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ENGLISH LANGUAGE CAREER

TITLE

IMPROVING ENGLISH SPEAKING SKILL THROUGH GAMES WITH 10TH YEAR STUDENTS AT ¨EDUCARE SCHOOL¨, DURING 2013-2014 SCHOOL YEAR

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

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Magister

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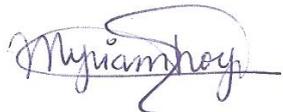
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DEDICATION

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

To my parents, for being the mainstay in my life, for all their efforts, and sacrifices, which made possible the professional triumph achieved. It is also dedicated to my sisters Maricela y Dayra, and whole family whose words of encouragement and tenacity, have motivated throughout my life.

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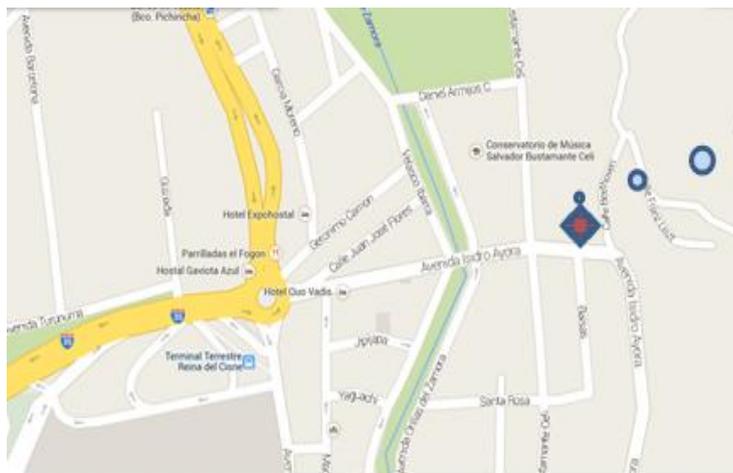
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THESIS SCHEME

a. TITLE

IMPROVING ENGLISH SPEAKING SKILL THROUGH GAMES WITH 10TH YEAR STUDENTS AT ¨EDUCARE SCHOOL¨, DURING 2013-2014 SCHOOL YEAR

b. RESUMEN

Este estudio de investigación acción se enfocó en el uso de juegos como estrategia para mejorar el habla del idioma inglés de los estudiantes del 10mo año de la Escuela Educare. Siete sesiones fueron realizadas para mejorar la destreza usando juegos. Investigadores hicieron pruebas y los cuestionarios fueron usados para medir el progreso de los estudiantes y la percepción del uso de juegos para hablar. Además los instrumentos como diarios fueron usados con el propósito de evaluar el mejoramiento de los estudiantes. Los resultados indicaron que el uso de juegos ayudó al mejoramiento del habla inglés de los estudiantes lo cual fue reflejado en el incremento gradual de la post-prueba y el progreso durante las intervenciones. Las respuestas se obtuvieron de los cuestionarios que confirmaron el interés y la actitud positiva para trabajar con el habla inglés. Se concluye que este estudio ayudó a mejorar el habla del idioma inglés y al investigador a practicar sus destrezas de enseñanza.

ABSTRACT

This action research study was focused on the use of games as a strategy to improve the speaking of the 10th year students at ¨Educare School¨. Seven sessions were carried out to improve the skill using the games. Researcher's made tests and questionnaires were used to measure the students' progress and perception of the usage of games for speaking. Furthermore, instruments like field diaries were also used in order to evaluate the students' improvement. The findings indicated that the use of games helped the improvement of the students' speaking which was reflected in the gradual increase of the posttest scores and students' progress during the intervention. The answers received from the questionnaires also confirmed the interest and positive attitude toward working with speaking. It is concluded that this study helped the students to increase their speaking and the researcher to practice her teaching skills.

c. INTRODUCTION

This present research work illustrate the fact that student of 10 year of basic education of Educare school had weakness in the process of speaking English learning, consequently, this present study was concentrated on the use speaking games, in order to increase speaking skill with students from twelve to seventeen years old in a private school. These students received English classes seven times with the support of resources and activities that motivated and facilitated the learning of it. In other words, the current investigation studied the strategy to facilitate the improvement of the speaking skill learning.

Equally another important practical implication is this study has a meaningful relevance for the university, the students and the researcher. Firstly, this research design has not been done before in the English Language Career of the Universidad Nacional de Loja. Secondly, it is essentially appropriate for the students because they could increase the speaking skill for using speaking games in real life. Finally, the researcher as a future teacher will use this information to develop an excellent teaching english process as a foreign language by using speaking games and the community who wishes to improve their performance.

The aim of this study was to improve the 10th year students' speaking at ¨Educare School¨. To accomplish this goal the researcher investigated the

theoretical references about speaking and games. Then, the researcher diagnosed the issues that limited the speaking learning with 10th year students. After that, the researcher worked with a sample of 12 tenth year students (third course, high school) in an urban school, designed an intervention plan with the use of speaking games to improve the students' speaking, applying them as part of the classroom activities in order to overcome limitations in the learning of speaking. Also the action research work involved pre and post- tests, pre and post questionnaires and field diaries during the intervention plan.

The result of, the pre and post-tests showed the significant growth that students have reached. At the same time the answers in the pre and post questionnaire revealed the students' positive perceptions towards the strategy of speaking games. Moreover, at the beginning of the intervention, the majority of students were exciting with the strategy because it helped to know each other. Finally, the researcher reflected upon the effect that the speaking games had on the speaking learning of the 10th year students of basic education.

Even though there are some important limitations need to be considered. Firstly the time was too short for practicing and evaluating speaking games, secondly students had a workshop that avoid apply the post-test on time and finally a few students (two) the second class had a negative attitude about practice speaking English with games.

These findings of this study have a number of important implications for future practice. Although there are some important change that will have to be implemented for instance in the next cycle, the researcher should apply other kinds of speaking games, analyzing the purpose speaking games that is students practice new phrases, expressions or questions-answers, according the appropriate level, so students will have a progressively change or why not an excellent growth.

This work is organized in five parts: literature review, Materials and methods (methodology), results, discussion and conclusions and recommendations. The literature review section describes the variables Speaking and Games. Most of the speaking literature is based on information given by Brown (1994), Burn & Joyce (1997), Mead and Rubin (1985) Bryne (1998), Nunan (1991), while the games literature is based on Haldfield (1999), Chen (2005), Greenall (1990), Vernon (1996) and contributions of works of similar researches. The materials and methods section details the design of the investigation. In the results part, the findings of the research are described and analyzed; these findings are presented in tables and figures with the corresponding analysis. Another part is the discussion that shows the major findings of the research, the importance of them and why the information obtained is relevant to this study. The last part about the conclusions and recommendations describes what was found in the study and what can be done in the future to improve this situation.

d. LITERATURE REVIEW

Speaking

In this work it has been considering some relevant definitions of speaking; In 1994 Brown , 1997 Burns & Joyce remark that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

In other hand, in 1985 Mead and Rubin explain that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. In 2006 Chaney in Kanyi 2006 claims that, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means speaking is a communication between speakers and listener. In 1998 Bryne claims, "speaking is a process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding".

In 1991 Nunan states speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind".

Based on the previous definitions, the researcher concluded that speaking is the process to express with other persons, one's knowledge, feelings, interests, attitudes, opinions or ideas.

Components of Speaking:

- **Comprehension:** Ability to understand what is being asked and to respond appropriately, in other words ability to engage in formal/informal conversation.
- **Comprehensibility:** Ability to communicate ideas clearly and be understood.
- **Accuracy:** Ability to use grammatical structures and vocabulary appropriately.
- **Fluency:** Ability to communicate clearly and smoothly
- **Effort:** Makes attempts to engage in the conversation, and or, includes details beyond the minimal requirements.

Teaching speaking

In 2003 Nunan claims teaching speaking is to teach English language learners to:

- Produce the English speech sounds and sounds patterns.

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

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

- 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 unnatural pauses, which is called fluency.

Goal of Teaching speaking

In 1996 While, Ur affirms that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. In 1990 Harmer states the aim of teaching speaking is to train students for communication.

Teacher Roles

Role denotes how learners and teachers are expected to play in carrying out learning tasks with social and interpersonal relationships between the participants. In 1997 Byrne states the teachers need to know

their roles in teaching speaking. They have specific roles at different stages, as follows:

- The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- The production stage (when the teachers give the learners opportunity to work on their own).

Inside there is an important role teacher as motivator. The teacher must be able to motivate their students in order to stimulate their interest and involve them in what they are doing. Teacher can be an adaptor. He must be able to adapt himself to students who have different English classes.

Principles of Teaching Speaking

Teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. In 2003 Nunan and 2006 Kayi suggest some principles that help in teaching speaking:

- The teachers should be aware of the difference between second and foreign language.

- The teachers should give students chance to practice with fluency and accuracy.

- The teachers should provide opportunity for students to talk by using group-work and pair-work and limit the teachers' talk.

- The teachers should plan speaking task to involve negotiation of meaning.

- The teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.

- The teachers should ask eliciting questions such as "what do you mean? How did you reach that conclusion?", in order to prompt students to speak more.

- The teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."

- The teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- The teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- The teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.

The teachers should reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

Moreover teacher should be conscious when teach young learners about mixed class with varied abilities, expectations, motivation level, knowledge and different learning styles therefore create a good environment between students and teachers.

Assessing Speaking

Assessing speaking is challenging because there are many factors that influence raters' (teachers') impression on how well someone can speak a language.

In 2004 Brown & Luoma explain that when teachers assess speaking, it means that the teachers listening skills determine the reliability and validity of an oral production test. Assigning a score and ranging from 1 to 5 for example is not easy. The lines of distinctions between levels are quite difficult to identify. The raters can consume much time to see the recording of speaking performance to make an accurate assessment.

On the other hand, In 2005 Thornburry claims that there are two main ways to assess speaking. They are holistic scoring and analytic scoring.

Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score for different aspect of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handled at one time.

Finally, interactive communication depicts the ability of test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirements. Those four elements are similar with what in 2004 Brown states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

Difficulties in Speaking

Many people believe that speaking is difficult. In 1991 Dunkel; 1983 Richards, 1984 Ur, in Brown 2001 remark that the characteristics of spoken language are adapted from several sources:

- Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.

- Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.

- Reduced forms. Contractions, elisions, reduced vowels etc. are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.

- Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction.Some examples of thinking time in English such as inserting fillers like uh, um, well, you know, I mean etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.

- Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce these forms.

- Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.

- Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any

communication forms.

- Interaction. Having no interlocutor will rob the speaking skill components, one of them is the creativity of conversational negotiation.

GAMES

In 1999 Haldfield states: "a game is an activity with rules, a goal and an element of fun. Games should be stared as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term." He adds: "Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action."

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

In 1990 Greenall starts clearing up the term 'game' is used whenever there is an element of competition between individual students or teams in a language activity. Games inspire student's solidarity in teamwork, which they have to try their best effort to do the task. They help students learn and enjoy it. In 1996 Vernon states Games create a healthy competition "As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning.

To sum up playing games create a friendly and positive atmosphere that is helpful in keeping an exciting learning environment, which is positive for both. English games give students a reason to communicate and therefore speaking practice.

Characteristics of Games

In 1998 Caesar Kleur emphasizes, games have many characteristics, they are:

- A game is governed by rules. To make a simple activity into a game rules is important.
- A game has objectives. One of the rules is the achievement of an objective. This objectives can be something like making points correctness of finishing an activity first.

➕ A game is a closed activity. It means games must have beginning and an end. It must be easy for the player and the teacher, to know who is about to reach the aim.

Why games

In 1998 Steve Sugar states teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games. Games have long been advocated for assisting language learning. Here are some of the reasons why:

➕ In 1971 Avedon & Sutton-Smith believe that the main reason why games are considered effective learning aids is they 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 1999 Thiagarajan, 2005 Wright, Betteridge, &Buckby, claim games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort. Afterall, learning a language involves long-term effort.

- In 1999 Ingvar Sigurgeirsson affirms games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work.

- In 2008 Riedel emphasizes the advantage of games in improving learners' achievement, "We are teaching a new generation of students, which requires to put into practice unconventional teaching strategies in the classroom.

- In 2005 Wright, Betteridge, &Buckby, affirms games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game.

