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**MODALITY: RESEARCH REPORT**

**THEME:**

**USING GAMES AS STRATEGIES TO DEVELOP SPEAKING SKILL**

Research report before obtaining the bachelor's degree in National and Foreign Language  
Pedagogy, English Major

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Furthermore, I certify that the ideas, concepts, procedures, and results expressed in this research work are my sole responsibility.

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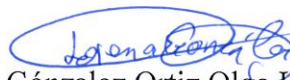
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## **GRATEFULNESS**

*In this dissertation, we give infinite thanks to God for being the author of our lives and giving us the strength and wisdom to move forward; he has accompanied and guided us throughout our career, being the strength in moments of weakness and giving us a life full of learning, experiences, and happiness.*

*Likewise, we want to thank our teachers at the Technical University of Cotopaxi because they gave us unconditional support and a helping hand in developing and culminating this new professional achievement. At the same time, we thank our dear tutor, MSc Patricia Mena for her guidance, dedication, and patience for this research work. Finally, we thank our family because they have been the fundamental pillar in pursuing our dreams.*

***Nicole & Katherine***

## **DEDICATION**

*I dedicate this research first to God because. He has given me the strength and wisdom to achieve this goal. To my parents, Lorena and Ozcar who throughout everything of my life, have ensured my well-being and helped in my education, being my support at all times. Putting all their trust in every challenge that I have presented, thanks to them I have been able to advance and achieve the goal of realizing my dreams. Also, I dedicate it to my grandparents, and uncles who have been the fundamental pillars of my professional life. Especially to Grandmother Elsa and Aunt Taty who have motivated me not to give up, thank you for teaching me to face the difficulties. To Sarahi and Edison for always giving me advice and motivating me to move forward despite any obstacles. Thanks to all those people who motivated me and believed in me, it was not an easy road, however, you contributed to making it easy, without more to say I echo my enormous appreciation to you.*

**Nicole**

## **DEDICATION**

*I dedicate this project to God and gratitude to him who accompanied me on this path that was not easy but could be completed with his help and company. To my parents, Diocelina and Alberto who always supported me all the way, were with me, and always made this dream possible, because they believed in me, and were always present, for helping me move forward and motivating me when I could not go any further. Because for me they are an example of struggle, and whenever we want we can achieve our dreams. To my brother Stiven who also accompanied me on this path and made me feel that I was not alone. To my family who supported me morally, who were there in the difficult moments and we managed to overcome those moments together. Finally, to my cat Mochi and my dogs because they also felt like a support and a joy in my life and in my house.*

***Katherine***

**TECHNICAL UNIVERSITY OF COTOPAXI  
PUJILÍ CAMPUS**

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE  
UNDERGRADUATE PROGRAM**

**THEME:** “USING GAMES AS STRATEGIES TO DEVELOP THE SPEAKING SKILL

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**ABSTRACT**

Talking a new language is boring when students keep their learning habits the same, such as repeating the same words, trying to learn by heart, or passively learning through the teacher's explanations. The objective of this study is to analyze the game as strategies to improve speaking skill in students at the first cycle of a National and Foreign Language Pedagogy career. On the other hand, the research question is how do game strategies influence the development of oral skills. In addition, a theoretical framework was developed based on bibliographic research. The methodology was the descriptive and qualitative approach. For data collection, the survey technique and the questionnaire instrument were used, which consisted of 10 questions for teachers and students. Also, this surveys were applied to 40 first cycle students and 9 teachers of the English Career. However, for the analysis of data from the students and teachers survey, the information was classified according to each question, and data analysis and present the data in bar graphs. The results show that the influence use of games to develop speaking skills is widely accepted by students and teachers to increase class interaction, enjoy and speak English clearly and fluently.

**Keys words:** English, games, influence, speaking skill, strategies.

# UNIVERSIDAD TÉCNICA DE COTOPAXI

## PUJILÍ CAMPUS

### PROGRAMA DE PREGRADO CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TEMA:** USO DE JUEGO COMO ESTRATEGIAS PARA DESARROLLAR LA HABILIDAD DE HABLAR

**Autores:**

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#### RESUMEN

Hablar un nuevo idioma es aburrido cuando los estudiantes mantienen sus hábitos de aprendizaje iguales, como repetir las mismas palabras, tratar de aprender de memoria o aprender pasivamente a través de las explicaciones del profesor. El objetivo de este estudio es analizar el juego como estrategia para mejorar la habilidad de hablar en estudiantes del primer ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeras. Por otro lado, la pregunta de investigación es cómo influyen las estrategias de juego en el desarrollo de la habilidad oral. Además, se desarrolló un marco teórico basado en la investigación bibliográfica. La metodología fue el enfoque descriptivo y cualitativo. Para la recolección de datos, se utilizó la técnica de la encuesta y el instrumento del cuestionario, que consistió en 10 preguntas para docentes y estudiantes. Además, esta encuesta se aplicó a 40 alumnos de primer ciclo y a 9 profesores de la carrera de inglés. Adicional, para el análisis de los datos de la encuesta a estudiantes y docentes, se clasificó la información de acuerdo a cada pregunta, se realizó el análisis de datos y se presentaron los datos en gráficos de barras. Los resultados muestran que la influencia del uso de juegos para desarrollar la habilidad de hablar es ampliamente aceptada por estudiantes y docentes para aumentar la interacción en clase, disfrutar y hablar inglés con claridad y fluidez.

**Palabras claves:** Estrategias, juegos, hablar, habilidad, inglés, influencia.

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## 1. GENERAL INFORMATION

**Theme:**

“USING GAMES AS STRATEGIES TO DEVELOP THE SPEAKING SKILL

**Starting Date:** April 2024

**Ending Date:** August 2024

**Place of Research:** Technical University of Cotopaxi

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring career:** Pedagogy of National and Foreign Languages

**Linked Research Project:** Formative research

**Macro project of the career:**

Formative process in the learning of English as a foreign language in educational institution in the Technical University of Cotopaxi, Pujilí Campu

**Work Team:**

**Project Coordinator:** Mena Vargas Nelly Patricia, MSc.

**Researchers:** Basantes Paucar Evelyn Nicole

Farinango Quilumbaquín Katherine Joseth

**Knowledge area:** Education

**Research line:**

Education, communication, and design for human and social development.

**Research line of the career:**

Pedagogical, didactic, curricular, and inclusive practices in the areas of knowledge.

## 2. PROBLEM STATEMENT

The process of acquiring the English language holds significant importance within the educational sphere, where educators employ diverse activities and various methods and strategies to facilitate the development of speaking skills among students while fostering active participation. However, speaking, as a skill in the English language, often poses challenges for students across different levels.

This educational project is focused on using games as strategies to develop speaking skills in English language classrooms, which are important in the students' learning. As indicated by Hang (2019) argues that language learning games help students not only use the target language but also develop speaking skills in the language to discuss and negotiate until they get the desired results (p. 5). Games are seen as fun and beneficial for students, making games suitable activities for language acquirers. This means that your learning is implemented using different strategies in the study for this reason, teachers must modify class lessons to adapt to this type of student since games are gaining importance. However, little is known about the experiences of teachers and students with the use of games, that is why many teachers do not use games to teach a class and few research projects analyze the topic of using games as strategies to develop speaking skills.

The development of speaking skills in English presents challenges for both students and teachers. Although the importance of applying dynamic strategies, such as games, to strengthen these skills in the classroom is recognized, many teachers do not know which games are most appropriate for this purpose. In addition, there is a lack of interest in the use of games as pedagogical tools in language teaching.

Students face problems such as lack of attention, boredom, lack of fluency, fear of participation, low self-confidence, limited vocabulary, and incorrect use of grammar in

context. In addition, these problem are reflected in their reluctance to participate in oral activities due to fear of making mistakes or mispronouncing words. Therefore, this research seeks to arouse interest in the use of game-based strategies to develop oral skills in English, as they can be useful at all academic levels. Nevertheless, this investigation of the use of games will be focused on the students from the first cycle and teachers National and Foreign Language Pedagogy Career Pujilí Campus.

As a result, students using games as strategies would subconsciously apply proper pronunciation, use correct grammar, and employ formal and academic vocabulary. So teachers must apply interesting game strategies to get the students´ attention to use fluency speaking.

It is worth mentioning that many teachers often overlook the fact of having a relaxed and fun environment. That is why the use of games in a foreign language classroom could be approved so that the students benefit through the games since the games allow for having an unusual routine. They are also important to create motivation and challenges in learners, games are not only motivating but also provide the stimulus to successfully interact and communicate with students and the permanence of learning in a relaxed and pleasant environment to create a context to time to use the language in a meaningful way.

### **Research question**

How do game strategies influence the development of oral skills?

