

# Language Acquisition Games: Its Effects on the Students' Oral Language Skills

Angienen Mirando Balid- De Luna  
Naga City, Philippines

**Abstract:-** Facing the 21<sup>st</sup> century English language learners today marks a bit change and a formation of strategized teaching methodology on how facilitators must uphold and seek highest form of learning. K to 12 curriculum aims to acquire highly- developed language skills, with this, teachers must find ways to uplift the oral proficiency level of students as one key component of a well- developed communicative competence. This study investigates using pre-test post- test experimental design to elucidate the level of oral language skills of 60 heterogeneous oral- expressive students prior to and after the administration of the language acquisition games along comprehension, fluency, vocabulary, pronunciation, and grammar. It also identified the significant differences on each aspect. Qualitative descriptive analysis and in-depth observation was used to identify the learning behaviours manifested by the oral- expressive students. Face- to- face ESL pre- and post- oral assessment was undertaken by the respondents and a Stanford FLOSEM (Foreign Language Oral Skills Evaluation Matrix) rubric was utilized to assess oral- expressive students' level of oral- language skills by an expert validator. Analyses of data revealed an increase of one level from the pre- test to post- test result after the administration of the 30-40 days language acquisition games intervention. Further, there is also a significant difference between pre- and post- test along each aspect of oral language skills and identified seven learning behaviors seen in the viewpoint of the students namely; active engagement through rewards and punishments, everyone made effort to be involved in the game, properly guided through rules given time under pressure, given chance to speak during class discussion, develop inquisitive thinking through answering HOTS questions, and overcome ridicules, boosting confidence. Thus, the researcher devised an output entitled "Language Acquisition Games: A Kit towards Effective Oral Communication Skills for Grade 8 Students" to develop speaking skills of students. Curriculum developers, materials developer and language institutes might integrate these language games into an English language classroom to at least enhance students' oral language skills.

**Keywords:-** *Language Acquisition, Language Games, Oral Language Skills.*

## I. INTRODUCTION

Filipinos as second language learners are now increasing in number and must seek urgent priority in acquiring the English language. This envisions that language skills must be improved to produce graduates with high proficiency in all aspects of macro- skills. K to 12 curriculum aims to help learners in acquiring the highly-developed language skills that enables them to understand that English is the most widely used medium of communication. Recognizing this fact, teachers must find ways to uplift the proficiency level of students specifically in oral language areas as one macro skills important in communication. To this end, our study was undertaken to examine the level of oral language skills of second language learners prior to and after the administration of language acquisition games as intervention of enhancing oral skills and learning behaviors manifested by the oral expressive students.

The global dimension of studying language awakens the world the importance of teaching English in different context. The first Linguapax conference, held in 1987 in Kiev, USSR, four recommendations were made why we should learn English, be aware of their responsibility to further international understanding through their teaching, increase language teaching effectiveness so as to enhance mutual respect, peaceful coexistence, and cooperation among nations, exploit extracurricular activities such as pen-pal programs, video exchanges, and overseas excursions to develop international understanding and lay the basis for international cooperation through classroom cooperation using language-teaching approaches responsive to students' interests and needs. [1]

It also pointed English language teaching has been bedeviled with three perennial problems: the gulf between classroom activities and real life; the separation of ELT from mainstream educational ideas; the lack of content as its subject matter. [2] Language learning is a life- long process among persons who learn English as their Second Language (ESL). Effort, enthusiasm, and hard work is required and maintained to fully learn the language. One of the K-12 Language Arts and Multiliteracies Curriculum acquisition, learning, teaching, and assessing principle stated learners learn about language and how to use it effectively through their engagement with and study of texts. The texts through which students learn about language are wide-ranging and varied, from brief conversations to lengthy and complex forms of written,

oral, and visual communication. (K to 12 English Curriculum Guide December 2013) [3]

One research investigated factors affecting international students' learning, and reported on language difficulties experienced by them. The researchers used one-hour semi-structured interviews with first year undergraduate students studying in Australia. They found that feeling inadequate in spoken English hindered many Asian international students from participating in classroom discussion. For example: *It's just hard and difficult. I don't know the feeling, the nuance, I don't know those in English so I ... I am not a good English speaker at all. It's very uncomfortable when I talk with somebody.* [4]