- In 1994 Langran& Purcell states games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the

atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

- In 1995 Lee affirms games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.

- Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators. The games help active students due to deficiency of interest.

- In 1996 Jacobs & Kline Liu affirms many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help

- Other advantages of games played in groups include

  - In 2000 Ersoz states the team aspect of many games can encourage cooperation and build team spirit.
  - In 2006 Orlick affirms although many games involve competition, this is not necessarily the case.

- In most games, everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.

- In 2005 Ellis states as many games can be played outside of class, they provide a means for students to use the language outside of class time.

- In 1999 Gardner affirms games can connect to a variety of intelligences, for instance:

- Games played with others involve interpersonal intelligence

- Games involving drawing connect with visual/spatial intelligence

- Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence.

Speaking games

- **Guessing games.** These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

- **Celebrity Guess Who.** Very useful when dealing with Celebrities Topic. After matching the names and facts students can do a role play: one of the students chooses one of the celebrities and the rest make

questions until they guess who it was. Students take a look at the picture and read four texts about each character. Then must match the description with the correct boy/girl from the picture. The texts describe what each person looks like and their clothes. Teachers can use the either for oral practice or writing activities. The key is included.

- **Speaking board games.** This speaking board game is very simple. Students have to throw the dice and move from square to square until they reach the "finish" square. They will be able to speak a lot, and their partners can ask them more questions if they want to know more about each other. You can get them to speak a lot!

- **Search games.** These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. In this game students have to ask each other questions to find for whom person is. It can be doing with real information, and then students sit down when they found all information e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

- **Exchanging games.** In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.

- **All about me speaking cards.** This is a set of speaking cards to get your students to talk about themselves and to help them to develop their communication skills. Cut out the cards and give them to your students, they must look at the card and answer the question. These cards can be used as a pair work or group activity, they are recommended for elementary level.

- **Introduction games.** This category might include games like: "Searching for people" where students have to walk around the classroom and find students that have for example lived on a farm, been to Spain or eaten Mexican food and of course they would have to use the target language in order to get the necessary information. Also a good game in this category is the game.

- **Theoretical expression games.** The game "who am I?" fits perfectly into the theoretical expression category. In this game the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession, which the teacher has given them. The teams take turns in guessing or asking questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing (Ingvar Sigurgeirsson.1995.p. 121).

Story games. An excellent example of a game from the category: story games, is the game "to tell a story". The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it. Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences (Ingvar Sigurgeirsson.1995.p. 179). This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.

Question games. A good game in the category: question games, is the game "riddles about European countries". The students get divided into pairs and each pair gets assigned a specific country and the task of preparing a small riddle about it, such as "It has many horses, it is surrounded by sea, and there you cannot travel by train" Answer: Iceland After each pair has made their riddle they would be asked to come to the front of the class and ask the other pairs to solve the riddle. The other pairs then have to write down what they think the right answer is and when all pairs have asked their riddles all the answers are collected and the pair with the most correct answers wins (Ingvar Sigurgeirsson.1995.p. 188).

➕ **Taboo** is a word game, one player gets the other(s) guess a certain word giving a verbal explanation; there were a list of other words which the "explainer" must not say. For sample, "ladder" clue word describe, but without saying "climb, rungs, or fire truck" or any forms of those words. Having a list of words makes the game harder; it is adequate for advanced classes.

➕ **This is How We Roll.** You can use this simple game as a get to know you at the start of school or later as a get to know you better activity. All you need is one standard die and six questions – either ice breakers or ones that elicit opinions, experience or other personal thoughts. Be creative and choose the ones you'd like to hear your students answer. Give students a list of the questions, and make sure they are numbered on the paper. Then, have students take turns rolling the die. Whatever number they roll, that is the question they must answer. You could do this activity as a class, in smaller groups or as a public speaking activity. For the latter, have students prepare answers to each question as homework and then have them share in front of the class after they roll.

➕ **Hide and Speak.** To prepare for this energetic and fast paced game, write several questions each on one index card or post-it note. These questions can be get to know you questions, comprehension questions or questions using current vocabulary words. Before your

students arrive, hide these cards throughout your classroom. At the start of class, break your students into two teams. Explain that you have hidden cards throughout the room. On your word, students will search the room for the cards you have hidden. They can only pick up one card at a time. When a student finds a card, he must bring it to you and answer the question on the card. If he answers it correctly, he earns the card for his team. If he does not answer it correctly, he must get someone else from his team to help him find the answer. Once students have correctly answered the question on their card, they can search for another card. At the end of the game (after a certain amount of time or when all the cards have been found) the team with the most cards in their possession wins.

- **Just a Minute** - is a fluency activity (and the only non-controlled speaking activity here). If used in the right way, it can build up students' confidence in speaking English in front of other people. It's adapted from a Radio 4 game and can be fun with older students and adults.

Write topics randomly around the board. Then have a student throw a sticky ball (piece of rolled up paper will do) at the board. The topic which is closest to where the ball hits is their topic. The student must then stand and speak for one minute without hesitation, repetition or

undue silliness about the topic. If the students hesitates, repeats or becomes silly then stop them and write their name and the time they spoke for on the board. I have used this ESL speaking activity successfully with children - hence the silliness restriction - but it works best with teenagers and adults.

How to use games

Speaking practice is really hard which can seem frustrating. Constant effort is necessary to understand, produce and manipulate it.

- Games should be regarded as supplementary activities. The whole syllabus should not be based on games only -- even for young learners.

- In 1995 Ingvar Sigurgeirsson states well-chosen games are invaluable as they give students a break and at the same time allow students to practice speaking skills. Games are highly inspiring since they are amusing and at the same time challenging. When choosing a game, the teacher should be careful to find an appropriate one in order to be beneficial to the students. Teachers need to keep in mind is to choose wisely when it comes to selecting a game to use in the classroom because; although one game might be perfect for one teacher or a

particular group of students it can be terrible for another teacher or group of students.

- In 1998 Alanna Jones affirms teacher has to look at the group that will be participating in the game and he or she then has to set out a goal for the group which the game should aim towards.

- Games can regularly be adapted to students of various ages, children are very enthusiastic about games, some older students could be worry that games are too childlike for them.

- It is essential Teachers explain the purpose of the game in order to foster such students it produce a phenomenon as "serious fun."

- In 1994 Langran& Purcell affirms also teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the student"s time to reflect upon the game and how it turned out.

- The teacher should not force an individual to participate. Some students don't want to contribute for personal reasons and force them couldn´t produce a results positive.

- A game that probably not work in class or is tiring or boring. It should be stopped.

Suggestions for explaining games

- Demonstrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.

- A kind of script of what people said as they played or a list of useful phrases. Similarly, key vocabulary and concepts may need to be explained.

- In 1990 Hadfield states clear directions. Demonstrations can accompany directions, and directions can be given when needed, rather than explaining all the steps and rules in one go. Also, some student-initiated modifications can be accepted. It is important for teachers to know that augmenting a game is allowed and can certainly be necessary in some cases. More difficult games can be made easier so they become a challenge instead of to hard for less skilled or younger students and vice versa.

- Games already known to students.

- Games used to revise and recycle previously studied content, rather than involving new content.

- Groups are heterogeneous in terms of current language proficiency, so that the more proficient members can help others.

- Resources, online or print, such as dictionaries and textbooks.

e. MATERIALS AND METHODS

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

DESIGN

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

CONTEXT

Educare School was selected as the place for the present research work, and it is the school where the researcher is currently teaching; therefore, she has insight into the spectrum of English teaching within the school. Educare School is located in "El Valle" neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and schools. In the case of Educare School, the treatment of English as a subject within the curriculum of the school is obligatory form students of 8th -10th year of basic education. It has an English teacher (non-certified) as part of its teaching staff.

PARTICIPANTS

The 10 year English class at "Educare School" were the sample. This group was made up of 12 students, boys and girls (13-17 years old). They received English classes 5 times a week in periods of 45 minutes.

Students used Level 2 English student's book that was donated by the Ministry of Education. In the English classes used the following resources such as: text book, notebook, creative material, in order to students learns English as a second language.

MATERIALS AND METHODS

METHODS

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

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

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

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

The statistic method made possible the quantitative statistical analysis of data derived from the test and questionnaires as well as the qualitative text analysis of the data received from the, tests, teacher's diary, questionnaires, rubric evaluation.

TECHNIQUES

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

DATA COLLECTION INSTRUMENTS

This action researcher used the following instruments test, rubric of evaluation, field diary, questionnaires, were used to gather the information. Test was the first instrument of data collection that consisted on six questions and was prepared in order to evaluate their speaking skill of each students.The Rubric had five parameters as comprehension, comprehensibility, accuracy, fluency and effort this let the researcher to evaluated students' speaking skill.Field diary this instrument was very useful because it helped, measure the students' improvement in each lesson.The Questionnaire the researcher-made questionnaire (Annexe 4) consisting of nine questions, in order to obtained evidence of the problem and knew the attitude toward Speaking skill.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was "The 10th year students of Educare school". The cooperating teacher helped provide general information about these target

students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

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

PROCEDURE

The study started with the observations of the English classes of "The 10th year students of Educare school" in order to identify the issues the students were facing; in each visit to the classes an observation sheet (Annex 5) was filled out to record student's work. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (page 105-112), organized in seven lessons, was designed with the help of the literature framework. Then, the intervention plan was applied. The researcher concluded the interventions with a week of posttest data collection, using the same instruments as the pretest.

During this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to the Blooms cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly. After collecting the data it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the group/class in each test.

The Pearson Correlation coefficient $Л = \frac{n\,(\sum XY)-(\sum X)(\sum Y)}{\sqrt{n[(\sum X^2)-(\sum X)^2][n(\sum y^2)-(\sum y)^2]}}$ was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y).

Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results.

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

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

f. RESULTS

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

TABLE 1
Pre-Test Result

Students Code	C1 (4/4)	C2 (4/4)	A (4/4)	F (4/4)	E (4/4)	Total (20/20)
ES1	1,9992	1,9992	1,9992	1,9992	1,3328	9,3296
ES2	2,6656	2,8322	1,9992	2,8322	0,9996	11,3288
ES3	1,9992	1,9992	1,9992	2,1658	0,9996	9,1630
ES4	3,9984	3,9984	1,9992	2,8322	0,9996	13,8278
ES5	3,9984	3,9984	1,3328	2,8322	1,3328	13,4946
ES6	3,4986	3,8318	1,9992	2,6656	0,9996	12,9948
ES7	2,9988	2,9988	1,9992	1,9992	0,9996	10,9956
ES8	3,3320	3,4986	1,9992	3,3320	0,9996	13,1614
ES9	3,1654	3,1654	2,9988	2,9988	0,9996	13,3280
ES10	3,3320	3,332	1,9992	2,8322	0,9996	12,4950
ES11	3,1654	3,1654	1,9992	1,3328	0,9996	10,6624
ES12	3,3320	3,332	1,9992	1,9992	0,9996	11,6620
MEAN	3,1238	3,1793	2,0270	2,4851	1,0551	11,8703

Note. C1= Comprehension,   C2= Comprehensibility, A= Accuracy, F= Fluency, E= Effort ; ES= Educare School

The researcher administered a pre-test to the students. The researcher explained to the twelve students that the pre- test consists of answering some personal questions (see annex # 1) and these would be evaluated by the researcher according to the rubric.

The data collected in the pre- speaking test, showed that the three lowest scores were: 9,16; 9,32; and 10,66, out of 20 although, it is important to

note that the highest score was 13,83 out of 20. Analyzing the results the mean was 11,87 which showed that all the students attained sub-standard scores. On reviewing the scores in the five parameters the lowest were: accuracy 2,03; fluency 2,49 and effort 1,06 out of four points. The implication being that the parameters of speaking test as accuracy, fluency and effort limit speaking performance. Based on the results, students need more practice on these parameters. Consequently, the obtained results suggest the implementation of a solution in order to improve students' ability in the speaking skill.

Question 1

Which languages skills do you practice in your English classes?

