POST GRADUATE STUDIES - SECOND CYCLE

THESIS:

"The effectiveness of using language games to reduce students'
oral communication anxiety in the classroom –
a case study from the primary school Gjon Sereçi, in Ferizaj"

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Declaration of Authorship

I hereby declare that this Master thesis entitles: "The effectiveness of using language games to reduce students' oral communication anxiety in the classroom " is original research work and it does not contain other people's work without being listed in the bibliography. Further, I have cited clear exactly all sources that I used in the reference section and what I have contributed myself.

Date: Signature:

21.02.2019   Albulena Xhaferi

Thesis:

"The effectiveness of using language games to reduce students' oral communication anxiety

in the classroom" – a case study from the primary school of 'Gjon Sereçi' in Ferizaj"

Translation of the working title in Albanian:

"Efektiviteti i përdorimit të lojërave gjuhësore për të zvogëluar ankthin e komunikimit verbal

të nxënësve në klasë" - rast studimi nga shkolla fillore "Gjon Sereçi' në Ferizaj.

Translation of the working title in Macedonian:

Ефективноста на користење игри за намалување на анксиозноста при зборување – студија

на случај од основното училиште Ѓон Среци во Феризај

Mentor: **Candidate:**

Assoc. Professor. Veronika Kareva   Albulena Xhaferi

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Albulena Xhaferi

Dedication

I dedicate my thesis to children who feel anxious, in the hope that they may experience happiness, adventure, joy and excitement while learning English as a Second language.

I dedicate my thesis to English teachers who chose to change their traditional approach of teaching in order to make their teaching attractive, fun, inspirational, creative and organized.

I dedicate my thesis to parents who love their children unconditionally.

I dedicate my thesis to language students and language lovers who plan to be English teachers in the future and to any reader that enjoys reading books with curiosity.

I dedicate my thesis to seekers of knowledge and to those who are eager to know more about language games in order to reduce students' anxiety communication.

Abstract

Being a primary English school teacher I was given the opportunity to recognize the importance and values of games, gamification, extra - curricular activities and activities in classroom. Most importantly, I learnt that children learn through playing. This research will focus on the importance of using games in order to stimulate learners to talk English without hesitation. The main role of this study is to demonstrate the games that reduce students' oral communication anxiety in classroom. Moreover, the purpose of this study is to show the positive effects of games and activities in the process of learning as a second language.

Pupils learn through games which help them to find and discover new words. Furthermore, through games learners are more engaged as they can practice more and more and it is still meaningful. Moreover, games develop students' memory. In this way they build up their vocabulary, plus they are able to gain self-confidence and reduce anxiety while communicating in the classroom. The study also shows how games stimulate students' oral communication and reduce oral communication anxiety. In addition, engaging activities and interesting games can develop students' skills which help them to be independent tomorrow.

Keywords: games, activities, anxiety

Parathënie

Duke qenë mësuese e gjuhës angleze, kam pasur mundësinë që t'a dalloj rëndësinë e lojërave dhe aktiviteteve në klasë. Për më shumë, kemi kuptuar qe fëmijët mësojnë përmes lojës. Kjo tezë ka për qëllim rolin e përdorimit të lojërave meqë nxënësit stimulohen të flasin gjuhën angleze pa ngurrim. Roli i këtij studimi është që të demonstrojë lojërat të cilat e zvogëlojnë ankthin e nxënësve gjatë komunikimit në klasë. Për më shumë, qëllimi i këtij studimi është të tregojë anën pozitive të lojërave dhe aktiviteteve gjatë ecurisë së mësimit të gjuhës së huaj.

Nxënësit mësojnë përmes lojërave të cilat iu ndihmojnë atyre t'i gjejnë dhe zbulojnë fjalët e reja. Për më shumë, përmes lojërave nxënësit janë më të angazhuar pasiqë ushtrojnë më shumë e më shumë dhe kjo e bën që lojërat të jenë kuptimplotë. Plus, lojërat e zhvillojnë kujtesën e nxënësve. Në këtë mënyrë, ata ndërtojnë fjalorin, plus fitojnë vetbesim dhe zvogëlojnë ankthin gjatë komunikimit në klasë. Ky studim gjithashtu tregon se si lojërat stimulojnë komunikimin e nxënësve dhe zvogëlojnë ankthin gjatë komunikimit. Për më shumë, aktivitetet angazhuese dhe lojërat interesante mund t'i zhvillojnë shkathtësitë e nxënësve të cilat i ndihmojnë atyre që të bëhen të pavarur në të ardhmën.

Fjalët kyçe: lojërat, aktivitetet, ankthi

List of Abbreviations

ELT-English Language Teaching

ELL-English Language Learning

EFL-English Foreign Language

SEEU-South East European University

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1.   *Introduction*

Communication anxiety means a worry and fear of speaking in a language, especially a foreign language. According to the Encyclopedia Britannica Online ("Anxiety" 2018), the term "anxiety" stands for "a feeling of dread, fear, or apprehension, often with no clear justification. ESL learners often feel uncomfortable and anxious for fear of making mistakes while speaking in a foreign language. As a result of this, they lack self-confidence and self-esteem when they speak in a foreign language.

 How does anxiety differ from stress? "Stressors can make a person sad, angry, worried, or anxious, while anxiety is specifically that feeling of fear, dread, and apprehension we mentioned. You may never even know what's causing your anxiety, or in some cases, it can manifest on its own, without any real "trigger" or cause. Stress is often caused by external influences, while anxiety is an internal response. That's part of what makes anxiety intrinsically different than stress, and also what makes it so difficult to manage." (Henry, 2013). According to Vanin and Helsley (2008), "Anxiety is a normal but at times unpleasant emotion. The subjective experience of anxiety differs, but familiar presentations include symptoms such as apprehension, uneasiness, "butterflies in the stomach," anticipation, and dread. Objective behavioral manifestations include looking strained and tense, hyper vigilance, shakiness, muscle tension, sweaty palms, rapid pulse, difficulty breathing, restlessness, and avoidance.

Equivalent anxiety experiences may be described as nervousness, tension, worry, restlessness, irritability, agitation, and somatization." (p. 1). On the other hand, there can be some benefits on experiencing anxiety, such as: Becoming careful decision makers, cautious thinkers, great problem-solvers. However, there are number of physical anxiety symptoms, including: dizziness, flushness, stuttering and sweating. Pupils experience communication apprehension, speech anxiety as they fear speaking. Through practice, learning and experience comes self-confidence, self-esteem plus through knowledge and information comes speech excitement.

Communication becomes a skill only when it is practiced in class. In order to practice communication in classroom with young learners of English language, we need to reduce their anxiety. When children feel pressure on themselves, they are not able to learn new words in English, not even speak naturally. In order to remove stress, anxiety and fear of speaking English in class, English teachers should use language games in classroom. They are creative ways of learning English. However, they push learners to speak in English naturally as they are effective when it comes to learning, memorizing the words and speaking in English. To achieve fluency, learners should practice language games. It is not easy to involve pupils to speak while doing language games, especially when they think that they are making mistakes. Once, they are aware of their language mistakes, they become anxious and embarrassed.

University of Pittsburgh (n.d.) explained that, "Anxiety decreases as a speech progress. Speech anxiety is usually worst right before a speech and at the beginning of the speech. Most people find that once they get through the introduction their anxiety begins to decrease and confidence increases." (para.5)

However, there are several reasons why EFL learners experience speaking anxiety, such as: Fear of being laughed at, child anxiety and low self-esteem, shyness, fear of failure and worrying about being understood by others or not, fear of making pronunciation mistakes and insecurities of grammar mistakes, anxiety before an oral test, levels of English proficiency. "One way to increase the use of the second language is to include language games in learning activities, such as board games to stimulate students' interest in speaking and to enhance proficiency." (Fung & Min, 2016, p. 262). As an English teacher, the author found that language games make young English learners feel good about themselves. They encourage creativity and imagination and they stimulate self- motivation. The author also noticed that language is kind of game. The more it is used, less problems it will have on the flow of speaking a language. It becomes natural and part of happiness in classroom. Moreover, what the author has observed is that language games give English learners a chance to explore the world, to express their ideas, to focus on their dreams, to use their vivid imagination, to build self-esteem, to know more about themselves and to become better learners.

Post modern therapies noted "Let us imagine a language…The language is meant to serve for communication between a builder A and an assistant B. A is building with building- stones; there are blocks, pillars, slabs and beams. B has to pass the stones, and that in the order in which A needs them. For this purpose they use a language consisting of the words 'block', 'pillar', 'slab', 'beam'. A calls them out; -- B brings the stone which he has learns to bring at such- and –such a call. – Conceive of this as a complete primitive language." Language games have benefits as children feel delighted, excited and happy when they play so they can memorize the words quickly while playing, they practice communication in English plus they feel less anxious while they use language games in class. Moreover, applying language games in class, creates a learning atmosphere and improves speaking performance and creativity. Why do we mention creativity along with speaking performance? As creativity means the productive of our own ideas, imagination, critical thinking and original work of students as well as English teachers; it develops ideas, seek questions and push English learners to express their art of creativity.

Illustrations, visual elements with vivid colors develop young learners' language. According to Voltz, Sims and Nelson (2010), **"Exploring the visual details of an environment helps students with reading or language challenges have a better understanding of the context of the reading material. Illustrations also can provide cultural information, open up meaningful literature experiences, and promote dynamic exchanges among diverse students as each person shares his or her interpretation of the story."** (para. 8)

The speaking tasks could be based on activities such as: Describing photos and guessing the place where the action has happened, role-playing where children act as it is more tempting for children to express themselves in English language, Word Cards, Word Picture Dictionary, Secret Word, Password game, Speaking Marathon, ESL Question Volley, Vocabulary Showcase Game Show, Story Telling Activity which makes children stimulating to communicate in English, to tell their points of view to a particular event. Moreover, the teacher's objective is achieved as well as children speak with each-other in English. In order to fulfill English learners' needs, English teachers should be supplied with magazines, newspapers, pictures, ESL flash cards, a small ball, plush animals, reward systems, classroom decorations, classroom organization supplies, furniture equipment, celebrations and themes, classroom library, games and activities, audiotapes, videos, ect.

Young (2018, p.433) claims that playing games with the language does not necessarily mean playing traditional, competitive games such as: jeopardy, password, or hangman. According to him, language games might include something as simple as using the target language to solve a problem. For example, student A has a diagram and has to describe it in the target language well enough for student B to draw it. Diagrams are compared afterward to check for similarity. In this kind of "game", students focus on communicating information to each other for an ultimate purpose and in this way they enhance their general communicative abilities.

We believe that speaking makes the language 'live' more than any other language skill. The primary role of language is for communicative purposes and therefore the aim of this thesis is to explore how language games, which are especially attractive for children, might help them reduce their speaking and communication anxiety and thus lead to better mastery of the language in general. It aims to find out the effectiveness of using language games in order to reduce students' oral communication anxiety in the classroom. By analyzing the effects of language games gathered from pupils' questionnaires, we come to conclusion if language games stimulate English learners to speak better English and if they reduce oral communication anxiety in the classroom. The questionnaire aims at checking first and third grade students' perception toward language games; from the effectiveness of using language games to their suggestions of English teachers in using more language games in class or not. Therefore, in the next chapter, we are going to make an overview of what the literature and other authors have been able to reveal so far.

We want to see that this book encourages English teachers to become better encouragers, supporters and helpers. We hope that this book also advances speaking skills and makes positive changes in classroom through becoming a playful, active and energizing experience in their future interactions in classroom as there is no doubt that language games are the most effective in language class. Plus, it is clear that they are great materials for English teachers to use with children as they are supportive, fun and have many more benefits. Moreover, children

speak English when it comes to doing, action, and experimenting, making mistakes, by getting fully involved; by observing, gestures, copying sounds and by also feeling a sense of confidence. So despite of fun activities and language games, they feel confident and motivated if stress-free atmosphere in classroom is present in language classroom.

We hope that this book motivates English teachers to become more creative towards their pupils. We believe that principals, teachers, parents, students and support staff still have room for improvement as it is very important to identify opportunities for growth.

We expect that this book inspires English teachers and English trainers in order to corporate together. For this reason, extra-curricular opportunities are essential elements for a well-rounded education. In elementary schools it is very important to connect subjects in order to learn English in natural way. The benefit of this strategy is when an English teacher integrates other subjects into daily lessons since teachers 'infuse' science, art, music, math, social studies, culture as well. All school subjects joined together into English language make meaningful understanding, learning and communication.

Plus, we believe that English teachers visit each other's classroom so that helps them to improve their teaching and what's more they would be able to notice if they need a little fun and a good atmosphere in classroom, classroom management, or pedagogical strength.

2. Literature Review

2.1 Learning skills

Language is a process of learning. The learning process of English as a Second language is not always easy. It takes time and effort to learn a language. The path of learning English as a Second language can be very difficult in the isolation of four walls in the classroom. Obviously, English learners need to practice English, they need to experience English abroad, and they need to learn it naturally. In order to practice English language in classroom and make it attractive inside, youngsters need to experience English naturally. Thus, we need to find strategies, techniques, methods and approaches to make their learning enjoyable, since our aim is to make our teaching interesting, entertaining and fun. Teaching can be attractive, while making it interesting. Teaching can be interesting, while having fun. Teaching can be fun, while becoming enjoyable. However, it is a challenge for both English teachers and young learners to create a classroom environment that's interesting, fun and enjoyable. Even though it may be difficult, it is possible to create an inspirational classroom environment. How do we create tools that push students to speak in English language in order to reduce students' oral communication anxiety in the classroom? Simply, it is process that happens through interesting language games which means that it takes a bit of work to nurture an active imagination, creative powers and an innovative mind. How do we stimulate youngsters to speak in English in order to reduce oral communication anxiety in the classroom? Basically, language games are tools that stimulate and encourage young learners to speak in English. Thus, they reduce oral

communication anxiety in classroom as when there are language games, fun activities and motivational projects, there are children who feel delighted and excited.

Being aware of the effectiveness of using language games, we use games to reduce students' oral communication anxiety in the classroom. << Language games are kind of games used to help both teacher and learner to teach and learn the target language. It is believed that by applying language games in language teaching, especially in vocabulary teaching, it may improve the students' ability to acquire the language (Fudhla, 2013, p.102). Hence, they reduce anxiety to children which means that a low anxiety increases the ability to acquire the language successfully. The more that the language is acquired, the less stress English learners will have. The less anxiety that they will have, the more they will be able to communicate in English as a second language.

As is has been noted "Research shows that "games have a special role in building students' self-confidence" and "they can reduce the gap between quicker and slower learners" (Fuscard, 2001)" (Boyle, 2011, p.3). Moreover, by using games students are engaged in the process of learning which pushes them to learn new words, help them to connect words and develop sentences. As games are highly motivating, they are key element of English communication in the classroom. To clarify, language games have great impact on students' motivation to acquire the language as they can be palatable, fun and exciting. Interestingly, how games have great impact in learning English naturally even that learners have different styles of learning English; different abilities and skills to master English vocabulary. "As we need meaningfulness in language learning, and authentic use of the language it is useful to follow and create many

different techniques and procedures. Therefore, through creative procedure we can have an interactive environment which may lead to an improvement in learning a foreign language." (Mubaslat, 2011/12, p. 3). Open Educational Resources-OER (n.d.) suggests "Starting lessons with games can establish a creative mood by helping children to generate ideas, create and control sentences as well as playful writing and reading." Starting lessons with games makes students active. It is also a great way to test students what they already know about what they learnt before the next lesson starts. Games are designed to practice daily life English, such as: Shopping, at school, family, community, ect.

