean from the pre-test that was 3.3/10 and in the post test total mean which was 7.7/10.

The pretest results indicated that all the students had problems in all speaking aspects evaluated: vocabulary, grammar, fluency, pronunciation, and comprehension. In the case of vocabulary, students had several problems in relating words with meaning even with pictures. In grammar, the order of sentences expressed was not structurally correct. In fluency, the speech was made

with a lot of pauses. In pronunciation, the vowels and consonants sounds of the words were not pronounced appropriately. And finally, in comprehension, students hardly ever understood simple questions as well as to answered them and follow simple instructions. In the post test after the intervention, the results pointed out that the students improved their knowledge in speaking skill in all its aspects in a considerable way, being able to identify and name familiar words by relating body language and pictures with their meaning, the order of the sentences expressed had only few mistakes, the speech has occasional hesitations, most of the vowel and consonant sounds of the words were pronounced appropriately. Also, the comprehension was improved due to the students could ask and answer simple questions and follow most of the given instructions. Most of the students lost their nervousness to speak in public. This way, the results were worthy even unfortunately it was a little lower than the expected level 8/10.

At the beginning of the intervention plan, students did not like to develop or practice any speaking activity alone, in pairs or in groups due to they only used to memorize words or sentences in order to give an oral quiz or test. Meanwhile the intervention was executed, the students' attitude and perception toward the implementation of games in the class was gradual and positive which was understandable since they were not exposed to this kind of activities, they started to develop the games voluntarily and cooperatively, taking into account the problems students faced at the beginning in some speaking aspects. The students' improvement was slow in the first stages, but then, students progressively showed an improvement because they were able to speak fluently and accurately. At the

end, students felt confidence, security, and freedom to perform the speaking activities. Finally, students progressively showed an improvement and the results were good and great.

Furthermore, this research had some strengths and limitations while the intervention was applied, that enriched and affected the development of speaking skill. Some of the seen strengths in the application were that students felt motivated when using games, they wanted to continue practicing their speaking with games, and they felt well-disposed and eager to participate in class. The afraid to speak was disappearing little by little. The attention was great at the moment to catch and follow given instructions. And, the time used for each lesson was the necessary for achievement their participation and improve the speaking skills. Also, the number of the students was appropriate and they practiced the oral language as much as they could voluntarily in each class session. Nevertheless, the limitations observed were that students did not use to work neither in pairs nor in groups, they just preferred to work alone, with close friends or with smart students. They did not want to speak in English because they felt afraid and ashamed to make mistakes during the performing of speaking activities.

The application of the games contributed to improve the speaking skill among students. Students felt really motivated to work actively in pairs or in groups with the activities proposed that really encouraged speaking in English thanks to the funny and interesting activities games provided. So, by practicing the speaking skill in each class session, the students at the end could significantly improve

their speaking skills showed it in the last findings gotten from the post test and post questionnaires. In short, the games helped the students to enhance the learning and improved the speaking aspects by motivating them to speak without fear, to work in groups and share ideas orally.

h. CONCLUSIONS

- The issues that limited the speaking skill of eighth year students were in producing, receiving and processing information. Students struggled in vocabulary, grammar, pronunciation, fluency, and comprehension. It was because of the lack of practice in communicative and interactive activities, and the scarce application of pedagogical alternatives that facilitate students to speak fluently and accurately.
- The incorporation of games as part of the classroom activities reduced meaningfully students' limitation in the development of speaking skills. Students' participation and collaboration significantly increased due to, while the games were carried out, students used a fairly range of vocabulary. Their speech was smooth for most of the sentences expressed. The grammatical errors made did not impede comprehension. Their pronunciation rarely impedes comprehension. And, they were able to understand most of the questions asked. So, their speech improved because the students were able to speak accurately and fluency at the end.
- The findings of the research showed that the implementation of the games as a pedagogical alternative was effective in the development of the speaking skills. This is because students at the end of the intervention plan demonstrated they were more comfortable and collaborative in classes and therefore they improved notably their speaking skills in class.

i. RECOMMENDATIONS

- Teachers should determine the students' weaknesses in the English language learning and specifically in speaking skill, in order to reduce the students' learning limitation. Teachers should incorporate enjoyable and interesting activities in their lesson plans and provide students opportunities to practice speaking, guiding them to overcome their weaknesses. Likewise, teachers should monitor students' work either if it is done in pairs or in groups to determine the student's improvement in the speaking aspects. Also, teachers should give feedback to get the students' collaboration in performing their tasks.
- Teachers should implement and continue using most of the time different kinds of games or other communicating activities in the classroom to practice and improve the speaking skills. Not, only to increase the students' academic scores but, also to increment their motivation and enthusiasm in speaking English fluently and accurately.
- Teachers should bear in mind that any implementation or activity performed in the classroom to teach speaking should be evaluated, in order to confirm whether it was effective or not. Also, teachers should make use of the games in the teaching-learning process since they are suitable to increase students' desire to speak English and at the same time improve it.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE INCORPORATION OF GAMES AS A PEDAGOGICAL ALTERNATIVE TO IMPROVE SPEAKING SKILLS OF STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION, AT ENRIQUE AGUIRRE BUSTAMANTE SCHOOL, QUILLOLLACO NEIGHBORHOOD IN LOJA CITY, DURING THE 2014 – 2015 ACADEMIC YEAR.

The thesis project is a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

AUTHOR

BANESA JOHANA QUITUIZACA CHAMBA

**LOJA – ECUADOR
2015**

a. THEME

THE INCORPORATION OF GAMES AS A PEDAGOGICAL ALTERNATIVE
TO IMPROVE SPEAKING SKILLS OF STUDENTS OF EIGHTH YEAR OF
BASIC EDUCATION, AT ENRIQUE AGUIRRE BUSTAMANTE SCHOOL,
QUILLOLLACO NEIGHBORHOOD IN LOJA CITY, DURING THE 2014 –
2015 ACADEMIC YEAR.

b. PROBLEM STATEMENT

BACKGROUND

The present research is going to be carried out at Enrique Aguirre Bustamante School. For that reason it is important to present a brief background of this institution.

Enrique Aguirre Bustamante School is an elementary school located in the Quillollaco neighborhood and it offers classes in the morning. This educational institution was founded on July 20th, 1946 with the purpose of offering education to the children of this sector.

The educational institution started its academic activities with twenty-two students, and a staff of one teacher and one principal. It was a single school room. After, in January 1974 two new teachers were incorporated, because of number of students increased to fifty-eight. There were three school rooms.

Nowadays, the school has eighty five students of Basic Education from first to tenth years; its staff is composed of Ismael de Jesús García Nuñez as director and eight teachers. This is now an educational unit with 11 classrooms, a sports court, and a laboratory. The name of the school was given in honor to the land donated doctor Enrique Aguirre Bustamante.

Enrique Aguirre Bustamante elementary school has a mission and vision. The mission is educating children with positive habits, creating generators of knowledge, ideas and skills that promote individual development within each family. The vision is focused on being an educational paradigm based on social,

cultural, and product development, to improve the quality of life and provide principles and values in society. This elementary school attends to students who live in the area.

CURRENT SITUATION OF THE RESEARCH PROBLEM

Speaking skills are as crucial as any other language skill. Shumin (1999) states that learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other. However, it is difficult for EFL (English Foreign Language) learners to speak appropriate English in the classroom because of the limited language use in their real lives.

Summin believes that L2 or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension” and these are the factors that affect students’ speaking in most EFL (English Foreign Language) contexts. There are other issues as well. For example, the language level may be too difficult, or the amount of language given to the students in each class may be too much.

To motivate students in EFL (English Foreign Language) contexts, teachers should include many activities and strategies that attract students’ attention and make them interested in the lesson. As Peck (1978, pag.139) cited in Celce-Murcia (2003), states that the activities need to be child centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not

merely because a teacher has asked them. A superior teacher encourages her/his students to speak English as much as possible inside and outside the classroom. The strategies the teacher should focus on ought to be interesting and capture students' attention. In the young learners' classroom, these activities are usually centered on songs, poems, chants, drama, stories, games and Total Physical Response (TPR) activities.

According to Verónica Monje and Mirian Peralta's (2013) experience in a research, they said that developing speaking skills may be more difficult than it should be. Even though it sometimes seems very hard work, teachers are challenged to make their students speak. In fact, most of the students do not speak at all for many reasons: the students feel scared because the teachers always corrects them, they do not want to make a mistake in front of the whole class, or they cannot say what they want to say in English. For this reason, it is important to start by encouraging the students to use the target language. Speaking skills need to be practiced a lot as well as students need to react immediately since one of the main purposes of learning a language is to be able to speak it and use the language in real context? This is why teachers must engage children in activities that allow them to enjoy it while being encouraged to speak.

One of the main necessities with learning a foreign language is the development of the four skills, which are listening, speaking, reading and writing. But in an Ecuadorian context, especially in public schools, those skills are not developed enough due to a set of factors such as the number of students per

classroom, the lack of learning resources, and the exaggerated use of grammar approaches which cause some students to lack motivation in the learning of English. As a consequence, learners have many problems, especially in oral communication. When they try to express themselves orally, they only pronounce isolated words and disconnected sentences making their production poor and meaningless. Since speaking is required in academic and professional performances, the lack of oral production skills becomes a serious disadvantage when compared to private school students (Dorelly Gutiérrez. Dec. 2005).