TABLE 2
Pactice Language Skill

Options	Pre- Q	
	F	%
Listening	3	25,0
Reading	3	25,0
Speaking	2	6,7
Writing	4	33,3
Total	12	100%

Source: Pre-questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 1

Pactice Language Skill

■ Listening ■ Reading ■ Speaking ■ Writing

25,0   25,0   16,7   33,3

The data shows the percentage of skills applied by students during the English classes. According to this, third of the population affirmed that strategy that the strategy most practiced was writing skill, while a quarter of the surveyed population stated that the strategies more practiced were listening and reading. Speaking skill was the lowest percentage with approximately one fifth of students. It indicates that students are unable to produce oral English at the required level.

In 1998 Bryne claims Speaking is a process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. On the other hand, in 1985 Mead and Rubin explained that speaking is an interactive process in which individuals alternately take the roles of speaker and listener, which includes both verbal and nonverbal components.

QUESTION 2

How often do you practice speaking?

TABLE 3
Frequency of practice speaking skill

Options	Pre- Q	
	f	**%**
Always	0	0,0
Often	2	16,7
Sometimes	8	66,7
Never	0	0,0
Hardly ever	2	16,7
Total	12	100%

Source: Pre-questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 2

Frequency of practice speaking skill
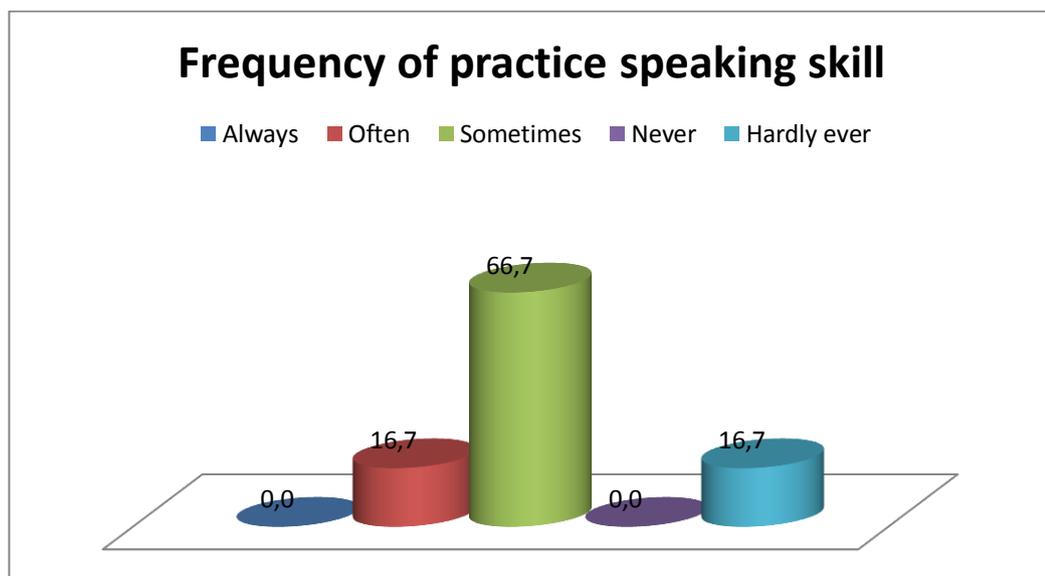
As it can be seen in the above chart, in the pre-questionnaire about practice speaking skill more than half of students suggested that they sometimes practice speaking; while approximately one fifth of the surveyed population affirmed they often practice speaking in the English classes and approximately one fifth of students surveyed stated they hardly ever practice speaking in the English classes. It is therefore implied that another issue which limited speaking language skill was the limited amount of time devoted to practicing speaking in classes. It means, that more time spent on practicing speaking skill is needed, with the practice of speaking games.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, Burns & Joyce, 1994, 1997)

Questions 3

How do you find speaking topics and speaking activities?

TABLE 4

Speaking Topics and Speaking activities

Options	Pre- Q	
	f	%
Very Interesting	0	0,0
Interesting	4	33,3
Normal	6	50,0
Boring	0	0,0
Very Difficult	0	0,0
Difficult	2	16,7
Easy	0	0,00
Total	12	100%

Source: Pre-questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 3
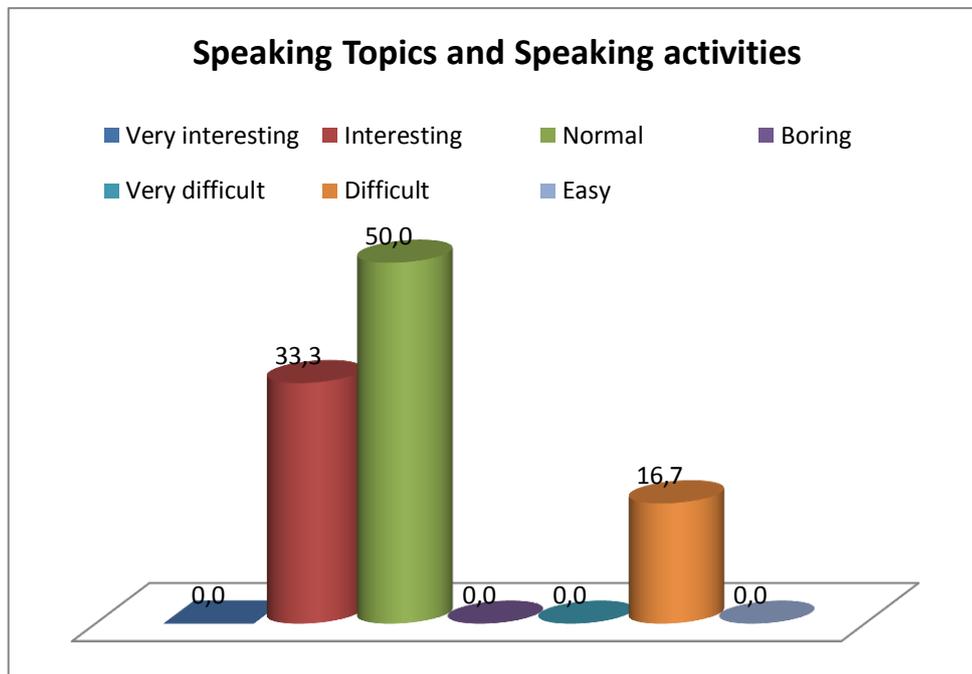
These results showed in the pre-questionnaire that half of students who responded found speaking topics and speaking activities normal, a third part of population found the activities interesting, and approximately a fifth of the surveyed population confirmed that they found the activities difficult. It can be seen from these findings that the one of the main factors limiting speaking skill would be the limited activities to motivate students to practice English orally. Further research needs to be undertaken in order to implement new strategies such as speaking games.

QUESTION 4

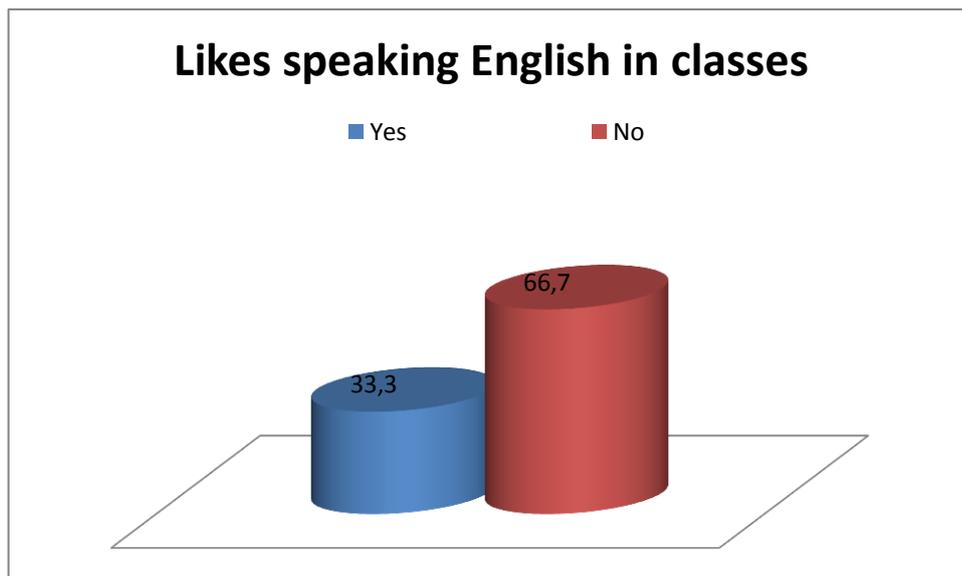**Do you like to speak in English classes?**

TABLE 5
Likes speaking English in classes

Options	Pre- Questionnaire	
	f	**%**
Yes	4	33,3
No	8	66,7
Total	12	100%

Source: Pre-questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 4

Likes speaking English in classes

The data analyzed in the pre-questionnaire about if students like Speaking English in classes indicated that the more than half of students who were surveyed did not like speaking in classes and only a third of students like speaking English in classes. Given the students' opinions, it can be inferred that another issue which limited learning of speaking skill is that

many students did not like speaking in English class. New techniques such as speaking games should be implemented in order to motivate to undertake real communication between teachers and students in order to develop the oral use of the target language.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages.

THE POST-TEST RESULTS

The data of the post-test can be seen in the table 6 below:

TABLE 6
Post-Test Results

Students Code	C1 (4/4)	C2 (4/4)	A (4/4)	F (4/4)	E (4/4)	Total (20/20)
ES1	3,4986	3,4986	3,332	3,4986	3,1654	16,9932
ES2	3,4986	3,6652	3,332	2,8322	2,499	15,8270
ES3	2,499	2,499	2,499	2,499	2,499	12,4950
ES4	3,4986	3,4986	3,6652	3,9984	3,332	17,9928
ES5	3,4986	3,4986	3,332	3,4986	3,9984	17,8262
ES6	3,9984	3,9984	3,6652	3,8318	2,9988	18,4926
ES7	3,8318	3,8318	3,332	3,6652	2,9988	17,6596
ES8	3,9984	3,9984	3,9984	3,9984	2,9988	18,9924
ES9	3,6652	3,4986	3,8318	3,8318	2,9988	17,8262
ES10	3,9984	3,9984	3,6652	3,9984	2,9988	18,6592
ES11	3,9984	3,8318	3,4986	3,8318	2,8322	17,9928
ES12	3,6652	3,6652	3,4986	3,9984	2,9988	17,8262
MEAN	3,6374	3,6236	3,4708	3,6236	3,0266	17,3819

Note. C1= Comprehension, C2= Comprehensibility, A= Accuracy, F= Fluency, E= Effort ; ES=Educare School

After conducting speaking games, a post test was undertaken in order to assess the students' performance in speaking skill ability. That test was conducted to see how much the students had improved their performance in speaking skill ability.

Based on the results of the post-test in table 6, the students' speaking scores were significantly improved, reviewing the score of each

parameters showed an increase in accuracy from 2,03 to 3,47 ; fluency from 2,49 to 3,62 ; effort form 1,06 to 3,03 the mean scores increased from 11,87 to 17,38. The data in the post-test indicated that three students had higher grades: 18,49; 18,99; 18,65 out of 20. The lowest value achieved in the speaking post-test was 12.49 out of 20 and the rest of the students had significantly increased scores. Consequently, the majority of students passed the oral test with few mistakes. It reveals that the introduction of speaking games as part of the classroom activities increased the speaking and learning abilities of 10th year students at "Educare School" because of its contribution to improve students' ability in English speaking. It, therefore, had a positive impact.

In the post test can be seen that after enacting different speaking games the students were observed to be more confident, enthusiastic and motivated in their speaking and were more fluent than before. They not only achieved effort, fluency, accuracy and their attitudes towards learning speaking improved. Their quality of perfomance also improved as they made fewer mistakes. Through speaking games they learnt how to cooperate and work in groups, which also improved their pronunciation.

