

*University of Holguín*  
*José de la Luz y Caballero Campus*

*Faculty of Senior High Education*  
*Department of Education-English Language*

# *Diploma Paper*

*Title: Games to improve English Oral Expression in 7<sup>th</sup> grade students from Juan José Fornet Piña Junior High School.*

*Author: Ailyn Peña Mulet*

**2017**

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grade students from Juan José Fonet Junior High School*

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2017

## *Abstract*

This research is directed to better up the teaching-learning process of English in seventh grade students at Juan José Fornet Junior High School. Its main goal is to develop oral expression through games which were designed and adapted to this purpose. That is why this research will play a quite relevant role for English teachers when developing such an important skill in seventh grade students. Consequently, it is expected that this research serves as a usual and instructive material due to the fact that this is aiming at the fulfillment of the research objective which is to design games to improve English oral expression in seventh grade students at Juan José Fornet Junior High School.

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# *Introduction*

In today's global world, the importance of English cannot be denied or ignored. It is the most common language spoken internationally. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering and education. It's the official language of sixty-four different countries and it is spoken by over a billion and a half people worldwide.

The development of new technologies of information and communication creates new spaces for interaction and cooperation among countries. In this context, the English language plays a very important role to guarantee the relationship that Cuba has established with many countries of the world.

Teaching and learning English is a priority in the Cuban System of Education. It responds to economic, social, cultural, political and diplomatic realities. The main goal of the English subject in terms of language is to develop communication and an acceptable level of communicative competence in English, which takes place in the interaction of two or more persons. The subject contributes to the students' formation of their vision of the world, and will reinforce the curriculum of Junior High School by favoring the education of responsible and committed students.

The teaching of English not only should contribute to the functional linguistic efficiency, but also to the ability of building and rebuilding new knowledge which means to develop in the students' knowledge, habits and basic skills that allow them to communicate in the foreign language: to understand oral and written information and to express orally about familiar topics in their school and social lives and to draw up simple and short messages. The English subject contributes to the students' scientific formation taking as a starting point the language as a social phenomenon and the relation culture-thinking-language.

It is proved that the teaching-learning process of English had been carried out for a long time assuming a structural approach of the language, something that brought about serious consequences seen in the students' low communicative

competence. This was revised and taken into consideration for declaring the communicative approach as the main concern when teaching English nowadays.

Oral expression pertains to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules. Oral expression is the ability to convey desires, needs, thoughts, and ideas meaningfully using appropriate syntactic, pragmatic, semantic, and phonological language structures.

In Cuba different researchers have investigated, based on communicative conceptions. Communication has been approached by: Faedo, A. (1998); Medina Fernández, A. (2003); Batista, (2003); Ramirez, I. (2004) Z; Ochoa (2013), Cruz (2013) etc.

These authors have offered important criteria for the development of English oral communication. All of them coincide that the main goal is to teach English by means of the communicative approach.

Different instruments like the observation to the students' performances, surveys and interviews were applied in the teaching learning process to determine the current state of the oral expression in seventh grade students at Juan José Fonet Junior High School.

After analyzing the results obtained from the application of these instruments, the author got the following **Regularities** in the development of the oral expression skill:

- Students consider that oral expression is important.
  - Some teachers do not always give the importance that the oral skill has in this grade.
  - The situations proposed for speaking are not in correspondence with the students' needs and expectations.
  - Most of the students' spoken language is unintelligible, since little attention is given to pronunciation.

- The lack of suitable materials to satisfy the requisites of speaking lessons.

Departing from a deep analysis of the difficulties stated before, the following **Scientific Problem** emerged: How to improve oral expression in English in seventh grade students at Juan José Fonet Junior High School?

Then, the **Research Object** can be determined as: The teaching-learning process of English in seventh grade students at Juan José Fonet Junior High School

In order to find a proper solution to this scientific problem, it becomes a necessity to devise the following **Research Objective**: The designing of games to improve oral expression in seventh grade students at Juan José Fonet Junior High School.

Consequently the **Scope of Action** is: The English Oral Expression in seventh grade students at Juan José Fonet Junior High School.

To facilitate the development of this research, the **Scientific Questions** posed were:

1. What are the theoretical foundations that support the development of the English oral expression and games in seventh grade students at Juan José Fonet Junior High School?
2. What is the current state of the development of English oral expression in seventh grade students at Juan José Fonet Junior High School?
3. What games could be designed to improve English oral expression in seventh grade students from Juan José Fonet Junior High School?
4. How effective are the games proposed to develop English oral expression in seventh grade students at Juan José Fonet Junior High School?

To give a proper answer to these questions, the **Research Tasks** that follow will be accomplished:



1. To determine the theoretical foundation that supports the development of oral expression and games in English.

2. To diagnose the current state of the development of English oral expression in seventh grade students at Juan José Fornet Junior High School.

3. To design games for the development of English oral expression in seventh grade students at Juan José Fornet Junior High School.

4. To corroborate the games in seventh grade students at Juan José Fornet Junior High School.

During the investigation, the following **Research Methods** were used:

From the **empirical level**:

◦ **Interview**: to diagnose the initial state of oral expression and it was also used to know the students' and the teacher's opinion and experiences about oral activities.

◦ **Observation to English lessons**: to detect the factors that affect the teaching-learning process of English through the development of the oral expression skill.