There are different types of language games. Some of them bring a sense of competition in the classroom which means that they encourage team work. Some games are great ice – breaker between students who don't know each-other which means that they develop speaking skills. In one word, learning with pleasure, excitement and emotions make students' learning effective and productive. It makes classroom alive.

Astbury (2017) stated "During a game, students can be creative with the language they are learning. They can tell jokes, create descriptions or construct arguments. In each of these activities, your students will act as a receptive audience for each other. By listening to one another in this context, they are more likely to connect with the language and each other." (para.10). As each activity is designed on purpose, meanwhile they are created to develop their listening skills as well as speaking skills in English language. In one word, skills are acquired based on the language games and activities that English teachers choose. In

conclusion, language games should have a language objective by English teachers.

2.2. Why creativity is crucial factor for language games?

Creativity is essential tool that can transform creative thinking into a genuine communication and cooperation. Through creative exercises, English learners practice using language. As a result of this, English learners can see their own creativity in order to notice what they are able to accomplish. Creativity is a key that can open doors of interactive learning which may stimulate pupils to memorize words, pronounce the words correctly, and make students feel confident. When they are free of how to interact with others; how to speak in English and how to pronounce the words, they speak in English naturally. "Games lower affective filter, encourage more creative and spontaneous use of language, improve communicative competence, increase motivation, and provide fun learning experience" (Bernardo, 2010, p.2).

Language games are one of the creative techniques that English teachers may use in teaching English as a Second language. Language games are used as warm-up activities, when new words are introduced, at the end of a lesson and when English teachers want to reinforce the lesson. "They are generally useful to lower the students' affective filter and to elicit creative and ardent response to academic writing." (Bernardo, 2010, p.3). In one word, language games are interactive, cooperative and interesting way of getting familiar with speaking, writing, listening and reading. Moreover, language games are creative and interactive ways of learning English in classroom. In order to engage English learners in the classroom, to keep them active during learning, to reinforce their lesson, English teachers should apply language games. There is an

old Chinese proverb that describes an approach of teaching languages through games: "Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand." The best language games are designed to involve you in different ways of using the language**."** (as cited in Curry, n.d.). In one word, ESL teachers should use different ways in order to engage young learners in learning process of ESL including auditory, visual, tactile-kinesthetic, affective, technology options in order to get results in improved achievements.

Today, the use of games in class is becoming popular as English learners can practice communication with classmates without hesitation. Plus, the more they communicate, the less anxiety they have. Being able to communicate in English as a second language, help them to become creative even for shy students. Beyond this, using games in class help students to get knowledge and understanding of English language. Moreover, English learners become motivated, challenged and inspired if they create something, for example, a robot so they can describe and put it into words as they feel that it is something of value and important. Therefore, it boosts students' and teachers' self-esteem as it enjoyable and it expresses art of student's ideas, talents and thoughts. Fehér (2008) noted "Compensation strategies (methods used for making up for lack of language in a communicative situation e.g. miming, drawing, paraphrasing used for getting meaning across) use creative and often imaginative ways of expression. Our learners will need these until they master the language."

In our experience, we use creativity along with language games. They help us a lot as an English teacher, plus students learn naturally and they feel very happy without realizing that they are learning. Just as homebuilders face difficulty building a house, doctors are stressful

emotionally, and clowns "die" on stage, English teachers face challenges in educational context. In order to make teaching entertaining, effective and without stress, it is important to effectively use the strategies in a class that is full of different personalities, cultures and multiply intelligences.

Two years ago we had two students with special needs, and for this reason we implemented some activities, such as oral interaction activities and writing exercises. We used language games and creativity to its maximum potential in order to engage everyone in class and carry out effective strategies which would prepare students' learning in a long-run as in our teaching career, we have observed that teachers in general usually teach with traditional methods which means that teacher uses marker/ chalk who writes the lesson on board and as a result of this, students become careless about their learning process. Eventually, students responded positively and were motivated, inspired, and were more willing to engage in language games, activities and writing exercises. By stimulating language games in the classroom, students were able to expand their knowledge, imaginative experience and creativity. From starting with a simple game like 'Key Game', English learners continue with other words so they ended up building sentences. From our experience, we learnt that language games capture young learners' attention; they touch their hearts and they keep their attention throughout. Today is the time to be authentic, creative, and innovative as different colors make a better picture of the school and it creates an atmosphere of learning and thinking independently. In the century that we are living in, teaching is changing rapidly and it is becoming much more interesting than technology as new methods support English learners to learn and think differently and in a creative way. We believe that technology can't replace teachers. Great teachers are the best

artist. Why? According to Wright (20th June 2013), "Good teachers inspire our young people to be lifelong learners, creating a culture of independent enquiry with their enthusiasm and passion." What do great English teachers do? They engage students to become active and to keep them active. They involve everyone in class through making them feel good about themselves. How can we keep young English learners active? We think that language games are essential tool of speaking ESL. By involving youngsters in class, we keep them active. In order to involve everyone in class, language teachers use language games that are beneficial for language learners. English learners find it more attractive to speak in English when creativity and language games are blended together in order to bring a good atmosphere in class. They find it interesting when they are engaged in class.

2.3. What are the benefits of language games?

Language games are beneficial for language learners for many reasons. Firstly, games involve all language skills, such as: Listening, Speaking, Reading and Writing. Language games engage English learners in active learning. They stimulate students to listen carefully, pay attention to the words and speak in English. Secondly, language games increase students' speed of reading, accuracy and comprehension; they improve spelling skills and they develop their writing skills. As language games are challenging, they engage pupils in learning English language and they can socialize students. However, language games can change the atmosphere of the classroom from boring class into interesting one. "Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so

competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar, and knowledge and so on. As in the dictation game, students are so competitive that they want to finish first and win. It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one." (Mubaslat, 2011/2012,p.5). Moreover, language games stimulate young learners to become themselves, natural and spontaneous. Importantly, they inspire young learners to develop creativity and become spontaneous while using English language by helping them to speak naturally and not being shy.

Karaboga (2018) argues that, "They provide students a great context in which to use their target vocabulary." In fact, students use the words which help them memorize more and more. According to Mubaslat (2011/2012) language games are not activities to break the ice or kill time. They are not just a break from routine activities, but a way of getting the learner to use the language in the course of the game. According to Gaudart (1999), Games allow learners to fully use the language that they have learned, participating in the communicative process throughout the game. With practice comes progress, with progress comes motivation, and with motivation comes more learning. In one word, English learners learn the language in a natural manner without realizing that they are learning the language. For instance, when children play language games and have fun, they do not worry about mistakes so they learn grammatical rules in a spontaneous manner. "For instance, when playing a game called "What Would You Do If?" students will have to pick one hypothetical question from those that they have written

in a box. They might get a question like "What would you do if a lion came into this classroom?" Next they have to pick one answer that they have written before. The answer they get may be "I would be a fly." Usually the question and the answer they get do not match each other, so students have to use their own imaginations to explain their bizarre answer, and everyone has fun listening to it. The explanation might be "If a lion came into this classroom, I would be a fly because I am a good person, so an angel would come and rescue me by turning me into a fly. While trying to explain, students do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Apart from having fun, students do not worry about errors and punishment; moreover, they will learn a grammatical rule and have a chance to use it. Thus, they learn unconsciously-learn without realizing they are learning. Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schutz, 1988 as cited in Mubaslat, 2011/2012)."

Language games deserve a special place in the classroom as they train listening skills as well as improve their speaking skills; they speed reading and they improve their writing skills. However, since the focus of this research is on the effectiveness of using language games to reduce students' oral communication anxiety in the classroom, this research will be focused on importance of language games in order to reduce students' speaking anxiety.

The purpose of this paper is to give a clear understanding of language games and how language games are used in classroom to make English language attractive, fun and interesting. Today internet has expanded our knowledge and most of the time we get inspired by internet even that we change and adopt activities that we do in our classes. Language games have great

impact on students' emotional life as they reduce students' anxiety and make them feel happy and excited. As they reduce pupils' anxiety, English teachers should use more often language games in order to create a learning-supportive atmosphere in classroom. Beyond this, when children go in English conversation in class, they get entirely focused on language games so they've got no self-awareness and no thoughts about their own mistakes. Instead, language games make pupils focus on language games, the result they want to achieve, plus they make them confident in communication in English.

2. 4. What strategies should English teachers use in order to reduce anxiety and stress?

The National Herald (2019) reports "The word "strategy" is derived from the word "stratiyeia," comprising of two Greek words: stratos" meaning army, and "ago" which in ancient Greek denotes guiding, moving, and leading. Armies that is. The very stratagem the ancient generals used to deploy their forces and defeat the enemy, is "strategy." A strategy defines goals and how they are achieved within the limits of one's resources.

According to Cambridge Online Dictionary (2018), "a strategy means a long-range plan for achieving something or reaching a goal, or the skill of making such plans". Plus, according to Online BusinessDictionary (2018), strategy means "a method or plan chosen to bring about a desired future, such as achievement of a Goal or solution to a problem."

As we know, we always struggle in our classroom with a number of students who are shy to speak up even if they have the answer. We also experience students who have trouble speaking

and organizing their thoughts. Plus, we see students who have poor self-esteem, those who don't feel connected to others, those who don't feel valued by others, and not having courage. There are motivational and encouraging necessities in "A Parent's guide to understanding and motivating children" by Amy Lew and Betty Lou Bettner. They elaborated and explained anxiety to children, and the reason it happens. Children who feel connected to others in a constructive way, feel secure, have self-confidence, can organize their thoughts, can speak without stress, feel valued by others and they feel courage. On the other hand, those who don't feel connected in a constructive way, feel insecure, feel isolated and scared; they seek attention, have low self-esteem, can't organize their thoughts, don't feel valued by others, don't feel motivated, they have trouble communicating, and they feel that they don't belong or disconnected. In order to develop a cooperative classroom community, we have to develop caring and respectful relationships between teachers and students. In order to reduce students' anxiety in classroom, we have to understand our students' behavior, and their needs. Beyond this, we have to develop strategies for achieving crucial Cs, such as: The beliefs that we feel connected or feeling that we belong to, capable, knowing that we count and courage. These strategies help children to progress their communication in a motivational, supportive and encouraging way. Beyond this, there are some strategies specific to helping ELLs acquire the use of English language. Xu (2013, p. 1907) argues that "Learning strategies have effectiveness on oral English learning. We should try our best to exert as many learning strategies as we can on our oral English learning. Before teaching oral English, teachers should introduce some learning strategies to the students first, then the importance of learning strategies. Individual differences also influence on learning strategy choice. Teachers, of course, should pay enough attention to students'

personal differences such as gender, age, motivation, learning style, learning beliefs etc. So, to different students, teachers should introduce different strategies to them in order to get the best learning result. Most important of all, while teaching oral English, teachers also should apply these learning strategies to their teaching in order that students can use them automatically because the students can clearly see the improvement of oral English level. In all, learning strategies really can improve your learning results. In practicing oral English, utilizing learning strategies also can greatly improve your oral English level". According to Yu (2013, p.2), "Active strategies can regulate emotions, motivations, and attitudes. They cannot improve your speaking ability directly. They only improve it indirectly." In order to lower students' anxiety, we need to use techniques that are anxiety reducers, such as: Deep breathing, suggestopedia- listening to baroque music, and laughter. Deep breathing brings relaxation, meditation helps on focusing on a mental images and laughter brings positive atmosphere to the classroom. From what the author said above, we understand that positive atmosphere in the class is one of the crucial elements on becoming great communicators tomorrow. Language games also are very good stimulators which develop social interaction with proficient user of the new language. They push learners to pay attention which is necessary for speaking. In contrast to this, the author explained "delaying speech production to focus on listening" (2013, p.2). Listening is a bridge that helps students to speak without imposing, but when they are ready to speak. English teachers can support the schools to establish language games that reduce anxiety and motivate students to speak in English. It is a way of teaching and learning which helps students as well as teachers to make their learning real. "Games encourage, entertain, teach, and promote fluency. If not for any of these reasons,

they should be used just because they help students see beauty in a foreign language and not

just problems that at times seem overwhelming." (Uberman 1998, as cited in Wit, 2000-2019).

PROBLEM STATEMENT

The topic of this thesis is related with the power of language games and how they influence students' speaking skills. Oral communication anxiety in class is becoming prominent in young students due to traditional methods using in class. This topic is also related with the way of how to use language games with the age of seven and nine in order to reduce oral communication anxiety.

As speech anxiety can be changed with proper inspiration, motivation, encouragement and discipline, recently we have been enjoying a game that is as a secret motivator. It helps students feel refreshed, inspired, active, engaged and happy. It encourages students become fearless, joyful and delighted when they open the door of the ESL. It also helps them improve their pronunciation by watching over 'the word of the day' on the door and reminding them when they are saying it correctly. This game is called 'Password game'. Students read the word on the door and say it out load. Moreover, it helps them remember how it is written and understanding their meaning through the picture that goes with the word, something that they should use on a 'Golden notebook' that is designed for students, plus this game is related with the exercise notebook and a digital platform.

3.   *Research Methodology*

This paper outlines the research design and methodology. The main objective of this study was to gather necessary information on how language games reduce young learners' oral communication anxiety in the classroom. This work was designed as a qualitative study which the main goal was to explore the opinions, beliefs and attitudes of the ESL English learners of 1st and 3^{d} graders in in Gjon Sereçi primary school in order to reduce students' communication anxiety in classroom. This analysis was to further extend broaden current knowledge for the young learners whether they appreciate the effectiveness of using language games as well as the advantages that language games can bring in Primary classroom in order to reduce students' oral communication anxiety in the classroom. Plus, it involves negative aspects of using language games and overcoming difficulties while using games. In addition, is helped me to find out if students found attractive Language games and if they had a great impact on students' motivation and reducing oral anxiety in classroom. This chapter describes the research approach, the research method, the research process, and the research limitations of the project. It outlines and presents the research questions, instrumentation, data collection, analyses and limitation of the study.

3.0 Overview of the Purpose and Methods

The purpose of this study was to determine the importance of language games. Moreover, this study explored the impact of language games on reducing 1st and 3rd grade students' oral communication in order to improve students' anxiety in classroom. Furthermore, this research was going to find out whether language games boosted students' self-confidence, self-esteem and self-reliance. Moreover, this work was going to find out if language games eliminated students' oral communication anxiety in classroom. Plus, it was going to find out if students improved self-confidence and self-esteem; if they became effective communicators through language games. It was necessary to obtain information of these experiences.

