



FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA,
FAREM-MATAGALPA
GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua, Managua as a requirement for achieving the Bachelor's degree in teaching English as a foreign language.

General topic

Methodological Strategies that Influence the Development of the English Language Learning during the Second Semester, 2020.

Specific topic

The implementation of games to develop speaking skills of students from Ninth grade " C" at Rosa Montoya Flores Institute, afternoon shift, during the second term 2020.

Authors' names

- ✓ Gerson Jossiel García Picado
- ✓ Heyder Antonio Pineda Flores.
- ✓ Robert Alexander Cornejo Quintana.

Tutor:

MSc. Mauricio Alvarado Sequeira

Date: Matagalpa, January, 14th 2021



UNIVERSIDAD
NACIONAL
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NICARAGUA,
MANAGUA
UNAN - MANAGUA

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DEDICATION

This research work is dedicated to all people that have been part along the process to conclude it. To the Almighty GOD, thanks for the guidance, strength, power of mind, protection, and skills and for giving a healthy life.

Our beloved parents, who have been our source of inspiration and gave us strength when we thought of giving up, who provide moral, spiritual, emotional, and financial support.

To our teachers, friends, and classmates who shared their words of advice and encouragement to finish this study.

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We want to say thanks to the teacher Ruth Damaris Hernández because she gave us the opportunity to observe, work and develop the strategy suggested in this research.

Finally, we want to thank our family, mainly our parents for helping economically and motivating us with their advice. Our friends have been with us along this process.

ABSTRACT

This study was conducted to with the purpose of implementing games that improve students in speaking skills in students of the Ninth grade “C” at INRMF, afternoon shift, the second term 2020. The quantitative and qualitative methods, and research instruments were employed to achieve the main goal of this research. The participants were the students and the female English teacher. Questionnaires with close items were applied in a student’s survey, and open-ended items were administered, to get teacher’s opinion a survey. An observation guide was used to start the research on that teacher does, and student’s assimilation of the new language. The data collected through the survey applied to students and classroom observation guide have been described qualitatively and all the data obtained from the sources increase the reliability of the findings. Results suggest that the students learning process are not focused for developing speaking skills, it means that is a lack of this skill, need to be improved using different methods for example the application of games, help them to be immersed in the learning process doing the lessons funnier and more motivates. Therefore, English teachers should enhance student’s speaking skills by putting into practice different types of games; cooperative and individual ways, to get more self-confidence to improve their oral performance. English teachers need to be aware of the implementation of games, feeling responsible with their student’s learning, and build their knowledge of all big skills, and sub-skills to succeed with language acquisition. Teachers have employ games for getting the maximum potential of their students’ performance continuously using different strategies and being reflective of the teaching methods.

INTRODUCTION

This research is about some methodological strategies that enhance English language learning during the second term 2020. This research was conducted considering the implementation of games to develop the speaking skills of students of Ninth grade “C” at INRMF, afternoon shift, the second semester 2020.

Students of secondary school face many difficulties during the development of the English class because they cannot speak fluently or they are not motivated in this subject. The current study implements games to help students in the improvement language proficiency in speaking skills.

The participants in this study were students of the ninth grade at Rosa Montoya Flores Institute from El Cua, Jinotega, during the second term 2020. 70 students of ninth grade as a population and 20 students the sample in this research.

This research is an experimental study and employs qualitative and quantitative methods. It is qualitative research because it uses descriptions, how to implement games to develop speaking skills. This information was gathered using a survey, observation and an interview. This information is explained in their analysis, speaking is an important skill in the English language, on the other hand one of the less developed in secondary education.

This research gives information about how to implement games to involve students in playful activities to improve speaking skills.

The students selected for this research were from El Cua, who were in the ninth grade, the worked sample method in this research was simple random sampling. This research used; observation guides, interviews and surveys as instruments to acquire information.

JUSTIFICATION

This research is about some methodological strategies that enhance English language learning during the second term 2020. This research was conducted considering the implementation of games to develop speaking skills of students Ninth grade “C” at INRMF, afternoon shift, the second term 2020. The current study implements games to help students in the improvement of the limited language proficiency in the speaking skills.