◦ **Survey**: to diagnose the initial state of the problem by knowing teachers' and students' opinions about the teaching-learning process of English, especially of the oral expression skill in seventh grade.

◦ **Specialists' opinions**: To know the specialists' criteria about the proposal of games to improve English oral expression in seventh grade students at Juan José Fornet Junior High School.

◦ **Pre-experiment**: to corroborate the effectiveness of the proposal of games to improve English oral expression in seventh grade students at Juan José Fornet Junior High School.

From the **theoretical level**:

◦ **Analysis-synthesis**: to design the theoretical support in relation to the development of oral expression through the English lesson and also to elaborate

the learning games to improve the development of the oral expression skill in seventh grade students at Juan José Fonet Junior High School.

◦ **Inductive-deductive:** In the setting of conceptions to determine effective methods to teach oral expression in seventh grade and arrive at a general conclusion.

**Modeling:** to devise the games for the development of oral expression.

The **novelty** of this investigation is the proposal of games to improve English oral expression in seventh graders from Juan José Fonet Junior High School.

**The practical contribution:** The use of games to develop the English oral expression in seventh grade students from Juan José Fonet Piña Junior High School.

# *Chapter One*

## 1.THEORETICAL FOUNDATIONS RELATED TO THE DEVELOPMENT OF ORAL EXPRESSION AND GAMES

The chapter includes the necessary theoretical conceptions that support the use of games to improve English oral expression in seventh grade students and the characterization of the current state of the development of this skill

### **1.1The teaching learning process of communication in English as a foreign language**

The teaching learning process is an activity with a communicative character, in which teachers and students are involved, and they establish relations which are essential for the effectiveness of the teaching learning process.

All relation with the communication process has a specific task to develop. In the educational process the teacher has an important role because he guides the teaching learning process but the students should develop different communicative functions for achieving a desired goal within the educational process.

Teachers select the ways through which they can transmit the contents. They must master the requirements of each method to assure the transmission of meaning. Teachers know the way that they can use for achieving the motivation of the students in their lessons and study how the students want to work in class and which are the characteristic of their students.

Hadfiels (1999) says that speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation.

New Webster Dictionary (1994) states that speaking is an act to express ideas, feelings, and thoughts orally. It is also called oral communication.

According to Syakur (1987), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency.

Speaking is an act that is done naturally by people in their lives. Sometimes they share their problems to someone they believe in. They have a freedom to express what they want to say.

Language is a tool which is used to communicate with other. One of the ways is speaking. Speaking here means individual's ability in expressing the idea. According to Oxford Advanced Learner's Dictionary, speaking is making use of words, knowing and being able to use language : expressing oneself in word, making speech, while is the ability to do something well. Therefore the writer can infer that oral expression is the ability to perform linguistic knowledge in actual communication. It is the ability to express our ideas, feelings, thoughts and needs orally.

As speaking is to communicate, it generally becomes the main goal of learning a language. People learning the language certainly want to speak it. It means when someone wants to master a certain language being learned, the first language skill he wants to acquire is speaking, because it will make them able to practice it with other people.

Furthermore, Briendley (1995) makes specification about oral expression. Here oral expression can be defined as speaking. He believes that it is to:

1. Express oneself intelligibility
2. Convey intended meaning accurately with sufficient command of vocabulary
3. Use language appropriate to context
4. Interact with other speaker fluently.

Based on the definitions above, it can be concluded that speaking is a cognitive skill which demands fluency, intelligibility, appropriateness and accuracy in its process.

Speaking has many different aspects, said Gower, Philips, and Walters (1995).

### 1. Accuracy

Accuracy involves the correct use of vocabulary, grammar, and pronunciation.

It can be said that accuracy is the ability to produce sentences using correct grammar and vocabulary. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

### 2. Fluency

Fluency can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes.

Brown (1994) defines distinction between accuracy and fluency. To be accurate means to be clear, to articulate grammatically and phonologically correct. While, to be fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

Oral expression seems to be one of the most important skills in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teachers' participation at the appropriate level in other words, not too much, said Harmer (1998).

According to Byrne (1997), the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.

2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.

3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them namely: the teachers as motivator. Teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

The goal of teaching oral expression is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur (1999), there are some characteristics of a successful speaking activity:

a. Learners talk a lot.

As much as possible of the period allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high.

Learners are eager to speak because they are interested in the topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

d. Language is of an acceptable level.

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

According to Ur (1996), there are some problems faced by learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low participation, and the use of the mother tongue. Those problems can be explained as follows:

1). Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2). The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3). The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4). The use of the mother tongue

In a number of lessons, learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking in their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

## **1.2 The role of games in the teaching learning process of English as a foreign language**

In teaching and learning activities, there are many activities to develop the oral expression. One of them is games. Games have a purpose beyond the production of correct speech, serves as a good communicative activity. The aim of all language games for students is to use the language. However during the game play learners also use the target language to persuade and negotiate their way to desire the result.

According to Jill Hadfield (1996) a game is an activity with rules, a goal and an element of fun.

This author also said that there are two kinds of games: competitive games and co-operative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And co – operative games are games in which players or teams work together towards a common goal. In teaching and learning activities, there are many activities to develop the speaking skill. One of them is games. Games have a purpose beyond the production of correct speech, serves as a good communicative activity. The aim of all language games for students is to use the language.

Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved. Game activities are an excellent way of motivating learners to speak. Games introduce competition into language-building activities. In other words games create a meaningful context for language use. The competitive atmosphere also makes learners concentrate and think intensively during the learning process .Language learning should be enjoyable.

According to Caesar Kleur (1998), games have many characteristics, such as:

1. A game is governed by rules. To make a simple activity into a game rules is important.
2. A game has objectives. One of the rules is the achievement of an objective.



These objectives can be something like making points correctness of finishing an activity first.

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

There are many advantages of using games in the classrooms. Lee Su Kim (1995), stated that “Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading. They create a meaningful context for the language use.

From the definition above it can be said games encourage, entertain, teach, and promote fluency. They should be used because games help students see the beauty in a foreign language and not just problems of the foreign language itself.

Language learning is not easy. Someone must take effort, which is required to understand and manipulate the language that can be used by many learners. Games help the teacher to create context in which the language learning is useful and meaningful. A useful interpretation of meaningfulness is that the learners respond to the context in a definite way. If they are amused, angered, intrigued or surprised the context is clearly meaningful to them.

Ochoa (2013) quoted Ersoz who said that language learning is a hard task which can sometimes be frustrating. He also said well – chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Games are highly motivating because they are amusing and interesting.

Games also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. Jill Hadfield (1996) states that games make use of a variety of techniques. Variety is important in language learning and teaching and a succession of games based on the same principle. Technique used for instance includes information gap, collecting, combining, role play, and simulation technique.

Based on the explanation above, it seems clear that games provide an opportunity for intensive language practice, offer a context in which language is used meaningfully. Games are also used as a tool for teacher to diagnose the area of difficulty in the teaching and learning process. Last but not least, although games use many kinds of techniques, the important reasons for using games is simply that they are immensely enjoyable for both teacher and students.

Games can be played by class, individual, pair and group work. The four types of grouping, pair and group work are very important if each learner has sufficient oral practice in the use of language. In class work it is easy to demonstrate that learners say only one or two sentences in a lesson. Pair work is easy and fast to organize. It provides opportunity for intensive listening and speaking practice. Group work is essential if some games require from four to six players.

According to Wright (1997), pair work is better than group work if there are discipline problems. He also said that for all the reason we often prefer to organize games in pair or general class work, rather than in group work.

According to Wright et al (1997), there are several types of games:

#### 1. Picture games

A picture game is a game in which the use of pictures plays a major part. These games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationship between pictures.

#### 2. Psychology Games

This game has included the variety of games which might all lead to a greater awareness of the working of human minds and senses. There is much individual variation of opinion and experience in psychology games, and also encourage concentration and language use.

#### 3. Magic Trick

In magic trick games repetition is authentic needed. Because magic trick always attract attention and invite comment, there is a potentially large occurrence of other language.

#### 4. Caring and Sharing Games

All the games in this section demand encourage trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share personal feelings and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to caring and sharing activities.

#### 5. Sound Games

Sound effects can create in the listener's mind an impression of people, places, and actions. There is a demand for the listener to contribute through imagination. This inevitably leads to individual interpretation and individual points of view and to express opinions and ideas.

#### 6. Card and board games

The examples of these games are snake and ladders. We can make variations in order for the full value of achievement.

#### 7. Story Games

This game provides a framework for learner to speak and write at length instead of engaging in short exchange. The teacher should decide that it might be helpful to correct certain errors that are made, make a written or mental note of the errors during the story telling.

#### 8. Word Games

This game focus of intentions is initially on the word rather than the sentence: spelling, meanings, words for sentence-making, words as inferred from contexts, or words as categorized according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length.

#### 9. True/false games

This game is to decide which it is, someone makes a statement which is either true or false.

## 10. Memory Games

Essentially, these games challenge the player's ability to remember. The inevitable differences between what players remember lead to discussion, in which opinion and information are exchanged.

## 11. Question and answer games

This section is a variety of games designed to create contexts in which the learner want to ask question in order to find something out, usually connected with grammatical points.

## 12. Guessing and speculating games

In guessing and speculating games, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner and/ or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in a more extended, connected way.

## 13. Miscellaneous Games

The examples of this game are fortune teller, put it together, what can you do with it, predicaments, and zip. According to Caesar Klaueur (1998), there are four types of games.

### 1. A cooperative game.

In this type of game, the main action is centered in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students ,since it requires the participation of all the members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things.

Students are involved in the exchange of information to complete the task and in giving/following instructions

### 2. Competitive games

As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class (as in 20 questions). The competition may also be of individuals against other individuals. The object of this type of game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding penalties. The rules may require the players to produce correct language as part of the game and force students to draw conclusions more quickly.

### 3. Communication Games

The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. For example when giving instructions, the player giving them must be clear, and the player following them must do exactly what he is required to. The tasks are usually practical, like following instructions, drawing, persuading other players, etc.

This means that players will concentrate on the task rather than on the language, besides, students can see the results of their use of language at once which will help to build students confidence.

### 4. Code-control Games

This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.

Teaching speaking is hard work, especially in teenagers' class. The personalities of students play a large role in determining how quickly and correctly they will accomplish the goal. Teenagers often do not feel comfortable using English in the classroom, because they feel self-conscious doing so. Teenagers are very sensitive. One stop English said that they feel silly speaking a language in which they know they are making mistakes, speaking English is difficult, it is not fun.