### 3. OBJECTIVES

#### 3.1 General objective

- To analyze the games as strategies to improve speaking skill in students on the first cycle of a National and Foreign Language Pedagogy career.

#### 3.1 Specific objectives

- To categorize different games as strategies that help to develop speaking skills.
- To identify the use of games as strategies to develop speaking skills.
- To establish conclusions and recommendations for games as strategies in speaking skill.

### 4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

<b>Specific objective</b>	<b>Activities</b>	<b>Verification Means</b>
To categorize different game strategies that help to develop speaking skills.	Find previous research Do literature review Design theoretical framework	Theoretical framework
To analyze the student's and teacher's perceptions of using games as strategies to develop speaking skills.	Research information Selected the questions Check the grammar Apply the questionnaires Analyze of the results	Surveys Questionnaires
To establish conclusions and recommendations for games as strategies in speaking skill.	Analysis of data obtained from the survey. Describe the problems that interfere games as strategies to develop speaking skill.	Conclusion and recommendations

*Elabored by: Basantes N & Farinango K. (2024)*

## 5. JUSTIFICATION

It is crucial to learn a new language, especially English, which is a language of global reach. Nowadays, mastering English is an indispensable skill for students. However, the best English skills will allow them to communicate effectively, express their ideas clearly, pronounce words properly, and construct sentences with correct grammar.

According to the research study by English First, Ecuador has a relatively low proficiency in English, ranking 82nd out of 111 countries. This ranking is based on an evaluation of 932 individuals, both men and women, from various provinces across the country, all aged 18 and older. (English First, 2022). In addition, Assih et al., (2022) argued that the development of speaking skills in adult English learners may be facilitated through games strategies (p. 5). In this case, it's important to incorporate games into the classroom environment to develop speaking skills in students. As society changes, expands, and evolves, communication difficulties arise, and for this reason, it is necessary to develop the speaking skills of students when learning a second language is a priority.

Speaking is important because it is the most prominent skill in language learning where learners can showcase their ability to produce the language meaningfully (Pakula, 2019). On the other hand, speaking is key in language, as it lets learners show their ability to use the language effectively. This research focuses on the possible influences of using game-based strategies to develop oral skills in English, providing a deeper understanding of how students can learn the language more effectively. In addition, it offers teachers a different and more student-centered approach, promoting innovative teaching methods in their lessons.

The data collection from this project is critical, as it provides evidence of the positive impact of games as strategies to improve speaking skills. This not only benefits students by making classes more interactive and less monotonous, but also allows teachers to apply more didactic

methodologies. By implementing games in the classroom, a more dynamic learning experience is fostered that can extend beyond the classroom, encouraging the use of English in a variety of contexts.

The purpose of this project is to analyze the games as strategies to improve speaking skills in students in the first cycle of the National and Foreign Language Pedagogy career. Nevertheless, it was found that the students when using game strategies in English class increase class interaction, enjoy and speak English clear and fluent. Finally, fluency aspect of the efficient use of language and the only way to develop speaking skills is to increase the quality of practice in classrooms. In conclusion by developing this research, which involves the use and adaptation of game strategies for language learning, students will be exposed to an interesting strategy, which is practical and applicable since games are mostly well-appreciated by students.

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1 Background**

The analysis of previous studies highlights the importance of implementing effective strategies for teaching the English language, especially for speaking skills through games for this proposal, the information was compiled from bibliographic reviews of the databases of different projects of master's degrees from Ecuadorian universities and other countries such as the National Taichung University, University of the Punjab, Nanyang Technological University, Central University of Ecuador and Salesiana Polytechnic University.

The information investigated in these academic sources refers to the application of games as strategies in the teaching of the English language to develop speaking in students' English, which is essential for students to develop speaking in a dynamic and fun way therefore, teaching through games, makes students interested in participating in classes their speaking is not so good, since the teacher creates an environment where can make mistakes without fear of being reprimanded. So that, information presented in this document will make teachers aware of the importance of the application of games in the area of English to develop speaking and will allow them to have a clear notion of how they can teach the English language through games as strategies and how students can learn with games.

The study by Chien & Yu (2020) investigated the impact of game-based learning on improving the speaking skills of English as a foreign language (EFL) learners. The main aim of the study was to evaluate how the implementation of games in the classroom affects students' fluency, accuracy, motivation, and engagement in oral language production. On the other hand, the study participants were included in a group of EFL learners at different skill levels. In addition, an experimental design with control and experimental groups was used. Students in the experimental group participated in game-based learning sessions, while the

control group followed traditional teaching methods, too instruments pre- and post-intervention tests were employed to measure speaking fluency and accuracy, surveys to assess motivation and engagement, and classroom observations to analyze interaction during the games. Also, the results showed significant improvements in speaking fluency and accuracy among students who participated in game-based learning. Games will provide frequent opportunities for oral practice, which helps students develop greater communicative competence. Finally, the study concluded that game-based learning is an effective strategy to improve EFL speaking skills as games not only increase speaking fluency and accuracy but also foster greater student motivation and engagement in the classroom.

Ahmed & Ali (2019) investigated the role of interactive games in developing speaking skills among EFL learners. The main aim was to explore the impact of interactive games on students' speaking fluency and ability to engage in real conversations in English. However, methodology the study used an experimental approach to evaluate the effectiveness of interactive games in the classroom. In addition, the participants were EFL learners who participated in teaching sessions using various interactive games designed to encourage language use in communicative situations. Also, research Instruments pre- and post-intervention speaking tests were employed to measure students' language fluency and proficiency. In addition, observations and surveys were conducted to qualitatively inform students' experience and gain their perception of interactive games. Procedure Interactive games were implemented in the classroom for a specific time. Students participated in activities that promoted verbal interaction and practical language use in-game contexts. Nevertheless, the results of the improvement in speaking fluency with the interactive games proved to be effective in improving the students' speaking fluency, the participants showed a significant increase in their ability to speak more naturally and continuously during the gaming activities, and the students improved their ability to use the language in real conversations. Finally, the study concludes that interactive games are a valuable tool for the development of speaking skills in EFL learners, these games not only help improve speaking

fluency but also provide students with opportunities to practice the language in meaningful contexts.

Johnson & Nguyen (2022) investigated the impact of educational games on English speaking proficiency. The main objective was to evaluate how integrating games into the English language teaching process affects students' ability to speak confidently and accurately. In addition, the study used a quasi-experimental design with control and experimental groups to evaluate the effectiveness of educational games in improving speaking skills. Also, the participants were English as a foreign language (EFL). They were divided into two groups: one that used educational games as part of their instruction and another that followed a traditional teaching method. Standardized speaking tests were employed before and after the intervention to measure changes in language proficiency. In addition, surveys and interviews were conducted to obtain qualitative information about students' experiences with educational games. However, the results showed that students in the intervention group who used educational games experienced significant improvements in their English speaking ability and the games helped students to speak more fluently and accurately. The use of educational games helped increase students' confidence in their ability to communicate in English. Students reported feeling more comfortable speaking and less anxious in communication situations. Finally, the study concludes that educational games are an effective tool for improving speaking proficiency in English language learning. Games not only facilitate deeper and more engaging learning but also provide an interactive and motivating environment that helps students develop their language skills effectively.

Montalvo (2021) focuses on the implementation of playful strategies, stories as educational games and interactive activities, in the context of learning English, the research was carried out at the Central University of Ecuador to evaluate how these strategies impact the development of oral ability in English among university students. In addition, the applied research was a qualitative and quantitative approach to collect data. Also, the participants

were university students from the Central University of Ecuador and the instruments were educational games and playful activities in the classroom, surveys and questionnaires to measure students' perception, and pre-and post-intervention tests to assess progress in oral skills. On the other hand, the implementation of playful strategies in the classroom for a specific period, with continuous observation and evaluation of the impact on students' oral ability. However, playful games and activities fostered greater interaction between students, which facilitated the use of English in real communicative situations. Students showed an improvement in confidence in speaking English, thanks to a less formal and more welcoming learning environment. Finally, the conclusion Playful strategies, such as educational games, are effective in improving English speaking skills in a university setting. Implementing these methods can help create a more interactive and stimulating learning environment.

