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THESIS:

"EFFECTS OF USING GAMES ON EFL STUDENTS' SPEAKING PERFORMANCES - CASE STUDY PRIMARYSCHOOLS IN SKENDERAJ"

MENTOR: **C A N D I D A T E :**

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Tetovo, June 2022

Declaration of Authorship

I hereby declare that this thesis is my own work and the work presented in it is my own. I declare that this work doesn't involve information related to other degrees in any other institution. All sources and references, including data and graphs are fully known and all citations are properly identified.

Date: Signature: Krenare Feka

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Abstract

The purpose of this research is to analyze the attitudes of teachers regarding the implementation of games used for to improve the speaking performances of EFL (English as a Foreign Language) and for more efficient learning outcomes. Furthermore, to learn better what teachers do to engage all kinds of students in EFL classroom and how they deal with learning of a foreign language. Additionally, games are considered important for both teachers and students and almost all of them are aware of their usage, importance and effects. This research is focused on students of 7th grade in the schools in my municipality.

Parts of this research are teachers of English Language and EFL students in primary schools in Skenderaj. Five English teachers and sixty-six students of primary schools fulfill the questionnaire and interview which are aimed to highlight their opinion toward using games in EFL classroom and their effectiveness. The duration of the study is approximately about a month. Responses of teachers and students are considered as they show their interest on learning English Language for their future.

The results of this study are beneficial for EFL learners since they know the importance of learning English through the games. Also, English teachers are more informed of how to wake up the curiosity of English learners and how to make the lessons more interesting by using games.

From the conclusions drawn we have pointed out the importance of applying games in EFL classrooms and their importance in raising the quality of students learning, especially speaking performance.

Keywords: games, effects, speaking, students, teachers

Abstrakti

Qëllimi i këtij hulumtimi është të analizojë qëndrimet e mësuesve në lidhje me zbatimin e lojërave të përdorura për të përmirësuar performancën e të folurit të EFL (Anglishtja si Gjuhë e Huaj) dhe për rezultate më efikase të të nxënit. Për më tepër, për të mësuar më mirë se çfarë bëjnë mësuesit për të angazhuar të gjitha llojet e studentëve në klasën e EFL dhe se si ata merren me mësimin e një gjuhe të huaj. Për më tepër, lojërat konsiderohen të rëndësishme si për mësuesit ashtu edhe për studentët dhe pothuajse të gjithë janë të vetëdijshëm për përdorimin, rëndësinë dhe efektet e tyre. Ky hulumtim është fokusuar tek nxënësit e klasës së 7-të në shkollat e komunës sime.

Pjesë e këtij hulumtimi janë mësimdhënësit e nxënësve të gjuhës angleze dhe gjuhës angleze në shkollat fillore në Skenderaj. Pesë mësues të gjuhës angleze dhe gjashtëdhjetë e gjashtë nxënës të shkollave fillore plotësojnë pyetësorin dhe intervistën, të cilat synojnë të nxjerrin në pah mendimin e tyre për përdorimin e lojërave në klasën e EFL dhe efektivitetin e tyre. Kohëzgjatja e studimit është rreth një muaj. Përgjigjet e mësuesve dhe studentëve konsiderohen pasi tregojnë interesin e tyre për të mësuar gjuhën angleze për të ardhmen e tyre.

Rezultatet e këtij studimi janë të dobishme për nxënësit e gjuhës angleze pasi ata e dinë rëndësinë e të mësuarit të anglishtes përmes lojërave. Gjithashtu, mësuesit e anglishtes janë më të informuar se si të zgjojnë kureshtjen e nxënësve të anglishtes dhe si t'i bëjnë mësimet më interesante duke përdorur lojëra.

Nga konkluzionet e nxjerra kemi vënë në dukje rëndësinë e aplikimit të lojërave në klasat e gjuhës angleze dhe rëndësinë e tyre në ngritjen e cilësisë së të nxënit të nxënësve, veçanërisht performancës në të folur.

Fjalet kyce: lojërat, efekti, të folurit, studentet, mësimdhënësit

Working title of the thesis:

"Effects of Using Games on EFL Students' Speaking Performance - A Case Study Primary Schoolsin Skenderaj"

Translation of the working title in Albanian:

"Efektet e përdorimit të lojërave ne performancat e të folurit tek studentët që mësojnë anglisht – Studim rasti institucionet fillore në Skenderaj"

Translation of the working title in Macedonian:

„Ефектите од користењето игри врз перформансите на говорите на учениците од ЕФЛ - студија наслучај основни училишта во Скендерај"

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Chapter I

Introduction

As speaking is one of the most significant skills that EFL students have to learn teaching strategies are very important to improve students' speaking abilities. As (Mahmoud &Tanni, 2014) stated, games are used to give passionate intensity and inclusion in communication, so the students can enjoy and have fun in the learning process. Games as the most important components in EFL classroom, include activities and rules and students can learn in a fun way at the same time. There are different benefits of this study to involve games into language teaching, games highlight the understanding of a language learning and in this way English learners will better keep in mind what they learned (Tuan and Doan, 2010) games allow learners to grow their physical and emotional skills as well as to enjoy and have fund in the learning process, also as a race between students which has rules (Read, 2007) games offer a warm and fun environment in which learners are more motivated to practice the language (Wright et al,2006). The application of games in a foreign language classroom involve each participant and offer an atmosphere for them and also motivate them to achieve a high learning and speaking performance. Through games learners gain a lot of benefits and it is a chance to run away from usual routine. Moreover, communication is greatly achieved through games which motivate students to cooperate with each other and enable them to learn in a positive way and ambience. Storytelling, board game, charades, hangman, bingo, draw swords, Pictionary, etc. are some of the most using games on students speaking performance.

In the present time, all educators apply games to help students achieve better results in their speaking performance and through different strategies they use.

Furthermore, they help students construct competence they need to use English on daily routine in all aspects of their lives.

1.1 Background of the study

Speaking is classified as one of the most important components for the students to interact with others in the context of learning. Moreover, through speaking students can express their opinions and ideas and make them- selves understood by others. Scholars and teachers have always tried to find the most appropriate ways to make their lessons more attractive and comprehensible. Talking about the process of teaching in Kosovo, it can be said that teachers mainly used traditional methods, specifically on EFL classrooms, and nowadays these methods have changed and teachers try to use appropriate methods and strategies to facilitate students' path in acquiring a newlanguage.

Therefore, games are used to encourage students to speak in classroom, as well as to boost their confidence and to join the learning. Games can be used as a tool to provide students possibilities to practice English language and in the same time to entertain. Games are used by teachers as a solution to passionate intensity and motivate English learners to communicate. Games motivate students to cooperate and to be creative in using the language in an expressive way. According to the results obtained from this research, a part of the teachers stated that games positively affect learner viewpoints in learning English and serve for many educational proposes, such as influence on critical thinking, creative thinking, collaborative work and problem solving. According to Huyen and Nga (2003), games can be used as a specific tool to learn vocabulary and an interesting way to be used in classroom. So games are one of the best ways to promote learning of English in EFL learners. Seeing the need to discuss such a complicated topic, this investigative research will emphasize different educational games teachers implement to elevate the students' speaking performance but also the effects of this to reinforce learning.

1.2 Significance and purpose of the thesis

Communication is a part of our daily life therefore when talking about communication in a second language it becomes more important mainly in the process of teaching and learning. The usage of games in a second language classroom is inclined to be quite a complex topic to discuss but significant also.

This research investigates different advantages and the effects of games as an important tool teachers use to facilitate the learning process for students. The idea is to make students gain confidence in learning English language as a foreign language, by using these in classroom. Teachers have to find the proper ways and methods to create an enjoyable and interesting environment for students. The most attractive way to learn English as a foreign language is learning it by using games in class and making it more interesting for learners. Based on Hadfield's opinion games are important instruments with rules and goals, that helps students increase their speaking abilities (Hadfield, 2004).The most attractive and motivational way of learning effectively is learning by using appropriate approaches on students' performance and their usage into classroom. As it is known, games have a great impact on students learning outcomes and their motivation.

The main reason why I have chosen this topic is because of my five years of experience on teaching at "Migjeni"school with different students' ages, it means from preschool to the 9th grade and based on this I realized that teaching a foreign language by using games and activities makes it easier and enjoyable. From my experience I have noticed that our students are more interested in learning a foreign language through games, because they understand better and make fun in the same time. Thus, this thesis tries to discover the importance of using games to elevate students' English skills. Another significance of this thesis is how English teachers use various strategies to communicate high expectations for students' effectiveness and broaden their knowledge since they make them possible to maximize students' learning and practice.

Hopefully, the findings of this research provides English teachers with valuable data regarding the students' preferences and views about effects of educational games and different types of techniques and methods that are currently used.

1.3 Structure of the study

This MA Thesis consists of five chapters divided into: introduction, literature review, methodology, findings and discussion and conclusion.

The first chapter is an introduction to an overall analysis about the role and effects of games in a second language learning and the ways which the teacher and students intertwine their speaking as one. The background of the study based on the research previously made in this field; and the significance and purpose of the thesis then follow, proceeded by general and specific objectives of the study.

The second chapter is related to literature review which deals with the role of teachers in using games in a second language classroom; the approach used by teachers to create a positive classroom environment; students' reaction toward the usage of games; the impact of games to enhance their speaking performance and their effects on students' learning outcomes; the benefits of using communication; the limitations set by teachers while interacting; and the factors that affect speaking abilities.

The third chapter is an overview of the study procedures and methodology. Moreover, it presents the design of the study, population and samples, data collection and hypotheses, and research questions and methodology.

In the fourth chapter all the data results are discussed and analyzed from the observation of controlled classrooms and the students' questionnaires and teachers' interviews. At the end of the fourth chapter, limitations, recommendations and the bibliography conclude the paper with all the sources and appendices used during this research.