Nevertheless, learning a language should be enjoyable. Every opportunity for speaking in the classroom should be taken, it is by trying to communicate that students realize their needs for language and by speaking they increase their fluency and opportunity. One of the ways to accomplish the goal is by using

games. Gower (1995) said that games are particularly useful with younger learners but are generally popular with students of all ages, especially if they appreciate how they can help them improve their English.

According to Grin, games claim to be fun and natural. He said that games create situations in which learners are not aware anymore that they are still doing hard work, especially learning. They are involved in games and are trying to reach its goal. When designing a task for speaking; one important consideration is the language proficiency level of the students. It is good to give the students a task at times that challenge them. Angkana Deesri states that competition in games can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams.

Games are including in creative or freer communication. Some games rather than being amusing, encourage students to use their knowledge of the world around them rather than linguistic knowledge, which brings the world into our classroom. The description is based on what Gower says:

“The students are given the opportunity to experiment, to see how far they can communicate in situations where all the choices of language used are made by the people speaking; to practice the fluent use of language they know. In general these activities both increase the students’ motivation, since the students talk for themselves, and help bridge the gap between rather artificial world of the classroom, with its controlled language practice, and the real world outside”(Gower, 1995).

These types of games are useful for the development of the oral expression, but in this case the games that the author designs belong to the competitive games, picture games questions and answer games and code control game.

One of the ways to practice speaking in class is using pair work tasks and group work activities. Related to games, they are included in group activities.

Cross (1991) said that simple guessing games can be played in group. He also said that easy ones to use are whom I am thinking of? What’s my profession? And Guess what I did?

Games encourage the students to be active in the classroom, entertain them, teach the language naturally, and promote fluency. They should be used because they help students to see the beauty in a foreign language and not just problems of the foreign language itself.

### **1.3 Current state of the development of English oral expression in seventh grade students at Juan José Junior High School**

The problems declared in this Paper first emerged from the results of tests applied to the pupils, which showed difficulties in the skill. Interviews to teachers, surveys to pupils and lesson observations (see Appendixes I, II, III, IV) proved too that oral expression is a problem.

Lesson observation rendered that oral communication exercises are applied at a very low level, that the pupils hardly talk and are unmotivated. Ten lessons were visited during a period of time and the indicators were the following.

1. The way the teacher prepares herself to work the oral expression .
2. Projection of the exercises proposed.
3. Pupil interaction.
4. The student motivation.

In most of the lessons the exercises used are reproduction ones, in writing, completion and monologues. The teacher used only the basic teaching media.

The interview to teachers defined the following regularities:

1. They are in favor of developing oral expression in the lesson, giving stressed importance to this skill.
2. They state that oral practice is neither properly nor fully treated and implemented.
3. They say oral exercises are prepared occasionally.
4. They do not use games in their classes

The survey to the pupils rendered that many of them do not like the exercises presented to practice the language they are exposed to. Some declared that: "Things in class ought to be nicer", "We exercise for passing an evaluation",

Therefore, general regularities that arise from the analysis are:

The pupils are not motivated by the subject because of the lack of language. In reality the students are not able to express their ideas fluently. Based on the goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the fact which happens in the classroom. The fact can be shown through the observation and the interview.

From the observation done by the researcher, lack of students' speaking proficiency is the problem. Their vocabulary, grammar, and pronunciation are low which make them unable to say something during the speaking class.

Related to the competence of the students' oral expression, there are some indicators which show that they do not speak accurately.

First, in language teaching class, they rarely answer the questions given by the teacher orally. Second, they also speak with many pauses. Third, they get difficulties to find the appropriate words to create sentences or expressions. Fourth, dealing with the vocabulary mastery, for instance when the teacher asks the meaning of seldom, never, several of them cannot answer them. Another difficulty is found in the speaking material. The teacher has to translate all the sentences first before explaining what kind of expression it is.

Other indicators are shown in the classroom atmosphere. During the teaching learning process, the students are not enthusiastic and interested in joining teaching activities. Only a few students have great willingness to speak up voluntarily. They do not enjoy the lesson. When all the students speak together, it gets too noisy. Moreover when the time of teaching and learning conducted after break time, they look tired and show low motivation to follow the teaching learning process. For instance when the teacher asks them to come forward to have speaking practice with their friends, they refuse it.

During the lesson, the teacher asks students to do the exercise in the workbook. They just rely on the task in the workbook. Sometimes they just cheat other



students' answer and copy it. If there is a dialogue, the teacher asks them to complete it and read it in front of the class. This technique cannot enhance their speaking proficiency.

Based on the fact, the writer would like to improve their proficiency in speaking by conducting an action research by using games. There are several reasons why they can improve the students' speaking proficiency. First, they help the teacher to create context in which the language is useful and meaningful. Learners want to take part and in order to do so they must understand what others say or write, and they must speak or write in order to express their own point of view or give information. Second, enjoyment of games is not restricted by age. It is generally accepted that young learners and adult are very willing to play games.

## *CHAPTER 2*

### **The proposal of games to improve English oral expression in seventh grade students at Juan Jose Fornet High School**

The students from seventh grade with which this investigation was carried out are under the age of twelve and thirteen years old. It is a difficult stage because they are adolescents and it is hard for them to focus on the activities in the classroom, especially if they are uninterested on the topic. According to the interview they like the English lessons but they rarely talk or participate in it, that's why it can be said that they have difficulties in the oral skill.