Speaking is one of the most difficult skill to strengthen for students because they are timid when interacting in speaking activities and learners prefer to write or read English but they are afraid to talk with the teacher and classmates by using this language. If you ask students to read a sentence, they will tell you, what it is about, but asking them how to describe a picture they will feel nervous, and they will get confused about what they want to express.

Games with visual materials help teachers and students make thinking visible by recording content, strategies, processes, and guidelines during the learning process. Posting visual aids on our games keeps relevant and current learning accessible to students to remind the prior learning and to enable them to make connections as learning happens. Students refer to the games with visual aids and use them as an asset of tools as they answer questions, expand ideas, or contribute to discussions and problem-solving in class, therefore all of these aspects help students acquire meaningful learning. Alternatively, students stay active in class, since they are involved in playful activities, which allow them the participation actively during the learning process.

These games are going to help students feel comfortable and engage with the class because games help make a funny class, and while students have fun they are gaining new speaking performance, improving their speaking skills without problems or difficulties. Furthermore, while students have fun they do not care about failing, therefore teachers have the opportunity to correct mistakes and let them speak. This work will have a positive influence in the learning of students and knowledge that teachers have because it will open their minds to different visual materials that can be adapted to teach English and make a better class, improving student’ speaking skill and the teacher’s performance during the class.

OBJECTIVES

Overall Objective:

To evaluate games to help students in the improvement of their limited language proficiency in speaking skills.

Specific Objectives:

- To describe games to help students in the improvement of speaking skill.
- To implement different games to develop the students speaking skill.
- To determine the effectiveness of games to help students in the improvement of the speaking Skill.

DEVELOPMENT

Speaking is any process in which people share information, ideas, and feelings. According to Arini, (2013) Speaking is an essential tool for communicating, thinking and learning. Oral language is a powerful learning tool. It shapes, modifies, extends and organizes thoughts. Oral language is a foundation of all language development and therefore, the foundation of all learning. It is the base for the other language strand.

It means that speaking is the most important skill in a language because it is the main part of any language. So, speaking is how we show our thoughts and the base of the knowledge that we get every day.

Bárbara Garneli, (2014) Affirms that the use of educational games can be effective only if elements such as goals, competition, challenges, fantasy, influence and motivation can facilitate learning.

In other words, games are useful to teach; specially to teach a foreign language, but to teach through games, we must consider some factors that are going to be the guide that will make the game useful or meaningful for the students. However, there are many difficulties that we can face using games to teach, but having a clear goal will help make the game more efficient for the student's learning

This research was conducted because games are a fundamental tool to teach. As Cambridge, (2020) says play is an important way in which children gain essential knowledge and skills". Nevertheless, not only children can learn by playing any game, so, young learners can learn by playing because when they are playing they can explore and physically and mentally involved in the game, making the game meaningful for their learning.

To classify games, it is important to consider what kinds of activities are going to develop. According to Hadfield, (1996) a game is an activity with rules, a goal and an element of fun. Games are classified into two groups: competitive games in which players or teams race to be the

first to reach the goal, and co-operative games in which players or teams work together toward a common goal.

In other words, games are useful to improve speaking skills, since if the students are involved in funny activities, they can acquire the language easily. The use of roles in order to reach the established goals, those goals according to what we want to teach.

4.1. Games:

4.1.1. Definition:

According to Salen, Katie; Zimmerman, Erick;, (2003) A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome. The authors refer to the main purpose of a game, in which players get involved in an activity that has different results. Therefore, a game is composed for a series of rules that the players need to respect to win or lose.

4.1.2. Plinko board game:

The Plinko is a useful game to practice speaking with kids to follow up simple instructions and commands given by the teacher. Plinko game uses flashcards with words written on them. Plinko helps students think about the word that is reflected on the picture. They construct critical thinking and reinforce the use of the spoken language. It is possible to use it as a whole class, in groups or individually, to introduce vocabulary and speaking activities, also it is used to evaluate students and it help them learn individually and collectively in a super fun way.