COMPARING TEST RESULTS

In this section a brief comparison will be made between the pre and post test results, using the statistical measure (Pearson Product-Moment

Correlation) which will be helpful in establishing the correlation between the pre and post test scores. The comparison of the test result can be seen below:

TABLE 7
Comparing Test Results

Students Code	Pre-Test (X)	Post-Test (Y)	XY	X^2	Y^2
ES1	9,3296	15,4938	144,5510	87,0414	240,0578
ES2	11,3288	15,8270	179,3009	128,3417	250,4939
ES3	9,1630	12,4950	114,4917	83,9606	156,1250
ES4	13,8278	17,9928	248,8008	191,2081	323,7409
ES5	13,4946	17,8262	240,5574	182,1042	317,7734
ES6	12,9948	18,4926	240,3076	168,8648	341,9763
ES7	10,9956	17,6596	194,1779	120,9032	311,8615
ES8	13,1614	18,9924	249,9666	173,2224	360,7113
ES9	13,3280	17,8262	237,5876	177,6356	317,7734
ES10	12,4950	18,6592	233,1467	156,1250	348,1657
ES11	10,6624	17,9928	191,8464	113,6868	323,7409
ES12	11,6620	17,8262	207,8891	136,0022	317,7734
∑	142,4430	207,0838	2482,6238	1719,0961	3610,1934

Source: Pre-test score; Post-test score
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 5

Pre-Post test Comparison
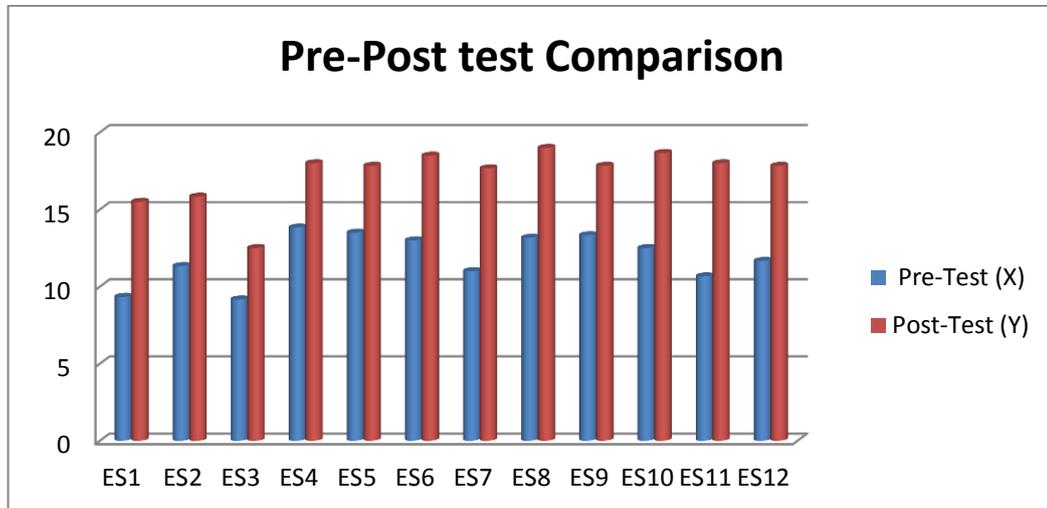
$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

$$r = \frac{12(2482.62) - (142.44)(207,08)}{\sqrt{[12(1719.10) - (142.44)^2][12(3610.19) - (207,08)^2]}}$$

$$r = \frac{(29791.44) - (29496.48)}{\sqrt{[(20629.20) - (20289.15)][(43322.28) - (42882.13)]}}$$

$$r = \frac{294.96}{\sqrt{(340.05)(440.15)}}$$

$$r = \frac{294.96}{386.86}$$

$$r = 0,76$$

Speaking games had never been performed before the intervention plan, the class was unsure of its content. It was new to them.

The data analyzed from the pre-test and post-test indicated a significant change. In the pre-test, the majority of students failed mostly on the

parameters of accuracy, fluency and effort. This indicated that students wrongly used accuracy, and had little fluency. Therefore, their ability to undertake more detailed answers to the questions was severely restricted. As can be seen in the post-test, the majority of students improved significantly in their speaking skills through practiced speaking games. This indicated why students' score were higher in the oral post-test. Additionally, the Pearson Product Correlation provided a value of 0.76 as the co-efficient present comparison, which reflected positive teaching of speaking games was feasible and enjoyable. As a result, speaking games as part of the classroom activities which have since been implemented, have reduced the limitation of the speaking and learning of 10th year students at "Educare School".

Games inspire student's strengths, enabling them to try their best at undertaking a task, and thereby enjoy it. Also games create healthy competition in that as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning. Consequently, English games give students a reason to communicate and practice speaking.

ANALISYS OF THE PRE AND POST QUESTIONNAIRES

QUESTION 1

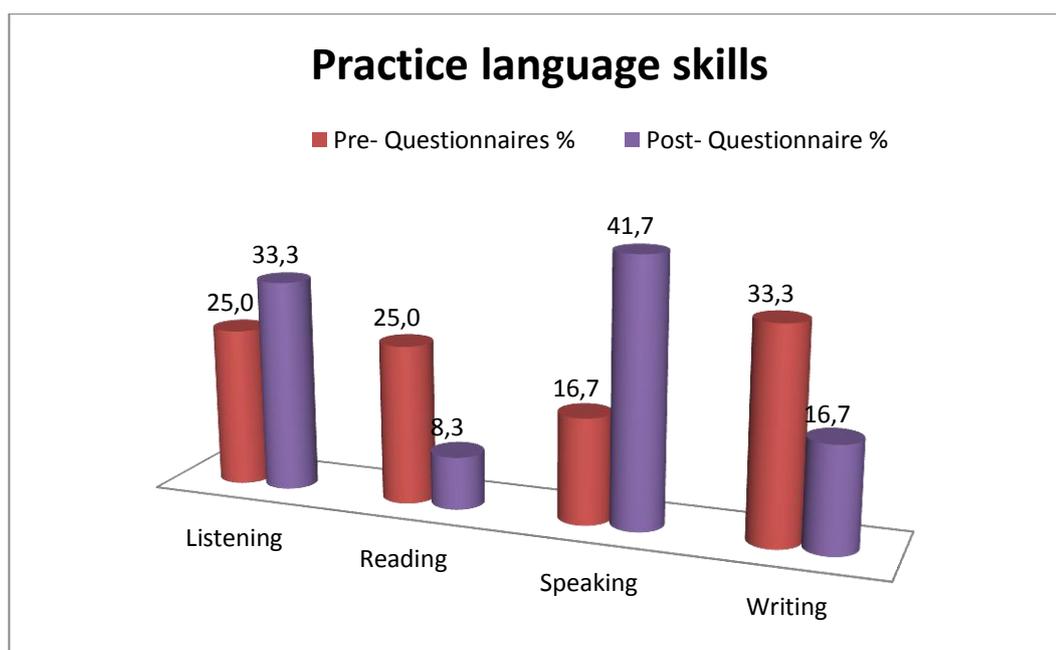**Which languages skills do you practice in your English classes?**

TABLE 8
Practice language skills

Options	Pre- Q		Post- Q	
	f	%	f	%
Listening	3	25,0	4	33,3
Reading	3	25,0	1	8,3
Speaking	2	16,7	5	41, 7
Writing	4	33,3	2	16,7
Total	12	100%	12	100%

Source: Pre-questionnaire; Post questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 6

As it can be seen in table 8 about practice speaking skill, students asserted that the teacher focused on writing first, followed by listening and reading, and finally speaking in comparison the post-questionnaire as opposed to speaking first, then listening and finally writing and reading. The introduction of the speaking game improved the student's abilities in the speaking and learning process.

Both the researcher and students were aware that speaking is a two-way process between speaker and listener which is a conventional way of distributing information through the expression of thoughts and ideas.

QUESTION 2
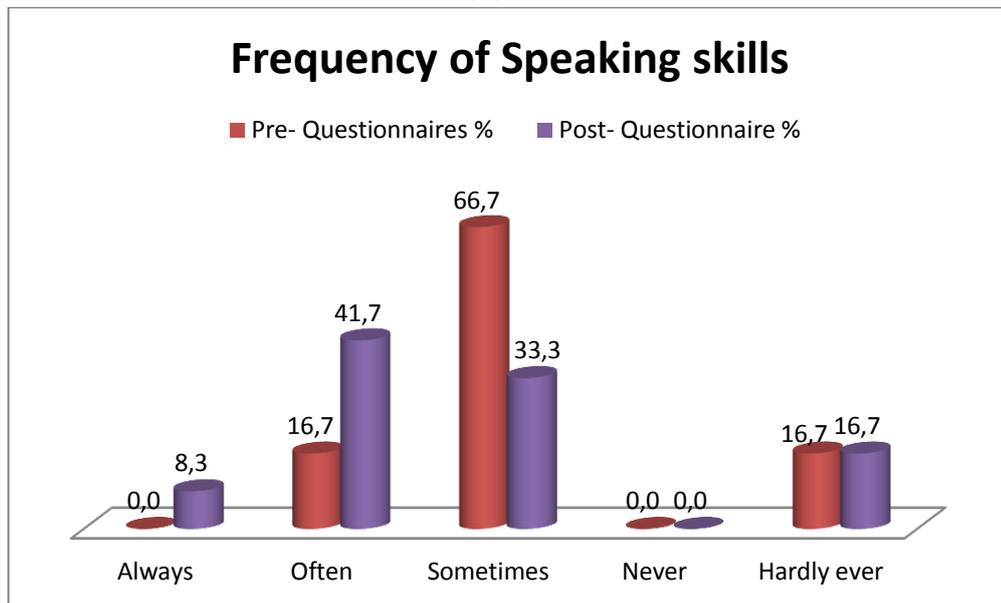
How often do you practice speaking?

TABLE 9
Frequency of Speaking skills

Options	Pre- Q		Post- Q	
	F	%	f	%
Always	0	0,0	1	8,3
Often	2	16,7	5	41,7
Sometimes	8	66,7	4	33,3
Never	0	0,00	0	0,00
Hardly Ever	2	16,7	2	16,7
Total	12	100%	12	100%

Source: Pre and Post questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 7

Frequency of Speaking skills

■ Pre- Questionnaires % ■ Post- Questionnaire %

As was seen in the pre-questionnaire about how often practice speaking skill, more than half of students stated that they sometimes practice speaking, approximately one fifth of students affirmed they often practice speaking in class and approximately one fifth of students responded they hardly ever practice speaking skill in English classes, whereas in the post-questionnaire almost half of students claimed that they often practice speaking skill; one third of the students affirmed sometimes, approximately one fifth of students claimed hardly ever; and eight point thirty three percent of them affirmed always. It reveals that the development of speaking games contributed with students to increase their speaking abilities becoming their learning practical and enjoyable.

Researcher and students were conscious that one of the aims of teaching speaking was to train students in the skills of oral communication.

QUESTION 3

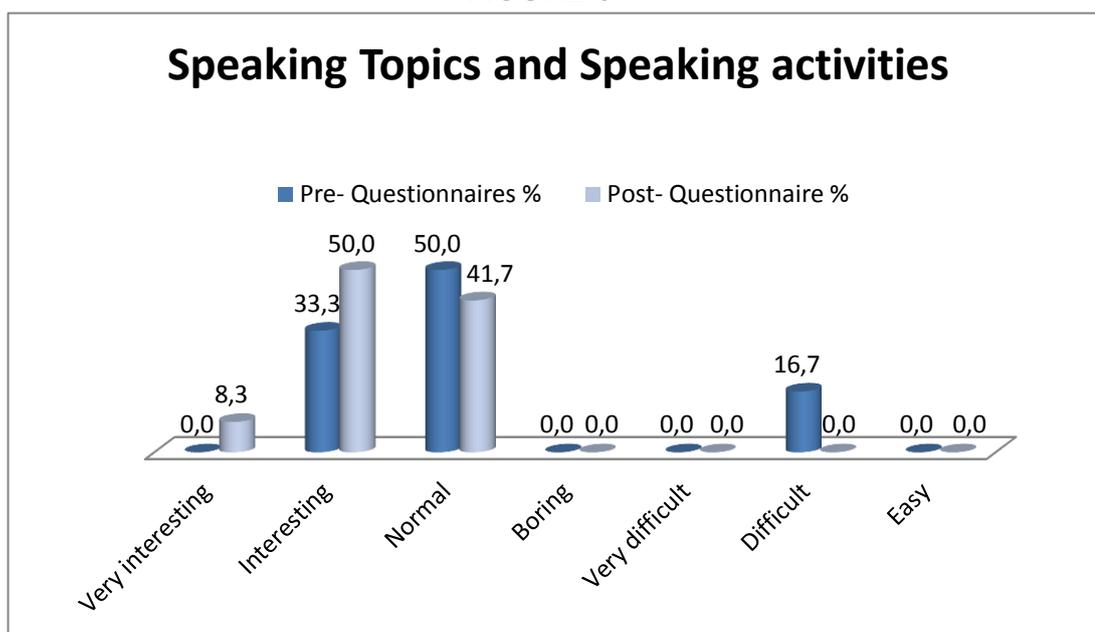**How do you find speaking topics and speaking activities?**