3.1   Research aims

English teachers play a huge role in the process of English language speaking. Today, in order to be a great teacher, we need to be more interesting and more attractive than the internet. Hence, teaching identifies creativity, imagination, knowledge, vigilance. When we mention knowledge, we mean knowledge that we transmit to our students. Plus, it means a shared knowledge in class in an entertaining way. The main aim of the thesis was to identify if students' achievements and performance in speaking English as a Second language is related to language games. Additionally, the main objective of this study is to gather information on

how language games could reduce young learners' oral communication anxiety in the classroom. Plus, the aim of this study was to discover whether young learners appreciated the effectiveness of using games as well as the advantages that language games could bring in Primary classroom in order to reduce students' oral communication anxiety in the classroom. In addition, it involved negative aspects of using language games and overcoming difficulties while using games.

Firstly, a quantitative research was conducted in order to examine the effectiveness of using language games in ESL classroom. Bearing in mind the main goal of the study a questionnaire has been sent to First and Third Graders in Gjon Sereçi in order to find out their opinions, beliefs and attitudes on the positive and negative aspects about language games applied in classroom. This study was designed as a qualitative study which the main goal was to explore the opinions of the ESL English learners (1st and 3rd graders) in Gjon Sereçi primary school in order to reduce students' communication anxiety in classroom. The instrument was questionnaire. The questionnaire included a four-point Likert scale, such as: "strongly agree", "agree", "disagree" and "strongly disagree". They were related to the topic. Furthermore, our hypothesis also suggested that English teachers may find disadvantages about using language games, such as losing control of the class.

3.2 Instruments

Twenty questionnaires were included for ESL children which the interviewer firstly read them aloud and the pupils had the printed version of the questionnaire. ESL pupils' circled responses for each question (strongly agree, agree, disagree, and strongly disagree). They responded to option that's true for them. The questionnaire was designed to identify the importance of language games. The questionnaire also contained questions about the process of language games, self-confidence, memory and eventually if English teachers should use language games to introduce new words. The time consuming of answering the questionnaire was explained to the first and third graders. We appointed the day for questionnaires and children were very polite in their responses.

Instruments completed a part of this research:

- Interview – the aim was to find out information from students' perspective. It consisted of questions that would examine students' attitudes towards the use of language games, their perceptions about language games and the influence on development of communication skills.

3.3 Specific Objectives

- To create a warm atmosphere in class.

- To keep all students involved and busy.

- To review specific language material.

- To use language games in order to practice or review specific language material.

- To apply language games that allows young learners to meet learning objectives.

- To reduce stress and anxiety to students who hesitate to speak English.

- To find out if using language games develop students' self-confidence and self-esteem in speaking.

- To find out if language games reduce stress and motivate students to speak in English.

3.4 Research Questions

This research will have to answer the following questions:

- Why language games are important?

- How can we encourage English learners to become more involved on language games?

- Do language games reduce students' oral communication anxiety in the classroom?

- How are ESL teachers making communication meaningful for children in classroom?

- Do language games stimulate young learners to speak in English?

- Do language games eliminate communication anxiety in the classroom?

- Do language games improve students' self-confidence and self-esteem?

- Are there any differences between the learners who learn words through language games and learners who learn words in traditional ways? Which method is the best?

- How do 1st and 3rd grade students describe their feelings and behaviors with anxiety?

3.5 Research Hypothesis

We consider that language games play a key role in the process of language teaching and learning and it can have both positive and negative impact on students' understanding. How do we measure students' understanding? Surely, students' understanding is measured by interpreting students 'outcomes. As a result of this, the study will explore the following hypothesis:

- Language games are very important since they reduce students' oral communication anxiety.
- If language games encourage students to communicate effectively in class, then students who effectively communicate have self-confidence and self-esteem.
- Language games are waste of time as teachers lose control of the class.

3.6 Participants

- We took permission from the principal of the school, in order to observe them for two weeks. The study took place at the primary education level of this school and the participants selected for the study were all ESL children. Their native language is albanian. The students are six and eight years old. The sample included sixty 1st grade students, plus forty 3rd grade students. The research sessions conducted in four ESL classrooms. All of the students have learnt English from kindergarten but, in general their level is low with some exceptions.

- After using different language games, young learners took a post-test which contained questions related to new words taught through games. The same test was used by control group through traditional instructions. In the end, the results were analyzed and compared in order to find out the most successful, effective and helpful group. This study took two weeks and the sessions were conducted five days a week.

4.   *Data analysis*

The aim of this study was to explore language games in ESL classrooms. More specifically, this

study analyzed how first and third graders perceive they are doing in a classroom with language

games, and how engaged are language games compared to traditional classroom. This chapter

discusses the data analysis and finding from twenty questionnaires completed by first graders

and third graders. The questionnaire found out that pupils who took the questionnaire did not

respond all the same. The purpose of this chapter is to report the findings of the study which

used research methodology to explore how pupils in a 1st and 3rd grade class experienced

traditional instructions, such as: dictations, learning by heart, memorization, translation of

words, reading aloud, est. plus word games, such as: Flashcards, interactive games that keep

kids active.

As a platform we have used the Ms. Office space, especially the Xls program. Data analyses are

made in Xls Genuine and they are not imported from any other program. The data were

analyzed. There were 100 participants including 60 first graders and 40 third graders. From 60

first grade pupils that participated, the results and findings are shown in graphical

representation below:

4.1. Results
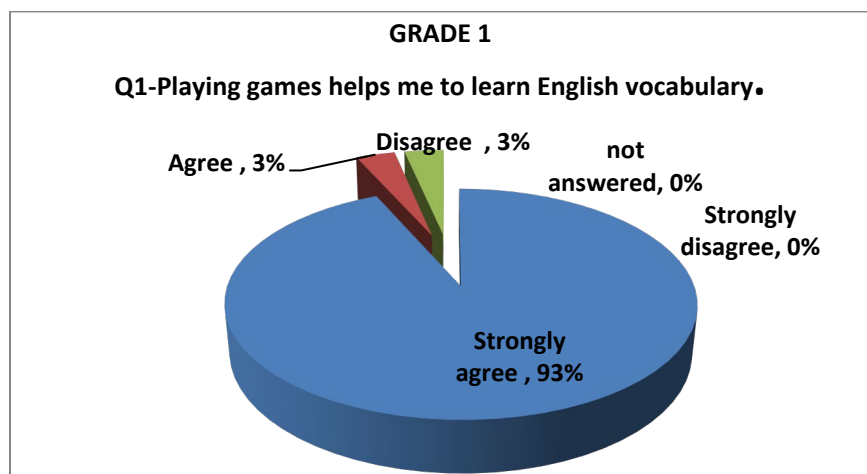
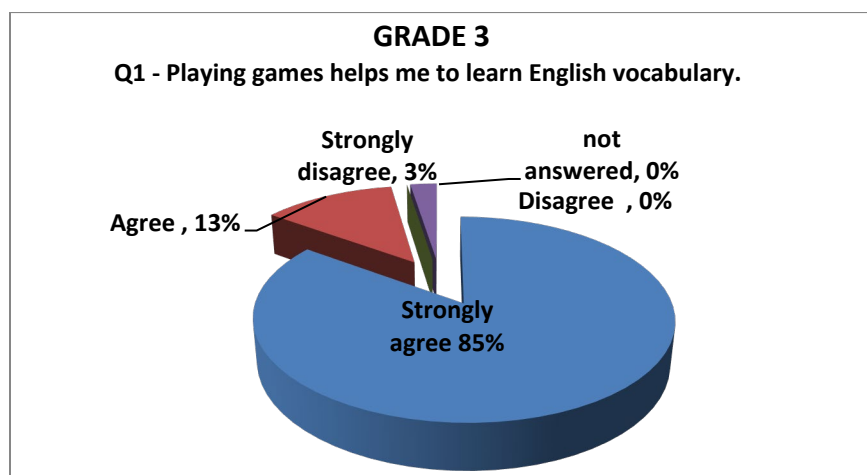
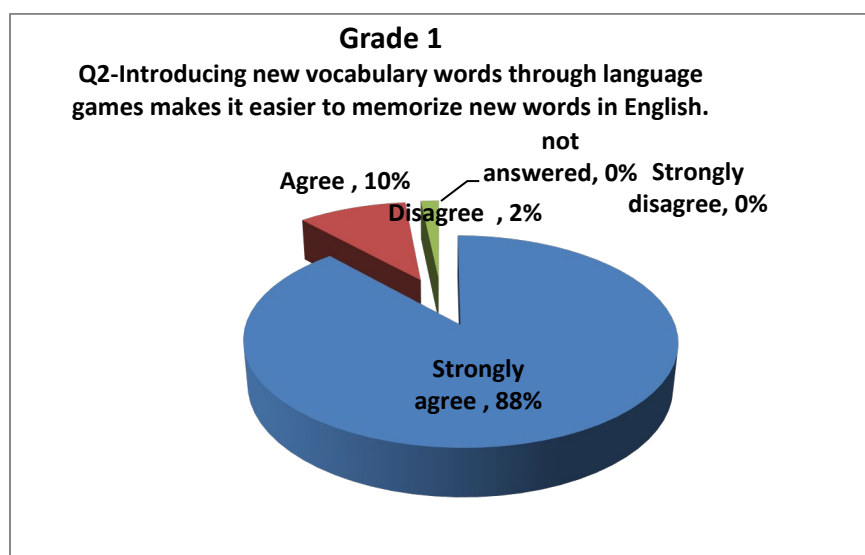*Figure 1. Results from question 1 from the questionnaire.*

Figure 2. Results from question 1 from the questionnaire.

Question one**:** *Playing games helps me to learn English vocabulary.*

The first question in the questionnaire was chosen to be about games on learning English

vocabulary. The overall number of first grade students that filled the questionnaire is sixty.

Hence, the overall number of third grade students that filled the questionnaire is forty. Above

in fig.1 and 2 are presented in percentage. This data shows that the number of first grade

students n=56 that did the questionnaire is higher than the third graders n=34. First grade

students 93% strongly agree, while third grade students 85% strongly agree with this question.

Just as stated in Chapter One applying language games in vocabulary teaching may improve

young learners' ability to acquire English language since playing language games help pupils to

learn English vocabulary. As stated in Chapter Two, language games help youngsters to learn

English vocabulary in order to make them confident in communication in English. They are very

important factors on learning English vocabulary. As we can see above, first graders 3% agree

and 3% disagree (n= 2), while third graders 13% (n=5) agree, and 3% strongly disagree and

none of them disagree.

Figure 3. Results from question 2 from the questionnaire.
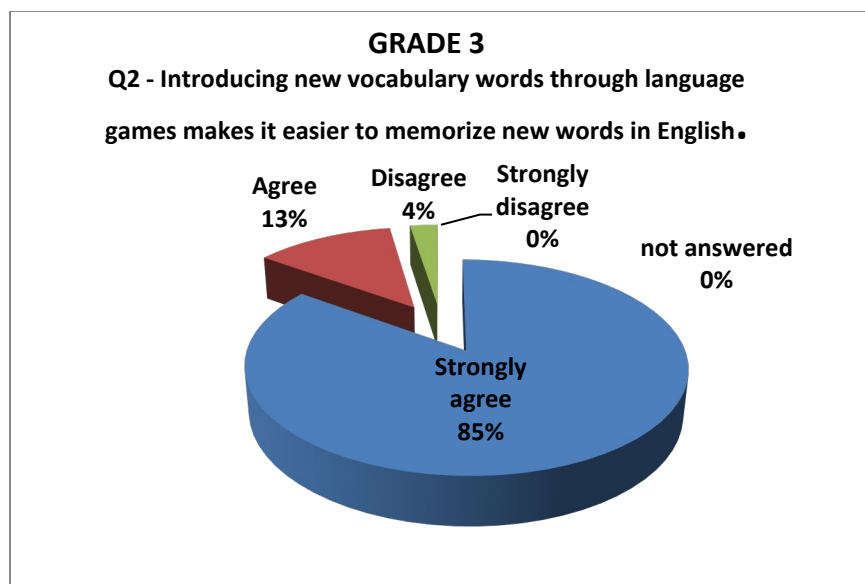
Figure 4. Results from question 2 from the questionnaire.

Question two*: Introducing new vocabulary words through language games makes it easier to memorize new words in English.*

The second question in the questionnaire was chosen to be about the effectiveness of language games on memorizing the new words in English. Why is it chosen this question? As from daily life routine, we know that when we are engaged in fun activities, we feel happy and delighted. In one word, emotions are key element on memorizing new words in English. Plus, language games help pupils to reinforce the words that are learnt before, in order to stay fresh in their memory. Hence, the number of first grade students n=53, 88% strongly agree.
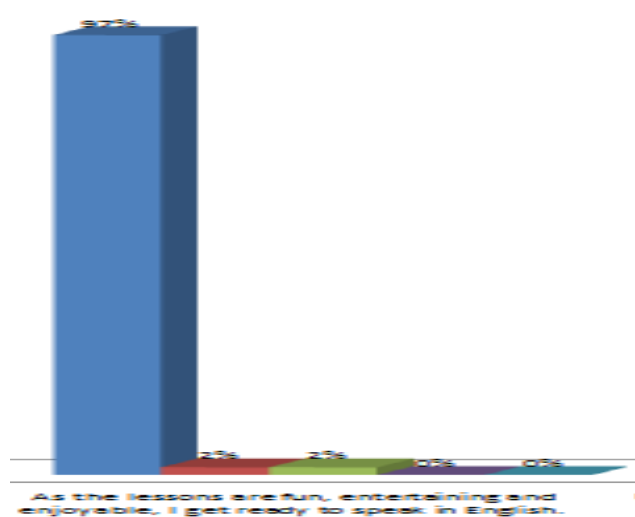
Figure 5.- Grade 1, Question 7   *Figure 6.- Grade 1, Question 10*
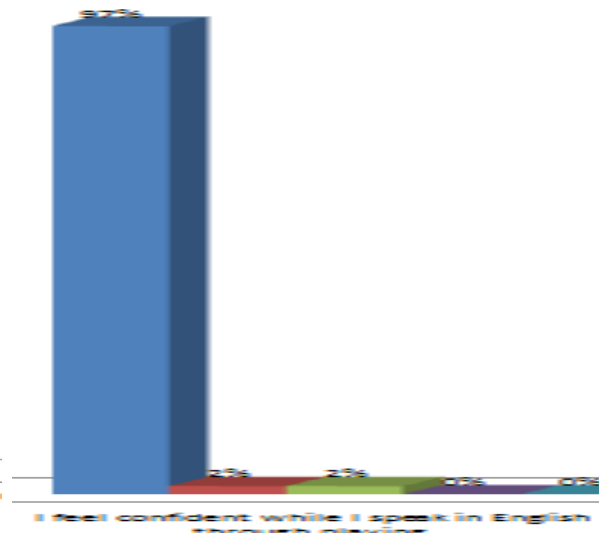
As the questions 7 and 10 (fig. 5. and 6.) were asked to 100 respondents, the findings show a high percentage of 97% (n= 58) from the total number of respondents of first graders who have admitted *that they are ready to speak in English as the lesson are fun, entertaining and enjoyable.* Plus, the findings show 97% (n= 58) from the total number of respondents who have admitted that *I feel confident while I speak in English through playing.*