The games proposed in this work are fun and relaxing for learners. They are also motivating for the students and provide opportunity for intensive listening and speaking practice. These games proposed in this work accomplish didactic requisites that are essential to favor motivation and the oral expression. The author has been careful to guarantee the fulfillment of the following requirements: Games should:

- Be meaningful, contextualized and very near to the students' personal experiences.
- Be designed in accordance with the students' possibilities and interest.
- Be flexible, varied, clearly defined and well oriented.
- Contribute to the students' active participation.
- Be correctly graded according to the students' stages of development and learning styles.
- Generate the students' proposals of new games.

#### **2.1 Proposal of games to develop oral expression in seventh grade students**

Unit 2 :What is your town like?

This unit comprises the vocabulary to express orally and in writing using the communicative functions: to ask and answer about different places in the city, ask and answer where a place or a person is, ask and give directions. The vocabulary of the unit is related to different questions to ask and answer such as Where is...?

Is/Are there...? The ... is across from..., What's your address? How many ... are there...?

1- Game: Where is.....?

**Objective:** To express orally using the communicative function: giving directions up to a partial production level.

Procedures: The teacher divides the group into two teams then she draws up a map of the city on the board. The teacher asks the students where a place is and gives them some minutes to elaborate the answer. The team which gives the more exactly address has 1 point and the winner will have 5 points

Useful words: next to, in front of, besides, across from

Eg. Teacher: Where is the park?

Student: The park is.....

Unit 3 what is your house like?

This is the third unit from the seventh grade syllabus, it is very important because the students are going to ask descriptions of their houses, rooms and furniture as well as to learn how to love their belongings by knowing the importance they have for their lives. The communicative objectives to be developed in this unit are asking description of the house, its rooms and furniture, describing the house, asking and answering in what part of the house a person is, to comprehend oral and written information and to write simple descriptions. From the grammatical point of view they are going to learn the question where +be..? Personal pronouns+be, there is \are, is\ are there, it is in the living room, contractions: pronoun be, be+not.

The lexical items they are going to study are parts of the house, furniture and electrical appliances.

2- Game: Where are you?

**Objective:** To express orally by asking and answering questions about the parts of the house and what is in it up to a partial production level.

Procedure: the teacher divides the class into four groups and gives them a piece of paper with the name of a room, it could be a dining room, a kitchen, a bathroom

etc. then the teacher asks one student from the first team to stand in front of the class while the others ask him or her questions to find out which is the room that she or he has.

E. a: are you in your house?

B: yes, I am

a : is there a bed?

B: no, there is not

a : Is there a table ?

B: yes, there is,

c : are there some chairs?

B: yes, there are

C: are you in the dining room?

C: yes, I am in the dining room

Unit 4 what is Mum doing?

This is the 4<sup>th</sup> unit of the 7<sup>th</sup> grade syllabus. It is very important because the students are going to identify the members of the family and to ask and answer what a member of the family is doing at the moment of speaking, very suitable for their daily life. While they are identifying the members of the family they will be able to talk about the family tree. To ask and answer where a person is allow them to establish a talkative conversation.

3- Game: Who are they?

**Objective:** To express orally talking about members of the family using the present continuous tense up to a partial production level.

Procedures: The teacher divides the class into 4 groups and asks the first team to represent their family and what they are doing by mimic. The other teams try to guess what the member of the family they are and what they are doing. Each team has three opportunities to guess it. They will have a point for every member identified. When all the characters and their actions have been identified, the second team is going to do the mimic and so on. The winner will be the team that accumulates more points.

#### 4- Two Truths, One Lie

**Objective:** To express orally asking and answering questions about personal information up to a partial production level.

Procedures: Each student should write three facts about themselves on a piece of paper. Two of the facts should be true, and one should be a lie. Students read aloud the facts, and give the other students a chance to question them and decide which statement is a lie. The student which has found out more lies is the winner

#### Unit 7 what is your friend like?

This is the seventh unit from 7<sup>th</sup> grade syllabus, it is very important because the students are going to count from 20 to 100, to do some simple mathematical operations, to ask and answer about nationalities and languages of different countries, to ask about physical and moral characteristics of people, describe objects and people in oral and written way very useful in their daily life while fostering linguistic and social skills.

#### 5- Game: Find the Differences

**Objective:** To express orally up to a partial production level using the communicative function: describing people

Procedures: The first step is to find a suitable picture. These might come from books and magazines, or from the internet. The teacher divides the class into two groups, then the teacher shows the students two pictures with two men or two women and asks the students to find the differences. The team that finds more differences is the winner.

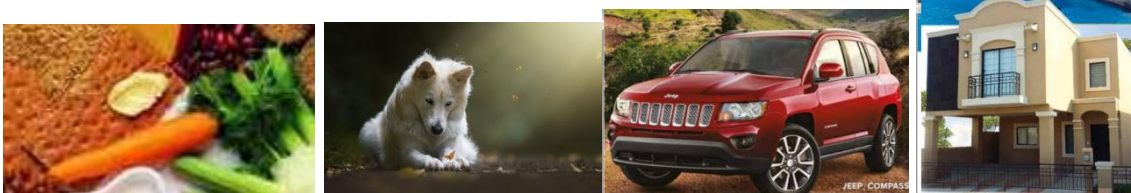
Useful words: green, violet, pink, blue, fence, long, short , hair, eyes



6- Game: Finding out what it is.

