

**The Use of Classroom Games to Improve the English Speaking Participation of Tenth Graders at Liceo de Ciudad Neily High School**

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**Approval Sheet**

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This Project was approved by the jury of Language Teaching, from Universidad Latina de Costa Rica, Ciudad Neily; as a requirement to get the tittle of Baccalaureate on English Teaching

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### **Abstract**

The aim of this research is to contribute to the improvement of learners' speaking participation by using classroom games. The English-speaking skill is highly essential for EFL learners to communicate in the real world; however, learners' unwillingness to speak in English has become a usual problem lived in Costa Rican classrooms that requires to be investigated to reach a solution. This research is developed in Ciudad Neily Academic High School. Additionally, the participants consist of a group of learners from tenth grade. The findings of this qualitative study demonstrate that classroom games impact positively in the speaking production of students, but some teachers are not aware of their potential. The researchers concluded that classroom games improve the speaking skill and promote participation among the students.

Keywords: EFL learners, MEP, speaking participation, classroom games.

### **Resumen Ejecutivo**

El objetivo de esta investigación es contribuir a la mejora de la participación oral de los alumnos mediante el uso de juegos en el aula. La habilidad de habla del inglés es altamente esencial para que los estudiantes de inglés como lengua extranjera se comuniquen en el mundo real; sin embargo, la renuencia de los alumnos para hablar en inglés se ha convertido en un problema usual en las aulas costarricenses que requiere ser investigado para llegar a una solución. Esta investigación se desarrolla en el Liceo Académico de Ciudad Neily. Además, los participantes consisten en un grupo de estudiantes de décimo grado. Los hallazgos de este estudio cualitativo demuestran que el uso de juegos impacta positivamente en la producción oral, pero algunos docentes no son conscientes de su potencial. Los investigadores concluyeron que los juegos en clase mejoran la habilidad del habla y promueven la participación entre los y las estudiantes.

### **Acknowledgments**

We would like to acknowledge Universidad Latina for providing us with an excellent academic formation. We thank the professor Karol Hernandez Gómez for having enlightened and guided us along this process.



### **Dedication**

After having been part of Universidad Latina I thank to God, first, for being by my side in the course of this college life. At the same time, I want to express gratitude to my father Mario Mejías Hoshony, my mother Lidia Ester Gómez Torres, my sister Kerim Mejías Gómez, and my brother Diego Mejías Hernandez for being my support since I was a child until being here along this educational process.

Furthermore, I want to thank my classmate Yaremi Patricia Sanchez Salgado because of inculcating a never-ending learning process.

On the other hand, I am grateful to the Universidad Latina for giving me excellent professionals. It is because of them, their support and guidance the professional I am today.

In short, I would like to thank my classmates, friends, family, and professors that build the person and professional that I am today.

Kevin Daniel Mejías Gómez

### **Dedication**

First, I would like to thank God. He has been with me every moment guiding me to reach my goals. He has helped me along the path, and I'm sure that without Him by my side, I wouldn't have been able to be here.

To my dear parents Manrique Sánchez and María Esperanza Salgado who have been my support and motivation. You always believed in me, and thanks to you I'm the person that I am today. You are the best and a great blessing for me.

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Yaremi Sánchez Salgado

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# **CHAPTER I**

# **INTRODUCTION**

### 1.1 Introduction

Education in Costa Rica has been changing concerning the teaching of English. Aguilar (2005) commented that “since 1824, English has been the first foreign language taught in public schools from grade 7 to grade 11 or 12” (p. 168). Moreover, the importance of English in learning has been increasing through the decades and Costa Rica considered educational policies towards the 21st century and the Bilingual Costa Rica (Marín, 2013, p. 13). In addition, Costa Rica has been evolving with policies concerning the development and acquisition of English as a second language because according to Rao (2019) “the whole world has become a global village and people communicate with each other in a common language, i.e., English. The English language is spoken all over the world and it has attained the status of the global language” (p. 6). Furthermore, the communicative competence is to consider in Costa Rican classrooms because it presents barriers and obstacles in its development for the learner.

