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I. INTRODUCTION

1. Reasons for choosing the study

In the globalization age today, English assumes as a more and more important part as a means of international communication than ever. Therefore, in some recent years, the focus of teaching has been promoting oral skills in order to respond to the students' needs for effective communication.

However, due to some objective and subjective reasons, teaching and learning English in general and teaching and learning speaking in particular does not come up to the study aims. Despite teachers' efforts to provide students with opportunities to develop their communicative skills, how to teach and learn speaking effectively is still a challenging question to both teachers and students at many high schools in Vietnam. In English class, teachers are mainly concern with teaching the points in the exams that need cope with and find necessary to encourage students' participation. Most of students are sitting quietly and listening rather than acting. As a consequence, they just develop their ability on grammar task rather than the communicative one. Moreover, in language learning, learners have to master four skills in which speaking is the most essential one for the aim at communication. Thus, a big problem is how to develop students' ability so speaking is not an easy work. Therefore, it is a necessity to find out some problems of that 10th form students are facing with speaking classes and give some useful suggestions to help students more succeed in speaking English.

All the above-mentioned reasons and factors have inspired me to conduct a research titled ***"The effectiveness of using language games in teaching speaking to the 10th form students at Thong Nhat high school"***

2. Aims of the study

The study is aimed at:

- Investigating the situation of teaching and learning speaking to the 10th form students at Thong Nhat high school
- Investigating the effectiveness of using games in teaching speaking to the 10th form students at Thong Nhat high school
- Providing some suggestions and implications for the improvement of speaking teaching at Thong Nhat high school by using language games in addition to other techniques

3. Scope of the study

The study focuses specifically on using language games in teaching speaking to the 10th form students at Thong Nhat high school. So the study limits itself to the teaching and learning speaking only, and the subjects of the study are 128 students from three classes studying "Tieng Anh 10" textbook at Thong Nhat high school.

4. Methods of the study

In the process of carrying out this study, I have combined methods such as:

- Surveying and constructing the theoretical basis of speaking skill and language games.
- Investigating and inquiring the reality, collecting data of teaching speaking to the 10th students at Thong Nhat high school.
- Statistical method and processing data from pre-task survey questionnaire and post- task survey questionnaire.

II. CONTENT

1. The theoretical basis

1.1. Speaking skill and its importance

1.1.1. *The definition of speaking*

Speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose for speaking.

1.1.2. *The importance of speaking skill among four language skills*

Speaking is one of the features that distinguished us from most if not all, animals because it is the common way to convey ideas from one person to another through language.

Of all the four skills, the speaking seems intuitively the most important. Ur. P (1996: 56) stated people who know a language are referred to as “speaker of that language as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak”.

1.2. Overview of language games

1.2.1. *The definition of language games*

Language games mean games related to language. If games help to improve different aspects such as intellectual ability, patience, then language games help to develop language skills.

1.2.2. *Roles of games in language teaching and learning*

Games have long been advocated for assisting language learning. Using games to develop students’ skill is more useful and popular in the schools because of the following reasons:

- Games add interest to what students might not find their. Sustaining interest can mean sustaining effort (Wright, Betteridge, & Bucky, 2005)
- The variety and intensity that games offer may lower anxiety (Richard-Amato, 1968) and encourage shy learners to take part in (Uberman, 1988) especially when games are played in small groups.

1.2.3. *How to organize a game?*

1.2.3.1. *Timing*

Teachers need to estimate the time of the game before running a game. Lewis and Bedson (1999) suggested that games should last from five to twenty minutes including preparation, presentation, game playing and post playing.

1.2.3.2. Level of the games

Level of the games is another factor that teachers should take into consideration when using language games in speaking lessons. Therefore, teachers need to pay attention to the difficult level of the games.

1.2.3.3. Classroom language

When starting a game, teachers should tell students the rules of the game. It is one of the key factors that lead to students' success in playing game. When giving instructions, a few words in mother tongue are sometimes necessary as it would be the quickest way to make everything clear.

1.2.3.4. Classroom management

Language games would be very enjoyable and rewarding if they are handled in the right way. Some games are played by individuals, in pairs or in groups, some in teams and some with the whole class playing against teacher.

In short, teachers must decide in advance how to organize the class as Carrier (1985) started: "the setting up of a game can be carried out as quickly and smoothly as possible".

