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**“The influence of communicative games in the development of speaking skills among  
fourth-grade elementary school students”**

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## 1. Introduction

Nowadays, in the 21st century, we have all realized and accepted the importance of learning English. Since globalization has broken the walls that once limited communication, we have access to various cultures and realities worldwide. In that matter, English is a link among people who speak different languages, facilitating communication, interaction and access to new opportunities. Concerning this, Harmer (2015) mentions that the English language has become a lingua franca, meaning it has been widely adopted as the common language among people whose native languages are different.

Sadly, even though Chilean people recognize the importance of this universal language, only an unpretentious part of the population can communicate effectively in English. One reason to point out is that English is a foreign language in Chile, in other words, there are minimal opportunities to use or practice the target language outside the academic context. Herrera (2019) emphasizes that English language learning has not produced the anticipated results in Chile and many other countries where English is taught as a foreign language. In these countries, traditional approaches, that prioritize linguistic structures over communication, are used to teach English. As a consequence, even after achieving high scores on traditional grammar tests, students continue to struggle with the development of their speaking skills.

In this context, MINEDUC (2018) considers English as a tool to navigate simple and diverse communicative situations, having access to new knowledge and learning to be able to answer efficaciously to the challenges that global communication presents every day through the latest technology and means of communication. Consequently, to emphasize the importance of the development of communicative skills such as speaking, the MINEDUC (2018) has established the Communicative Language Teaching (CLT) approach as the main approach to be

conducted in the English classes of the school system, with elements from other approaches that consider communication as their ultimate goal. The idea is that the students can have a purpose for communicating for them to focus on the content of what they are speaking rather than a specific language form.

In theory, CLT is certainly an interactive and fun approach to achieving oral English competence; nevertheless, it is possible to recognize that the reality of Chilean students is very different from what is expected. In this country, English as a foreign language presents a great challenge to students when it comes to developing oral expression since it is considered the most difficult linguistic competence to improve in a context where people do not speak it daily (Alvia, 2022).

On the other hand, Marchant and Torrico (2023) highlight that the scarcity of resources, crowded classrooms, the number of lessons per week, and inadequate teacher preparation significantly influence the instructional methods used to teach the language. A main characteristic of the instructional methodology used in most state-regulated schools is the teaching of language structures through the explicit use of meta-language with students. This approach undoubtedly perpetuates the tradition of conventional instructional practices in these educational contexts (Abrahams & Silva, 2017). As Mena (2014) argues, students who are only asked to respond mechanically, memorizing grammatical structures without a communicative purpose, struggle to develop their speaking skills. This structure-based approach focused on grammar is one of the key issues in developing speaking skills in young learners, as the students do not learn through the interactive and meaningful use of language. The teaching process focuses on the isolated elements of language, with L1 being the primary language of instruction. (Marchant & Torrico, 2023).

Furthermore, Barahona et al. (2021) acknowledge that understanding the teaching challenges in this context requires recognizing the multifaceted and complex nature of this issue. The deep-seated attitudes, beliefs, and perceptions about teaching and learning English as a Foreign Language (EFL) that are deeply ingrained within the Chilean sociocultural context directly shape the performance and behaviors of both teachers and students in the classroom. Regarding this intricate nature of teaching challenges influenced by sociocultural factors, Harmer (2007) further highlights that students often feel reluctant to speak English for fear of pronouncing words incorrectly, or being teased by their peers, particularly in personal or opinion-based discussions. In the same line, Al.kandari (2017) agrees with these points, adding that 10 years old children have already formed attitudes and beliefs regarding learning and speaking English, which considering the instructional methodologies used in most EFL classrooms, results in a lack of motivation, self-confidence and interest in practicing the target language. Young learners who experience a lack of motivation at this age can have a detrimental impact on their educational environment affecting classmates and teachers in a negative way (Dashti, 2015). Designing appropriate speaking tasks for young learners who are beginning to learn a new language in a school setting is widely recognized as a challenging task. The composition of a typical state school class for young learners can vary significantly, including a diverse range of students, from those eager to embrace new experiences to those facing learning challenges, special educational needs, or shyness when interacting with adults in the classroom (Enever & British Council, 2011).

The focus of this action research is a 4th-grade class from a state-subsidized private school in Chile that provides pre-elementary, elementary, and middle school education. The identified issue concerning speaking skills within the international and national context can be

exemplified within this specific class. Subsequently, to diagnose this reality, a speaking task from the Pre A1 Starters test, one of the Cambridge English Qualifications especially designed for young learners in the school context, was selected. This test aligns with the pre-A1 level of the Common European Framework of Reference for Languages (CEFR) and assesses the student's English language knowledge in basic communicative situations. This assessment is conducted through a series of questions in a one-on-one interview format.

A sample of nine students from the class, exhibiting diverse proficiency levels in the English subject, participated in the assessment using the selected instrument to evaluate their speaking skills. This particular group comprised three students with grade averages ranging from 4.0 to 4.9, three with averages between 5.0 and 5.9, and three with averages from 6.0 to 6.9. Additionally, the rubric applied for assessing the student's speaking abilities included the following three key criteria: vocabulary, pronunciation, and interaction. Each criterion considered a maximum score of 5 points, with level 0 indicating that the student had not achieved the basic development associated with the pre-A1 standard. Conversely, a performance level 5 indicates the achievement of the pre-A1 standard, reflecting the student's adequate mastery of the assessed criteria.

As expected, although this exam is at the most elementary level of the CEFR, the results showed that none of the students could score five points in any of the criteria. Therefore, it proves that the students could not achieve the Pre A1 level in speaking. In this context, their oral expression skills are their weakest link. So far, they can only repeat isolated vocabulary that is part of the class routine.

Following the principles of CLT mentioned above, using communicative games has been considered a well-fitting strategy to enhance speaking skills in young learners. Based on the

results of previous studies conducted by R. Dewi et al. (2016), Hernández-Chérrez et al. (2021) Madya and Meningsih et al. (2021), it is possible to state that teaching English through communicative games has demonstrated to be effective in improving students' speaking skills. Another significant result shown by the same studies is that as communicative games are so diverse and come in a broad range of possibilities, they can be used to address the diversity present in the classroom, considering that games can be adapted to fit personalities, proficiency levels and working patterns of the students. Along the same line, the studies conducted by Petty (2017) and Andriani and Syarif (2020) concluded that communicative games benefit the development of communicative competence, emphasizing speaking skills. The communicative games promoted an inclusive environment free from anxiety, encouraging participation and equal opportunities to use the language in context.

Within this framework, this action research aims to explore how communicative games can enhance the speaking skills of fourth-grade students, which leads to the following research question: How can communicative games enhance speaking skills in fourth-grade students?

## **1.1. Objectives**

### ***1.1.1. General Objective***

- (I) To analyze the influence of communicative games in the development of speaking skills in fourth-grade students from a state-subsidized school in Temuco.