Mendoza (2019) the research on the application of role-playing games as a tool to improve English speaking skills among university students. The research evaluates how the implementation of role-playing games in the classroom can positively impact students' participation, communication, and confidence when using English. In addition, the objective is to analyze how role-playing games encourage greater student participation in speaking activities. Also, the research applied using a quantitative approach to evaluate the impact of role-playing games. Also, participants were students from the Salesian Polytechnic University who participated in role-playing activities in the English classroom. The observation of class participation, surveys or questionnaires to assess confidence and anxiety, and analysis of interactions during role-playing games. To procedure implementation of role-playing sessions in the classroom, with continuous assessment of participation and communication skills through pre- and post-intervention observations and surveys. So. results role-playing games promoted greater student engagement in speaking activities, encouraging greater classroom interaction, and students showed improved ability to communicate in simulated situations that reflect real-life contexts, suggesting a positive transfer of skills. Finally, in conclusion, role-playing games are an effective tool for improving English speaking skills in a university setting, reducing anxiety and increasing

active participation are key benefits of using role-playing games in English language learning.

Finally, Mohammed et al. (2023) mentioned that communicative games can help students to become more confident in speaking English because they do not feel that they are in the teaching and learning process and made a mistake without having a feeling of failure. As well as the games will help the student to learn the English language without the need to feel so much pressure from the teacher and peers, being afraid that if they make a mistake they will be judged by others. The student will feel comfortable and will continue to participate in class automatically, and the teacher will be able to observe errors in the students and correct them in class so that no student makes the same mistake when speaking or learning, that is why the implementation of the game in the classroom in an appropriate and entertaining strategy for the student and thus to obtain a better development in learning.

## **6.2 Theoretical Framework**

### **6.2.1 English language**

English language provides basic skills and, motivates people around the world to learn it to communicate effectively and appropriately. The English language requires commitment, planning, preparation, effort, and time success in learning English depends on several factors such as teacher teaching, curriculum, and teaching methods. (Shtayeh, 2022). However, English language teaching is considered a fundamental productive skill in second language learning, especially within the communicative approach.

### **6.2.2 Important English Language**

The English language is widely used in scientific research, education, business, the Internet, and many other fields. On the other hand, it is important because it is employed in various fields that contribute to the development of humanity and facilitate communication. Additionally, the English language enables the development of communicative skills and enhances learners' speaking abilities. Nevertheless, the English language is important because it is used in different fields that help the development of humanity and also helps people to communicate. (Shtayeh, 2022).

### **6.2.3 English**

English is the most widely spoken second language globally, making it a language that connects people from different cultures and motivates people around the globe to learn this language with the hope of communicating with others skillfully, appropriately, and effectively. In addition, English is the primary language of instruction in many prestigious universities and educational institutions worldwide. (Shtayeh, 2022).

### **6.2.4 English Language Skills**

Language is a skill that comes from the psychomotor domain and, naturally, a skill can be called the ability to do something good. According to the British Council (2024), argues that these four skills listening, speaking, reading, and writing are fundamental to language learning and can be developed by almost anyone. (p. 3). Additionally, support skills such as pronunciation, grammar, vocabulary, and spelling further enhance one's ability to communicate effectively and deeply. Nevertheless, English language skills are considered important because as them acquire the language you will have to develop in the process to have a good performance with the language and skills, and not have difficulty when communicating or putting into practice the English language.

### **6.2.5 Productive Skills**

According to Yerlen (2022), refer to speaking and writing, skills in which learners have to create their language. In this case, the productive skills are put into practice as they are produced by the learner. Each of these skill is developed in district ways. (p. 5). In addition, the following will explain each of these four skills and what each one consists of in the development of the English language.

#### **6.2.5.1 Speaking**

The ability speak is how the student has the confidence and fluency to develop speech, that is, the practice during the time in school that will help him throughout academic life. Crisianita & Mandasari (2022), mention that if we speak English in particular when we need to communicate with other people in another country, we need to learn and use it. (p. 61). This means that the ability to speak is defined as the ability to communicate effectively and that allows the transmission of verbal information so that the listener can clearly understand how when speaking, it is important to develop the ability to listen that will help the speaker to be able to communicate effectively.

### **6.2.5.2 Writing**

As stated by Putri & Aminatum (2021), this is an activity of using language to express ideas, feelings, or desires in the written form. (p. 10). In addition, writing skills are specific to help writers to write their thoughts either with formal words or have a meaning that they can communicate through letters referring to a message in the English language.

### **6.2.6 Receptive Skills**

At the beginning of a language or communication, receptive and productive skills increase language development since in this case, the receptive ability serves to receive a language. That is, you can receive the information you provide us. However, receptive skills are listening and reading because students do not need to produce language to perform them, they receive and understand it. They are sometimes known as passive abilities. (British Council, 2024). Also, everyone processes their learning according to a skill since in this skill students can receive and understand through reading or listening to audio or voices of the one who is giving information.

#### **6.2.6.1 Reading**

According to Al Sobaihi (2020), mentions that the skill of reading contributes greatly to the development of writing ability, but it must be kept in mind that the learning process focuses on only one set of skills, and in this case, it is the receptive ability to read. (p. 34). In addition, reading helps to have a good understanding of information as well as helps to obtain results to write since reading allows us to observe the word and analyze the meaning.

### **6.2.6.2 Listening**

As mentioned by Al Sobaihi (2020), argues that listening is the other essential receptive skill that usually develops faster than the productive skills of speaking and writing and it often influences both receptive skills and reading, as a receptive skill. (p. 15). However, the ability to listen is one of the essential skills, since thanks to it, one can receive messages, or understand words and identify them, without the need to be read.

### **6.2.7 Speaking skill**

In agreement with Crisianita & Mandasari (2022), speaking skills are one of the most important communication skills in the world. (p. 20). Additionally, the ability to speak is now considered important, since speaking now helps to communicate the message faster, and no third party is needed to communicate something, and it is a little easier to develop than the other skills.

### **6.2.8 Speaking skill with games**

According to Paneerselvam & Mohamad (2019) mentioned that games can also be used as an approach to guide and develop ESL learners' speaking skills. (p. 40). In addition, the games help the student to have a social development with people, since through the game they will have interaction with more people, which will also help to a better development of English language and speaking skills.

### **6.2.9 Strategies**

In agreement with Cohen & Henry (2019), assert that communication strategies also include conversational interaction strategies and strategies for maintaining the floor which learners who are not experiencing gaps in their knowledge may use. (p. 7). Therefore, applying strategies in class is positive because with the right strategy, students can memorize words

and over time can advance vocabulary and thus better develop skills such as speaking and perform better at a given skill.

#### **6.2.10 Games as a strategy**

Games can be effective tools in the classroom to develop speaking skills in students. On the other hand, incorporating games can create engaging and interactive environments that help students practice and improve their speaking abilities. According to Fauzi (2022), games are the most effective strategy for young learners to learn a foreign language. (p.7). In addition, the games in the classroom are useful since they promote socialization and practice in English skills through different games. Students can interact with the teacher and peers creating values, respect, and cooperation.

#### **6.2.11 Different type strategies**

##### ***6.2.11.1 Cooperative Learning Strategy***

As indicated by Russel (2023), cooperative learning is

One of the strategies with which we have seen good results in students, that they feel much more confident when speaking, and this is because thanks to the activities and the atmosphere created in the classroom students can participate without fear of making mistakes or being judged by their peers. (p. 27). In addition, applying cooperative strategies will help the student to work better in class, and help the student to be more sociable.

### ***6.2.11.2 Creativity strategy***

In agreement with Blaisdell, et al. (2019), express that the strategy of creativity is important, as it involves art, drawing, coloring, crafts, poems, and other activities. (p. 12). In this strategy, the teacher delivers different types of materials so that the student can have the possibility and decision to go creating and learning to do something new, meaningful, and creative. Also, the creativity strategies will help the student to have more creativity and their skills can be developed and improved for classes.

### ***6.2.11.3 Game Strategy***

As stated by Teixeira et al, (2020), through games, they also pay more attention to what they are doing because when they enjoy what they practice, they feel better and do something better too. (p. 8). In addition, the game strategy helps students to learn in a way that they enjoy learning and feel much better at the moment and also develop better activities or tasks.

### **6.2.12 Games**

Using games in the classroom will allow the game to become a language-teaching strategy. Therefore, it would be used with any activity in a fun way that allows learners to practice the foreign language in a relaxed and pleasant way with the interaction between peers and teachers. According to Maulana (2019), mentions that games are effective in increasing motivation, and lowering students' stress also, give shy learners more express their opinions and feelings and the opportunity for real communication games are highly motivating and entertaining language learners. (p.10). In addition, the games help students maintain interest and involve friendly competition to keep learners interested and participate actively in the learning activities academically.

### **6.2.13 Type the game**

In this case, different games will be mentioned that have helped students to improve their speaking skills in the English language.