It also described the pain and frustration that English language learners struggling to learn English. Students may fail to understand what the teacher is talking about, and may become frustrated when they have an idea but cannot adequately express their thoughts in English. Moll et al. decried "the deliberate, slow pace of lessons with students in the low reading groups", and the lack of intellectual challenge and conceptual development provided to them. Because of this criticism, teachers must find ways to make an enjoyable and stress free environment that students' maximizes their oral language learning. [5]

However, According to Dean Rosario Alonzo, University of the Philippines College of Education ensures this by emphasizing to its students that English is a skill to be used for communication. Education students focus on learner-centered teaching, and are taught to ask learners to do meaningful tasks using English. "Our future teachers should ensure that English is a means of communication, rather than a set of facts to be learned," Alonzo added. In the same way, the Department of Education focuses on the needs of learners and ensures that they learn the English language holistically, as specified under the K-to-12 basic education framework. [6]

Generally, the curriculum for teaching speaking skill should endeavour to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the lesson. [7] Many researchers have also proven that students are much more ready to interact with each other with more complex responses than with their teacher. Students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective feedback from peers are found to be less daunting than the correction by teachers. [8]

In the Philippine setting, [9] it is concluded that students and teachers alike admitted that code-switching became the prevalent scenario in English classes. [10] It also highlighted that students were moderately anxious and worry to commit mistakes when they communicate orally because of their concern towards the grammatical rules. Studies agreed that interpreting and unlocking of difficult words was difficult for the students for they are not native of speaking the English language. [11] Somehow teachers must focus on various kinds of speaking development

support, the amount of time devoted to speaking development, the usage of different organizational forms of work, feedback and proposals of particular fluency developing activities are made for an effective speaking session. [12]

This was confirmed by different findings of several studies on using games in oral language skills, but not one had studied simultaneously the five aspects of oral language skills which include vocabulary, comprehension, pronunciation, grammar, and fluency. The present study also displayed uniqueness because the researcher explores the language acquisition games using the combined multi-literacy game competencies like speaking games, listening games, writing games, kinaesthetic games, and experiential games implemented in all content discussion in evaluating its effects on oral language skills as specific variable to test.

It is indeed noticed that the present study comes up with a supplementary material to improve oral language skills which entitled 'Language Acquisition Games: a Kit towards Effective Oral Communication Skills for Grade 8 Students' accessing 5 aspects of oral language skills which was not been developed in the previous studies.

#### ➤ Objectives

New trends of communicative language approach eradicated traditional methods of teaching. The purpose of this study is to identify the level of oral language skills of oral- expressive students prior to and after the administration of the language acquisition games along comprehension, fluency, vocabulary, pronunciation, and grammar. It also identified the significant differences on each aspect and identifies the learning behaviours manifested by the oral- expressive students.

## II. METHODOLOGY

The current study was inspired by a great facilitator conducted some games in an English classroom and a recent study on using collaborative games focusing on grammar awareness. Although the purpose of this study was slightly different from the above quoted authors but the tool used was developed and adopted solely for this research. [13]

To explore the significant difference prior to and after the administration of language games along comprehension, fluency, vocabulary, pronunciation, and grammar, a Pre-test Post- test Quasi- Experimental design was devised by the researcher. The designs were used since this study made experimental group of three (3) classes intervening different language acquisition games. Hence, the study was based on quantitative methods and following methodology to conclude the research.

#### ➤ Sampling:

The researcher identified the sixty (60) respondents (20% of 300 total students) using the modified Babich, Burdine, Albright, and Randol, 1976, C.I.T.E. Learning Styles Instrument was used to determine the Oral-

Expressive students which got high scores on Oral-Expressive Learning Style.