### ***1.1.2. Specific Objectives***

- (I) To reflect on the design and implementation of communicative games.
- (II) To describe the students' perception of communicative games.
- (III) To determine the students' performance in relation to the development of their speaking skills before and after the implementation of the communicative games.

## **2. Conceptual Framework**

The conceptual framework for this project presents two key concepts: speaking and communicative games.

### **2.1. Speaking**

The English language comprises four skills; listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, whereas speaking and writing are active or productive skills. In line with these premises, out of the four skills, the center of this action research will be focused on speaking. This skill is defined by Sudirman and Rahmadani (2020) as one of the fundamental skills in English, being the most recognized first skill when communicating in English, especially in daily communicative interactions. It constitutes a basic competence acquired by students who study the language. Bahrani and Soltani (2012) add that speaking plays an essential role in people's social lives and is considered a crucial part of the language learning process since the main objective of language teaching is to develop effective communication.

According to Rao (2019), speaking is the ability on which students are evaluated the most in real-world scenarios. Despite its significance, the speaking skill has received little attention, considering that students usually practice speaking through memorization or repetition. Furthermore, elementary school students between the ages of 6 and 12 are still developing their language skills and acquiring a more diverse vocabulary in their mother tongue, which presents another challenge for young EFL students (Collier, 2014).

Expressing oneself orally enables primary students to communicate by exchanging information, sharing ideas, and engaging in daily conversations. Developing speaking skills is a challenging task, as it requires a supportive environment and a genuine interest in the language.

The teacher's role is to encourage students' interest in learning resources, create a supportive English learning environment, and provide opportunities for meaningful communication about relevant topics (Fitriana, 2012; Madya & Meningsih, 2021).

Nowadays, it is impossible to overlook that the modern world requires learners to have oral communicative skills and fluency to perform well in everyday situations, especially considering that most of the time, employability relies more on oral communication. In the context of Chilean education, the development of effective communication skills is crucial for students to interact orally with others in English and engage in communicative instances similar to those experienced in daily life contexts. To address these challenges, the MINEDUC (MINEDUC, 2018) has established the CLT approach as the main approach to be conducted in the English classes of the school system.

The CLT emphasizes communication as the primary function, prioritizing content over form. This approach aims to develop communicative competence by providing language practice in authentic contexts involving real-life reasons to communicate. It is a student-centered approach that involves contextualized, meaning-focused interactive tasks that present a purpose for communication (Harmer, 2015). Exposure to the language and opportunities to use it are necessary to support learners in developing their knowledge and skills. In line with this perspective, Richards and Rodgers (2014) agree that CLT aims to cultivate speaking skills to facilitate effective communication. This approach enhances learners' communication ability by emphasizing the interdependence between language and effective communication. They highlight that this approach acknowledges the importance of developing speaking proficiency as a fundamental aspect of successful communication in language learning contexts.

## **2.2. Communicative Games**

One strategy used to teach English to young learners is using games, which are incorporated as part of the CLT approach. This strategy creates a positive learning environment that encourages students to engage with the language, reducing the anxiety they may have and allowing for more effective practice. Additionally, games are enjoyable and stimulating, which further motivates students to develop their English speaking skills (Al-Jarrah et al., 2019; R. Dewi et al., 2016). Communicative games serve as an effective strategy to help students overcome challenges in speaking English by enhancing their speaking abilities. As these games are rooted in the CLT approach, they prioritize language function over a strict focus on grammar and vocabulary. They emphasize practical language use and real-life communication scenarios, fostering a more interactive and engaging learning environment for students (R. Dewi et al., 2016). Communicative games can be considered playful activities useful for students of all ages, social and cultural levels, ethnicities, or mental capacities. They create an inclusive learning environment, actively engaging learners in the activities and encouraging their participation by connecting with their interests and intrinsic motivation for fun experiences (Klimova, 2015; Escribano, 2017).

Nowadays, different studies have shown evidence that using digital media like interactive presentations, quizzes, Bamboozle, and Wordwall can effectively engage students and improve their learning outcomes when adapted to their needs and conditions. These digital communicative games, in particular, accompany vocabulary with colorful pictures to help retain players' attention, associate words with images, strengthen spelling memory, and support direct and indirect understanding of word meanings, making the learning process more important and enjoyable (I. Dewi & Priyana, 2024; Makrub, 2024; Muflikhah & Kamal, 2024; Velasco, 2022)

This perspective on games aligns with young learners' preferences, as children are naturally engaged when activities are connected with their interests and presented through games and joyful learning experiences. They participate and talk when engaged in fun activities, finding comfort in the presence of rules and routines that characterize games (Harmer, 2015). In the early stages of their foreign language learning, many young English language learners in Europe expressed a strong preference for games when engaging in speaking and vocabulary tasks. This preference is consistent with the typical activities used in the beginning years of foreign language learning, which often involve enjoyable and holistic teaching methods (Enever & British Council, 2011).

### **2.1.1. Guessing games**

Communicative games are an effective tool for developing speaking skills, promoting active engagement and the exchange of information among young learners. Guessing games are a specific type of communicative game that can effectively develop speaking skills in young learners. These games involve one person knowing information that another person wants to discover through a series of questions and answers. The information for the guessing can vary widely, including words, objects, activities, or numerous other possibilities. Guessing games are beneficial for students as they practice logical reasoning and questioning skills, promote the socialization process, develop an emotional understanding among students, and provide language practice in various skills, such as speaking (Zhu, 2012; Wahyuni, 2020).

Ur (2024), highlights a variety of guessing games that can be used to enhance language learning, particularly focusing on Yes/No question forms. These games, such as "What's in the picture?", "I spy with my little eye something beginning with [a letter]," "What do I have in my bag?", "Who am I?", "What's my job?", "What am I doing?", and "Twenty questions", provide a

fun and engaging way for students to practice their language skills. By incorporating these guessing games into the lesson plans, the teacher aims to create an interactive and motivating learning environment that encourages students to use the target language in a natural and authentic manner.

### **3. Method**

The present study was conducted using a mixed methodology that integrates techniques, methods, approaches, and terminology from both quantitative and qualitative traditions within a single study (Johnson & Onwuegbuzie, 2004). This methodology was chosen considering that the study was conducted in a specific context in which the researcher can be a participant; therefore, there can be a stronger connection between the context and participants.

Qualitative research is a robust and adaptable methodology that captures the complexity of education. It examines educational practices, policies, and institutional functioning to improve instruction and its procedures, processes, and structures (Ponce et al., 2022). Additionally, the possibility of gathering quantitative data enables researchers to perform a range of statistical analyses, from basic to advanced, that summarize data, identify correlations within the data, or make comparisons across the data collections (Coghlan & Brydon-Miller, 2014).

By combining qualitative insights with quantitative data analysis capabilities, this study involves continuous evaluation and reflection of the teaching practice and the documentation of the results and perceptions derived from the proposed communicative games. In the end, this research seeks to promote change and development of the participants' speaking skills.