#### ***6.2.13.1 Board Game***

The board game can be used in language classrooms to teach students to develop speaking skills since it is mainly for the teaching of learners. The objectives of language teaching are to provide students with the ability to communicate in the target language. As indicated by Maulana (2019), mentioned that board games in the language classroom are effective, and fun for students to learn, and practice communication skills. In addition, develop communication strategies that can be easily implemented and applied to the real world. (p. 3). However, the use of board games in the learning of language learners offers many benefits. So this game will allow the learner to adapt strategies through activities actively and flexibly, adaptable in the classroom because board games can be used as planned so that students can speak in teaching and change information with another classmate inside or outside as a native speaker.

#### ***6.2.13.2 Directions***

According to GamesELS (2024), this finding explores how the learners' speaking skills are improved through games in class.

The directions game is a fun activity to teach how to ask and give directions in English. In each round students will see an image of a map with some place labels. Students will then be asked a question such as “Where is the bank?” and you should try to remember where that place was on the map. When answering, students must give instructions in English. (p.1)

On the other hand, this game focuses on places in a city and will help students learn how to give or receive directions to a place in the city. Nevertheless, with these game students develop speaking skills.

### ***6.2.13.3 Guessing***

As indicated by Redington & Chater (2019), asserts that in the guessing game, students reconstruct a text sequence by guessing each successive element from a restricted set of alternatives, receiving feedback after each guess. Also, implementing guessing games as a talking activity, and working with the whole class provides opportunities for each student to speak. (p. 24).

In addition, the variety of topic guessing games is wide, so the game can be adapted to match the topic of the class. However, the reason for using the guessing game is to give the students more opportunities to take turns speaking during the allotted times. Even students can express their ideas freely because they do activities with their friends.

### ***6.2.13.4 Roleplay***

In accordance with Khamouja (2023), argues that one of the principal goals of learning English is to communicate effectively with others. Therefore, role-playing is considered a valuable communicative teaching method for developing speaking skills. (p. 12). In addition, the role play can be used with different themes, with which the students can practice and develop speaking skills, using situations that they may encounter daily.

### ***6.2.13.5 Information Gap***

According to Salazar and Villamil (2021), in this activity we work in pairs, the objective is that one partner will have information that other does not have, and the other partners will share their information, each partner plays an important role in the activity as they must share

different information. (p.23). In addition, participation in activities causes students to take risks to participate and develop speaking skills.

#### ***6.2.13.6 Scattergories***

According to Tamba (2021), argues that

Game naming objects in a set, given initial letters, within a time limit. Through this game, the teacher can find out how many students can develop speaking skills, in a short time and try to describe the words in English. In addition, the Scattergories games make students think critically. (p. 67).

Therefore, this game will help to expand their vocabulary and develop speaking skills as they learn new words as they play.

#### ***6.2.13.7 Pictionary***

As indicated by Shtayeh (2022), pictionary is a game where participants draw a picture and the other has to guess it, then students are asked to describe each picture to their partner using some words. (p. 34). Additionally, students can develop speaking skills with this game by identifying different images and choosing words to describe them.

#### ***6.2.13.8 Taboo***

According to the British Council (2024) taboo is a game that challenges and tests speaking skills.

The game consists of words, from everyone in the group. Each one thinks of a noun or a proper noun, writes it down, and then all the words go into a hat. To play the game will choose a word from the hat and describe it to the other players. However, they get a list of forbidden words that they are not allowed to use when describing

their words. The forbidden words all relate to the main word, so they have to think outside the box to explore other ways to describe it to teammates. (P 1).

On the other hand, Taboo improves communication and creative thinking by challenging players to describe words without using forbidden terms, thus developing speech skills.

#### ***6.2.13.9 Mind Reader***

According to the British Council (2024), mind Reader is a fast-paced game designed to test thinking and communication skills.

The game consists of writing the different names of a famous person on a Post-it note and sticking it to your teammate's forehead without them seeing it, the game consists of describing a famous person to their classmate without saying the famous person's name. Their teammate then has to guess the person before time runs out and they only get 30 seconds. (p. 1)

In addition, this game serves the student's help such as critical thinking, and developing speaking skills.

#### ***6.2.13.10 Charades***

In accordance with the British Council (2024), charades can help improve English speaking and vocabulary skills.

The game consists of acting out different words and phrases the students take turns 'acting out' various words or phrases without speaking. Also, only use gestures, actions, and body language to explain the word or phrase, while your teammates try to guess the word within the time limit. (p.1)

However, this game helps the students improve communication skills, vocabulary, and the ability to interpret and understand non-verbal language by representing words or phrases without speaking.

## **6. METHODOLOGY**

The research approach used was qualitative and descriptive because it focused on analyzing strategies that help develop students' speaking skills for the first cycle of the National and Foreign Language Pedagogy career, taking into account the student's and teachers' answers.

The research was carried out using a qualitative approach, which focused on examining the use of games as a strategy to develop speaking skills. According to Dawadi (2020), Thematic analysis is a qualitative research method researchers use to organize and analyze complex data sets systematically. It is a search for themes that can capture the narratives available in the account of data sets (p. 62). On the other hand, qualitative research is a means for exploring and understanding the meaning of individuals or groups accredited to a social or human problem.

The method of the project is descriptive research because it allows describing aspects related to the object of study since this involves the collection of detailed information, In Manjunatha (2019) argues that descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied (p. 863). This means that descriptive research is fundamental because it provides a clear and detailed view of the characteristics and state of a specific group or phenomenon.

On the other hand, the survey technique and the questionnaire instrument were used for data collection, which consists of nine questions for students and 10 questions for teachers. Also, these surveys were applied to 40 first cycle students and 9 teachers of the English Career.

It is a structured survey where information was collected from some research related to the use of games as strategies to develop speaking skills and the most relevant information were selected for the research, which were questions related to the use of games to develop speaking skills for their similarity and focus. The survey as a means of research is applied to a group of people who are taken as the object of study, to obtain information through a questionnaire which allows collecting data about the reasons, effects or possible solutions to be found for the analysis of a study problem (Avila et al., 2020). In addition, this project focuses on the identification of the different perceptions of students and teachers about the use of games as strategies through analysis. However, the students and teachers were selected according to the needs of the researchers from the non-probability sampling technique. On the other hand, it means that they met the desired characteristics to more accurately determine the main. Thus, this research contributes to an analysis of the use of games as a strategy to develop speaking skills in students of the first level of Pedagogy of National and Foreign Language Career from Technical University of Cotopaxi, Pujilí Campus during the academic cycle April - August 2024.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

### 8.1 STUDENT SURVEY

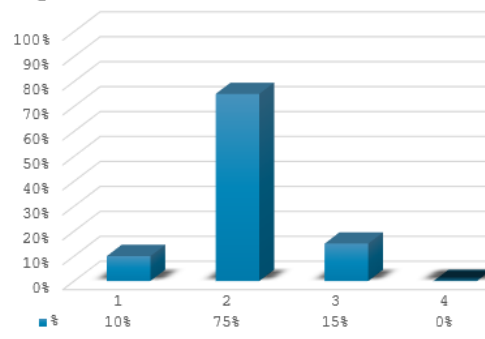
**Question 1:** How often do you speak English in your class?

N.	Question	Scales	Students	Percents
1	How often do you speak English in your class?	Always	4	10%
		Sometimes	30	75%
		Hardly ever	6	15%
		Never	0	0%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 1.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

How do you think the results of the first question, 40 students were, and 10% of the students said that they always speak English in class. On the other hand, 75% of the students demonstrated that they sometimes speak English in class. In addition, 15% of the students responded that they hardly ever speak English in class and 0% of the students never do. As mentioned Cruz (2019). Speak English can be considered the most difficult skill to acquire, as it requires auxiliary skills such as vocabulary and grammar, it becomes even harder when students have limited access to the spoken language outside the classroom. However, Speaking English is the most challenging ability because it requires constant practice and exposure, which can be limited if you don't have frequent access to the language in class.

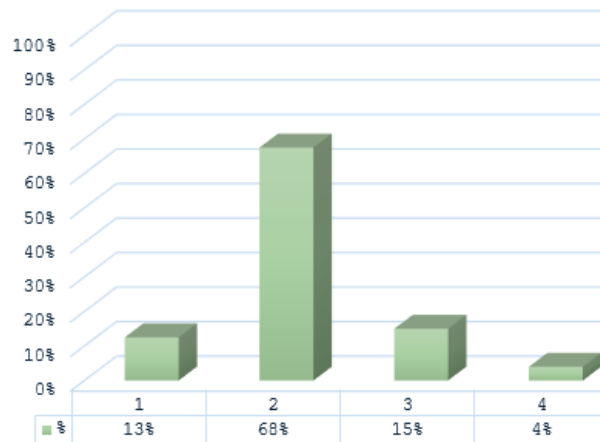
**Question 2:** How often does your English teacher use games as a strategy to develop speaking skill?