**Objective:** To express orally up to a partial production level using the communicative function: describing things

**Procedures:** The teacher divides the group into 4 teams, and then asks two students from each team to come in front of the room. The teacher gives them some pieces of paper with a picture or a word of a different object, animal etc. The couple has to describe the object to their team and it has to guess what it is.



**Useful Words:** hairy, wheel, driving, vegetable, garage

**E:** Couple 1: It is vegetables, the color is orange, and the rabbit likes it a lot.

Team 1: A carrot!

When the team guesses it, they have a point and the teacher change the couple for another one from another team and repeat the activity until one team gets five points.

#### 7- Descriptive Drawing Activity

**Objective:** To express orally up to a partial production level using the communicative function: describing things.

Procedures: The teacher divides the group into four teams and gives a picture face down to one student from each team. They must describe the picture for another team. At the end the team that made the drawing more similar to the picture is the winner.

Useful words: palm tree, clock, handkerchief, roses, leaves, cacao



#### 8- Who am I talking about?

**Objective:** To express orally up to a partial production level using the communicative function: describing people.

Procedures: The teacher divides the group into four teams and gives them a piece of paper with some names of the students. Every team has different names and they have to describe those students from the list without revealing the name. The other teams have to guess who they are talking about and they are going to get 1 point if they guess it. The winner will have 10 points.

Useful aspects: hair, eyes, height, weight

9- Where are you going?

Objective: To talk about the different places of the city and describing them.

Procedures: The teacher organizes the group in four teams and gives them some pieces of paper with the name of places of the city. The teams have to describe these places and what they are going to do there. Their partners have to guess what the place is. The team that guess it has 1 point and the winner is the team that gets 5 points.

Useful words: books, chairs, a lot of people, artists, baseball, librarians, computers

Unit 2: **What are they wearing?** It is the ninth unit of the 7<sup>th</sup> grade syllabus, it has 9 lessons in which the students will learn how to express about clothes, to describe clothes orally and in a written way and to comprehend oral and the written information using the corresponding communicative functions: Talking about clothes.

10- Game: What is in the box?

**Objective:** To express orally up to a partial production level about colors and clothes.

Procedure: The teacher divides the group into four teams, and gives them a little box with some clothes made of pieces of paper. Then the teacher asks the students to guess what is in there without opening the box. The teacher says to the students that there are some clothes and each member of the team has to guess one. The teacher makes a list on the board with the clothes that each team says



and at the end they open the box. The team that guesses more clothes is the winner.

## CHAPTER 3

### **Application and corroboration of the games to improve English Oral Expression in seventh grade student from “Juan Jose Piña” Junior High School**

With the purpose of corroborating the effectiveness of the proposal of games two main empirical methods were applied: a pre-experiment and a survey to specialists. For the pedagogical corroboration of the games of this investigation, the author selected a sample of 30 students of 7<sup>th</sup> grade from Juan Jose Fonet Piña Junior High School. The composition of the chosen group is balanced according to age and sex. The average age of the students is twelve. Fifteen of the students are female and the rest are from the opposite sex. Nine of them are motivated towards the study of English due to the fact that they think it is of great importance for their future life. The previous selection has been made in one out of the six groups of 7<sup>th</sup> grade at “Juan Jose Piña” Junior High School. The pre-test is a departing point of reference that allows the author to know the level of the students’ oral expression in English, before introducing the games.( See appendix 4). After that, the following results were obtained:

- 1- six pupils could solve the exercise in a correct way.
- 2 -six pupils could solve part of the exercise in a correct way.
- 3 -eighteen pupils could not solve the exercise and manifested a poor mastery of the English language.

That’s why the situation prior to the research can be seen in the following table.

**Table 1.1: Situation Prior to the Research**

Problem identified	-The students’ speaking proficiency was still low  -The classroom atmosphere was not alive during the teaching learning process
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<p>Limitations</p>	<p>The students' speaking proficiency was still low</p> <ul style="list-style-type: none"> <li>- rarely answered the question given by the teacher orally</li> <li>-spoke with a lot of pauses</li> <li>-difficulties to find the appropriate words to create sentences or expression</li> <li>-difficulties to recognize the words and grammatical element used</li> <li>-the classroom atmosphere was not alive during the teaching learning process</li> <li>-students were not active in answering the teacher 's questions</li> <li>-looked tired and just listened to the teacher without doing the speaking task</li> <li>-some of them were busy talking to their friends</li> <li>-seemed to be bored during the teaching learning process</li> </ul>
<p>Causes</p>	<p>The teacher's material was less creative</p> <ul style="list-style-type: none"> <li>-Low of grammar and vocabulary mastery</li> <li>-Limited time and teaching materials</li> </ul>

As seen in Table 1.1, the speaking problems came from the students' competence in speaking and the classroom situation. The students had difficulties in pronouncing some words correctly and they have problems giving personal information and describing people. Based on the observation and the interview

results, the problems could be identified as follows: 1.) The students' speaking proficiency in understanding speaking materials was still low; 2.) The atmosphere of the classroom during teaching learning process was not alive. Considering those causes, the author decided to collaborate in implementing games in order to improve the students' oral expression and to change the classroom atmosphere during the teaching- learning process.