The barriers and obstacles in the learning process of a second language of English and the communicative development are part of the classrooms. For example, López and Salas (2019) explained that “speaking in a foreign language might be one of the hardest things to accomplish; anxiety, self-confidence, fear to speak, among others, are aspects that contribute to increase this difficulty” (p. 144). The realities of the learners diminish the interest and the motivation in the interaction with the language. However, language games represent a relevant linguistic phenomenon. Kaur and Aziz (2020) mentioned that “the benefits of playing games are correlated with the problems faced by students” (p. 702). On the other hand, Kaur and Aziz (2020) explained that “real life communication takes place when students interact with each other using the target language” (p. 702). In conclusion, language games and communicative competence are correlated in the English learning process as a door to conclude the complexities of the learners in each educational environment.

### 1.2 Problem Statement

For teachers, it is important to innovate by implementing different techniques and methods that enhance the learning process of students as well as to be informed of the results that can be obtained through them. As stated by Mahdjouba (2020) “the learners’ level can be improved more via the use of amusing and entertaining ways” (p. 53). Lack of participation in English class is a common problem faced by teachers; nevertheless,

the implementation of games in the classroom creates a positive atmosphere promoting the learners' participation.

It is salient for teachers to comprehend the practicality of attractive strategies to improve the students' speaking skill and the appropriate way to apply them. Therefore, this research will provide teachers with relevant information related to the use of engaging games to improve the learners' speaking skill in English. Additionally, it will help teachers to understand the different causes of learners' reluctance to speak the target language and how to overcome those problems by implementing games. This study will also demonstrate the effects of using games on the learners' speaking ability.

### **1.3 Justification**

This research aims to provide information about how to enhance the students' performance in speaking by implementing games in the classroom. Teaching speaking to L2 students is a challenge for most teachers; a common reason is that learners are not motivated to participate because of the techniques and methods that the teacher uses. Huang and Hu (2015) commented that "Classroom activities have been receiving broad attention as active learning strategy, which provides students with hands-on experience to practice their communication skills" (p.87). The implementation of games for English teaching is an innovative, engaging and effective technique as long as it is used appropriately. For this reason, this research intends to promote the use of games as a useful tool to improve the speaking ability on the students.

The research design of this study is qualitative descriptive because it aims to answer the whys and hows of this phenomenon concerning the implementation of classroom games in speaking activities. Hatch (2002) declares that "Qualitative studies try to capture the perspectives that actors use as a basis for their actions in specific social settings" (p. 7). Hence, this research intends to obtain the participants' points of view about the topic under study. The research methods employed include an interview and a questionnaire to gather data from both teacher and learners' opinions and experiences.

### **1.4 Hypothesis**

The learners' speaking participation and performance can be improved by implementing engaging games in the classroom.

## **1.5 Objectives**

The following are the general and specific objectives of this research.

### ***1.5.1 General Objective***

- To investigate how the implementation of classroom games influences the learners' participation in speaking.

### ***1.5.2 Specific Objectives***

- To explain the reasons of learners' reluctance in speaking participation.
- To identify the implementation of classroom games in speaking activities.
- To conclude the effects of using classroom games on the learners' speaking skills.

## **1.6 Scopes and Limitations**

The scopes of this study aim to identify the reasons of student's reluctance to participate in speaking activities, the implementation of classroom games, and the advantages and disadvantages of classroom games. To attain these objectives is crucial to carry out several procedures that are limited for distinct circumstances. The limitations in this thesis involve factors such as the Covid-19 pandemic and the distance learning in Costa Rica. A thesis implies a process in which the researcher establishes a difference. The limitations are the distance learning, the Covid-19, and its implications or policies during the pandemic because it limited the access to information and data. It is not possible to apply an observation to the students of the chosen setting which can help the researchers to obtain more accurate information related to the problem under study. On the other hand, one limitation is related to the difficulties to address an institution and a collaborative teacher. Moreover, speaking activities and students' interaction are limited due to the pandemic, so the information concerning speaking activities and classroom games are an option to reconsider. The limitations are different and thesis are changeable depending on these factors.