N.	Question	Scales	Students	Percents
2	How often does your English teacher use games as a strategy to develop speaking skill?	Always	5	13%
		Sometimes	27	68%
		Hardly ever	6	15%
		Never	2	4%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 2.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

In accordance with the third question, a survey was conducted with 40 students surveyed, 27 of them mentioned that English teachers sometimes use games as a strategy to develop speaking skills, representing 68%. In addition, 5 students considered that English teachers always use games as a strategy, which equals 13%, the other 6 consider that English teachers hardly ever use games strategy to develop a speaking skill which corresponds to 15% and, the remaining 2 consider that English teacher never use games strategy, which covers 4%. According to (Ersöz, 2020). Argued that by integrating games into the classroom English teachers will build up an environment that fosters students will learn speaking skills. On the other hand, games are important when teaching a foreign language because they are a great strategy to involve all the students in practicing English language skills.

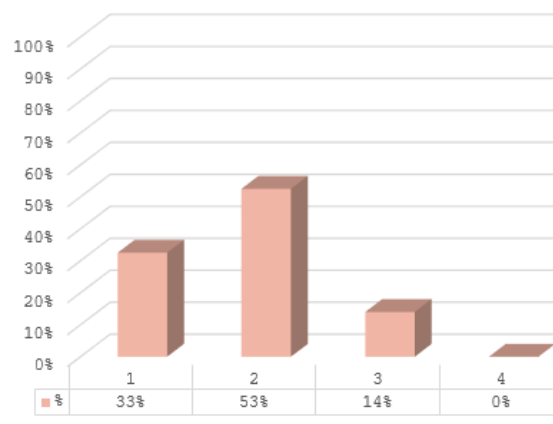
**Question 3:** Do you like games to be an essential part during the English class?

N.	Question	Scales	Students	Percents
3	Do you like games to be an essential part during the English class?	Always	13	33%
		Sometimes	21	53%
		Hardly ever	6	14%
		Never	0	0%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 3.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

According to the fourth question, a survey was applied with 40 students surveyed, of 21 students argued that sometimes games are an essential part of English class, representing 53%. However, 13 students considered that always games are an essential part of English class which equals 33%, and the other 6 consider that hardly ever games are an essential part of English class, which represents 14% and 0% consider that it never. According to Shtayeh (2021). Game-based learning is an essential part of young people's learning since it is a fundamental part of English class to acquire the proposed skills. This means the use of games in the classroom is essential for teaching English because it allows students to practice their oral skills.

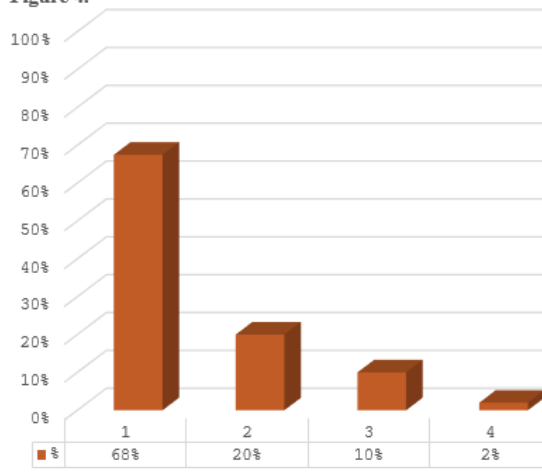
**Question 4:** What strategies do you prefer to develop in the English class?

N.	Question	Scales	Students	Percents
4	What strategies do you prefer to develop in the English class?	Games	27	68%
		Individually work	8	20%
		Work in groups	4	10%
		Classes in which the teacher is the person who speaks most	1	2%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 4.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

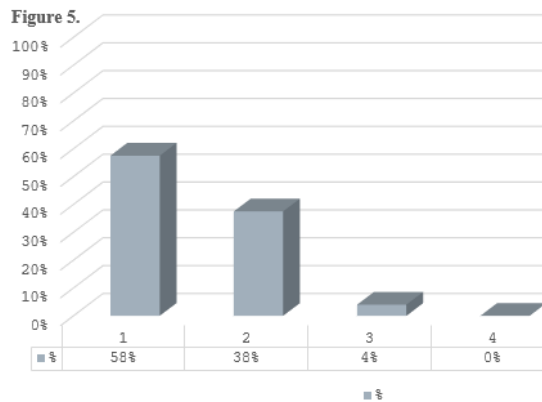
According to the fifth question, a survey was conducted with 40 students, of which 27 respondents said that the strategies they prefer to develop in the English class the game, equals 68%. In comparison, 8 students considered that the strategy they preferred to develop in the English class the individual work which represents 20%. On the other hand, 4 consider that the strategy they prefer to develop in the English class is working in groups which accounts for 10%, and the remaining 1 student mentioned that the strategy they prefer to develop in the English class in which the teacher is the person who speaks most which constitutes 2%. In agreement with Pungki & Suwartono (2019). Teaching strategies play a crucial role in the teaching and learning process and can help the teacher achieve the learning objectives. On the other hand, games as strategies are highly beneficial for English teachers as they help develop students' skills in the classroom.

**Question 5:** Do you consider that English class permit the development of the English speaking skill?

N.	Question	Scales	Students	Percents
5	Do you consider that English class permit the development of the English speaking skill?	Always	23	58%
		Sometimes	15	38%
		Hardly ever	2	4%
		Never	0	0%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

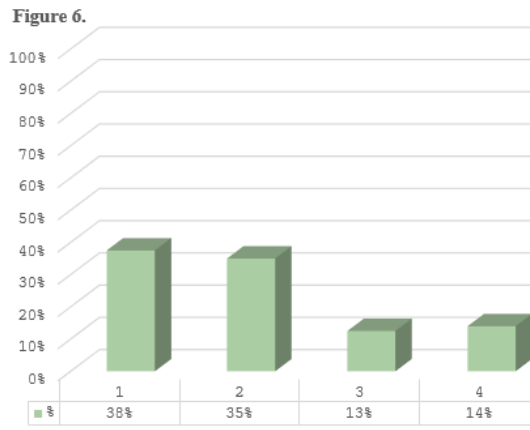
In accordance with the sixth question, a survey was conducted with 40 students, of which 23 respondents said they always consider that English classes permit the development of English speaking skills, representing 58%. However, 15 students thought that sometimes English classes permit the development of English speaking skills, which equals 38%. In addition, 2 consider that hardly ever English classes permit the development of English-speaking skills, and 0% believe that it never. According to Cruz, (2019), games should be used in the speaking classroom to enhance the ability of students to communicate. This means that incorporating games into the English classroom helps improve students' communication skills by encouraging active participation and allowing the practice of linguistic skills.

**Question 6:** Choose the best game strategies to develop speaking skill?

N.	Question	Scales	Students	Percents
6	Choose the best game strategies to develop speaking skill?	Crossword	15	38%
		Word game	14	35%
		Pictionary	5	13%
		Other ..	6	14%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango



Source: Eighth level PINE UTC

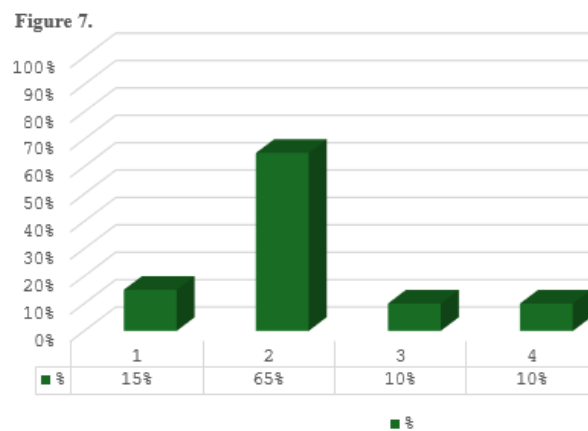
How do you think the seventh question, a survey was applied to 40 students, of which 15 respondents said that the best game strategy to develop speaking skills is crossword, representing 38%. In comparison, 14 students considered that the best game strategy to develop speaking skills was word games, which equals 35%. On the other hand, 5 considered that the best game strategy to develop speaking skills was pictionary which covers 13%, and, the remaining 6 students mentioned that the best game strategy to develop speaking skills they are other for example taboo, charades, mind reader, debates, role play which accounts for 14%. According to Andriani (2021). Games as strategies help the students to be able to practice their speaking because they usually play in pairs or groups and can practice speaking actively and each student has an equal opportunity to speak. On the other hand, Games as strategies in the English classroom are effective for improving students' speaking skills by promoting interaction in pairs or groups.