➤ *Procedures:*

Pre- oral test interview was given to the selected sixty (60) respondents of the three (3) classes on the beginning of the school year. Face- to- face ESL oral assessment composed of 5-8 oral interview questions was chosen and undertaken by the respondents. The researcher asked the questions orally for 5-7 minutes. Audio recorder was needed to assess repeatedly and evaluate rigorously students' responses on each item. A Stanford FLOSEM (Foreign Language Oral Skills Evaluation Matrix) rubric was utilized to assess oral- expressive students' level of oral- language skills. Set of language acquisition games was implemented to students in the mid- third to fourth quarter topics given by the Department of Education Grade 8 K-12 Curriculum. Each topic will be given a specific type of game. After the end of the quarter, post- oral test interview was given to the selected sixty (60) respondents of the experimental group after the intervention. Same procedure - face to face oral assessment; same level of difficulty of interview questions; and same oral skills rubric was utilized to conclude the validity of the results. To identify the level of oral language skills of oral expressive students prior to and after the administration of language games and examine the learning behaviours of the oral- expressive students, qualitative descriptive analysis and in-depth observation was utilized. Observations of learning behavior manifested by the oral- expressive students were conducted by the researcher to find out the real scenario of the respondents in expressing their ideas and insights inside the classroom acquiring language acquisition games intervened to the students.

➤ *Instrument:*

A modified Stanford FLOSEM (Foreign Language Oral Skills Evaluation Matrix) rubric was used to assess oral- expressive students' level of oral- language skills. Five (5) levels of oral language skills will be thoroughly observed by the researcher upon the oral skills assessment of the respondents. These include the Level 1 with 1 point, Level 2 with 2 points, Level 3 with 3 points, Level 4 with 4 points, and Level 5 with 5 points. Each level will be evaluated through different components of oral skills: Vocabulary, Grammar, Pronunciation, Fluency, and Comprehension. Summarizing the over-all scores of each respondent on all the components of oral skills, the following scores determine their level of oral language skills which includes: 0/1- 5 for pre- production level, 6-10 for early production level, 11- 15 for speech emergence level, 16-20 for intermediate fluency level (low intermediate), and 21- 25 scores for advanced fluency level (high intermediate). Language Acquisition Games which includes listening games, speaking games, writing games,

kinaesthetic games, and experiential games was also devised by the researcher and adopted from the internet. English 8 K-12 Curriculum guide following the 3rd Quarter to 4th Quarter Content Standards will be used and implemented the language acquisition games as a means of teaching strategy for the two quarters. Anecdotal data was used by the researcher in observing the learning behaviours of the respondents along each language games interfered during the intervention process of approximately 80- 90 days (3- 4 months).

➤ *Data Analysis:*

T- test was utilized to determine the significant difference between pre- and post- test results of the oral language skills of the experimental groups along comprehension, pronunciation, vocabulary, fluency, and grammar using 1% and 5% level of significance. Cohen's d was also used to determine the effect size of the variables. The researchers made sure that ethics was observed in the execution of the study. All the respondents were individually interviewed which is voluntary to their willingness and that all their responses would be taken with confidentiality.

### III. RESULTS AND DISCUSSION

The study identified level of oral language skills of oral- expressive students prior to and after the administration of language acquisition games along comprehension, fluency, vocabulary, pronunciation, and grammar aspect of oral- language skills.

➤ *Level of Oral Language Skills*

Table 1 shows the level of oral language skills of oral- expressive students prior the administration of language acquisition games. As reflected under comprehension aspect, the pre- tests combined mean score of 1.92 is interpreted under **early production level**, on which *learner understands short formulaic statements when they are embedded in a short dialogue or passage and must be repeated at less than normal speed for the learner to understand*.

Students more likely to repeat questions asked to them before they responded. Teacher interviewee repeated some questions in a less than normal speed for the students to fully understand the content of the interview question. Teacher interviewee also gives follow- up questions for the students to comprehend well.

For the students to make sure that what they comprehended about the question being asked is correct, they repeated or translated it in the native language and confirm before answering.

Table 1 Level of Oral Language Skills of the Oral-expressive Students Prior the Administration of the Language Acquisition Games

Level of Oral Language Skills						
Aspects	Pretest					
	Mean Score			Combined Mean Score	Rank	Int
	A	B	C			
Comprehension	2.00	1.85	1.90	1.92	3	EP
Fluency	1.95	1.70	2.00	1.88	4	EP
Vocabulary	1.75	1.65	1.80	1.73	5	EP
Pronunciation	2.55	2.15	2.55	2.42	1	EP
Grammar	2.00	2.05	2.30	2.12	2	EP
Overall	2.05	1.88	2.11	2.01		EP

In Saudi Arabia where learners have low oral skills due to absence of authentic language learning situations outside and inside classroom reflected several factors that influence learning of speaking skills. The use of mother tongue outside and inside classroom environment, low status of English in a country, learners' negative attitude towards English language, use of mother tongue by teachers to explain difficult concept, use of teacher-centered methodology and passiveness of learners in classroom . [15]