# **CHAPTER II**

# **THEORETICAL**

# **FRAMEWORK**

## 2.1 Communicative Games and English Learning

Richards & Schmidt (2010), in Longman dictionary of language teaching and applied linguistics, defined games as:

an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic methods (p. 239).

Classroom games are facilitators in the communicative language teaching as a method to improve speaking skills of the learner. However, Costa Rican schools have confronted realities related to the lack of strategic approaches concerning the listening comprehension and oral production (Sánchez et al., 2010, p. 18). For example, when applying strategies in teaching speaking skills, Azizah & Lestari (2017) commented that “to develop speaking ability of the students, some strategies that can be used to teach speaking are including role-play, simulation, drilling, discussion, storytelling, presentation, and communication games” (p. 7). One of the ideas is to facilitate the learning process in the schools, and classroom games promote it within the students. Moreover, classroom games facilitate communication, enhances the learning process, and generate a connection between the learner and the learning environment.

The use of games in learning is a phenomenon in English classrooms. Lestari (2016) explained that “in the last decade, many teachers use learning games as a medium to teach a lesson to learners” (p. 75). The phenomenon of implementing games in English classrooms is a transition to understand and promote the importance of them. For instance, Communicative Language Teaching is an approach that enables communication in the learner, and Wang (2010) pointed out that “the chief technique of CLT is having students use the target language to carry out creative tasks such as games, dramas, songs or role playing to attain the communicative goal of the curriculum” (p. 127). Classroom games are not only facilitators of communication but also of fun and comprehension of the language in real life contexts. In addition, in a communicative environment, it is a considerable factor to create, develop, and enhance the speaking skills in Costa Rican schools taking into consideration the objective of a bilingual nation.

## **2.2 The Teaching of Speaking Skill**

The teaching of speaking is a complex task that encompasses diverse aspects. There are seven steps when teaching speaking. Burns (2019) explained these stages in her article *Concepts for Teaching Speaking in the English Language Classroom*. The first stage consists in preparing the learners to complete the task; this step is necessary to allow the students to achieve a successful completion of the speaking activity. The second stage involves guiding and providing the learners with input. “Speaking in a second language can create a great deal of anxiety for language learners, and so it is very important that teachers provide support for the speaking task” (Burns, 2019, p. 7). The role of the teacher plays an important part in the development of speaking on the learners; therefore, it is crucial the consideration of these aspects. The third step has to do with asking the students to practice the language based on a communicative approach. Burns (2019) highlighted the fact that learners should communicate using their own strategies and language knowledge. In the following step, “the teacher draws learners’ attention to selected parts of the fluency task they have completed that need attention. The parts could include language features such as pronunciation, grammar and text structures, as well as vocabulary” (Burns, 2019, p.8). This stage helps the learners to improve the mistakes they have made in the task. The next stage is closely related to the previous phase because it requires the students to repeat the task considering the aspects selected in order to improve them. Then, the final two phases are about learning reflection and feedback (Burns, 2019, p. 9-10). The implementation of these two phases is necessary to consolidate appropriately the speaking task.

### **2.2.1 Reasons of Learners’ Lack of Participation in Speaking**

There are different reasons why learners have problems to improve their speaking ability, for instance, most learners are afraid of making mistakes, and they prefer to keep silent. Another point is that the students do not know what to say; besides, the lack of vocabulary influences on their reluctance to speak in English. In addition, a common factor that affects the learners’ process to improve speaking is the use of the mother tongue. They prefer it because it is their first language, and it is easier to use than English (Maisarah, 2014). However, the teacher’s goal is to promote the use of the second language in order to enhance communicative competence on the students. In addition, a study carried out by Dewi et al. (2017) established that the difficulties of students regarding

communication in English are related to fears of making mistakes in pronunciation and grammar which cause problems such as the lack of confidence and interest in English learning (p. 63). English classrooms are scenarios with different students where the learning process depends on distinct factors; as a result, it is important that the teacher finds different strategies to overcome the obstacles that the learners can face when speaking the target language.