In Loja city, based on class observations done at Enrique Aguirre Bustamante school with the students of eight year of Basic Education about students' performance in the area of English, it could be noticed that students hardly ever speak English but, when they want to say something only pronounce isolated words and disconnected sentences. They cannot express opinions. They have problems with speaking in areas such as vocabulary, grammar, pronunciation, fluency and comprehension because they only pronounce words no more. The vocabulary used is limited because they only speak few words no more. In grammar the grammatical errors are so several that it is difficult to understand what students are saying. The pronunciation of the English words is in Spanish. In the case of fluency, students often hesitate and stale due to the limitation of language. And the last one is students' comprehension, they do not comprehend neither longer questions nor short questions, they only understand few words from questions and answer the questions with only one or two words. They have those problems for many reasons. First, they develop the tasks or activities

assigned in their mother tongue. Second, there is not enough didactic material to motivate students to get involved in their speaking development. And the last one is the scarcity of funny and exciting activities to encourage active, creative and cooperative students' participation. So, the lesson is boring and unexciting. The classes are based on grammar and become monologues; so that learning is null, and the students do not have the opportunity to actively participate in class. As result, the students are not at the speaking level they should be according to the program that they have studied.

Shaheen Ara (2009) considers that children have an innate ability to learn a language. They do not learn properly if they find their lesson boring and unexciting. The strategies the teacher uses can be fun and enjoyable, and at the same time achieve academic goals. Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers' and students' time.

Therefore, this research work will focus on the use of games because children learn better through interesting activities that provide them an enjoyable environment without making them feel the pressure of learning a foreign language.

RESEARCH PROBLEM

Based on the before mentioned problems the researcher has stated the following research problem:

How does the use of games motivate students to improve speaking skills of

students of eighth year of Basic Education public school Enrique Aguirre Bustamante, at Quillollaco neighborhood in Loja city?

DELIMITATION OF THE RESEARCH

The present investigation is defined from four dimensions:

Temporal

This investigative process with respect to the use of games on the improvement of speaking skill will be carried out during the 2014-2015 academic year.

Spatial

The physical-institutional atmosphere in which the investigation will be developed is in Enrique Aguirre Bustamante School, at Quillollaco neighborhood in Loja city.

Observation units

The social fellows that will intervene with their valuable contribution in this work will be:

- English teacher of eighth year of Basic Education.
- Students of the eighth year of Basic Education.

Sub-problems

From the main problem we have divided it in five sub-problems that are:

- What Kind of theoretical references about speaking and games are effective to help students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?

- What are the issues that limit the development of speaking skills of the students of the eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?
- What are the important phases of the intervention plan that address the current issues to develop speaking skills through the use of games with students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?
- How do the games as a part of the classroom activities reduce the limitation in the learning of speaking skills of students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?
- What is the effect that games have on students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?

c. JUSTIFICATION

The researcher has chosen to improve speaking skills through the use of games with the students of eight year of Basic Education at Enrique Aguirre Bustamante School. It is because games are enjoyable activities which animate students to collaborate into many speaking activities and are helpful to achieve fluency when speaking.

This work is relevant, since it provides the students fun and interactive ways to develop their speaking skills. Games are the best pedagogical tools for teaching speaking because they motivate students to express their ideas, and needs. Students can freely discover the world with new experiences and opportunities to use and practice the language.

The present work will be useful to the researcher because it is going to help the researcher to gain much knowledge and experience in the educational field and it is very helpful due to it is essential to get professional experience, which has a great value.

It is essential to develop this research work for it is a vital requisite that will permit the researcher to get bachelor's degree in Science of Education, English Language Specialization and also the accreditation of the subject. The researcher is able to develop this research because she has enough theoretical knowledge and necessary help of the institution where the research will be developed.

d. OBJECTIVES

General

To improve speaking skills through the use of games with the students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.

Specifics

- To investigate the theoretical references about speaking skills in the English language and games as pedagogical alternatives to help students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.
- To identify the issues that limit the development of speaking skills of the students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.
- To design an intervention plan with funny games to develop speaking skills of students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.
- To apply the games as a part of classroom activities with the proposal to solve the limitation in learning speaking skills with students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.

- To ponder on the games' effects in the development of speaking skills with students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.

e. THEORETICAL FRAMEWORK

Speaking

Definition

Howarth (2001, pag. 39) defines speaking as a two-way process involving a true communication of ideas, information or feelings.

Luoma (2004, pag. 2) argues that speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open ended, and evolving.

Andryani (2012, pag. 2) delineates that speaking skill as the ability to speak the target language to communicate with others and it consists of accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility.

Brown (2015) says that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.

Nunan (2003, pag. 48) declares that speaking is as the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

The importance of speaking

Celce-Murcia (2003) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Ur (2000, pag. 12) believes also that of all the four skills [listening, speaking,

reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers" of the language, as if speaking included all other kinds of knowing.

Baker and Westrup (2003, pag.5) argue that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. So by speaking English well, students gain a skill that will enrich their life. If you just communicate you can get by. But if you skillfully communicate, you can work miracles.

Chan & Tan (2006, pag. 5) state that with the demand of mastering English as a global language in the global market, many of the local graduates are faced with the prospect of unemployment as they failed to secure jobs because of their lack of competence in the English language, evident particularly during interviews.

Teaching speaking

We speak as we want to express ourselves. Also as language is a system for the expressing of meaning, its primary function is communication and its structure reflects its functional and communicative purposes. Therefore, we have to teach those communicative skills and practices that will help students to communicate easily without any grammar mistakes. But in reality it seems that teaching speaking is a hard and exhausting task that needs long experience on the part of teachers as there are many difficulties in teaching speaking. There are many reasons related to students that make the process of teaching speaking not

easy (Shahid, 2005, pág. 18)

Good English conversation class involves more than sitting around chatting. To teach English conversation well, you'll need to carefully plan and direct the class, yet make sure the conversation stays spontaneous and uninhibited (Sion, 2001, pág. 57).

The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart, 2007, pag.7).

Hill College (2012) says that teaching speaking is to teach ESL (English as a second language) learners to:

- Select appropriate words and sentences according to the social setting, audience, situation and subject matter.
- Present new vocabulary words and grammatical structures in situational and communicative contexts.
- Use the language quickly and confidently with few pauses, which is called fluency.
- Produce the English speech sound and sound patterns.
- Use word stress, intonation patterns and the rhythm of the second language.

Teacher roles in speaking

According to Hill College (2012), a teacher needs to play a number of different roles during the speaking activities that are to act as an (a):

- **Organizer:** Get students engaged and set the activity.
- **Prompter:** Provide students with chunks not words.
- **Observer:** Analyze what causes communication breakdowns.
- **Participant:** Do not initiate the conversation.
- **Feedback provider:** Tell students how proficient their performance was, but always choosing the right time to correct students and choosing the right way to correct.
- **Resource person:** Provide students with tools to improve their oral performance.
- **Friendly:** Establishes a good rapport with students.
- **Motivator:** Increase the learners' role and responsibility using learner centred activity, focusing on the learner talk time and having constant change in the mode of interaction.

Characteristics of successful speaking activity

According to Brown (2015), there are some characteristics of a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is

taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. ¢

3. Motivation is high.

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterance that is relevant, easily comprehensive to each other, and of an acceptable level of language accuracy.

Problems with speaking activities

According to Ur (2000), there are four main problems in getting students speak in the foreign language in the classroom.

1. Inhibition

It is too easy for a foreign language classroom to create inhibition and anxiety. Really, the lack of communicative skills development and the linguistic inferiority lead to such factors as feeling of shyness and fear of making mistakes. Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of

criticism or losing face, or simply shy of the attention that their speech attracts.

2. Having nothing to say

The lack of motivation leads the learners to express themselves in negative common expressions such as “I don't know”, “no comment” or they keep silent. These expressions are mainly because the learners may have some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, the given topic is not interesting for them. The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.

3. Low uneven participation

This problem refers to the amount of each student's time of talking. Some students are able to talk more about others. Others prefer to talk if the teacher asks them to talk or if they are sure of their grammar and vocabulary. Others keep silent and show no interest. Low participation is due to many reasons relating to teacher or student or other factors. For example, the ignorance of teacher's motivation leads to low participation. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities. Traditional classroom seating arrangements often work against you in your interactive teaching. The students who sit at the back always lose their interest in interaction and prefer to be passive.

4. Mother tongue use

Using mother tongue outside or inside the class reinforces the student's conformability and trust. Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a FL (Foreign language). Lack of the vocabulary of the target language usually leads learners to borrow words from their native language. Therefore, learners will not be able to use the FL correctly if they keep on being influenced by the use of their mother tongue.

Solutions for the problems of speaking activities

Ur (2000) states that there are some solutions which can be selected to overcome the problems in speaking activity, these are:

1. Use group work and pair 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 and pair 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

2. 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.

3. 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.

4. 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 in the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

5. 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.

Reasons of teaching speaking

Teaching speaking seems so difficult and challenging for English teacher, many activities are implemented in order to increase student ability in spoken English language. The question now is why does English teacher has to teach speaking in the classroom? For this question, actually there are some reasons, they are; firstly, speaking activities provide **rehearsal** opportunity – chance to practice real life speaking in the safety of classroom. Furthermore, getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. As the result, students will feel as if talk in a real situation. Secondly, speaking activities provide **feedback** for both teacher and learner. It is known that giving feedback to students not only motivates them to do their best in their classroom and to help the teacher to know how well the students get the lesson, but also to know the students' problem during the learning process. Thirdly, speaking activities help students to activate the various language elements they have learned and stored up to their brain. The more students practice the target language, the autonomous learner they will be. As the result, students will be able to speak without very much thought. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom (Harmer J. , 2007, pág. 123).

Purpose of speaking

Kingen (2000, pag. 218) argues that the purpose of speaking can be either transactional or interactional. He combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- 1. Personal** - expressing personal feelings, opinions, beliefs and ideas.
- 2. Descriptive**- describing someone or something, real or imagined.
- 3. Narrative**-creating and telling stories or chronologically sequenced events.
- 4. Instructive**-giving instructions or providing directions designed to produce an outcome.
- 5. Questioning**-asking questions to obtain information.
- 6. Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7. Imaginative**-expressing mental images of people, places, events, and objects.
- 8. Predictive**-predicting possible future events.
- 9. Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.
- 10. Persuasive**-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- 11. Explanatory**-explaining, clarifying, and supporting ideas and opinions.
- 12. Informative**-sharing information with others

Students' motivation to participate in a speaking lesson

Scrivener (2005, pag. 147) 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. One of the best ways to activate learners' knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language.