Getting engaged in language games make first and third graders connect words and build language skills. Furthermore, shy kids begin to speak up when they involve in language games. Surely, language games build students' self-confidence and improve their speaking skills. In one word, they are effective tools in improving pupils' English language ability.
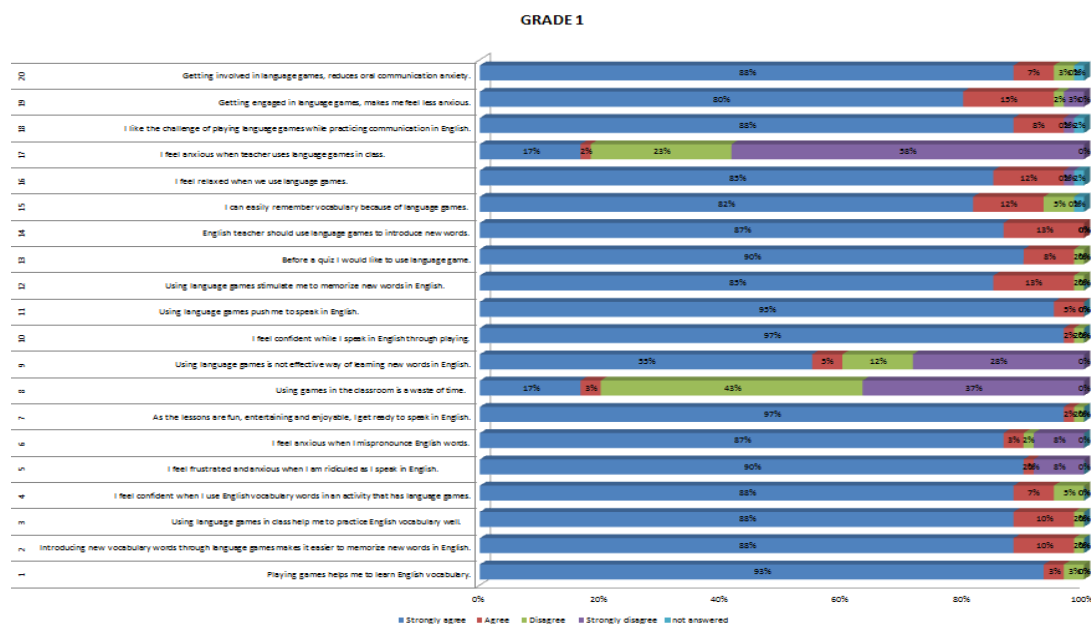
GRADE 1

Figure 7. – Results of the first grade studens
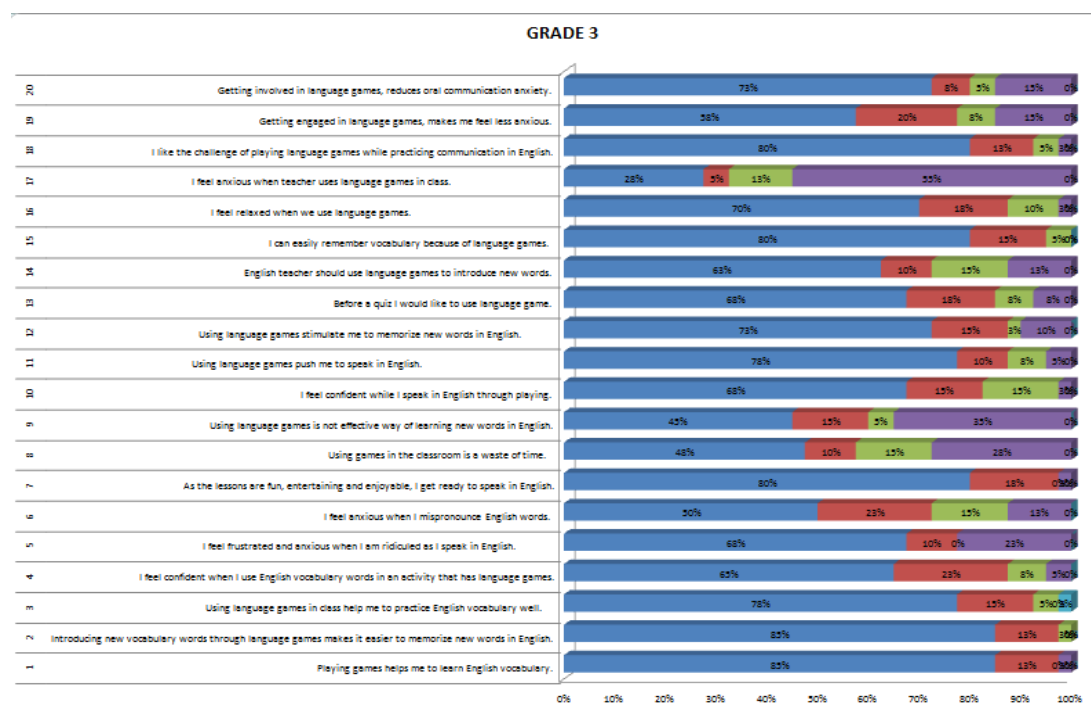

GRADE 3

Figure 8.- Results of the third grade studens

The results from grade 1 (fig. 7) and grade 3 (fig. 8) highlights that the majority of first graders

(88%, n= 53) and third graders (85%, n= 34) strongly agree that *introducing new vocabulary*

words through language games makes it easier to memorize new words in English. It can be observed clearly that all of young learners (Grade 1 and Grade 3 - 0 %) are strongly disagree with this question, while first graders (0.1%-, n=4) and third graders (13%, n=5) rank themselves as agree. First grade students 2%, n=1 disagree, while third grade students 3% disagree. Third grade students 3% did not answer.

Language games are designed to help English learners to memorize new words in English. Plus, there are different kinds of language games that can be effective and successful in a long period of time. As a result of this, they help to improve their long-term memory.
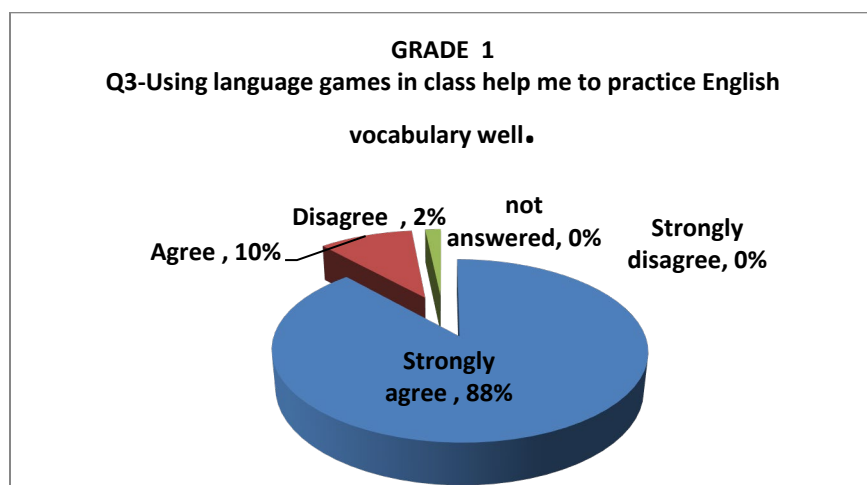

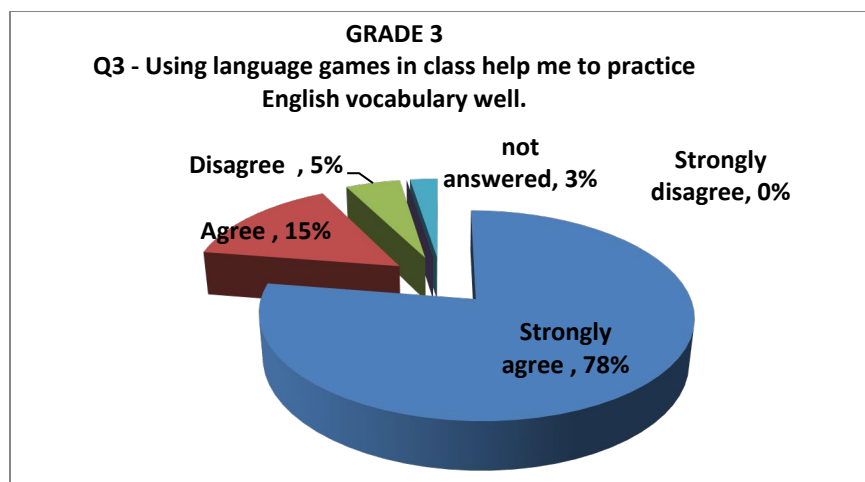*Figure 9. Results from question 3 from the questionnaire.*

Figure 10. Results from question 3 from the questionnaire.

Question three: *Using language games in class help me to practice English vocabulary well*

shows that 1st graders strongly agree 88%, n=53 and 3rd graders strongly agree 78%, n=31

which according to the research most of the students practicing English vocabulary well comes

as a result of using language games. First graders agree 10%, while 3rd graders agree 15%. First

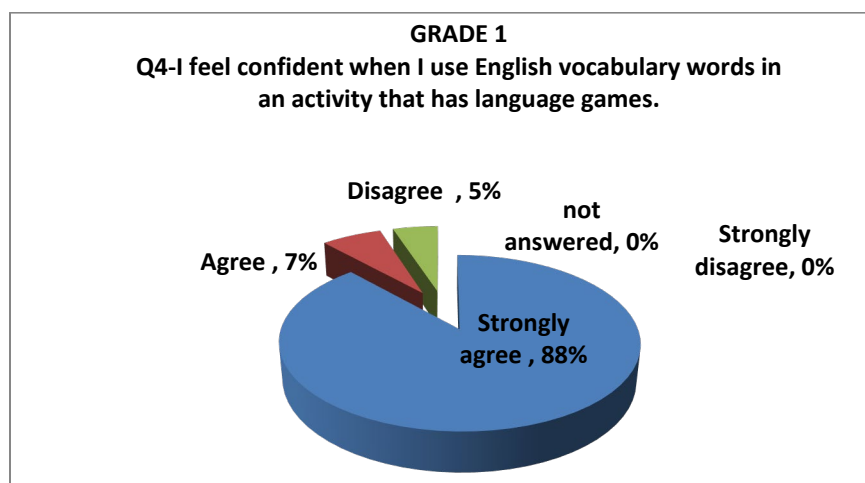Graders disagree 2%, while third graders disagree 5%. None of them strongly disagree.

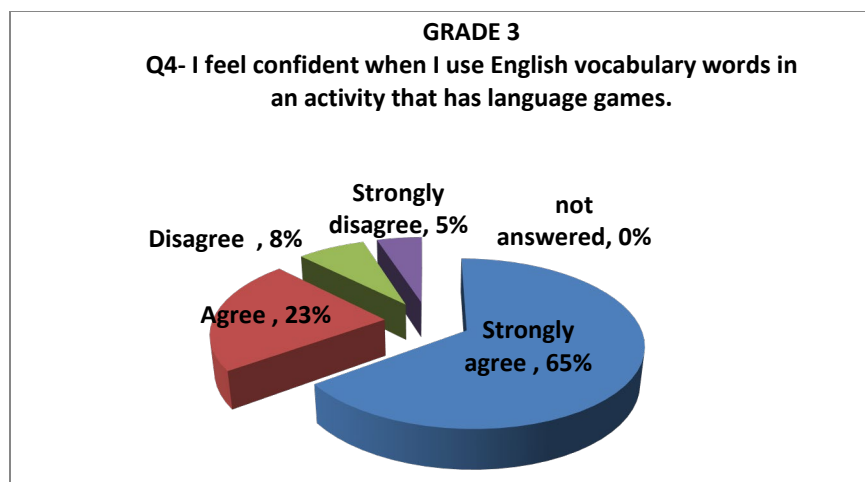*Figure 11. Results from question 4 from the questionnaire.*

Figure 12. Results from question 4 from the questionnaire.

Question four*: I feel confident when I use English vocabulary words in an activity that has language games.*

As English teachers we were happy to note that no first grade students' selected strongly disagree. First graders 88% strongly agree, while third graders strongly agree 65% (n =52) with this question. First grade learners 7% agree, while third grade students 23% agree with this question. First graders 5% disagree, while third graders 8% disagree. Third graders 5% strongly disagree. From this research it is found that using English vocabulary words in activities that have language games make young learners confident about themselves.
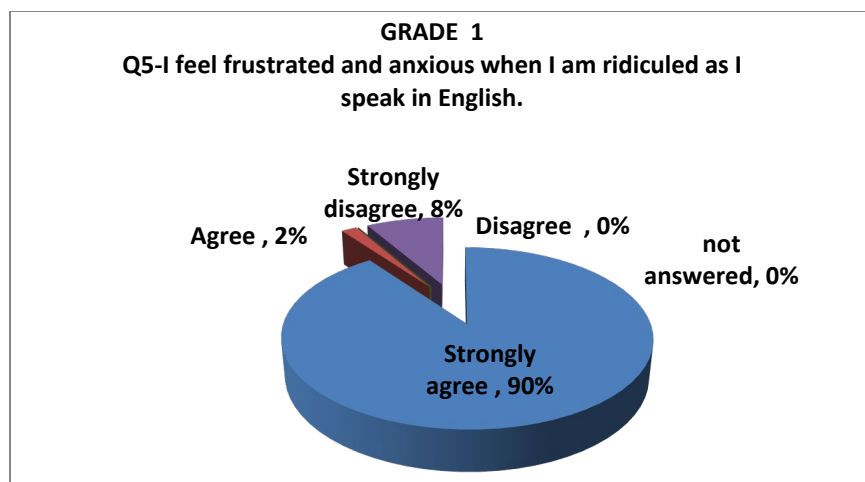
GRADE 1
Q5-I feel frustrated and anxious when I am ridiculed as I speak in English.

Strongly disagree, 8%
Agree , 2%
Disagree , 0%
not answered, 0%
Strongly agree , 90%

Figure 13. Results from question 5 from the questionnaire.

GRADE 3
Q5-I feel frustrated and anxious when I am ridiculed as I speak in English.

Strongly disagree, 23%
not answered, 0%
Disagree , 0%
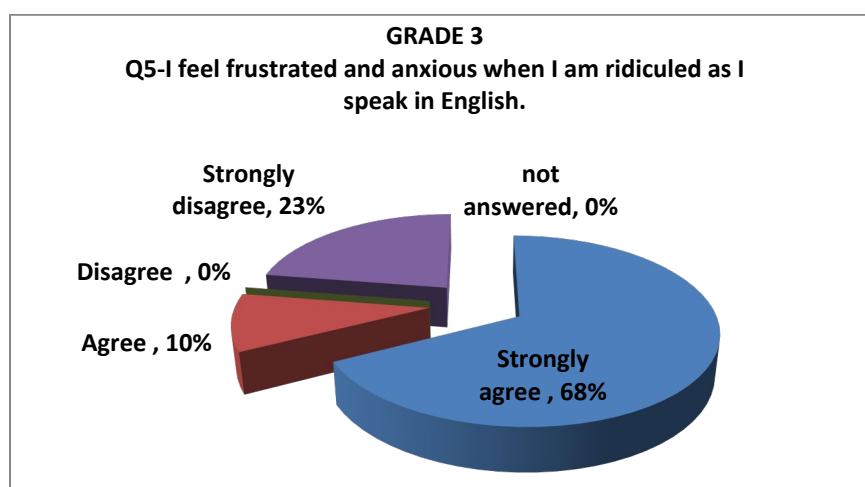Agree , 10%
Strongly agree , 68%

Figure 14. Results from question 5 from the questionnaire.