TABLE 10
Speaking Topics and Speaking activities

Options	Pre- Q		Post- Q	
	F	**%**	**f**	**%**
Very Interesting	0	0,0	1	8,3
Interesting	4	33,3	6	50,0
Normal	6	50,0	5	41, 7
Boring	0	0,0	0	0,0
Very Difficult	0	0,0	0	0,0
Difficult	2	16,7	0	0,0
Easy	0	0,0	0	0,0
Total	12	100%	12	100%

Source: Pre and Post questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 8

Speaking Topics and Speaking activities

The results showed in the pre-questionnaire about speaking topics and speaking activities, that half of polled students, found speaking topics and speaking activities normal, one third of students stated found topics and speaking interesting, whereas approximately one fifth of them found speaking topics and speaking activities difficult. The post-questionnaire results implied, exactly the half of students found speaking activities interesting, almost half of students found speaking topics and speaking activities normal, while eight point thirty three percent of students claimed they found speaking topics and speaking activities very interesting. It means, that the practice of games added interest, increased their speaking abilities, motivation.
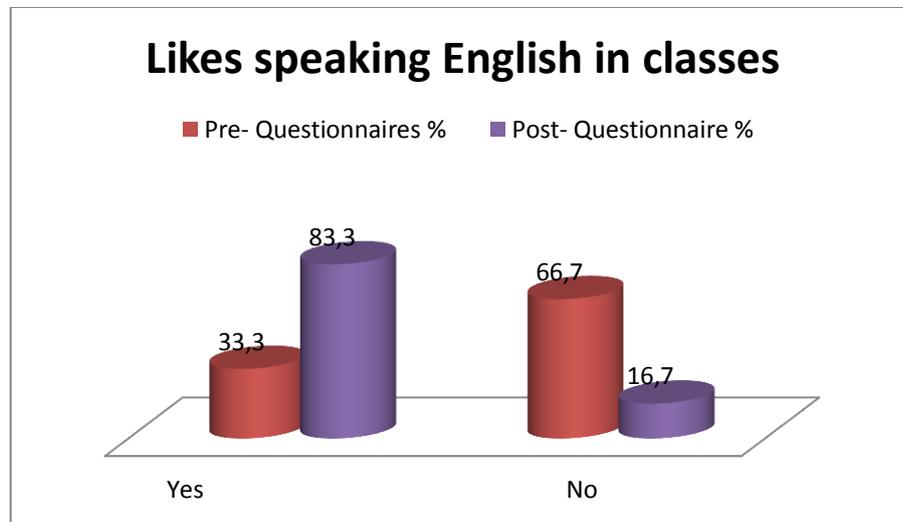
QUESTION 4

Do you like to speak in English classes?

TABLE 11
Likes speaking English in classes

Options	Pre- Q		Post- Q	
	F	**%**	**f**	**%**
Yes	4	33,3	10	83,3
No	8	66,7	2	16,7%
Total	12	100%	12	100%

Source: Pre and Post questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 9

Likes speaking English in classes

■ Pre- Questionnaires %   ■ Post- Questionnaire %

The data analyzed in the pre-questionnaire about likes speaking English in classes, showed that more than half of students who were surveyed did not like speaking English in classes, and one third of them claimed they enjoyed speaking English in classes, whereas in the post-questionnaire, most of students responded that they liked speaking English in classes, while approximately one fifth of students stated they did not like speaking English in classes. The researcher designed and practiced speaking games which increased speaking time in class for the students. Consequently it could be concluded that there was a noticeable change of students' attitudes for learning speaking skills in English classes.

QUESTION 5

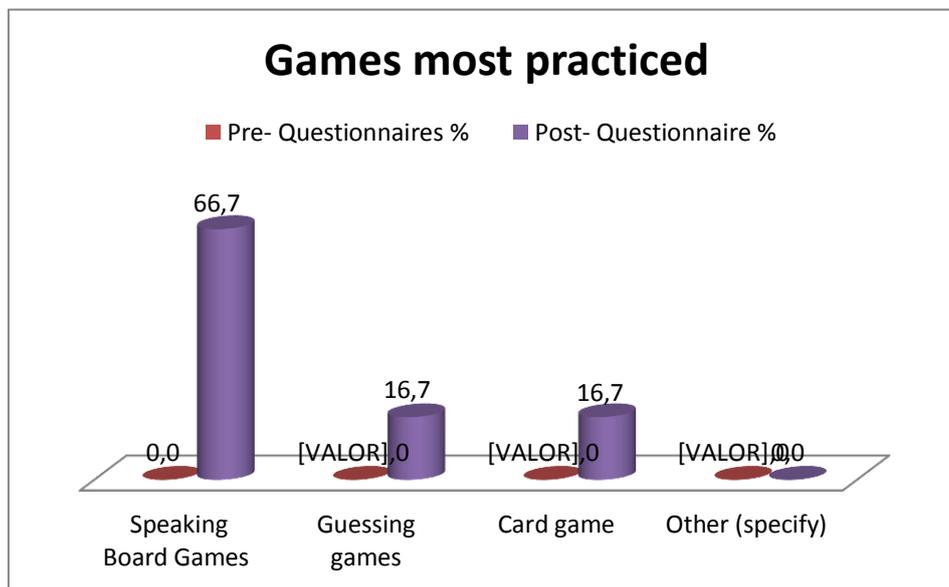**Which games do you like most to practice speaking skills?**

TABLE 12
Games most practiced

Options	Pre- Q	Post- Q
	%	%
Speaking Board Games	0	66,7
Guessing games	0	16,7
Card game	0	16,7
Other (specify)	0	0,0
Total	0%	100%

Source: Pre-questionnaire
Researcher: Seidy Tatiana Saraguro Gallegos

FIGURE 10

The results about games most of the population like to practiced speaking skill revealed a total change from the pre-questionnaire to post-questionnaire. The answers in the pre questionnaire showed none of students selected any option which implies they had no idea about speaking games. In other words the class was unsure of its content. It was new for them. In order to improve the speaking and learning abilities, the researcher developed the following speaking games: speaking board games, guessing games and card games. In the post-test questionnaire more than half of students affirmed the game most liked to practicing speaking in classes was the speaking board game, while approximately one fifth of students affirmed they preferred playing guessing games and approximately one fifth of students also affirmed they preferred card games. This indicates that utilizing the speaking board game, whilst including learning and competition, is also fun and enjoyable.

The game was an activity with rules, a goal, an element of fun, allowing the creation of motivation and the lowering of stress, and give language learning an opportunity for real communication.

g. DISCUSSION

The use of speaking games to improve speaking skill was the strategy carried out, that facilitates the 10th year students speaking learning. The research assumed with 12 students at "Educare School" and it showed that students' speaking skill assessed changed positively after applying seven sessions of interventions plans. The results in the pre and post tests indicated an important progress students got. The outcomes from the questionnaires were about of students` attitude toward learning speaking skill through speaking games. The results were consistent with the literature, which found that speaking games are fun; interactive ways helped students improve their spoken English. Learning speaking skill with games are student-centered in that students are active in playing the speaking games, and games can often be organized such that students had the leading roles, with teachers as facilitators. The speaking games helped active students due to deficiency of interest.

The findings in the pre and post-tests revealed a remarkable change of the students in speaking. The pre-test showed that most of the students did not do well in the oral test, because most of them had difficulties in the parameter of effort, accuracy and fluency. The highest score of a student was 13,83 out of 20 and the lowest was 9,16 out of 20. In the post-test, after the intervention plans, the results indicated that students improved

significantly. The highest scores of a student was 18,99 out of 20 and the lowest was 12,50 out of 20. It is reflected in the mean 11,87 in the pre-test and 17,38 in the post-test.

The results in the pre and post questionnaires show interesting information about the change in the perception of the students about English speaking skill. The pre-questionnaire showed that most of the students did not like the English because they felt nervous at the moment to speaking, they found speaking activities normal and the skill that most practice in English classes was the writing. In contrast in the post-questionnaire, after the intervention, the results indicated that the majority of students' attitudes had changed because students liked English, they found some activities interesting and the skill that was most practiced was speaking and listening. These findings were consistent with Langran & Purcell in 1994 that states that games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of a smaller audience instead of having to express themselves in front of the whole class. Also, it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

This study had more positive than negatives outcomes toward learning speaking English through games. At the beginning one the interventions a few students (two) did not want to collaborate; however, the next intervention this student's attitudes changed progressively. During the interventions most students participated playing speaking games and they had positives students' progress because they indicated that liked learning speaking skill with games because they learned and enjoyed it. Similarly, some of these interventions let them know each other and got an excellent relationship between classmates. The finding could be supported by Haldfield (1999) stated: "a game is an activity with rules, a goal and an element of fun. This active performance resulted in higher learning achievement. This finding helps to support the effectiveness of use games and they should be implemented in teaching and learning speaking.

Another strength was the students of 10th year of basic educations were a great group because most of them were participative, enthusiastic, attentive and respectful. Another important point was the classroom English teacher and the school director who let the researcher carry out the intervention. They were friendly and collaborative. However, during the intervention there also emerged some limitions such as: time and did not have a specific classroom. The first one because students had a workshop that prevented to finish of the post-test on time. The second one I mean they didn't have a specific classroom for the English subject they are

simply taught the subject in the same classroom, where the rest of the subjects are taught.

This study was also even more precise by the students of 10th year of basic education because the majority of them were interested in class it was proved by the participation obtained with the speaking games. These findings were consistent with Riedel's discussion about the advantage of games in improving learners' achievement, "We are teaching a new generation of students, which requires putting into practice unconventional teaching strategies in the classroom."

This action research study was an excellent practice as a student because it helped to identify the strategies that I would use to learn speaking English. Additionally, it is important as a new teacher using a specific strategy before starting a professional life. The application of this strategy helped the researcher to realize that a good teacher has assets in the following aspects: Knowledge, loves teaching, fair, strict, understanding, funny, caring, creative, sincere, open minded, professional, responsible, flexible, patient, respectful so eliminating the practice traditional method of teaching. Making action research is a crucial work that should be done for gaining experience as a teacher and proven the viability of many strategies as a future teacher.

h. CONCLUSIONS

Based on the findings, derived from the results of this study, the following conclusions were reached:

- The issues that limited the speaking learning of 10th year students were the lack of speaking activities; students had to master the ability of speaking with a strategy that facilitates the speaking English in classes. The result got in the observation, pre-questionnaire and pre-test revealed that strategy that most practiced was writing skill also students had more difficulties on the parameter of accuracy fluency and effort because they obtained the lowest grade in the pre-test.

- In order to face these issues that limited the speaking learning of 10th year of basic education seven sessions were designed in the intervention plan with activities that enable students to master pronunciation, comprehension, comprehensibility, accurate, fluency and effort. They were planned considering the weaknesses that the student presented in the pre-test. Each lesson was prepared considering this approach and helped with the use of speaking game as a strategy in order to improve the speaking skill. During the whole intervention plan were developed the following speaking games: cards games, speaking board games, guessing game in order to assist in

the improvement of the speaking skill. At the beginning, the students did not understand how to play the game it, but after the explanation they played it. It was observed that many of the students were enthusiastic in the competition of the game. They practiced pronunciation and enjoyed it.

- The use of speaking games as part of the classroom activities reduced the students' limitations importantly. It was demonstrated that students participation in each lesson and the progress they reached performing their tasks. The change of the mean scores from the pre-test was 11,87 and post-tests was 17,38 was a positive effect evidence that the games had in this intervention. Consequently the findings of the research showed that the use of speaking games made the students more enthusiastic and cooperative to learn, determining positively the improvement of the speaking skill.

i. RECOMENDATIONS

+ Researcher suggests applying new strategies to teach English speaking skill because it is useful to facilitate the process of learning speaking and to capture the interest and attention of students. Teacher should use speaking games for teaching speaking skill.