Students stay motivated during the class because to have the opportunity to participate, they must play "passing the ball, the teacher plays some music and when the music stops, the kid who has the ball is going to pass in front to let down the ball throughout the plinko board. In this case, the pupil will say the word or phrase that is located for the ball.

4.1.3. Hopscotch:

4.1.3.1. Definition:

Kunte Belle, Laylay, Paandi, Potsy, Hopscotch We know it by many names. Popularly known as Hopscotch, this playground game has managed to entertain kids worldwide for generations. It is one of the oldest and most popular streets/playground games to exist. Hopscotch have many variations worldwide. However, all variations follow a basic rule – the player throws a small object into numbered spaces and then hops through it to recover the object.

It refers that in this game students have the opportunity to make actions, which motivate them to stay active during the class sharing what they know, also trying to say the word or phrase that they have choose by jumping on the hopscotch. Alternatively, learners feel free to speak because they are playing and they do not think about mistakes, they are focused on participate in the development of the game.

4.1.3.2. Hopscotch in teaching

This game is essential to improve speaking skills since visual aids are an important tool to teach and learn, moreover by using an innovative strategy like Hopscotch it allows an easy involvement of children in playful activities, which facilitates the acquisition of a meaningful learning. We are implementing this strategy by joining the Plinko Board with a hopscotch, both have been elaborated with recyclable and tangible materials and likewise if the hopscotch is divided into ten parts, the Plinko Board too, and have the same pictures, or numbers. This aspect is to know what picture is going to get the student on the hopscotch. For example, if we are teaching animals and a kid obtains an elephant on the Plinko Board, he or she must look for an elephant on the hopscotch too, to get the reward.

Alternatively, each picture has a number according to the located box to make a relation between the hopscotch and the Plinko Board. When you let down the ball on the Plinko and you get a number five, that means that you must look for the picture with the number five on the hopscotch.

The first step (explanation about the strategy). The teacher is going to give some examples using different pictures on the Plinko Board and hopscotch to get clear ideas about how students can use the game.

The second step (teacher chooses students by using a speaker – marker activity "playing music to involve them in a fun way to participate).

The third step (children playing with the game)

4.1.4. Application of those games:

Based on the previous underlying theory, the writer assumes that using games can improve junior high school students' speaking proficiency. These are the reasons why games can improve students' speaking proficiency. First, as we have seen games can be used to improve the learner's command of particular items of language: sound, vocabulary, spelling, and grammatical function. According to Byrne, (1997) games, especially traditional language games are effective because the learners are so involved in playing game that they do not realize that they are practicing language items or functions.

Second, games are also kinds of activities that encourage learners to speak. In monolingual classes, shyness and lack of willingness to speak English in front of peers is a common problem. One way to deal with these problems is to get learners to talk about the problem and agree on a solution. Games can also be used to provide learners with opportunities to use the language rather than simply practice it. This game concerns fluency. Using games, the learners have the opportunity to express their ideas, feelings, and thought orally. By using games, it encourages students to interact and communicate, as the writer said the goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should also observe the social and cultural rules that apply in each communication situations.

4.2. Speaking:

4.2.1. Definition:

Zaher (2006) refers to the action of conveying information or expressing one's feelings in speech. Speaking is a productive skill, it shows speaker development through the language, in this way English student performances to the receptor their ideas, opinions feelings through which learners can communicate with others to achieve certain goals or to express their intentions, hopes and viewpoints. To improve human relationships, in different fields like business, health, and factory. In addition, speaking means of thinking and transferring culture from one generation to another as well as from one nation to another. It is also a means of communication among people.

4.2.2. Pronunciation:

Hammer, (2003, 2005) states that pronunciation is the act or manner of pronouncing words, utterance of speech, and a way of speaking words, especially a way that is accepted or understood.

