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**DIDACTIC GAMES AS A TECHNIQUE FOR IMPROVING
SPEAKING ACQUISITION OF BEGINNERS AT INTENSA
LANGUAGE INSTITUTE DURING THE SECOND QUARTER
OF 2020**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Dedication

I dedicate my work to God. He has been my shelter and has always given me his timely help.

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Abstract

Nowadays, learning English has become a necessity for many people due to this language is the bridge to communicate with others worldwide. It opens doors of lots of possibilities not only professionally, but personally and educationally. Nevertheless, finding the right way to acquire this language might be difficult since there are dozens of methodologies and ways to teach languages. As a consequence, this investigation focused its attention on one strategy: didactic games. It was indented to find out how they can enhance oral skills in English language learners. To give answer to this inquiry, a variety of didactic games were applied in a group of 7 students with a basic level of English who are currently learning at Intensa Language Institute, in Barrio Escalante, San Jose, Costa Rica. First, they were evaluated in order to determine their main deficiencies when speaking. After that, 10 games were elaborated taking that data into account, and afterwards they were implemented in the online sessions to finally analyze the results obtained. At the end of this research, it was concluded that didactic games do have a positive impact on learners because they make them feel more relaxed to the extent of being able to perform oral tasks in English more fluently and accurately.

Resumen

Hoy en día, aprender inglés se ha convertido en una necesidad para muchas personas debido a que este idioma es el puente para comunicarse con otros en todo el mundo ya que abre una puerta a muchas posibilidades no solo profesionalmente, sino también personal y educativamente. Sin embargo, encontrar la manera correcta de adquirir este idioma puede ser difícil ya que hay decenas de metodologías y formas de enseñar idiomas. Como consecuencia, esta investigación centró su atención en una estrategia: los juegos didácticos con los cuales se pretendió descubrir cómo mejorar la habilidad del habla en principiantes del Instituto de Idiomas Intensa. Para dar respuesta a esta pregunta, se aplicaron una variedad de juegos didácticos en un grupo de estudiantes con un nivel básico de inglés que actualmente lo están aprendiendo en dicho instituto ubicado en Barrio Escalante en San José, Costa Rica. Primero, fueron evaluados para determinar sus principales deficiencias al expresarse verbalmente. Después, se elaboraron 10 juegos teniendo en cuenta esos datos, se implementaron en las sesiones en línea para finalmente analizar los resultados obtenidos. Con punto final de esta investigación, se concluyó que los juegos didácticos tienen un impacto positivo en los estudiantes porque los hacen sentir más relajados de manera tal que pueden realizar actividades orales utilizando el idioma inglés con mayor fluidez y precisión.

CHAPTER I

INTRODUCTORY FRAMEWORK

1.1 Problem Statement

Costa Rica has tried for years to dose its educational system. The teaching of English as a second language (ESL) in Costa Rica has been characterized through time as being traditional, that is, focused on master classes, use of textbooks to learn grammar rules and structure, memorization of words, among other aspects. An investigation carried out in 2009 by Sánchez, Fonseca, Jiménez, and Rodríguez showed that over the years, there have been a series of modifications that have been applied to respond to the changes and needs of the current educational population. However, there are still several aspects that are taken from the educational model of the past that are used today, such as the national test applied in the last year of high school focused on assessing the grammatical domain and the understanding of vocabulary. Despite this educational system has tried to adapt itself to the challenges of the XXI century there are still areas which require attention.

Besides the traditional factor-carried by the Costa Rican model, there are other aspects which may influence on students not permitting them to express effectively in English. Cook (2006) cited by Mora (2016) mentions that anxiety is the most common inhibitory factor in language learning due to learning a second language is an experience that presents more complications since learners are not immersed in the culture where that language is spoken. Therefore, it is a different process from the one that every person faces when developing their native language. In addition, factors such as embarrassment, fear, or nervousness complicate more students' acquisition of a second language. A lot of students are reluctant to speak

because of those feelings they experience in their learning process; the fear that other people will laugh or judge causes a reaction of anticipated shame. As a result, learners prefer to stay with grammatical lessons directed in their tongue language.

Moreover, there is an aspect that affects Costa Rican education even in a higher level, and that is that English teachers cannot speak English. How can citizens expect that students will graduate from high school after more than five years taking English to be proficient if they received this subject in their native language? Some years ago, the Ministry of Public Education in Costa Rica (MEP), ran a test to evaluate the English level of their teachers. To their surprise, a great number of them had a basic English level, which was A1 or A2. Others had either B1 or B2, and just a few obtained C level. The percentages shown by the test were alarming. Therefore, MEP created a plan to cope this issue, this plan consisted on train those teachers who had a basic level in order to improve their language skills and prepare them to do a better job in the classrooms (elmundo.cr, 2016).

Nowadays, the acquisition of a second or even a third language has become a necessity. As it is well known, English language is the most spoken language worldwide required not only to compete to get better job positions, or to succeed at the business field, but for recreation purposes such as traveling (Quezada, 2011). This investigation wants to take advantage of the lately changes and adaptations that MEP has been implementing by researching the types of games that promote the development of oral skills in beginner students, as well as determining their effectiveness with the purpose of offering English teachers a wide variety of tools that can be implemented in the classroom and favor students. These types of games have varied throughout time and have created a huge range of possibilities. How do didactic games benefit the acquisition of oral skills in beginner students?

1.2 Objectives of the Investigation

1.2.1 General Objective

To investigate the effectiveness of implementing didactic games for improving speaking acquisition.

1.2.2 Specific Objectives

To determine student deficiencies in speaking acquisition at Intensa Language Institute during the Second Quarter of 2020.

To apply diverse didactic games for improving speaking acquisition at Intensa Language Institute during the Second Quarter of 2020.

To evaluate the effectiveness of didactic games as a strategy for improving speaking acquisition at Intensa Language Institute during the Second Quarter of 2020.

1.3 Justification of the Study

People all around the world are looking forward to learning English. There is a willingness to learn it either for occupational reasons or just for pleasure. They spend as much money as necessary to receive good courses of languages, but it is not new that many of them get frustrated by investing lots of money and time to learn only grammatical structures, without being able to keep a real conversation with a native speaker. Most students without a doubt become

experts on reading and writing in English. Nevertheless, when it comes to oral skills, they get stuck.

It is crucial to inquire on effective ways to promote students to talk due to there are several methodologies, techniques, and strategies to teach English. However, not all of them result in students speaking fluent English. As a consequence, this current investigation is focused on finding out which games are actually effective to promote students into losing the fear of speaking a second language with confidence. According to the educational magazine *How to Teach Speaking like a Pro*, the dynamic activities in the class encourage students to move and think creatively. Having games in the class brings lots of fun and dissolve any tension that may be present in the classroom (n.d.).

The role of the teacher in the classroom is very important. This role is an active determiner in the acquisition of this foreign language. Even though the student is the one who will acquire knowledge to put it in practice afterwards, the teacher can positively and powerfully influence on them as well as negatively by his/her attitude and way to perform the class. Hence, this paper will also benefit the facilitators of the class providing them with tools made to be used in the class to avoid monotonous, traditional, and boring classes. Instead, there is an aim to benefit students and help them develop more confidence to speak through active educative sessions.

Through this research on didactic games applied to the teaching of the English language, it is expected to demonstrate that there is a range of different resources which can be used to favor students when it comes to learning. These resources must be analyzed and see their effectiveness. There are many ways to encourage oral skills in another language, from the use of interviews to the development of classroom discussions. Both techniques are certainly correct and none is better than the other. However, there are other strategies to facilitate this acquisition

process with lots of benefits for both the teacher and the student, one of them is the didactic games.

Moreover, with this search, it is intended not only to promote the use of innovative games to encourage speech; but to verify that, when making use of these, the learning process of students can have improvements. If spoken language is one of the most sought abilities, what could researchers do to guarantee effectiveness? To research about this effectiveness and to categorize those activities might be the first step to further investigate in the future. In addition, with this research it is expected to classify the oral activities which really have a positive impact on the students at an English class. This is to equip teachers with a sort of techniques they can implement in their classes, or motivate them to look for other interactive and dynamic ones to promote students' oral abilities with the freedom of having fun and without the pressure of making mistakes.

1.4 Antecedents

There are dozens of methodologies to teach English, some very effective, others with some weak aspects. It is known that there is no perfect formula or methodology to teach a language. Therefore, teachers, coaches, and people in charge of carrying out the teaching process have chosen to use not a particular methodology, but to implement an eclectic methodology in their classes. There are different variables in classes, and these factors may end up in applying different strategies. This type of methodology requires teachers to use different language learning approaches instead of sticking to one standard approach as Hamash (1985:22) cited by Srinivas (2018) said. In other words, teachers are taking the techniques that best fit in their class according to the students' needs, instead of forcing the students to adapt to one single methodology.

The didactic games are a fundamental part of some current methodologies such as Audio-Lingual method, Desuggestopedia, or Communicative Language Teaching methods. Each of these methodologies includes dynamic activities in different ways. Nevertheless, according to Kaszkowiak (2017)

The use of games dates back to the antiquity. The oldest board game was found in China – it dates back to 3000 BC (Faria, Nulsen, 1996). Some ethnographers are convinced that it was education that was the reason for creating many games. Their task was to reproduce natural living conditions of humans, share knowledge with the next generation and prepare them for proper functioning in the society. A good example may be chess, which was used as a typical simulation game 2000 years ago. Its aim was to prepare soldiers to do battles (Surdyk, 2008).

Games have been used with educational purposes over the years because of their effectiveness. There is a reason why they are still very popular nowadays; however, not all teachers dare to use them because of their lack of training on how to implement them in a class so that students can have fun while learning.

This investigation focuses on finding an effective form to use such didactic games so that they create a pleasant atmosphere in the classroom that motivates students to speak fearlessly. The use of games in foreign language teaching benefits and motivates both teachers and students since they favor the teaching-learning process. In addition, it is possible to better capture student attention and they function as a tool to complement the role of the teacher. Therefore, the equation where a high spoken proficiency equals competent students using the language might benefit teachers to not weaken the oral proficiency in them. As a result, there is a clear win-win result in this formula for those who are in favor of varying methodologies and implementing calibrated techniques.

María Fernanda Arias Toca along with Diana Isabel Castiblanco López in their research paper *The Game as a Pedagogical Strategy for Vocabulary Learning and the Development of Oral Skills* from Universidad Libre de Colombia in 2015, intended to implement a pedagogical proposal based on games to benefit the students' acquisition of vocabulary and the development of English speaking skills. In this project, the members of the investigation team wanted to find out first the way in which the target population of the study better processes the information. They took into account each of the learning styles before actually introducing any game into the class. With that information in mind, they chose the games that better fit those necessities in the classroom, and modified others according to the information showed in the survey.

At the end of the study, it was found that the application of educational games in the class is an excellent methodological strategy English speaking skills. This is because games carry lots of fun with them, and they create a pleasant atmosphere inside the class that allows students to feel more confident to speak. The research group also found out that the usage of games in the class motivates students to acquire more vocabulary to be able to express better when speaking, but they have to be directed by the facilitator of the class all the time, and have established objectives. Games cannot be used to entertain students. In short, games are valuable tools that promote the students to talk, but they have to be used wisely.

Years later, Doris Vasquez Figueroa, Estefany Schirley Sicha Aldazabal, and Cindy Evelyn Taboada Cutipa with their research *The Didactic Games and The Learning of the Oral Skills of English Language in Students of the Third Grade of Secondary of the Educational Institution N° 1195 Cesar Vallejo de Lurigancho-Chosica*, 2015 from the National University of Education in Lima, Peru in 2018 wanted to figure out if there was any relationship between the didactic games and the learning and development of oral skills in English. The investigators came up to

the conclusion that the didactic games are directly related to the learning process, the development of English speaking skills, and to the ability of the students to express orally. However, it is necessary that the facilitators of the class inquire a little more about how to use this tool more effectively and not to use it only to break the ice, but to enhance their students' skills. Therefore, once research has been concluded, new strategies can be suggested. As a result, once the suggestions are placed into practice new results should emerge.

Moreover, Karla Fernanda Marin, Mariflor Moncada Alemán, Marilyn Cervantes Zuniga, and Silvia German Chaves in their investigation *The Implementation of Games Based on Cooperative Learning Principles to Enhance the Oral Skills Focused on the Use of -s and -es Inflection in Two English Foreign Language Groups from the University of Costa Rica (UCR) in 2015*, wanted to know if the implementation of cooperative learning principles in the class could help students to use simple present tense with the third person singular effectively during oral tasks. To begin with this research, the investigation group applied different instruments to test the initial oral abilities of the students; through this evaluation, they discovered that a great number of students were using the verbs in the third person singular incorrectly grammatically speaking. Thus, the research group implemented games that would focus on enhancing these specific oral skills; the students were asked to work in pairs as well as individually. At the end, the research group concluded that the implementation of oral games based on cooperative principles was very effective to help students to use simple present tense with the third person singular effectively. Besides that, the use of these games increased the students' participation in oral activities and their consciousness when using this specific structure.

1.5 Scope

This investigation intends to study the effects games, as part of the English class, have on all the elements that compose a class: environment, teachers, and most important, students. Generally, games are considered a kids' stuff; therefore, teachers do not believe in their effectiveness. However, through this paper, it is expected to demonstrate that didactic games, applied with purpose and clear objectives for the students, can be a powerful tool in the classroom. As is generally known, there are thousands of games and activities which are supposed to have an educational purpose. Nevertheless, many games are either old-fashioned or not beneficial to exploit the learners' potential since they are focused on grammar structures not applied in real conversation. That is one of the reasons why this investigation wants to find out which games are more effective to promote oral skills, and also modify some of the traditional games in order to make them more attractive and useful for both: student and teacher.