The games were presented to nine experienced teachers most of them have more than 7 years devoted to the teaching of English as a foreign language in Junior High School and 2 have 10 years of experience working with this grade. (see annex 5) and an interview was applied to them, and the results obtained in this showed that: the games proposed are an adequate and creative method to achieve a higher effectiveness in the teaching learning process. They stated that the proposal could be a positive contribution and an alternative to what should be done in order to develop oral communication.

After knowing the situation prior to the research the author implemented the action by teaching the students using games and observing the classroom situation. It was undertaken from January 3rd. until March 4<sup>th</sup>, 2017. During the application of the games the author noticed an increase of the students' communication as well as a bigger contribution in the development of oral activities and exhibited a growing desire of learning the language. The students became more active during the teaching learning process and their vocabulary increased.

Every student got a chance to speak individually and they were more focused on their speaking activities. Also competition happened when the students participated in games activity and they were enthusiastic during it. Most of the students understood the material given by the teacher and with the use of pictures made the students easier to imagine and to express their ideas. They made a correct use of grammatical elements using the communicative functions present in every game.

The students' willingness to express their ideas orally was increased and most of them joined in the games activity. The atmosphere of the class was also more relaxed. The game challenged the students to understand the content, enhanced

their courage to collect score as many as possible, and encouraged them to practice their speaking skill.

The specialists said that the application of the games was a success since, most of the time the students were motivated and they were able to answer and participate orally without difficulties in an environment of much cooperation and enthusiasm, the professors proved the efficacy of the games and their opinion permitted to state that the proposal is valid.

At the final period of investigation, a post test was applied in order to know the level of development of the oral expression skill, after the implementation of the proposal(see appendix 6) After that, the following results were obtained:

1. Sixteen pupils could solve the game in a correct way,
2. Eleven pupils could solve part of the game in a correct way
3. Three pupils could not solve the game and manifested a poor mastery of the English language, but there was an advance, taking into account the initial state.
4. There was more independence in pupils' works.

After analyzing the results from several sources of the data, researcher observational report, the score of post-tests, and students' diary, the researcher obtained some findings which answered the research questions. The research findings include the improvement of students 'oral expression, and the improvement of the classroom atmosphere in the teaching learning process and the findings of teacher's behaviour. The summary can be seen in Table 1.2

Table 1.2: Summary of Situation before and after the application of the proposal

Indicators	Before	After
1. <b>The students' speaking proficiency improvement.</b>	-The students' speaking proficiency was still low	-The students' speaking proficiency improved

<p><b>2.The students' oral expression</b></p>	<p>-the students got difficulties to arrange sentences in appropriate grammar and vocabularies</p> <p>-the students did not have curiosity and this did not stimulate them in the speaking activity since there were not any games implementation</p> <p>- Some of the students could not focus on the lesson, they were busy with their own activities</p> <p>- Most of the students were not active and looked shy to answer the teacher's questions.</p> <p>.-The students did not try to ask the teacher about their difficulties related with the material given</p> <p>-The achievement of the students' speaking test was low.</p>	<p>-The students could identify the words and grammar used and make sentences using appropriate grammar and vocabulary</p> <p>- The games which were guessing game and picture games made students curious and stimulated in joining speaking activities</p> <p>-The games challenged them to compete with other groups. It also made them thought creatively</p> <p>- The students were active and enthusiastic in answering the teacher's questions</p> <p>-The use of games challenged the students to find appropriate vocabulary and asked the teacher when they found difficult words.</p> <p>-The achievement of the students' speaking proficiency increased.</p>
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<p><b>3.The improvements of classroom speaking atmosphere.</b></p>	<ul style="list-style-type: none"> <li>-The atmosphere of the class was not alive during the teaching learning process</li> <li>- The students have less motivation in joining in the speaking class</li> <li>-Some of the students were busy talking with their friends</li> <li>-The students seemed bored in the class</li> </ul>	<p>The class became more alive .The motivation of the students to join speaking in class increased</p> <ul style="list-style-type: none"> <li>- The students seemed active to discuss the task with their friends</li> <li>-The students became more active during the TL process. They report their answer willingly.</li> <li>-The use of games challenged them to compete with other teams and it made the situation of the teaching learning enjoyable.</li> </ul>
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Table 1.2 shows that 1.) Games could improve student's oral expression, 2.) Games could improve the classroom atmosphere in the teaching-learning process of English. All the aspects mentioned before proved once more, that the proposal was highly satisfactory.

## *Conclusions*

The elaboration of games to improve English oral expression has been the main goal of this research work, the games presented are important tools in the teacher's hands to contribute to the learners' acquisition of the language contents and the development of oral expression. Games are an exceptional way for teaching any kind of subject.

Games are an excellent way of motivating learners to speak; they break with the usual routine of the language practice in various skills. They help the teacher to create a context in which the language is useful and meaningful. Also the advantages of games in the classroom make students have great willingness to practice the speaking skill.

The research finding shows that students' oral expression improved in the term of ability in: 1) answering the teacher's questions orally 2) identifying the words and grammar used in the information expressed 3) making sentences using appropriate grammar and vocabulary 4) expressing their ideas.

It can also be said that the classroom situation using games is also more alive in terms of the students' activeness in: 1) joining the activities 2) asking the teacher about their difficulties 3) discussing the task with their friends 4) increasing their motivation to learn.