It refers to a particular dialect; a word can be spoken in different ways by various individual or groups. Depending on many factors, such as the area in where they grew up, the area in which they now live. As is known every person has different ways of pronunciation, the level of speech, fluency and intonation. Each person has different accents according to the area where the English speakers develop, it influences how we say things in a language. However, in general pronunciation has one aim in the language, it does no matter in what region the speaker is; it is said to develop the ability to identify and produce English key sounds, as well as its basic rhythm, intonation, fluency, and stress with different words, increase self-confidence in the way in the speaker performance, developing speech-monitoring abilities for being used outside the classroom. The main aspects to show the speaker development through the language are. Fluency and intonation.

4.2.3. Fluency:

According to Oxford, (2020) is the ability to express oneself easily, accurately and articulately, also refers to the ability to speak or write in a foreign language. Fluency is important for communication competence because speakers produce continuous speech without many difficulties for the listener and to maintain communicative ideas more effectively. A fluent language skill means that is necessary to read, write and speak a language without hesitation, but for getting this ability speaker must overcome various steps for example: start right off by saying that there is no magic pill for better speaking, students must speak, speak and continue speaking, reflect on the conversation after overcoming the moment. Practicing by listening and a lot of reading, recording own voices, learn phrases rather than single words and an important article is to be fun and familiarize with the language. Fluency is the area of language ability, which relates to the speed and ease with which a language learner performs in one of the four core language skills of speaking, listening, reading and writing. Speaking fluency is ‘ the ability to link units of speech together

In other words, the fluency in speaking is the smoothness that a language learner has while linking words, sentences or phrases while giving an opinion. So, students from the National Institute Rosa Montoya Flores showed good performance in speaking fluency. Through the observation applied it was found that students could use the words that they knew in a good and clear way.

4.2.3.1. Intonation:

According to dictionary, (2020) says that intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are falling intonation, rising intonation and fall rise intonation.

4.2.3.1.1. Falling intonation:

It describes how the voice falls on the final stressed syllable of a phrase or a group of words, a falling intonation is common in wh-question.

Where is located the school?

What time is it?

Also use falling intonation when say something definitive or when speakers want to be clear about something:

At least we were successful.

Well done, you did it|

4.2.3.1.2. Rising intonation:

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes no question:

Are you hungry?

I hear a chopper above us, so is that the new one for the army?

4.2.3.1.3. Fall-rise intonation:

It describes how the voice falls and then rises. Use fall rise intonation at the statements when we want to say that we are not sure, or when may have more to add. Also use fall rise intonation with the question, especially when request information or invite somebody to do or to have something. The intonation pattern makes the questions sound politer.

4.2.4. Vocabulary:

English vocabulary is an important part for developing English speaking skills. According to Cambridge, (2020) vocabulary is defined as all words known and used by a particular person, also states that are all the words in a particular language or subject. It refers to the words either used or understood by a person or a group of people, for example: all the words that a toddler understands, the language used by doctors too. The importance of vocabulary is that allows to know what the words mean since comprehension is the goal of vocabulary, words are the currency of communication, a good vocabulary improves all areas of communication: Listening, Speaking, Reading and Writing. It is clear therefore that vocabulary is an important ingredient to develop English while speaking increase getting the meaning of the words by context. Even though students develop a big set of vocabulary in the language, they cannot speak and to put it into practice.

4.2.5. Grammar:

Englishclub.com. States that the structure and system of a language, or of languages in general, usually considered consisting of syntax and morphology. Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules," we suggest that somebody created the rules first and then spoke the language, like a new game. However, languages did not start like that. Languages started by people making sound, which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

Grammar is not needed to speak a language since, many people in the world speak their own, native language without studying grammar. Also, children start to speak before they even know the word grammar. Nevertheless, if we want to learn a new language, grammar becomes important because it allows us to learn to speak faster and more efficiently. Furthermore, when you understand the grammar of a language, you can understand many things yourself.

According to the observation guide that was applied, the students of the National Institute Rosa Montoya Flores have good performance in grammar, while they speak since they could make short sentences using the correct grammar structure.

4.3. Strategy application report:

Thursday, October 29th 2020

This day was applied for the first time the “plinko board” game, at Rosa Montoya Flores Institute. During this lesson students were studying comparisons, with the use of some specific adjectives.