#### **3.1. Research design**

The present study is associated with an action research design, a collaborative and cyclical process that integrates research and action to address specific problems and improve teaching practice and professional development in a natural social situation. It involves a series of flexible cycles that include:

- Collecting and analyzing data about the topic of investigation, problem or issue to understand its meaning and significance.

- Planning informed strategies to address the problem or issue focusing on bringing positive changes and development.
- Implementing the strategies.
- Observing and assessing their effectiveness and identifying areas for improvement.
- Critically reflecting on the contrast between learning experience and theory to identify future possibilities for development and continue with a new cycle.

This cycle is repeated multiple times, with each repetition building on the previous one. Furthermore, involving participant researchers who are "insiders" allows participants and researchers to work together to develop knowledge and understanding (Somekh, 2006). This evidence-based approach ensures that interventions and strategies are grounded in the specific needs and contexts of the classroom (Mertler, 2017).

### **3.2. Action Plan**

Considering the information collected, the action plan was created and applied in seven 40-minute intervention sessions using communicative games. These sessions were planned considering some of the guessing games outlined by Ur (2024): Twenty questions: What am I doing? What's in the picture? and Who am I?

The games were chosen based on their ability to promote speaking skills and engage students in interactive and collaborative activities. The following types of games were incorporated in each implementation session.

**Table 1**

*Communicative games implemented in each session*

<b>English session</b>	<b>Communicative game</b>
Session 1	Twenty questions

Session 2	What am I doing?
Session 3	What's in the picture?
Session 4	What am I doing?
Session 5	Who am I?
Session 6	Who am I?
Session 7	Who am I?

The teacher's reflective process informed the selection of games for each session, taking into consideration the students' characteristics and the need to present specific content in the most effective and engaging way. After each game, the teacher gathered the students' feedback, including their perceptions about their own participation and the game played.

This allowed the teacher to understand the students' reactions, preferences, and the impact of the games on their motivation to speak in English.

The teacher's decision to use some of the same games in multiple sessions was informed by the students' positive responses, the effectiveness of the game in developing speaking skills, and the importance of listening to the students' requests to create an engaging and supportive environment that encourages active participation and language practice. To support the game sessions, the teacher included a variety of resources, including digital presentations, Worldwall, computers, printouts, and handouts.

As previously mentioned, following each intervention session, the teacher reflected on the implementation of communicative games by answering a series of six questions that serve as a record of the researcher's point of view about the implementations. These questions guided the reflective process to identify the strengths and weaknesses of the application of the strategy and

guide future actions that can be carried out to improve the learning experience in subsequent sessions.

### **3.3. Participants**

The class subject of this research is a 4th grader from a state-subsidized private pre-elementary, elementary, and middle school in Chile. The number of participants considered in this research was determined by the total number of students in the class, which is 20 students, 7 girls and 13 boys, ranging in age from 8 to 9. Another participant was the English teacher who was responsible for implementing the communicative games in the English class.

Before starting the research, during a parent meeting, the parents of the students who are participants were asked to sign the consent letter (see Appendix A) and keep a copy. In this instance, the procedure and all its implications were explained, and all the questions about it were answered. In the same line, all students from the class were considered for the intervention, and there were no restrictions or exclusions in the participant selection.

The participants were also informed about the procedure in comprehensible words and were asked to sign an assent letter (see Appendix B). This letter addressed several important questions and concerns that the students may have had about their involvement. Firstly, the letter clearly explained what would be expected of the students during the study, outlining the activities and tasks they would be asked to complete. Additionally, the letter addressed the students' privacy, assuring them that no other individuals would be informed about their performance or progress in the classroom. Finally, the assent letter addressed any potential risks or benefits the students might experience as a result of participating in the study.

By addressing these key questions in the assent letter, the researcher aimed to ensure the students felt informed, comfortable, and empowered to make an autonomous decision about their participation. This transparency was crucial in establishing trust and fostering the students' engagement throughout the action research intervention. Cacciattolo (2015) notes that "the importance of ensuring that individuals feel safe and are not coerced or deceived into participating in a research project is central to the ethical dimensions of the research process" (p. 71).

### **3.4. Data collection instruments/techniques**

#### ***3.4.1. Instruments***

**3.4.1.1. Reflective journal.** After each intervention, a pedagogical reflection entry was created by answering 6 different questions (see appendix C) aimed to describe the learning context and the perception of the teacher in relation to the application of the communicative games. These reflections were oriented to recognizing aspects of the communicative games that can be improved to take into consideration the information collected in the upcoming sessions. This information collected from the researcher's point of view provides data to verify the effectiveness of the communicative games proposed to improve speaking skills and reflect on the researcher's professional development during the implementation of the communicative games, which is the first specific objective of this research. In relation to this topic, Luttenberg et al. (2017) emphasize that reflection is one of the essential objectives of action research since action research itself is a reflective practice. Although reflection can sometimes present a complex scenario, it helps to consider different factors that lead to deeper conclusions.

**3.4.1.2. Focus group.** A focus group is a research method used in education that brings together a small group of carefully selected participants (6 to 10), to discuss a specific topic in an

open and interactive setting. The main purpose is to gather qualitative data on people's perceptions, attitudes, opinions, beliefs and views regarding a product, service, concept or issue (Williams & Katz, 2001).

In this research study, a focus group of eight students was selected to discuss their perceptions of the implemented communicative games. The language of instruction and questions considered for the focus group were Spanish to benefit the interaction process between participants. The eight participants were selected based on their consistent attendance and active participation in the communicative games throughout the study.

The focus group consisted of 8 open-ended questions (see Appendix D) designed to gather information about the students' experiences, perceptions and opinions regarding the communicative games. After the focus group discussion, the students' responses were translated from Spanish to English for analysis.

To validate the questions that oriented the reflective journal and the focus group an expert appraisal was conducted. A validation letter was sent to a preschool and elementary school teacher with an English specialization along with the research objective to consider her expert evaluation and comments about each item integrated into both instruments. Specifically, the teacher was asked to analyze the questions in relation to the research objective and indicate if 1. The question should be eliminated. 2. The question should be kept but with modifications. 3 The question should be kept without modifications. This validation process was undoubtedly relevant since the comments made by the expert helped to ensure the quality and accuracy of the instruments used.

**3.4.1.3. Pre-test and post-test.** The pre-test and post-test design involves taking a test or evaluation before (pre-test) and after (post-test) the application of an experimental treatment. The

pre-test is used to establish a baseline for measuring prior knowledge or skills, while the post-test is used to evaluate changes after the treatment. This design is widely used in educational, psychological, and medical research to assess the impact of interventions, programs, or treatments on individual behavior, knowledge, and skills. Pre-testing involves taking tests before to-be-learned information is studied, whereas posttesting involves taking tests after information is studied (Pan & Sana, 2020).

The test used to assess the students' speaking skills is the Cambridge Assessment Pre A1 Starters Speaking Test (see Appendix E). This is the first and most basic of three Cambridge English Qualifications designed for young learners. The rubric for evaluating the students' speaking skills considered the criteria of vocabulary, pronunciation, and interaction, which assigns a maximum of 5 points for each criterion (see Appendix F). The test and the rubric are validated instruments created by Cambridge.