According to Harmer (2007), there are two types of motivation, which are extrinsic and intrinsic motivation. He continues saying 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 intrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving 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.

Ur (2000) says that motivation is very strongly related to achievement in language learning." The main strategy is to select an interesting topic carefully. The possible way to achieve this goal is that the teacher asks the learners to select

one or two interesting topics out of several topics.

The role of students in learning speaking skills

Kohonen et al. (2001, pags. 36-37) maintains that learners need to develop the following kinds of capacities when speaking:

Confidence: sense of control and mastery of one's body, behavior and the world.

Curiosity: desire to find out about things.

Intentionality: capacity to work with persistence and develop a sense of competence.

Self-control: ability to modulate and control one's action appropriately.

Relatedness: ability to engage with others.

Communication: ability to exchange ideas, feelings and experiences with others is developing trust in others.

Cooperation: balancing one's needs with those of others in group situations. In a word, language cannot be learnt inside, but also outside the class. Students will never learn a language unless they aim to learn outside as well as during class time. Students need to develop their own learning strategies in order to be AL. To develop their autonomy, teachers need to facilitate learners to increase their self-understanding and awareness of themselves.

The components of speaking skill

According to Brown (2015), there are some components of speaking skill that the students should consider in speaking:

Nº	Language components	Description
1	Vocabulary	The leaner's ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word.
2	Grammar	Accurate use of structure, how the learners gets his/her utterance correct
3	Pronunciation	3. Pronunciation of individual vowel and consonant sounds and words 4. Pronunciation of sentences, the right intonation and stress
4	Fluency	3. The ability to keep the conversation going 4. Speak smoothly without hesitation, or inappropriate pause, or repeating words.
5	Comprehension	3. Understand when, what, and why to produce the language. 4. The ability to understand what is said to the speaker in order respond as well as to initiate it.

He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

Types of classroom speaking performance

Brown (2015) says that dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. He lists six possible task categories:

a. Imitative

Teacher asks students to drill word in which the students simply repeat a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements – intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picturecued tasks including simple sequences; and translation up to the simple sentence level. Intensive can be self-initiated or pair work activity.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The

stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two followup questions or retorts.

d. Transactional (dialogue)

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates.

e. Interpersonal (dialogue)

The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays.

f. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

Brown in concordance with Mega (2009, pag. 17) states that there are several types of speaking performances that can be used in teaching speaking. Those types are based on the syllabus of the first grade junior high school. Teacher can determine which type is appropriate for her/his speaking class based on students' ability.

Principles in designing teaching speaking

Brown (2015) says that the principles in designing speaking activities are as follows:

- 1. Use techniques that cover the spectrum of learner needs, focus on accuracy and fluency:** Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. When teacher use one technique, she/he has to make sure that the technique is designed to help students to feel and use the building block of language.
- 2. Provide intrinsically motivating techniques:** Try to appeal students' interest and willingness in learning the materials and achieving the purpose of learning speaking skill. It is help to make them realize that the activity will benefit them.
- 3. Encourage the use of authentic language in meaningful contexts:** The learning context must be meaningful towards the students and also basic knowledge of students so that students can talk or write about their own life experiences and their personal opinions.

4. Provide appropriate feedback and correction: Giving feedback and corrective are important in teaching speaking in which it needs a fluency and accuracy. Students should know whether or not they speak correctly and grammatically. In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback “out there” beyond the classroom, but even then you are in a position to be of great benefit.

5. Capitalize on the natural link between speaking and listening: Receptive and productive will always exist in the process of speaking. These two skills cannot be separated if it is used to achieve the process of communication. In teaching speaking, teacher should include listening aspect.

6. Give students opportunities to initiate oral communication: The competency of oral communication is turn-taking in speaking. A good deal of typical classroom interaction is characterized by teacher initiation of language. Teacher gives students chance to start the conversation by asking questions, control the conversation, giving opinions, and even change the subject; it is best practiced within small groups or in pairs. When we design speaking practices, we need to ensure that the interaction is meaningful and participation is maximum.

7. Encourage the development of speaking strategies: Use different strategies to support the students in speaking class. Create more speaking strategies to accomplish the purposes of oral communications. The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for

accomplishing oral communicative purposes. Your classroom can be done in which students become aware of, and have a chance to practice, such strategies as:

- Asking for clarification (what?)
- Asking someone to repeat something (pardon me? Huh? Excuse me?)
- Using fillers (uh, I mean, Well) in order to gain (to get) time to process
- Using conversation maintenance cues (Uh-huh, Right, Yeah, OK, Hmm)
- Getting someone's attention (Hey, Say, So)
- Using paraphrasing for structures one can't produce
- Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- Using formulaic expressions (at the survival-stage) (How much does____cost? How do you get to the____?)
- Using mime and non-verbal expressions to convey meaning.

Elements of speaking

Harmer (2001) mentions in his book *The Practice of English Language Teaching* that learners should have to be competent in the speaking skill, those are:

Language features in which contain 4 points. They are:

- **Connected speech:** learners should use fluent connected speech. In connected speech, sounds are modified, omitted, added, or weakened. Therefore, we should involve students in activities designed specifically to improve their

connected speech.

- **Expressive devices:** Students need to have the ability to use phonological rules which refer to the pitch, stress, volume, speed with the use of non-verbal means in order to employ such devices if they want to be effective communicators. These devices help them to convey their intended meaning.
- **Lexis and grammar:** when learners produce some language functions, they often use the same lexical structures. Teachers should therefore supply a variety of phrases for different functions, such as: greeting, agreeing and disagreeing.
- **Negotiation of language:** We often need to ask for clarification when we are listening to someone else talk. Speaking is not only having an amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. So, teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and to be clear especially when they can see that the other interlocutors did not understand them.

In addition Harmer (2001, pag. 271) states that concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are:

Mental/social processing skill that involves language processing, interaction, and information processing;

- **Language processing:** effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms

that are not only comprehensible, but also convey the meanings that are intended.

- **Interaction:** most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
- **Information processing:** quite apart from our response to others' feelings, we need also to be able to process the information they take us the moment we get it. The longer it takes for „the penny to drop“ the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities.

Speaking activities

Sion (2001, pag. 57) points out that a good English conversation class involves more than sitting around chatting. To teach English conversation well, you'll need to carefully plan and direct the class, yet make sure the conversation stays spontaneous and uninhibited. Students should be encouraged to work with each other as well as with their teacher in order to develop their speaking skills.

Finocchiaro and Brumfit, (2006) list some specific tasks for doing so;

1. Responding to directions or questions given by the teacher or another student.
2. Giving directions for other students.

3. Preparing original sentences with communicative expressions, structures or notions which have been presented.
4. Answering questions asked by other students about any class or out-of-class experiences.
5. Asking the teacher or other students questions about reading or common experience.
6. Describing objects from a picture or a chart.
7. Using their own words to tell or retell a well-known story or experience.
8. Reporting a prepared topic and be ready to answer questions on it.
9. Improvising realistic conversations about a class shop, a library, or other appropriate resources.
10. Taking a role in a communicative game.
11. Participating in some oral group activities, such as a debate, discussion, a forum, based on research, where students are forced to listen attentively to the previous speaker in order to agree, disagree, express uncertainty, or add other relevant information.
12. Giving a report in the target language about a newspaper article written in the native language.

The level of speaking proficiency

According to Swender, Conrad, and Vicars (2012, pags. 5-9), the grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The

characteristics of each level for speaking are as follows:

1. Novice. Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

2. Intermediate. Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

3. Advanced. Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on auto-biographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of

the language, including those unaccustomed to non-native speech.

4. Superior. Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

Speaking situations

According to Lingual links Library (1999), there are three kinds of speaking situations in which we find ourselves.

1. Interactive speaking

Interactive speaking situations conclude face to face conversations and telephone calls, in which we are alternately listening and speaking and we have a chance to ask clarification, repetition from our conversation partner.

2. Partially speaking

It is kinds of speaking situations when giving a speech to a live audience, where the convention is that the audience doesn't interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

3. Non-interactive speaking

It happens when recording a speech for radio broadcast.

Testing students' speaking skill

According to Rone (2012), speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is not easy. Nevertheless, it does not mean speaking test cannot be measured in correct way. Assessing should be careful and meticulous currents tests of speaking. Assessment is used for correct placement in a class, to pre-test and post-test, and to evaluate students. Assessment of speaking is the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. The test speaking performance can be done by discussion, problem-solving, role-plays, conversations, speeches, such as retell story, storytelling, and so on. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates.

He states that there are five components are generally recognized in analyses of the speech process are:

1. Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns
2. Grammar
3. Vocabulary
4. Fluency

5. Comprehension

The oral test divided into five elements; pronunciation, grammar, vocabulary, fluency, and comprehension. Each elements characteristics are then defined into five short behavioral statements as stated in the frames above. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioral statements for each point of the scale. The writer will objectively see the characteristics of each student. Speaking ability whether they achieve 1,2,3,4 or 5 score. Then, it can easily calculate the score. The amount of maximum scores gained is 25.

In testing students' speaking skill, there are some points that should be emphasized. First, types of speaking test should be discussed clearly. Second, steps how to test speaking skill should be explained more to avoid confusedness of the teacher. Third, before going to the difficulties and method to overcome the difficulties, purpose of testing speaking skill should be defined first (Rone, 2012).