**Question 7:** How often do you speak English when you play games in the English class?

N.	Question	Scales	Students	Percents
7	How often do you speak English when you play games in the English class?	Always	6	15%
		Sometimes	26	65%
		Hardly ever	4	10%
		Never	4	10%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

According to the research that eighth question, a survey was conducted with 40 students, of which 6 respondents said that they always speak English when they play games in the English class representing 15%. In comparison, 26 students considered that they sometimes speak English when they play games in the English class, which equals 65%. On the other hand, 4 considered that they hardly ever speak English when they play games in the English class which covers 10%, and, the remaining 4 students mention that they never which represents 10%. According to Andriani (2021). Games are activities set up in the classroom to create opportunities and purposes for verbal communication practice that require students to take part actively in speaking with each other. On the other hand, games in the classroom create opportunities for students to actively practice verbal communication.

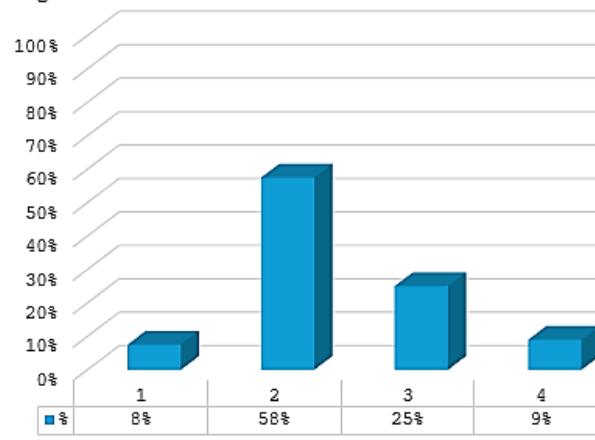
**Question 8:** How often do you use games to produce the English language to increase class interaction?

N.	Question	Scales	Students	Percents
8	How often do you use games to produce the English language to increase class interaction?	Always	3	8%
		Sometimes	23	58%
		Hardly ever	10	25%
		Never	4	9%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

Figure 8.



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

According to the ninth question, a survey was conducted with 40 students surveyed, of 3 of the respondents said that always use games to produce the English language to increase class interaction, representing 8%, while 23 students considered that sometimes use games to produce the English language to increase class interaction, which equals 58%. On the other hand, 10 consider that hardly ever use games to produce the English language to increase class interaction which covers 25% and, the remaining 4 consider that never use games to produce the English language to increase class interaction, which constitutes 9%. According to Nguyen (2021). Using games in teaching can help increase student participation, and foster social and emotional learning. In addition, using games in English class increases student participation by making learning more engaging and dynamic.

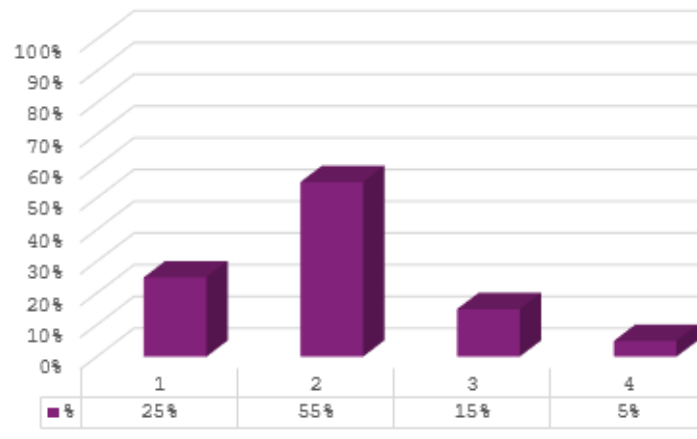
**Question 9:** How much English do you understand while using English in class?

N.	Question	Scales	Students	Percents
9	How much English do you understand while using English in class?	Always	10	25%
		Sometimes	22	55%
		Hardly ever	6	15%
		Never	2	5%
Total			40	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 9.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

How do you think the tenth question, a survey was conducted with 40 students, of which 10 respondents said that always understand English while in class, which equals 25%. In comparison, 22 students considered that sometimes understand English while in class, which covers 55%, the other 6 consider that they hardly ever understand English while in class, which represents 15%, and, the remaining 2 students mentioned that never understood English while in class, which represents 5%. According to Gómez (2019). To acquire a second language, it must first enter the student's mind, but learning will be effective when the student can understand, as well as similarize and produce the English language. However, to acquire a second language, the student must first be exposed to and understand the language. Learning becomes effective when the student can simulate the language and actively produce it.

## 8.2 TEACHER SURVEY

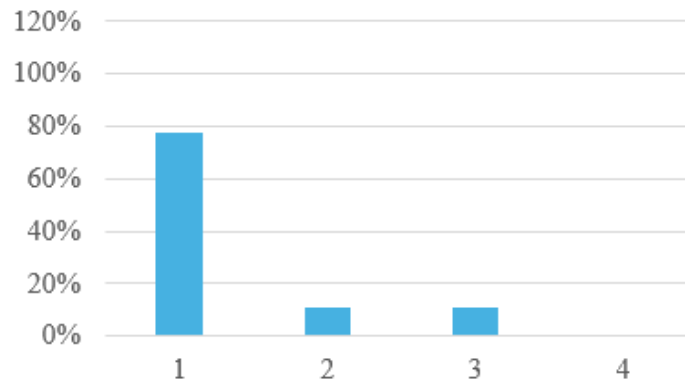
**Question 1:** How often do you speak English in your class?

N.	Question	Scales	Students	Percents
1	How often do you speak English in your class?	Always	7	78%
		Sometimes	1	11%
		Hardly ever	1	11%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 10.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

Based on the results of the first question, 9 teachers were surveyed, of which 7 teachers argue that they always speak English in class, which equals 78%. On the other hand, one teacher argues that they sometimes speak English in class, representing 11%. However, one teacher considers that hardly ever speaks English in class, corresponding to 11% and 0% of the teachers never. According to Mazumdar (2020). The teachers constantly communicate in English in classes, familiarizing students with correct pronunciation and helping them acquire solid verbal command. This means that when teachers use English consistently in class, they help students become familiar with correct pronunciation and develop strong verbal skills.

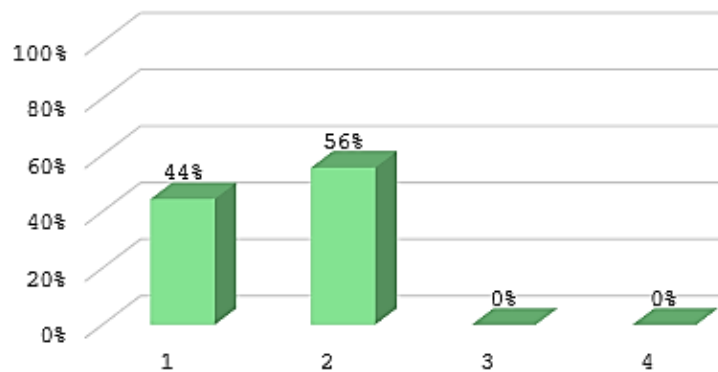
**Question 2:** Are the students open to do games during the class?

N.	Question	Scales	Students	Percents
2	Are the students open to do games during the class?	Always	4	44%
		Sometimes	5	56%
		Hardly ever	0	0%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 11.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

How do you think of the second question, a survey was conducted on 9 teachers, of to 4 teachers asserted that the students were always open to playing during the class, representing 44%. In comparison, five teachers considered that the students were sometimes open to playing during the class, which equals 56%. According to Cruz (2019). The games allow students to become independently involved in their learning. On the other hand, games help students to independently engage in their learning by offering autonomy in decision-making, encouraging intrinsic motivation, and developing problem-solving skills.

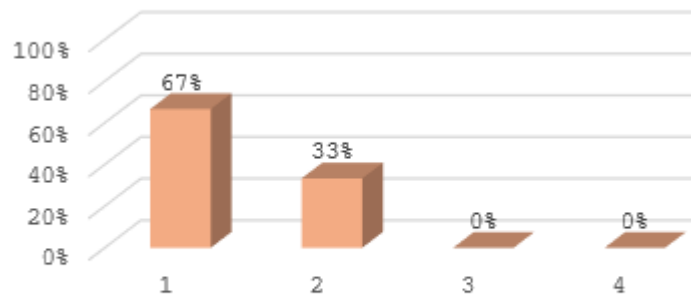
**Question 3:** Do the students enjoy games during the class?

N.	Question	Scales	Students	Percents
3	Do the students enjoy games during the class?	Always	6	67%
		Sometimes	3	33%
		Hardly ever	0	0%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 12.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

According to the third question, a survey was applied to 9 teachers, pointing out six agreed that the students enjoyed games during the class, which equals 67%. However, three teachers considered that the students sometimes enjoyed games during the class, which signifies 33%. According to Yıldız (2021). Learning is more effective when the environment involves fun and suits students' learning, such as curiosity, adventure, imagination, role-playing, challenge, visualization, problem-solving, discovery, and creativity. In addition, games are always fun for the learners so they attract their interest. The learners both learn the language and have fun in the classroom with the help of the games.