#### 4. Results

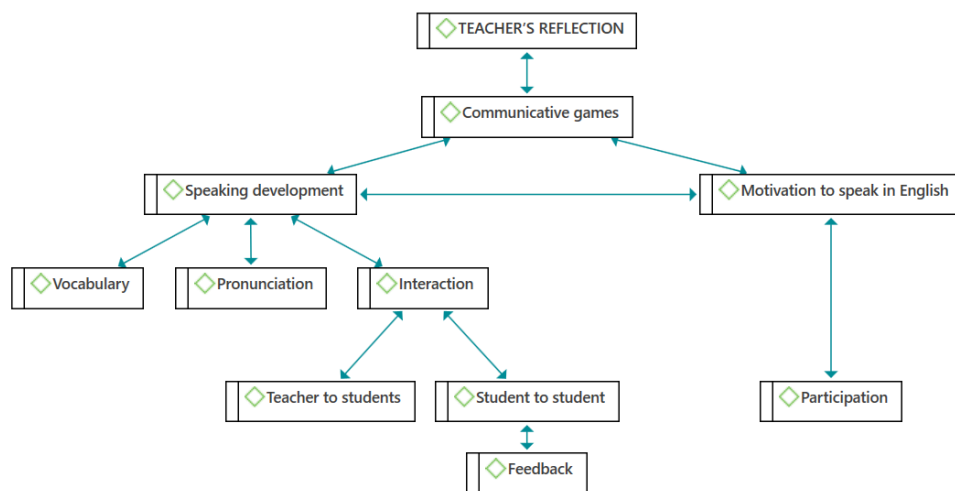
The following section presents the interpretation and analysis of the qualitative and quantitative data collected during the research that addresses the research question and objectives presented in this report. Content analysis was used to process the transcripts using the ATLAS.ti software. This process required systematically coding the participants' responses in relation to concepts associated with the development of speaking skills. In addition, descriptive statistics was used to analyze the results of the pre- and post-test.

##### 4.1. Teacher’s reflection about the design and implementation of communicative games.

The first specific objective of this action research project was to reflect on the design and implementation of the communicative games used in the classroom. Through an analysis of the teacher's reflective journal entries, the teacher was able to gather valuable insights into incorporating this interactive teaching strategy. The *teacher's reflection* process concerning *communicative games* is illustrated in Figure 1 below. It includes two subcategories, namely *speaking development* and *motivation to speak in English*.

**Figure 1**

*Conceptual network for teacher's reflective process concerning communicative games.*



↔: is associated with

After analyzing the *teachers' reflections*, it became evident that the students' *speaking development* was one of the key focuses. This involved the learning process that the students experienced to develop effective communication skills through speech. The teacher observed an improvement in their performance during the implementation of communicative games. As the students were naturally captivated by games, they showed a continuous willingness to use the target language. This is exemplified in the following excerpt from the teacher's reflective journal: “While they have always displayed a positive attitude and an open disposition, they now show an enhanced confidence in their language skills, readily participating and speaking more even if it means making mistakes or not providing the correct answer in their first attempt” (Reflective journal [Entry 6]).

This favorable level of engagement of the students in their *speaking development* contributed to a noticeable enhancement of their *vocabulary*, *interaction* and *pronunciation*. These three subcategories were also the criteria used to assess the students' speaking performance. In this line, *vocabulary* was highlighted during the process. Improvements were reported throughout the journal entries regarding the collection of words that the learners knew and used. With respect to this, the teacher made the following comment: “The students answered general and specific questions related to the vocabulary they were working with. This time, they were able to name more parts of the body with more security and without help from the teacher” (Reflective journal [Entry 2]). Since all the games played during the intervention considered working with *vocabulary*, the students had the opportunity to practice it involved in meaningful, entertaining interactions.

In the same line, *pronunciation* presented an improvement. This concept focused on individual sounds, articulation and word stress of the language; however, given the primary emphasis on communication within the communicative games, *pronunciation* held a secondary significance, with greater importance placed on participants' communicative abilities. Nevertheless, instances arose where students sought guidance from the teacher to address specific pronunciation challenges. An example of this can be found in the following excerpt: “At this point, they have grown accustomed to the type of interactions we work with and actively seek feedback from me, particularly regarding pronunciation” (Reflective journal [Entry 6]).

The availability of the vocabulary during the games acted as a facilitator, providing a more engaging *interaction*, which is understood as the mutual or reciprocal action, reception and response between participants where each has an effect on the other. The *teacher-to-student interaction* in English constituted a facet of the communicative games. The significance of this interaction extended beyond the games, ongoing communication and interaction in English between the teacher and students were held regularly during different moments of the class. As stated by the teacher: “It's clear that they enjoy trying to understand my English speech. Even though they may not grasp every single word I say, they can fully understand my message when I use appropriate body language and gestures to communicate.”(Reflective journal [Entry 5]). Students with intrinsic motivation for the subject found it both enjoyable and challenging to understand what the teacher was saying in English.

Concerning *student-to-student interactions*, it is relevant to observe that, for the most part, students demonstrated a heightened enthusiasm in actively participating in the authentic interactions and conversations facilitated by the communicative games. As stated in one of the entries of the journal: “Equally noteworthy is the game's ability to foster natural and enthusiastic

student interactions. Students eagerly engaged in making comments about the characters, creating an atmosphere of genuine enjoyment and involvement” (Reflective Journal [Entry 7]).

In the context of the *student-to-student interactions*, *feedback* played a significant role in the students’ interactions since they were continuously assessing each other's interactions and deliberating about their performance in relation to the games. The following entry in the journal serves as an illustrative example: “A particularly significant strength is the students' ability to provide feedback to their peers. This capacity not only enhances the learning experience but also promotes self-awareness and improvement in their English speaking skills. They are constantly observing each other’s performance” (Reflective Journal [Entry 4]). The consistent exchange of feedback among the students was palpable throughout the games, demonstrating a discernible advantage in fostering speaking development.

Throughout the entire intervention, the students demonstrated a remarkable level of *motivation to speak in English*. This refers to the drive, desire, and willingness of students to actively engage in English-speaking interactions with both their peers and the teacher. It is noteworthy to highlight that throughout the games, it became apparent that, while English was a significant factor, the presentation of activities in a game format emerged as the primary motivating element for the students. This point is illustrated by the following extract from the journal: “In general terms, the attitude that the students show towards the English class is positive. However, it can be said that they showed a higher level of motivation when the class was presented as a game. (...) Every time that I ask them if they want to play a game with me, they say yes with a remarkable level of energy and enthusiasm” (Reflective journal [entry 1]). This observation aligns coherently with the age group of the students, indicating a primary focus on enjoyment and amusement throughout the learning process.