Types of speaking test

Nakamura & Valens (2001) suggest three different types of speaking test. They are monologue, dialogue, and multilogue. Those three tests have each different characteristic. Each characteristic shows different function and purpose.

- **In monologue test**, students were asked to perform some tasks such as; show and tell where they talk about anything they choose. This is considered a chance to give students an opportunity to make a small presentation.

- **Dialogue Speaking** Test which is also known as the interview. It is an open-ended test where the students lead a discussion with the teacher, and students in that kind of test are required to use conversation skills that they have learned throughout the course.
- **Multilogue Speaking** Test that is also called the discussion and debating. Here, the discussions are student-generated, and students are put into groups where as a group, they decide on a topic they feel would be of interest for the rest of the classroom.

Testing speaking using rubrics

Definition of rubric

Arter (2000) defines several definitions of rubric by finding characteristics of rubrics. They states that rubrics identify complex, meaningful tasks and allow for consistent judgments regarding the quality of student work. The features of quality work of the students which are observed are what a rubric defines. Rubrics are able to align with standards and outcomes of what the students have learned.

Arter (2000) says that rubrics are a guideline for rating students' performance. Most band, choir, or orchestra festivals have such guides for adjudicators when they rate ensemble performance. The guideline of performances specifies what a performance is like at various levels such as superior, excellent, good, and poor and also on various musical attributes like tone, intonation, balance, technique, etc. The key elements of a rubric are the

descriptors for what a performance is like within the full range of possible performance levels.

Types of rubrics

Arter (2000) affirms that there are four types of rubrics in scoring students' performance .They are holistic rubrics, analytic rubrics, general, and task specific. Each type has its own characteristics. They also provide benefits and drawbacks. The teacher can choose what rubrics they need to score his students.

- **Holistic rubrics** provide a single score based on overall impression of a student's performance on a task. This type of rubrics is quick scoring. It also provides overview of students' achievement. So, the teacher is able to use this type when he wants a quick snapshot of achievement. In addition, it is reliable to use if a single dimension is adequate to define quality. However, it does not provide detailed information, may be difficult to provide one overall score.
- **Analytic rubrics** provide specific feedback along several dimensions. The teacher is able to get more detailed feedback. The scoring that the teacher does will be more consistent across students and graders. The drawback of this type is that the teacher needs more time to score. In short words, this type of rubrics is able to be used if the teacher wants himself and his students to see the strengths and weaknesses of the students' performance and assess complicated skills or performance. It is also great to use if the teacher wants to give detailed feedback to the students' performance.

- **General rubrics** contain criteria that are general across tasks. If the teacher wants to use the same rubrics across different tasks, this type of rubrics is really recommended. However, the rubrics cannot provide specific feedback. So, when the teacher wants to assess reasoning, skills, and products and also the students do not do exactly the same task, this type is what the teacher may select.
- **Task specific rubrics** are unique to a specific task. The advantage of this type is more reliable assessment of performance on the task. Then, the disadvantage of task specific rubrics is difficult to construct rubrics for all specific tasks. In other words, this type of rubrics is the best preference if the teacher wants to assess knowledge when consistency of scoring is extremely important.

Reasons why using rubrics in testing speaking

Using rubrics in speaking will reduce grading time. The teacher does not need to think over and over to give the score towards the students' speaking skill. He can prepare what aspects they should score then list those aspects in a sheet of paper. When the students perform, they will give the score directly without any confusedness. After deciding using rubrics in testing students' speaking skill, the teacher needs to know what type of rubrics that is properly used to score their speaking skill. Selecting what rubrics that will be used should be considered by suiting the rubrics' characteristics and what the teacher needs in testing speaking (Mianto, 2012).

Games

Definition

According to Collins COBUILD English language Dictionary (1987), games are manner of playing in contests according to rules and the winner is recognized by skill, strength or luck. They are activities engaged in for amusement.

Games are enjoyable activities of sport involving skill, knowledge or chance in which people follow fixed rules and try to win against each other. (Webster's New Dictionary, 1994).

Wright, Betteride, & Buckby (2006, pag. 1) affirm that game mean an activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with others.

Talak-Kiryk (2010) supports that games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge.

Games in language learning

Byrne (2006, pag. 99) states that the maximum benefit can be obtained from language games if they form an integral part of a program, at both the practice and production stages of learning. Used in this way, they provide new and interesting contexts for practicing language already learnt –and often for acquiring new language in the process.

Deesri (2002, pag. 2) argues that games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses. In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn.

Crookal, (2005, pag.112) says that the advantage associated with games is that students' anxiety towards language learning decreases as games are employed. In language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely.

Ersoz (2000) says that Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Games also serve as a diagnostic tool for the teacher, who can note areas of difficulty

and take appropriate remedial action.

As cited in Ersoz (2000), when games are used properly in class, students feel comfortable to participate and exercise their language skills. Most of students find games fun and entertaining and at the same time games provide the students the opportunity to make use of language during it is carried out. Games also foster and promote collaborative activities. The facilitator must design a plan in order to enrich a lesson in which games lead the students to participate and to be motivated during the activity. In order to get students' attention and involvement in the classroom activities; games work as a tool which provide enjoyment to students' process and at the same time allow the teacher to give the students the information that she/he wants to transmit.

Mora & Lopera (2001), in their project called games in the classroom: more than just having fun, stress that game and fun activities have always been one of everybody's favorite things to do in class, both for teachers and students since games can contribute to the development of a series of skills and competencies. They think that games in a classroom are useful and even necessary. Games promote socialization, group work, and the creation of values; it implies mutual respect and cooperation.

Wright (2006, pag. 2) say that language leaning is hard work. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest. Games can provide intense and meaningful practice of language, then learners must be regarded as central to a language teacher's repertoire and not merely a way of

passing time.

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teach us how to strategize, to consider alternatives, and to think flexibly (Martinson & Sauman, 2008, págs. 478-488).

Foreman, (2003, pag. 16) states that games provide a constructivist classroom environment where students and their learning are central. Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing.

Students draw their own meaning from these experiences while learning from their mistakes and also from each other. The students also build upon their previous knowledge and use their new knowledge in a situation separate from the activity in which they learned it. Furthermore, the teacher is now able to make observations on each student and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group. The learning process should be interesting, easy and it should be fun to learn. It also should fit with an everyday task and the working environment in order to achieve optimum results (Pivec & Dziabenko, 2010, pág. 1).

Why using games in class time?

Mei and Yu-jing (2000) say that:

- Games are fun and children like to play them. Through games children

experiment, discover, and interact with their environment.

- Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.
- The game context makes the foreign language immediately useful to the children. It brings the target language to life.
- The game makes the reasons for speaking plausible even to reluctant children.
- Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- Even shy students can participate positively.

Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it (Wright, Betteridge, & Buckby, 2006, pág. 2).

Games allow for creativity, independence and higher order thinking. Usually, questions posed by the classroom teacher are fact based and have only one answer, not allowing for creativity, personal expression, or testing hypotheses. The answer is either right or wrong, but games can allow for multiple answers. They improve participation, self-esteem, and vocabulary usage and allow the

learners to see that there are many ways to solve the same problem. Additionally, it is more like real life. For instance, most conversations start with open ended questions: “How are you?”, “What did you do yesterday?”, “How can I help you?”, and “What would you like for dinner?” As foreign language learners, it is important that they are provided with scenarios that are as realistic as possible. Games, if produced well, can do the same thing. Easy ways to do that involve the students finishing a sentence, listing words that begin with a certain letter, answering open ended questions on a board game or telling a story (Talak-Kiryk, 2010).

Games stimulate interactivity. The students are actively processing and working with the material as well as with classmates. In a grammar translation classroom, the students are working solely with the text and few voices are heard throughout the class session. In a foreign language classroom, it is imperative that the students practice speaking with each other. The goal of the foreign language learner is to speak proficiently and independently in various situations. He or she will never be able to do so unless there are ample opportunities for guided and independent practice. The interactivity amongst the students also promotes a community of learners. The students will begin to see each other's as individuals and will learn more about each other instead of seeing what they are on the surface. Interactivity will remove stereotypes and barriers, all of which are very common in high schools across America (Talak-Kiryk, 2010).

Games allow the students to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to

work with others. It promotes a symbiotic relationship where they can learn from each other. Students must supply reasons for why their answer is the best, listen to their teammates' rationale and then determine which answer is the best and why. So now, the collaborative effort is promoting a spontaneous discussion about the material, improving pronunciation, increasing participation, aiding in comprehension, all while the students are thinking quickly on their feet. The students are also developing trust and self-esteem in this process. Trust develops within and among the players. The learners must trust their own instincts and others' rationale about the answer as well as the ability to produce it. Self-esteem grows as their answers are validated and teammates rely on them to be pivotal players in the game (Talak-Kiryk, 2010).

Ersoz (2000) asserts that the implementation of games in class promote the use of the language skills.

Games can be used in order to assess the students' oral production and consequently there is an improvement on the students' communicative competence (Nguyen, Thanh, & Khuat, 2003).

Games are designed to provide students with a large amount of communicative language practice as conventional drill activities, but in rather meaningful way by working language as real communication (Wright, Betteridge, & Buckby, 2006).