1.4 OBJECTIVES OF THE STUDY

Objectives

This thesis intends to show the effectiveness of games as a strategy to help students improve their speaking abilities. Moreover, it highlights the patterns used by teachers to help students construct competence they need to use English. Therefore, this thesis research reveals whether the use of games are helpful for students and if the teachers' methods and techniques are sufficient to improve speaking skills for EFL learners and learners of the main schools in Skenderaj.

Specific objectives

- To find out if games have impact on students 'Speaking performance'

- To find out if games help students to acquire English language
- To find out if students and teachers prefer to use games in order to make the lesson more attractive and to learn easier the English language.

One of the main issues of this chapter is to define the effects of educational games and their influence on students' speaking skills and the cooperation between teachers and students based on communication skills; motivation of students of a foreign language and highlights the general and specific objectives of the study. Thus this thesis tries to discover if using games help our students to elevate their English skills.

CHAPTER 2: LITERATURE REVIEW

INTRODUCTION

This chapter synthesizes the reviews of researchers about the role of learning English through the games, specifically the effects of using games in EFL classroom and see if using games help students to achieve better results on speaking more fluently English.

First, a main insight is given to learning through the games and how teachers are able to use them in classroom, will be given different opinions and ideas from researchers toward this issue. Then, there is an introduction to some points of view about the importance and effects of using games previously studied by researches and a short summary about different factors that indicate the role of the teachers and their duties to motivate students to learn English as a foreign language. The third section highlights the speaking performance through the use of games and how these are connected to each other.

As mentioned previously, learning English through the games seem to be an effective way to enhance speaking performance for EFL learners and teachers play a significant role regarding this issue. As a result, it is considered as a complex topic to be discussed. Taking this into consideration, this issue has been the main interest for researchers and scholars for a long time. As speaking is one of the most important skills, it is known that English teachers should do their best to increase students' speaking abilities.

Gaming is very important way to make students to practice their English (Wright, Betteridge, & Buckby 2006). Additionally, Hubbard claims that students have a chance to achieve their speaking abilities when they got involved in gaming (Hubbard, 1987). Therefore, the use of the games give students the opportunity to overcome their difficulties in speaking English.

2.2 The effects of employing games on student's speaking performances in classroom

Learning English through games seems to be an effective way to enhance speaking performance for EFL learners. Leong and Ahmadi (2017) stated that one of the most difficult aspects of a language learning is communication, and many students don't feel comfortable to communicate with each other in English classes. Being an English teacher is very hard, teachers need to have patience and willpower their work. Munoz and Hidalgo (2013) argued that "teachers must draw on other sources at the moment of performing their work by using as many available possibilities as they can to enrich their labor'' (p.19).

There are many reasons why learners did not have courage to speak in classroom because of the lack of vocabulary and feel that they can not achieve the result that is required (Tuan & Mai, 2015).

Meanwhile, one of the main problems that students deal with is learning speaking, don't realize the effect of speaking English in everyday life.

They learn English as their obligation to take higher marks but their communication skills aren't very good and they often feel ashamed to be part of a conversation. Furthermore, games provide greater interaction among students and also a positive learning atmosphere where they participate with each other equally (Mahmoud & Tanni, 2014).
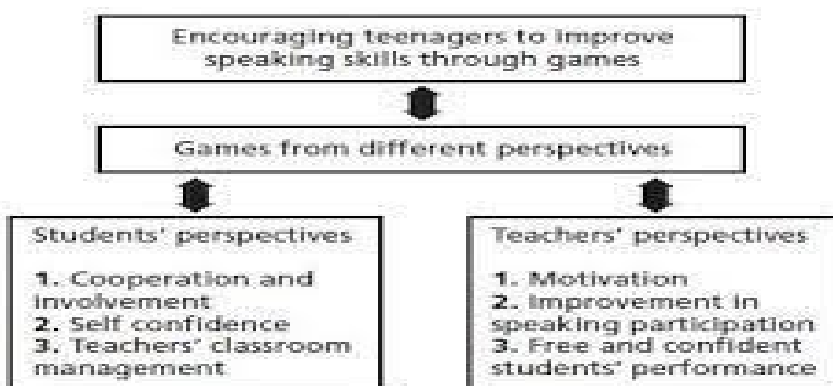

Figure 1. An example of improving speaking skills through games (Leo & Cely,2010,p.30)

Game can be described as an activity with rules and goals in which students can make races with each other, such in board game, guessing game (Hornby, 1995). According to this, teachers can use variety of games, to

make   the learning process more attractive for students and to make them feel free to express themselves.

2.3 Guessing game as a technique to improve students' speaking skills

Games are an amazing activity and all of students like playing them. They are not just enjoyable but students also   benefit from them. Guessing game is a game that can help students to improve their speaking skills, because they have to use various information, words or phrases to find that object. According to (Wright, 2005) this is a game in which students do races in teams or individually to find a certain object.
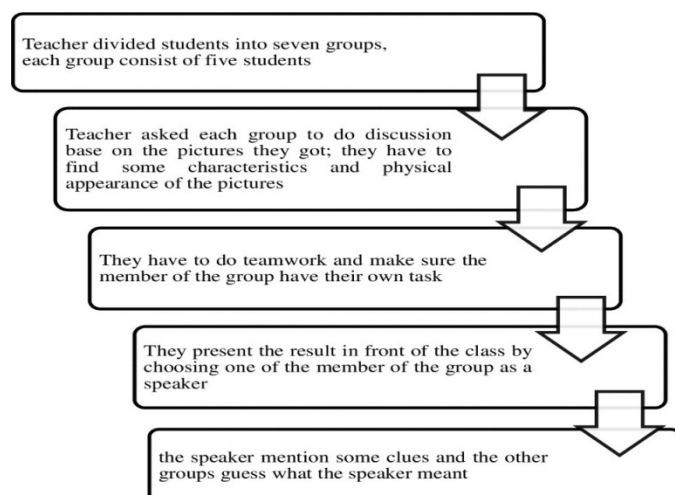
Figure 2. The implementation of guessing game in teaching speaking (Nauren, 2018, p.13)

Guessing game has a simple rule, one student try to explain the object that the other student doesn't know what is it. On finding the answer of what is it; the other student should ask yes/no questions for instance, for example what is it? (girl/boy, animal, object) etc. In addition, the student is allowed to tell a clue to team about what stuff is it. According to Lee (1995), Guessing game is a game with activities. It can be played indifferent follow: Guess what is it? Guess who am I ?, Guess which job is it? Thus, guessing game is a combination of language practice and fun.

2.4-Games as a strategy to motivate EFL learners in classroom.

Teachers use various strategies to motivate English learners, but this research is focused on games as one of the strategies to motivate students to speak in classroom. Nevertheless, one of the main factors to learn a language is motivation. (Lightbown and Spada 1999) stress the importance of motivation which provides a positive ambience for learners and stimulates their participation in different activities.

Job with students is not an easy job, as teachers faced a lot of problems to find the best way to teach English to young learners. Attempt required in each moment and must be continue for a long time (Wright, Betteridge, & Buckby, 2005). It requires to keep them motivated, to draw their attention and to encourage them to learn. One of the most appropriate way is by using games and songs as they provide a context for a significant communication. This strategy among others includes increasing students' interest and involvement in the tasks, developing their self-confidence, promoting their contact with L2 native speakers. Educators should use modern technology and make it suitable for their learning styles at the present time. Students need different and interesting strategies instead of using traditional and boring strategies in English classrooms, and through the games they can learn and be motivated as well as have fun.
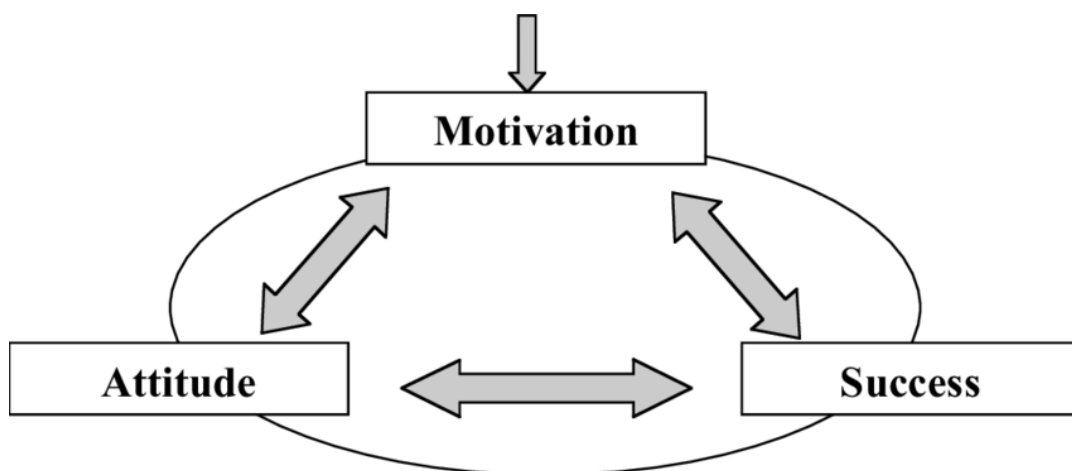

Figure 3. The role of games in motivation, attitude and success (Bragg, 2003, p.160)

Actually, students need active, fun and interesting activities to get motivated to learn English and in this way

theywill better remember the words they learn (Tuan and Doan, 2010). According to, Schuna (2010) educational games playing in English classes, can help learners focus more and gain self-confidence. As can be seen from this study, students gain knowledge through games and learn the language better by improving their vocabulary and communication. Furthermore, they are more encouraged when they are playing games that stimulate their learning (Moon, 2000).This strategy also increased students' motivation to learn new vocabulary and encouraged them to interact and communicate. In addition to enhance students' motivation technology is being increasingly integrated nowadays, and have a good impact when used In English classes.