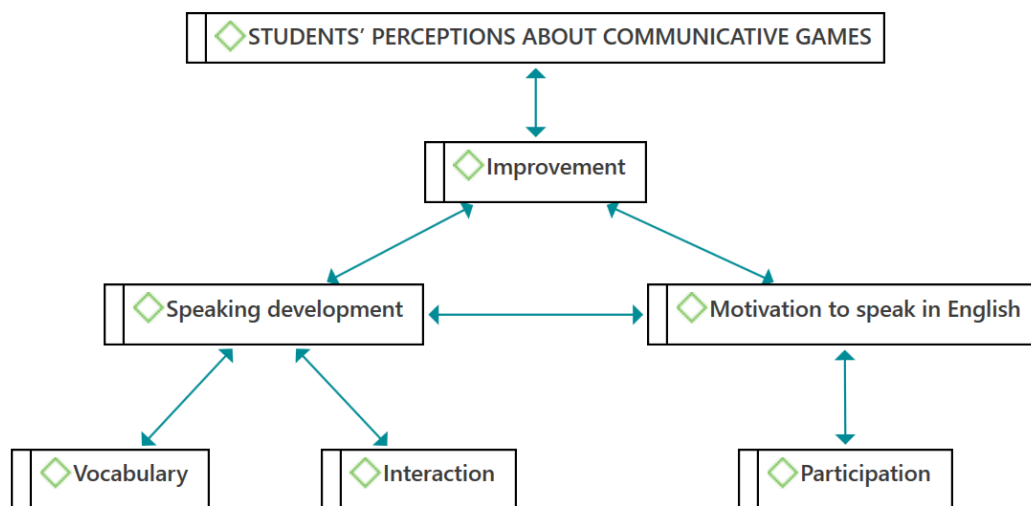
Consequently, another relevant element that benefited the speaking development was the students' *participation*. Their active involvement and engagement in the communicative games by asking questions, sharing ideas and collaborating with peers using the target language was highlighted during the teacher's reflective process. It is possible to evidence the level of *participation* of the students in the following excerpt: "(...) the students actively participated in the discussions, eagerly expressing their thoughts and perspectives about the game characters. This willingness to discuss the characters created a valuable opportunity to naturally engage in English conversations with guidance from the teacher." (Reflective Journal [Entry 5]). The communicative games created valuable opportunities for speaking development by promoting the students' active participation in English conversations.

#### **4.2. Students' perceptions after the implementation of communicative games to develop speaking skills.**

The second specific objective of this action research project was to describe the perceptions of students in relation to communicative games implemented in the classroom. The students' *perceptions about communicative games* are displayed in Figure 2 below. In broad terms, the participants in this study stated that, after playing communicative games, they had evidenced improvements in their speaking development and *motivation to speak in English*. These subcategories were identified after analyzing the information provided by students during a post-implementation focus-group session.

#### **Figure 2**

*Conceptual network for students' perceptions about communicative games.*



↔: is associated with

The language learning process was focused on *speaking development*, which is the learning process that the students experience to develop the ability to communicate effectively through speech. The students expressed their perceptions about the improvement of their speaking skills. One of the students explained: “Before, I had a hard time speaking English with other people. Now that I'm in fourth grade and I've learned more, I've played more and I've learned more English, it's easier for me to speak with other people in English” (Participant 1[2:30]). They actively declared that they had experienced important progress in their abilities to interact in English with their peers.

In the same line, other participants made reference to the implication of *vocabulary* in communicative games. It refers to the collection of words that the learners know and use. When asked about their perceptions of communicative games the students acknowledged the use of vocabulary to play the games. One of the participants exemplified: “We guessed who the people were. Saying the names or saying the hair (types), like guessing what the hair looked like, all those things” (Participant 6 [2:25]). The students' comments make reference to the use of

*vocabulary* in communicative games, as they recognized that this knowledge allowed them to be part of the interactions.

Regarding the student-to-student interaction, the participants had a similar viewpoint about how communicative games had allowed the class to interact more in English. They highlighted that playing communicative games had allowed them to interact while learning English. As one student explained, “We can interact; we can learn a new language that we don’t know” (Participant 6 [2:7]).

Concerning the affective components, the participants expressed their *motivation to speak in English* while playing games. When asked if they felt more motivated to speak in English after playing communicative games, the students showed a positive response, one of the students answered: “Yes, because it’s fun and it helps me in learning English.” (Participant 8 [2:41]). Another participant explained: “Because this way, (making reference to playing games in English) we can learn more English and if we keep speaking in English, we are going to learn more every day.” (Participant 2 [2:36]). These positive affective responses indicate that the communicative games fostered an engaging and motivating learning environment for the students as they even noted that continuing to speak in English during the games would lead to speaking English over time.

The learners highlighted their *participation* in the games as part of the *motivation to speak in English*. When asked about the class’ participation in the communicative games during the interview, one student stated, “When we first started, we played a game and then in the other class, we played a game and we continued playing games. So, the whole class, in all the games we played, everyone participated” (Participant 1 [2:15]). The student's response highlighted the level of class participation and engagement in communicative games throughout the study.

### 4.3. Students' performance considering the development of speaking skills in English, prior to and after the implementation of communicative games.

The third specific objective of this action research was to determine the students' performance in relation to the development of their speaking skills before and after the implementation of the communicative games. Table 2 presents the performance scores achieved by the students in the pre-test. These scores are associated with the criteria of *vocabulary*, *pronunciation*, and *interaction* as stated by the rubric for evaluating the students' speaking skills. The rubric assigns a minimum of 0 points and a maximum of 5 for each criterion. Furthermore, the mean and standard deviation are also provided for comprehensive analysis.

**Table 2**

*Results obtained in the speaking Pre-test*

<b>Criteria</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Standard deviation</b>
<b>Vocabulary</b>	0	3	1.78	0.85
<b>Pronunciation</b>	2	4	3.10	0.65
<b>Interaction</b>	1	4	2.05	0.91

Overall, the pre-test results suggest that the students had varying levels of speaking skills before the intervention, with *pronunciation* being the strongest area, followed by *interaction* and *vocabulary*.

For *vocabulary*, the minimum score was 0, indicating that some students had very limited vocabulary knowledge at the start of the study. The maximum score was 3, suggesting that a few students had a relatively strong vocabulary. The mean score of 1.78 suggests that, on average, the students' vocabulary skills were somewhat limited before the intervention. The standard

deviation of 0.85 indicates a moderate variability in vocabulary scores among the students which implies that the students' vocabulary scores were somewhat dispersed around the mean score of 1.78.

The minimum score for *pronunciation* was 2, suggesting that all students had at least a basic level of pronunciation skills. The maximum score was 4, indicating that some students had strong pronunciation abilities. The mean score of 3.10 suggests that, on average, the students' pronunciation skills were relatively strong before the intervention. The standard deviation of 0.65 indicates a relatively low variability in pronunciation scores among the students. This suggests that the students' pronunciation scores were more closely clustered around the mean score of 3.10.

The minimum score for *interaction* was 1, suggesting that some students had very limited interaction skills at the start of the study. The maximum score was 4, indicating that a few students had strong interaction abilities. The mean score of 2.05 suggests that, on average, the students' interaction skills were somewhat limited before the intervention. The standard deviation of 0.91 indicates a moderate level of variability in interaction scores among the students, the students' interaction scores were somewhat dispersed around the mean score of 2.05.