The third purpose this research has is to categorize the games that are helpful for teachers to promote speaking acquisition, not only to have a diverse catalog to take from, but also to use them in class as a pedagogical technique so that students can take advantage of all benefits this tool carries. This investigation intends to evaluate the effectiveness of those didactic games as part of an English class focused on speaking tasks. It is a fact that, on the whole, didactic games carry several benefits with them. However, this research set the goal of finding out how games actually benefit the learning process in different aspects as classroom environment, teacher-student interaction, and the most important, speaking acquisition. Through this, it is expected to motivate teachers to make use of games that are not only to have fun or to entertain students, but also to enhance skills.

Finally, it is expected that games are given more importance due to all the benefits they carry, not only for students, but for teachers. Nowadays with virtuality, language classes should be interactive, dynamic, and an unforgettable experience for learners. Games provide that, and motivate students to participate and be active part of the class. Therefore, it is intended that the data about games and all their advantages gathered through this paper would be useful for teachers when planning and preparing their classes.

CHAPTER II

THEORETICAL FRAMEWORK

Understanding the mechanism of different tools is not an easy task. The usage of diverse tools such as didactic games carries a lot of benefits for both the students and the teachers. Having a dynamic environment is going to definitely make the difference in your virtual classroom. Nowadays, virtuality has become normal world-wide not only because of the situation most of the countries are facing due to the virus, but also because technology is part of almost everybody's daily basis. Therefore, understanding new paradigms can make a facilitator safe in his/her environment.

In this chapter, relevant data is found to support the belief that games are not a kid thing, but an instrument that can be manipulated and transformed into a powerful tool in an English class. It is shown the background games have had throughout time, and how they have been used as a didactic strategy. In addition, it is explained some of their characteristics, and advantages as well as disadvantages facilitators may find when applying them. Moreover, it will be exposed the different methodologies in which games are an important strategy to use inside a classroom, along with their characteristics and names of the techniques, some of which will be also used in this investigation with or without some accommodations depending on the group's necessities, and taking virtuality into account.

It is of vital importance to also learn about speaking skills and its components. This section shows definitions, and important concepts related to this subject. At the same time, it will be explained how each component works and how they are normally evaluated when a student is performing a speaking task. Some of the instruments to use in this investigation will be done talking this important information into account. As it is generally known, motivation plays an

important role in the learning process, not only when acquiring a new language. Motivation is actually a factor all learners must have in order to succeed in the process. For that reason, it is significant to include in this chapter a section that teaches about motivation and its importance within a virtual classroom.

2.1 Didactic Games

2.1.1 Definition and Background

The didactic game is a strategy that can be used at any educational level or modality; it is very common, however, not to see them as part of the daily planning of the teacher due to ignorance of their multiple advantages. There are several definitions for such term. Sanuy (1998), for instance, cited by Chacón mentions that the word game comes from the Indo-European root that means jumping for joy. He says that a game should give the chance to have fun and enjoy while people develop several abilities (nd). It is very curious that even though games are normally associated with infants, this author does not make any comments regarding ages to play games.

Throughout time, there have been several theories of play which give different perspectives on what games are. On the book *The children's Play and its Methodology*, it is found that in 1833, the German philosopher Moritz Lazarus postulated the recreation or relaxation theory in which he explained that games are a way humans can relax. This statement supports the fact that games far from being just break-the-ice activities, they truly bring a lot of benefits to the players involved in them. Lazarus cited by Alfonso also mentioned games can restore all the energy that whether children, students, or workers have lost doing other activities during the day (2009).

Later on, Karl Groos develops the In Practice or Pre-exercise theory where he opines that games play an important role for exercising a series of skills, behaviors, and instincts. At the same time, they will allow children develop different abilities useful for their adult life. Games, according to this author, lead people to be active and maximize their biological functions to adapt to the environment. In other words, when people play, they are practicing behaviors for activities they will later on carry out in there every day life. Didactic games can be elaborated taking this opinion into account since one of their objectives is to promote students develop their oral skills in real contexts (Martinez, 2008).

2.1.2 Characteristics

Chacón mentions that a didactic game is not only an activity to have fun, but it is necessary that it is structured, with rules, and clear curricular objectives being the main one the appropriation of content. As a matter of fact, each didactic game should have 3 important elements. First, it ought to have a didactic objective; this one establishes the expected behaviors from the students. For example, if the facilitator makes the students play "Guess who", it is expected them to ask questions. Also, ludic actions are indispensable elements in didactic game. If a game does not include actions, then it is just a didactic exercise. Recreational actions foment voluntary attention, and make the learning process a more enjoyable experience. Finally, all games must have rules. These represent an organizational element that helps facilitators keep order and control of all actions. Rules set what to do and how to do it (nd).

Kasvi (2000) cited by Pivec (2007) lists seven requirements suggested for an effective learning environment to be to:

1. "Provide a high intensity of interaction and feedback;

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2. Have specific goals and established procedures;
3. Be motivational;
4. Provide a continual feeling of challenge, not too difficult to be frustrating nor too easy to create boredom;
5. Provide a sense of direct engagement on the task involved;
6. Provide the appropriate tools that fit the task; and
7. Avoid distractions and disruptions that destroy the subjective experience.”

On the other hand, Gozcu & Caganaga, on their article The importance of using games in EFL classrooms, opine that games should make students want to play for fun. In order to achieve that, they suggest some characteristics didactic games applied in a language class need to have:

1. “Games should have an aim. They are used to motivate students, not only for fun.
2. Games should focus on the use of language. By their means students have to learn, practice, or refresh language components.
3. The content should be appropriate. It should fit the curriculum, be correct from all points of view and not to promote wrong values (e.g. violence).
4. Games should be technically easy to use in the classroom.
5. Games should be in accordance with students’ age and level of knowledge.
6. Games should keep all of the students interested.
7. It is advisable to use short games; otherwise students may lose their interest.” (2016)

2.1.3 Advantages and Disadvantages

Despite the fact many teachers are not aware of the power of games as a learning strategy; they play an important role in the language learning classrooms. Gozcu and Caganaga (2016) state some of the main advantages they carry to the teaching-learning process. To start,

didactic games change a lesson's dynamics from ordinary and boring to interesting and enjoyable. These kind of activities are always fun and, unlike a regular lesson, they attract the students' attention.

In addition, language learning games provide context for language acquisition. Constantinescu (2012) thinks that games help student make use of language structures and vocabulary correctly. It also improves their understanding of written and spoken English, not mentioning how by playing students are encouraged to pronounce properly. This, in other word means that through one game, facilitators can promote almost all students' oral skills. The latter will depend on the didactic objective teachers want students to develop or focus the most (Gozcu and Caganaga, 2016).

It is a fact all students are different, and not all of them like to participate in class in order to avoid being the center of attention or being on the spot. However, May and Yu-jing (2000), opine didactic games increase motivation of the class; they say that even shy and reluctant students react positively and will not show aversion when presented a fun activity to do in class. This might happen because when students play, they do not feel they are being evaluated. They think no one is paying attention to their performance due to they are somehow allowed to behave foolishly which results in relaxed participants willing to participate in class more actively (Gozcu and Caganaga, 2016).

At the same time, that factor reduces the stress and anxiety experienced by students when learning a new language. Nowadays, there is a misconception of what learning a new language implies. For instance, many learners believe they have no right to make mistakes when speaking English, and that if they do, they will be put on the spot by their classmates or even by the teacher. Crookal (1990) states that games reduce anxiety and increase positive

feelings and self-confidence due to there is not pressure for the students when participating. In addition, they have the chance to practice the new language freely. Moreover, the author expresses that since learners get involved in the games very actively, they are encouraged to participate proactively in their learning process and to take more responsibility for it. This means that teachers are not the only ones in charge of handling that process, but students are also in charge of making the decision of whether they want to learn or not (Gozcu and Caganaga, 2016).

In the other hand, Gozcu and Caganaga cited Stojkovic and Jerotijevic (2011) and mentioned there are some disadvantages of games as well. For instance, when it comes to discipline issues, learners might get excessively noisy having the teacher lose control over the class. Students might think they are just playing and having fun with an activity that has no purpose or objective for their learning process, and due to that there might be a lack of seriousness during the game. This is a factor to seriously take into account for online sessions in which discipline is handled in a very different way. While some students from online courses might be very messy, others might be passive and show little interest in participating in different class activities (2016).

Additionally, even if games are fun and seem easy to develop, implementing them in a class is a task which takes preparation from the teacher. When working with students, every activity should be planned beforehand. Staying away from the basic purpose of the activity, clear rules, and instructions might result in students wandering around the classroom, asking others for procedures not knowing what they have to do, and how they have to do it. This leads to mess, loss of time, students feeling stressed and anxious, and most important to the lack of learning. Consequently, preparation is definitely a must when it comes to didactic games to teach English (2016).

Finally, if games are already familiar or not very new for students, they might not get equally involved due to the lack of variation. Students are attracted to that surprise factor which gets most students' attention. Depending on the population of learners in the classroom, some of them may find games unnecessary and childish. It is fundamental to take those aspects into account when planning games or ludic activities for class. At the same time, considering virtuality when designing games is also crucial due to there is no possibility to move around a determined space nor use didactic materials physically which normally facilitates didactic games within a regular classroom (2016).

2.1.4 Importance

As mentioned before, games carry a lot of benefits for those who are learning a new language. Motivation is a factor most teachers aim for, but not all of them make it. Having games as part of the class can help facilitators accomplish this goal. Gavilanez (2010) cited by Montero (2017) says that all teachers have seen how students develop a task in class because they have to, but they do not find joy when doing it. When students do a task through a didactic game, it creates interest; and they do it for enjoyment, not for obligation.

Generally, it is believed that teachers are only in charge of the transmission of contents to their students; this cannot be more mistaken. Aside from teaching a class, educators have to find different ways for the students to acquire what is being taught, and achieve students' willingness. Even though, that is not an easy task, according to Covington (2000) cited by Montero, the happiness, creativity, and analytical factor of a game, can accomplish these important objectives. This supports the fact that games are powerful not only to enhance students' oral production, but for teachers themselves (2017).

Nowadays, the acquisition of knowledge is given great importance. There is a lot of information everywhere, and most people have access to lots of content at any time. Torres (2005) opines that those contents can be best learned and internalized thru games due to they help remember information, and are associated with real contexts. At the same time, games allow teachers to know their students a bit better regarding the way they think and develop in different situations. As a result, games not only help students perform better, but they create a positive atmosphere within the classroom which allows students to get along with each other and the teacher (2017).

Although, every student learns differently, and they all have dissimilar personalities and temperaments, in their investigation, Gavilánez and Zavala (2010) explain how memory is able to store 90% of the things that a person does, while it keeps only 10% of the things that are seen, 20% of what it is heard, and 30% of what a person can see. When participating in games, students make use of almost of their senses enhancing their capacity to remember what it is being taught in a regular class. This might seem complicated to reach thru online sessions due to participants are seated facing an electronic device during almost all the class time. As a consequence, the teacher role and preparation before his/her classes is fundamental for this (2017).

2.2 Communicative Language Teaching Method

2.2.1 Background

In general terms, methodology has to do with decisions made by educators on how to teach the contents of a syllabus. Over the last years, in accordance with Richards, there have been several changes on this field. That is actually how Communicative Language Teaching

came up to make some adaptations to the way contents were being taught (2006). Before CLT, the goal of most traditional methods was for students to be able to communicate in the target language, which was fine. However, in the 1970's some educators started to question if they were hitting that goal, and noticed that most learners could use grammatical structures correctly, but when it came to speaking outside the classroom, they were not capable to communicate in real contexts (Larsen-Freeman, 2000).

At that point, it was noted that in order to achieve the communicative goal, it was necessary to master not only linguistic structures, since students would know the rules and vocabulary, but were not shown how to use the language on a daily basis. According to Richards (2006), it was expected them to pick up aspects such as making requests, giving advice, making suggestions, describing wishes and needs, among others informally. For that reason, educators came up to the conclusion that being able to communicate needed not only linguistic mastering, but also communicative competence to perform the language in context (Hymes, 1971 cited by Larsen-Freeman, 2000). Richards explains that in the 1970's, Communicative Language Teaching emerges to give solution to questions such as what should a syllabus that set communicative competence as the main goal look like, or what is needed to be done in a methodology in order to make that goal fit in, being the methodology the tool in charge of giving meaning to the grammatical structures learners master (2006).

2.2.2 Characteristics

Traditional methodologies would make students focus on grammar and vocabulary only. One of the main changes CLT carried was that those aspects of language were given personal purpose and setting, having the learners set the reasons why they wished to acquire the target language; for instance for work or traveling; and where they wanted to use it; at the office or in

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the store, for example. Moreover, CLT suggests that syllabus, among other aspects, should focus on identifying the communicative events and language functions in which students will participate. For instance, being able to know what to say when on a telephone call; being able to give explanations in meetings; or just having the ability to describe plans in a casual conversation. This happens in order to give the language meaning and teach students contextually (Richards, 2006).

In addition to the latter, this methodology explains how students need to be taught about the factor variety when acquiring English language. Learners must know there are diverse accents such as the American, Australian, or British English accents, and that each place where English is spoken handles their differences when it comes to expressions and vocabulary. Richards mentions that another feature this method carries is the way new material should be presented. CLT suggests to link the different skills such as speaking, reading, and listening together, due to they usually occur all mixed and at the same time in every day experiences. In fact, the method aims students to discover grammar rules by themselves rather than through long and confusing explanations (2006).

Communicative Language Teaching also gives a lot of emphasis on pair and group work; for that reason, many of the activities used in CLT are designed to be worked in pairs or small groups. This aims to benefit students due to when working in this way; they can learn how the other member of the group uses the language. In addition, students are expected to produce a greater amount of content than they would use in individual activities. Besides, activities done in this way have a great chance to increase learner's motivation. Finally, they will have the chance to develop fluency, especially if the activities are timed due to they have to convey with a message for the other mate in a range of time (Richards, 2006).