Question five: *I feel frustrated and anxious when I am ridiculed as I speak in English.*

As English teachers, what we have found is that emotions play a crucial role in learning English.

Students' success in the process of learning English comes as a result of self-confidence. First

grade students 90% (n= 54) strongly agree, 2% agree, 0% disagree and 8% strongly disagree

with this statement, while third graders 68% (n=27) strongly agree, 1% agree, 0% disagree

and 8% strongly disagree. On the other hand, third grade students 68% strongly agree, 10%
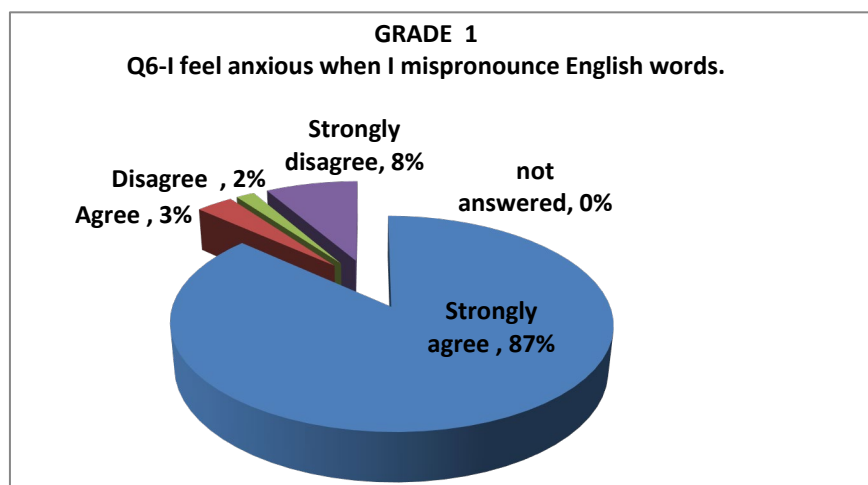
agree, 23% strongly disagree and 0% disagree.

GRADE 1
Q6-I feel anxious when I mispronounce English words.

Figure 15. Results from question 6 from the questionnaire.

GRADE 3
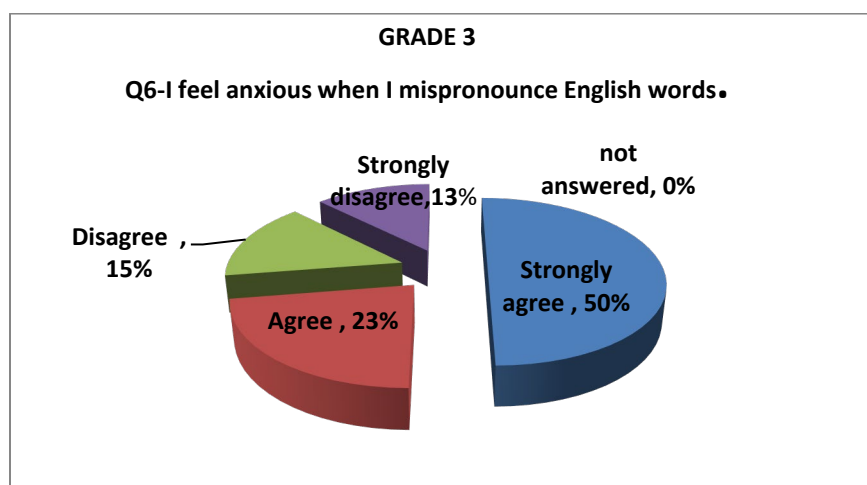**Q6-I feel anxious when I mispronounce English words.**

Figure 16. Results from question 6 from the questionnaire.

Question six: *I feel anxious when I mispronounce English words.* On this question, 87% of first graders strongly agree while 50% of third graders strongly agree with this question. First grade learners 3% agree, while third grade learners 23% agree with this question. First graders 2% disagree, while third graders 15% disagree. First grade students 8% strongly disagree, while third graders 13% strongly disagree. From this research it is found that mispronouncing English words make young learners feel anxious as the way their communication sounds might have a

huge influence on their first impression of each others. Plus, it might have an impact whether the English teacher and classmates understand the person that does not pronounce the words correctly.
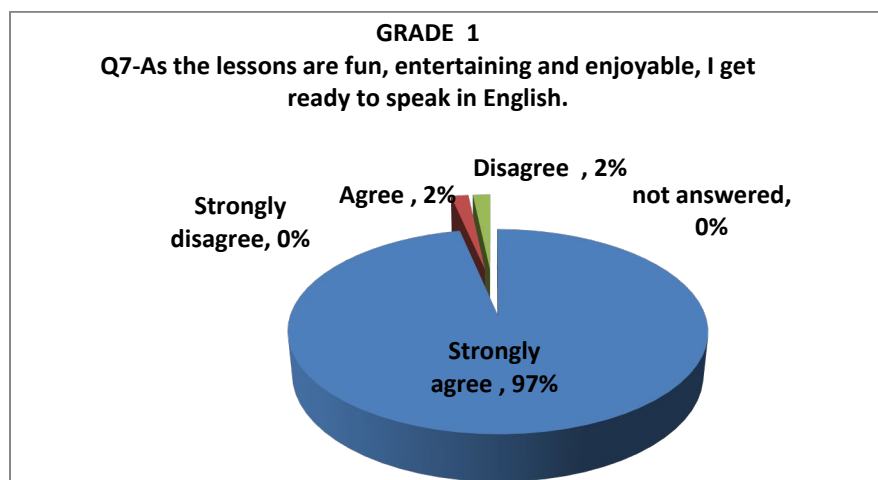

Figure 17. Results from question 7 from the questionnaire.
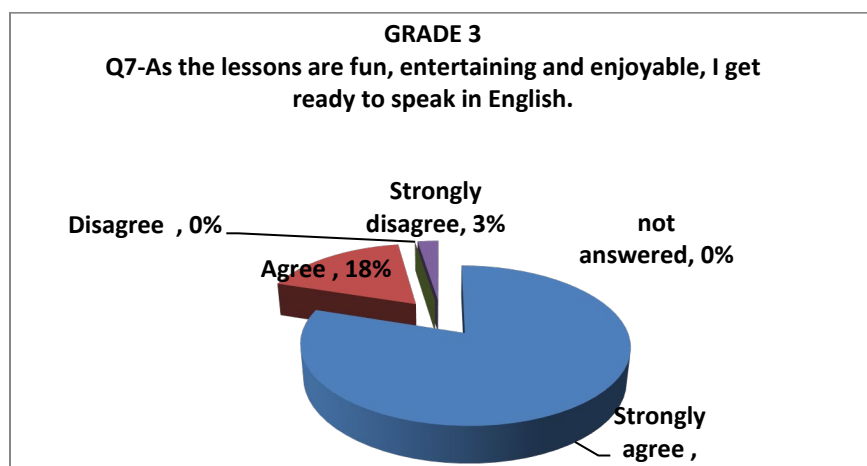

Figure 18. Results from question 7 from the questionnaire.

Question seven: *As the lessons are fun, entertaining and enjoyable, I get ready to speak in English.* "Wittgenstein believed that every word we speak is all part of a language game. For

Wittgenstein language games were similar to an inside joke. You would only get the joke if you were in on the joke. This is similar to language; you will only understand the language being used if you are familiar with the language." (as cited from Wikiversity, 2019)

As we can clearly see, first graders 97% strongly agree, 2% agree, 2% disagree, 0% strongly disagree, while third graders 80% strongly agree, 18% agree, 0% disagree, 3% strongly disagree. Why do most of the students strongly agree with this statement? As emotions are essential tools for young learners, they are ready to speak in English and they develop their speaking skills when they feel entertained. In one word, they don't realize that they are being taught. Entertainment stimulates kids to speak in English. They are ready to speak in English as they have less stress.
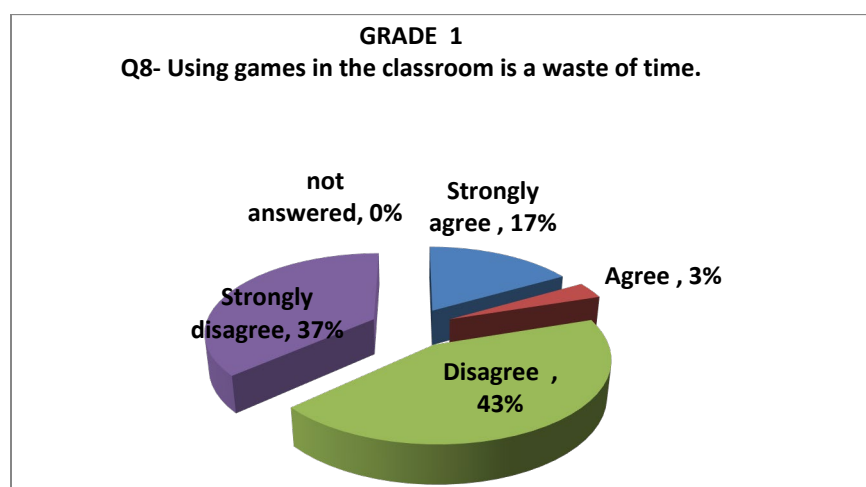

GRADE 1
Q8- Using games in the classroom is a waste of time.

not answered, 0%
Strongly agree , 17%
Agree , 3%
Strongly disagree, 37%
Disagree , 43%

Figure 19. Results from question 8 from the questionnaire.
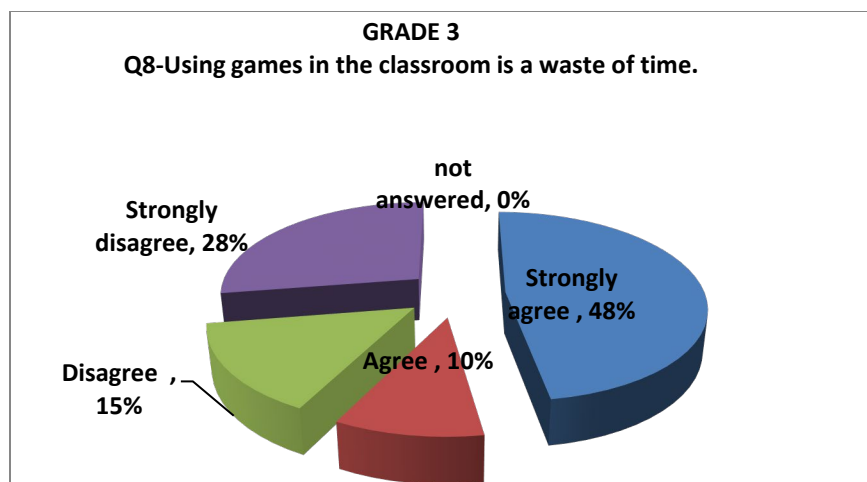
Figure 20. Results from question 8 from the questionnaire.

Question eight: *Using games in the classroom is a waste of time.* Even though language games are great tools for pupils and English teachers, there are still some obstacles when it comes to applying of language games as language games are related with noise, classroom management mistakes, timing and messy. These known-problems might discourage English teachers. Thus, the problems that might occur in the future when using language games might be the greatest eye-openers for ESL teachers. In order to have a great classroom management when using language games, English teachers need to be aware the way they have to approach language games, the transition they have to make in that way so they can meet their lesson objectives. English teachers should positively influence young English learners. On the other side, English teachers can negatively impact students' hearts throughout their entire life. Consequently, teachers should start from a good beginning to a golden ending.

 "All agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom, since they motivate learners, promote communicative competence and generate fluency and may have a significant role in

improving a second language acquisition." (Mubaslat, 2011/12, p. 4). First grade students 17% strongly agree, 3% agree, 43% disagree, 37% strongly disagree. Third grade students 48%, strongly agree, 10% agree, 15%, disagree, 28% strongly disagree.
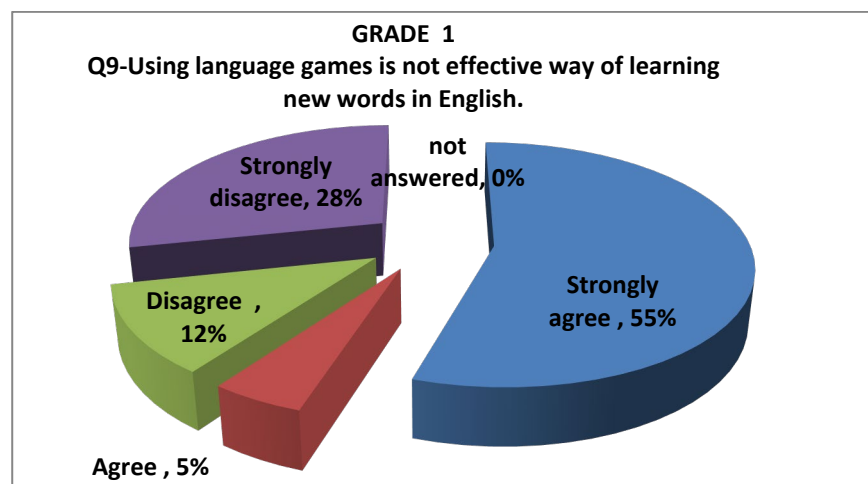
GRADE 1
Q9-Using language games is not effective way of learning new words in English.

- not answered, 0%
- Strongly disagree, 28%
- Disagree, 12%
- Agree, 5%
- Strongly agree, 55%

Figure 21. Results from question 9 from the questionnaire.

GRADE 3
Q9-Using language games is not effective way of learning new words in English.

- not answered, 0%
- Strongly disagree, 35%
- Disagree, 5%
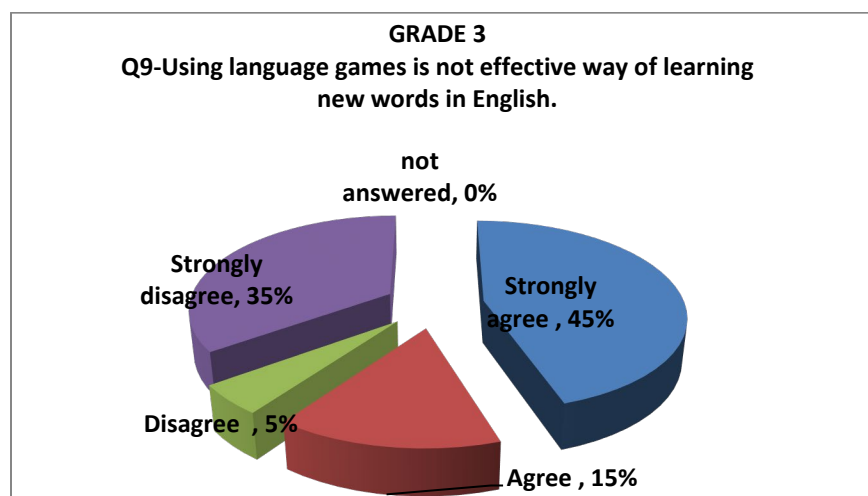- Agree, 15%
- Strongly agree, 45%

Figure 22. Results from question 9 from the questionnaire.