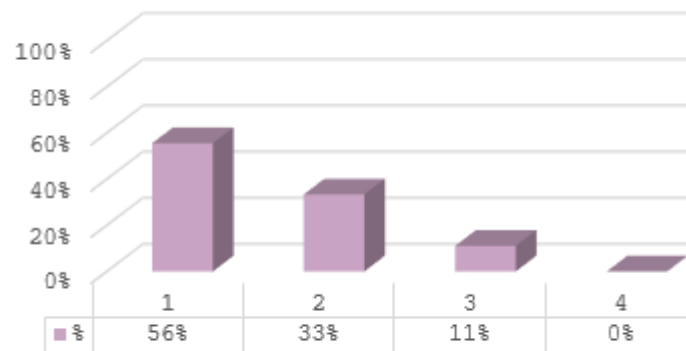
**Question 4:** Do the students understand instructions during the class?

N.	Question	Scales	Students	Percents
4	Do the students understand instructions during the class?	Always	5	56%
		Sometimes	3	33%
		Hardly ever	1	11%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 13.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

In accordance the results of the fourth question, 9 teachers were surveyed, mentions that 56% of the teachers argued that the students always understand instructions during the class, also 33% of the teachers stated that the students sometimes understand instructions during the class, on the other hand, 11% of the teachers responded that the students hardly ever understand instructions during the class and 0% of the teachers never. As mentioned by Cruz (2019). Students need clear instructions during class about how to use the game; otherwise, the class can become a space where students play without purpose or learning. Therefore, games must be guided and adjusted by the teacher. In addition, students need clear instructions and use games in class to ensure they stay focused on educational objectives. Without proper guidance, gaming can become a purposeless activity.

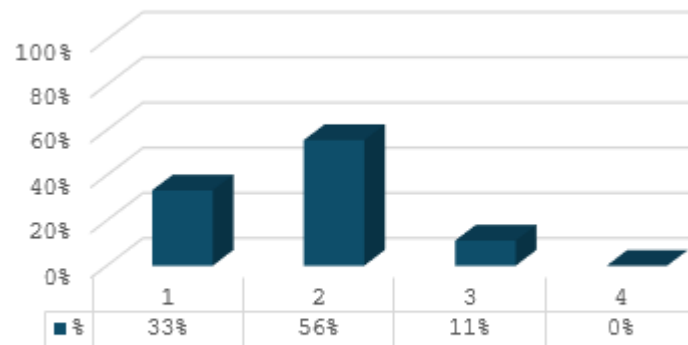
**Question 5:** Do your students speak English during the class?

N.	Question	Scales	Students	Percents
5	Do your students speak English during the class?	Always	3	33%
		Sometimes	5	56%
		Hardly ever	1	11%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 14.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

How do you think the fifth question, a survey was applied with 9 teachers, considering three that the students always speak English during the class, representing 33%. However, 5 teachers thought that students sometimes speak English during the class, representing 56%, the other hand one teacher considered that students hardly ever speak English during the class, representing 11% and 0% believe that it never. According to Cruz (2019). Oral interaction in the class includes teacher-student and student-student interaction to create an active learning environment, it is important to allow the students to speak English, where the teacher often asks the students questions and vice versa. Also, oral interaction between teachers and students in the class is essential for active learning, this interaction includes questions and answers, discussions, and group work, which help students improve their fluency in the language to develop speaking skills.

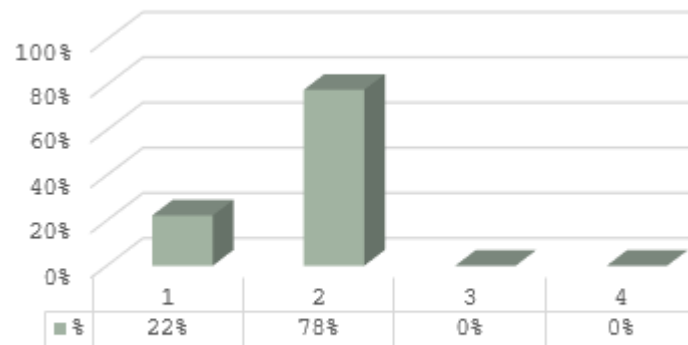
**Question 6:** Do the students give effective responses?

N.	Question	Scales	Students	Percents
6	Do the students give effective responses?	Always	2	22%
		Sometimes	7	78%
		Hardly ever	1	0%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 15.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

Based on the results of the sixth question, a survey was conducted to 9 teachers, of which two argue that the students always give effective responses, equaling 22%. However, 7 teachers considered that the students sometimes give effective responses, constituting 78%. According to Cruz (2019). Students give effective responses to various situational contexts, where operative oral communication is crucial for helping them retain new or unfamiliar vocabulary. However, students who give effective responses to various situational contexts show their ability to apply new vocabulary practically in addition oral communication, where students use language actively in real-life situations, is crucial for retaining unfamiliar words.

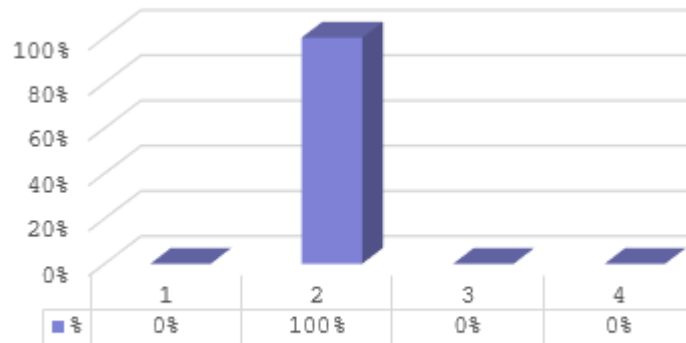
**Question 7:** Do the students speak English clear and fluent?

N.	Question	Scales	Students	Percents
7	Do the students speak English clear and fluent?	Always	0	0%
		Sometimes	9	100%
		Hardly ever	0	0%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 16.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

In accordance with the seventh question, a survey was conducted to 9 teachers, and all teachers considered that the students sometimes speak clearly and fluently, which equals 100%. According to Cruz (2019). Through games as strategies, the students' speaking makes communication more fluent and understandable, so using games to increase fluency is a noble resource in language learning. This means games are a valuable strategy in language learning, as they facilitate active speaking practice, improve fluency, and make communication more understandable.

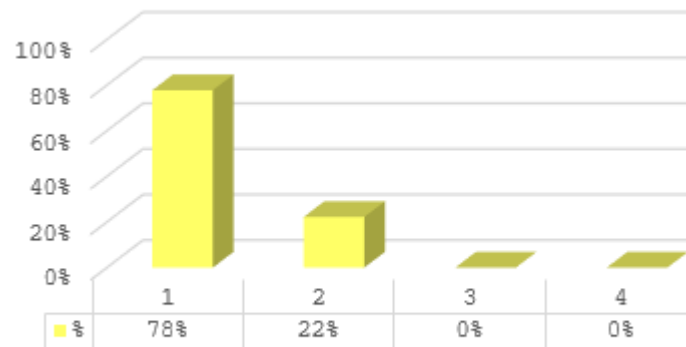
**Question 8:** Do you feel comfortable using game in the class?

N.	Question	Scales	Students	Percents
8	Do you feel comfortable using game in the class?	Always	7	78%
		Sometimes	2	22%
		Hardly ever	0	0%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 17.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

Based on the results of the eighth question, a survey was conducted of 9 teachers. Considering 7 that always feel comfortable using games in the class, representing 78%. However, two teachers mentioned that they sometimes felt comfortable using games in the class, which equals 22%. In agreement with Cruz (2019). The teacher will feel comfortable using games as a learning strategy to improve students' speaking skills and motivate oral participation during English classes. This game strategy will be found to be highly effective and beneficial for both students and language teachers. On the other hand, using games as a develop speaking strategy in the classroom helps teachers feel comfortable incorporating them to improve speaking skills and motivate oral participation in English classes. So, integrate games more effectively into their lessons, allowing games to be used naturally and enhancing the overall learning experience.