2.2.3 Techniques

There are two main types of activities when it comes to CLT. In one hand, there are activities focused on fluency which show students can make a natural use of language. They focus on achieving communication since it requires meaningful use of language and communication strategies. At the same time these cause unpredictable language that may vary based on the context. On the other hand, activities focused on accuracy are more structured. They show classroom use of language and formation of correct examples of language; students do not need context to practice language. Besides, these kinds of activities do not require meaningful communication nor control choice of language due to it is expected to see correct use of grammar structures with no need of context (Richards, 2006).

2.2.3.1 Information-Gap Activities. Generally, in real life, human beings need to communicate and get information they do not have from others. This, in CLT, is known as an information gap. Student need to use grammar, vocabulary, and communication skills in order to complete a task successfully. To use information gap activities, teachers can carry out games in which students have different sets or picture with information the other one needs. Students should ask and share accurate data to gather the information they need (Richards, 2006).

2.2.3.2 Picture Strip Story. This kind of activity is done for the students to use the target language in order to predict or describe what they can see in a series of pictures. This can be done in many ways. For example, students can share an experience they had using photos to support it. Moreover, they can read a piece of news or any type of information, and retell it through pictures to the rest of the class. Another way to implement this technique is to tell about a movie or TV show they recently watched to the rest of the participants (Larsen-Freeman, 2000).

2.2.3.3 Role play. Role plays are not only used in CLT, but in other older methods such as Desuggestopedia. These give students the opportunity to play different roles in order to communicate a message in very diverse social contexts. This technique can be as structured as wanted depending on the level of the group. The facilitator can assign the roles as well as situations facilitating them to just focus on which expressions or grammar structures to use. Likewise, the facilitator can let the students choose giving them control on what to say (Larsen-Freeman, 2000).

2.2.4 Other Activity Types in CLT

Richards (2006) states many other activity types that can be perfectly used as games in CLT, the following chart shows some of them:

Activity	Definition	Examples
Task-completion activities.	These are focused on using one's language resources to end up a task.	Puzzles, and map-reading.
Information-gathering activities.	Students are asked to use their linguistic knowledge to gather information.	Student-conducted surveys, interviews, and searches.
Opinion-sharing activities	Students compare values, opinions, or beliefs.	Debates

Reasoning-gap activities	Students are supposed to create new information from given information through inference, practical, or reasoning process.	Working out a teacher's timetable on the basis of given class timetables.
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2.3 Oral Expression

In accordance with O'Malley, oral production deals with the appropriate use of words. It is a person's ability to express desires, ideas, and thoughts meaningfully in sentences employing correct syntactic, semantic, pragmatic, and phonological language structures (nd). Additionally, Castiblanco and Arias opine that oral production is a way in which language is used through a process that involves language appropriation not only in a grammatical way, but in one where real speakers are formed (2015). Furthermore, Ramirez (2002) mentioned in an investigation carried out by Vasquez, Sicha, and Taboada express that oral expression consists of carefully listening to the language structures being produced in order to interpret all signs that can help decode the message. And, at the same time, reciprocate the same type of language using similar signs to favor the communicative factor of the message (2018).

Many language courses combine all those opinions, aspects, and definitions in order to promote students' oral abilities. In one hand, they are enhanced to express their own ideas by using correct grammar structures. Moreover, they are not asked to focus on accuracy only, but to reach a good level of fluency in order to convey clear messages. Besides, students are encouraged to communicate, and also to listen to others carefully in order to be able to respond. It is only thru that understanding of a message received that communication can happen due to if a learner is not capable to understand; he/she will not be able to reciprocate (2018).

2.3.1 Speaking Abilities

2.3.1.1 Fluency. An article released by the Faculty of Humanities of Binus University explains fluency is the ability of speaking for an extended period of time in a comfortable and confident way showing clear connections between the points being shared, and allowing the listener to follow the ideas of the message said (2018). It is not without importance to mention that person can have excellent grammar and fail to be fluent; British Council (BBC) mentions that fluency is often compared with accuracy; however, this skill is concerned with the type, amount, and seriousness of mistakes made while fluency does not make emphasis on grammatical or pronunciation mistakes but on how well a speaker can communicate meaningful messages. (nd).

2.3.1.2 Vocabulary. Vocabulary makes reference to the words used in a language which can be all the words in a specific language such as English. Besides, vocabulary can be words used in a particular context such as medicine or business. It can also refer to the word bank a person possesses (EnglishClub.com, nd). Vocabulary comprehension and vocabulary production are always two different banks of words in the speakers' minds. Regardless the type of vocabulary type or definition, it is very difficult to communicate without it. Being a good speaker implies constantly acquisition of new words, not only for communicating, but also to understand what others tell. The more words a person knows; the better will be able to express (BINUS University, 2018).

2.3.1.3 Grammar. Grammar is a system of a language, and it refers to how well a learner can use a language system. Even though grammar is supposed to be best acquired naturally just like children learn their native language, the study of grammar matters and it cannot be left out. If someone wants to be a better speaker, it is very important to take a look at this system

and understand it to be able to get other aspects of the language (EnglishClub.com, nd). A good speaker is not the one who makes no mistakes, but the one that understands how to use different structures in a language. Grammar is not all about rules or rule memorization, and there is no reason to be afraid of it; it should actually be considered as a tool to achieve understanding and correct use of a language (EnglishClub.com, nd). Some grammar mistakes may occur; however, if students have the ability to recognize those mistakes and correct themselves, one individual goal is achieved.

2.3.1.4 Pronunciation. In accordance with a note released on English Club's web page, pronunciation refers to the way people make the sound of words. To achieve that production, it is necessary to push air from the lungs up through the throat and vocal cords, through the mouth or even the nose, pass the tongue and out between the teeth and lips. Normally, speakers are not used to all sounds of the language being learned due to they may not exist in their native language. Spanish language speakers might have a hard time understanding how to pronounce sounds like /θ/, /ŋ/, /ð/, /æ/, or /ʌ/ since they do not exist in Spanish. When that happens, it tends to be difficult to produce some words obscuring somehow the meaning of what is being said (nd).

Pronunciation can be a complex area with several sub skills to be practiced. An article on English skills shared by BINUS University sets that the sub skills which pronunciation consists of are word and sentence stress, intonation, rhythm, and the use of the individual words of a language. If these skills are not correctly used, meaning can be also obscured due to they vary from language to language. For example, in Spanish, many times, the only way to distinguish between a sentence and a question is by paying attention to intonation since they have the same structure. All these areas need to be developed individually and as a whole by learners by practicing constantly and imitating native speakers (2018).

2.3.2 Strategies to Promote Oral Expression

It is commonly known that many students experience a variety of feelings that are not exactly positive. In order to avoid fear situations in class, O'Malley suggests some valuable strategies that also promote oral skills. For instance, she suggests teachers to allow students opportunities to practice without penalty; this is with no immediate correction or feedback. Brainstorming or sharing experiences usually foment this kind of practice (nd). Moreover, she mentions that it is always a good idea to assign some oral tasks in advance so that learners have enough time to prepare an outline of what they would like to share about a specific topic. The teacher can announce that the next day they will talk about routines; in that way students will look up useful vocabulary or at least will have an idea of what to say (nd).

In addition, learners should be provided with safe opportunities to develop skills. This can be done by assigning oral presentations or speeches but not grading them. They can be considered a free exercise to develop speaking skills. Several students feel pressured by educators or even their classmates when doing a speaking task; a great way to reduce that stress is by allowing them more time to respond or formulate a question or sentence. Finally, O'Malley recommends the preparations of diverse didactic activities to foster oral expression. Students need to speak regularly through a combination of tasks such as asking and responding to questions; participating in discussions; taking one position and defend it; arguing others' positions; making formal and information presentations; among others (nd).

2.3.3 How to Evaluate Oral Skills

All speaking skills are important in order to become a good speaker who conveys meaning; nevertheless, it is possible to find learners who excel in one area but struggle in

another. Facilitators need to pay attention to students' performance throughout the whole course or school period and not only during a test where chances are they get nervous to know they are being evaluated. The following are some principles for evaluations to take into consideration when assessing speaking skills. These hints were published in the magazine *How to Teach English like a Pro* (nd):

Speaking skill	Hints
Fluency	Take into consideration if there are many pauses or gaps when speaking and how comfortable they are while doing a speaking task.
Vocabulary	Evaluate students on the level of vocabulary they are capable to produce. Pay attention to students' use of words taught during the sessions or classes; and if they are using words associate to the context in which they are speaking.
Grammar	Listen to the grammatical structures used by learners. Make sure they are able to use multiple tenses and if they have agreement. Word order is also an important aspect to take a look at when evaluating grammar.
Pronunciation	Pronunciation involves clearly articulated words; assimilations and contractions in the right places. It also deals with intonation and inflection depending on the different types of sentences.

2.4 Motivation

Explaining why people do what they do is not an easy task; however, motivation is such an important factor, and plays a crucial role when learners decide they want to develop a new ability, or acquire a new language for this particular investigation. Based on Marshall, motivation

prepares and empowers people to acquire new abilities and face, adapt, and overcome unknown situations (2010). There are certain moments in life which people do not have control of, but manage to finally handle them; these can be called motivational states. Being able to find solutions for those issues gives human beings a sensation of domain and competence that allows them to adapt to any situation. This adaptation goes hand in hand with motivation; actually, motivation benefits adaptation (Marshall, 2010).

The word motivation derives from the Latin word "movere" which means "to move". According to Parvesh, motivation is the process that starts, leads, and keeps goal-oriented behaviors. Motivation is what makes people act to get what they want, and it goes from something insignificant such as getting water to reduce thirst, or attending a course to gain knowledge. Motive is an inner state that provokes a person's behavior. A motive is not something tangible, it is actually perceived by observing human actions (2015).

2.4.1 Intrinsic Motivation

Deci and Ryan (1985) mentioned in Motivation and Emotion by Marshall (2010) explain that this type of motivation happens when people are involved with their own interests and use their own capacities looking forward to developing optimal challenges. When someone has intrinsic motivation, they do what they do voluntarily and because it is either fun, interesting or challenging. Actions led by this kind of motivation occur in a spontaneous way and with no external reason. Intrinsic motivation is something teachers would like all students to have by default. However, this is an aspect that has to be personally developed, but also promoted by the facilitators in the classroom (2010).

There is something in the activity carried out by the individual that allows him feel free (autonomy), efficient (competition) or close to others emotionally (affinity). According to Marshall, the intrinsic motivation derives from the spontaneous experiences of feeling autonomous, competent or related to others. For instance, the interest and sense of freedom can wake up a desire to read a book; and the joy and sense of competence can make a person spend long hours solving difficult crossword puzzles. Many educators look forward to fomenting this kind of motivation in their students; due to intrinsic motivation develops persistence which can actually make students want to stay in the classrooms and finish the scholar year or period successfully with no need for prizes or external benefits offered by others. The more intrinsic motivation a person has, the more persistence they will develop when doing a task (2010).

2.4.2 Extrinsic Motivation

There is also another kind of motivation that has to do with incentives or external stimulus. This one is called extrinsic motivation. It comes from incentives and consequences in the environment, such as food, money, praise, attention, privileges, approval, scholarships, sweets, smiles, public recognition, a pat on the back, and many others. Instead of participating in an activity for pleasure or experiencing the satisfactions it may bring; extrinsic motivation emerges from external consequences independent of the activity itself. This type of motivation can also be used by teachers in favor of students, but they have to be careful not to overuse it in order not to program students who participate in class to get something in exchange (Marshall, 2010).

Based on Marshall, extrinsic motivation is like a behavioral contract where the individual acts based on the principle "do this and you will get that" in which "this" is the requested behavior, and "that" is the extrinsic incentive. This kind can also be associated with the "what do I win" kind of motivation where individuals carry out actions if there is something in exchange.

This “something” can be the offering of an attractive environmental incentive like getting money, or the elimination of an aversive environmental incentive like ending the criticism. Extrinsic motivation in words of John Marshall is “an environmentally created reason to initiate or persist in an action”. This again, can be used to benefit students when they have to perform or develop an important task (2010).

The essential difference between the two types of motivation lies in the source that sparks and leads the behavior. While with intrinsic motivation, behavior emerges from the spontaneous satisfaction an activity itself provides; for example, learning English to travel abroad. Extrinsic motivation comes from the incentives and consequences that are offered based on the observed behavior of individuals. A good example is a person who is studying a new language because he/she was offered a trip in exchange. Teachers should know how to play with these two types in order to benefit students (Marshall, 2010).

2.4.3 Aspects that Interfere with Online Student Motivation

It is important to understand what motivates online learners due to motivated students are more likely to engage in activities that help them learn and achieve goals. Brett Jones, associate professor of educational psychology at Virginia Tech developed the MUSIC model of student motivation in order to point out the five main factors that encourage student to be motivated: eMpowerment, Usefulness, Success, Interest, and Caring (Kelly, 2012).

eMpowerment: many students feel empowered when they somehow have control over some aspects of their own learning process. This can be achieved by giving students choices. For example: "The instructor has students either take an online assessment or attend one or two

workshops on campus related to the course's learning objectives. This allows students the opportunity to choose their activities while still staying within the framework and goals of the course". Jones also mentions that students like to have some sort of option to bring in something from their own lives or make some decision about a topic (Kelly, 2012).

Usefulness: it is crucial that learners can see that the course or educational activity in which they are involved is useful and relevant to them. Even though sometimes the skills that students will acquire in a course will directly contribute to their success; it will not be that obvious in other cases. For that reason Jones suggests facilitators being explicit about how the course objectives and contents will benefit them and be useful beyond school. Having students interview professionals in different careers about what skills and knowledge were useful to their success is a good way to do this (Kelly, 2012).