Characteristics of good games

According to Talak-Kiryk (2010), good games have many characteristics:

1. **They are governed by rules.** To make a simple activity into a game rules is important.
2. **They are based on a learning objective.** This gives the developer a focus point for the format, skills involved and material covered. Through play, the players use previously learned knowledge and skills to acquire new knowledge and enhance their abilities. For example, games that require recall improve the players' memory as they test strategies for memorization. Their knowledge is reinforced with success and mistakes are corrected due to negative consequences. They also are able to manipulate strategies for memorization and recall. Hopefully, if the players falter, they realize that extra studying or help may be necessary to acquire the skill or pass the "test."
3. **They give the player control over his own destiny.** Not only does this increase motivation and responsibility, but it also improves decision making skills by showing that there are direct consequences for actions made or those not taken. The player is adapting to the situation in order to succeed or he is coping as a result of making poor decisions.
4. **They include doable challenges.** The player should succeed and struggle at various points throughout the game. This increases the player's determination and drive towards success and completion. Challenge students by adding new information or a new situation to which previous knowledge can be applied.
5. **They are fun and interesting, thus motivating.** This encourages the player to not only play today but to return later to the game. Because of the emotion and excitement involved, the student often forgets that he is learning

something. Furthermore, it is likely that the player will begin to research information, study harder and practice more so that the next outcome of the game meets his ideals. By calling class activities a game when they really aren't, the students get excited and have fun without realizing that they are learning something. I have students who aren't too good at Spanish, but take my class because they like it.

- 6. They are based on reality in order to intrinsically motivate the players to continue to play the game.** The player is able to practice a useful skill without the stress that the real situation may incur. There are chances for multiple practice and redemption. There is support from peers as well as time to think and react. Situational games allow the players to assume a new identity in a simulated world where they feel comfortable making mistakes and testing hypotheses. In this instance, the games I play are not really games at all, but are perceived as games by the students because of the introduction or build up I give it. They involve speaking and listening skills. For example, describing someone's outfit in the room while others guess who it is; giving directions from one place to another while someone else makes it into a map; or, describing your room while others draw it.
- 7. They require interaction.** The players should interact with material on a variety of levels and of course with other players, more and less experienced or knowledgeable. Once again, this promotes learning from sympathetic peers who have been in or will be in a similar situation.
- 8. Games must include everyone.** Each student should be able to participate as

a player in order to effectively develop and promote social interaction, good communication and a sense of community. Games are meant to level the playing field giving everyone an equal chance to win because everyone starts with the same amount of resources and time while seeking to accomplish the same goal. While the students are playing the game, the teacher should be observing the students and their interaction with each other and the material.

According to Tyson (2000, pag. 3), educational games must have the following features:

- A game must be more than just fun.
- A game should involve “friendly” competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material.

Advantages of games

According to Kim (1995), there are many advantages of using games in the classroom:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate
- They create a meaningful context for language use.

Kinds of games

Wright, Betteridge & Buckby (2006) provide the following classification of games:

1. **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.
2. **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.
3. **Magic Tricks:** Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.
4. **Sound Games:** Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through 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.

- 5. Card and Board Games:** These games can be adaptations of several well-known card games and board games like snakes and ladders.
- 6. 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.
- 7. True-false Games:** In these games someone makes a statement which is either true or false. The game is to decide which it is.
- 8. 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.
- 9. 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.
- 10. 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.
- 11. Story Games:** These games provide a framework for learners to speak as well as write stories and share them with classmates.

How to play games

Wright (2006, pag. 3) says that there are two ways to play games, namely:

- **Pair work**

This is fast and easy to organize; it provides opportunities for intensive listening and speaking practice.

- **Group work**

Some games require four or six players, in these cases group work is essential. Membership of groups should be constant for the sake of goodwill and efficiency. Many teachers consider it advisable to have a group leader. However, there is much to be said for encouraging a reticent learner by giving the responsibility to him or her. The leader's role is to ensure that game or activity is properly organized and to act intermediate between learners and teachers.

Teacher's role when implementing games

The teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing and, if necessary, correcting. If you have not organized group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to this games in which rows of learners (if that is how they are seated) play against you or between themselves. Finally, after perhaps several weeks, ask the row of learners to group themselves together to play a game between themselves. To minimize difficulties is essential that the learners are very familiar with the games they are asked to play. (It is helpful if they are familiar with the games in their own language). Once the learners are familiar with group work, new games are normally

introduced in the following way:

1. Explanation by the teacher to the class
2. Demonstration of parts of the game by the teacher and one or two learners
3. Trial by a group in front of the class
4. Any key language and/or instructions written on the board
5. First “try out” of the game, by groups
6. Key language, etc., removed from the board
7. The game continues (Wright, 2006, pags. 3-4).

The relationship between games and speaking

Games, especially traditional language games are effective because the learners are so involved in playing game that they do not realize that they are practicing language items or functions. Secondly, games are also kinds of activities that encourage learners to speak. In monolingual classes, shyness and lack of willingness to speak English in front of peers is a very common problem. One way to deal with this is to get learners to talk about the problem and agree on a solution. Games also can be used to provide the learners with opportunities to use language rather than simply practice it. Games concern in fluency. Using games, the learners have the opportunity to express their ideas, feelings, and thought orally (Byrne, 199, pag. 100).

How to choose games

Tyson (2000) asserts that the justification for using games in the classroom

has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more cooperative learning group dynamics.

Hong (2002) states that 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 programme 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. Before choose a game he says that there are some questions which we might consider as we 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' nee dare taken into consideration.
- How much interaction and participation is there? Maximum involvement is something we are pursuing.
- Do I like the game myself?

When to use games

A game can be used before, during and after a class. **Before a class**, for instance, they can be used to inform learners of the lesson objectives. At the beginning of the class, they can serve as warm up or review activity. **During class** they can be used to change from one topic to another, provide practice, evaluate performance, or to teach new content. **At the end of the class**, they can help summarize the content or wrap up the whole class session. After the class, they can serve as follow-up activities. It is important to remark, however, that teachers should not use games in class just as “time-killers”. They should always have a well-defined purpose (Torrealba, 1999).

What are some guidelines for using games effectively in the classroom?

Procedures mentioned by Talak-Kiryk (2010) which can be taken into account for playing games are the following:

1. Choose games on the basis of their suitability in terms of the language the students practice.
2. Prepare the games carefully beforehand.
3. Explain to the students the purpose, all necessary procedures and rules clearly and slowly for the games.
4. Involve as many students as possible, dividing the class into teams. Every student must be included.
5. Give students one or more opportunities to practice before the games are played.

6. If games are played in teams, points should be awarded for each correct answer and the scores written up on the board.
7. Be consistent. If necessary, use a timer to make sure that everyone has the same amount of time to answer.
8. Be prepared. Make sure that there are enough materials, time, questions, etc. As an educator the unexpected always happens: an assembly, absent students, extra or not enough time.
9. Maintain a non-threatening environment. All standard classroom rules and procedures should be observed when playing games. For example, unacceptable behavior should include name calling and belittling.

Directing games in class

According to Torrealba (1999), teachers need to follow a set of general rules that some of these rules might not apply to all games, so the teacher has to study the activity and decide what to do:

Before a game: Professors should make sure the language items needed for the game are already known to the students. It is useful to write on the board or have copies of a list of the expressions or words that have been studied and will be used in the game. Some games require preparing some written material beforehand. Teachers should do this comfortably in advance. If such materials already exist, they should be checked and counted to see if there is enough for the whole class. If audio or video is needed, the device must be placed where all students can listen and see it as clearly as possible. The teacher should carefully

study the game rules in advance and become familiar with all the steps to be taken. Sometimes, it may be useful to take notes on the game and even read (not only tell) the instructions to the class to make sure every step is considered. The next step could be to assign students to playing groups. Once students are arranged in playing groups, they can be asked to think about names for their teams, so instead of having groups 1 and 2, you may end up with the Lions against the Tigers or Zebras. The game objective as well as its rules should be clearly stated. One student could be asked to restate these instructions to the whole class; or one person can do so in each small group to make sure everybody understands them. After this, the game can be modeled for the whole class by the professor and one student or the professor and a small group. Once this has been done, students are asked to arrange the desks according to the needs of the game. Finally and very importantly, the teacher should make sure all participants know how long the game will take and if possible have one or several timekeepers among the learners so that this rule is respected. Once these preparations have been done, teachers should pay attention to the next set of steps to be carried out during the game.

During the game: Professors should circulate around the classroom providing assistance and making sure the rules were very clearly understood. To attain this, you can ask students to retell the rules among themselves or to review the objective and steps of the game. It should also be observed that all students participate in the game. In cases where some participants do not take part, another task could be assigned to them. These students could help the teacher

hand in material, help groups, or keep time or scores; they can also serve as noise monitors or referees. Professors should always be available to answer questions and should show interest throughout the whole activity. They should, however, not interfere. When a game involving small groups or pairs is underway, the teacher should always have something ready for those who finish first.

After the game: Congratulate all participants. The winners could receive some kind of award although the fact that winning is not everything should be reinforced. This is the time to reflect with the students what they learned or practiced during the game. If desired, students can be asked to suggest improvements in the game. At the end, especially at elementary and high school levels, ask students to return the desks to the everyday classroom setup.

ESA teaching model (engage, study and activate)

In order to develop this action research work properly, it is necessary to be based on a teaching model, and it is considered that ESA teaching model could fit in accordance with students' interests and our needs. Jeremy Harmer (2011) in his book **How to teach English?** Summarizes the three elements of ESA as follows:

- **Engage:** Teachers try to arouse the student's interest, thus involving their emotions. This could be done by using regalia, pictures, objects, posters, cartoons, audios, videos, stories, games, etc.
- **Study:** Study activities are those where the students are asked to focus on language and how it is constructed.

- **Activate:** This refers to activities which are designed to get the students using language as freely and communicatively as they can. The objective is to use the language which may be appropriate for a given topic.

f. METHODOLOGY

Materials

In this research work, three kinds of resources will be used such as: the human, the material and the technical resources. The human resources will be eighteen students of eighth year of Basic Education at Enrique Aguirre Bustamante school, the English teacher who will help to monitor students' work, the thesis advisor who will give me suggestions to develop the intervention plan, and the researcher who will apply the intervention plan. The material resources that will be employed are papers which will be used to print the activities and the project, the English book which will be used as a guide to design the intervention plan. The technical resources that will be used are flash memory to save information searched, internet to research the information, scanner, printer to produce the activities, projector and the personal computer to type the information.