2. The reality of the study

2.1. The reality

There are totally 174 students at Thong Nhat high school in fourth classes from 10A1 to 10A4. The majority of high school students here enjoy education program in which English is a compulsory subject since they were at primary school. This means by the time they go to high school, they have at least 5 or more years experience in English. The level of English for the 10th grade students is targeted at pre-intermediate level through a few actually reaches the standard. As their primary years were spent with the old text books and the grammar translation method, most students are, to some extent, good at grammar, but bad at listening and speaking the target language. They can do written exercises on English grammar accurately but they can hardly communicate in English. Moreover, students at Thong Nhat high school would prefer to pay much attention to Mathematics, Physics, Chemist, Literature, History and Geography rather than English. As a result, they either keep silence all the time or less participates in the speaking activities. Furthermore, students at Thong Nhat high school have a worse learning ability than those from many other schools, which is justified by passing the entrance test with the low marks required for admission of the school.

2.2. The results in researching the reality

I set the objectives of 128 students for my research. Most of students are active in real-life, but they seem to be less active in their classes. Initially, I found that

most of my students had little interest in lessons with speaking because they are afraid and lazy to speak; their motivation of speaking English is very limited. Then they have a lack of vocabulary. The survey questionnaires are conducted for 128 students in three classes (10A1, 10A2, and 10A3) I taught in my teaching practice time to investigate their interest in learning English. As a result, they did not achieve the outcome that they were expected as follows:

Table 1: Data collected from pre-task survey questionnaire.

Variables Scales Questions	A		B		C		D	
	N	%	N	%	N	%	N	%
1, 2. Students' attitude toward English learning	68	53.1	43	33.6	0	0	17	13.3
	60	46.9	51	39.8	0	0	17	13.3
3, 4. The importance of speaking skill among four basic language skills	26	20.3	94	73.4	8	6.3	0	0
	68	53.1	26	20.3	17	13.3	17	13.3
5. Students' willingness to speak English	86	67.2	34	26.6	8	6.3	0	0
6. Students' opinion about language games	60	46.8	43	33.6	8	6.3	17	13.3
7. Type of games that students like	43	33.6	33	25.8	26	20.3	26	20.3
8. Students' participation in speaking class	9	7.0	8	6.3	95	74.2	16	12.5
9. Stage (s) at which language game are used	95	74.2	8	6.3	8	6.3	17	13.3

10. Reasons for effect of language games (open-ended question)								
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3. Methodology

3.1. Types of language games used in teaching speaking

In order to fulfill the aims of this study and come up with the answers to the research questions mentioned above, the following games are employed to carry out the study.

3.1.1 Sorting, ordering or arranging games: For example, students have a set of cards with different products of them, and they sort the cards into products found at a grocery store and products found at a department store.

3.1.2. Information gap game: In such games, one student has access to the information which is not held by the other student, and this student must acquire the information to complete the task successfully. Information gap games can involve a one-way information gap or a two way information gap.

3.1.3. Guessing games: In these games, someone knows something and the others must find out what it is

3.1.4. Matching games: As a name applies, participants need to find a match for a word, picture or card.

3.1.5. Labeling games: These are form of matching, in that participants match labels and pictures

3.1.6. Puzzle-solving games: The participants in the game share or pool information in order to solve a problem or a mystery.

3.1.7. Role play games: The terms role play, drama and simulation are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as dentists, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as a customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

3.2. Sample games used in teaching speaking

3.2.1. The textbook

“Tieng Anh 10” textbook consists of sixteen units for two terms. Each unit focuses not only on four different skills: reading, speaking, writing, and listening but also on language elements such as: pronunciation, grammar and vocabulary.

Speaking lesson is the second one in each unit introduced just after reading lesson. Therefore speaking lessons are under the tendency them-based and task-based approaches. In general, the textbook provides students with a variety of

topics and speaking activities with the aim at helping students improve their speaking skill. To be more specific, some of these topics are of students' interest such as talking about one's daily activities (Unit 1) or talking about an excursion (Unit 11), etc... However, there are some speaking topics that are unfamiliar and far from students' background as talking about different type of mass media and their uses (Unit 7), talking about new kind of zoos (Unit 10). Therefore, an effective technique should be exploited to motivate students in these speaking lessons.

3.2.2. *Sample games used in teaching speaking*

3.2.2.1. *Warm-ups*

A warm up activity is often a short and fun game which the teacher can use with his students. The purpose of warm up is to prepare them to learn by stimulating their minds. Warm ups should last about five minutes.