Success: most students have the need to feel that they will succeed in the course if they make an effort. Educators can help students accomplish that goal by setting expectations, providing them with feedback, and facilitating the course so that they have access to additional resources when needed. For instance, teachers can create additional material based on the needs observed in class by them before hand; additional documents or videos that explain difficult concepts is a good example of this type of resources (Kelly, 2012).

Interest: according to Jones, cited by Kelly, there are two types of interest that contribute to student motivation: situational interest and individual interest. Situational interest on one side makes reference to an aspect of a course that is enjoyable or fun; and it can be enhanced by

using emotions. If the learning objectives are related to novelty or emotions, students are more likely to be attracted to the topic or issue in discussion (Kelly, 2012).

On the other side, individual interest refers to how the content and objectives of the course are related to the individual. It is necessary to consider that interest is not universal. A student taking a course on mechanical engineering may have a strong individual interest in that course; they might think “I am interested in it because it is who I am.” However, it is possible for a student to think, for example, “I want to be a mechanical engineer, but this is boring” meaning that they have an individual interest in a course but not a situational interest (Kelly, 2012).

Caring: generally students like to feel that their teachers make sure they are learning. It is common to believe that caring is not an important factor in online education courses; nevertheless, a study of 609 online learners showed that caring was actually the number one predictor of online instructor ratings. This points out that caring is very an important feature even among adult learners. Jones recommends providing regular feedback and regularly asking students if they feel they are getting the support they need as some hints in order to make learners feel they teachers care for them (Kelly, 2012).

CHAPTER III

METHODOLOGICAL FRAMEWORK

In this section, how this investigation is developed is carried out in depth. This includes the research approach to be used in this investigation in order to find the answer to the investigation question as well as the research design that will be employed to get useful information to support the objectives of this search. At the same time, this chapter includes the instruments and tools that will help gather valuable data for this investigation, and compare the theory with what it is found thru the application of diverse instruments. Finally, it is mentioned the information sources such as books and relevant essays with all their characteristics.

3.1 Research Approach

There are different ways to investigate a topic, each of them has its own characteristics and steps to follow. According to Hernández et al. (2014, p.10), a qualitative research does not use numerical data. Instead, it employs tools such as interviews and surveys. In this current investigation, it is meant to gather relevant information thru instruments such as observations, surveys, and interviews. That is why it is possible to say that this investigation has a qualitative approach since it is concentrated in experiences, opinions, and perspectives. It is planned to first, approach the population via observation to adequate all the instruments and tools of this search to the needs and aspects observed.

The students are the most important factor in this exploration. With their help it would have been possible to collect valuable information for this investigation. It is intended to join all opinions from the interviewees, the students, and their perspective and experience in regards

the teaching and learning process in an English class using different ways, in order to answer the investigation question, as well as other inquiries that may appear in the process.

3.2 Research Design

This search employs a naturalistic paradigm because it is focused on the information that can be gathered in a natural environment to interpret it afterwards. It is also a case study due to the population of study consists of seven students and the investigator works with them almost individually. To collect the information, it is intended to request the necessary permissions at Intensa Language Institute, the institution that offers the English course to which the population of study attends (joins online) every day. After getting the permission, it is intended to make a first approach by observing a regular class and see their natural performance (they are not supposed to know they are being evaluated somehow). A general panorama is expected to be gathered thru this observation.

Later on, they will be part of a first interview (survey) that is going to be carried out in order to collect a general view of their experience learning English. After that, they will be evaluated with a second interview that will consist of information questions in English. This will be like an exam to test their current knowledge of the language; the students may be even given feedback on this interview in order for them to see the specific areas of improvement.

Based on the results of the interviews, the rest of the instruments and tools will be applied. The students will be part of sessions in which they will be made speak and speak through didactic games prepared specially designed for their necessities and deficiencies in the English language. At the same time, they will be presented other more general games to test if they are able to perform them successfully in English.

Once this phase finishes, the investigator will classify all the information gathered in the previous stages of this search, and will prepare to analyze the results and compare them with the theory that supports every argument of this current investigation to subsequently come up with the conclusions and relevant recommendations to take into account within the teaching-learning process.

3.3 Information Sources

3.3.1 Institution

This investigation will be carried out at Intensa language Institute, which is an institution located in Barrio Escalante, San José, and specializes in language teaching. They are leaders in Costa Rica thanks to the effectiveness of their English and Spanish programs for foreigners taught with a methodology that is unique in the country. Intensa has stood out as pioneer in intensive English teaching since 1980. Additionally, the institute offers programs for children, adolescents, and adults who are around 50 years of age or older, besides business training, private tutoring, conversation club and, the popular Spanish program for foreigners.

3.3.2 Population and Participants

The population which is being studied for the purpose of this investigation is composed by 7 students from 17 to 22 years old, most of them with a basic level of English. All the students that compose this group belong to the which consists of a scholarship given by the Ministry of Labor and Social Security of Costa Rica aimed at people in the range of 17 to 24 years old, who do not study or work and who are also in an unfavorable socioeconomic condition. This Program

operates in alliance with organizations and companies in the productive sector, according to the needs of the labor market, as well as with public and private training centers such as Intensa.

3.3.3 Primary Sources

As it is found in the Northcentral University Library web site (2019), the primary sources of one investigation are the ones that contain first-hand information, meaning that the investigator reads the author's own account on a specific topic or event that the author participated in. For instance, scholarly research articles, books, and diaries. Among the main sources of information that this research consults there are books that contain valuable information about different theories.

3.3.4 Secondary Sources

On the other hand, secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. Among them there are publications such as textbooks, magazine articles, book reviews, and encyclopedias (Northcentral University Library, 2019)

3.4 Analysis Categories

3.4.1 Students' Deficiencies

Students' oral skills may be affected by a lot of aspects, and while a learner can master pronunciation, he can struggle in grammar. The truth is that learning a new language means the student has to make efforts to master the four areas of language. There are many activities to do

in class that benefits these abilities individually as well as in group. This search has the purpose of determining the group of study's main issues on grammar, vocabulary, pronunciation, and fluency specifically to benefit and polish them through games. In addition, there are many external factors that may affect students' oral production in class, and that have nothing to do with how well they develop linguistically. As a result, besides identifying the communicative skills which they struggle the most with; it is intended to find out if there are other aspects such as nervousness or anxiety in order to take them into account when applying the games, and verify if didactic games have a positive impact that allows them to decrease their anxiety levels when speaking English

3.4.2 Didactic Games

Finding games which might improve oral skills is one important duty. There are hundreds of different games to apply in a language class. That is why this investigation focuses its attention on finding didactic games that have specific educational objectives, and that are appropriate for being applied at an English online class that aims to develop oral skills, so that both students and the teacher can take advantage of them experiencing an enjoyable atmosphere during class. This duty also implies to test these games in advance so that teachers may understand how students might react towards different circumstances.

A game is an activity with established rules that usually involves the usage of skills and knowledge. One of the main objectives of games is to compete against an opponent and win. Games applied at an educational context pretend to carry all their benefits to the classroom environment and to the students themselves. It is intended to use certain traditional games as well as more innovative ones in an English class, with a population that has a basic level of the

language in order to prove that they are effective, and can perfectly be used as a great tool inside the class.

3.4.3 Effectiveness

Most of the games which someone can implement at any situation bring joy if applied correctly. In addition, it is a fact that they may influence the atmosphere for good. However, not all of them have established educational objectives aimed at the students in a class. It is because of that reason that, through this investigation, it is expected to do a deep research on the didactic games that can really impact positively on the students speaking abilities showing their effectiveness as part of online sessions. In addition, some games are nice to be used, but do not benefit the students at all due to their lack of objectives or educational purpose. As a result, this investigation wants to take those games and find a way so that they can be used in English classes as tools to support the teacher with the teaching and learning process.

3.5 Data Collection Instruments

3.5.1 Observation Checklist

Besides the interviews which gather specific information on students' needs, it is planned to undertake an initial observation of the group during the first or second week of June to see how they do with the regular activities held in their daily classes. One of the main objectives of this observation is to find out, in general terms, which areas the students need more help with. Furthermore, this observation is done to determine which the most noticeable deficiencies they present are whenever they are exposed to oral activities in English. Once gathered, these deficiencies can be adjusted through the suggested techniques. Therefore, the creation of different assessments is also required to see if they were successfully corrected.

3.5.2 Pre-test and Post-test

A questionnaire is applied to the students on the second week of June to test how well they do on the subject (spoken English). In addition, this questionnaire is expected to determine students' deficiencies when speaking in English. This test is done through a game called "speed date" in which the students work in pairs to ask and respond questions in a period of time (from 1 to 2 minutes per person). They are evaluated as they answer the questions. At the end of the study, the same type of interview is applied again. However, this time the objective is to verify that the target population of the study improved in comparison to the initial task, and to verify how effective the didactic games were.

3.5.3 Oral Evaluation Form (Rubric)

The third instrument is a rubric that is applied whenever the students develop a speaking task. This instrument consists of a chart with four columns. The first column has the rubric for vocabulary, the second column has the rubric for pronunciation, the third column has the rubric for accuracy, and the last column has the rubric for fluency. Each column has space to write the students' oral production when participating in an oral game to be evaluated afterwards based on the criteria below each category, and provide the participants with feedback afterwards. Every element in the rubric has a score which is added up according to their oral performance in order to get a final grade for each individual student. The highest grade is hundred. The students are aware of this evaluation form, and they know that they get personal feedback at some point as well as the form shared online.

3.5.4 Survey

A survey is applied during the four weeks of game application. The latter intends to inquire on students' opinion about the application of didactic games in English lessons to compare their opinion with their actual performance in each game applied. Furthermore, with this tool it is expected to know how they feel with respect to their oral skills in English after having participated in diverse games, and if they noticed any improvement in their English production.

3.6 Collection Data Process and Data Analysis

One of the most important stages of this investigation is the application of the instruments. The very first one to be applied is the observation checklist for which the investigator joins a regular 3-hour online class during the first week of June and watches the group as they perform their regular activities normally. The researcher picks out 5 activities out of the 10 that are regularly carried out at Intensa and assesses the group as a whole. After this group evaluation, it needs to be determined the main deficiencies they have and the type of games which best fit the group's needs.

Afterwards, the students are evaluated with a pre-test in English which shows in more detail the students' individual deficiencies. This test is done through a game during the fourth week of June before the official application of the didactic games. The name of the game is speed date; the group is paired up to ask and respond questions in one or two minutes. While they perform, the investigator is taking notes and assessing them with the aid of the rubric created to be used when playing in class. At the end of the month of June, after the application of the 10 games, the Speed date is applied again following the same dynamic. This time the

objective is to verify if there is an improvement on students' performance when involved in oral activities.

From June 16th on, the students will join their classes regularly, and at the end of the session they will be involved in several didactic games. The researcher will assume his/her role, and he/she will lead the class to give them clear instructions on what it is going to happen. The students will either work in pairs, trios, or as a group. All the while, the facilitator/investigator will be evaluating them as they speak with help from a rubric designed for assessing the games during this period of the investigation. The purpose of this rubric is to keep records of students' oral production from the beginning to the end and compare all the information gathered to find out the impact games have on them whether it is positive or negative. At the same time, the rubric helps the evaluator save all the good production and the errors and mistakes they are making in order to eventually provide valuable feedback for them to take it into account and self-correct in the future.

After the application of the games chosen, students will be sent a digital survey via WhatsApp for them to share their feelings and perspectives on the application of these types of tools in class after having played while speaking English. They have to individually fill it out and send it back with their comments and score. With this instrument, it is intended to compare how they feel with how they perform (rubric), and if there is any indication of improvement. When all the information needed is gathered through the different instruments, the next step is to tabulate it to later compare it with different theories and information cited in the theoretical framework of the current work. Finally, during the month of July, the information is processed and interpreted to reach to conclusions and recommendations on the topic.

CHAPTER IV

DATA ANALYSIS

This current chapter is one of the most relevant ones for this investigation due to it shows all the data gathered throughout the investigation. This information is compared with the theories used in chapter 2 to support that every detail of this research has a purpose and every instrument was carefully created taking relevant information into account. This data is used later on to come up with conclusions and recommendations relevant for the teaching-learning process. In this chapter it is presented the students' performance with number and it is explained what they mean to this investigation. Moreover, it is analyzed the impact of oral games during the online sessions at Intensa Language Institute.

4.1 Analysis and Interpretation of Results

This investigation made use of several instruments in order to collect valuable information on didactic games applied into an English class. Each instrument is very different, and they were applied in a unique way with a specific purpose for this search; but together, they enrich this current work, and help support its objectives.

4.1.1 Observation checklist

The first tool that was used in this investigation was the observation checklist. The latter had the purpose to identify which areas of language the group of study was struggling the most with. It was conducted in one single session; the facilitator observed a 3-hour session and picked out five activities from the regular class the students usually attend to, and evaluated their oral performance as a group.

The evaluator used the following criteria to evaluate the group depending on the skill.

Fluency

- 5 - participation is fluent and effortless.
- 4 - participation is slightly affected by language.
- 3 - participation is rather strongly affected by language problems.
- 2 - usually hesitant. Often forced into silence by language limitations.
- 1 - participation is not fluent.

Pronunciation and grammar

- 5 - up to 7 mistakes
- 4 - from 8 to 11 mistakes
- 3 - from 12 to 15 mistakes
- 2 - from 16 to 19 mistakes
- 1 - 20 or more mistakes

Vocabulary

- 5 - use of vocabulary is appropriate and/or spontaneous.
- 4 - sometimes uses wrong terms, but the student expresses in a satisfactory way.
- 3 - student relies on the same vocabulary.
- 2 - frequent use of wrong terms.
- 1 - very limited vocabulary.