Question nine: *Using language games is not effective way of learning new words in English.*

From our experience, using language games is an effective way and simple way of learning new

words in English. At the end of each class 'two leaders of the week' choose three new words from the lesson. They write down the words on slips of paper on the whiteboard which then they complete them with sentences. Next, they write the definition, word and sentences, plus they draw the words on 'Vocabulary Power Journal'. On this question, first grade students 55% strongly agree, 5% agree, 12% disagree and 28% strongly disagree. Third grade students 45% strongly agree, 15% agree, 5% disagree and 35% strongly disagree.

There are inspirational opinions in "How to create the inclusive classroom"? by Kia Dekou who elaborated board games, puzzles, role-playing games as all are designed to build and practice the skills that shape the establishment of curriculum.

The author elaborated, explained and described how finding songs that are related to the topic that they are studying, printing out the lyrics for several songs, cutting them up and giving one line to each student in order to figure out the order of the lyrics before listening to the song to see if they were correct. When that is finished, they can sing it, do a dramatic reading or something else. Even that the author is not talented at singing or songwriting, it is a great idea to bring music into classroom as music affects students' emotions and it improves their skills.
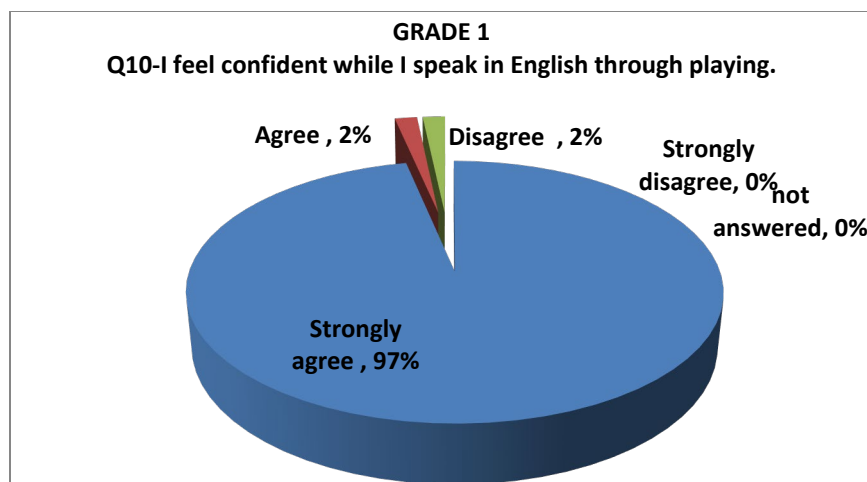
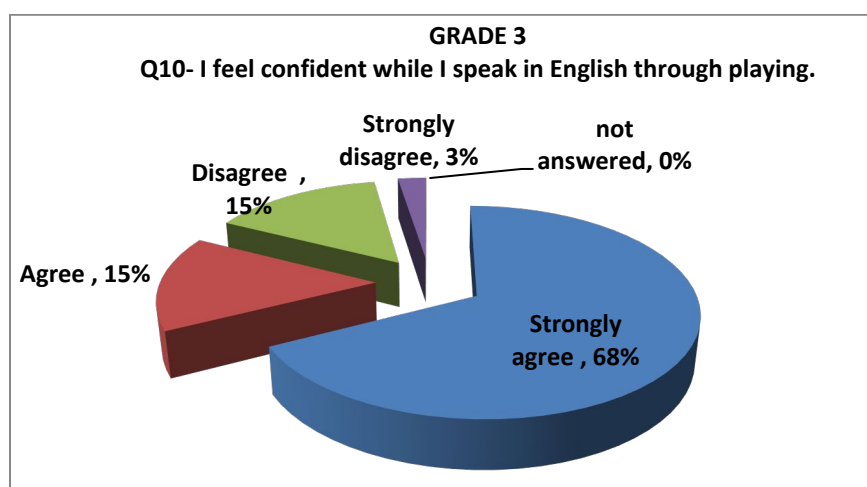Figure 23. Results from question 10 from the questionnaire.

Figure 24. Results from question 10 from the questionnaire.

Question ten: *I feel confident while I speak in English through playing.* As we know, communication in English comes naturally through practice and plus letting young learners express themselves and be themselves. Self-confidence comes as a result of positive atmosphere in class, a connected classroom and giving students the language they need to talk about that topic. In one word, young learners need to be attended to and they need to be noticed by their English teacher and other classmates in order to grow their self-confidence and self-esteem. In this question, first graders 97% strongly agree, 2% agree, 2% disagree, and 0%

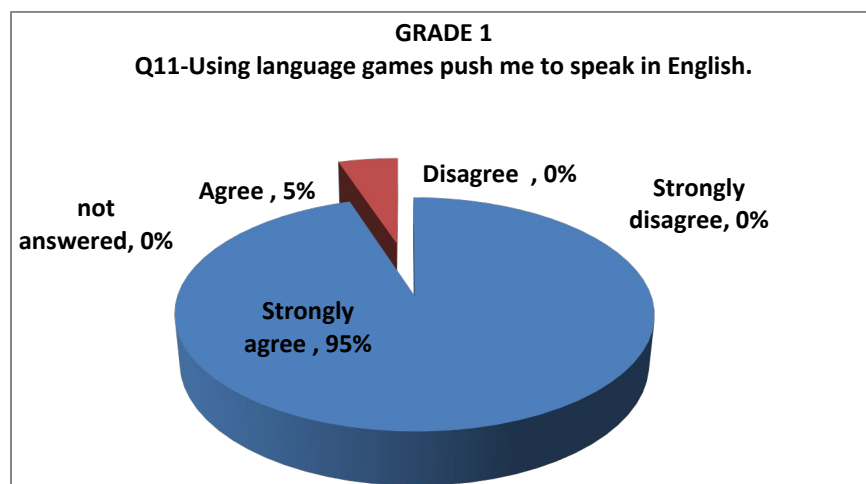strongly disagree. Third graders 68% strongly agree, 15% agree, 15% disagree and 3% strongly disagree.

GRADE 1
Q11-Using language games push me to speak in English.

Figure 25. Results from question 11 from the questionnaire.

GRADE 3
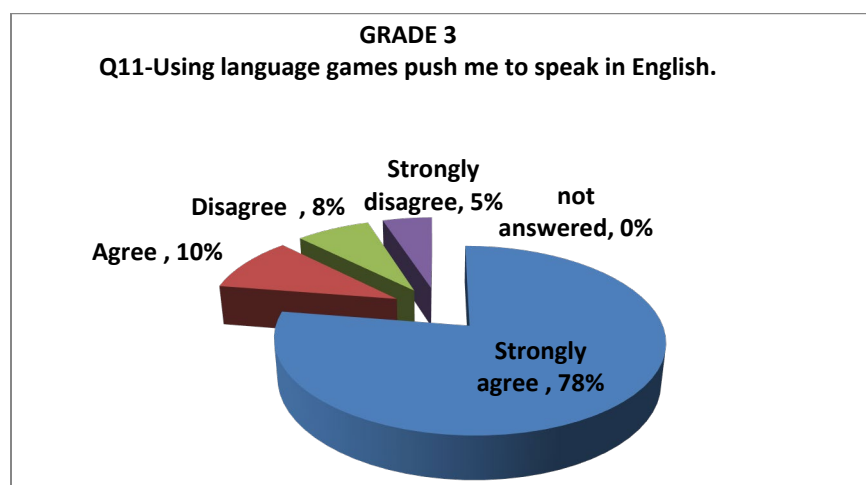Q11-Using language games push me to speak in English.

Figure 26. Results from question 11 from the questionnaire.

Question eleven: *Using language games pushes me to speak in English.* First grade students 95% strongly agree, 5% agree, 0% disagree, and 0% strongly disagree. Third graders 78% strongly agree, 10% agree, 8% disagree, and 5% strongly disagree. Language games are key elements to push students to speak in English. Playing language games in classroom has

become a very important as language games focus on interacting with others. As playing with other classmates entertain students, they create relationships among pupils and it make students feel real-life experience.
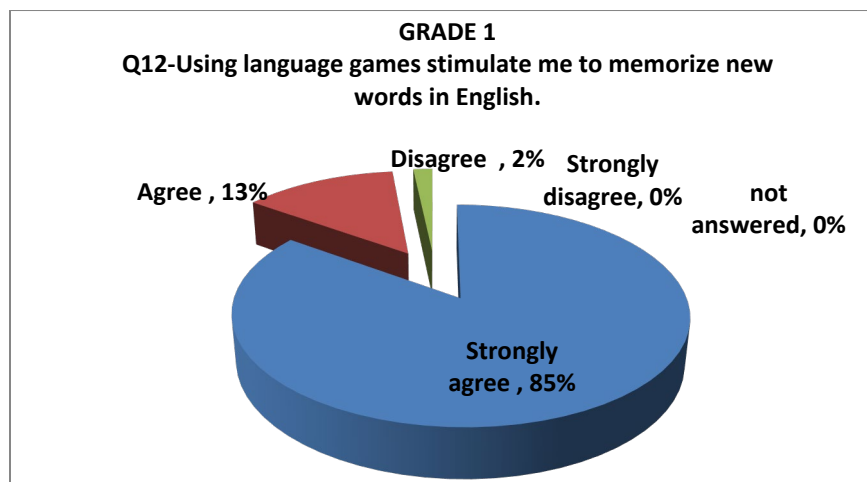

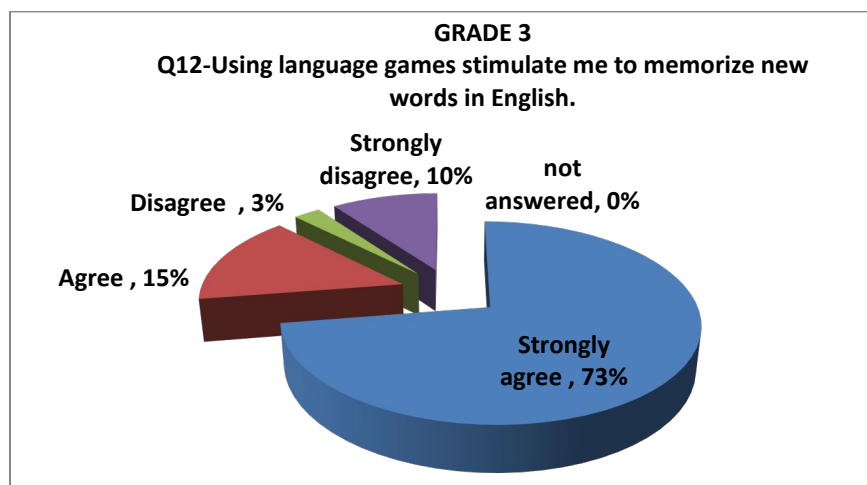*Figure 27. Results from question 12 from the questionnaire.*

Figure 28. Results from question 12 from the questionnaire.

Question twelve: *Using language games stimulate me to memorize new words in English.* First grade students 85% strongly agree, 13% agree, 2% disagree and 0% strongly disagree. Third grade students 73% strongly agree, 15% strongly agree, 3% disagree, and 10% strongly

disagree. Why are most of the pupils stimulated to memorize new words through language games? As language games focus on interacting with others, they develop emotions. In one word, emotions make students memorize words. As young learners learn in many ways of learning, such as enjoyment and reward, they experience frustration and pleasure during learning. In order to capture pupils' attention and to push them to memorize new words in English, English teachers should use language games as a teaching tool memory.

GRADE 1
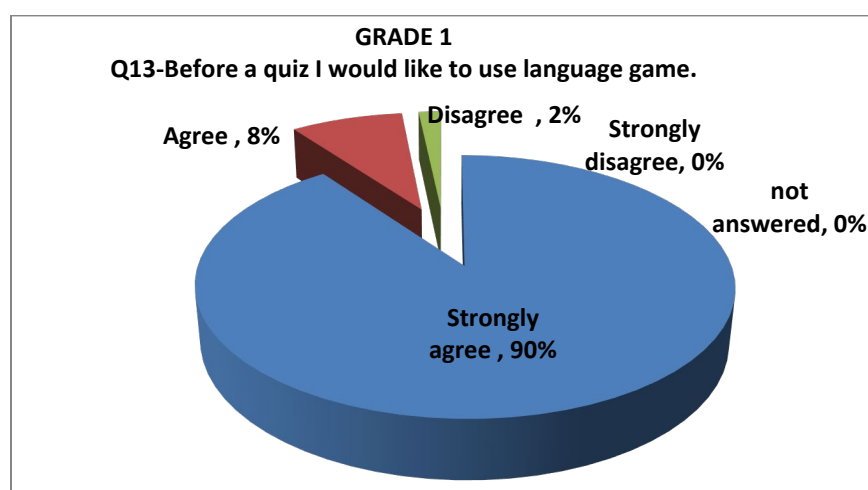**Q13-Before a quiz I would like to use language game.**

Figure 29. Results from question 11 from the questionnaire.

GRADE 3
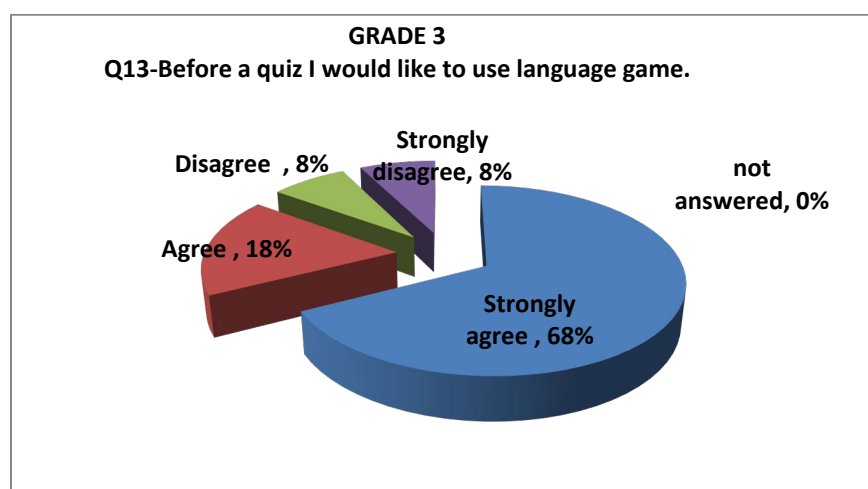**Q13-Before a quiz I would like to use language game.**

Figure 30. Results from question 11 from the questionnaire.