□ *Unit 5: Technology and you*

Type of games: Matching games

Classroom management: Group work

Material: Pictures and cards

Time: 3-5 minutes

Procedure:

The teacher divides the class into groups of four or five students. The teacher gives each group a set of pictures of modern inventions and slips of paper containing their names.

Students work in groups and quickly match each modern invention with their name. Which group finishes first and has all the correct answers will be the winner

The teacher then can ask students what they know about the uses of these modern inventions.

Pictures:



Cards:

Radio	Television	Air-conditioner	Fridge
Fax machine	Electric cooker	Cell phone	Washing machine

□ **UNIT 11: THE NATIONAL PARK**

Type of game: Story arrangement

Material: Handouts

Class management: Pair works

Time: 5 minutes

In term of story arrangement, its procedure as follows:

Teacher provides handouts to students and asks them to read the handouts carefully. Then she/he requires students to work in pairs, discuss and arrange the story in correct order. After finishing, students can check their answer with teacher.

Finally, teacher calls some students to read aloud the story.

Handouts:

Last Sunday, our class went to the zoo.
When we arrived at the zoo, we got a tiny train to go around the zoo.
As many of us hadn't tried the bus before, we decide to go there by bus.
We also saw a lonely lion club which was born just one month ago.
When we were talking photos, it rained.
We ate popcorn and ice-cream
We could see a lot of animals such as butterflies, snakes, emus, elephants, peacocks, and lions.
What a pity! We had a leave the zoo sooner than we expected.

□ **Unit 13: Films and cinema**

Type of games: Sorting, arranging games

Class management: Pair work

Material: film posters and handout

Time: 5 minutes

Procedure:

The teacher asks students to work in pairs. Teacher sticks the following posters on the blackboard or alternatively print these posters and distribute them to students. Teacher then gives the handout to the pairs and asks students to match the film with the correct types.

Film posters



Handout

Type	Film
Science fiction film	
Cartoon	
Horror film	
Detective film	
Thriller	
Romantic comedy	
War film	
Action film	

3.2.2.2. Pre-speaking stage

This stage is carried out before students actually speak. The pre-speaking activities are aimed at preparing students with everything necessary for speaking. They also involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Normally, pre-speaking stage often lasts from five to fifteen minutes depending on each lesson.

□ **Unit 9: Undersea world (speaking task2)**

Type of games: Labeling games

Class management: Whole class

Material: pictures

Time: 7 minutes

Procedure:



The teacher prepares a set of pictures of sea problems. (See the pictures above). Then the teacher gives out one by one and asks students to tell what it is about. The students raise their hands to describe the pictures and the teacher will write these

ideas on the board. Then the teacher states that they are some threats to the health of the oceans. They are: Oil is spilled from tankers (picture 1); whales and sharks are still hunted for food, medicine and other products (picture 2); explosives are used to catch fish and other sea animals (picture 3); beaches are filled with plastic bags, pieces of glass and cigarette butts (picture 4). The teacher requires students to discuss the consequences that might occur and offer some possible solutions to these problems.

□ **Unit 14: World Cup** (speaking task 1)

Type of games: Role-play

Class management: Group work

Material: handouts

Time: 7-10 minutes

Procedure:

The teacher asks students to name four national football teams in the photos on page in the textbook. They are: The English national football team (photo1), the French national football team (photo 2), the Italian national football team (photo 3) and the German national football team (photo 4)

Then the teacher divides the class into 4 groups namely: The English team's fans, the French team's fans, the Italian team's fans and the German team's fans respectively. The teacher will take turns to read the questions to each group and the students in each group are supposed to answer them. One point is given for each correct answer. And if all the members in one group fail to give correct answer, the other groups can score points by raising their hands to answer the questions. The winner is the one that gets the highest point.

Finally, the teacher can call the representatives from four groups to talk about their favorite teams, using the information they have gained via the quiz. They are encouraged to add some further information that they know to the talk.