At first, the group was presented a set of questions and answers based on a picture found on one of the books of the course. They had to guess each of the questions and their answers with only some keywords for each of them. At that point, it was noticeable that the

group had a hard time coming up with the correct statement; however, the purpose of the activity, at that moment, is to measure their ability to create content on their own with only some words. The following is a representation of the information seen during this class activity.

Figure 1

Set of Questions and Answers



Figure #1. Set of Questions and Answers. It represents the results gotten during the first activity seen during the observation, June 2020 at Intensa Language Institute

It was clear that for this type of activity, the total of seven students had a hard time coming up with logical statements using the correct grammar structures. Actually, they obtained 3 points out of 5 in grammar, vocabulary, and pronunciation which means they did from 12 to 15 grammar and pronunciation mistakes as a group; 2 errors per participant approximately. Moreover, they could not guess the meaning of new words by looking at the context. It is undoubtedly that grammar and vocabulary might be hard subjects unless conveyed differently. They would mix up different tenses both in question and answers. Once they were taught the grammar focus and meanings, and after having practiced the set in pairs, they did better.

The second activity observed during the session was called Application. This consisted of putting the grammar focus of the current module in practice through questions and answers made up by themselves. The students were presented some examples to guide themselves on the type of questions they needed to ask. The teacher called individual students to ask a question based on the picture they are assigned for the level in which they are; another student was requested to respond with a long answer using linking words or connectors when possible.

During the first round, the facilitator corrected students, gave suggestions, and also encouraged self-correction. All the students had the chance to ask and respond at least 2 questions. After some rehearsing, the teacher only called the students to ask and respond, and they helped and corrected each other whenever there are mistakes. The following is a representation of the information seen during this class activity.

Figure 2

Application of tenses

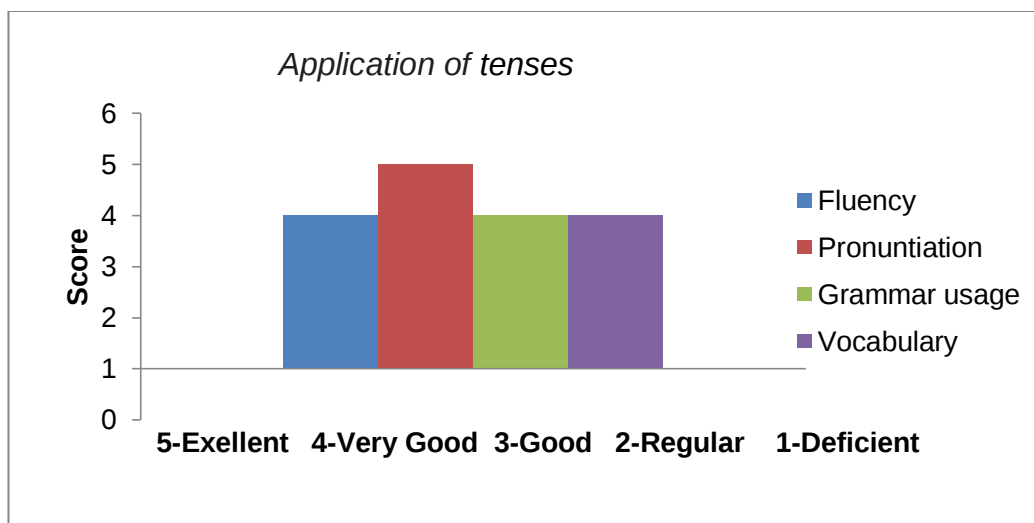


Figure #2. Application of tenses. It represents the results gotten during the second activity seen during the observation, June 2020 at Intensa Language Institute

This activity might seem challenging at first due to the group has to come up with their own questions. However, that production freedom is what made them become more fluent in comparison to the previous activity where they were given everything, and they just had to organize the ideas logically. They took advantage of the opportunity to use all the new vocabulary learned and ask very interesting questions. Based on the information shown in the figure, the participants did a very good job in fluency, grammar, and vocabulary obtaining 4 out of 5 in each. That means they were able to communicate in a satisfactory way using correct words most of the time and performing fluently enough. They only made from 8 to 11 grammar mistakes, and obtained perfect score in pronunciation due to they used familiar content in their questions and answers.

On the other hand, there are some students who of course had a hard time creating simple questions, and would rely on the same type of question and use the same simple vocabulary. These students were able to produce the first part of the answer, but were not able to add more information to some more elaborated questions asked by another classmate. After a couple of similar activities, the group was presented a text to read it as a group, and then in pairs. When reading in general, the teacher clarified all questions they had, showed how to pronounce some reductions within the text, and then worked with two pairs to listen to them and correct them when necessary.

Afterwards, the students had to do a retelling based on the story they had just read several times. For this exercise, the students were given a picture as well as some key words taken from the text in order to give them help when recreating the story. They did it once in general with the teacher, and then in pairs to reinforce the grammar structure requested for the task. With this exercise, it was seen how students develop better retellings after having read a

story several times because they have all meanings and ideas fresh in their minds. The following is a representation of the information seen during this class activity.

Figure 3

Retelling

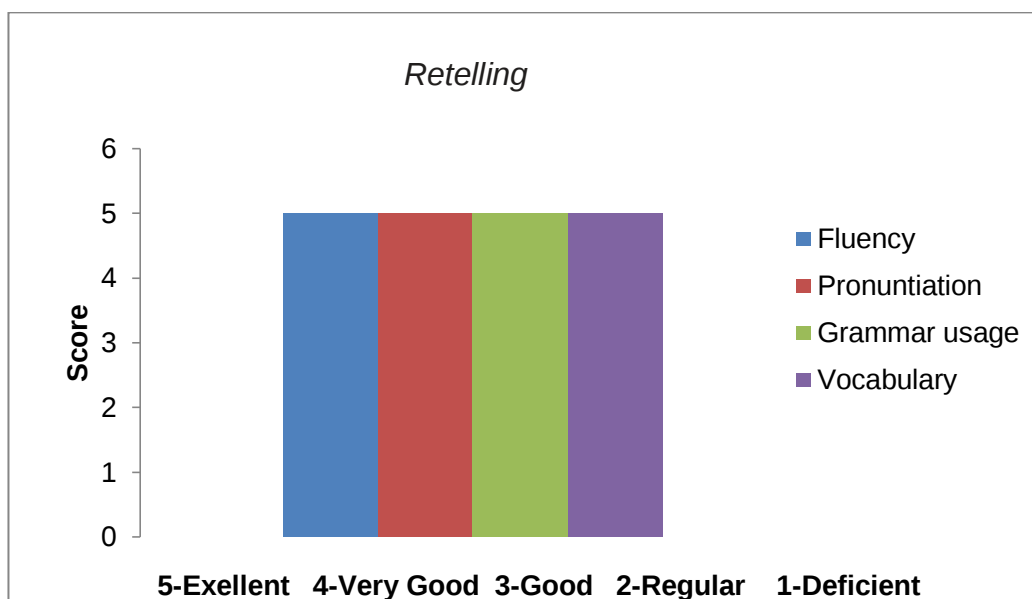


Figure # 3. Retelling. It represents the results gotten during the third activity seen during the observation, June 2020 at Intensa Language Institute

This activity represented a great challenge since the story they read was told as a routine using simple present. However, they had to retell it as something that was intended to happen, but did not occur. It was very interesting to see the group's first attempts and how they got better and better after trying a couple of times. There were a few mistakes, and as a group they did a fluent enough and well pronounced retelling with a very accurate pronunciation and use of grammar structures as shown in the previous figure.

The groups at this institution have the chance to practice controlled activities that teach them exactly what they need to know and how they have to use it; but it also gives them the

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chance to put everything they have learned in practice and produce good content on their own with certain activities. Thus, they did an activity in which in one minute they had to tell about an experience they have had in the past when they were on vacation. Everything has to be said using grammar structures in past, and they were asked not only to tell sentences, but to join them by using appropriate connectors. The following is a representation of the information seen during this class activity.

Figure 4

Tell about

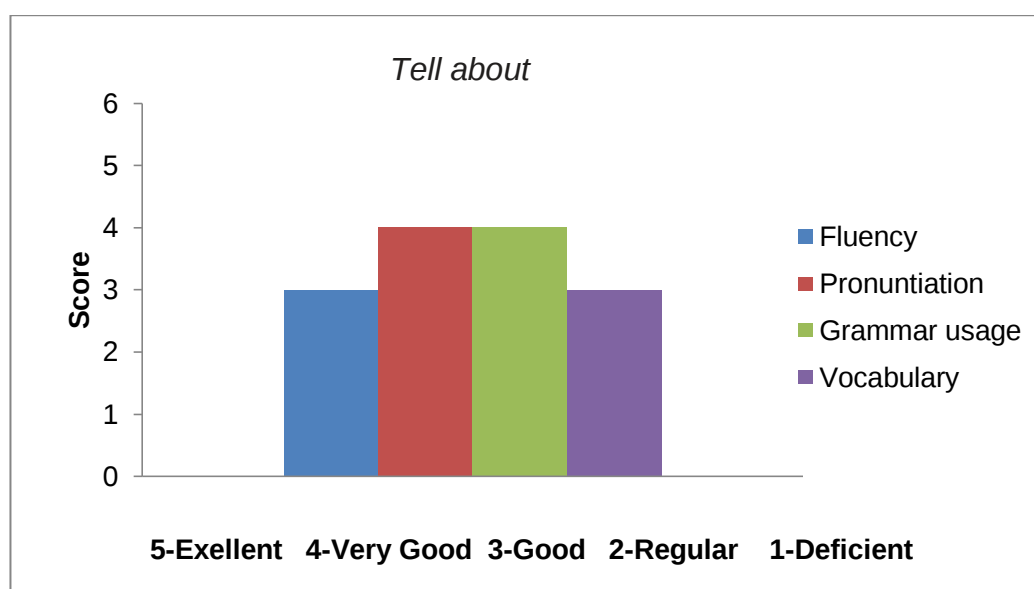


Figure #4. Tell about. It represents the results gotten during the fourth activity seen during the observation, June 2020 at Intensa Language Institute

Since this is more complex than asking isolated questions, the group tended to get a little bit stuck especially when they did not know how to say a word in English. As a result, they got 3 points out of 5 in their general score. This means they were able to express their ideas, but there were moments in which their message seemed to be affected by language limitations.

Nevertheless, they are encouraged to use the words that are part of the unit for that level. On

the other hand, they were generally aware of the use of past tenses since they really thought of the verb they were going to use before sharing their ideas; so they did not make a lot of mistakes in that matter. In fact, as shown in the previous figure, they got 4 points out of 5 which means they made from 8 to 11 mistakes. The same results were gotten in pronunciation.

At the end of the session it was observed one more activity called Storyline. This one consisted of 8 sentences that described the same picture they used to do the application and many of the activities of the module. They were asked to read them aloud so that the teacher could correct pronunciation and clarify new vocabulary. Next, the students started working in pairs taking turns to describe the picture using the sentences given previously. The facilitator worked with some of them correcting and asking them for self-correction. Then, she vanished some words making the task even harder for some. Finally, they had to describe the picture as a group again helping each other when they needed it.

Figure 5

Storyline



Figure #5. Storyline. It represents the results gotten during the fifth activity seen during the observation, June 2020 at Intensa Language Institute

This kind of practice enhances pronunciation and vocabulary since it contains a lot of new words for the students, and they are sometimes very difficult to pronounce. Because of the level of vocabulary, the students at first have a hard time trying to guess the pronunciation of the words and their meaning within the current sentence resulting in a score of 3 out of 5 for this 2 area. For that reason, they are not fluency enough, and do not pronounce properly; that translates into a score of 3 again (12 to 15 mistakes). At this point, they are getting use to the new material they are being presented. However, the statements use simple grammar structures; thus, they are able to fulfill the missing words successfully when the teacher removes some. Because of that, they got 4 points out of 5 which means they were making one mistake per person approximately.

This observation of 5 specific and different oral activities students regularly practice in class was very useful for this investigation. Through what it was observed, it was possible to determine and highlight the areas in which students needed more practice. At the same time, it was possible to see how students normally behave during their daily online sessions, and if there was a chance to see if there was nervousness or anxiety presented by them. All games applied during the application period were based on the needs seen during this first contact with the group.

4.1.2 Pre-test

The second tool that was used in this investigation was a pre-test carried out through a game called Speed Date. For this game, the students were paired up and were given one minute per person in order to respond to different questions which give them the chance to apply

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what they have learned in the course. The investigator listened to all the pairs responding to 3 questions, and evaluated them individually using a rubric.

The main objective of this tool as well as of the first one was to point out which deficiencies the students had the most in order to choose games that were appropriate according to their needs and that would enhance those areas they need more help with. For this and all the games applied, the evaluator used the following criteria to evaluate the group individually depending on the skill.

Fluency

4pts - participation is fluent and effortless

3pts - participation is slightly affected by language

2pts - participation is rather strongly affected by language problems

1pts - usually hesitant. Often forced into silence by language limitations

Pronunciation

4pts. - up to 2 mistakes

3pts. - from 3 to 6 mistakes

2pts. - from 7 to 9 mistakes

1pts.- 10 or more mistakes.

Grammar usage

5pts. - from 0-2 mistakes

3pts. - from 3 to 4 mistakes

2pts. - from 5 to 6 mistakes

1pts. - 7 or more mistakes

Vocabulary

5pts. when there is use of vocabulary is appropriate and/or spontaneous

3pts. when sometimes the student uses wrong terms, but expresses in a satisfactory way

2pts. when the student relies on the same vocabulary

1pts. when there is very limited vocabulary

The following is a summary of all data collected during this activity. It shows the number of participants as well as the individual score on fluency, pronunciation, grammar, and vocabulary they got in the task.