2.5 Game based-learning

Nowadays, students use technology constantly and it has change their learning strategies in contrast with the past. Technology has a major impact in almost all fields of life nowadays, particularly in the education system. The accessibility of technological tools offers teachers many opportunities in the teaching-learning process especially to those who teach the subject of English language. It is important to embed technology appropriately and try not to avoid it, in this way teachers can control their class but also develop students' learning outcomes.

In order to an effective learning process is important to use innovative technological tools, such as digital games based learning, video-games (Yang, 2012), and applied games (Roessel & Mastrigt-Ide, 2011). Technological games are very important to integrate into educational system to realize diversity of learning outcomes (Connolly, 2012). Moreover, technological games make learning more effective and enjoyable for students. Many researchers believe that the technological games contain precious learning components, which creates a delightful environment and make the learning process more interesting for students (Malone, 1981). Technological implementation and games have become quickly developed and involved in the learning process.

2.6 Gamification in learning and education

The gamification of learning, is an educational way that attempt to motivate students by using video games design and game components in learning environments. The aim is to boost, delight and commitment by capturing the interest of learners and inspires them to continue learning. Finding the solution to problems by applying game elements defines gamification. Gamification has a particular importance especially in the learning process (Koivisto & Hamari, 2017; Seaborn & Fels, 2015). Gamification is one of the new training techniques, which is a didactic approach based on the game contexture with an attractive element for students.
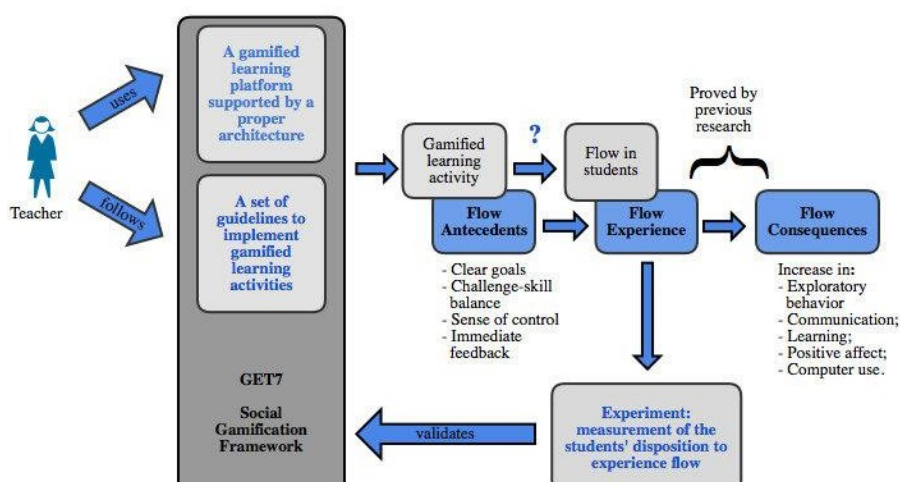
Figure 4. A framework for Social Gamification (Simoes, 2015, p. 117)

The proposed social gamification framework, applied in an educational setting, aims to lift up gamified learning activities. Furthermore, (Kapp, 2012) claimed that gamification is using game-based mechanics, game thinking to engage the students, motivate, promote learning, and solve problems. Gamification is an useful way to create positive changes in attitudes and behavior of students toward learning, to upgrade their sense of motivation and commitment. Teachers all the time tries to find different teaching methods and approaches that allow students to be more active, to participate and to have strong motivation and commitment to their own learning (Kapp,12). Gamification has a lot of benefits to use in the classroom such as; motivate students for learning, create a relaxed atmosphere, and make it more fun, higher engagement and concentration of students, students can explore different identities through different characters and feel like they have the control over their learning.

3.1- THE IMPORTANCE OF COMMUNICATION SKILLS IN A FOREIGNLANGUAGE

Interaction as a tool in developing students' communication skills

Teaching a foreign language leads to many factors that directly affect the process of students' participation in classroom. One of these factors is communication. As a matter of fact, Brown states that in communicative language teaching, interaction is, the heart of communication (Brown, 1994). Through interaction students learn to communicate, moreover, interaction and communication are tightly intertwined with each other. Likewise, teachers' focus should be in creating an interactive environment in order to accommodate students with adequate knowledge of classroom communication. Also, the teacher's role should always be as a facilitator and as an initiator of specific themes. In this way, students can adapt easily in the process of communication about specific topics based on the curriculum. However, teachers need to be aware to regulate the curriculum based on students' needs and their level of language understanding, so it will be easier for them to participate in classroom discussion. Through participation, students can better learn the process of communication. Learning to use language means to understand when particular solutions are appropriate and implicitly learning and receiving rules and values about language solutions that originate in the   larger community of speakers (Chavez & Clare, 1996, as cited by Hall & Verplaetse, 2000, p. 157).

3.1.1 Speaking practice in EFL through ICT tools

As previously mentioned teachers and students should have an interactive environment so, discussion can function appropriately and create the patterns of classroom communication needed for non-native speakers where English language is being taught as a foreign language. In order to achieve higher learning and teaching results modern technology is applied and assisted students who face difficulties in enhancing the speaking skills. Based on this, technology is a good tool to achieve better results specifically to teach speaking skills in classroom. Some of the most important instruments used by teachers to facilitate the process of learning and teaching are as follow:

Computers are the most significant learning tool. Computers are the most ICTs tools also used by teachers. Computers are helpful for students too, because they can easier integrate into the learning process and gain

wider knowledge.

Overhead projector is an interactive board with board game that uses multimedia system teaching technique. It is used by teachers as a teaching tool in classrooms that facilitate teachers' work and create an interactive environment for students. Using projectors students can play board games, to make quizzes and other activities. Durden, & Dangel, (2008) claimed that board game is a game where students interact in groups and can compete to each other using the instructions given by teacher.

3.1.2 Charades game and its use in classroom

Charades is an important game for English learners. They can reach their vocabulary and their speaking skills while using this game. According to (Syarfuni, 2010) Charades is a game where students have to guess the word or phrase said by another student or team. So, in this game words are acted in pantomime. The rules of this game are simple: one student make movements or actions related with a word and the other part of students guess what it is. The student who guesses the correct word accepted the next word to perform.

There are some of the categories of words or phrases that we can use in charades game, for example:

- Film title, TV show, play little, book title, song title, etc.

Teachers in our schools use charades game as a way to engaged and build students' confidence and social skills.Another, benefits of using Charades game in a second language classroom is that: make students to work in groupsand collaborate with their team, make them provide their guessing and increase students' activeness in acting the words or phrases. In this way the activity is more fun and interesting for learners and it helps them to speak freely in classroom. This is also a challenge for teachers to apply this game in teaching English as a foreign language (Bakhsh, 2016). For students is hard to understand the explanation just from the teacher. Students look for different words in their materials and educators help them by explaining their meaning.
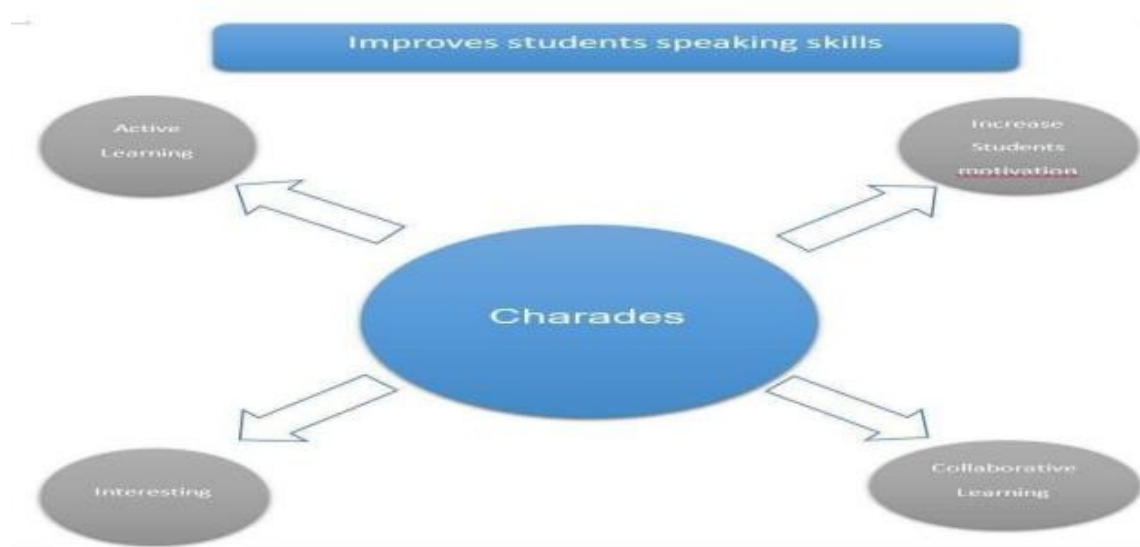
Figure 5. Use of Charades in enhancing students' speaking skills (Singh and Aziz, 2021, p.19)

Speaking is essential because it allow us to communicate. Moreover, Charades is used to enhance students' speaking performances especially to those students who are learning English as a foreign language.

3.1.3 Benefits of using games in EFL classroom

Games are used as stimulation and are entered in the traditional educational process. According to, (Chiang,Lin, Cheng & Liu, 2011) in the area of education they are broadly integrated and review the connection between games and educational process. There are a lot of benefits of using games in classroom, it affect students' learning motivation, students' performance and their engagement. Moreover, using games in teaching help students in different areas such as: participation in the classroom and motivates them to be part of the class discussions. As a result, simile with used traditional methods, participation, motivation and discussions were more favorable in teaching and learning process (Vernon and Blake, 1993). In the other hand [Kirk, 26] claimed that games can be used to motivate students to be part of the class discussions, to teach new topic, and also teachers can use them for other purposes. As it is known, in there is always loser and winner while playing games, but never is a loser while playing educational games, because educational games learn students different methods and evolve new concepts about learning process. According to (Su, Cheng, and Lin 2014) good students need to be encouraged and apply different techniques in order to take part in the lesson in a learning environment.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter shows the experimental research regarding the effectiveness of using games in classroom, how teachers motivate students and how students increase their speaking performance through games in learning a second language. All the gathered data have to do with finding teachers' strategies and their obstacles in EFL classroom and if these strategies are effective enough to develop students' speaking performance in EFL classroom. Also, this data will show the impact of the games in developing a second language. Moreover, the overall design of the study, the description of the observed classroom during the study, population and sample, data collection instruments, procedure and findings are broadly described.