+ Teachers should apply the right number of lessons in the designed intervention plan, for this it is necessary to select the appropriate speaking games according to student's level, prepare the materials and the most important to know how to teach it.

+ It is recommended to apply the speaking board game in the English classes with different topics (new expressions, new phrases, etc.) because this game impacted strongly young learners and enhanced their learning of the speaking skill. This speaking game increases students' motivation, interest and includes many factors such as rules, competition, relaxation, and learning which are all useful in promoting speaking in the learning speaking process. Games are useful because they offer situations that lower students' stress, social interaction and give them chances to engage in real communication.

+ It is suggested do the action research applying the second and third cycle of Kemmis and McTaggart's spiral, in order to reinforce the speaking skill and got excellent result.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

IMPROVING ENGLISH SPEAKING SKILL THROUGH GAMES WITH 10TH YEAR STUDENTS AT ¨EDUCARE SCHOOL¨, DURING 2013-2014 SCHOOL YEAR

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

AUTHOR:

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LOJA-ECUADOR

2015

a. THEME

IMPROVING ENGLISH SPEAKING SKILL THROUGH GAMES WITH 10TH YEAR STUDENTS AT ¨EDUCARE SCHOOL¨, DURING 2013-2014 SCHOOL YEAR

b. PROBLEM

BACKGROUND

CISOL stands for Centre for Latin American Social Initiatives. It was founded in 1977, by Dr. Rosa Rodriguez and Lic. Rigoberto Chauvín. The institution is a non-profit organization committed to promoting sustainable, fair and equitable development for highly vulnerable boys, girls and adolescents. Its mission of promoting local development takes place in the province of Loja. The center is located on Oriental de Paso and Salvador Bustamante Avenues.

Since 2000 CISOL has run the Educare School, which at present provides, 1st to 10th grade, basic education focused on promoting technological, mathematical and logic thinking, along with communicational competences and personal development skills. The school has 200 students and 14 teachers; there is one English teacher that works with 8th to 10th grades.

PROBLEM STATEMENT

The 10 year English class at ¨Educare school¨ is made up of 12 students, boys and girls (13-17 years old). They receive English classes 5 times a week in periods of 45 minutes. The students have a beginner English level and have an under-graduated English teacher.

After several observations of the English Classes with this group, the researcher could realize that the teacher uses the grammar translation method in the English class. Teacher stars the classes explaining the grammar of the new topic on the board using English and translates it to Spanish. Then, she asks students to fill the blanks on the book; if students have questions teacher explains it using their mother tongue. Then teacher checks each work and in this way the practice is focused on form sentences rather than communication. The next classes' teacher keeps the same routine; she also reinforces the topic and asks students to write more examples about the topic learned. In classes there is no listening and speaking practice therefore the classes turn repetitive, monotonous and boring.

The focus of this intervention will be concerned about teaching English speaking with games which will change traditional way. Using games as a technique will turn the lessons better and more interestedly.

RESEARCH PROBLEM

HOW DO GAMES IMPROVE ENGLISH SPEAKING SKILL THROUGH WITH 10TH YEAR STUDENTS AT ¨EDUCARE SCHOOL¨, DURING 2013-2014 SCHOOL YEAR?

DELIMITATION OF THE RESEARCH

Temporal

The research project will be done during 2013 and 2014 school year.

Spatial

It will be carried out at ¨Educare school¨ which is located in Loja city.

Observation Units

The groups who will give us information about the research theme are:

- The 10th year students of ¨Educare school¨
- The English teacher

Subproblems

- What kinds of theoretical references about speaking skill and games are effective to help 10th year students at ¨Educare School¨, during 2013-2014 school year?

- What are the issues which limit the speaking learning of 10th year students at ¨Educare School¨, during 2013-2014 school year?

- What are the important phases of the intervention that help you the use of games of 10th year students at ¨Educare School¨, during 2013-2014 school year?

- Which games are implementing to improve the speaking learning of 10th year students at ¨Educare School¨, during 2013-2014 school year?

- How do games as part of the classroom activities reduce the limitation of the speaking learning of 10th year students at ¨Educare School¨, during 2013-2014 school year?

c. JUSTIFICATION

The selection of this action research work is about improving English speaking skill through fun games with 10th year students at ¨Educare School¨. It is so important for the followings aspects; firstly it will help to examine the effect of using games to teach English; secondly it let researcher open-up opportunities as practitioner and it will simultaneous improve the experience as a future professional; thirdly it will help the researcher with the accreditation of the social research design course and to finish a previous requirement to get a bachelor's degree in sciences of education, English language specialization.

The action research is justified by itself because this want to minimize students' anxiety, establish a good rapport between teacher and students, give students praise and encouragement to use the English language, help teachers to update their knowledge and exchange their teaching experience. According to Greenall (1990: 6), Games comprise many factors such as: rules, competition, relaxation, and learning.

The main focus of using game in class is not only to help students to learn more effectively but also to have fun.

It also is justified because this action research will allow some conclusion and recommendations based on the intervention applied results which will be feasible to reduce the problematic found in the group.

d. OBJECTIVES

Objectives General

To improve English Speaking skill through games with 10th year students at ¨Educare School¨, during 2013-2014 school year.

Objectives Specifics

- To investigate the theoretical references about speaking skill and game help 10th year students at ¨Educare School¨, during 2013-2014 school year.

- To diagnose the issues which limit the speaking skill with 10th year students at ¨Educare School¨, during 2013-2014 school year.

- To plan an intervention of English classes and which games will be used in the classes 10th year students at ¨Educare School¨, during 2013-2014 school year.

- To apply the speaking games planned as part of the classroom activities in order to solve the limitations in the learning of the speaking 10th year students at ¨Educare School¨, during 2013-2014 school year.

- To reflect upon the effect that the games had on 10th grade students speaking at ¨Educare School¨, during 2013-2014 school year.

e. THEORETICAL FRAMEWORK

1. Speaking

In this work it has been considering some relevant definitions of speaking; Brown (1994), Burns & Joyce(1997)remark that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. In other hand, Mead and Rubin (1985) explain that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Chaney in Kanyi (2006) claims that, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means speaking is a communication between speakers and listener. Bryne (1998, p. 8) also claims, "speaking is a process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding"." Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind" (Nunan 1991:40).

Based on the previous definitions, the researcher concluded that speaking is the process to express with other persons, one's knowledge, feelings, interests, attitudes, opinions or ideas.

2. Components of Speaking

Students' speaking ability, has five competences as follows:

✚ Grammar

It is needed for students to arrange a correct sentence in conversation. Heaton (1978: 5) affirms that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

✚ Vocabulary

Hornby (1974:979) defines vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

↓ Pronunciation

Hornby defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced (Hornby, 1974:669). It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

↓ Fluency

Hornby (1974:330) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

↓ Self-Confidence

Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question. He feels like that, so he thinks he knows what will he say and how to express.

3. Teaching speaking

Teaching speaking is to teach English language learners to:

- Produce the English speech sounds and sounds patterns.

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

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

- 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 unnatural pauses, which is called fluency. (Nunan 2003)

3.1. Goal of Teaching speaking

While, Ur (1996, p. 56) affirms that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. According to Harmer (1990) the aim of teaching speaking is to train students for communication.

4. Teacher Roles

Role denotes how learners and teachers are expected to play in carrying out learning tasks with social and interpersonal relationships between the participants. According to Byrne (1997:2) the teachers need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- The production stage (when the teachers give the learners opportunity to work on their own).

Inside there is an important role teacher as motivator. The teacher must be able to motivate their students in order to stimulate their interest and involve them in what they are doing. Teacher can be an adaptor. He must be able to adapt himself to students who have different English classes.

4.1. Principles of Teaching Speaking

Teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management.

Nunan (2003) and Kayi (2006) suggest some principles that help in teaching speaking:

- The teachers should be aware of the difference between second and foreign language.
- The teachers should give students chance to practice with fluency and accuracy.
- The teachers should provide opportunity for students to talk by using group-work and pair-work and limit the teachers' talk.
- The teachers should plan speaking task to involve negotiation of meaning.
- The teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
- The teachers should ask eliciting questions such as "what do you mean? How did you reach that conclusion?", in order to prompt students to speak more.
- The teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
- The teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- The teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- The teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.
- The teachers should reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

Moreover teacher should be conscious when teach young learners about mixed class with varied abilities, expectations, motivation level, knowledge and different learning styles therefore create a good environment between students and teachers.

4.1.1. Assessing Speaking

Assessing speaking is challenging because there are many factors that influence raters' (teachers') impression on how well someone can speak a language.

Brown (2004: 140) & Luoma (2004: 84) explain that when teachers assess speaking, it means that the teachers listening skills determine the reliability and validity of an oral production test. Assigning a score and ranging from 1 to 5 for example is not easy. The lines of distinctions between levels are

quite difficult to identify. The raters can consume much time to see the recording of speaking performance to make an accurate assessment.

On the other hand, Thornburry (2005: 127-129) claims that there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score for different aspect of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handled at one time.

Finally, interactive communication depicts the ability of test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirements. Those four elements are similar with what Brown (2004: 172) states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

4.1.2. Difficulties in Speaking

Many people believe that speaking is difficult. Dunkel (1991); Richards, (1983); Ur, (1984) in Brown (2001) remark that the characteristics of spoken language are adapted from several sources:

a. Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.

b. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms. Contractions, elisions, reduced vowels etc. are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.

d. Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction.

Some examples of thinking time in English such as inserting fillers likeuh*, um, well, you know, I mean* etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.

e. Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce these forms.

f. Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.

h. Interaction. Having no interlocutor will rob the speaking skill components, one of them is the creativity of conversational negotiation.

5. GAMES

In 1999 Haldfield states: "a game is an activity with rules, a goal and an element of fun. Games should be stared as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term." He adds: "Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action."

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

Greenall (1990: 6) starts clearing up the term 'game' is used whenever there is an element of competition between individual students or teams in a language activity. Games inspire student's solidarity in teamwork, which they have to try their best effort to do the task. They help students learn and enjoy it. Games create a healthy competition "As long as no one is

forced to participate, competition can be positive and encourage player discovery, examination and learning (Vernon, 1996).

To sum up playing games create a friendly and positive atmosphere that is helpful in keeping an exciting learning environment, which is positive for both. English games give students a reason to communicate and therefore speaking practice.

5.1. Characteristics of Games

Caesar Kleur emphasizes (1998), games have many characteristics, they are:

+ A game is governed by rules. To make a simple activity into a game rules is important.
+ A game has objectives. One of the rules is the achievement of an objective. This objectives can be something like making points correctness of finishing an activity first.
+ A game is a closed activity. It means games must have beginning and an end. It must be easy for the player and the teacher, to know who is about to reach the aim.

5.2. Why games

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve Sugar.1998.p. 3).Games have long been advocated for assisting language learning. Here are some of the reasons why:

- Avedon & Sutton-Smith (1971: 28- 29) believe that the main reason why games are considered effective learning aids is they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses.

- Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright, Betteridge, &Buckby, 2005). Afterall, learning a language involves long-term effort.

- Games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with

other teaching methods they create diversity which is ideal for school work (Ingvar Sigurgeirsson.1999.p. 80).

+ Riedel (2008) emphasizes the advantage of games in improving learners' achievement, "We are teaching a new generation of students, which requires to put into practice unconventional teaching strategies in the classroom.

+ Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright, Betteridge, &Buckby, 2005).

+ Games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness. (Langran& Purcell.1994. p.12-14).

- Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).

- Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators. The games help active students due to deficiency of interest.

- Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996). Other advantages of games played in groups include:

  - The team aspect of many games can encourage cooperation and build team spirit (Ersoz, 2000).

  - Although many games involve competition, this is not necessarily the case (Orlick, 2006).

  - In most games, everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other

actions, and discouraging one or two people from shutting out others.

+ As many games can be played outside of class, they provide a means for students to use the language outside of class time (Ellis, 2005).