Table 1

Number of Students evaluated in the Speed Date and their Score

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
1		5				4				4				7		
2		2				3				2				5		
3		3				3				3				5		
4		1				3				2				5		
5		5				3				3				5		
6		5				3				3				5		
7		1				3				1				3		

Table # 1. Results obtained during the pre-test, June 2020 at Intensa Language Institute

The data gathered in the previous table shows that 4 students out of 7 developed fluently enough during the speed date. That represents 57% of the class. On the other hand, the 3 other

participants did poorly when it came to being fluent. They represent the other 43% of the class. Fluency is, based on article released by the Faculty of Humanities of Binus University, the ability of speaking for an extended period of time in a comfortable and confident way. It does not have anything to do with how well a person does grammatically. However, this skill depends on factors from how much vocabulary the students handle, or how much they know about a topic to how comfortable they feel when speaking. The more words a person knows; the better will be able to express.

Furthermore, 6 students out of 7 made from 3 to 5 pronunciation mistakes during the 3 minutes they had to develop their 3 answers. Actually there was only 1 student who made 1 or 2 mistakes. This shows that students generally know how to pronounce the vocabulary they handle, and are able to relate those with new ones when they are presented for the first time. English Club's web page (n.d.) explains that pronunciation refers to the way people make the sound of words. This area needs to be developed individually and as a whole by learners by practicing constantly and imitating native speakers.

Vocabulary makes reference to the words used in a language as well as the word bank a person possesses (EnglishClub.com, nd). For this game, participants needed to make use of vocabulary production more than vocabulary comprehension due to they were asked to respond to different questions. As a result, 4 students out 7 representing the 57% of the population were able to communicate satisfactorily making use of appropriate words. Nevertheless, the other 42% of them would have a very limited bank of words and would rely on the same vocabulary to express what they wanted to. This shows the importance of acquiring vocabulary since citing BINUS University once again, the more words a person knows; the better will be able to express (2018).

Finally, this game rated how the students do grammatically, and it was found that they all are very consistent when making mistakes. 5 students (71%) made from 3 to 4 grammar mistakes during this task while only 1 student (14%) made from 1 to 2 mistakes, and another one (14%) made more than 5 mistakes being the participant who needed the most help during the task. A good speaker is not the one who makes no mistakes, but the one that understands how to use different structures in a language (EnglishClub.com, nd). During this task the students were given the chance to self-correct when there were mistakes in order for them to try to figure out why something was not correct; however, not all of them could make it.

After analyzing the results of both the observation and the pre-test, it was found that the group of study needed to polish all of the oral skills. However, there are some that some of them are having more difficulties with. Those are fluency and grammar. They are of course presented at different levels, that is why it was decided to apply games that might enhance several speaking skills at a time instead of in isolation.

4.1.3 Oral Evaluation Form (Rubric)

The third instrument is a rubric that was applied whenever the students developed a speaking task. This instrument was created with the purpose of registering the students' performance when playing the didactic games in the 4 areas of the oral skills. According to How to Teach English like a Pro (nd), it should test fluency, and take into consideration if there are many pauses or gaps when speaking and how comfortable they are while doing a speaking task. It should also evaluate students on the level of vocabulary they are capable to produce. It needs to facilitate the listening to the grammatical structures used by learners as well as the

clear articulation of words, intonation, and inflection depending on the different types of sentences.

Regarding the games, the investigator implemented 10 didactic activities that were meant to enhance different the oral skills. They all have 3 important elements mentioned by Chacón (nd). First, they have a didactic objective. Moreover, they are ludic actions that foment voluntary attention, and make the learning process a more enjoyable experience. Finally, all games played have specific rules which set what to do and how to do it.

Additionally, it is know that Communicative Language Teaching gives a lot of emphasis on pair and group work (Richards, 2006); for that reason, many of the activities used throughout this investigation were designed to be worked in group first to explain the procedures the participants needed to follow to afterwards work pairs or small groups, and promote their oral production.

As mentioned before, the group was on task; however, it was decided to implement games that would focus on enhancing fluency which show students can make a natural use of language, and grammar that shows classroom use of language and formation of correct examples of language (Richards, 2006).

Game #1: Guess who

Main skill to be enhanced: grammar and vocabulary

Procedure: The investigator chooses a famous character such an actor, singer, or soccer player. She explains the students they have to guess which character she chose by

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asking yes/no questions only. This activity is done with the whole group in order to have more control of the questions they come up with.

This type of activity is a modification of an information gathering activity that based on Richards (2006) students are asked to use their linguistic knowledge to gather information. In this case, they have to ask short questions in order to find something out.

Below it is found the table with the students' results on this game followed by its corresponding analysis.

Table 2

Game: Guess Who

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
1		5				4				4				7		
2		5				4				3				5		
3		5				4				4				5		
4		3				4				4				5		
5		5				4				4				7		
6		5				4				3				5		
7		3				4				3				5		

Table # 2. Results obtained in the game Guess Who, June 2020 at Intensa Language Institute

As the table points out, 100% of the population was very comfortable and participatory when asking questions in order to find out the character. They would seem to be very confident whenever they needed to ask. 5 students were totally fluent and expressed their questions

effortless while the rest of the class did well but would have a few difficulties when trying to express their questions.

A similar result was gotten in respect to pronunciation and vocabulary. As the table shows, 100% of the students got a 4 in pronunciation meaning they made from 0 to 2 mistakes when articulating a word. That is a positive result. Nonetheless, the type of questions they were using was not very complex. Actually, 4 students out of 7 used more variety of words appropriately while the other 3 would make a few mistakes when trying to be more diverse.

Finally, the information above shows that the group got a nice score regarding the use of grammar structures. In fact, 29% of them made from 0 to 2 grammar mistakes meanwhile 71% made from 3 to 5 mistakes which is not a negative result if considering that asking questions is one of the most difficult abilities students face when learning English.

Game #2: Find the difference

Skill to be enhanced: grammar and vocabulary

Procedure: The students are divided in pairs and are given a set of 2 different pictures of places that contain objects. This class was given 2 pictures of bedrooms with many common objects all over the place. The purpose of the activity is that they describe the picture with specific sentences or ask their pair questions about different object positions in order to find the 7 differences they pictures have.

This is an information-gap activity in which the students communicate and get information they do not have from others by using grammar, vocabulary, and communication skills in order to complete a task successfully (Richards, 2006).

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Below it is found the table with the students' results on this game followed by its corresponding analysis.

Table 3

Game: Find the Difference

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
1		5				4				3				7		
2		5				4				2				7		
3		5				4				3				5		
4		3				4				2				5		
5		5				4				4				7		
6		5				4				4				5		
7		5				4				2				7		

Table # 3. Results obtained in the game Find the difference, June 2020 at Intensa Language Institute

Similar to the previous game, students showed they were very comfortable doing the task and even when they had to use more information in order to complete the task, 100% of the students registered from 0 to 2 pronunciation mistakes. At the same time, they all made from 0 to 4 grammar mistakes getting almost the same results to the previous ones.

However, as the table indicates, when it came to vocabulary, 43% of the population used the same type of words while the rest would either use different words correctly or try to do it but making a few mistakes. This was done on purpose to force them to look up new ways to say something or try to use another way to describe the object.

Game #3: Dialogue memorization

Skill to be enhanced: Fluency and vocabulary

Procedure: The students are presented a dialogue by the facilitator. The group is divided in 2, group A and group B, and they have to play both roles of the characters of the skit. After they have practice as a group, they are placed in pairs to practice again but more individualized. After some minutes, the group is together again and they present the skit but without the possibility to see it. They are free to change the lines, intonation, and end if they want to. The purpose of the activity is for the students to acquire vocabulary and be part of conversations carefully chosen by the teacher.

Game #4: Role-Play

Skill to be enhanced: Fluency and grammar

Procedure: This game is pretty similar to the previous one with the difference that the students are presented a situation for them to come up with a dialogue using the grammar structure, the vocabulary, and intonation they wish. They first work with the teacher in general to ask possible questions for the given situation. After that brainstorming, they work in pairs to finally present their dialogue in front of the rest of the class.

These 2 games are a very common technique used in both CLT and Desuggestopedia. They give students the opportunity to play different roles in order to communicate a message in very diverse social contexts. As Larsen-Freeman expressed, this technique can be as structured as wanted; the facilitator can either assign the roles as well as situations or let the students choose giving them control on what to say (2000).

Below it is found the table with the students' results on these games followed by their corresponding analysis.

Table 4

Games: #3 Dialogue Memorization / #4 Role-Play

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
	#3		#4		#3		#4		#3		#4		#3		#4	
1	5		5		4		4		4		4		7		5	
2	3		3		4		4		4		3		7		5	
3	5		5		4		4		4		4		7		5	
4	3		3		4		4		4		2		7		3	
5	5		5		4		4		4		3		7		5	
6	5		5		4		4		4		3		5		5	
7	3		3		4		4		4		2		5		3	

Table # 1. Results obtained in the games Dialogue Memorization and Role-Play, June 2020 at Intensa Language Institute

Even though these are pretty alike activities, they showed very interesting results. For instance, 100% of the students had the same score for fluency in both cases. 4 of them, that is 57% of the population performed the task confidently and effortless. While the rest except for one participant got a 3 in their score, that means that they had no problems having a conversation with their partner. The same phenomenon occurred regarding pronunciation. 100% of the class got a 4 in their results in both the skit and the role-play, than means they made from 0 to 2 mistakes when performing their dialogues.

Something changed in vocabulary though since the table displays that 100% of the participants got all the points when they were given what to say; however, when they had to come up with their own material, only 29% was able to develop a conversation using vocabulary

spontaneously; 43% sometimes made mistakes, but that not interfered with the message; and the other 29% would rely on the same type of vocabulary not trying to go beyond.

Additionally, grammatically speaking, when given the material, 5 out of 7 students would employ appropriate grammar structures while the other 2 would make from 3 to 4 common mistakes. On the other hand, when having to create the lines by themselves, 5 out of 7 would make from 3 to 4 mistakes, and 2 would make more than 5. This shows this group of study does better when the activities are structured; nevertheless, the differences between the results are not huge meaning the group is on task and able to perform in either type of activity.

Game #5: Board game

Skill to be enhanced: Grammar and vocabulary

Procedure: In this game, the facilitator picks out a topic she wants students to reinforce, and presents it through sentences that are all connected and distributed on a board game. Students take turns to roll a digital dice and start saying the sentences from the starting point to the point the dice dictates. The purpose of the game is that as they advance on the table, they practice doing a chain story. They have to repeat previous information plus the one on the new spot.

Game #6: Chain story

Skill to be enhanced: Fluency and vocabulary

Procedure: For this activity as well as for the last one, the teacher selects a topic students need to practice. The difference is that in this game the class has to come up with their own sentences, and has to connect them all so that the story makes sense. One student starts by saying a statement, the next student repeats it and adds a new one, a third student repeats sentence 1, 2 and creates a new one til everybody has participated.

These 2 games belong to the same type of technique, and as the role-play and the dialogue memorization, the only difference between them is that one allows students free production of content while the other is more structured. Torres (2005) opines that contents can be best learned and internalized thru games that help remember information, and associate it with real contexts. These 2 types of games involve memorization and use of real context.

Below it is found the table with the students' results on these games followed by their corresponding analysis.

Table 5

Games: #5 Board Game / #6 Chain story

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
	#5	#6			#5	#6			#5	#6			#5	#6		
1	5	5			4	4			4	4			7	7		
2	5	5			4	4			4	4			5	7		
3	5	5			3	4			4	4			5	5		
4	3	3			3	4			4	4			7	5		
5	5	5			4	4			4	4			7	7		
6	5	5			4	4			4	4			7	7		
7	3	5			4	4			4	4			5	7		

Table #5. Results obtained in the games Board Game and Chain story, June 2020 at Intensa Language Institute

Once again the table points out that 86% of the group got the same results on fluency in both games. Only 14% of them that represents 1 student had a different score from one to the other. Moreover, it is shown that in both activities they were fluent enough to complete the task successfully.

At the same time, the table shows similar results in pronunciation meaning that in both the controlled activity and the free production one, they were able to pronounce words correctly most of the time since only 2 participants got a 3 in the first activity meaning that they made from 3 to 5 mistakes.

The columns of vocabulary show that the 7 students handled the vocabulary used during the activities which is great. However, on the first activity they did not have to come up with the words to complete the sentences due to they were all given on the board game. And on the second one, they just had to remember what the previous participants said.

Grammar was another factor they were very consistent with. On the first activity 4 students out of 7 got the best grade while the other 3 got 5 meaning they made a few grammar mistakes. On the second activity the numbers change positively having 5 students with 7 points, and only 2 with 5.

Game #7: Fact or Fiction

Skill to be enhanced: Grammar and fluency

Procedure: This game requests the students come up with as many sentences as they can in 30 seconds; these sentences must contain real information about themselves as well as 2 false statements. They have to tell the sentences using connectors, and the rest of the class will

just listen. After sharing, all the students are going to discuss each piece of information debating if it is false or not and providing a reason why they think so.

This kind of activity creates a very enjoyable environment where students realize how well they know each other. This game is very common in CLT, and it is known as Opinion-sharing activity in which students compare values, opinions, or beliefs in a debate for instance (Richards, 2006). A kind of debate is done due to they discuss why they state something is true or not by giving specific arguments.

Below it is found the table with the students' results on these games followed by their corresponding analysis.

Table 6

Game: Fact or Fiction

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
1		5				4				4				7		
2		5				4				4				7		
3		5				4				4				7		
4		5				4				4				7		
5		5				4				4				7		
6		5				4				4				7		
7		3				4				4				5		

Table #6. Results obtained in the game Fact or Fiction, June 2020 at Intensa Language Institute

Debates tend to be a complex activity to do in class; they are usually used to argue about serious topics. Nevertheless, the group of study carried out this debate excellently concluding with pretty good results. Actually, this game was the one which got the best scores. 100% of the population did perfectly on vocabulary and pronunciation while 6 students out of 7 got the full score on fluency and grammar leaving only 1 student with a different result that was not bad at all. This participant did not seem to be highly affected by language limitations, and would make from 0 to 4 grammar mistakes during the whole discussion. Surprisingly, the group of study showed they like to have friendly discussions, and the fact they know each other pretty well favored the game too.