3.1 Design of the study

In order to define the importance of using games and teachers' strategies toward this issue, a quantitative method study was created. The study occurred in two primary schools in Skenderaj, "Ahmet Delija" and "Migjeni" and the participants who were chosen for this study were the 7th graders. The number of students from "Ahmet Delija"varied for each class observed, while there was almost the same number of students per class at "Migjeni". In order to find out the teaching and learning English as a foreign language through games and the effects of them on developing students' speaking skills, the observation method was used in both schools. Moreover, part of this research will be sixty-six students, English learners 7th grade it means three classes and in total 66 students. Their age is 12-14. Also, five English teachers were part of the study. During the observation, I could notice different approaches and techniques used by teachers to enhance students' motivation and the ways they mixed those tools to make discussion more attractive and interesting for students. Likewise, students were able to express their ideas and I noticed different points of view in their answers regarding the topics. The main data points of this researchare: teachers' interviews which explore the teachers' views and practices regarding the use of games in learning a foreign language, students'

questionnaires that have a main insight about classroom discussions; and classroom observations of the types of strategies teachers use and how students developed their language abilities through these games.

3.2 Research Questions and Hypothesis

This study investigates the strategies that teachers use to develop speaking performances on English Foreign Language learners and how educational games are used by teachers and students and achieve better results. Moreover, it aims to reveal the most effective strategies teachers use to impact students' learning outcomes and motivation. In answering the following research questions, this paper; is going to discover that the usage of games in the process of teaching English Language has a positive impact on the learning process and speaking performances.

Research Questions:

1.What strategies teachers use to improve students' speaking performances?

2.What is the role of using games in teaching and learning English?

3.Do games and activities help student of English language to improve their speaking performance?

4.How often do the English teachers use games in teaching process?

The hypotheses of this study are below:

H1: Using games as a learning strategy in the process of teaching has a positive impact on developing students' speaking performances.

H2: The effective usage of games by English teachers help students to be more confident and pay attention to the lesson by being engaged through more interactive approaches which encourage them and increase their interest.

H3: Games tend to be very helpful for English learners to improve their speaking abilities and help them to gainself-confidence.

3.3 Sample and Population

The study is conducted in the elementary schools in Skenderaj, and it is focused on impact of using games on EFL students speaking performance. The participants of this study were 5   English teachers, two males and three female. Also, part of this research were and sixty-six students, English learners of 7th grade, it means three classes and in total 66 students. Their age is 10-14. Thirty-two are females and thirty-six are males.

3.5 Data collection and Analysis Procedure

The questionnaire conducted with EFL students in primary schools in Skenderaj, belonging to the 7th grade, was prepared with Google forms and was given to each student as data collection instrument, and it consist of ten (10) questions. The study was done in classrooms. After that, the questionnaires with the answers of students are going to be analyzed and presented in charts and interpret accordingly.

I also interviewed the teachers from both schools to find out the impact of games in learning and teaching process and how they contribute on students' speaking performances. All the gathered data was examined in order to find out how teachers' use games in EFL classes and how they influence students' speaking skills and motivation.

Moreover, the responses received from teachers are going to be reviewed and analyzed by introducing every concern related to this issue.

The gathered data was comprised in classroom observation, questionnaires and interviews. And, I started with observation to reveal the types of strategies the teachers use and students' attitudes toward these strategies. From the answers of students and teachers, the results show that games play an important role when used in EFL classrooms. The study was conducted four weeks.

Chapter IV

Study results and discussions

This chapter contains the observation method in details that was used by teachers in order to find out the effects of using games on EFL student's speaking performance. Also the data analysis of interview and questionnaire will be analyzed and discussed in this chapter.

First, the observations of classrooms held about a month in primary schools in Skenderaj were discussed, in order to see what teachers do to engage all kinds of students in EFL classroom and how they deal with learning a foreignlanguage by using games. All these data, interviews for teachers and questionnaires for students were collected, analyzed and discussed in order to find out the usage and impact of games on ELF students' speaking performance.

4.1. The results from the observations

The procedure started   observing students and teachers at Schools "Migjeni" and "Ahmet Delija". Part of this research were sixty-six students, that are 3 classes with 7th grade English learners. Their age is 12-14. The lessons were held in English Language three times a week in each class. The teachers and students welcomed me and were told about the reason why I would be with them during these weeks. The lessons were developed through the same content in three classes of two schools.

The first school I started observing was "Migjeni". There it was only one parallel with 7th grade, and this parallel was taught by a teacher who had been teaching English for 9 years and the main source was from the book Live Beat 2 by Pearson Education. The teacher used other sources from internet to make a difference from traditional approach where students were obliged to read and translate the paragraphs from the book. Also, he said that had been using different activities to make the lessons more interesting for students. This class was taught by another English teacher who had been teaching them elective subject. During these two weeks in this school, the teacher did a lot of activities related to the topics, including games. On the last day, I distributed the questionnaires to the students and conducted the interviews with teachers. More details will be given below.

Week II

The second school I started observing was "Ahmet Delija". The lessons were developed through the same content in the two parallels, and each class had English classes three times a week. Twice with their English teachers and once elective subjects with another English teacher. The teachers mainly used traditional approaches where students were obliged to write, read and translate and the main source was from the book Live Beat 2. While, on the elective subject the teacher used different strategies to encourage students. She took materials from internet and other sources, even the teacher used PowerPoint presentations to give an overview of the topic. The students were working individually before she gave them instructions. There was a topic about 'famous monuments', and the students were asked to brainstorm ideas about the most famous monuments they know.

Some of the answers are:

S1: Eiffel Tower

S2: Big Ben

S3: Great wall of China

The teacher explained the story and used PowerPoint to overview the famous monuments which are in the book. In the end, students did guessing game with different names of famous monuments;

S1: My designer's name is William, which famous monument Am I ?

S2: The Empire State Building

4.2. The results and discussion from students' questionnaires

This questionnaire consists of 10 questions and the questions in English were translated into Albanian too as well, just to make sure that students will understand the questions, and they will be with multiple choice questions. These questions were related to the effects of using games on EFL students' speaking performance. Their responses give a clear view if games have a positive or negative effect by using them in EFL classroom and last 20 minutes. The answers are presented quantitatively in charts and discussed the percentages. The answers are presented and analyzed as follows:

In order to test this hypothesis, the answers will be shown in charts and will be analyzed in further detail.

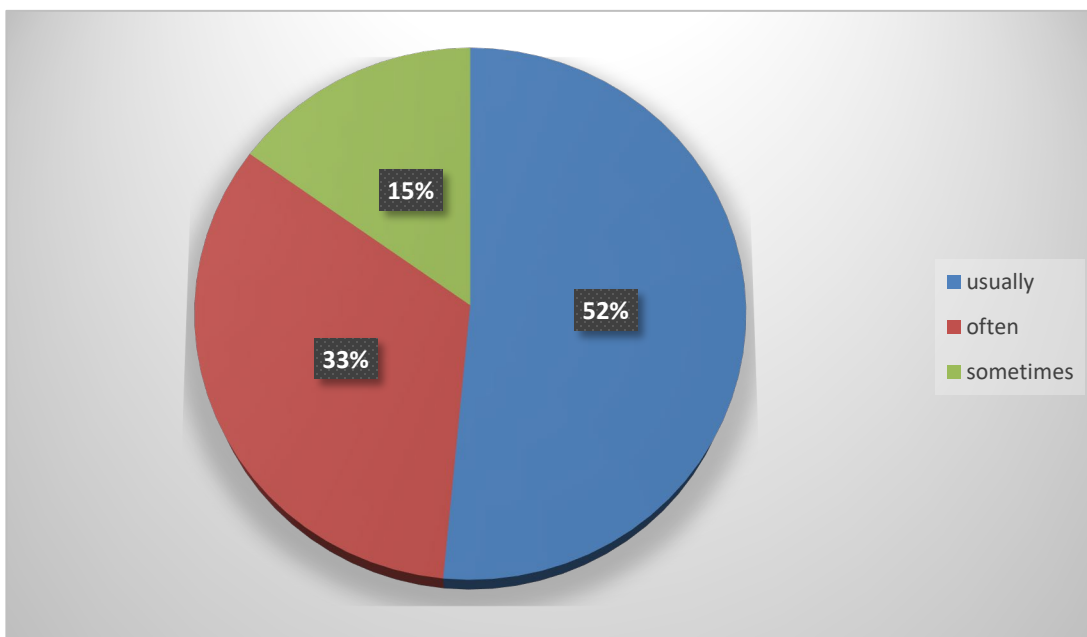1. *How often does your teacher use online games to improve your skills?*

Figure 6. How often does your teacher use online games to improve your skills?