### **2.3 The Use of Games as a Tool for Teaching English**

Using games to teach English is a technique used by teachers due to its effectiveness. There is a wide variety of games that can be implemented in the class, for example, card games, which use cards as their main source; board games, which require a board and some pieces to be moved on the board; party-type games, they are entertaining and usually multi-player, and simulations, these are a type of game that recreate real-world activities. Some examples of these types of games are memory games, Scrabble, musical chairs, Scattergories, and Classcraft. According to Gaudart (1999), “simulations are better carried out with intermediate and advanced level learners. The other three types of games have been created for elementary, intermediate, and advanced level students (p. 285).” In addition, Gaudart (1999) suggests five parts when implementing a game with learners. First, the schoolteacher provides the learners with useful structures that they may need when playing the game. Then, the professor explains the game rules and provides a demonstration. The third part consists in the learners playing the game while the educator observes them paying attention to difficulties faced by them. In the fourth part, the teacher debriefs the learners. In the final part, the educator takes into account the problems faced by the learners to apply other games that help them to improve those difficulties.

#### ***2.3.1 The Use of Games to Improve the Speaking Ability***

To develop the speaking skill in English can be a difficult process for learners. Teachers play a relevant role in regard to improve and facilitate this ability on the students. Dewi et. al (2017) as cited in Mahmoud & Tanni (2014) claim that “game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning” (p. 64). There are different methods that can be used for this purpose; however, games are one of the most engaging and efficient for learners.

Maisarah (2014) claimed that “Using games would be very effective while students are learning. It is because they would feel happy to do the activities without realizing that they are actually learning” (p. 37). A positive and relaxed classroom environment can highly contribute to enhance the students’ speaking skill and games are an effective source to achieve it.

### ***2.3.2 Positive Aspects of Using Games***

The effectiveness of games to improve speaking is due to several aspects; one of them is that games are motivating. Maisarah (2014) declares that “during the games, the students will try to concentrate and are stimulated to use English” (p. 38). Also, games are relaxing; when learners are playing, they do not focus on the linguistic form, so their anxiety level is reduced facilitating the process to speak. Moreover, English learning is a process of immersion on the language; however, Sobhani and Bagheri (2014) commented that “the emphasis should be on communicative competence then linguistic competence” (p. 1068). On the other hand, meaningful learning involves the learners in communication without memorization. The students’ minds are stimulated through games and fun activities because of the influence regarding the facilitation of learning and communication (Sobhani and Bagheri, 2014, p. 1069). Another advantage of using games is that they promote group-work and collaboration allowing students to speak up and share ideas (Maisarah, 2014). Also, students that do not participate actively in speaking activities can have more opportunities to speak when games are employed.

The language games in the communicative development present relevant impacts on the learners and their learning. Dewi et al (2017) stated that “language games are used for increasing emphasis on the importance of motivation and the appropriate kind of positive effective atmosphere in the classroom” (p. 64). Furthermore, Sobhani and Bagheri (2014) said that “there is a [...] significant difference between teachers and learners' attitude for the application of games and fun activities in classroom to promote learning” (p. 1069). Due to the influence of classroom games, teachers around the world implement them because of their speaking promotion. In addition, Maryam (2020) concluded “that teaching English by utilizing communicative language games is effective and can improve students’ speaking ability” (p. 262). Taking that into account, communicative language games and English

involves an improvement that provides communicative competence in the learners because games make a connection between the student and his or her learning process.