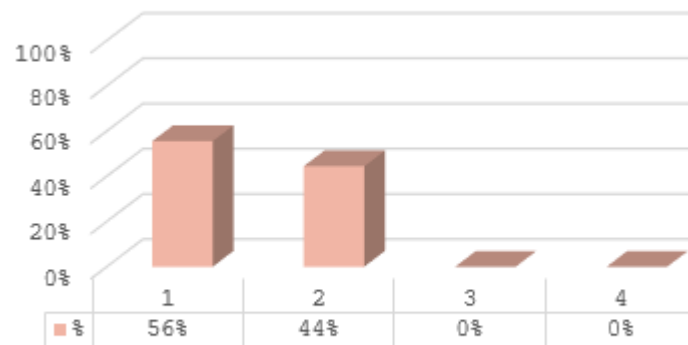
**Question 9:** Can games develop the English speaking skills of your students?

N.	Question	Scales	Students	Percents
9	Can games develop the English speaking skills of your students?	Always	5	56%
		Sometimes	4	44%
		Hardly ever	0	0%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 18.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

According to the results of the ninth question, a survey was conducted to 9 teachers, of these, 5 said that games can always develop students' English speaking skills, equaling 56%. In comparison, 4 teachers considered that games can always develop students' English speaking skills, which covers 44%. According to Cruz, (2019). Argued that games should be used in the speaking classroom to enhance the ability of students' ability to communicate. In other words, using games in the classroom can improve speaking skills as it is an effective strategy for improving students' ability to communicate. In addition, games facilitate active practice and encourage participation and interaction allowing to develop speaking skill and getting fluency in it.

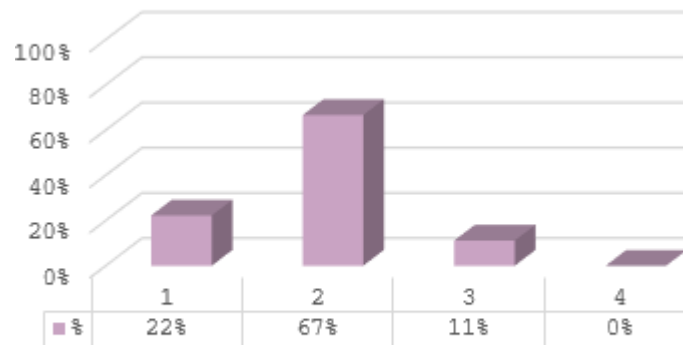
**Question 10:** Does the group speak English fluently when games are carried out in classes?

N.	Question	Scales	Students	Percents
10	Does the group speak English fluently when games are carried out in classes?	Always	2	22%
		Sometimes	6	67%
		Hardly ever	1	11%
		Never	0	0%
Total			9	100%

Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

**Figure 19.**



Source: Eighth level PINE UTC

Elaborated by: Basantes & Farinango

Based on the results of the tenth question, a survey was applied to 9 teachers, two respondents that the students always speak English fluently when use games are carried out in class, representing 22%. However, 6 teachers thought that sometimes the group spoke English fluently when games were carried out in class, equal 67%, the other hand one teacher considered that hardly ever the group spoke English fluently when games were carried out in class, corresponding to 11% and 0% believed that it never. According to Cruz (2019). The games helped students speak English fluently and develop communication skills in class. Also, the use of games as a strategy helps students speak English fluently and develop communication skills. Through participation in games, students can improve their verbal fluency, gain confidence, and acquire effective communication skills in a dynamic environment.

### **8.3 GENERAL ANALYSIS OF THE USEFULNESS OF GAMES FOR DEVELOPING SPEAKING SKILLS**

This analysis highlights how different types of games can be leveraged to improve English speaking skills.

**Frequency of game use:** The analysis reveals that a significant percentage of students (68%) indicate that games are sometimes used in classes to develop speaking skills. As well as, games being present in the classroom, there is an opportunity to integrate their use in a more consistent and structured way to maximize their effectiveness. On the other hand, preference for games in learning: A high proportion of students (68%) prefer games as a learning strategy, highlighting the popularity and potential of games to make the learning process more engaging and effective. In addition, a preference that games are perceived as a valuable tool for learning, especially in developing speaking skills.

**Most effective game strategies:** Crossword Puzzles (38%): These games are valued for their ability to practice vocabulary and language structures in an interactive format. However, they are associated with vocabulary development, their use can be more effective if verbal discussions and explanations are integrated into the classroom. Word Games (35%): Games such as Scrabble or Boggle are highly valued for their ability to stimulate active language use. Also, these games encourage creative word formation and use, reinforcing verbal production. Pictionary (13%): This game promotes verbal description and effective communication by requiring students to explain concepts and words through drawings. In addition, it encourages the practice of detailed descriptions and the ability to express oneself clearly. Other Games (14%): Games such as Taboo, Charades, and Scattergories are also appreciated for their ability to generate interaction and speaking practice in various contexts.

Frequency of English use during games: 65% of students indicate that they sometimes speak English during games. However, games are a good opportunity to practice speaking, although the frequency and quality of practice can vary. Games can be effective tools if used regularly and in a structured way.

Classroom interaction: 54% of students feel the games sometimes increase classroom interaction. This underscores the potential of games to foster a dynamic and engaging learning environment, although the frequency with which they contribute to interaction could be improved. In addition, games enjoyment and attitude: 44% of teachers indicate that students are always open to playing games in classes, while 67% state that students enjoy playing games in the classroom. Also, a positive attitude towards games and the fun associated with them can increase students' active participation in speaking practice.

Speech clarity and fluency: All teachers indicate that students sometimes speak English clearly and fluently. However, games are a valuable tool for improving speech fluency and clarity, they must be used regularly for best results. Nevertheless, speaking skill development through Games: 56% of teacher's state that games always develop speaking skills. In addition, games are recognized as an effective strategy to improve communication skills, providing active and motivating verbal practice. Also, English fluency during games: 67% of teachers observed that the group spoke English fluently at times during games. As well as not all groups were completely fluent, games helped to improve students' verbal fluency and confidence in their communication skills.

Teachers' comfort with games: 78% of teachers are always comfortable using games in class. On the other hand, this comfort with using games can positively influence the effective implementation of games in the classroom, contributing to more consistent and motivating practice.

## **9. RESEARCH IMPACTS**

The present study focuses on the use of games as strategies to develop speaking skills at the Technical University of Cotopaxi, Pujilí Campus. It aims to generate a positive impact in both social and academic aspects through the results derived using games as strategies to enhance speaking skills among first-cycle students. This strategy encourages the teacher to change the strategy to develop speaking skills, leaving aside the traditional methods by using different games as strategies that allow a better apprehension and practice of new words. The findings may benefit future students and help identify the most effective game strategies for developing speaking skills and supporting teachers. Moreover, this research could serve as a precedent for other researchers or teachers to conduct future research applying the game as a strategy to develop speaking skills spontaneously with activities that motivate the acquisition of target speaking skills.

## 10. CONCLUSIONS AND RECOMMENDATIONS

### 10.1 CONCLUSIONS

- Based on the literature review, different games were categorized as strategies that help develop speaking skills. Using games in teaching English offers an innovative and effective way to develop speaking skills. In addition, to fostering a dynamic and engaging learning environment, gaming strategies help students improve their speaking fluency, accuracy, and confidence. On the other hand, the key to their success lies in careful and consistent implementation that leverages the unique advantages of games to address language needs by helping students achieve speaking fluency, pronunciation, and a broad vocabulary.
- The survey was analyzed to interpret the perspectives of students and teachers on the use of games as strategies to develop speaking skills. According to this research, both students and teachers showed interest in implementing games in the classroom as they are useful in developing students' skills. Additionally, teachers and students alike recognize the value of games in the classroom for developing English speaking skills. Games not only make learning more fun and engaging, but they also offer meaningful opportunities to practice the language in an interactive environment. However, for games to be truly effective, it is crucial to ensure proper implementation and provide clear instructions.
- Using games as strategies to develop speaking skills has generated a positive impact on students and teachers this has allowed them to know the most favorable games as strategies in the process of learning a foreign language. For this reason, according to the answers obtained from the survey, it was determined that games are useful in the learning of a second language.

## 10.2 RECOMMENDATIONS

- It is recommended to consider the topics addressed in the literature of this research, as well as other topics that contribute to teaching the English language through games as strategies to develop speaking skill. Additionally, it is vital to investigate the use of game strategies, its implications in learning, and its advantages and disadvantages to know which one adapts and provides better results in the development of speaking skills in English.
- As a recommendation, it is suggested that teachers use and incorporate games on a recurrent basis, as they can ensure the development of the students' speaking skills, taking into account that it will make the students see learning English as something fun and interesting, and not as something of obligation. Also, teachers can have much more active classes and help students to have better communicative development.
- Finally, it is suggested that teachers continue to use the games as strategies, since it is possible to observe better development in class and in speaking skills, taking into account the students' perceptions, as well as that teachers use games that are adequate for the students to develop speaking skill and also that have a linguistic and understandable level for the whole class.

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