World Cup quiz for each national football team

Questions for the English team's fans	Questions for the German team's fans
1. How many World Cup tournaments has England participated in up to 2006?	1. How many World Cup tournaments has German participated in up to 2006?
2. How many times has England won the trophy up to 2006?	2. How many times has Germany won the trophy up to 2006?
3. Who was the captain of the English team in World Cup 2006?	3. Who was the captain of the German team in World Cup 2006?
4. Who was the top scorer in English team in World Cup 2006?	4. Who was the top scorer in German team in World Cup 2006?
5. Who was the head coach of the English team in World Cup 2006?	5. Who was the head coach of the German team in World Cup 2006?

Questions for the Italian team's fans 1.How many World Cup tournaments has Italy participated in up to 2006? 2. How many times has Italy won the trophy up to 2006? 3. Who was the captain of the Italian team in World Cup 2006? 4. Who was the top scorer in Italian team in World Cup 2006? 5. Who was the head coach of the Italian team in World Cup 2006?	Questions for the French team's fans 1. How many World Cup tournaments has France participated in up to 2006? 2. How many times has France won the trophy up to 2006? 3. Who was the captain of the French team in World Cup 2006? 4. Who was the top scorer in French team in World Cup 2006? 5. Who was the head coach of the French team in World Cup 2006?
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□ UNIT 7: THE MASS MEDIA

Type of game: Guessing

Classroom management: Group work

Material: Handouts

Time: Ten minutes

Procedure:

Teacher provides handouts to students and asks them to find out the mass media in the handouts. Next, teacher calls two students to go on the board and write down their answers and check. Teacher asks students to discuss what the most useful mass media is and calls them to present then.

Handout:

C	O	M	P	U	T	E	R	G	Y	U	T
G	N	S	D	L	K	J	M	W	S	H	E
A	T	Y	M	F	J	E	L	R	O	N	L
Q	R	C	T	G	D	Z	E	H	P	F	E
W	E	U	N	R	H	P	X	T	N	B	V
M	B	I	N	M	A	L	G	R	M	E	I
T	P	O	B	P	K	D	Q	F	G	X	S
P	R	L	S	K	R	P	I	P	J	H	I

S	Z	W	V	A	C	Q	D	O	Y	X	O
Q	E	X	C	I	S	Z	J	W	Z	B	N
N	O	M	A	N	A	G	I	Z	E	S	F
A	S	B	F	G	T	I	S	K	O	O	B

3.2.2.3. While-speaking stage

This stage is the main part of a speaking lesson in which students use language input provided in pre-speaking stage to express personal feelings, ideas, or viewpoints, to converse and discuss or to describe one event, to tell a story, etc...Time spent on this stage is nearly twenty to thirty minutes.

□ **Unit 3: People's background** (*speaking task 2*)

Type of games: Role-play

Class management: Group work

Material: handouts

Time: 15-17 minutes

Procedure:

The teacher asks students to work in pairs: one plays the role of Ms. Khanh Chi, an MC in "The road to Olympia", while the other plays the role of an Olympia contestant. Teacher distributes the interview form to each pair and asks them to interview the contestants and takes notes the answers. The students can change their roles and make another interview.

Then the teacher asks some students to report what they have gained from the interview.

INTERVIEW FORM

1. When were you born?
2. Where were you born?
3. Where do you live?
4. Can you tell me about your parents?
5. How many brothers and sisters do you have?
6. Which school do you go to?
7. How do you study/ work at school?
8. Do you join all school activities?
9. What subjects do you like best?
10. Have you ever been a monitor?

□ **Unit 16: Historical places** (*speaking task 2*)

Type of games: Information gap activity

Material: Handouts

Procedure:

Class management: Pair work

Time: 15-20 minutes

The teacher sets the task: Students are going to work in pairs: ask and answer about two historical places, namely Hue Imperial City and Thong Nhat Conference Hall. The teacher distributes each pair two sets of cards above. The teacher needs to make sure that students have different cards A. This means if one student already has card 1A, the other student will have card 2 A. The teacher asks students to ask and answer questions about the places in the cards. The student with card A will start first and the student with the corresponding card B will answer. The teacher should make sure that all the students close their textbooks and students do not look at each other's card while talking. Then the teacher can call some pairs to perform in front of the class and provides corrective feedback