### ***2.3.3 Aspects to Consider when Implementing Games***

It is relevant to consider the characteristics of the learners and the situation when implementing games in the class. One example of learners' characteristic is their age. It is important because depending on the learners' age, the type of game the teacher uses can be either engaging or boring and difficult for them (Maisarah, 2014). Nguyen and Pham (2018) mentioned that teachers need to choose games appropriately according to the learners' level and age in order to achieve a positive result on learning (p. 185). In regard to the situation, it refers to the time when the game will be played. Maisarah (2014) mentions that "usually in the morning, the students' conditions are still fresh, and they are ready to begin the activities. In the afternoon, most of the students find difficult to concentrate rather than in the morning" (p. 39). Teachers should consider the time when applying class activities because it can affect the learning process.

Other concerns related to the use of games to teach English is noise, the lack of space to play the games, and the amount of time it requires the teacher to photocopy the material for each student (Gaudart, 1999). Concerning noise, Gaudart (1999) declared that:

Solutions offered are to take the learners out of the classroom and use the canteen, school hall, or the school field, or to inform the teachers of the adjoining classes that the class is going to play games and it is going to be noisy (p. 288).

In the Communicative Language Teaching (CLT) approach, learners are part of the class with games which facilitate the interest in learning and the development of linguistic skills (Zhu, 2012, p. 805). However, Zhu (2012) acknowledged that "when using games, such factors as the time, choice, preparation and management should be put into consideration, which is the guarantee of successful use of language games in class" (p. 805). The teaching process involves preparation and management in order to create a learning environment in the classroom without the reluctance of learners to participate.

# **CHAPTER III**

# **METHODOLOGICAL**

# **FRAMEWORK**

This chapter presents the methodology implemented regarding the improvement of learners' speaking participation by using classroom games. The methodology is essential to carry out the research because it establishes the steps to choose the approaches and analyze information about the problem. Additionally, this chapter is divided in different sections: the research method, the type of investigation, the research approach, the sources and subjects of information followed by variables, population and sample and the instruments including the questionnaire and the interview.

### **3.1 Research Method**

The research method chosen for this investigation is deductive. Deductive research allows the researchers to analyze different theories and obtain an answer about the problem that is being studied, in this case, the improvement of speaking by using games. Creswell and Plano Clark (2007) as cited in Soiferman (2010) say that the deductive researcher "works from the 'top down', from a theory to hypotheses to data to add to or contradict the theory" (p.23). The emphasis is to understand the theory about the implementation of classroom games and their development of speaking skills since deductive research embarks an understanding and analysis of the theory and the data based on observations and principles. Additionally, qualitative research is applied to this study. Qualitative research is characterized for the methods applied to collect and analyze the data. Gill et al. (2008) report that "There are a variety of methods of data collection in qualitative research, including observations, textual or visual analysis (e.g., from books or videos) and interviews (individual or group)" (p. 291). These instruments are essential to conduct this study from the perspective of a deductive approach, and they provide reliability to the data obtained.

### **3.2 Type of Investigation**

The type of investigation chosen to conduct this research is descriptive because of its practicality in the educational field. Based on its objectives and methods, descriptive research meets the characteristics needed to carry out this investigation. Nassaji (2015) claims that "The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened"



(para. 3). This study aims to understand the phenomenon and describe the effects of classroom games on it. Moreover, Koh and Owen (2000) note that “Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description” (para. 1). By analyzing the results obtained regarding the use of classroom games on speaking ability through observation and description, it is possible to contribute to enhance the teaching practices and methods on the problem under study.

### **3.3 Research Approach**

The research paradigm used for this study is the qualitative approach. This approach is more accurate to obtain information for the purpose of our study in view of the fact that it focuses on understanding the speaking ability problems of learners. Bogdan and Biklen (1997) support that “The qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied” (p. 6). In addition, Hatch (2002) declares that “Qualitative studies try to capture the perspectives that actors use as a basis for their actions in specific social settings” (p. 7). To enhance the understanding of the topic under study, the opinions of the participants play a significant role.

### **3.4 Sources and Subjects of Information**

#### **3.4.1 Sources**

The sources of information of this investigation are divided into primary and secondary ones. Concerning primary sources, they involve an interview and a questionnaire aimed to gather data about the use of classroom games to enhance speaking participation considering the teacher’s and the learners’ insights and perspectives. On the other hand, secondary sources are based on information concerning classroom games and speaking participation. The information is the result of an active research on different websites, online books, journals, and magazines.