Design of the research

The action research model suggested by Kemmis and McTaggart (2000) will be implemented in this present research work, which is one form of classroom centered-research. It will be employed focusing on a particular problem in order to solve it in the classroom by understanding, evaluating and changing a situation, connecting the research to practice. This action research is a form of self-

reflective cycle of identifying a problem, planning a change, acting and observing the processes and consequences.

Methods

The following general methods will be used along the research:

- **The scientific method** will provide the research with suitable information about the both variables: speaking skills and games. The information that will be collected will help to design the data collections instruments, the plans and to support the analysis of the results.
- **The descriptive method** will allow describing the different phases before, during and after the intervention plan. It will help to explain and analyze how the use of games motivates students to improve speaking skills and to explain the object of the investigation in this case the games. Also, it will serve to describe the resources into tables and figures.
- **The analytic-synthetic method** will be employed to analyze and interpret all the data gathered through the tests and questionnaires. The collected data will be described in tables, figures, and analysis plus interpretations considering the information before and after the intervention. It also will help to draw up the conclusions.
- **The statistical method** will allow making possible the tabulation of the information received from the tests and the questionnaire into tables, figures and analysis plus interpretations. In the tests will be applied the formula

$X=x/n$ to calculate the mean for each text section. The calculation will provide a general view of performance of the group in each test.

Techniques and instruments

With the aim to collect worthy information for the intervention plan it will be necessary to design a pre and a post test, a pre and post questionnaire, observation checklists and a field diary, which will be applied at the beginning, during and after intervention.

Test

Two spoken tests will be used. A pre-test will be used at the beginning of the intervention plan which will contain five guided questions directed to diagnose the level of speaking skills. Each question will be related to the topics that students have already studied. The same test will be used as a post-test at the end of the intervention plan in order to determine if students have improved their speaking skills with the use of games. Also, to identify the students' proficiency in the oral speaking test (pre and post- test) an oral speaking rubric will be used to qualify and grade students' speaking skills. Five components will generally recognize in the analysis of speech process. These will be vocabulary, grammar, pronunciation, fluency and comprehension. The criteria and the scale in this research were used to identify the students' proficiency on the oral speaking skills.

Observation

Through the observation sheet, the researcher will observe the students' achievement during the lesson. It will also be used to keep an evidence of what happened in class. Then, it will help to analyze and ponder on the findings when the plan ended.

Questionnaire

At the beginning of the intervention, a pre- questionnaire will be applied in order to get information about the students' perception in speaking skills inside the classroom. It will contain 3 close questions and 6 multiple-choice questions. At the end of the intervention plan, the same questionnaire will be applied as post-questionnaire in order to verify if the games as a pedagogical alternative had a positive or negative impact in the improvement of the students' speaking skills. Both questionnaires will be conducted in class, so that the researcher will give a clear explanation to students and clarify any students' questions.

Field diary

Field notes will be made as a tool to record what was heard and observed in each lesson. It will help to take notes about the findings during the intervention, significant events along the classes or particular situations that take place like, students' efforts, motivations or weaknesses faced in the classes.

Population

The students of eighth year of Basic Education of Enrique Aguirre Bustamante public school where who will participate in the development of this action

research. The participants will be eighteen students both boys and girls. They are between eleven and thirteen years old. The students receive five hours of English per week with a certified teacher. Their English level is A1, they are beginners in the English language learning.

Intervention and observation plan

Alternative

The incorporation of games to improve speaking skills of students of eighth year of Basic Education, at Enrique Aguirre Bustamante School in Loja city, during the 2014-2015 academic year.

Objective

To improve speaking skills through the use of games with the students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city.

Introduction:

The intervention plan is a two month program that will help students of eighth year of Basic Education to improve their speaking skills namely, to speak fluently through the use of games as a pedagogical alternative.

The goal of the intervention plan is to make the improvement of speaking skills memorable through:

- Guessing and speculating games
- Caring and sharing games
- Story games

All the entire program includes eight lessons that will be taught during eight weeks with the different games described before , which are based on the topics students are studying. Each lesson will be developed following the ESA lesson sequences proposed by Jeremy Harmer in the book **How to teach English?** Those sequences could be described in the following way:

Engage

Teachers try to arouse the student's interest, thus involving their emotions. This phase is done through showing short videos, playing instrumental music to relax and think, guessing and sharing information related to the topics that learners are studying. This phase is used for getting the students to think and talk in English and is also a good way to get them into a lesson.

Study

Study activities are those where activities are asked to focus on the language and how it is constructed. Students range from the study and practice the language.

This phase is developed by:

- Introducing the topic.
- Asking and answering questions
- Describing pictures
- Ordering sentences in a chronological way
- Pronouncing the words correctly
- Sharing and exchange information

Activate

This refers to activities which are designed to get the students using the language as freely and communicatively as they can.

In this phase learners will be asked to work either in pairs or in groups. Here the activities are developed orally. There are explanations of the activities in which the teacher demonstrates what students need to do during the activity. Questions and answers are developed to confirm students understanding. The activities are developed monitoring student's participation.

At the end of the activate phase, the researcher get the students to give feedback to the class.

Period

This intervention plan will be taken into effect throughout the months of April and May, during the 2014 – 2015 academic year, two hours per week.

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Pre-test and pre-questionnaire

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE (2 hours)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Answer the questionnaire and the pre-test questions about the topics learned. 	<p>Pre-test (Units 4-6 and previous knowledge)</p> <p>The pre-test will contain some questions about different topics such as:</p> <ul style="list-style-type: none"> • The family members • Adjectives of physical appearance and behavior to describe people • Likes and dislikes 	<ul style="list-style-type: none"> • Researcher presents the test to evaluate speaking. • Researcher explains each question of the oral pre-test, the questionnaire and gives instructions about them. Then, researcher calls one by one student to come to the front of the class and answer many questions. • Researcher monitors students and clarifies any doubt. 	<ul style="list-style-type: none"> • Test • Questionnaire

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK TWO W 2	Students will be able to <ul style="list-style-type: none"> • Asking and answering questions about family members • Guess who are their classmates family members by 	Unit 4. <p>Family members</p> <p>Affirmative and negative yes/no questions</p>	<p>Guessing and speculating game.</p> <ul style="list-style-type: none"> • Researcher starts the class asking students to make pairs. • . Researcher tells each pair two lies and a truth that refers to the topic. • Students decide with statement is true and which are false. • Pairs share the answers with the class orally. • Researcher introduces the topic with the guessing game. • Researcher shows two pictures about her family, by saying she is not my mother, he is not my father, they are not my sons, etc. and students guess who are the researcher family members. • Pair works. Researcher asks students to play the game, by saying affirmative sentences about her family. E.g. She is your mother, 	<ul style="list-style-type: none"> • Pictures • Papers

	asking questions		<p>he is your father, they are your sons, etc. and guessing the true information.</p> <ul style="list-style-type: none"> • Researcher asks students to participate asking and answering yes/no questions in order to discover the family members their partners have written in a sheet of paper. • At the end of the game the researcher gives feedback. 	
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SUPPORT: Coaching and guidance from the university professor

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE (2 hours)	Students will be able to: • Share information about their family	Unit 4. Family member Questions; (Do you have...) (how many... do you have? Answers; (I have...)	Caring and Sharing game. <ul style="list-style-type: none">• Researcher starts the class talking about her family by saying “I have two children, one daughter and one son. I have a husband. I have a mother and a father. I have three grandparents. I have five uncles and four aunts”.• Researcher stimulates students by asking questions about their family: Do you have a mother, father, sister? etc.• Some students share their information and the others pay attention.• Researcher introduces the topic with the sharing game.• To confirm students understand the researcher shows a picture about Rafael Correa and talks about his family describing how many people are in his family using the verb <i>has</i>. Then, the teacher asks questions about Rafael Correa’s family: “How many	<ul style="list-style-type: none">• Die• Photocopies of the game

		<p>daughters, sons does he have? Does he have mother and father?", etc.</p> <ul style="list-style-type: none"> • Researcher asks question one by one to each student. All participate. • Researcher divides the class in groups of three students. Then, she gives a dice and a photocopy of the game to each group. The game consists of a chart in which the students solve some personal questions about their family. • Researcher asks students to throw the die, in order to move their chips advancing according to the number given by the die. In each space students get a specific question about their family that they have to answer. • The group who talks quickly and gives complete information about the question answered is the winner. • At the end, researcher gives feedback. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR (2 hours)	Students will be able to: <ul style="list-style-type: none">• Recognize and name adjectives to describe people's physical appearance .	Unit 5. Adjectives of physical appearance	Guessing and speculative game: <ul style="list-style-type: none">• Researcher starts the class by showing a video about adjectives describing people's appearance. The video does not say the topic and the researcher asks the students to guess what the topic of the class is.• Researcher introduces the topic and the game• Researcher gives an empty sheet to each student and asks them to write down 3 adjectives that describe their physical appearance. Students do not put their names in the sheets.• Researcher collects the sheets in a bag making a mix. Then, one by one student gets a paper from the bag.• Researcher makes pairs and asks to each student to discuss with his/her partner the adjectives they get in order to guess what the	<ul style="list-style-type: none">• Five set of cards with vocabulary words about people's appearance.• Empty sheet• Pens• A watch• https://www.youtube.com/watch?v=sEDy0wGaXJY