Along fluency, the pre- test combined mean score of 1.88 is interpreted under **early production level**, in which *learner participates in a simple conversation on familiar, everyday topics; the learner frequently must pause to formulate short, simple non- formulaic statements and questions.*

Based from the in- depth- interview conducted by the interviewer during pre- test oral interview, most of the answers were short, simple non- formulaic statements like “Yes, ma’am”, “No”/“None”, and “I don’t know.” Some also manages to answer but it’s very simple, those conversations that are commonly used in everyday topics. If a student cannot speak in English language, they forcibly speak in the native language for them to totally express themselves. It shows the lack of dialogue between teachers and students results in limited opportunities for children to talk and receive feedback and hampers language development. Many aspects of oral language play a critical role in laying the foundation for literacy skills. [16]

Along vocabulary, the pre- tests combined mean score of 1.73 is interpreted under **early production level**, in which *learner has enough vocabulary (including high frequency idiomatic expressions) to make simple statements and ask questions about concrete things in a simplified conversation.*

This shows that students already know some common words that can formulate simple statements. These words are typical basic words used in everyday communication. But some words were not properly used in context. They somehow don’t know the use of simple words.

Because student’s lack vocabulary words on their mind, they cannot express themselves even they have something to speak. They choose not to converse and end the conversation. Interpreting and unlocking of difficult words was difficult for the students for they are not native of speaking the English language. [17] Code- switching became the prevalent scenario in English classes as a medium of instruction [18]

Along pronunciation, the pre- tests combined mean score of 2.42 is interpreted under **early production level**, which states that *although learner is beginning to master some sounds and sound patterns, they still have difficulty with many other sounds making meaning unclear.*

Students mispronounce words like instead of consonant /b/ sound in the word labor pronounced as /lavor/, long /e/ sound in the word complete pronounced as /complet/, consonant /p/ sound in the word important pronounced as /imfortant/. There is inconsistency in English vowel as it has more than just one pronunciation. It causes difficulties to the students and leads them to mispronunciation. Instead of using exact quality and quantity of vowels sound, the learner erroneously pronounce the word. They see each letter which represents only one phoneme. [14]

Students pronounced words for what they have known. This behavior affects the speaking skills of the child as they repeatedly speaking mispronounced words without any immediate taken action. They were confident to speak words which they know it as correct. A second language learner meets also some difficulties because his first language (L1) affects his second language (L2). Fossilization occurs as the result of over practice of the first language. With this, it is too difficult to change such habits which a learner has obtained since childhood or at least it needs very long years to be changed and after very long time and regular practice. [19]

Along grammar, , the pre- test combined mean score of 2.12 is interpreted under **early production level**, wherein *learner can produce utterances which show an understanding of basic sentences and question patterns, but other grammatical errors are present which obscure meaning.*



Some words uttered have most errors like the use of pronoun- antecedent agreement, subject- verb agreement, and some basic rules about English grammar.

Most students speak only phrases, short, and incomplete sentences to answer the question given. They

cannot elaborate and explain further their answers and limited to only few words to speak.

Some students were moderately anxious and worry to commit mistakes when they communicate orally because of their concern towards the grammatical rules. [20]

Table 2 Level of Oral Language Skills of the Oral-Expressive Students after the Administration of the Language Acquisition Games

Level of Oral Language Skills						
Aspects	Posttest					
	Mean Score			Combined Mean Score	Rank	Int
	A	B	C			
Comprehension	2.40	2.70	2.90	2.67	3.5	SE
Fluency	2.35	2.65	3.00	2.67	3.5	SE
Vocabulary	2.15	2.60	2.80	2.52	5	SE
Pronunciation	2.95	3.10	3.50	3.18	1	SE
Grammar	2.40	3.05	3.30	2.92	2	SE
Overall	2.45	2.82	3.10	2.79		SE

Table 2 on the other hand shows the post test result, under comprehension post- test combined mean score of 2.67 is interpreted under **speech emergence level**. Quantitatively, there is an increase of 0.75 in the mean scores. Speech emergent level states that *students can now understand questions immediately after question had been given in a less than normal speed*.