Card 1A <i>Ask your partner for the following information about Hue Imperial City</i> -Recognized by UNESCO? -Location? -Construction starting and ending? -Inside? -Visiting hours? -Admission?	Card 1B <i>Tell your partner about Hue Imperial City using the following information</i> -Listed as a World Cultural Heritage by UNESCO in 1993 -654 km from Hanoi and 1071 km from HCMC -Construction: started 1805 & completed 1832 -Comprises 3 sections: the Royal Citadel, the Imperial Enclosure and the Forbidden Purple City. -Open daily -Admission costs 55,000 VND
Card 2A <i>Ask your partner for the following information about Thong Nhat Conference Hall</i> -Other names? -Location? - Construction starting and ending? -Any damage during the war? Reconstruction needed? -Inside? -Visiting hours?	Card 2B <i>Tell your partner about Thong Nhat Conference Hall using the following information</i> -Also Reunification Hall or Presidential Palace -In District No1, HCMC, 1730 km south of HN -Originally built in 1865 & heavily damaged by an air bombardment in Feb 1963. -Rebuilt & construction completed in 1963

-Admission?	-Has 5 floors with 100 beautifully decorated rooms and chambers -Open daily from 7:30 to 11:00 a.m and 1:00 to 4:00 p.m -Admission costs: 10,000 VND
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□ **UNIT 9: UNDERSEA WORLD**

Type of game: Solving problem

Classroom management: Group work

Material: Handouts

Time: Twenty minutes

Procedure:

Teacher divides class into 6 groups (2 desks turn back to each other), and provides handouts to each group. Students read the situation in the handouts carefully. Then, teacher has to decide which groups will cover the causes, the effects and the possible solutions of that situation. After discussing, teacher calls some groups to stand up and share their ideas.

Situation:

You are on the ship to travel around the Pacific. Suddenly, you see some whales died, some is not well. Also, you see many herbicides and pesticides bottles are floating on the water. What do you think about the reasons, the effects and how to rescue the other whales?

3.2.2.4. Post-speaking stage

It is the last step of a speaking lesson so it is time for students' production. The activities in this stage are for students to reflect upon their performance. Post-speaking stage should last ten to twelve minutes

□ **Unit 11: National Parks** *Type of games: Story telling*

Class management: Group work Time: 10 minutes

Procedure:

The teacher divides the class into groups of eight students (two rows of tables). The teacher asks students to work in groups to tell about their imaginary excursion. The teacher can begin the story with one clause of the third conditional sentence. Then the students in each group one by one add more sentences using the third conditional sentences. After the last student in each group finishes the story, all groups are asked to tell their excursion in front of the class. The teacher will decide which the most interesting story is.

For example: *The teacher can begin: If yesterday had been Sunday,*

.....

Student A: If yesterday had been Sunday, I would have gone a picnic to Cua Lo beach

Student B: If I had gone to Cua Lo beach, I would have gone with some of my friends

Student C: I had gone with some of my friends, we would have gone there by motorbike.

Alternatively, it can be made more interesting and amusing by replacing the third conditional sentences with the story using “fortunately” and “unfortunately”.

For example:

The teacher can start: Yesterday it was nice, so I decided to go for a walk

Student A: Unfortunately, it began to rain

Student B: Fortunately, I had an umbrella

Student C: Unfortunately, it was broken.

4. RESULTS AFTER APPLYING THE RESEARCH IN TEACHING

Table 2: Data collected from post- task survey questionnaire

Question	Variable		A		B		C		D	
	Scale		N	%	N	%	N	%	N	%
1. Students’ attitudes towards language games			81	63.3	39	30.5	8	6.3	0	0
2. Students’ participation in language games			65	50.8	31	24.2	29	22.7	3	3.1
3. Students’ feelings after playing games			82	64.1	24	18.8	22	17.2		
4. Students’ participation in speaking lessons			71	55.5	32	25.0	25	19.5		
5. Students’ evaluation on the use of language games.			106	82.8	22	17.2				
6. The effectiveness of the use of language games			46	35.9	28	21.9	26	20.3	28	21.9
7. Reasons for ineffectiveness (open-ended question)										
8. Students’ expectations of using language games			54	42.2	37	28.9	15	11.7	22	17.2

When making a small comparison between the data collected from pre-task survey questionnaire and post-task questionnaire, it is clear that the numbers of students who are willing to join the speaking classes are surely with language games increase considerably. It has approved that the speaking classes are surely more interesting and enjoyable with the use of language games. Games are enjoyable and fun so that they can help students banish and bring them the pleasure to speak English. Games also make speaking activities less challenging and difficult; therefore, they can help students regain interest in speaking. Moreover, language games can lower students' anxiety and shyness and make them become more confident speakers. Therefore, it can not be denied that language games bring about a variety of great benefits to the users.