Question thirteen: *Before a quiz I would like to use language games*. First grade students 90% strongly agree, 8% agree, 2% disagree and 0% strongly disagree while third grade students 68% strongly agree, 18% agree, 8% disagree and 8% strongly disagree. Using language games just right before a quiz, can keep the information fresh, they can push young learners memorize the words in a long term and practicing with language games before a quiz can influence their success in quiz.
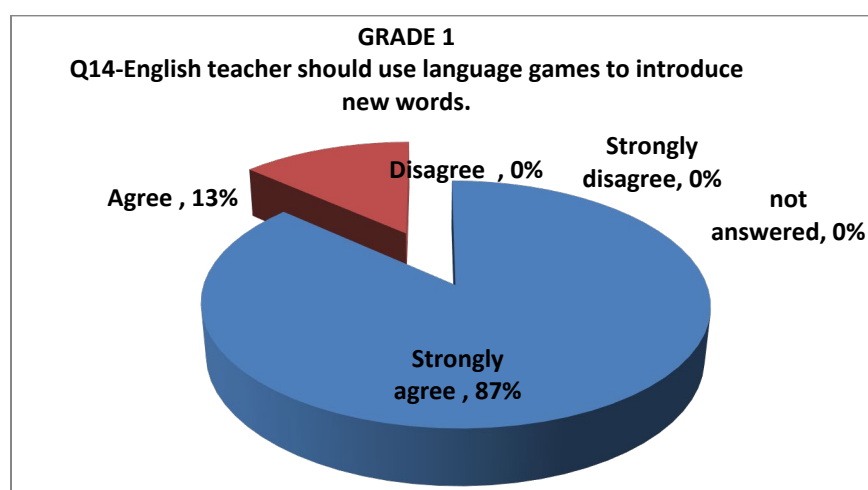

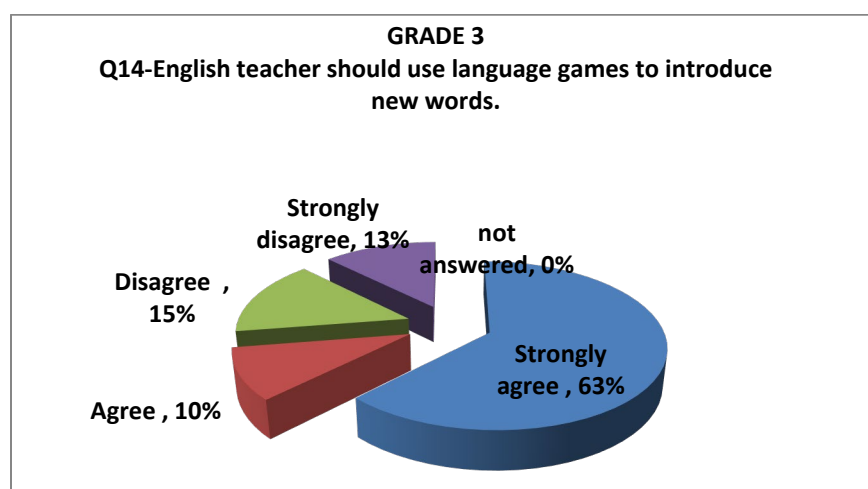*Figure 31. Results from question 14 from the questionnaire.*

Figure 32. Results from question 14 from the questionnaire.

Question fourteen: *English teacher should use language games to introduce new words.* First grade students 87% strongly agree, 13% agree, 0% disagree and 0% strongly disagree while third grade students 63%, strongly agree, 10% agree, 15% disagree and 13% strongly disagree. According to Bakahsh (2016), "Teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner." (p.120)
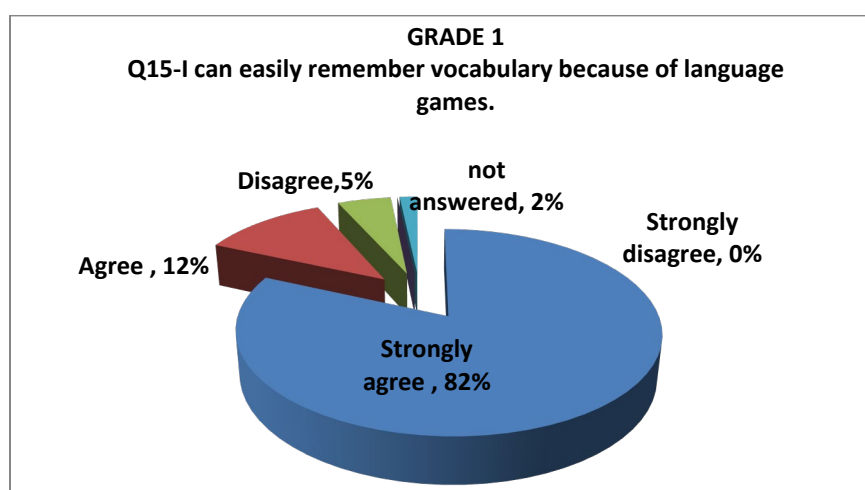

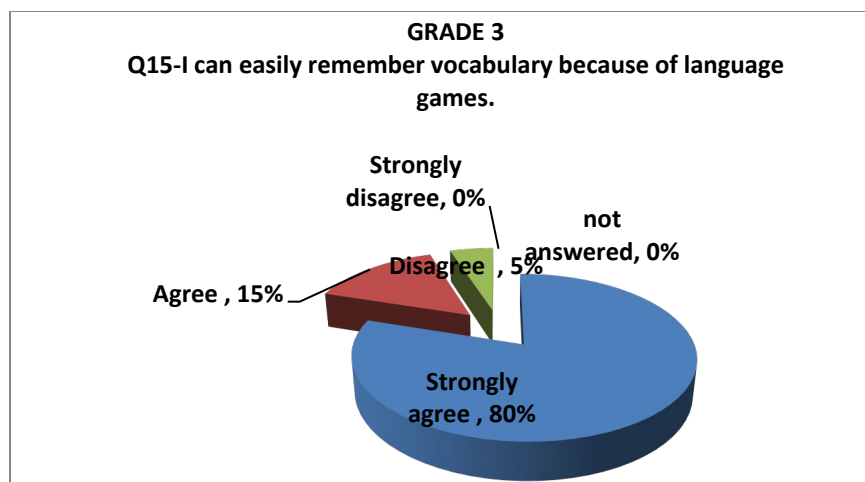*Figure 33. Results from question 15 from the questionnaire.*

Figure 34. Results from question 15 from the questionnaire.

Question fifteen*: I can easily remember vocabulary because of language games.*

On this question, first graders 82% strongly agree, 12% agree, 5% disagree, 0% strongly disagree and 2% did not answer. Third graders 80% strongly agree, 15% agree, 5% disagree and 0% strongly disagree. Young learners should see the whole language in songs, activities, texts, stories and language games as they involve each student to move and they stimulate language learners to memorize English vocabulary. Language games affect students' ability to remember words. Plus, they help to memorize the words in a long term. Moreover, they stimulate them to use the words correctly in a context. Bakahsh (2016) found "Games are one of the methods that could be used in order to avoid boredom in the classroom. They have a special role in any foreign language teaching. Both students and teachers will benefit from including games during class time. Furthermore, teachers may achieve all the educational outcomes through applying the use of games especially when teaching vocabulary." (p.120)
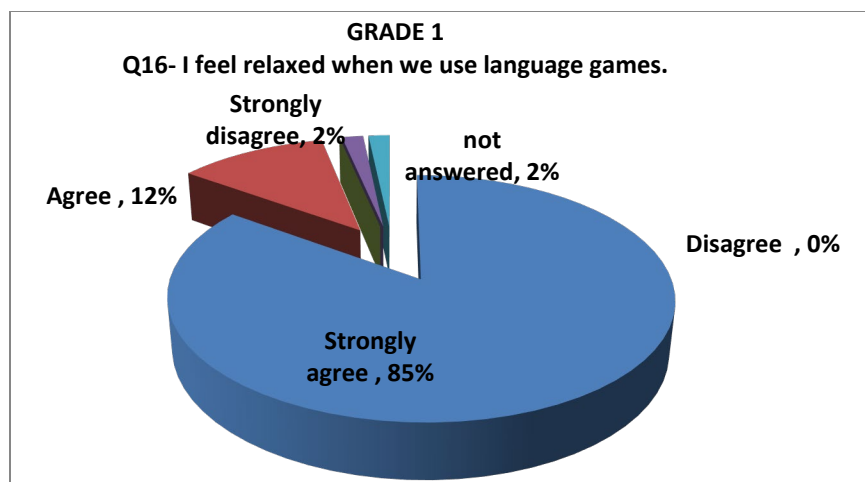
GRADE 1
Q16- I feel relaxed when we use language games.

Strongly disagree, 2%

not answered, 2%

Agree , 12%

Disagree , 0%

Strongly agree , 85%

Figure 35. Results from question 16 from the questionnaire.

GRADE 3
Q16- I feel relaxed when we use language games.

Disagree , 10%

Strongly disagree, 3%

not answered, 0%

Agree , 18%
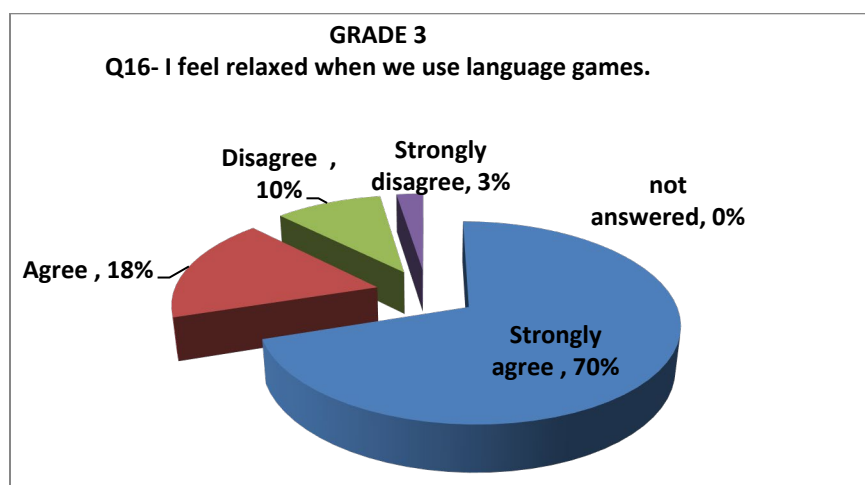
Strongly agree , 70%

Figure 36. Results from question 16 from the questionnaire.

Question sixteen: *I feel relaxed when we use language games.*

On this question, first graders 85% strongly agree, 12% agree, 0% disagree, 2% strongly disagree. Third grade students 70% strongly agree, 18% agree, 10% disagree, 3% strongly disagree. Learning English language needs a relaxing atmosphere in class in order to flourish. Language games reflect on the classroom. They influence pleasant emotions in class.

GRADE 1
Q17-I feel anxious when teacher uses language games in class.

Strongly agree , 17%

Agree , 2%

Strongly disagree, 58%

Disagree , 23%

not answered, 0%

Figure 37. Results from question 17 from the questionnaire.

GRADE 3
Q17-I feel anxious when teacher uses language games in class.

Strongly agree , 17%

Agree , 2%

Strongly disagree, 58%

Disagree , 23%
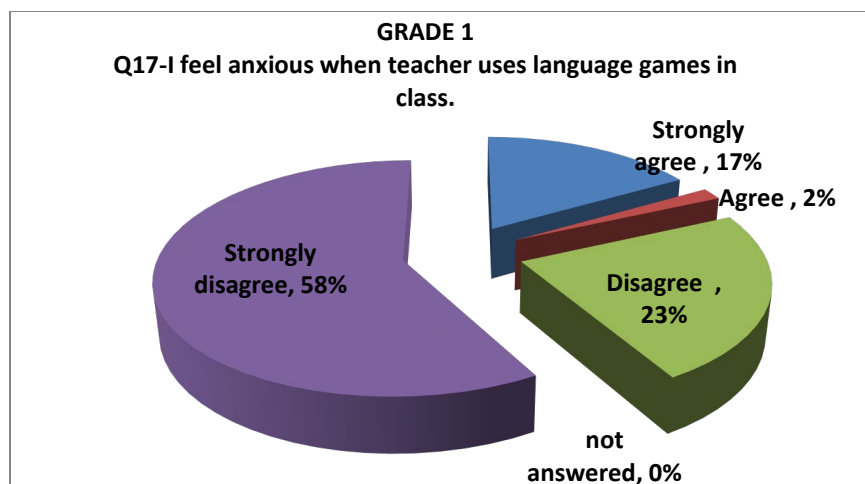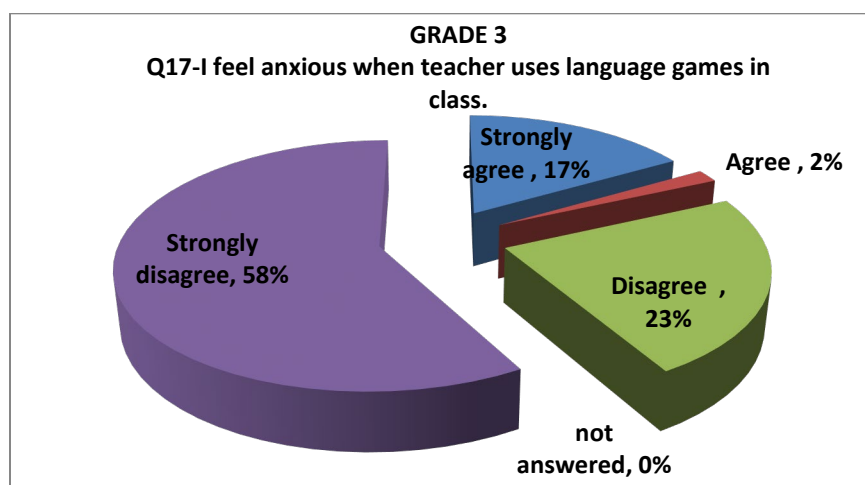
not answered, 0%

Figure 38. Results from question 17 from the questionnaire.

Question seventeen: *I feel anxious when teacher uses language games in class.*

On this question, first grade students strongly agree 17%, agree 2%, disagree 23%, strongly disagree 58%. Third grade students strongly agree 27.5%, agree 5%, disagree 12.5%, and strongly disagree 55%.
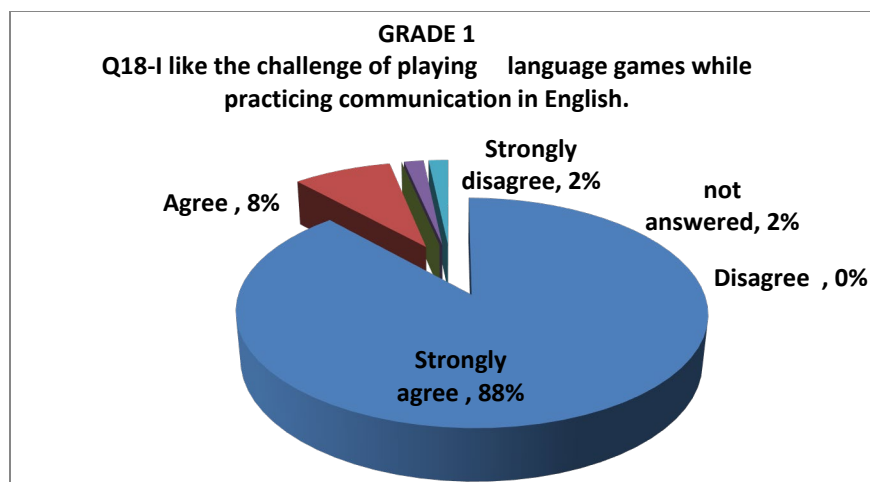
GRADE 1
Q18-I like the challenge of playing   language games while practicing communication in English.