		<p>person is like. According to the objectives written on the paper that each student has.</p> <ul style="list-style-type: none"> • Students need to say the name of the students and the adjectives: Marco is heavy, short and weak. Then, Marco goes up and checks if it is his paper. • Each student has two opportunities to guess, if not they will pass to other students. • Researcher makes groups of four students. • In each group one student (A) sits in front of the other two students (B and C), and the last student (D) is placed behind student A. • Researcher gives student D from each group a set of cards with vocabulary words about people's physical appearance. • The student with the set of cards is going to be in charge of the group. • Student A has to give clues to their partners (student B and C) using his/her body language in order for them to be able to guess the word shown. • The group cannot use words, they can only use gestures. 	
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		<ul style="list-style-type: none"> • If a student cannot guess the word, he/she can ask for the next word in order to save time • If he/she guesses the word correctly, they switch one of the students in charge of the guessing. • Each group has 2 minutes in order to guess as many words as possible • The group that guesses the most words is the winner. • At the end of the game teacher gives feedback. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE (2 hours)	<p>Students will be able to</p> <ul style="list-style-type: none"> • Describe people and to organize ideas into a story 	<p>Unit 5.</p> <ul style="list-style-type: none"> • Adjectives of behavior and appearance. • The Snow White and the Seven Dwarfs story. 	<p>Story game:</p> <ul style="list-style-type: none"> • Researcher starts the class by showing a short video about Snow White and the Seven Dwarfs. Then, asks the students “What it is about?” • Researcher introduces the topic and the game • Researcher shows the story again. • Researcher shows some pictures in which Snow White and the Seven Dwarfs appear. Then, she will ask for their names and characteristic by trying to speak in English the best they can. • Researcher divides the whole class into three 	<ul style="list-style-type: none"> • Video of the Snow White and the Seven Dwarfs • Pictures of the Snow White and the Seven Dwarfs • Computer • Projector • Speakers

		<p>small groups.</p> <ul style="list-style-type: none"> • Researcher gives the students some sentences with names and characteristics related to the story in order to be organized in a chronological way. • Students, in groups, describe the characters and retell orally the story in front of the whole class. • The group that describes and places the story in order is the winner. • At the end of the game researcher gives feedback. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX (2 hours)	<p>Students will be able to</p> <ul style="list-style-type: none"> • Use like to answers questions about their like and dislikes in complete sentences. 	<p>Unit 6. “Like” for preferences</p> <p>Question about preferences using like such as:</p> <ul style="list-style-type: none"> • What do you like? • What don't you like? • Do you like to read? What is your favorite book? • Do you like music? • What kind of music do you like?, etc. <p>Answers such as:</p> <ul style="list-style-type: none"> • I like to... 	<p>Caring and Sharing game:</p> <ul style="list-style-type: none"> • Researcher starts the class by askind students to close their eyes, relax, and listen to the instrumental music she plays and while listening think about what they like. • Researcher gives 2 minutes to think, then, turn off the music and asks several students the question mention before: What do you like? • Some students share their information and the others pay attention. • Researcher introduces the topic and the game • Researcher put in front of the class many classroom object, videos, candies, chocolates, a ball, headphones,etc. 	<ul style="list-style-type: none"> • Classroom objects, a ball, candies, chocolates, soda, water, headphones, videos (realia). • Instrumental music • Tape recorder • Sheets of paper • Pencils or pens • Paste

		<ul style="list-style-type: none"> • I do not like... • My favorite... 	<ul style="list-style-type: none"> • Researcher writes some verbs on the board related to the vocabulary they have learned and asks students to look at the vocabulary words and form sentences with the given realia that is in front of them about what they like? • Researcher asks each student to stand up and share what they like or what they do not like using the vocabulary words pasted on the board and the given realia. Students take turns. • Researcher divides the students in groups of four • Researcher pastes some pictures of items food, sports and hobbies on the board. • Each group has to look at the pictures and to write down on a piece of paper four sentences using whatever word they want. They have to write: I like to play soccer; I don't like to eat carrots, and so on. • Researcher checks the students' sentences in order to be written in a correct way. • Researcher asks each group to post their sentences on the wall near to them. • Researcher chooses two groups to start the game first. One member of each group (the runner) goes to the wall to see the other group's sentences. The other groups members stay seated. 	
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		<ul style="list-style-type: none"> • The runner must then walk back to the group and dictate what they read to their contrary group. If necessary, the runner goes back to the wall to check. • Students take turns being the runner. • Students check each sentence they have written at the end. • The first group that completes all the sentences accurately wins. • Researcher repeat the game with all the missing groups • At the end of the game teacher gives feedback. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN (2 hours)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Share information about likes and dislikes of the Three Little Pigs. 	Unit 6. Likes and Dislikes	<p>Story game:</p> <ul style="list-style-type: none"> Researcher starts the class by showing a short video about “<i>The Three Little Pigs</i>” and asks students give an opinion about the video story. Researcher introduces the topic and the game Researcher divides the whole class into three small groups. Researcher gives the students some pictures in which The Three Little Pigs and the Wolf appear. Then, ask for their names and what they like to do? By trying to speak in English the best they can. Researcher shows the story again. While watching the short video, the students order the pictures to be organized in a chronological way. With the pictures organized in a chronological way, each group creates a new story using the order of the 	<ul style="list-style-type: none"> Video of the Three Little Pigs. Pictures of the Three Little Pigs.

			<p>pictures. The description is with simple present (They like to play volleyball, he likes to play the violin, they like to sing, etc.) And finally, each group comes to the front and shows the pictures one by one and tells a new story orally.</p> <ul style="list-style-type: none"> • The group that describes and puts in order a new story according to the pictures is the winner. • At the end of the game the researcher gives feedback. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco neiborhood in Loja city?

DATA COLLECTION INSTRUMENTS: Pos-test and post-questionnaire

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT (2 hours)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Answer the post-questionnaire and the post-test questions about the topics learned. 	<p>Pos-test (Units 4-6 and previous knowledge)</p> <p>The post-test will contain some questions about different topics such as:</p> <ul style="list-style-type: none"> • The family members • Adjectives of physical appearance and behavior to describe people • Likes and dislikes 	<ul style="list-style-type: none"> • Researcher presents the test to evaluate speaking. • Researcher explains each question of the oral post-test, the post-questionnaire and gives instructions about them. Then, researcher calls one by one student to come to the front of the class and answer many questions. • Researcher monitors students and clarifies any doubt. 	<ul style="list-style-type: none"> • Test • Questionnaire

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE

g. TIME TABLE

PHASES	ACTIVITIES	2015											2016		
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Project	Project presentation	x													
	Appointment of the teacher advisor		x												
	Project approval		x												
	Appointment of thesis advisor		x												
Intervention/ Action	Application of the instruments		x												
	Act-observe			xxxx	xxxx										
Thesis process	data organization and tabulation					xx									
	Interpreting and reflecting					xx									
	Writing up and reporting					xx									
	Presenting the thesis report					x									
	Thesis revision					x									
	Submission of the folder						xxxx	xxxx	xxxx						
	Thesis presentation										xxxx				
	Private review and thesis approval											xxxx			
	Corrections												xxxx		
	Public presentation and incorporation													xxxx	

h. ORGANIZATION AND MANAGEMENT

Resources

Human

The resources that will be part of this project are:

- The researcher authoress Banesa Johana Quitoizaca Chamba.
- The students of eighth year of Basic Education at Enrique Aguirre Bustamante school.

Material

The material resources that we will be used are:

- Paper
- Pen
- Cards
- Copies
- Pictures
- Book

Technical

- Computer
- Flash memory
- Scanner
- Printer
- Internet

Budget

RESOURCES	COST
Internet	\$ 4.00
Print of reports	\$ 40.00
Print of the project	\$ 30.00
Print of the final report and thesis	\$ 230.00
Unexpected expenses	\$ 100.00
TOTAL	\$ 658.00

The financing of the expenses derived from the present research work will be assumed by the research author.

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ANNEX 1

Researcher field diary

Lesson:					
Activity					
Objective:					
Materials:					
Timing:					
Procedure:					
Grouping:					
Do students like it?	Yes		For a while		Not really
Are they bored?	Yes		No		
Do they make an effort?	Yes		No		
Comments					

ANNEX 2

Observation sheet

Observer: Date:				
Things to be observed	Activities	Yes	No	Sometimes
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

ANNEX 3

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

Oral Test

As an undergraduate of the English Language career, the researcher is doing an action research work about games as a pedagogical alternative to improve students' speaking skills. This study will help you to improve your speaking of the English language learning. For this reason, I ask you politely to answer the questions in a real and responsible way.

Questions

The questions consider the following speaking aspects: fluency, vocabulary, grammar, pronunciation and comprehension. Each aspect counts 2 points.

Part 1: Fluency.

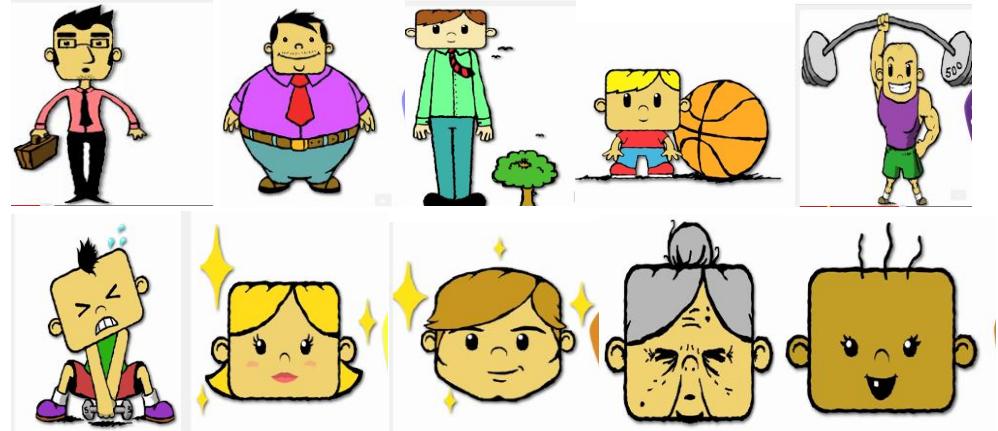
Talk about your family members by answering the following questions in complete sentences. **2 points**

- How many people are in your family?
- How many sister and brothers do you have?
- How many parents and grandparents do you have?
- How many nephew, nieces and cousins do you have?