After the introduction of language acquisition games to students, it is noticeable that students responded immediately to the questions given. In fact, there is lesser thinking time for them to ponder the questions. It also shows confidence with their answer as they comprehended well the questions given. With that, some students responded quickly and elaborating reasons well without immediate follow up questions given by the interviewer. Students also give further examples to elaborate clearly their answer. They also expound their answer through inhibiting from their first and second hand experiences.

In speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. [21]

Under fluency, the post- test combined mean score of 2.67 is interpreted under **speech emergence level**. Quantitatively, there is a 0.78 increase in their mean scores. On this level, *learner can participate in a conversation or discussion; learner can express themselves using simple language, but consistently falters and hesitates as they try to express more complex ideas and / or searches for less common words and expressions*.

These revealed that student after introducing language games improved as they tries to express more complex ideas. They somehow unhesitant in expressing their ideas as their confidence rise during the intervention period. From the simple language to complex ideas, they tried to

elaborate more ideas to explain some point they wanted to convey.

Communicative games enhance students' enthusiasm and motivation. Clearly, it gives positive improvement on students' active participation, confidence and their fluency in speaking skill. [22]

Under vocabulary, post- test combined mean score of 2.52 is interpreted under **speech emergence level**. Quantitatively, there is an increase of 0.78 in the mean score. On this level, *learner has an adequate working vocabulary. Further, learner is at a beginning stage of showing knowledge of synonyms and a limited number of alternative ways of expressing simple ideas*.

It manifests that students show enthusiasm in expressing related words and try to deepen statements and answer thoroughly questions given. Some words used are in high frequency words with meaning beyond text or idiomatic expressions.

Instruction in vocabulary involves far more than looking up words in a dictionary and using words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word- learning strategies. [23]

Under pronunciation, the post- test combined mean score of 3.18 is interpreted under **speech emergence level**. Quantitatively, there are 0.77 increases in their mean scores. On this level, *learner is beginning to demonstrate control over a large number of sound patterns. Some repetition may be necessary to make meaning clear*.

It is revealed that students start to enunciate words correctly little by little. There is some improvement in terms of speaking correct vowel and consonant sounds. Some also enunciates with different taste of a foreign

accent. It merely sounds unique unlike a typical Filipino accent.

Individual's personality, motivation, English language exposure, attitude towards acquiring correct pronunciation skills, and instruction plays significant role in second language acquisition. [24]

Under grammar, the post- test combined mean score of 2.92 is interpreted **under speech emergence level**. Quantitatively, there is an increase of 0.80 in the mean score wherein the *learner is beginning to show a limited ability to utilize a few complex constructions, though not always successfully. Other noticeable grammatical errors persist which may make meaning ambiguous.*

These results imply that students try to speak and apply more complex sentence pattern and correct grammar rules in the conversation.

Games helped create a more engaging, encouraging learning atmosphere and reduced difficulties in teaching and learning grammar, making it easier for students to learn from their classroom experiences. [25] The best way to

direct this capacity in grammar teaching is using games. It gives a chance to the teacher to help learners acquire new forms and lexis in an effective way. [26]

#### ➤ *Test of Significant Difference*

Table 3 shows the t- test results when the pre- test and post- test were compared along components and the over- all level of oral- language skills.

Along comprehension, the computed [t- value was 13.30 < the tabular t- value of 2.66 at 1% level of significance], thus there is a highly significant difference between the pre- test and post- test score.

Along fluency, the computed [t- value was 14.61 < the tabular t- value of 2.66 at 1% level of significance]. This implies that there was a highly significant difference between the pre- test and post- test score.

Along vocabulary, the computed [t- value was 14.61 is greater than the tabular t- value of 2.66 at 1% level of significance] and these differences are statistically significant.

Table 3. T-Test Results between Pretest and Posttest Level of Oral Language Skills

STATISTICS	COMPONENTS					Overall
	COMP	FLUEN	VOCAB	PRONUN	GRAMM	
MDS	0.75	0.78	0.78	0.77	0.80	0.78
SD	0.44	0.42	0.42	0.43	0.40	0.40
t-value	13.30	14.61	14.61	13.92	15.36	15.16
t-value at 5%	2.00					
t-value at 1%	2.66					
p-value	$p<.01$	$p<.01$	$p<.01$	$p<.01$	$p<.01$	$p<.01$
Int. of t-value	HS	HS	HS	HS	HS	HS
Effect size (Cohen's d)	1.72	1.89	1.89	1.80	1.98	1.96
Int. of Effect size	LE	LE	LE	LE	LE	LE

Along pronunciation, the computed [t- value was 13.92 and is greater than the tabular t- value of 2.66 at 1% level of significance]. This implies that there was a highly significant difference between the pre- test and post- test score.