Game #8: Guess the Character

Skill to be enhanced: Grammar and fluency

Procedure: This game is like Guess Who that was done at the very beginning of this investigation. However, it has a modification that consists of the students choose a famous character and describe him/her to the rest of the class. Instead of the class asks this student several questions to guess, they just have to ask about specific names when they think they know the answer due to the information about the character is already given.

Game #9: Retelling

Skill to be enhanced: Grammar and fluency

Procedure: This game is somehow a retelling due to students have to think of an experience they have had in the past and tell about it to the rest of the group. They also have the chance to tell a dream they have had. The purpose of this activity is that the participants express their ideas using correct grammar structures as well as linking words to join their ideas.

These types of oral exercises are a modification of the picture strip story technique in which the student have to describe what they can see in a series of pictures given by the facilitator (Larsen-Freeman, 2000). For this group, it was considered more favorable to have them retell about something they are familiar with, and that is interesting and meaningful for them. Furthermore, when they have the chance to pick out the character, they can choose someone they know many things about making the description easy for them to accomplish successfully.

Below it is found the table with the students' results on these games followed by their corresponding analysis.

Table 7

Games: #8 Guess the Character and #9 Retelling

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
	#8	#9			#8	#9			#8	#9			#8	#9		
1	5	3			4	4			4	3			7	5		
2	3	2			4	4			2	2			5	5		
3	3	3			4	4			3	3			5	5		
4	3	2			4	4			3	2			5	3		
5	5	5			4	4			4	3			7	5		
6	5	5			4	4			4	3			7	5		
7	3	1			4	4			3	1			7	3		

Table #7. Results obtained in the games Guess the Character and Retelling, June 2020 at Intensa Language Institute

Didactic Games for Improving Speaking Acquisition

These 2 games are very similar; they belong to the same type of technique. Actually, there were different results in some areas; however, they are not that big in most of the cases. For instance, 100% of the students got full score in pronunciation in both games. In both activities they were free to express their own ideas; so, they probably chose to use familiar words that they know how to pronounce already.

On the other hand, they got different results on fluency; while all the students were able to say what they wanted to comfortably on the first activity, 43% of them showed to have language difficulties when trying to convey their ideas. This could have happened due to the type of information they were asked to share. Students felt confident describing a character they know, but it was not the same as telling about a dream they had or about an experience they had with their families some years ago. Something similar happened with the grammar structures they used. As 100% would make only from 0 to 4 mistakes when talking about a famous person, they would make more mistakes on the second description where they needed to say things in the past. Nevertheless, as mentioned above, the difference is not that important; in fact, only 21% of them, that is, 2 participants made more than 5 mistakes on that second game.

At the same time, the results on vocabulary also had a little variation. For instance, after the first activity, it was registered that 86% of the population was able to communicate with the students using appropriate words, and only 14% would rely on the same common words. On the contrary, after the second game, the table showed that 57% of them tried to use different vocabulary, and the message was clear even when there was a word-choice mistake. But, the other 43% would not be able to vary when retelling their experience, and would show very limited vocabulary bank.

Game #10: Taboo**Skill to be enhanced:** Grammar and vocabulary

Procedure: Taboo is a very special game that was chosen with the purpose of reinforcing students' ability to look for synonyms. In this game the participants work in pairs, and each member is given a card with a main word and a series of words that are related to it. Student A starts describing the main word without mentioning it nor the ones related. Student B has to guess the main word in one minute, and switch afterwards.

Below it is found the table with the students' results on these games followed by their corresponding analysis.

Table 8

Game: Taboo

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	4	3	2	1	7	5	3	1
1	5				4				4				7			
2	3				4				2				7			
3	3				4				3				7			
4	3				3				2				5			
5	5				4				3				5			
6	4				4				5				7			
7	2				4				1				5			

Table #8. Results obtained in the game Taboo, June 2020 at Intensa Language Institute

During this game, 86% of the students were able to express their ideas in the time given while the remaining seemed to be very affected by running out of time because she did not know

how to say something. At the same time, 86% of the population was on task when it came to pronunciation due to they would make from 0 to 2 mistakes in their participation. However, there was one student who made more than 3 getting a 3 in his score.

The main objective of this game was to encourage students into losing the fear of using new ways to say things. As the table shows, 57% of the population was either expressing their ideas using the right words as the other 43% would get very stuck not only when giving the definition of their taboo word but when trying to understand the meaning of their main and related words. Additionally, since this exercise aimed student to look for different ways to convey meaning, 4 students out of 7 got 5 points in their grammar score, and the other 3 got 5 points implying they made from 3 to 4 mistakes only.

Additional comments

According to Gozcu and Caganaga (2016) students are encouraged to pronounce properly when they are involved in oral games. In other words, all the games were implicitly enhancing students' good pronunciation. After the application of games period and after having tabulated all the data gather during these weeks, it was very noticeable how games do have a positive impact on the students not only because they showed a great interest in being part of the sessions, but also due to their results in each of the games.

Although it is true that the students were very consistent in their oral performance, it is relevant to highlight that they were not forced to be part of this project. Moreover, they were very enthusiastic about the idea of playing games in English to practice all the things they have been taught so far. At the same time, it was absolutely noticeable how enjoyable the sessions became when they started to play, and how comfortable they seemed using the target language almost

as if it were Spanish. Therefore, the success can be definitely attributed to the implementation of these new strategies.

There are some students who get very nervous and frustrated when they have to participate in the regular English class, but they were totally relaxed and having fun during the weekly sessions. After talking to some of them about that matter, they mentioned that they want to learn English. However, some of them also mentioned that they did not have good experiences, and for that reason they seem to be always tense during class. Nonetheless, when they were asked why they looked so comfortable when playing, they said that games are 100% related to laughing and having fun, and it does not matter if they make mistakes because they are just playing.

When people play, they are practicing behaviors for activities they will later on carry out in their every day life (Martinez, 2008). That reinforces the fact that students really commit with things that are attractive for them. No matter the ages, games are made to spend a good time. In addition, if used in a correct way, they can serve as a great tool to teach and learn any subject. Therefore, gathering data probing different games which can be allies in the improvement of skills is totally crucial.

4.1.4 Post-test

One of the latest instruments used in this investigation was the post-test that is exactly the same game it was carried out at the beginning of the investigation through a game called Speed Date in order to discover the oral deficiencies they students had. For this game, the students were paired up and were given one minute per person in order to respond to different

questions which give them the chance to apply what they have learned in the course. The investigator listened to all the pairs responding to 3 questions and evaluated them individually using a rubric. Students did not perceive that they were being evaluated so that stress would be avoided.

The main objective of this tool the second time was to verify if there was any improvement in comparison with the first one and to see how the participants would perform in an activity they already know. This evaluation was done through a game due to several students feel pressured by educators or even their classmates when doing a speaking task (O'Malley, nd). However, it was considered this type of Q/A game a valuable strategy that promotes oral skills without the pressure of being evaluated.

The following is a summary of all data collected during this activity.

Table 9

Number of Students evaluated in the Speed Date and their Score

Participants	Fluency				Pronunciation				Vocabulary				Grammar usage			
	5	3	2	1	4	3	2	1	5	3	2	1	7	5	3	1
1	5				4				4				7			
2	3				3				3				5			
3	3				4				4				5			
4	3				3				2				5			
5	5				4				3				5			
6	5				3				3				5			
7	2				3				2				3			

Table #9. Results obtained in the Post-test, June 2020 at Intensa Language Institute

Some aspects changed the second time this activity was done. For instance, while 57% of the students stayed with the same score (5 or 3 points) on fluency, 46% improved this time and went from a poor presentation to a slightly affected by language limitations. Besides, they were very consistent in pronunciation due to 6 students out of 7 made from 3 to 5 mistakes as only one student commit from 0 to 2 mistakes. Regarding pronunciation, there was not a great change since only one person out of seven improved her score moving from 1 to 2 in this matter. Finally, grammatically speaking, 100% of the students kept exactly the same score they got at the beginning of this investigation.

Even though students' performance did not improve radically, their attitude during the second speed date was more positive than during the first time. Students would seem to be more motivated and enthusiastic about participating in this game once again. Moreover, it was very noticeable how confident they were the second time, and that was actually one aspect that changed a bit during the second time. This supports the fact that games do have a positive impact on participants.

4.1.4 Survey

The last instrument this investigation made use of was the survey. This one helped collect the students' opinion on the implementation of didactic games as a strategy to enhance oral skills. In addition, it had the purpose of gathering their perception after having been part of interactive and educative sessions. The questions were asked individually and it was personal; that means that the facilitator knows who each answer belongs to in order to compare their answers and how they felt playing with their actual results based on their performance during the games.

The survey consisted of six statements they were asked to rate from 1 to 5 (from I totally agree to I totally disagree). Despite of the fact that they did very differently during the games, the great majority of the students, that is 6 out of 7, rated them with 4 or 5 that mean I agree and I totally agree respectively. That makes sense when taking a general look at their scores during the games. However, there were 2 cases in which the participant had a very poor performance, and rated the activity in a very positive way.

Gavilanez (2010) cited by Montero (2017) says that all teachers have seen how students develop a task in class because they have to, but they do not find joy when doing it. But when students do a task thru a didactic game, it creates interest; and they do it for enjoyment, not for obligation. That is what happened with the first student who did not do very well, but opined all those games helped him improved his oral skills.

On the other hand, there was a case in which the student was not very sure if the activity enhanced her oral skill, but got a very nice score in the rubric. This shows that classroom environment plays a fundamental role in the class. If the student feels comfortable he will be eager to participate independently of how well or bad if does. On the other side, if the student does not feel safe in the class, he/she might get stuck and no matter how much he/she knows, it will not be reflected positively on the final score. As Kelly (2012) wrote, how students feel and perceive the activities the course carries out, the teacher's attitude, or the online course itself play an important role when it comes to students' performance in class.

Moreover, there was a participant in particular that tended to have fluency issues in general due to different factors such as anxiety and nervousness. That issue was detected since the very beginning of this investigation, and was absolutely taken into account when planning out the games that were going to be applied. Surprisingly, there were several activities in which

this student in particular did an excellent job. As May and Yu-jing (2000) cited by Gozcu and Caganaga (2016) say, didactic games increase motivation of the class, and encourage even shy students react positively reducing the stress and anxiety experienced by students when learning a new language. After asking her about her opinion on how she felt after playing, it was seen that her results in the rubric matched with her feelings and perception.

Games provide spontaneous satisfaction. According to Covington (2000) cited by Montero, the happiness, creativity, and analytical factor of a game can make the students stay motivated during their learning process (2017). That is what it was seen during each of the interactive online sessions at the institution. It is said that even the shiest students were encouraged to participate freely, and 86% of them thought that didactic games do enhance oral skills while 99% of the opined that interactive and fun activities do have a positive impact when learning a new language.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the Conclusion

In this section, there are presented some of the most important conclusions made after having analyzed all data gathered throughout the investigation. These conclusions are to help future researchers in improving the techniques and the scope. As it was established at the beginning of these pages, this investigation wanted to find out how effective didactic games are in an English class in order to promote oral skills. Such skill is one of the challenges to overcome in Costa Rica. Therefore, the optimization and improvement of this work is welcome.

First, it was pointed out the main areas of improvement that students experienced when they had to perform an oral task in a daily basis. Moreover, taking that information into account, the investigation made use of a total of 10 didactic games which favored the different areas of the oral skills. Finally, the students were asked about their opinion on being part of didactic games in their English class, and that data was compared with their actual results gotten from the games previously applied.

At the same time, it is also important to make some recommendations regarding this topic to Intensa Language Institute and other institutions whose aim is to promote speaking acquisition for their students. Even though some places have their methodologies already established, and they have seen their effectiveness, it is equally good to innovate; especially if there are options that can be implemented with very nice results in both their classes and the students' performance and satisfaction with their institution.

5.2 Conclusions

5.2.1 To Investigate the Effectiveness of Implementing Didactic Games for Improving Speaking Acquisition

This research aimed to study the effectiveness of didactic games applied in English session to promote oral skills. Based on the analysis of the results obtained after the application of the instruments, it can be concluded that didactic games, with clear educational objectives and correctly implemented by teachers and facilitators, can definitely benefit students' oral abilities since they generate a relaxed environment provoking students feel more confident when participating, resulting in more fluent students who speak English freely no matter how much they know about a subject.

5.2.2 To Determine Student Deficiencies in Speaking Acquisition at Intensa Language Institute

As it is generally known, EFL students worldwide experience difficulties when it comes to speaking in English. On one hand, by using several instruments, this investigation stated that students' oral main deficiencies were fluency, grammar, vocabulary, and pronunciation in that specific order. On the other hand, this analysis showed that while some students were very fluent when developing an oral task, they would struggle when it came to pronunciation, for instance. As a result, it can be concluded that even though oral skills are one main concept, they have to be promoted and enhanced individually in order to reach the oral level teachers want students to have, and students themselves wish to get.

5.2.3 To Apply Diverse Didactic Games for Improving Speaking Acquisition at Intensa Language Institute

The conclusion drew to this subject is clear, the application of games do improve the acquisition of new knowledge. After applying several types of didactic games and common techniques and strategies like information gathering, information-gap, role-play, dialogue memorization, among others, used in different methodologies throughout time, disguised in games, this research clearly showed that not all games are going to fit students' needs. As a result, it is concluded that the application of didactic games is going to depend on different aspects such as how well the teacher knows the class she is working with, how big the group is, and the ages of the members of the class.