Part 2: Vocabulary.

Look at the pictures below and name the adjectives of physical appearance that each picture is showing. **2 points**

thin strong handsome fat weak old short pretty young tall



Part 3: Grammar

Talk about what do you like to do specifically, in your free time. Give at least four complete sentences **2 points.**

Part 4: Pronunciation..

Name the following family members aloud. **2 points.**

mother	sister	brother	father	son
grandfather	grandmother	aunt	uncle	
nephew	grandparents	parents	cousin	
daughter	niece	granddaughter		grandson

Part 5: Comprehension.

Talk about you and three of your family members by answering the following questions using adjectives of physical appearance and behavior: For example: *She is bad, beautiful, short and curious person.* **2 points.**

- How do you look like?
- How do your father look like?
- How do your mother look like?
- How do your sister or brother look like

Good luck

ANNEX 4

Specific rubric for speaking skills pre – test and post –test

Scoring system of speaking test

Score's criteria

Nº	Proficiency and Category	Description of criterias
1	0.1 – 0.4 Poor	<p>Vocabulary: Shows no command of vocabulary.</p> <p>Grammar: Grammatical errors so several that comprehension is totally impeded.</p> <p>Pronunciation: So many pronunciation errors that comprehension is impossible.</p> <p>Fluency: Speech is limited to isolated words or short phrases. No fluency.</p> <p>Comprehension: Understands no questions. Repetition and/or rephrasing of questions is always necessary.</p>
2	0.5 – 0.9 Regular	<p>Vocabulary: Uses a limited range of vocabulary. Vocabulary is often used inappropriately.</p> <p>Grammar: 7 to 10 times grammatical errors that impede comprehension.</p> <p>Pronunciation: Frequent pronunciation errors cause consistent confusion or misunderstanding.</p> <p>Fluency: Speech is extremely hesitant and choppy. Frequent pauses and/or unfinished phrases.</p> <p>Comprehension: Understands only a few of the questions. Repetition frequently necessary.</p>
3	1 – 1.4 Good	<p>Vocabulary: Uses an adequate range of vocabulary, but sometimes inappropriately.</p> <p>Grammar: 5 to 6 times grammatical errors that impede comprehension.</p> <p>Pronunciation: Occasional pronunciation errors cause some confusion or misunderstanding.</p> <p>Fluency: Speech is generally hesitant and often choppy.</p> <p>Comprehension: Understands approximately half of the questions. Repetition is often necessary.</p>

		Vocabulary: Uses a fairly wide range of vocabulary. Most of vocabulary is used appropriately.
4	1.5 – 1.9 Great	Grammar: 3 to 4 times grammatical errors; however, errors do not impede comprehension.
		Pronunciation: A few errors in pronunciation rarely impede comprehension.
		Fluency: Speech is smooth for the most part. Occasional hesitancy. Some rephrasing.
		Comprehension: Understands most questions. Occasional repetition necessary.
		Vocabulary: Uses a wide range of vocabulary appropriately.
5	2 Excellent	Grammar: No or 1 to 2 times grammatical errors.
		Pronunciation: No errors in pronunciation that impede comprehension.
		Fluency: Speech is smooth and flowing. No hesitancy or rephrasing.
		Comprehension: Understands all questions. No repetition necessary.

Total: _____ **Comments:**.....

(Source on Brown, p. 172-173, adapted by the researcher)

Expected level per each aspect: **1.5/2**

Brown suggests scoring guide of spoken general English as follows:

General rubric for speaking skill pre – test and post –test

Nº	Rating Scale/ Category	Description of the criteria
1	9 – 10 Excellent	Communication almost always effective, task performed competently, speech almost never marked by non-native characteristics
2	8 – 8.9 Great	Communication generally effective task performed competently, successful use of compensatory strategies, speech sometimes marked by non-native characteristics
3	6 – 7.9 Good	Communication somewhat effective task performed somewhat competently, some successful use of compensatory strategies, speech regularly marked by non-native characteristics
4	3- 5.9 Regular	Communication generally not effective, task generally performed poorly, ineffective use of compensatory strategies, speech very frequently marked by non-native characteristics
5	0 – 2.9 Poor	No effective communication, no evidence of ability to perform task, no effective use of compensatory strategies, speech almost always marked by non-native characteristics

(Source on Brown, adapted by the researcher)

Expected level in all aspects: **8/10**

ANNEX 5

Observation Tracking Progress

Lesson: _____

Date: _____

Number: _____ Year: 8th

Students' code	Criteria					Total /10
	F /2	V /2	G /2	P /2	C /2	
EEAB001						
EEAB002						
EEAB003						
EEAB004						
EEAB005						
EEAB006						
EEAB007						
EEAB008						
EEAB009						
EEAB0010						
EEAB0011						
EEAB0012						
EEAB0013						
EEAB0014						
EEAB0015						
EEAB0016						
EEAB0017						
EEAB0018						

Note. EEAB=Escuela Enrique Aguirre Bustamante; 001=Students' code; V=

Vocabulary, G= Grammar, P= Pronunciation, F=Fluency, C=Comprehension

ANNEX 6



Questionnaire

As an undergraduate of the English language career, the researcher is doing an action research about games; this study will help you to improve your speaking skill at the English language learning.

Dear student,

I ask you politely to answer the following questions sincerely:

Mark with an (x) the answers for questions 1 to 9.

1. Do you practice speaking through games?

Yes () No ()

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

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

3. Do you think that games can help you to improve your speaking skills?

Yes () No ()

4. How often do you speak English during class?

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

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

Interesting () funny () boring ()

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

a. Classes in which the teacher is the person who speaks most ()

- b. Games ()
 - c. Songs ()
 - d. Videos ()
 - e. Flashcards ()
7. What factors interfere in your speaking or make your oral performance difficult during English class?
- a. Fear of being criticize ()
 - b. Lack of vocabulary ()
 - c. Shyness ()
 - d. None ()
 - e. Lack of grammar knowledge ()
 - f. Stress ()
8. In what way do you practice your speaking skills?
- a. Work in pairs ()
 - b. Work in groups ()
 - c. Individual ()
9. Would you like to improve your speaking skills by playing games?
- Yes () No ()

Thanks for your collaboration!

MATRIX

TITLE: THE INCORPORATION OF GAMES AS A PEDAGOGICAL ALTERNATIVE TO IMPROVE SPEAKING SKILLS OF STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION, AT ENRIQUE AGUIRRE BUSTAMANTE SCHOOL, QUIULLACO NEIGHBORHOOD IN LOJA CITY, DURING THE 2014 – 2015 ACADEMIC YEAR.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Instruments
How does the use of games motivate students to improve speaking skills of students of eighth year of Basic Education in public school Enrique Aguirre Bustamante, at Quillollaco	General To improve speaking skills through the use of games with the students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco	Speaking skill -Definition. -The importance of speaking. -Teaching speaking. - Teacher roles in speaking. -Characteristics of successful speaking activity. -Problems with speaking activities. -Solution for the problems of speaking activities.	Preliminary investigation -Observation of the English classes. -Stating the background of the problem. -Describing the current situation. -Locating and reviewing the literature. -Creating a	-Questionnaires. -Tests. -Diary. -Observations – sheets.

neiborhood in Loja city?	neighborhood of Loja city.	<ul style="list-style-type: none"> -Reasons of teaching speaking. -Purpose of speaking. -Students' motivation to participate in a speaking lesson. -The role of students in learning speaking skills. 	<ul style="list-style-type: none"> methodological framework for the research. -Preparing an intervention plan. 	
Sub-problems What Kind of theoretical references about speaking and games are effective to help students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco	Specifics To investigate the theoretical references about speaking skills in the English language and games as pedagogical alternatives to help students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the	<ul style="list-style-type: none"> -Components of speaking skills. -Types of classroom speaking performance. -Principles in designing teaching speaking. -Elements of speaking -Speaking activities. -The level of speaking proficiency. -Speaking situations. -Testing students' speaking skills. -Types of speaking test. 	<ul style="list-style-type: none"> -Reflecting, analyzing and answering the proposed inquiries. -Organizing the final report. 	

neighborhood, in Loja city?	Quillollaco neighborhood of Loja city.	-Testing speaking using rubrics. - Definition of rubric. -Types of rubrics. -Reason why using rubrics in testing speaking.	
What are the issues that limit the development of speaking skills of the students of the eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?	To identify the issues that limit the development of speaking skills of the students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.	Games -Definition. -Games in language learning. -Why use games in class time? -Characteristics of good games -Advantages of games. -Kinds of games. -How to play games. -Teacher's role when implementing games. -The relationship between games and speaking.	
What are the	To design an	-How to choose games.	

<p>important phases of the intervention plan that address the current issues to develop speaking skills through the use of games with students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?</p> <p>How do the games as a part of</p>	<p>intervention plan with funny games to develop speaking skills of students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.</p> <p>To apply the games as a part of classroom</p>	<p>-When to use games. -What are some guidelines for using games effectively in the classroom? -Directing games in class. -ESA teaching model (engage, study and activate)..</p>		
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<p>classroom activities reduce the limitation in the learning of speaking skills of students of eighth year of Basic Education in the public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?</p> <p>What is the effect that games have on students of eighth year of Basic Education in the</p>	<p>activities with the proposal to solve the limitation in learning speaking skills with students of eighth year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.</p> <p>To ponder on the games' effects on the development of speaking skills with students of eighth</p>			
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public school Enrique Aguirre Bustamante, at Quillollaco neighborhood, in Loja city?	year of Basic Education at Enrique Aguirre Bustamante public school, in the Quillollaco neighborhood of Loja city.		
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