These results provide a baseline for analyzing the influence of communicative games on the development of the students' speaking skills. Consequently, after seven sessions, the students' speaking performance was assessed with a post-test.

Table 3 illustrates the performance scores achieved by the students in the speaking post-test. Similar to Table 2, it presents the minimum and maximum scores associated with each criterion, accompanied by their respective mean values and standard deviations.

**Table 3**

*Results obtained in the speaking Post-test*

<b>Criteria</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Vocabulary</b>	2	5	3.63	0.89
<b>Pronunciation</b>	3	5	3.68	0.74
<b>Interaction</b>	3	5	4	0.66

In the pre-test, the *vocabulary* scores ranged from a minimum of 0 to a maximum of 3, with a mean of 1.78 and a standard deviation of 0.85. In the post-test, the vocabulary scores improved, with a minimum of 2 and a maximum of 5. The mean score increased to 3.63, and the standard deviation remained relatively similar at 0.89. The increase in the minimum, maximum, and mean scores, along with the consistent standard deviation, suggests that the communicative games helped to enhance the students' vocabulary knowledge and skills, with fewer low performances.

In the pre-test, the *pronunciation* scores ranged from a minimum of 2 to a maximum of 4, with a mean of 3.10 and a standard deviation of 0.65. In the post-test, the pronunciation scores also improved, with a minimum of 3 and a maximum of 5. The mean score increased to 3.68, and the standard deviation increased slightly to 0.74. The increase in the minimum, maximum, and mean scores, along with the higher standard deviation, indicates that the students' pronunciation skills became more proficient after the communicative games intervention. Nevertheless, there was also more variability in their performance, implying that the students' pronunciation skills became more diverse after the intervention of communicative games.

In the pre-test, the *interaction* scores ranged from a minimum of 1 to a maximum of 4, with a mean of 2.05 and a standard deviation of 0.91. In the post-test, the interaction scores showed significant improvement, with a minimum of 3 and a maximum of 5. The mean score increased to 4, and the standard deviation decreased to 0.66. The increase in the minimum, maximum, and mean scores, along with the lower standard deviation, suggests that the communicative games were particularly effective in enhancing the students' interaction skills, with fewer students with very low scores and more consistent performance across the group.

Overall, the comparison of the pre-test and post-test results indicates that the communicative games intervention had a positive impact on the students' speaking skills in the areas of vocabulary, pronunciation, and interaction. The improvements in the mean scores and the reduction in the standard deviations suggest that the intervention helped to raise the overall level of speaking skills among the students, with fewer low scores and more consistent performance across the group.

## 5. Discussion

The findings of this action research demonstrate the positive influence of communicative games in enhancing the speaking skills of fourth-grade students. The results align with previous studies that have highlighted the effectiveness of using communicative games to improve students' speaking abilities (R. Dewi et al., 2016; Hernández-Chérrez et al., 2021; Madya & Meningsih et al., 2021). The pre- and post-test data revealed that the intervention was able to engage and benefit the students homogeneously since the results indicate improvements across all three evaluated criteria: vocabulary, pronunciation, and interaction.

The vocabulary scores showed enhancement, with the minimum, maximum and mean scores increasing. This aligns with previous research findings that communicative games can improve vocabulary mastery in young learners (Makrub, 2023; Madya & Meningsih, 2021).

In addition, the students' pronunciation skills also improved, with the minimum, maximum, and mean scores rising. The communicative games provided students with ample opportunities to practice their pronunciation in an engaging and interactive manner. By focusing on the communicative function rather than strict accuracy, the games created a supportive environment that encouraged students to take risks and experiment with the language without fear of making mistakes.

The most remarkable progress, however, was observed in the students' interaction skills. This substantial improvement is consistent with previous studies demonstrating the positive impact of communicative games on students' confidence to interact and participate (Dewi et al., 2016; Hernández-Chérrez et al., 2021). The communicative games appear to have created opportunities for authentic communication and language practice, which are central to the CLT approach.

An important aspect observed during the implementation of the communicative games was the valuable feedback process that emerged from student-to-student interactions. As students engaged in the games, they had the opportunity to collaborate, provide feedback, and learn from one another. This interactive nature of the communicative games allowed students to practice their speaking skills in a more authentic and meaningful context, as they negotiated meaning, clarified understanding, and supported each other's language development (Richards & Rodgers, 2014).

The peer feedback process that occurred during the games was particularly beneficial, as it enabled students to receive immediate and contextualized input on their speaking performance. This aligns with the importance of a supportive learning environment and the teacher's role in encouraging students' interest and providing opportunities for meaningful communication (Fitriana, 2012; Madya & Meningsih, 2021). The peer feedback not only helped students identify areas for improvement but also boosted their confidence and motivation to continue practicing their speaking skills.

A key factor contributing to the effectiveness of the communicative games was the students' high motivation to speak English. The teacher's reflective journal noted that while the students generally had a positive attitude toward the English class, their motivation was significantly higher when the activities were presented in a game format. The students exhibited a remarkable level of energy and enthusiasm whenever they were asked to play a game, indicating that the game-based intervention was a primary motivating element. This observation was corroborated by the students' perceptions, expressed during the focus group interviews.

The findings of this study are also consistent with observations from previous research on the use of communicative games to support language development. Souza and Petty (2017),

Andriani and Syarif (2020), and Ayu and Ayu (2019) have all found that communicative games can contribute to various aspects of speaking skills, including improved communicative competence, active participation, and motivation.

The teacher's reflections highlighted that the communicative games created a supportive and anxiety-free environment that encouraged students' active participation. The students' perceptions further corroborated this finding, as they expressed feeling more motivated and confident to use the target language during the communicative game activities.

These findings align with the conceptual framework, which highlights the ability of communicative games to connect with the students' intrinsic motivation by providing a fun, challenging, and supportive environment for language learning. These studies suggest that the element of fun and challenge inherent in communicative games serves as a powerful motivator for students, taking advantage of their natural desire to play and solve problems, and creating an ideal context for language learning and practice. The communicative games provide opportunities to develop the students' speaking abilities with guidance from the teacher and collaboration with peers.

The consistent findings across these studies, including the current action research, underscore the effectiveness of the communicative games intervention and provide valuable insights into its positive influence on the development of students' speaking skills. The conclusive results from this action research study support the efficacy of the intervention in enhancing the students' speaking skills among fourth-grade elementary school students.

### **5.1. Limitations**

An important limitation of this action research study was the time constraints encountered during the implementation. The limited number of English classes per week, combined with the

considerable number of days off on the same day of the week, significantly reduced the available time for the intervention. This time constraint raises the question of whether a more extensive implementation could have led to even better results in the development of the students' speaking skills.