#### **3.4.2 Subjects**

The subjects of this study are English teachers and learners from Liceo Académico Ciudad Neily.

### **3.5 Variables**

The variables of this research study encompass the learner's level, age, personality, and the teacher's methodology. The conceptual definition is based on concrete aspects that influence the possible outcomes of this study. Information about previous research and studies related to the topic under investigation can be compared to this study in order to conclude the variables' influence on the effects of classroom games on speaking skill. Then, the operational definition will measure the results through the implementation of instruments such as interviews and questionnaires allowing to understand the impact of each variable on the research outcomes.

### **3.6 Population and Sample**

#### ***3.6.1 Population***

The first population involves students from the public and academic institution called Liceo de Ciudad Neily located in Corredores, Puntarenas, Costa Rica. Moreover, the learners are part of different educational and social backgrounds around different communities in Corredores. On the other hand, the second population involves teachers in English classrooms and their function with reference to the development of communication in the second language according to the MEP towards the Bilingual Costa Rica.

#### ***3.6.2 Sample***

Liceo Académico Ciudad Neily and the group 10-3 are part on the research called "The Use of Classroom Games to Improve the English Speaking Participation of Tenth Graders". The selected sample is of 10 students from a range of 15 and 16 years old. Furthermore, the selected teacher of the group 10-3 participates in the data collection process concerning the implementation of classroom games and the communicative phenomenon.

### **3.7 Instruments**

To gather data and to analyze the problem under thesis, it was necessary to design two instruments. These instruments were developed by considering the research questions. In addition, the instruments will be administered to learners from tenth and the English teacher of this population. To collect the information of the thesis, the

researchers used digital platforms such as WhatsApp and Google forms. By using these instruments, the researchers will gather significant data for the research.

### ***3.7.1 Interview***

Interviews are instruments used by researchers to obtain data. In general, open-ended questions are asked to gather the information from the participants. In this investigation, the interview looks to know the experience of teaching English concerning the learners' speaking participation. The interview consists of eight open-ended questions which guide the teacher to express the realities regarding this issue. Furthermore, such questions are concentrated about obtaining information about the realities of learners' participation in speaking, the strategies applied to teach the linguistic skill, and the difficulties encountered during the educational process. In addition, this interview is a fundamental part of this research because it provides an understanding of the problem and insights concerning learners' participation in speaking from the teacher's perspective. This collecting method will be administered to the English teacher in charge of the group 10-3 via WhatsApp due to the Covid-19 pandemic and its regulations.

### ***3.7.2 Questionnaire***

Questionnaires are qualitative and quantitative and take short or complete answers from the participants. Moreover, questionnaires offer easiness to get information, opinions, ideas, and insights in a simple and inexpensive form. This instrument looks to gather information from the students in Google Forms due to the Covid-19 pandemic and its regulations. The instrument involves items such as multiple-choice and short answers in open-ended questions. According to this research, this instrument consists of a sample. This sample is composed of five open-ended questions and five multiple-choice questions. Furthermore, the objective of this questionnaire is to obtain information from the learners according to their insights and perspectives concerning the use of classroom games and the development of communicative skills in the target language.

# **CHAPTER IV**

## **RESULTS ANALYSIS**

This chapter is divided in two main sections which are the results and analysis of the findings concerning the topic entitled “Improving Learners’ Speaking Participation by Using Classroom Games”. It includes the data collected through the administration of two instruments: an interview and a questionnaire. Moreover, the data collected is divided into themes, which are the reasons behind the students’ reluctance to participate in speaking, the implementation of classroom games in speaking activities, and the advantages and disadvantages of classroom games in speaking activities.