+ Games can connect to a variety of intelligences (Gardner, 1999), e.g.,

  a. Games played with others involve interpersonal intelligence

  b. Games involving drawing connect with visual/spatial intelligence

  c. Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence

5.3. Speaking games

+ **Guessing games.** These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

- **Celebrity Guess Who.** Very useful when dealing with Celebrities Topic. After matching the names and facts students can do a role play: one of the students chooses one of the celebrities and the rest make questions until they guess who it was. Students take a look at the picture and read four texts about each character. Then must match the description with the correct boy/girl from the picture. The texts describe what each person looks like and their clothes. Teachers can use the ws either for oral practice or writing activities. The key is included.

- **Speaking board games.** This speaking board game is very simple. Students have to throw the dice and move from square to square until they reach the "finish" square. They will be able to speak a lot, and their partners can ask them more questions if they want to know more about each other. You can get them to speak a lot!

- **Search games.** These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. In this game students have to ask each other questions to find for whom person is. It can be doing with real information, and then students sit down when they found all information e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

- **Exchanging games.** In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.

- **All about me speaking cards.** This is a set of speaking cards to get your students to talk about themselves and to help them to develop their communication skills. Cut out the cards and give them to your students, they must look at the card and answer the question. These cards can be used as a pair work or group activity, they are recommended for elementary level.

- **Introduction games.** This category might include games like: "Searching for people" where students have to walk around the classroom and find students that have for example lived on a farm, been to Spain or eaten Mexican food and of course they would have to use the target language in order to get the necessary information. Also a good game in this category is the game.

- **Theoretical expression games.** The game "who am I?" fits perfectly into the theoretical expression category. In this game the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession, which the teacher has given them. The teams take turns in guessing or asking

questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing (Ingvar Sigurgeirsson.1995.p. 121).

- **Story games.** An excellent example of a game from the category: story games, is the game "to tell a story". The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it. Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences (Ingvar Sigurgeirsson.1995.p. 179). This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.

- **Question games**. A good game in the category: question games, is the game "riddles about European countries". The students get divided into pairs and each pair gets assigned a specific country and the task of preparing a small riddle about it, such as "It has many horses, it is surrounded by sea, and there you cannot travel by train" *Answer: Iceland* After each pair has made their riddle they would be asked to

come to the front of the class and ask the other pairs to solve the riddle. The other pairs then have to write down what they think the right answer is and when all pairs have asked their riddles all the answers are collected and the pair with the most correct answers wins (Ingvar Sigurgeirsson.1995.p. 188).

🞦 **Taboo**

Taboo is a word game, one player gets the other(s) guess a certain word giving a verbal explanation; there were a list of other words which the "explainer" must not say. For sample, "ladder" clue word describe, but without saying "climb, rungs, or fire truck" or any forms of those words. Having a list of words makes the game harder; it is adequate for advanced classes.

🞦 **This is How We Roll.** You can use this simple game as a get to know you at the start of school or later as a get to know you better activity. All you need is one standard die and six questions – either ice breakers or ones that elicit opinions, experience or other personal thoughts. Be creative and choose the ones you'd like to hear your students answer. Give students a list of the questions, and make sure they are numbered on the paper. Then, have students take turns rolling the die. Whatever number they roll, that is the question they

must answer. You could do this activity as a class, in smaller groups or as a public speaking activity. For the latter, have students prepare answers to each question as homework and then have them share in front of the class after they roll.

- **Hide and Speak.** To prepare for this energetic and fast paced game, write several questions each on one index card or post-it note. These questions can be get to know you questions, comprehension questions or questions using current vocabulary words. Before your students arrive, hide these cards throughout your classroom. At the start of class, break your students into two teams. Explain that you have hidden cards throughout the room. On your word, students will search the room for the cards you have hidden. They can only pick up one card at a time. When a student finds a card, he must bring it to you and answer the question on the card. If he answers it correctly, he earns the card for his team. If he does not answer it correctly, he must get someone else from his team to help him find the answer. Once students have correctly answered the question on their card, they can search for another card. At the end of the game (after a certain amount of time or when all the cards have been found) the team with the most cards in their possession wins.

- **Just a Minute** - is a fluency activity (and the only non-controlled speaking activity here). If used in the right way, it can build up

students' confidence in speaking English in front of other people. It's adapted from a Radio 4 game and can be fun with older students and adults.

- Write topics randomly around the board. Then have a student throw a sticky ball (piece of rolled up paper will do) at the board. The topic which is closest to where the ball hits is their topic. The student must then stand and speak for one minute without hesitation, repetition or undue silliness about the topic. If the students hesitates, repeats or becomes silly then stop them and write their name and the time they spoke for on the board. I have used this ESL speaking activity successfully with children - hence the silliness restriction - but it works best with teenagers and adults.

5.4. How to use games

Speaking practice is really hard which can seem frustrating. Constant effort is necessary to understand, produce and manipulate it.

- Games should be regarded as supplementary activities. The whole syllabus should not be based on games only - even for young learners.

- Well-chosen games are invaluable as they give students a break and at the same time allow students to practice speaking skills. Games are highly inspiring since they are amusing and at the same time challenging. When choosing a game, the teacher should be careful to find an appropriate one in order to be beneficial to the students. Teachers need to keep in mind is to choose wisely when it comes to selecting a game to use in the classroom because; although one game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students (Ingvar Sigurgeirsson.1995.p.3).

- Teacher has to look at the group that will be participating in the game and he or she then has to set out a goal for the group which the game should aim towards (Alanna Jones. 1998.p. 14).

- Games can regularly be adapted to students of various ages, children are very enthusiastic about games, some older students could be worry that games are too childlike for them.

- It is essential Teachers explain the purpose of the game in order to foster such students it produce a phenomenon as "serious fun."

- Also teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in

discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the student‟s time to reflect upon the game and how it turned out (Langran& Purcell.1994.p.15-19).

- The teacher should not force an individual to participate. Some students don't want to contribute for personal reasons and force them couldn´t produce a results positive.

- A game that probably not work in class or is tiring or boring. It should be stopped.

5.5. Suggestions for explaining games

- Demonstrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.

- A kind of script of what people said as they played or a list of useful phrases. Similarly, key vocabulary and concepts may need to be explained.

- Clear directions. Demonstrations can accompany directions, and directions can be given when needed, rather than explaining all the steps and rules in one go. Also, some student-initiated modifications

can be accepted. It is important for teachers to know that augmenting a game is allowed and can certainly be necessary in some cases. More difficult games can be made easier so they become a challenge instead of to hard for less skilled or younger students and vice versa (Hadfield.1990.pv).

- Games already known to students.Games used to revise and recycle previously studied content, rather than involving new content.

- Groups are heterogeneous in terms of current language proficiency, so that the more proficient members can help others.

- Resources, online or print, such as dictionaries and textbooks.

f. METHODOLOGY

DESIGN OF THE RESEARCH

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

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of use games to improve English speaking and see the reflections of her intervention.

METHODS

TECHNIQUES AND INSTRUMENTS

Data Collection

Researcher's close observations of students' performance during class and two questionnaires will be used to collect data in this study.

Quantitative data will come from the questionnaires and qualitative data will come from the research field diary. All the data will be triangulated to confirm validity.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of open-minded questions will be used to collect students' answers about the students' speaking at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

PROCEDURES

The action research work process will include the following stages: The intervention plan will start and end with questionnaires or interviews. Two semi-structured interviews will be conducted. Two questionnaires will be applied; one at the beginning of the study to collect data on students'. A variety of activities will be introduced to improve include what you will do. Afterwards, a video of students' performance will be done during the intervention or a semi- structure interview will be conducted to see students' perceptions of the strategies used.

Finally, the second questionnaire will be applied to check the overall students' progress GAC.

Tabulation

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

Organization

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

Description

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

Population Sample

This research will be carried out with the 10th year of education at ¨Educare School¨ High school, where there are 12 teenagers among women and men, so they will be the sample in this process.

Intervention Plan

	Objectives	Activities	Procedures	Resources, Instruments
w e e k O n e	To take speaking pre-test. To answer the questionnaire.	Taking oral test and the questionnaire	Researcher (R) explains about the questionnaire and how to answer it. R. passes out the questionnaires and the students answer it. R. explains how to develop the oral test, then T. gives to each pair of the students the oral test (T. starts saying My name is … and asks students (Ss.) what is your name?), and continues with the questions. See Annex 2.	• Oral test • Rubric Evaluation • Questionnaire

	Objectives	Activities	Procedures	Resources, Instruments
W e e k T w o	To talk about myself	Introducing myself	R. asses the last class making questions to students and they answer them. R. displays the flashcards "All about me" with six wh-questions (name, origen, age, favorite color, and favorite hobbies) and pictures on the board. She asks the whole class to make the questions to the R. and she answers them. After that R. asks Ss. to work in pairs and gives to each pair the set of six flashcards. They practice in oral form asking and answering questions. As homework Ss. have to write questions and answers about themselves.	• Flash Cards • Field Diary • Markers • Whiteboard • Questionnaire

	Objectives	Activities	Procedures	Resources, Instruments
Week Three	To provide personal information	Giving information about me.	R. reviews the last class playing game "tingo tingo tango" .The Students make a circle, and then the R. gives the students a little ball which they have to pass one by one. One student has to close his/her eyes saying "tingo" several times. When he/she says "tango", the person who has the ball at this time, answers the question about himself/herself. R. presents the "speaking board game". R. explains how to play this one. It is played in pairs taking turns with a dice, a marker and a board game. R. asks one S. to throw the dice and according to the number he/she gets moves through the board and answers the personal questions related to name, origin, age, favorite color, favorite hobby. If one player answers correctly he/she can move his/her marker according the number get it. They continue playing the game until someone will win.R. observer who will finish first, second. R. gives one speaking board game, dice, and marker to each pairs. While each pairs works the researcher supervises them ask and makes questions correctly.	• Game Board • Field Diary • Questionnaire

	Objectives	Activities	Procedures	Resources, Instruments
W e e k F o u r	To ask questions about famous people.	Describing famous people	R. review the last class making question about himself or herself and S. answers them. R. explains the play "Who I am" and R. explains how to play it. R. says the Ss. work in pairs. T. stick a personality card onto forehead. The student mus´t see who is written on the paper his team mates can see "who" he/she is. R. holding a woorsheet which contains some questions of a famous person. Each student asks, one at a time, "Who am I?" asking questions about their physical appearance/job etc. for instance " Am I a Woman" his team mate answer "yes" or "no" to the speaker's questions until he guesses his identity. If he/she can't guess the person he/she keeps the card in front of him and passes his turn.	• Ball • Flashcards • Field Diary • Questionnaire

	Objectives	Activities	Procedures	Resources, Instruments
W e e k **F i v e**	To ask and answer information questions in oral form about my favorite celebrity	Giving information about my favorite celebrity .	R. makes the students choose a card about questions of his /her personal information which the students have to answer. R. presents the game "Celebrity speaking board game". R. explains how to play this one. It is played in pairs taking turns with a dice, a marker and a board game. R. asks one S. to throw the dice and according to the number he/she gets moves through the board and answer questions about his/her favorite celebrity related to name, origin, age, favorite color, favorite hobby. If one player answers correctly he/she can move his/her marker according the number get it. They continue playing the game until someone will win.R. observer who will finish first, second.	• Card game • Questionnaire game • Game • Field Diary • Questionnaire

	Objectives	Activities	Procedures	Resources, Instruments
W e e k **S i x**	To talk about famous people.	Describing famous people using the information given.	R. chooses at random a card about questions of his /her personal information which the students have to answer. R. presents the game "guess who". R. explains how to play it. Researcher says this game is played in pair taking turns. R. distributes two worksheets to each group about a celebrity's picture and some characteristic of this person. One S. reads a description about famous celebrity (name, origin, age, favorite color, favorite hobby, marital status), to his/her partner in order to she/he guesses who person is. Finally students show the results in front of the class.	• Worksheet • Field Diary • Card games

	Objectives	Activities	Procedures	Resources, Instruments
W e e k S e v e n	To take post-test of speaking.	Talking oral test	The Researcher (R) presents the questionnaire and explains how to answer it. R. passes out the questionnaires and the students answer them. R. explains how to develop the oral test, then T. gives each pair of students the oral test (T. starts saying My name is … and asks the students (Ss.) what is your name?), and continues with the questions. See Annex 2	• Oral test • Rubric Evaluation • Questionnaire

g. TIME TABLE

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

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h. BUDGET AND FINANCING

RESOURCES

Human

- The researcher
- The 10thyear of basic education "Educare" school

Material

- Printed materials
- Books

Technical

- Computer
- Internet
- Projector

BUDGET

Impression and photocopies	200
Office materials	50
Unexpended expenses	100
Total	350

FINANCING

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

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➤ ANNEXES

Annexe 1

Pre-test - Post Test

Introduction

Description: Each participant shares six things according to annex two about himself or herself.