The class was introduced by the teacher and she gave students the explanation of how to use each adjective. The students were paying attention and completing some exercises with the teacher.

After finishing the explanation, the teacher allows us to explain the use of our strategy. So, in order to start, we set the class up in a semicircle. Then, we gave students a small ball and we played a song in order to have students pass the ball to their partners.

The student that was holding the ball when the music stopped had to go to the front and let the ball drop off through the plinko board. At the end, the ball reached a space where students had to take out the flashcards that were located in that space. According to the flashcard the student had to make a sentence using an adjective that he already knew and compare the two flashcards.

Some students faced difficulties, but after explaining to them how to use the adjectives, they understand the objective of the game and they started to enjoy the game. By the moment that students understood how to use the game, they wanted to play as many times as possible. So, students understood the topic and they involved in the activity in a good way.

Thursday, November 12th, 2020

We went to the Rosa Montoya Flores Institute. We applied the strategy “hopscotch” and “plinko board” obtaining good results students actively participated in the time by the strategies were developed.

The lesson started at 3:30 p.m. the teacher began showing the objectives of the lesson.

The student creates texts describing future plans with coherence and fluency.

She introduces a new topic.

Expressing future plans.

Be going to + verb.

The teacher explained what the meaning of “be going to” is and when the students must use it. Also, she makes examples using verbs like study, sleep, read, work...examples:

I am going to study tonight.

He is going to sleep well in his new bed.

You are going to read the newspaper.

We are going to work together.

Then, the teacher asked her students for simple sentences according to the use of be going to in the affirmative way. They made examples like

I am going to take a shower.

I am going to eat dinner.

She is going to ride a bike.

After that the teacher introduced how to use be going to in negative and interrogative forms. She asked for future of the students and with their answer, made examples like

Affirmative - I am going to play free fire at night.

Negative: I am not going to play free fire at night.

Interrogative: Are you going to play free fire at night?

Answers: Yes, I am

No, I am not.

Then, the teacher allows us to introduce our Speaking strategies.

Procedure: first it was presented the names of the strategies. "hopscotch" and "plinko board" second was explained how to do this activity. Part of this in their native language, it was a bit difficult to understand in English but they got the main ideas when the explanation was in English.

The first step was to number the students. Then divide the class in two teams, make a row with each group, and give one marker to the first in the rows. Following the student number one is going to pass the marker to his/her classmate behind. See Appendix N° 4

The team that gets the marker goes back first win and comes in front to the Plinko Board game. In addition, take a small ball from the top of the Plinko Board and let it go down, when the ball finishes the movement, the student takes the ticket and read the personal pronoun written in the paper. When the student knows the personal pronoun, he/she must number from left to right and go to the hopscotch, and jump to the correct number; do the activity described in this section, example. If the student takes the number 3 and in this part is written "go to play soccer" the students complete the sentences:

I am going to play soccer.

We did it once and then three more times, when we did the activity at first all the students understood the procedure strategies, but a little bit slow, by the following three times were faster developed. See Appendix N° 5

At the end, there was a feedback with the teacher and students about the strategies, they gave us different opinions, what they like and do not like about it. Comments like it was funny, repeat it, come next week, and it is better to learn by playing because we can remember easily a word or a sentence structure. When we are playing the time do not matter, it is a good idea the Plinko game because do not know, what activity and number will appear. In addition, with the number in the hands, is necessary to go to the hopscotch and jump according to the number that the Plinko Board gave.

Students pronounced the words understandable, they followed all the instructions given by the teacher and us.

The teacher participated in the activities as well to help us create a great environment for helping the strategies development.

Observation application report

Monday, October 19th 2020

This day, was the first day at Rosa Montoya Flores Institute. During the class, it was applied an observation guide, with the purpose to know, how students get engage during the English class.

The teacher introduced the class using some slides with sentences. These slides were related to the Comparisons topic. The students were trying to read what the teacher asked them to read. The participation of the students was regular, around 9 (50%) of them were involved and motivated and the other 9 (50%) were talking between them. This happened because they did not like to read.