### **4.1 Reasons behind Students’ Reluctance to Participate in Speaking**

In the interview, the schoolteacher mentioned that the learners are afraid of making mistakes when speaking in the target language. According to the educator, another reason why the learners do not participate in speaking is that some activities are not interesting for them, so they do not feel motivated to be part of the tasks. On the other hand, in the questionnaire, five of seven students indicated that they like to speak in English. However, some causes why they do not participate in English speaking are fear of making mistakes, lack of knowledge of the language and vocabulary and lack of motivation.

### **4.2 The Implementation of Classroom Games in Speaking Activities**

Through the administration of an interview, the teacher commented the implementation of games in the classes with engaging activities in order to explore the grammar, pronunciation, and the lexicon concerning different topics. Moreover, the teacher mentioned that classroom games and interesting topics, according to the students' interest and personalities, go hand in hand. Otherwise, six of seven learners support the use of games in speaking tasks. Besides, most of the learners declared that the facilitators seldom implement games in English classes. Concerning the learners’ opinions about classroom games in English speaking, the students asserted that they are a fun and an interesting way to obtain the knowledge. Also, they said that classroom games allow more participation.

### **4.3 The Advantages and Disadvantages of Classroom Games in Speaking Activities**

In the interview, the collaborative teacher pointed out that one advantage is the improvement of learners' confidence during classroom games. The instructor emphasized that through classroom games, the students learn and explore the language. Nevertheless, one disadvantage is that the decontrol is part of classroom speaking games, but the role of the pedagogue is a relevant factor to develop these kinds of speaking activities. Moreover, in the

questionnaire some learners pointed out that the learning process and participation increase due to motivation and the desire to engage in the games. On other hand, some learners pointed out that learning games in speaking activities activate and calm them, so the class is in an adequate environment to practice the language.

The findings of this study indicate that learners are interested in learning English language, and they cognize the benefits it allows in today's world, but their participation in speaking is affected by different factors. According to the obtained data, fear of making mistakes and lack of knowledge are the most common causes, followed by lack of lexicon and motivation. The difficulties of students regarding communication in English are related to fears of making mistakes in pronunciation and grammar which cause problems such as the lack of confidence and interest in English learning (Dewi et al., 2017, p. 63). López and Salas (2019) agree as well on the fact that "speaking in a foreign language might be one of the hardest things to accomplish; anxiety, self-confidence, fear to speak, among others, are aspects that contribute to increase this difficulty" (p. 144). This is a common problem regarding learners' oral participation in English since it is a new language for them, and they are not familiar with its grammar and phonology. Additionally, lack of motivation affects the students' participation in speaking. The teacher explained that interesting speaking activities help to improve the learners' motivation, and as a result, their participation increases. Moreover, the students commented that games promote an enjoyable and engaging learning process. This is supported by Maisarah's argument: "Using games would be very effective while students are learning. It is because they would feel happy to do the activities without realizing that they are actually learning" (Maisarah, 2014, p. 37). Nevertheless, the students' responses demonstrate that classroom games are not implemented frequently by teachers as a method to enhance speaking which conveys a negative result in the learners' motivation and learning process.

The students' minds are stimulated through games and fun activities because of the influence regarding the facilitation of learning and communication (Sobhani and Bagheri, 2014, p. 1069). In the interview, the collaborative teacher commented the implementation of classroom games in speaking activities in order to promote and explore linguistic competencies such as grammar, pronunciation, and lexicon. Furthermore, Dewi et al; (2017) explained that "using communicative game as means of instruction improved the students' achievement and results of speaking skill" (p. 69). In this point, the teacher emphasized the importance of the

instruction of engaging and interesting activities to promote spoken interaction. In Communicative Language Teaching (CLT) approach, learners are part of the class with games which facilitate the interest in learning and the development of linguistic skills (Zhu, 2012, p. 805).