Time Guideline: 3 minutes by participant

Resources: flashcard

Presentation: Teacher asks each student to ask and answer wh-questions related to some information (name, age, origen, hobby) and to his/her favorite celebrity.

Questions:

1. What is your name?
   Posible answers:
   My name is ……………………………
   Only name …………………………….
2. Where are you from?
   I'm from ………………………………
   I am from …………………………….
   ………………………………………… (city, town)

3. How old are you?
   I'm ………………………………………
   I am………………………………………
   ………………………………………… (age)

4. What is your favorite Hobby?
   My favorite hobby is ………………………………..
   My hobby is …………………………………………
   ………………………………………………………… (Hobby)

5. What is your favorite color?

My favorite color is …………………

………………… is my favorite color.

………………………………..(Color)

6. Describe your favorite celebrity (talk about name, origin, age)

My favorite actor is ……………………………………………….(name)

He / She is from……..……………………………………..... (origin)

He/ She is ……….…………………………………………….. (occupation)

He/ She is …………………………………………………….. (age)

He/ She is single / married ……………………………......(marital status)

Annexe 2

Students's Code_____   **Date**_____

Criteria	Poor (1)	Average 2)	Good(3)	Very Good(4)
Comprehension (ability to understand aural cues and respond agppropriately)				
Comprehensibility (ability to communicate ideas and be understood)				
Accuracy (ability to use structures and vocabulary correctly)				
Fluency (ability to communicate clearly and smoothly)				
Effort (ability to add details)				

18-20 pts: The student accomplishes the assigned task successfully, speaks clearly and accurately, and brings additional linguistic material to the basic situation, for example, using new functions or structures that beginning language learners seldom use spontaneously.

15-17pts: The student accomplishes the assigned task successfully with a few errors. The student is able to communicate effectively in spite of these errors and offers meaningful responses.

12-14 pts: The student accomplishes the task with difficulty. He or she demonstrates minimum oral competence, hesitates frequently, and shows little creativity, offering only minimal, predictable responses.

9-11 pts: The student is unable to accomplish the task or fails to demonstrate acceptable mastery of functions, vocabulary, and grammatical concepts.

0-8 pts: Communication is almost non-existent. The student does not understand the aural cues and is unable to accomplish the task. Errors are so extreme that communication is impossible.

Annexe 3 :

Questionnaire

Aim: Find out Students' Opinions about practice speaking skill at the pre-test and post -test.

Date: _____

Dear students, please answer sincerely the following questions. Please, tick (√) the answer to indicate your choice.

1. Which language skills do you practice in your English classes?
   a) Listening _____
   b) Reading _____
   c) Speaking _____
   d) Writing _____

2. How often do you practice speaking?
   a) Always_____
   b) Hardly ever _____
   c) Often_____
   d) Never _____
   e) Sometimes_____

3. How do you find speaking topics and speaking activities?
   a) Very interesting _____
   b) Interesting   _____
   c) Normal   _____
   d) Boring   _____
   e) Very difficult _____
   f) Difficult   _____
   g) Easy   _____

4. Do you like to speak in English classes?

   a) Yes   _____

   b) No   _____

5. Which games do you most like to practice speaking skill?

   a) Speaking board games ____

   b) Guessing games   ____

   c) Card game   ____

   d) Other (specify)   ____

   Thank you very much for taking time to complete this questionnaire!

Annexe 4:

Questionnaire

Aim: Find out Students' Opinions about practice speaking skill.

Date: _____

1.   Do you like game developed during speaking classes?

a) I like it very much _____   c) I don't like it at all   _____

b) Yes, It is OK   _____   d) I have no idea   _____

2. How did you feel during the English class?

a) relaxed and motivated _____   c) uncomfortable _____

b) normal   _____

3. How was the game for you?

a) Very interesting   _____   e) Very difficult _____

b) Interesting   _____   f) Difficult   _____

c) Normal   _____   g) Easy   _____

d) Boring   _____

4.   Did you feel motivated playing the game?

Yes ___ No___

Why _____

Annexe 5:

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?						

Comments	

Annexe 6:

Observation tracking Progress

Date: _____

Lesson: _____

N°	Student'scode	Criteria																			
		Comprehension				Comprehensibility				Accuracy				Fluency				Effort			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
01	ES001																				
02	ES002																				
03	ES003																				
04	ES004																				
05	ES005																				
06	ES006																				
07	ES007																				
08	ES008																				
09	ES009																				
10	ES010																				
11	ES011																				
12	ES012																				

Game "All about me"

What´s your name?

How old are you?

What are your hobbies?

Where are you from?

All about me!
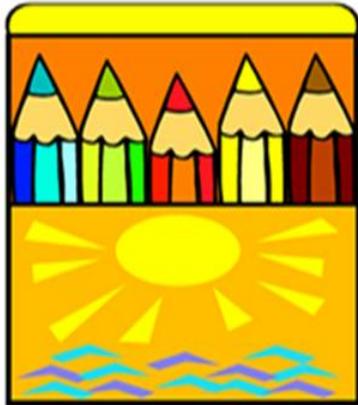
What is your favorite colour?

All about me!

Describe your favorite celebrity?

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Annex 8

"Speaking board game"

Star	1 What is your name?	2 Miss a turn	3 Where are you from?	4 Move ahead two spaces
				5 How old are you?
14 Oh no Go back to start	15 Win a turn	16 You won Finish		6 Go back to 3
13 Answer the question (square 8)				7 What is your favority hobby?
12 Super skip move to 13	11 Go back to 8	10 What is your favorite color?	9 Go back two spaces	8 What are your hobbies?

Annexe 9

Game "Guess Who"

Shakira was born on February 2, 1977 in Barranquilla, Colombia. She is 37 years old. Her favority color is black and green. Some of Shakira's favorite hobbies are horseback riding, soccer, singing, listening to music, reading, writing, dancing, and art. She is married.

Ricky Martín was born on December 24, 1971 in Puerto Rico. He is 43 year olds. His favorite color is blue, black and red sleeping, dancing, playing the saxo. He is single.

Daddy Yanki was born on February 3, 1977 in Puerto Rico. He is 37 years old. His favorite color is blue. He likes baseball, basketball, and boxing. He is married.

He was born on July 21, 1981 in New York. He is 33 years old. His favorite color is blue. He likes go to gym and watching movies. He is single.

David Robert Joseph Beckham who was born on 2 May 1975, He is 39 years old. His favorite color is blue. He likes drawing and go shopping. He is married.

Juan Fernando Velasco was born on January 17, 1972 in Quito. He is 42 years old. His favorite color is black. His favorite hobby is sing. He is married.

Angeline Jolie was born June 14, 1975 in Los Angeles, California). She is 40 years old. She likes Acting , Collecting Things , Martial Arts , Reading , Shopping , Traveling , Vegetarian , Writing.Angelina is now paired with Brad Pitt.

Brad Pitt was born on December 18, 1963. He is 51 years old.His favorite color is lime green and blue. Some of Bratt hobbies are : Acting , Art , Basketball , Golf , Listening to Music , Motorcycles, Photography, Playing an Instrument, Reading, Swimming, Tennis, Traveling, Vegetarian, Working Out. He has a couple.

Leonardo DiCaprio was born and raised in Los Angeles, California. He is 40 years old. He loves to play pool and basketball with his friends; he also is addicted to his play station. Dark green is his favorite color. He is single.

Enrique Iglesias was born on May 8 1975 in Madrid. He is 39 years old. His favorite color is Black and Grey. He likes windsurfing, water skiing, swimming, making a trip by water scooter or motor boat with his dogs or girlfriend; watching football and his favorite programs, movies, flying small planes, listening to music and of course, writing and recording music and giving concerts.

Jenifer Aniston was born on February 11 1969 in California. She is 45 years old. Her favorite color is blue. Her favorite hobbies are Acting , Art , Fashion , Hanging with Friends , Hiking , Internet/Chatting , Jogging , Listening to Music, Reading , Shopping , Yoga She is divorced.

Geoffrey Royce Rojas was born on May 11, 1989 in New York. His favorite color is light green. His favorite hobby is play videogames. He is single.

Annexe 10

Game "Who I am"

- Am I a man?

- Am I a woman?

- Am I a politician, athlete, footballer, soccer player, artist, singer, actor, actress?

- Am I single, married, widow?

- Am I handsome, beautiful, ugly, good looking?

- Am I still alive?

- Am I short/ small/ tiny, tall, lanky?

- Am I slim, thin, fat?

- Am I Ecuadorian person?

- Can you see me on TV?

- Do I have short, long, wavy, straight hair?
- Do I have blond, brown, ginger, black, grey hair?
- Do I have dark, white, black skin?
- Do I have moustache?
- Do I have beard?
- Do I wear glasses?
- Do I have blue, green, black eyes?

CELEBRITY BOARD GAME

Roll the dice and move your chip according to the number on the dice monkey loves you. The croc hates you.

1. **Start**	2. What is your favorite celebrity?	3. What is his/her name?	4. **Jump to 7**	5. What does she /he do?
10. Miss a turn	9. Where does she/he from?	8. **Start Again**	7. How old is she/he?	6. **Jump to 12**
11. Go back to 7	12. What is his/her favorite hobby?	13. **Go back two spaces**	14. What is his/her favorite color?	15. **Jump to 17**
20. **end**	19. **Start Again**	18. What is his/her marital status?	17. **Go ahead two spaces**	16. **Win a turn**

MATRIX

IMPROVING ENGLISH SPEAKING SKILL THROUGH GAMES WITH 10th YEAR STUDENTS AT ¨EDUCARE SCHOOL¨, DURING 2013-2014 SCHOOL YEAR

Problem	Objectives	Theoretical frame	Methodological design(action research)	Instruments
Main (Research) problem: How do games improve English speaking skill through games with 10th year students at ¨Educare School¨, during 2013-2014 school year?	**General** To improve English Speaking skill through games with 10th year students at ¨Educare School¨ during 2013-2014 school year.	**Speaking** Components of speaking Teaching speaking Goal of teaching speaking Teacher Roles Principle of teaching speaking Assessing speaking Difficulties in speaking Games Characteristic of games Why games Speaking Games How to use game	**Preliminary investigation** -observing the English classes -Stating the background of problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research -preparing an intervention plan **Intervention and observation** -applying, observing and monitoring students' performance according to the intervention plan	Questionnaires Tests Observation Evaluation Rubric
Sub-problems • What kinds of theoretical references about speaking skill and games are effective to help 10th year students at ¨Educare School¨, during 2013-2014 school year? • What are the issues which limit the speaking learning 0f 10th year students at ¨Educare School¨, during 2013-2014 school year? • What are the important phases of the	**Specific** • To investigate the theoretical references about speaking skill and game help 10th year students at ¨Educare School¨, during 2013-2014 school year. • To diagnose the issues those limit the speaking skill among 10th year students at ¨Educare School¨, during 2013-2014 school year. • To plan an intervention of English			

intervention that help you the use of games 10[th]year students at ¨Educare School¨, during 2013-2014 school year? • Which games are implementing to improve the speaking learning 10th year students at ¨Educare school¨, during 2013-2014 school year? • How do games as part of the classroom activities reduce the limitation of the speaking learning 10th year students at ¨Educare School¨, during 2013-2014 school year?	classes and which games will be used in the classes 10th year students at ¨Educare School¨, during 2013-2014 school year. • To apply the games planned as part of the classroom activities in order to solve the limitations in the learning of the speaking 10th year students at ¨Educare school¨, during 2013-2014 school year. • To reflect upon the effect that the games had on 10th grade students' speaking at ¨Educare School¨ 10th year students at ¨Educare School¨, during 2013-2014 school year.	Suggesting for explaining game	**Presentation of research findings** **-**reflecting, analyzing and answering the proposed inquiries -organizing the final report	

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