## **5.2. Suggestion for future research**

The results of the action research study demonstrate the positive impact of communicative games on the development of speaking skills among fourth-grade students. To further advance the understanding of this area and provide innovative suggestions for future research, it would be enlightening to implement the same study with different grade levels. By replicating the study with students in higher or lower grades, researchers could gain valuable insights into the effectiveness of communicative games across a broader range of age groups and proficiency levels.

## **Conclusion**

This action research study has demonstrated the efficacy of communicative games in improving speaking skills among fourth-grade elementary school students. The results of the pre- and post-tests, along with the teacher's reflection and the students' perceptions, provide evidence for the positive impact of the communicative games. The findings reveal significant improvements across all three evaluated criteria: vocabulary, pronunciation, and interaction.

The vocabulary scores showed a substantial enhancement, with the minimum, maximum, and mean scores increasing. This aligns with previous research that has found communicative games to be an effective tool for improving vocabulary mastery in young learners. Additionally, the students' pronunciation skills saw a moderate yet meaningful improvement, indicating the communicative games' positive impact on this aspect of speaking development.

The most remarkable progress, however, was observed in the students' interaction skills. The substantial increase in the minimum, maximum, and mean scores for interaction is consistent with prior studies highlighting the positive impact of communicative games on students' confidence, participation, and overall communicative competence.

An important aspect observed during the implementation of the communicative games was the increased peer-to-peer interactions and the valuable feedback process that emerged. As students engaged in the games, they had the opportunity to collaborate, provide feedback, and learn from one another. This interactive nature of the communicative games allowed students to practice their speaking skills in a more authentic and meaningful context, as they negotiated meaning, clarified understanding, and supported each other's language development.

A key factor contributing to the effectiveness of the communicative games was the students' high level of motivation and engagement. The teacher's reflection and the students'

perceptions revealed a remarkable level of enthusiasm, energy, and enjoyment when the activities were presented in a game format. This aligns with the conceptual framework, which emphasizes the ability of communicative games to connect with the students' intrinsic motivation and create an ideal context for language learning and practice.

This improvement can be directly attributed to the implementation of communicative games, which had a positive influence on the development of speaking skills. The focus group conducted as part of this study revealed the students' positive perceptions of the communicative games. The participants reported feeling more motivated, confident, and engaged in their English lessons when games were incorporated. Communicative games created a relaxed atmosphere that encouraged spontaneous participation and provided opportunities to practice their speaking skills in a natural communicative context.

In conclusion, this action research has demonstrated the effectiveness of using communicative games to enhance the speaking skills of fourth-grade students. By creating a supportive and engaging learning environment, providing opportunities for meaningful communication, and fostering peer interactions and feedback, communicative games have proven to be a valuable strategy for improving students' speaking abilities. The results directly show a positive answer to the research question of the study, "How can communicative games enhance speaking skills in fourth-grade students?"

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## Appendix A

### Consent Letter for Parents



UNIVERSIDAD CATÓLICA DE TEMUCO  
FACULTAD DE EDUCACIÓN  
MAGÍSTER EN DIDÁCTICA DEL INGLÉS EN EDUCACIÓN PARVULARIA Y EDUCACIÓN GENERAL  
BÁSICA

#### Carta de Consentimiento Informado Padres y Madres

La influencia de juegos comunicativos en el desarrollo de las habilidades de producción oral en  
estudiantes de cuarto básico  
Ignacio Arellano Arias  
Universidad Católica de Temuco

**Su hijo(a) ha sido invitado(a) a participar en el estudio** “La influencia de juegos comunicativos en el desarrollo de las habilidades de producción oral en estudiantes de cuarto básico.” a cargo del investigador Ignacio Arellano Arias, candidato a Magíster en Didáctica del Inglés en Educación Parvularia y Educación General Básica de la Universidad Católica de Temuco. El objetivo de esta carta es informar a usted sobre el propósito del proyecto de innovación para tomar la decisión de aprobar o no la participación de su hijo(a) en este estudio.

#### ¿Cuál es el propósito de esta investigación?

El objetivo de este estudio es mejorar las habilidades de expresión oral en los estudiantes. Para cumplir con este objetivo se desarrollarán diferentes actividades en la asignatura de inglés, las cuales ayudarán a desarrollar las habilidades de expresión oral.

#### ¿En qué consiste la participación de su hijo(a)?

Para participar en este estudio necesitamos: (1) que usted como padre, madre o apoderado legal firme este consentimiento informado que permite la evaluación; (2) que su hijo(a) acepte participar a través de este documento; (3) que su hijo(a) participe voluntariamente a dos sesiones de evaluación, donde se aplicará una parte de la prueba internacional de producción oral en Inglés (Cambridge Assessment English Pre A1 Starters) en dos instancias, al comienzo y al final de la investigación. Los estudiantes contarán con todos los materiales necesarios para las evaluaciones antes mencionadas. Al finalizar la evaluación, se podrán solicitar los resultados vía email. Es importante que usted tenga presente que la participación en este estudio es voluntaria.

#### ¿Cuánto durará la participación?

La participación en este estudio considera entre 6 a 8 semanas de clases.

#### ¿Qué beneficios puede obtener de su participación?

Los beneficios de la participación en este estudio se asocian al desarrollo de la producción oral en inglés.

#### ¿Qué riesgos están presentes al participar?

El niño(a) no corre riesgo alguno al participar de este estudio. Por el contrario, tendrá beneficio inmediato en las habilidades comunicativas de la lengua inglesa.

**¿Es obligación participar? ¿Puede arrepentirse una vez iniciada su participación?**

Su hijo(a) NO está obligado de ninguna manera a participar en este proyecto. Las actividades relacionadas a este proyecto se desarrollarán durante la asignatura de inglés.

**¿Qué uso se va a dar a la información que yo entregue?**

Los resultados globales de la investigación se publicarán en informes y artículos que se presentarán en el marco del Magíster en Didáctica del Inglés en Educación Parvularia y Educación General Básica de la Universidad Católica de Temuco; y en congresos y publicaciones académicas y de divulgación general.

**¿Qué pasa con la información y los datos que se entregan?**

Se mantendrá confidencialidad con respecto a cualquier información obtenida en este estudio. Solo el profesor que está con los estudiantes conocerá su nombre pues, una vez la información se ingresa a las bases de datos que utilizaremos para análisis, los nombres serán cambiados por pseudónimos. Finalmente, los datos obtenidos en el proceso serán utilizados para actividades académicas.

**¿A quién se puede contactar para saber más de este proyecto, o si hay dudas?**

Si tiene cualquier pregunta acerca de esta investigación, puede contactar a Ignacio Arellano Arias, profesor de Inglés de la Universidad Católica de Temuco a su correo electrónico [iarellano@uct.cl](mailto:iarellano@uct.cl).

HE TENIDO LA OPORTUNIDAD DE LEER ESTA DECLARACIÓN DE CONSENTIMIENTO INFORMADO, HACER PREGUNTAS ACERCA DEL PROYECTO DE INVESTIGACIÓN, Y ACEPTO QUE MI HIJO(A) PARTICIPE EN ESTE PROYECTO DE INNOVACIÓN.