Figure 6 shows the importance of online games used by teachers to improve students' skills and abilities, so students of both schools answered with usually 52%, 33% reported often and 15% said sometimes. As it can be seen from the results, most of the English teachers apply online games in order to improve students' abilities.
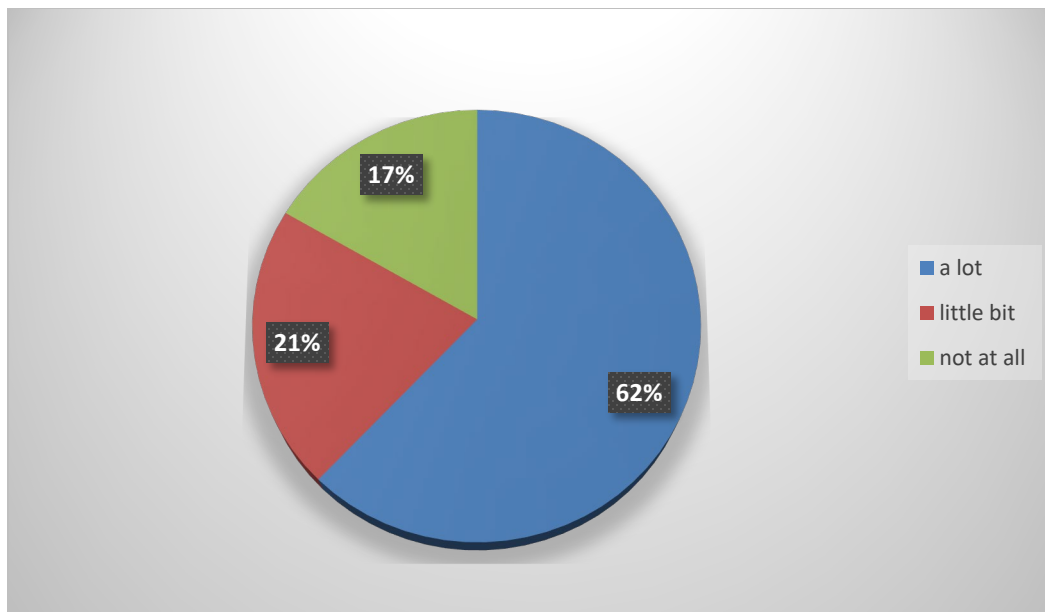
2. *Do you interact in groups?*

Figure 7. Interaction in groups

Figure 7 shows the second question where: 62% of students affirmed that they interact in groups which I also noticed during the observations, dividing students into groups helped them to cooperate better and learn more things from each other, so, answered with 'a lot', whereas 21% reported 'a little bit' and 17% of them claimed that interaction in groups does not make the learning experience easier and answered with 'not at all'.

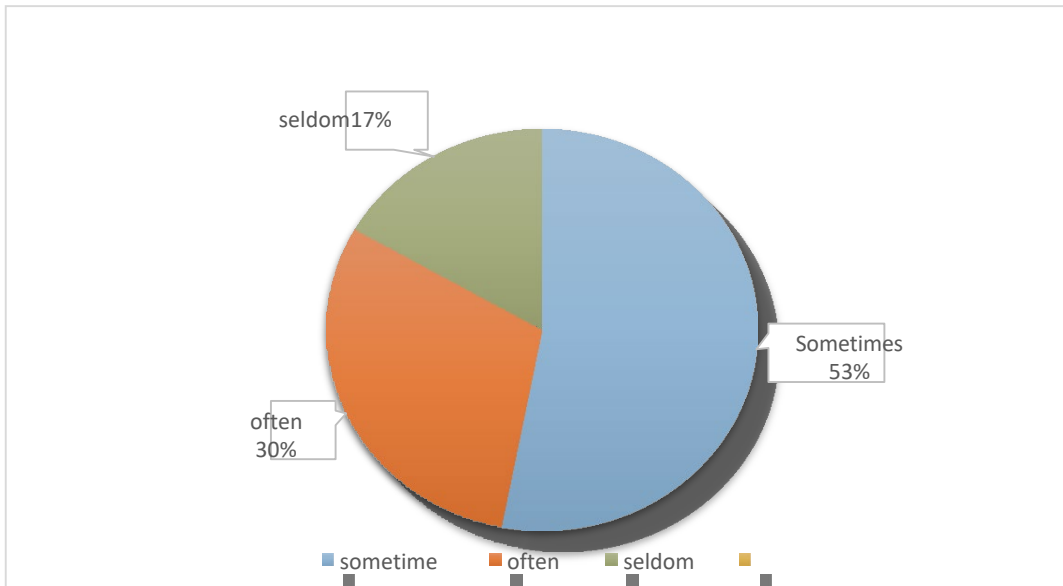3. *Do you use technological tools during learning process?*

Figure 8. Using games to improve students' speaking skills

Figure 8 represent the third question in which can be seen from the results , most of the students answered "sometimes", or 53%, 30% of them reported often and the other part or 17% of the students claimed seldom . So, this question proves that teachers uses technological tools in learning and teaching process.

4. **Does your teacher cooperate with you during games and activities process?**
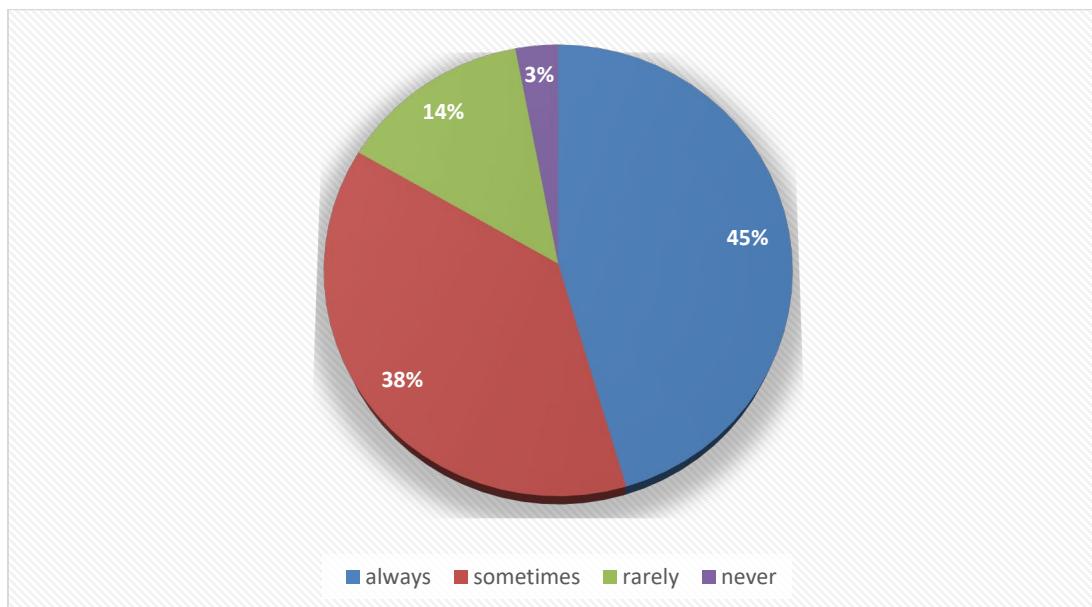

Figure 9. Teacher- student cooperation

Based on assessment of questionnaires 45% of students affirmed that they always work together with their teacher during classroom activities, whereas 38% claimed 'sometimes', 14% answered 'rarely' and only 3% said 'never'. Teacher and students cooperation is very important since it enables them to participate with each other and motivates students to express their thoughts freely*. It seems that, through games students develop their skills on speaking performance and increase their self- esteem.*

5. *Does using games help you to gain confidence on speaking English language?*

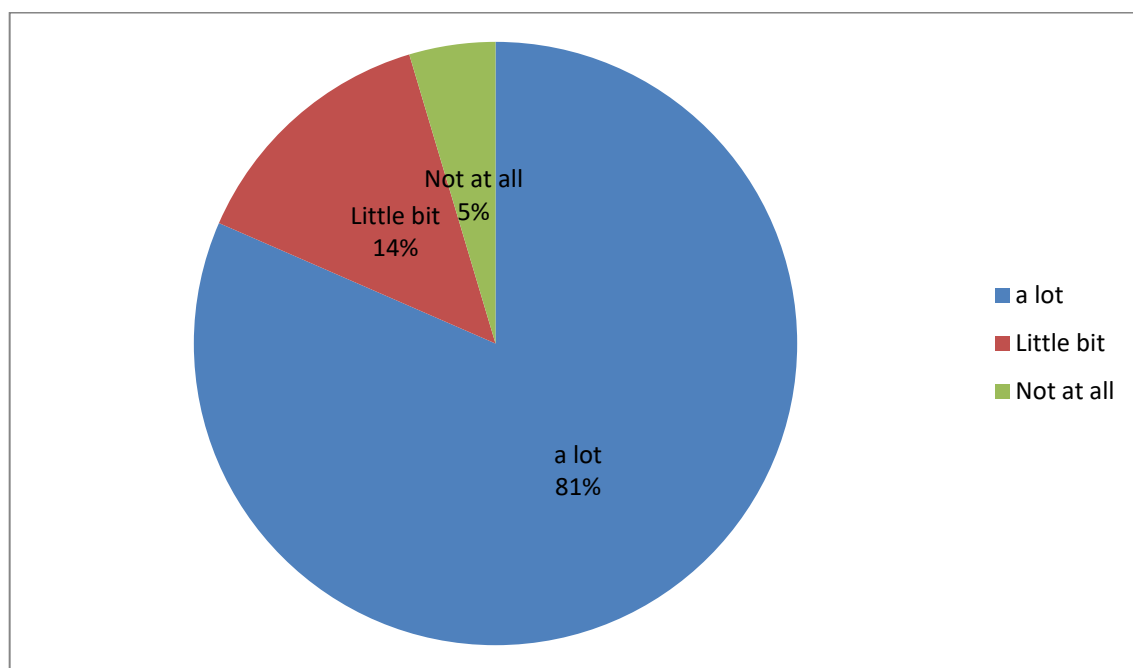Figure 10. The importance of games to build self-confidence

Figure 10 represent the fifth question which is about students self-confidence and what help them in this issue. So, using games while learning another language build their own self confidence and establish higher self-esteem. In this question, most of the students answered 'a lot' or 81%, some reported 'little bit' and only 5% answered 'not at all'.