The teacher called some students to pass to the front in order to complete some exercises. During this activity, the majority of the students started to participate and the class became more active.

It was observed that the teacher focused her class on repetition activities. After completing the exercises, the students had to repeat what the teacher was reading. Students stayed interested at the moment where they were repeating, and it was possible to identify that some students presented a regular pronunciation of the sentences.

Survey Administration-Report.

Thursday November 13th, 2020.

Today, it was visited the institute again to administer the survey about the game that it was applied last week. It was possible to gather essential information from the students. This survey was administered to the students of a classroom of ninth grade, which was chosen in a randomly way from three classrooms that this Institute has.

Answers related to the questionnaire

1. Twenty students (100%) said that they have never used those games. Moreover, according to some opinions of the learners it was possible to know that they don't play any game, since they expressed that they just write, read and complete activities using books, digital documents and some practical exercises in class.
2. Nine students (45%) think that games like hopscotch and plinko board are amazing, six (30%) learners said interesting and five (25%) expressed important, because they feel that they learn in a better way by using them, since these games allow them to stay motivated in class.
3. Fourteen pupils (70%) expressed that by using plinko board game, they felt free to say what they know, their ideas and opinions, because they could participate more active during the application of this game, which helped them to get a meaningful learning using the target language and six (30%) of them said some similar words about hopscotch game.
4. Twelve (60%) learners said that use games is what they like to do, five (25%) listen to music and three (15%) use pictures to use English language.
5. Eleven (55%) students said that they would like to use games always because is funny to learn English by using them, also they state that teachers always have to use games in all the classes to avoid students' boredom and nine (45%) said often, since those games help to encourage them to participate and stay interested to know about the contents and take important information about what they need or want to learn.

6. Sixteen (80%) students state that games are really important to express their points of view, as games help them to feel motivated and participate actively in class and four (20%) expressed that sometimes, because they feel nervous when they are using games.

7. Fifteen (75%) learners said that they felt excited and five (25%) are happy during the use of them to speak in English, because they enjoy to do different things and games are part of those things.

Questions							
	1. Have you played these types of games?	2 What do you think about games? They are	3. What game helped you express your opinions in a better way?	4 What kind of activity do you like to do?	5 Would you like to use games during the class?	6 Do you think that games are important to express your perspective?	7. How did you feel when you were using the games to Speak in English?
Answers	a.20 ___ 100%	a. 9__45%	a.14 _70%	a. 12 _60%	a. 11__55%	a.16__80%	a.15__75%
	b.	b.11__55%	b.6__30%	b. 5__25%	b.9__45%	b.4__20%	b. 5__25%
		c.	c.	c. 3__15%	c.	c.	c.
Total	20 =100	20 =100	20 =100%	20 = !00%	20 =100%	20 = 100%	20 = 100%

Interview application report

Thursday, November 12th, 2020

We went to Rosa Montoya Flores Institute. We applied an interview to the teacher about the use of games and the students speaking performance obtaining considerable results. English teacher asked actively in the time showing good mood, by the strategies were developed.

NATIONAL AUTOMOMUS UNIVERSITY OF NICARAGUA, MANAGUA

UNAN MANAGUA – FAREM MATAGALPA

Interviewer's name:

Grade: Ninth grade "C" Date: Thursday, November 12th, 2020

Teacher's name: Ruth Damaris Hernández.

School: National Institute Rosa Montoya Flores.

OBJECTIVE

To gather information about the methodological strategies and techniques being applied to develop English Speaking skills and the difficulties students present in the teaching process.

1. *-What obstacles affect students in the development of English Speaking Skills?*

There are problems in the integration to the classroom due to how far they live from the institute, others have family troubles, and some students do not attend to the lessons because they prefer stay playing free fire. It affects Speaking skills development for the most of the lessons.