\_\_\_\_\_  
Nombre de el(la) participante (Hijo/a)

\_\_\_\_\_  
Curso

\_\_\_\_\_  
Nombre de padre, madre o apoderado legal

\_\_\_\_\_  
Firma de padre, madre o apoderado legal

\_\_\_\_\_  
Fecha

**Muchas gracias por su colaboración.**

## Appendix B

### Assent Letter for participants



UNIVERSIDAD CATÓLICA DE TEMUCO  
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MAGÍSTER EN DIDÁCTICA DEL INGLÉS EN EDUCACIÓN PARVULARIA Y EDUCACIÓN GENERAL  
BÁSICA  
Course: Proyecto de Innovación en Enseñanza del Inglés II: diseño de la implementación  
ASENTIMIENTO PARA NIÑOS Y NIÑAS MAYORES DE 7 AÑOS

**Investigador Responsable:** Ignacio Arellano Arias

**Título del Proyecto:** La influencia de juegos comunicativos en el desarrollo de las habilidades de producción oral en estudiantes de cuarto básico.

#### **Estimado/a estudiante:**

Te queremos contar que en esta escuela queremos conocer cómo se trabajan las habilidades para hablar en inglés y lo que piensas al respecto.

Este es un estudio que se llama: La influencia de juegos comunicativos en el desarrollo de las habilidades de producción oral en estudiantes de cuarto básico.

Esta investigación cuenta con el acuerdo de la Directora de tu escuela, de tus profesora y de tu apoderado/a.

Para poder realizar este trabajo, necesito saber si estás de acuerdo en participar y si es así tendrás que firmar este documento al final.

#### **¿Qué tengo que hacer en este estudio?**

Te pedimos que contestes una encuesta para identificar cual es tu estilo de aprendizaje y que seas parte de una evaluación sin nota para poder conocer tus habilidades para hablar en inglés. Luego, tendrás que tomar la evaluación nuevamente para saber cuánto has mejorado.

Después, te pediremos participar en una conversación para saber qué piensas sobre las actividades que hemos implementado durante tus clases.

**¿Otras personas se van a enterar cómo trabajo en la escuela?**

No directamente, porque no daré tu nombre ni el de tus compañeros/as, sólo hablaré de forma general del curso.

**¿Tendré riesgos o beneficios?**

No tienes ningún riesgo. Sí tendrás beneficios pues los juegos comunicativos te ayudarán a practicar el idioma inglés. Además, también ayudarás a otros niños y niñas, ya que se crearán propuestas para poder hablar en inglés de forma más dinámica.

**Contacto en caso de dudas**

Si tienes dudas, me puedes preguntar en cualquier momento durante las clases o a mi correo electrónico [iarellano@uct.cl](mailto:iarellano@uct.cl)

Yo me llamo: \_\_\_\_\_

Curso: \_\_\_\_\_

Mi firma: \_\_\_\_\_

Firma de la investigadora: \_\_\_\_\_

**Muchas gracias por tu colaboración.**

## **Appendix C**

### **Reflective Journal**

#### **REFLECTIVE JOURNAL**

1. What communicative game does the implementation include in the development of speaking skills? Why are these games included?
2. What resource(s) does the implementation of the communicative game include in the development of speaking skills? Why are these resource(s) included?
3. Have I noticed any changes in my students' attitude after practicing speaking with communicative games?
4. What strengths do communicative games present in the development of speaking skills?
5. What weaknesses do communicative games present in the development of speaking skills?
6. What action(s) will I implement in the future considering the weaknesses detected in my performance?

## Appendix D

### Focus Group

1. ¿Qué te ha parecido poder interactuar en inglés a través de juegos? ¿Por qué?
2. ¿Crees que los juegos en inglés te han permitido interactuar en inglés?
3. ¿Crees que todo el curso pudo participar de los juegos en inglés?
4. ¿Te has sentido incluido en los juegos realizados en clases de inglés?
5. ¿Qué te ha parecido utilizar juegos para interactuar en inglés con tus compañeros?
6. ¿Consideras que tus habilidades para interactuar en inglés han tenido una mejora?
7. Considerando el tiempo de implementación de juegos en inglés ¿Crees que tu disposición para hablar en inglés ha cambiado?
8. ¿Crees que te sientes más motivado a hablar en inglés con tus compañeros?

1. What did you think of interacting in English through games? Why?
2. Do you think games in English allowed you to interact in English?
3. Do you think the entire class could participate in English games?
4. Did you feel included in the games conducted in English classes?
5. What did you think of using games to interact in English with your classmates?
6. Do you think your skills for interacting in English have improved?
7. Considering the time of implementing English games, do you think your willingness to speak English has changed?
8. Do you think you feel more motivated to speak English with your classmates?

## Appendix E

### Pre A1 Speaking Test

Pre A1 Starters Speaking

#### Pre A1 Starters Speaking Summary of procedures

The usher introduces the child to the examiner.

1. After asking the child 'What's your name?', the examiner familiarises the child with the picture first and then asks the child to point out certain items on the scene picture, e.g. 'Where's the door?' The examiner then asks the child to put two object cards in various locations on the scene picture, e.g. 'Put the robot on the red chair.'
2. The examiner asks questions about two of the people or things in the scene picture, e.g. 'What's this?' (Answer: banana) 'What colour is it?' (Answer: yellow). The examiner also asks the child to describe an object from the scene, e.g. 'Tell me about this box.'
3. The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'
4. The examiner asks questions about the child, e.g. 'Which sport do you like?'

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Pre A1 Starters Speaking



## Appendix F

### Pre A1 Speaking Test Rubric

#### Pre A1 Starters

	<b>Vocabulary</b> Range Control Extent	<b>Pronunciation</b> Individual sounds Word stress	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
<b>5</b>	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with all test tasks.</li> <li>• Produces simple utterances but makes occasional mistakes.</li> <li>• Generally responds at word or phrase level but may also produce some longer utterances.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally intelligible, although some sounds may be unclear.</li> <li>• Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally responds appropriately to instructions, questions and visual prompts, although some support may be required.</li> <li>• Is able to ask for support if required.</li> <li>• Often responds promptly, although there may be hesitation.</li> </ul>
<b>4</b>	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
<b>3</b>	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word level but may also produce phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes intelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions, questions and visual prompts, although frequent support may be required.</li> <li>• May attempt to ask for support if required.</li> <li>• There is hesitation and responses may be delayed or halting.</li> </ul>
<b>2</b>	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
<b>1</b>	<ul style="list-style-type: none"> <li>• Has the vocabulary required to attempt some test tasks.</li> <li>• May attempt a few simple utterances but basic mistakes and lack of language prevent communication.</li> <li>• Responds only at single word level, or does not respond.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to produce the sounds of the language but is often difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires support throughout and often may not respond to instructions, questions and visual prompts.</li> <li>• Hesitation requires a great deal of patience of a listener.</li> </ul>
<b>0</b>	Performance does not satisfy the Band 1 descriptor.		