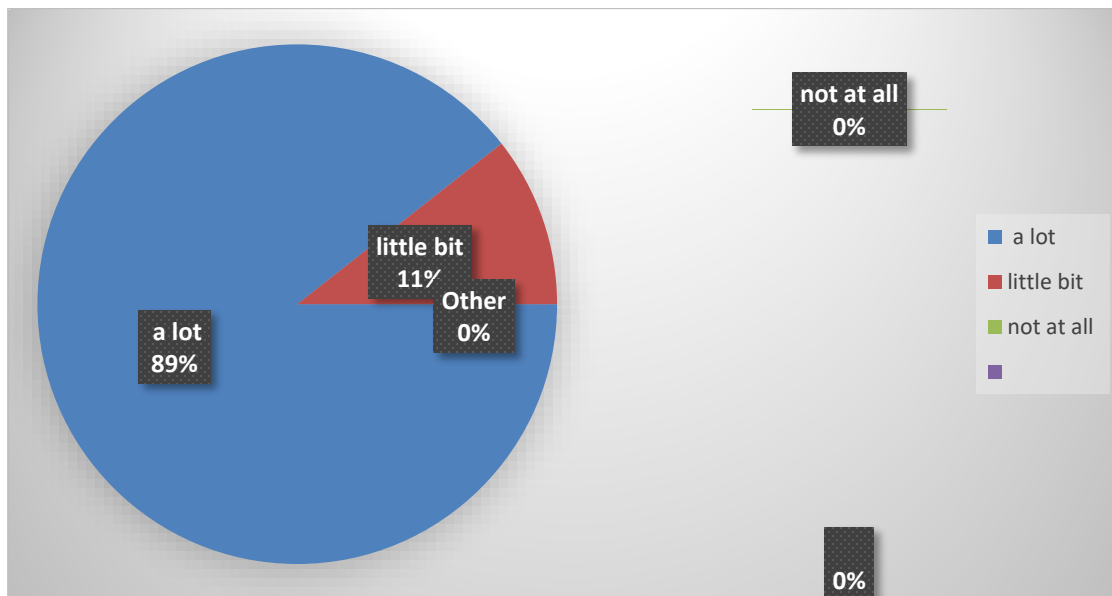**6.   _Do you consider games to be interesting?_**

Figure 11. Games as a tool to increase students' interest

 Figure 11 represent the answered that games for them are very interesting, which I also noticed during the observation, so, 89% answered 'a lot', and the other part of students or 11% answered with 'little bit'.

7. _Do using games help you to increase your speaking performance?_
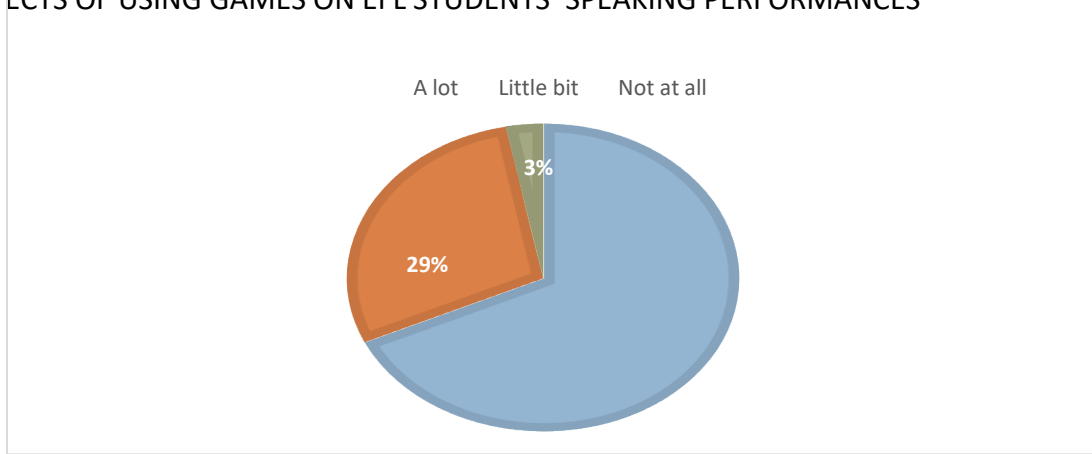
Figure 12. *The importance of using games to increase students' speaking performance*

Figure 12 is about the importance of using games as a way to increase students' speaking performance and the chart below represents the extents of using games in EFL classrooms. As it can be seen from the chart 68% of the students claimed 'a lot', 29% answered with 'little bit', and 3% answered with 'not at all'.

8. *Do games increase students' motivation?*
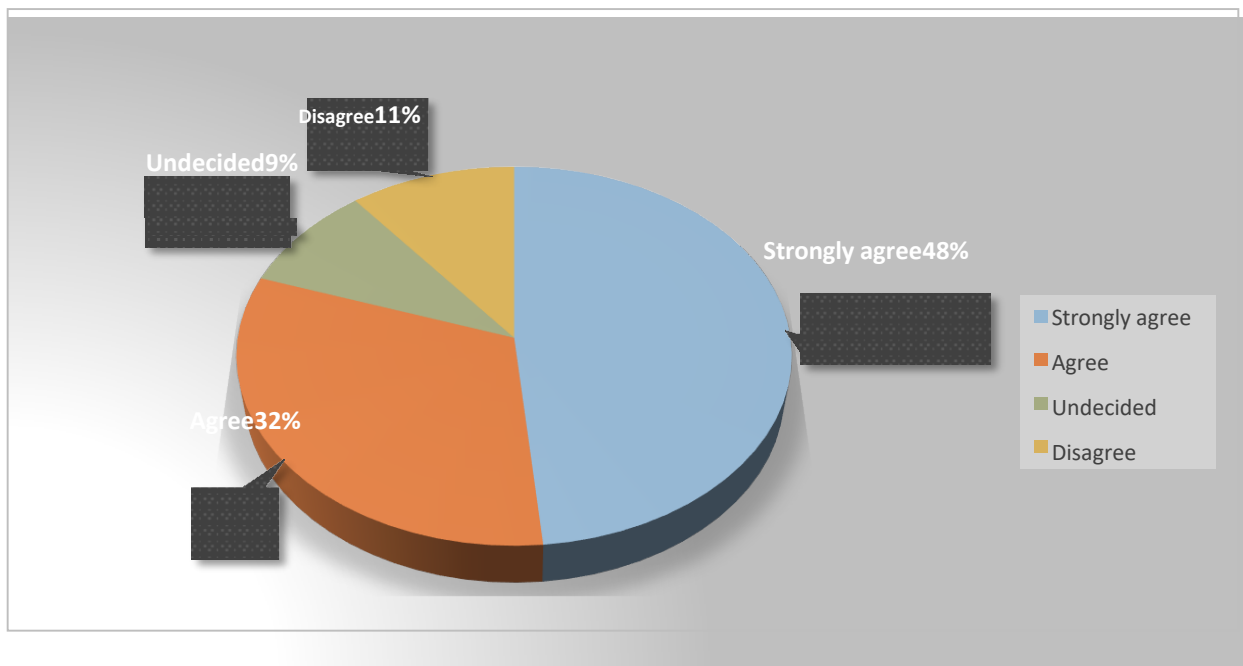
Figure 13. Using games as a learning process enhances the motivation of the student

An examination of figure 13 reveals that 48% of the students claimed that games help them to be more motivated and answered with 'strongly agree' , while 32% answered with 'agree', 11% said 'disagree' and 9% of the students were ' undecided' .

9. ***Do you have enough time to express yourself during the lesson by using games?***