2. - *Do you consider that the obstacles affect students in the development of the English Speaking Skills?*

Yes: of course No: _____

3. -*As a teacher what are you doing to help students to overcome those obstacles?*

Being very, very flexible in the different stages of the language development, when introducing the contents, assessing and evaluating them, to spread out the time to submit the tasks. Talking with them, in order to get over the obstacles of each students.

4. -*What are the reasons that some students cannot perform at all in English?*

One the main reasons is for the area where the institute is located, the English class here is not to traditional at all, maybe students feel ashamed with the lessons, in spite of these situation some students take the language as a challenge.

5. -*Do you consider that the school conditions are adequate to teach and to develop the Speaking Skills in the Students?*

Yes: yes No _____

6. -*What resources do you use in your Classes and what results have you gotten?*

Speakers, textbooks, computer, data show, worksheet, and some of the results are the students' integration of the different activities in the classroom,

CONCLUSIONS

Based on the findings

1. The use of games such as Plinko Board and Hopscotch is useful to engage students in speaking activities. Since when learners use those games they are interested to know about the topic and they want to participate to play it, but at the same time they learn in a funny way.
2. The application of games like the one mentioned before help improve the quality of an English-Speaking lesson, due to students stay motivated and by playing they express their ideas and interact with their classmates sharing their opinions.
3. By applying those games, the class becomes more active and students get involved positively. Learners feel comfortable because they are happy, with a good energy to participate; they can help each other's, so this facilitates the acquisition of a meaningful learning.

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Annexes

Appendix N° 1

Variables Operationalization							
Variable	Conceptual definition	Dimension	Operational definition	Indicator	Scale	Unit of measurement	Instrument
Games	Game is an activity with rules, a goal and an element of fun.	Individual games	An individual game involves a player playing alone. They are not playing with a partner or as a part of a team.	Hopscotch	Opened Closed		interview, survey and observation
				Plinko board			
Speaking	Speaking is an essential tool for communicating, thinking and learning.	Pronunciation	pronunciation is the act or manner of pronouncing words, utterance of speech, and a way of speaking words, especially a way that is accepted or understood	Fluency	Opened Closed		interview, survey and observation
				Intonation			
		Vocabulary	All words known and used by a particular person.		Opened Closed		
		Grammar	The structure and system of a language, or of languages in general, usually considered consisting of syntax and morphology	Coherence	Opened Closed		

Appendix N° 2



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INTERVIEW

OBJECTIVE

To gather information about the methodological strategies and techniques being used to develop English Speaking skills and the difficulties students present in the teaching process.

1. What obstacles affect your students in the development of English Speaking Skills?
2. Do you consider that the obstacles affect students in the development of the English Speaking Skills?
Yes _____ No _____
3. As a teacher what you are doing to help students overcome those obstacles?
4. What are the reasons that some students cannot perform at all in English?
5. Do you consider that the school conditions are adequate to teach and to develop the Speaking Skills in the Students?
Yes _____ No _____
6. What resources do you use in your Classes and what results have you got?

Appendix N° 3



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SURVEY

Dear students, you are going to be part of a short conversation about interesting aspects of the uses of games, to know what you think in relation with the application of games like "hopscotch and plinko board"; in this process you have the opportunity to express your thoughts and opinions according to this interesting topic.

Objective:

To get essential information/opinions about the importance that games have in the improvement of speaking skills in the learning process.

1. Have you played these types of games?

- a) Hopscotch b) Plinko Board

2. What do you think about games? They are

- a) Important b) boring c) interesting

3. What game helped you express your opinions in a better way?

- a) Hopscotch b) Plinko Board

4. What kind of activity do you like to do?

- a) Use games b) write or complete sentences c) Listen to music d) use pictures

5. Would you like to use games during the class?

- a) Always b) never c) sometimes d) often

6. Do you think that games are important to express your perspective?

- a) Sometimes b) often c) no always d) all the time

7) How did you feel when you were using the games to speak in English?

- a) Happy b) boring c) frustrated d) excited

Appendix N° 4



Students of ninth grade C at INRMF getting ready to start the strategy

Appendix N° 5



Students of ninth grade C at INRMF participating in plingo board and Hopscotch.