III. CONCLUSION AND RECOMMENDATIONS

1. Conclusion

Among activities affecting English learning, games are regarded as the key that leads to nature and accuracy in the communicative process. Therefore, language game is a master concern to many teachers and educators. With these benefits, it is no double that games can be used to enhance students' motivation in speaking lessons. Besides, the study gives some suggested games that teachers used effectively in speaking classes. It is noteworthy that these games are easy and interesting enough to apply. The value of them is really great and attractive.

2. Recommendations

Due to the limitation of knowledge, time and experience, the errors are probably inevitable and the study can not cover all aspects related to the matter. I would hope and recommend that further studies will be carried out other aspects of language games and give useful solutions to facilitate students in their learning English such as:

- Developing speaking skill through using language games for the 11th and 12th form students at Thong Nhat high school

It is hoped that the study will prove worthwhile to those who want to motivate students in speaking classes and who are concerned about the problem.

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APPENDIXES

APPENDIX 1:

PRE- TASK QUESTIONNAIRE

Please circle your choice

Name.....Class.....

1. How do you like learning English?

- | | |
|--------------|---------------|
| A. Very much | B. Much |
| C. Not much | D. Not at all |

2. How necessary is English in the school course?

- | | |
|-------------------|----------------|
| A. Very necessary | B. Necessary |
| C. Normal | D. Unnecessary |

3. Among the four language skills (reading, listening, writing, and speaking) which one is the most important to you?

- | | |
|--------------|-------------|
| A. Listening | B. Speaking |
| C. Reading | D. Writing |

4. How speaking is important to you?

- | | |
|-------------------|-------------------------|
| A. Very important | B. Important |
| C. Normal | D. Not important at all |

5. Are you willing to speak in speaking classes?

- A. Yes, I like speaking very much
B. Yes, sometimes
C. No, I am never willing to speak

6. What do you think about language games that your teachers use in the speaking classes?

- | | |
|---------------------|----------------|
| A. Very interesting | B. Interesting |
| C. Normal | D. Boring |

7. What type of language games do you like?

- | | |
|------------------|------------------|
| A. Matching game | B. Guessing game |
| C. Role-play | D. Others |

8. How often do you play language game in your speaking classes?

- | | |
|-----------|-----------------|
| A. Often | B. Occasionally |
| C. Rarely | D. Never |

9. What stage(s) do you think that teachers should exploit the language games?

- | | |
|-------------------|------------------|
| A. Warm-up | B. Pre-speaking |
| C. While-speaking | D. Post-speaking |

10. If the use of language games in speaking classes is effective or ineffective, what do you think reasons?

.....
.....
APPENDIX 2:

POST- TASK QUESNIONNAIRE

Please circle to indicate your choice.

Name.....Class.....

1. Do you like language games given by your teacher during speaking lessons?
 - A. I like them very much
 - B. Yes, They are OK
 - C. I do not like them at all
 - D. I have no idea
2. What do you do while playing games?
 - A. Actively take part in the games
 - B. Join the games only when being ask by the teacher
 - C. Join the games only when feeling interested
 - D. Do not play game
3. How do you feel after playing game?
 - A. Relaxed and motivated
 - B. Normal
 - C. Uncomfortable
4. Are you willing to speak during speaking lessons?
 - A. Yes, I am more motivated to speak
 - B. It depends on the speaking activities and language games given
 - C. No, I feel unmotivated and reluctant to speak
5. In your opinion, is the use of language games to motivate students to speak effectively?
 - A. Yes
 - B. No

If you choose yes, please answer question 6 and question 8, if no please question 7
6. What are the benefits of language games to your speaking skill?
 - A. Language games make speaking lessons more enjoyable and more fun
 - B. Language games make speaking lessons less challenging and difficult
 - C. Language games lower my anxiety and shyness, and then develop my confidence in speaking
 - D. Language games create more chances for students to speak
7. If the use of language games in speaking classes is ineffective, what do you think are reasons?

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8. To make the use of language games in speaking classes more effective, what do you think the teacher should do? (You can choose more than one opinion)
- A. Teacher should exploit the language games that suit students' level
 - B. Teacher should explain students what to do in a clear and an easy-to-understand language
 - C. Teacher should exploit a variety of language games in different speaking classes
 - D. Others (please specify)