Figure 39. Results from question 18 from the questionnaire.

GRADE 3
Q18-I like the challenge of playing language games while

practicing communication in English.

Figure 40. Results from question 18 from the questionnaire.

Question eighteen: *I like the challenge of playing language games while practicing communication in English.* On this question, first grade students 88 % strongly agree, 8 % agree, 2% strongly disagree, disagree 0%, strongly disagree 0%. On the other hand, third graders strongly agree 80%, they agree 13%, disagree 5%, strongly disagree 3%. Playing language games in class can widen English communication extensively. Asking good questions might help pupils on developing and stimulating English conversation skills. Describing things can also stimulate them to talk in English. As we can clearly see, there are different types of language

games that an English teacher can use in class. A language game is a good chance for both an

English teacher and pupils in order t practice communication in English.

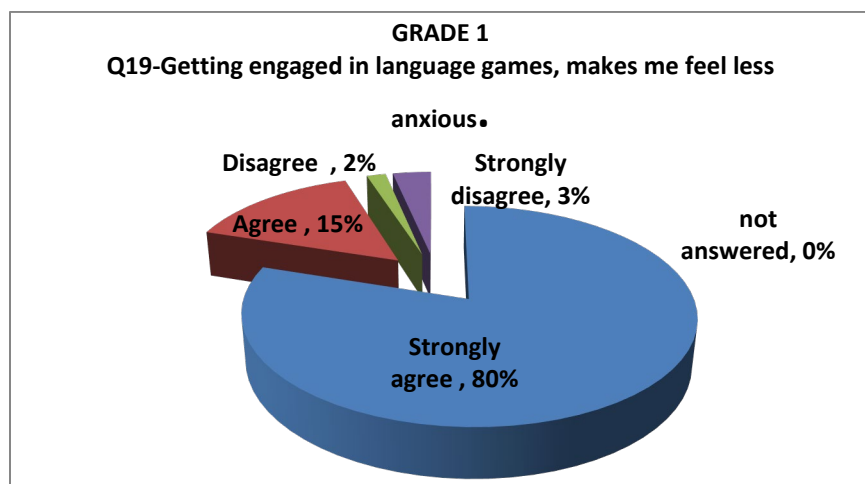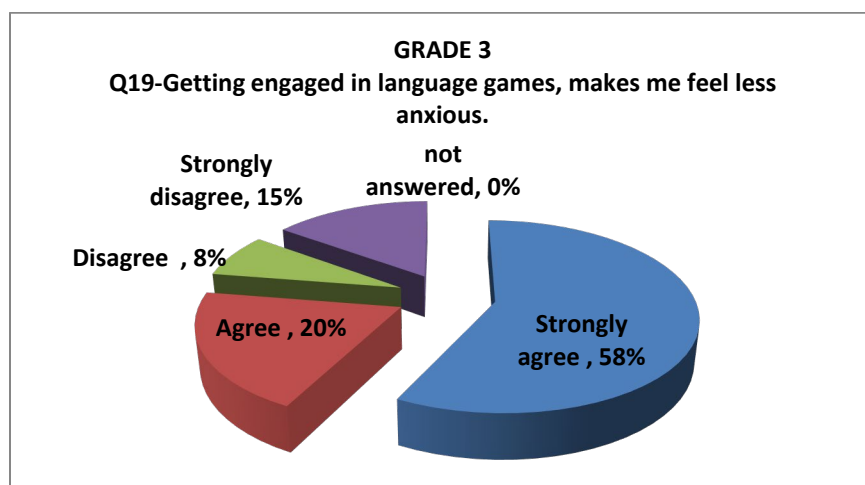*Figure 41. Results from question 19 from the questionnaire.*

Figure 42. Results from question 19 from the questionnaire.

Question nineteen: *Getting engaged in language games, makes me feel less anxious.*

First grade students strongly agree 80%, agree 15%, disagree 2%, strongly disagree 3%. Third

grade students strongly agree 58%, agree 20%, disagree 8%, strongly disagree 15%. Getting

involved in language games, make students feel less anxious. Why? Simply because they entertain pupils, engage everyone in class; including quiet and shy pupils and keep them active.
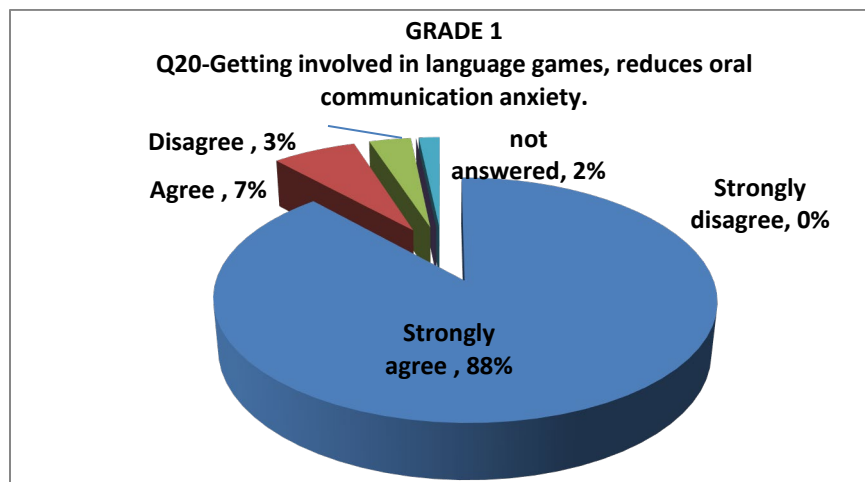
Figure 43. Results from question 20 from the questionnaire.
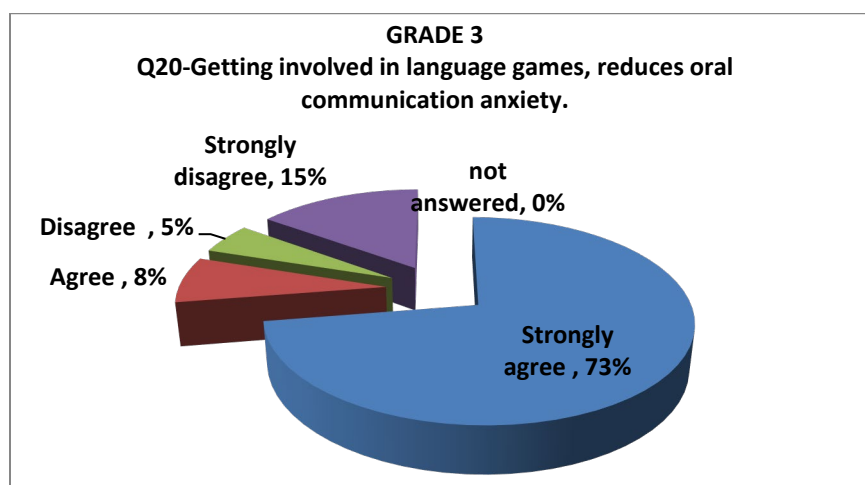
Figure 44. Results from question 20 from the questionnaire.

Question twenty*: Getting involved in language games, reduces oral communication anxiety.*

First grade students strongly agree 88%, agree 7%, disagree 3%, strongly disagree 0%.

Third grade students strongly agree 73%, agree 75%, disagree 5%, strongly disagree 15%. Oral communication should be practiced in classroom. Language games reduce oral communication

anxiety. "This can also be related to Stephen Krashen's Affective Filter Hypothesis, where Krashen claims that foreign language acquisition will happen "in environments where anxiety is low and defensiveness absent" (Brown 2000: 279, as cited in Törnqvist, 2008).

The survey was presented to young learners as Likert scale items. The results were mostly positive. Most of pupils, selected strongly agree or agree when asked if they liked language games. The first questionnaire of the survey was: *Playing games helps me to learn English vocabulary*. From their answers, the highest numbers of respondents are actually first graders (n=58, 97%) as fifty-eight out of sixty voted: *As the lessons are fun, entertaining and enjoyable, I get ready to speak in English* and *I feel confident while I speak in English through playing.* Thirty-four third graders out of forty voted 85% (34= 85%): P*laying games helps me to learn English vocabulary* and *Introducing new vocabulary words through language games makes it easier to memorize new words in English.*

Based on the graph shown above, it is clear that using language games push students to speak in English. The reason is that language games foster communication between students. According to Gruss (2016) "Moreover, all learners can be engaged at the same time or they can have their roles to play at different stages of the lesson." (p.86) In addition, language games are designed as one of the tools of teaching English vocabulary. They are designed to inspire students in order to strengthen everyday English. In the first place, they are created to

stimulate young learners to communicate and interact.

There is no doubt that language games create an interactive learning. They provide a warm atmosphere in classroom, they influence students to show their feelings and opinions and they train pupils to learn English intuitively. Every lesson that goes by, students feel amused, pleased and curios. We can make positive differences and great changes in students' life through their hearts as to engage in lesson means to become part of it and as long as they get involved in lesson, they can interact in English, play in English, love their English and become part of English.

5.0 Conclusions, recommendations and limitations

5.1 Conclusion

As it was mentioned previously, the aim of this research was to find out how language games reduce young learners' oral communication anxiety in the classroom. In order to explore the opinions, beliefs, and attitudes of 1st and 3rd grade students of Gjon Sereçi primary school, this work was designed as a qualitative study. From the data gathered and the results analyzed, we could notice that language games reduced students' communication anxiety in classroom. In addition, we found out that language games had a great impact on English learners' motivation.

Comparing the results of the study with the first hypotheses that suggested that language games are very important since they reduce students' oral communication anxiety, we noticed that it is true as part of them replied positively. Discussing the second hypotheses that said that If language games encourage students to communicate effectively in class, then students who effectively communicate have self-confidence and self-esteem, we realized that language games are key element in the process of speaking English language in classroom and as a result of this they boost students' self-confidence and self-esteem. Reducing anxiety and bringing a positive atmosphere in classroom make students feel proud and happy. Plus, it has a huge impact on self-confidence and self-esteem. The third hypotheses said that language games are waste of time as teachers lose control of the class, which we found out that 1st graders 43 %

disagree and 37 % strongly disagree that *Using games in the classroom is a waste of time,* whereas 3rd graders 28% strongly disagree, 15% disagree with this statement. Young learners' interest in speaking English language as a second language does not always come intrinsically.

We realized that from motivational factors that stimulate students' speaking skills in English are language games. From questionnaires with English young learners we also found out that language games can reduce anxiety, stress, fear and shyness to pupils. Moreover, we could understand that when there is no stress and anxiety, self-confidence comes naturally as children are born to be self-confident but what makes them feel stressed are the circle of society and traditional system at school. In addition, we noticed that language games increases curiosity to children and make them feel challenged, plus push them reasoning out the solution to the puzzle.

5.2 Recommendations

As this research and results from the study are done with careful analysis in order to come to reliable conclusion and the research hypotheses, we summarized briefly some important recommendations that might be effective tools for Gjon Sereçi primary school.

From this study we realized that children face anxiety while speaking English in class. In order to reduce English speaking anxiety to children, it is therefore recommended on additional

that more language games to be used in class by English teachers in order to stimulate English learners to improve their speaking skills and reduce their anxiety.

Secondly, role playing where children express themselves in English language, story-telling activity, describing photos, gifts and special things, are recommended ideas for future. English teachers should create opportunities to practice English communication, in order that pupils could develop their language skills.

Moreover, it is recommended by English teachers to reply in English even that pupils speak in their mother tongue most of the time. An important factor that reflects the work of a great English teacher is that he/she keeps the classroom active, instead of making them feel monotonous. Thus, it is recommended to choose wisely the activities and language games based on their level of their English and also based on emotional maturity. Moreover, it is recommended to meet the needs for each child. Plus, an important factor is mini- library in class in order to make a relaxed and organized classroom.

In additional, this research suggests that English teachers should use different methods in teaching process of ESL, including activities and games that reach auditory, visual, and tactile-kinesthetic in order to get desired results and improved outcomes.

Finally, it is recommended to have clubbing, field trips, going out in order to increase students' success in speaking English fluently. Plus, it is recommended to visit different public and private schools in order to organize students' academic work and presentations. Moreover, this research suggests that English teachers should visit each other's classroom in order to improve

their teaching, methodology and creativity. They would be able to connect English language

with other subjects as well.

Recommendations for the future are based on the following question: How to create new

learning goal of students' communication autonomy?

English teachers and school management should think about new paths that lead to effective

communication for educational purposes as pupils already use language games naturally.

5.3 Limitations

Research process was planned for organization in order to have precision data. Why should

statistics be precision and accurate? As we must bear in mind that even that the questionnaire

was designed carefully, statistics are based on young learners' self-reports. As a result of this,

errors are occurred from pupils.

Thus, the research process went fine, we still had hard way with the questionnaires for pupils as

we had to wait patiently by asking each question, explaining through giving examples and often

with illustration on the whiteboard.

Although the research process went fine, we noticed a lack of diversity among students. As a

result of this, students more than often replied in Albanian language to each other. Plus, young

learners felt that they are being challenged even that at the beginning of the observation we

told them that their answers are going to be published as a book. Thus, we recognized that they

rarely have tests, quizzes or even worksheets in class, which means that they felt challenged with questionnaires and a lot of efforts and explanation from us. Another limitation was the fact that the number of students was very large and pupils were depended on teachers. They lack self-confidence and the limitation was that we had to repeat the answers many times as they did not get based on low self- esteem. Plus their level of English was elementary.

For future researchers I would highly recommend to use questionnaires with students of SEEU.

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APPENDIX : Students Questionnaire

Questionnaries for students

strongly agree / agree/ disagree / **strongly disagree.**

1. Playing games helps me to learn English vocabulary.

2. Introducing new vocabulary words through language games makes it easier to memorize new words in English.

3. Using language games in class help me to practice English vocabulary well.

4. I feel confident when I use English vocabulary words in an activity that has language games.

.

5. I feel frustrated and anxious when I am ridiculed as I speak in English.

6. I feel anxious when I mispronounce English words.

7. As the lessons are fun, entertaining and enjoyable, I get ready to speak in English.

.

8. Using games in the classroom is a waste of time.

9. Using language games is not effective way of learning new words in English.

10. I feel confident while I speak in English through playing.

11. Using language games push me to speak in English.

12. Using language games stimulate me to memorize new words in English.

13. Before a quiz I would like to use language game.

14. English teacher should use language games to introduce new words.

15. I can easily remember vocabulary because of language games.

16. I feel relaxed when we use language games.

17. I feel anxious when teacher uses language games in class.

18. I like the challenge of playing language games while practicing communication in English.

19. Getting engaged in language games, makes me feel less anxious.

20. Getting involved in language games, reduces oral communication anxiety.   .