## **RECOMMENDATIONS**

The author recommends the following:

1. To use these games in other groups from other schools
2. The material should be consulted by teachers of English and future professionals in this field.
3. Due to the flexibility of the proposal, teachers have the possibility of adapting and selecting the activities in accordance with their students' possibilities and necessities.

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## APPENDIX 1.

### Encuesta a estudiantes:

Objetivo: Obtener información con respecto a estados de opinión sobre las clases de Inglés que reciben los escolares y la práctica oral del inglés en el aula.

Querido alumno: Necesitamos tu ayuda para un trabajo que realizamos con vistas a mejorar la calidad de las clases que recibes en inglés y elevar tu preparación integral.

Tus respuestas serán de gran utilidad. Gracias.

1. ¿Cómo consideras el desarrollo de la expresión oral en el idioma Inglés?

-Muy importante \_\_\_

-Importante \_\_\_

-Algo importante \_\_\_

-Poco importante \_\_\_

-Nada importante \_\_\_

2. Te gustan los ejercicios presentados en clases?

\_\_\_si      \_\_\_no      \_\_\_algunos

3. Participas activamente en diferentes ejercicios?

\_\_\_ En todos    \_\_\_en casi todos    \_\_\_en ninguno

4. Te gusta comunicarte en Inglés?

\_\_\_si      \_\_\_no      \_\_\_a veces

5. Consideras que los temas tratados en clases los puedes utilizar en situaciones de la vida cotidiana?

\_\_\_siempre      \_\_\_casi siempre      \_\_\_pocas veces      \_\_\_nunca

## **APPENDIX 2**

### **Entrevista a los profesores:**

Nos encontramos desarrollando una investigación sobre el desarrollo de la expresión oral en séptimo grado, al responder con sinceridad nos ayudará al desarrollo de la misma.

1. ¿Considera importante el desarrollo de la expresión oral en el idioma Inglés?
2. ¿Con que frecuencia trabaja la expresión oral?
3. ¿Considera usted importante la integración de todas las habilidades del idioma para mejorar la expresión oral en Inglés?
4. Utiliza juegos en su clase de Inglés?

## APPENDIX 3

### Guide of Class Observation

**Objective:** To diagnose how teachers give way out and treatment to oral expression throughout their lessons.

The following items are to be considered while observing the different lessons.

1) The way the teachers prepare themselves to work the oral expression ability.

a) ---- Good preparation.

b) ---- Partial preparation.

c) ---- No preparation.

2) If the lessons presented deal with the oral expression.

a) ---- The whole lesson.

b) ---- Some parts of the lesson.

c) ---- Any part of it.

3) If the students feel motivated towards the lessons.

a) ---- Well motivated.

b) ---- Somehow motivated.

c) ----Motivated.

d) ----Not motivated.

4—The Use of teaching media.

a)---- only the basic teaching media

b)----create new teaching media

## APPENDIX4

### DIAGNÓSTICO INICIAL

Imagina que eres nuevo en la escuela y quieres relacionarte con tus nuevos compañeros. Completa el dialogo que te ofrecemos a continuación y después prepárate para dramatizarlo.

You: \_\_\_\_\_!

Partner: Hello. How are you?

Y: \_\_\_\_\_ and you?

P: Very well,

Y: What's your name?

P: My name is \_\_\_\_\_, and you?

Y: \_\_\_\_\_. How old are you?

P: \_\_\_\_\_. How about you?

Y: I'm 12 years old. \_\_\_\_\_?

P: I live in Holguin city. Who do you live with?

Y: I live with my \_\_\_\_\_ and my \_\_\_\_\_. How about you?

P: \_\_\_\_\_. How does your mother look like?

Y: she is \_\_\_\_\_. And yours?

P: \_\_\_\_\_. Lets go to the classroom

Y: ok, lets go



## Appendix # 5. Survey to specialist.

Objective: To know the specialists' opinion about the games proposed in this research.

Professor: Taking into consideration that you are an experienced teacher I would like you to answer the following questions for contributing to this Diploma Paper.

\*Years of experience---- as teachers in the grade

\*Categories

Instructor -----

Master -----

Assistant -----

Mark with an (x) the choice that better suits your opinion.

1-Do you consider that the games proposed in this research are creative?

Yes----- no----- why-----

2-Do the games proposed represent important tools for teaching English as a foreign language?

Yes----- no----- why-----

3-Do you consider that the proposal of games contribute to better up the students' attitude towards the oral participation?

---Totally ---- -----Partially ---- ---Not at all

4-Were the results after applying the games ...

Non satisfactory----- partially satisfactory----- full satisfactory -----

## **Appendix 6**

### **Post- test**

Objective: To determine the level of development of the oral expression skill in group 2 of seventh grade from Juan José Fonet Piña Junior High School, after applying the proposal of games elaborated by the author.

Game: Tell me something about you.

Procedure: The teacher splits the class into two teams and makes a list of aspects for the students to elaborate questions and answer them while their teammates are writing the mistakes of the student from the opposite team. They are going to get 1 point for each question and answer if they are correct. Then the teacher changes the student for others but then the team that started doing the questions is going to answer them and so on. The winner is going to be the first team that gets 50 points.

Important aspects: name, address, age, eye color, favorite color, persons that live with you.