Figure 14. Students' time to express themselves during games

Figure 14 show students answers about the ninth question (Do you have enough time to express yourself during the lesson by using games?) Based on my teaching experience and what I have observed, it can be said that teachers should be aware of how to manage the schedule and to give students the right to speak, to make decisions, plan and organize their work. So, in this question 21.32% of the students answered with 'always', 29.44% reported 'often', 'sometimes' 7.11%, 'rarely' 5.7% and 4.6% of the students answered with 'never'.
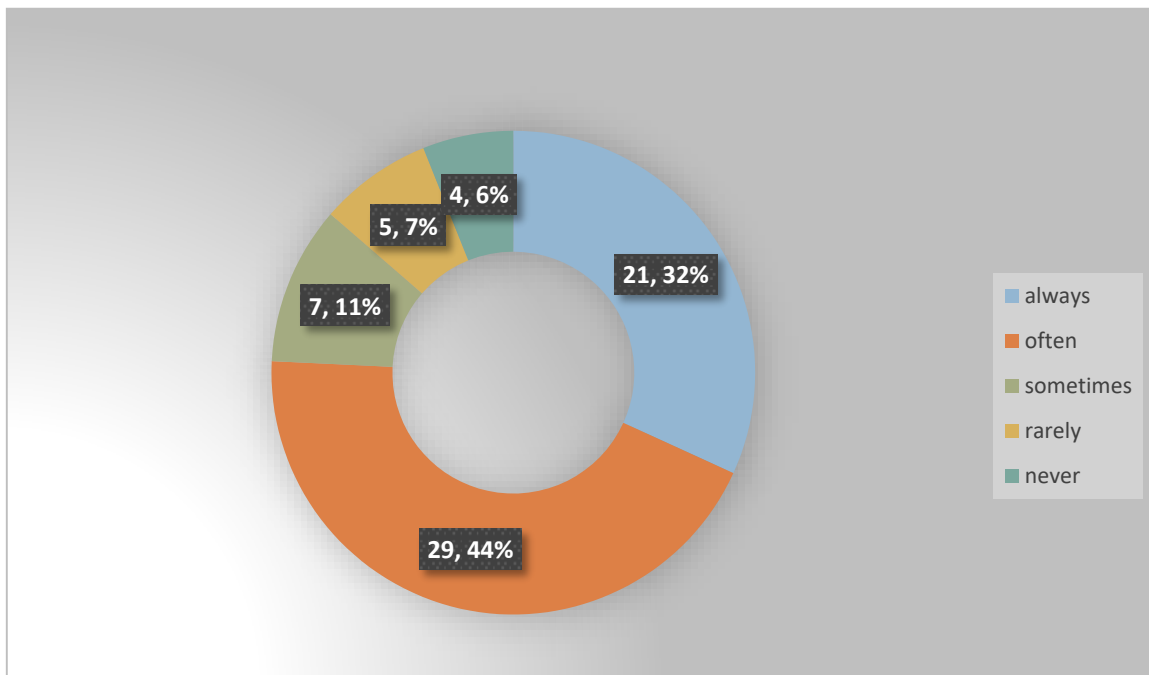
10. *Do using games in the class improve your desire to excel?*
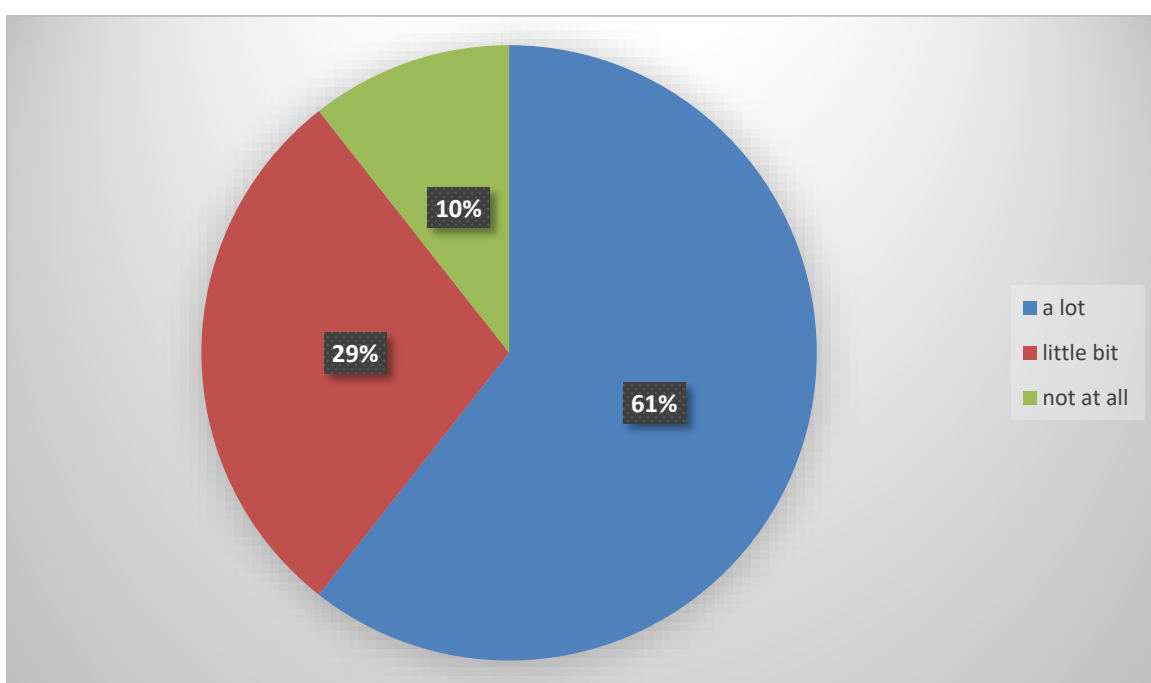
Figure 15. The importance of using games in improving students' desire to excel.

Figure 15 shows the last question and show students' interest and desire to express opinions and speak through the games. And, the answers shows that 61% of students indicate that they improves their desire to excel a lot, while 29% of them responded with 'little bit' and 10% with 'not at all'.

This research intense to explore the significance of games in increasing the students' speaking performance while used by teachers. Teachers have to find the best way to motivate their students to use the language naturally and to find out an effective way to help students to upgrade their speaking skills. From this study we can also see how teachers contribute in developing a foreign language to EFL learners. In addition, they have the

strength to motivate and encourage students which are shy or they think they speak poor English and by using games in classroom can make them feel free to express their thoughts and opinions in English language. In the other hand, this study investigated to see if using language games upgrade speech abilities during English classes at primary schools "Migjeni" and "Ahmet Delia". Moreover, the questions require students to show sincerely their opinions in order to give real information. Their responses give a clear view if games have a positive or negative effect by using them in EFL classroom. EFL learners as can be seen from the results gain a lot of benefits through the games in the context of learning a foreign language. Using games in the English classes is the most accepted way by students and also a very helpful aspect of communicative method. So by using games, they can practice more their skills of listening, speaking, reading and writing comprehensively, which are impoverished in traditional method.

4.3 Teachers' interviews results and discussions

As the participants of this study, teachers were also asked to answer the interview questions about their teaching methods and strategies to increase students' motivation and to enhance their speech abilities, and learn more why they choose to use games on EFL classrooms and how effective are games on improving students' speaking performance. A comparison between the teachers of both schools has been made and also a comparison between students and teachers concerning these issues.The teachers were told that their responses will be confidential and will be used only for aim of this study and the interview (Appendix 6) had just twelve (12) questions. Each question will be analyzed and presented in order to have a better understanding of the data. There are five teachers, two males and three females between 5-20 years of experience and all of them were teaching 7th grade. First, I interview the teachers from the "Migjeni" school, where one teacher had been teaching English for seven years and the other teacher had been teaching English for twenty years. The teachers from the "Ahmet Delija" school had thirteen-seventeen years of teaching, this was also the first question of the interview. The second question was given in order to know teachers opinion about teaching and learning process of a foreign language, and their focus in speaking. Teachers had been asked if they encourage students to learn English as a second language and how games contribute to their students to gain self-confidence and their effectiveness on speaking skills. So, teachers claimed that using games in English classes can get students relaxed and is effective in increasing students' communicative abilities.

The answers were as follows:

Q1. How long have you been teaching the English Language in this school?

   T1: I have seven years of teaching on this school

   T2: Twenty years, but on this school I work from 2017.

   T3: I work as an English teacher for sixteen years, but not in the same school.

   T4: Last week I made thirteen years as an English teacher, I worked always on this school.

Q2. What do you think about the teaching and learning process of a foreign language, mainly speaking?

T1: There are many obstacles teaching a second language, one of them is to incorporate all students in learning process.

T2: Teaching a second language is not easy, but if we do the lesson interesting for learners it will behelpful, mainly for speaking.

T3: Speaking and learning a foreign language, especially English nowadays has become very important for ELF learner, but teaching has its difficulties.

T4: English as a second language has become very important especially in our country and teachersshould use the appropriate strategies to make students speak.

Q3: What techniques do you use to enhance students' speaking abilities?

 T1: Taking into consideration that speaking is an important skills, I use different techniques to make students speak, like collaborative learning.

 T2: To make the learning process more enjoyable for my students and to create a safe environment for them I usually change teaching techniques.

T3: Games plays an important role and are very effective to make students speak, I use them often as a teaching strategies.

T4: I think the best technique is learning through games, gamification is a way to keep students motivated.

Q4. What are the main factors that would make students participate in class activities?

T1.Creating a friendly environment and making them believe that they can freely express their ideas and nothing they say will be judged.

T2. I adapt the topics based on their learning needs.

T3. If the students find the class attractive and are keen on learning this would help them participate during the entire time of the lesson.

T4. Understanding the importance of learning a foreign language.

Q5: What are students' attitudes toward games?

T1: Students enjoy the lesson when playing games in classroom, they feel free to speak and see them like a tool of fun.

T2: Games play an important role for EFL learners, they gain self-confidence and the lesson is more attractive for them.

T3: The best way to keep engaged all students, even them who never speak in class participate when playing games as they feel more comfortable to speak.

T4: They like games.

Q6.How do you organize the lesson by using games as a strategy?

T1: I introduce the subject matter and provide material for all students to learn about their topic while playing games.

T2: I help my students to understand the topic and ask them of different abilities while playing games in classroom and creates a friendly environment for all of them.

T3: Sometimes, it is difficult to provide needed materials to play games in our school, but we always find a way.

T4: It is very important to keep all students engaged in the process of learning and I always try to keep them motivated and free to express their thoughts.

Q7. What are the most effective games you implement in the classroom?

T1: I usually go with what works best for students and one which is more successful in producinga desired result and helps my students to learn a foreign language is guessing game. Another one which is considered effective is Pictionary.

T2: One game that helps student to talk in classroom, in my opinion is Charades.

T3: All games have their impact on students' learning outcomes, and I can't specify.

T4: Draw swords and charades are games that stimulate students to participate more in the lesson, and encourage them to participate.

Q8. What impact does games have on students' learning outcomes?

T1: I think that application of games provides a great result in the learning process.

T2: Using games increase students' academic achievement

T3: I think that games provide a motivation to think in a more creative way.

T4: In my opinion games impact students' speaking abilities.

Q9. What about those students that hesitate to participate while using games in the classroom?

T1. Less talkative and need more time to improve their language skills, so they need to bemotivated.

T2. Feeling shy to express themselves and being very timid to be involved in discussion.   T3. I try to motivate them, in this case I became part of the game just to make them participate, too.

T4. These students might be described as shy or not having sufficient knowledge about the language and need to encourage.

Q10.What are some of the challenges you have faced while using games?

T1: I can specify students' noise and lack of appropriate materials.

T2: I think misleading the topic, shy students, etc.

T3: Lack of necessary materials.

T4: I don't know, my students like playing games and that's important.

Q11.In your opinion, do students have enough space to express themselves while using games?

T1: For my opinion, it's easier to express themselves while playing games than the traditional methods used by some other teachers.

T2: Students have enough space to express their knowledge while playing games and it's easier for them.

T3: Yes, I think they have enough space.

T4: We use games in learning process just to give students time to express themselves, and yes I think they have got enough space.

Q12.Have you attended any training about this strategy?

T1: Yes, one of the trainings is " The best psychological games for kids"

T2: I have attended different trainings about games.