Maisarah (2014) declares that “during the games, the students will try to concentrate and are stimulated to use English” (p. 38). On the other hand, Dewi et al (2017) stated that “language games are used for increasing emphasis on the importance of motivation and the appropriate kind of positive effective atmosphere in the classroom” (p. 64). The schoolteacher commented that one advantage is the enhancement of learners' confidence during classroom games because through classroom games, the students learn and explore the target language. Moreover, the learners pointed out that some advantages about the use of games is the desire to participate and that the learning process increases. Other concerns related to the use of games to teach English is noise, the lack of space to play the games, and the amount of time it requires the teacher to photocopy the material for each student (Gaudart, 1999). According to this, the instructor explained that one disadvantage is that the decontrol is part of classroom speaking games. In addition, Zhu (2012) acknowledged that “when using games, such factors as the time, choice, preparation and management should be put into consideration, which is the guarantee of successful use of language games in class” (p. 805). The educator pointed out that the role in their profession is a relevant factor to develop classroom games concerning speaking activities.

# **CHAPTER V**

# **CONCLUSIONS**



Speaking activities and classroom games are an approach in order to promote students' participation in English classrooms. Furthermore, the reluctance of learners to involve in the learning process occurs due to different factors such as the lack of knowledge, interest and fear of failure, but classroom games diminish these problems and promotes an active participation. The researchers concluded that classroom games in speaking activities improve students' learning process and diminish their reluctance in spoken interaction.

The reluctance of learners to participate in speaking activities is related to the fear of failure and the lack of knowledge, but the implementation of classroom games in speaking activities promote the student's participation and enhance their learning process concerning grammar, pronunciation, and lexicon. Furthermore, classrooms games can be implemented including topics that are interesting for the students. It can contribute to encourage the learners to express themselves in a more natural way. Moreover, the students' speaking participation increases because they can talk about the subjects that they like. The implications of this thesis fell back in the teacher's practice because it provides insights according to the use of classroom games in speaking activities and its importance to enhance the learning process. Moreover, the use of traditional and boring strategies applied by some teachers in the classrooms should be replaced by implementing innovative methods as games.

This research has provided awareness concerning the learners' speaking participation. It can be said that sometimes the students do not participate in speaking activities because the methodology implemented by the teacher is not appropriate. This study has shown that the lack of engaging speaking tasks is a cause of the problem involved. Another strength of this thesis is that teachers can reflect about the strategies and methods applied and improve them by innovating and increasing their creativity through the design of classroom games and materials.

# **CHAPTER VI**

# **RECOMMENDATIONS**

### **Recommendations for Students**

It is important for the learners to be involved in the activities implemented by the teacher. For the students, commitment in their learning process is relevant to take advantage of the speaking activities and the positive results that can be obtained through them to improve their performance. A recommendation for the students is to have a strong interaction with their classmates in order to put into practice the oral ability. Also, learners should complement the knowledge acquired in the class with out-of-class activities that enhance the speaking skill; for instance, they can practice by recording themselves performing a speech or dialogue with a friend. In addition, the learners can consider using online games available on the Internet to improve the oral ability.

### **Recommendations for the Institution**

Speaking activities deserve special focus to achieve a productive learning process. The institution should encourage teachers to implement classroom games to improve speaking as well as providing appropriate conditions to implement them. Small spaces and lack of resources represent obstacles for most institutions to apply this methodology in the classrooms. It is essential to innovate in education, and it can be of great help to make some changes to impact positively on the learning of the students.

### **Recommendations for Teachers**

Games are one of the most effective methods to improve the learning experience of the students because it promotes motivation and a relaxed class environment enhancing their oral performance. One recommendation for teachers is to start implementing classroom games in speaking tasks more frequently and to reconsider applying activities that result boring and uninteresting for the learners. In addition, it is recommended to consider topics of interest for the learners. For instance, the teacher can ask the students to talk about their hobbies, pets, food and so on. Another recommendation for teachers is to create materials to complement the classroom games. As an example, in a classroom game where the learners are asked to give directions, the teacher can design a model of a city. A last recommendation is to focus on collaborative learning to reinforce learning. These recommendations can help to obtain a positive result on the learners' participation and performance in speaking.

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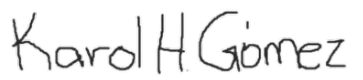
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## **TRIBUNAL EXAMINADOR**

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