Another conclusion which was traced in this part of the investigation is that even if games normally offer an opportunity to have a good time during the sessions, they have to be carefully selected and modified so that it is possible for the students to be part of it with no difficulties. This investigation clearly illustrates that didactic games do have a positive impact on students. The results show that games do promote oral participation; participants would perform during oral tasks with a positive attitude while having fun. This investigation targeted a group of study in a basic level of the language. Furthermore, it was based on what it could be observed, and it was concluded that students showed that they do better when they have a guide to follow, or when they know what they are expected to say. On the contrary, when they were given freedom to produce on their own, they were able to make it, but it seemed to be more comfortable when they could follow an example previously given

In addition, it can be concluded that students showed more interest, enthusiasm, and commitment when they were part of games that they felt they could handle. For example, when they had to talk about themselves or had discussions about situations they knew for a fact. On the other hand, when they did not know how to say things, they got stuck, and they lost fluency and confidence.

5.2.4 To Evaluate the Effectiveness of Didactic Games as a Strategy for Improving Speaking Acquisition at Intensa Language Institute

The last objective of this research was to test games impact on the students. As a consequence, it can be concluded that students totally showed more willingness, and commitment when they are part of dynamic games that hid a didactic objective. Moreover, this investigation can conclude that games are definitely an excellent strategy to bring relaxation to the class since the word game is considered a synonym of having fun, and it is rarely associated with evaluations.

Another conclusion this investigation presents based on the application of didactic games is that classroom environment plays a fundamental role in language sessions. No matter how well a student normally produces content, if she or he does not feel secure in the classroom, they are not going to perform with freedom. Finally, it can be concluded that games serve as a strategy to motivate students and enhance their oral skills in a very positive way. Even the more reluctant ones are willing to participate in activities that are attractive to them and promise to offer a good time while doing it.

5.3 Restatement of the Research Question

How do didactic games benefit the acquisition of oral skills in beginner students? The investigation question aimed to find out the way games promote beginner students' oral production. As mentioned above, students generally struggle when they have to speak. Games as a strategy to enhance oral skills were very effective due to they encouraged participants to freely be part of games where they had to speak all the time. Different from their participation during regular English sessions, students do not feel the pressure of being evaluated since they associate games with having a good time to learn and laugh.

Moreover, games make students feel more comfortable and relaxed every time they must speak because even if games had specific purposes, and they are a tool to teach important topics, they do not seem serious. Therefore, the participants play the games without worrying about what the others might say or think of their ideas. All these areas help students' oral acquisition because when a student can control the anxiety triggered by the nervousness of speaking English, they feel comfortable making possible their effective participation in oral tasks. On the other hand, since games have specific objectives, it can be stated that they benefit individual oral skills as well as a group.

5.4 Unexpected Results

Students normally know when they struggle, and what they have to work on the most. It was very interesting to see how some participants would get stuck in different activities, but they rated the games with a very positive score. This shows they scored didactic games not based on how well they performed in an activity, but on how well they felt when doing it. This just supports the fact that educational games are a great strategy for teachers to use in their English classes in order to motivate students. Fluency, grammar, pronunciation, and vocabulary are aspects to be acquired one step at a time, especially in basic levels; however, games totally motivate students to use everything they have learned so far without the feeling and pressure of being evaluated.

5.5 Recommendations

This investigation, based on all results obtained with their students, recommends Intensa Language Institute to consider the implementation of didactic games as part of their language

methodology either as an extra workshop the students can freely join according to their level of English, or as part of their regular classes as an strategy to change the dynamics of their classes, and bring fun and relaxation to their online classroom environment. By doing this, students can spend a good time getting to know each other and the teacher better. At the same time, they would have the chance to put what they have learned in practice without the pressure of the regular evaluation they normally go through.

Moreover, it is recommended to all language institutions to take games into account when elaborating their curriculum due to they are not just extra activities to break the ice or lose some time in the class, but as showed in this research, they hide relevant and valuable techniques that can definitely benefit students to learn while having a good time. In addition, Public Education Ministry (MEP) should also do some research on this current subject and modify the curriculum and the ways students are being taught English. Including didactic games in the current program will absolutely have a positive impact on students helping them develop their oral skills in a more successful way.

The next recommendation is for those future investigators who might not know how to invest their time investigating about this. It is a great idea to do more research about this topic since there are so many areas yet to be discovered and ways to apply each one of these strategies to benefit students' oral abilities. A lot of traditional techniques can be transformed into games that can bring a lot of benefits to English learners. Therefore, it is 100% recommended studying this topic in depth not only for enriching and innovating the field, but because it is also a very fun and enjoyable experience to live.

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Appendixes

Appendix #1

Observation Sheet

Objective: to determine which are the main students' deficiencies during oral activities in English.

Date and schedule:

Group members:

Activity #1: _____

Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5
Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5

Activity #2: _____

Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5
Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5

Activity #3: _____

Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5
Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5

Activity #4: _____

Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5
Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5

Activity #5: _____

Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5
Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5

Criteria

Fluency

5 - participation is fluent and effortless
 4 - participation is slightly affected by language
 3 - participation is rather strongly affected by language problems

2 - usually hesitant. Often forced into silence by language limitations

1 - participation is not fluent

Pronunciation and grammar

5 - up to 7 mistakes

4 - from 8 to 11 mistakes

3 - from 12 to 15 mistakes

2 - from 16 to 19 mistakes

1 - 20 or more mistakes

Vocabulary

5 - use of vocabulary is appropriate and/or spontaneous

4 - sometimes uses wrong terms, but the student expresses in a satisfactory way

3 - student relies on the same vocabulary

2 - frequent use of wrong terms

1 - very limited vocabulary

Appendix #2**SPEED DATE**

Students are paired up and are given one minute per person in order to respond to different questions. After one minute, they switch question and partner if possible:

What's your daily routine like? (Morning routine, evening routine, night routine)

What do you do in your spare/free time?

What do your parents like to do in their free time?

What are the occupations of the members of your family? Describe the occupations.

Do you live in a town or city? Describe it.

What did you do on last weekend?

What did you do the last time you went out with friends?

What did you do yesterday? Describe your day.

What are your plans for this weekend?

What are you going to do tomorrow?

Appendix #3

Rubric (20pts)

Objective: to keep records of students' oral production, to be evaluated afterwards based on the criteria below each category, and provide the participants with feedback afterwards.

Name: _____ Points: _____ Grade: _____ - _____ %

Criteria for Oral part: Each student will be evaluated according to the following criteria: Excellent (E), Very good (VG), Good (G), and Regular (R).

Pronunciation	Vocabulary	Grammar usage	Fluency
4 3 2 1 E VG G R	4 3 2 1 E VG G R	7 5 3 1 E VG G R	5 3 2 1 E VG G R
Criteria	Criteria	Criteria	Criteria
4pts. → up to 2 mistakes 3pts. → from 3 to 6 mistakes 2pts. → from 7 to 9 mistakes 1pts. → 10 or more mistakes	4pts. → use of vocabulary is appropriate and/or spontaneous 3pts. → sometimes uses wrong terms, but the student expresses in a satisfactory way 2pts. → student relies on the same vocabulary 1pts. → very limited vocabulary	7pts. → from 0-2 mistakes 5pts. → from 3 to 4 mistakes 3pts. → from 5 to 6 mistakes 1pts. → 7 or more mistakes	5pts. → participation is fluent and effortless 3pts. → participation is slightly affected by language 2pts. → participation is rather strongly affected by language problems 1pts. → usually hesitant. Often forced into silence by language limitations

Appendix #4

Game: Guess Who

One participant chooses a famous character such an actor, singer, or soccer player. The rest of students have to guess which character she chose by asking yes/no questions only.

CHARACTERS

JENNIFER LOPEZ

BRITNEY SPEARS

KEYLOR NAVAS

WILL SMITH

JULIA ROBERTS

LIONEL MESSI

CRISTIANO RONALDO

MICHAEL JACKSON

ADAM SANDLER

SOFIA VERGARA

ARIANA GRANDE

ROBIN WILLIAMS

JENNIFER ANISTON

Appendix #5**Game: Find the Difference**

In pairs, describe the picture with specific sentences, or ask your pair questions about different object positions in order to find the 7 differences the pictures have.



Appendix #6**Game: Dialogue Memorization**

The group is divided in 2, group A and group B. Play both roles of the characters of the skit.

After that, practice again in pairs. Finally, present the skit in front of the group.

BUYING CLOTHES

Salesman	Customer
May I help you?	Yes, I need a jacket/ shirt/ blouse/ skirt.
Sure, come this way, please. What size do you take?	Umm, <u>small</u> .
Here, try this one.	I'm sorry, but this is too <u>small</u> !
How about this one?	Hmmmmmm, this is perfect. How much is it?
It's <u>fifty dollars</u> .	What? <u>\$50.00</u> ? That's too much for me!
Well, these are on sale for <u>\$25.00</u>	Oh, That's better. I'll take a <u>blue</u> one.
Are you paying cash or credit?	I'll pay with my credit card. Here you are.
And here are your voucher and your receipt.	Thank you.
You're welcome. Please, come again.	

Appendix #7

Game: Role-Play

Work with a partner and come up with a dialogue based on one of the following situations.

Situation 1

You are at the beach with some friends. Your mother calls you on the phone.

Situation 2

You are at the ice cream shop. The clerk assists you.

Situation 3

It is late, you are hungry and do not want to cook. You order takeout.

Appendix #8

Game: Board Game

Take turns to roll a digital dice and start saying the sentences from the starting point to the point the dice dictates.

Start	(wake up) late this morning	(cut) myself shaving	(not have) time for breakfast	(have) a flat tire on way to work	(arrive) late at work
Board Game					boss (not be) happy
(take) taxi to the cinema	tickets (be) sold out	(take) a walk in the park	(use) public restroom	phone (fall) in toilet bowl	(do) some work morning
she (throw) a shoe at me	Simple Past 'A Terrible Day'			it (start) raining	there (be) power outage
she (start) screaming	it (be) bad dream	Finish		a dog (jump) on me and (bite) me	I (lose) all my work
girlfriend (get) even angrier	I (wake up) in my own bed	TIP: After playing the game, why not tell or write the whole story using connecting words (e.g. and, so, then, first, after that, finally, etc). Have fun!		(run) away and (slip) banana peel	(not have) lunch until 13.15
(eat) hot dog instead	(not take) me to hospital	my girlfriend (call) an ambulance	I (fall) in a manhole	I (twist) my ankle	(go) home at 18.45
unfortunately (be) closed	(go) to nice restaurant	girlfriend (be) angry	(be) late for date	(have) a date at 19.30	(get) stuck in traffic

Teacher tips: Sometimes students will need to use some extra words to make correct sentences - e.g. My girlfriend got even angrier. Make sure to correct pronunciation if needed (e.g. started).

Appendix #9**Game: Taboo**

Students work in pairs, each member is given a card with a main word and a series of words that are related to it. Student A starts describing the main word without mentioning it nor the ones related. Student B has to guess the main word in one minute, and switch afterwards.

INTERNET COMPUTER WEB SURF NET TECHNOLOGY	JACKET COAT WARM CLOTHES SLEEVES ZIPPER	SHOWER RAIN CLEAN WATER EVERY DAY BATH	WIND BLOW AUTUMN INVISIBLE TREES KITE
ICE CREAM COLD SUMMER SWEET SNACK CONE	FOREIGNER TEACHER DIFFERENT OUTSIDE COUNTRY TRAVEL	CHURCH SING BUILDING CROSS GOD SPEAKER	POLICE UNIFORM SAFETY PEACE PROTECT SIREN

Appendix #10**Survey**

Objective: to inquire on the students' opinion about the application of didactic games in English lessons to compare their opinion with their actual performance in each game applied.

Rate the following game from 1 to 5, being

5 - I totally agree 4 - I agree 3 - I disagree 2 - I totally disagree 1 - I'm not sure

I think the games I participated in:

Enhanced my fluency	1	2	3	4	5
Enhanced my pronunciation	1	2	3	4	5
Enhanced my vocabulary	1	2	3	4	5
Enhanced my grammar	1	2	3	4	5
Were stressing	1	2	3	4	5
Were fun/entertained so I didn't feel under pressure	1	2	3	4	5

Additional comments:

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en la enseñanza.

Lic. Yanith Delgado Chacón
Tutora

Joshua Masis Bermúdez
Lector

Lic. Leslie Elizondo Mora
Director de las Carreras de Inglés

Carta del Director de Carrera

San José, 20 de agosto de 2020

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito Lic. Leslie Elizondo Mora, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Jennifer García Gutiérrez, portadora de la cédula de identidad no. 115710341, que ha titulado: Didactic Games as a Technique for Improving Speaking Acquisition of Beginners at Intensa Language Institute during the Second Quarter of 2020

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

Lic. Leslie Elizondo Mora
Director de las Carreras de Inglés

Carta de Revisor de Gramática

22 de Julio 2020

Licenciado

Leslie Elizondo

Director de las Carreras de Inglés

Universidad Internacional de las Américas

Estimado Señor:

La estudiante **Jennifer García Gutiérrez** portadora de la cédula de identidad no. 206710150, ha presentado para la respectiva revisión la tesina denominada ***Didactic Games as a Technique for Improving Speaking Acquisition of Beginners at INTENSA Language Institute during the Second Quarter of 2020***. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Así mismo, se comprobó que las correcciones sugeridas se incorporarán al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación a la Universidad Internacional de las Américas como trabajo de graduación.

Atentamente,



Lic. Joshua Masís Bermúdez

Cédula 1-1232-.118



Universidad Internacional de las Américas Código de Ética

La suscrita **Jennifer Dayán García Gutiérrez**, número de carné: **115710341** graduada del grado de **bachillerato** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Jennifer García Gutiérrez

115710341