T3: No I haven't attended any training yet, but I use games often and they have a good impact on students' learning outcomes.

T4: Yes, I have attended a lot of trainings.

Based on the results obtained from the research instruments, we can conclude that games play an important role on teaching-learning English as a foreign language. From the teacher and students' answers could be seen that games help English learners to enrich their vocabulary, gain confidence and increase their English proficiency. It also shows that teachers use game as a tool to motivate students and to make them express their thoughts freely.

Chapter V: Conclusion, Limitation, and Recommendation

Conclusion

This research is concentrated on the significance of games which advance students' performance for EFL students through a case study of the 7th graders on two primary schools "Migjeni" and "Ahmet Delija" in Skenderaj. One of the principal point of this study was to figure out the effect of using games in a second language environment and games as a supportive tool to teach English to all students. The study also examined how teachers help students to enrich their vocabulary, gain confidence and increase their English proficiency. To figure out the strategy teachers use to enhance students' communication skills, and this observation made it possible to verify if teachers use appropriate strategies to motivate students in a learning process. Then the students' questionnaire show the students attitudes towards the effects of using games in the learning process and the teachers' interviews contribute to gathering important information which was valuable to describe their experiences concerning the curiosity of English learners and the use of different techniques to develop students' English proficiency.

This MA research tried to figure out the importance of games in teaching and learning English in English foreign language classrooms.

Regarding research question one: 1.What strategies teachers use to improve students' speaking performances? The results showed that teachers encountered difficulties during teaching English as a foreign language and all of them tried to use strategies which make students able to speak. Teachers used different strategies like games which have a great influence on students' speaking skills. The outcomes indicated that the strategies teachers used were language games, guessing game, charades, Pictionary, Draw swords which were games that stimulated students to participate more in the lessons, and encouraged them to participate.

Regarding research question two: What is the role of using games in teaching and learning English? The results showed that games in two primary schools in Skenderaj had a great impact in teaching and learning English, taking into consideration that English is taught as a foreign language in our country. The outcomes indicated that games help students to boost self-confidence, enrich their vocabulary, enhance cooperation and increase their speaking performances. The interview data showed that using games in a second language environment woke up the curiosity of English learners and made learners to speak English.

Regarding research question three: Do games and activities helps student of English language to improve their speaking performance? Games and activities help students a lot in improving their communication and speaking skills according to the results. For example guessing game and charades are two of the most important games that help students improve their speaking performances.

Regarding research question four: How often do the English teachers use games in teaching process? The results showed that teachers used games often because they had a good impact on students' learning outcomes. Teachers had a positive attitude toward games in teaching and learning process and tried to create a productive learning ambience for all learners, they tried to keep learners motivated and encouraged in learning process and enhanced their participation.

Teaching and learning English as a foreign language was not easy for English teachers in our schools due to poor conditions and lack of materials; however, English teachers used the most appropriate strategies and what was more successful in producing a desired result and helped students in learning a foreign language through games. Overall, the research showed positive attitude toward the effects of games in English foreign language classrooms and their impact on students' speaking performances. The interview and questionnaire about the effects of games with primary schools students lead to these definitive points; games as a strategy motivate students to speak English fluently, encourage them to participate in learning process and made them gain self-confidence. So, games develop their communication, speaking and listening skills.

Limitations of the study

This study was conducted in two primary schools and had some limitations in addition of the effect of using games to increase students' speaking performance. While, this topic is very important for English learners, I thinkwider research should be done on this area because, I analyzed these data for only one month and this wasn't enough. Therefore, I tried to achieve the best results during my observation time and proved the goals of the study. Although, private schools weren't involved in this study since they are more advanced in this field and they use modern techniques with the goal to make students speak fluently English language. So, the use of different tools and techniques help students of these schools to learn through different materials and it

enables them to strengthen their weak points of the language.

Finally, it is impossible to imprecise the results in other context and participants because a number of students would need to have to further research in this study.

Recommendations

This study shows the importance of using games in EFL classroom and how they affected on students of the 7th grade speaking performance. Hence, I would highly recommend future avenues to define concrete results for other levels of students or focusing the subject only from students' perspective toward this issue.

Also, as it was seen throughout this paper, this research was conducted at two schools "Ahmet Delija" and"Migjeni". Both of these schools are in an urban area, specifically in the city of Skenderaj which limits the results of this study. Therefore, I would recommend further avenues to make a boarder study with different schools and   levels or making a comparison between the schools in urban and rural areas because this study had its focus with the 7th graders of the two schools in Skenderaj.

- ✓ Referring to the results and through analyses made, it is highly recommended that English teachers should use games in order to achieve better results with EFL learners.

- ✓ In conclusion, I would also recommend to all teachers to use different educational games in order to make their lessons more comprehensible, attractive and help students to be more engaged in their lessons, boost their confidence and increase their proficiency.

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Appendix 1

Appendix 2

Appendix 3

1 Complete each question with a word from the box. Then answer the questions.

- deep • taller • high • largest • weigh
- wide • further • longest

Mini Quiz

1 How *high* is Mount Everest? (8,848 m)

2 Which is the ___ river in the world? (The Nile)

3 How ___ is the Pacific Ocean? (10,911 m)

4 Which building is ___? The CN Tower or Washington Monument? (The CN Tower)

5 How ___ is the River Amazon? (11 km)

6 Which distance is ___? London to Paris or London to Edinburgh? (London to Edinburgh)

7 How much does the A380 Airbus ___? (460 tonnes)

8 Which country is the ___? Russia, the USA or Canada? (Russia)

SOLVE IT!

2 Jeff's parents party someo their study. F was it?

- There were boys (Jeff,
- girls (Livia,
- The boys
- Livia, Lexy Patsy was
- Jeff and J of the girl:
- Lexy was
- Livia was person.
- One of th
- Lexy and
- Paddy wa

high. 2 The Nile is the ___ is

Unit 4
4a

48

Appendix 4

Student questionnaire

This questionnaire aims to search the importance an effects of using games implemented by teachers in classes where the foreign language is spoken, in this case English. All the data will be anonymous and confidential and this questionnaire will take about 5-10 minutes of your time.

1. *How often does your teacher use online games to improve your skills?*

   ☐   Usually

   ☐   Often

   ☐   Sometimes

2. *Do you interact in groups?*

   ☐   A lot

   ☐   Little bit

   ☐   Not at all

3. *Do you use technological tools during learning process?*

   ☐   Sometimes

   ☐   Often

   ☐   Seldom

4. *Does your teacher cooperate with you during games and activities process?*

   ☐   Always

   ☐   Sometimes

   ☐   Rarely

   ☐   Never

5. *Does using games helps you to gain confidence on speaking English language?*

- ☐ A lot
- ☐ Little bit
- ☐ Not at all

6. *Do you consider games to be interesting?*

- ☐ A lot
- ☐ Little bit
- ☐ Not at all

7. *Do using games help you to increase your speaking performance?*

- ☐ A lot
- ☐ Little bit
- ☐ Not at all

8. Do games increase students' motivation?

- ☐ Strongly agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree

9. *Do you have enough time to express yourself during the lesson by using games?*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

10. *Do using games in the class improve your desire to excel?*

- ☐ A lot

☐ Little bit

☐ Not at a

Thanks for your participation!

Appendix 5

Ky pyetësor ka për qëllim të hulumtoj mbi rëndësinë dhe efektet e përdorimit të lojërave të zbatuara nga mësim-dhënësit në klasat ku flitet gjuha e huaj, në këtë rast anglishtja. Të gjitha të dhënat do të jenë anonime dhe konfi-denciale dhe ky pyetësor do të marrë rreth 5-10 minuta nga koha juaj.

1. Sa shpesh mësuesi e anglishtes përdorin lojëra në procesin e mësimdhënies?

☐ Zakonisht

☐ Shpesh

☐ Ndonjëherë

2. A ndërveproni në grupe?

☐ Shumë

☐ Pak

☐ Aspak

3. A përdorni mjete teknologjike gjatë procesit mësimor?

☐ Ndonjëherë

☐ Shpesh

☐ Rrallë

4. A bashkëpunon mësuesi juaj me ju gjatë procesit të lojërave dhe aktiviteteve?

☐ Gjithmonë

☐ Ndonjëherë

☐ Rrallë

☐ Asnjëherë

5. *A i konsideroni lojërat interesante?*

    ☐ Shumë

    ☐ Pak

    ☐ Rrallë

6. *A ju ndihmon përdorimi i lojërave për të fituar besim në të folurit e gjuhës angleze?*

    ☐ Shumë

    ☐ Pak

    ☐ Aspak

7. *Përdorimi i lojës si proces mësimor rrit motivimin e nxënësit?*

    ☐ Pajtohem plotësisht

    ☐ Pajtohem

    ☐ I pavendosur

    ☐ Nuk pajtohem

9. *A keni kohë të mjaftueshme për t'u shprehur gjatë mësimit duke përdorur lojëra?*

    ☐ Gjithmonë

    ☐ Shpesh

    ☐ Ndonjëhëerë

    ☐ Rrallë

    ☐ Asnjëherë

10. *Do using games in the class improve your desire to excel?*

    ☐ Shumë

    ☐ Pak

    ☐ Aspak

Ju faleminderit për pjesëmarrjen!

Appendix 6

Teachers' Interview Questions

1. How long have you been teaching the English Language in this school?

2. What do you think about the teaching and learning process of a foreign language, mainly speaking?

3. What techniques do you use to enhance students' speaking abilities?

4. What are the main factors that would make students participate in class activities?

5. What are students' attitudes toward games?

6. How do you organize the lesson by using games as a strategy?

7. What are the most effective games you implement in the classroom?

8. What impact does games have on students' learning outcomes?

9. What about those students that hesitate to participate while using games in the classroom?

10. What are some of the challenges you have faced while using games?

11. In your opinion, do students have enough space to express themselves while using games?

12. Have you attended any training about this strategy?