Along grammar, the computed t- value was 15.36. This value is greater than the tabular t- value of 2.66 at 1% level of significance. This implies that this difference was highly significant.

The findings shows the language acquisition games may contribute to improve student's oral language skills.

#### ➤ *Learning Behavior*

Learning behaviors were also observed during the intervention process of language games. Results revealed seven most numbered learning behaviors by the oral expressive students. These behaviors seen in the viewpoint of students are (1) active engagement through rewards and punishments; (2) everyone made effort to be involved in the game; (3) Properly guided through rules given time under

pressure; (4) Given chance to speak during class discussion; (5) Develop inquisitive thinking through asking HOTS questions; (6) Careful planning and preparation prior to the class discussion; and (7) Overcome ridicule boosting confidence in speaking English language.

Active engagement through rewards and punishments was reflected on the games Guess the Pic, Mystery Box, Blind Painter, Brain Race, Emoji Update, Mime Game, Pass the Ball, The Boat is Sinking!, Doctor Quack! Quack!, Line Who's Your Bet!, One Two Three Freeze!, Amazing Race. It manifests that students were motivated with the rewards given by the teacher to do their best in winning the game. It gives them courage to do the speaking task given.

Reinforcement increases the probability of a behavior to be repeated. Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding. Negative reinforcement also strengthens behavior because it stops or removes unpleasant experience. [27]

Group Involvement was reflected on the games Guess the Pic, Emoji Update, Clothes- in- line, Message Relay, The Boat is Sinking, Doctor Quack! Quack! Modified Snake & Ladder, Image Sequence, One Two Three Freeze, Truth or Lie! and Amazing Race. It manifests that students want group collaboration and feels secured to answer and express one if they are on groups.

Students must be taught information within their ZPD to develop a relationship with the material, then the scaffolding must be taken away to fully form an understanding. Assigning tasks that are likely intriguing to students were designed to enrich their cognitive and social skills. [28]

Properly guided through rules given time under pressure was reflected on the games Guess the Pic, Mystery Box, Blind Painter, Brain Race, Emoji Update, Mime Game, The Boat is Sinking!, Line Who's Your Bet, Image Sequence, and Amazing Race. It manifests that time limit makes students pressured to fulfil tasks on time.

Responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation. [29] Positive reinforcement leads to success and motivate the learner, so the teacher should recognize and commend improvement. Every learning experience should contain elements to leave the students good feelings, a chance of success.

Given chance to speak during class discussion was reflected on the games Agree or Disagree, Blind Painter, Brain Race, Mime Game, Pass the Ball, The Boat is Sinking, Doctor Quack! Quack! One Two Three Freeze!, Truth or Lie, and Amazing Race. It manifests that among these games, students can learn speaking if they were all required to speak the target language. All were given opportunities to practice their speaking skills.

Things most often repeated are best remembered. It is the basis of drill and practice. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition. [30]

Develop inquisitive thinking through HOTS questions was reflected on the games Agree or Disagree, Brain Race, Pass the Ball, The Boat is Sinking, Doctor Quack Quack, Modified Snake and Ladder, Line Who's Your Bet, One Two Three Freeze, Truth or Lie, and Amazing Race. It reveals that among these games, inductive ways of asking question from simple to complex makes the students think well as they process details on their mind.

Adaptation occurs when a person interacts with the environment; knowledge is invented and manipulated into cognitive structures. Upon given questions, students would adapt the inquisitive environment given to them. [31]

Careful planning and preparation prior to the discussion was reflected on the games Guess the Pic, Agree or Disagree, Blind Painter, Emoji Update, Pass the Ball, The Boat is Sinking, Doctor Quack Quack, Line Who's Your Bet, Image Sequence, and Truth or Lie. It shows that among these games, planning and preparations were set among the minds of the students as they ready themselves to take part in the next given games. Individuals learn best when they are physically, mentally, and emotionally reason for learn. Getting students ready to learn, creating interest by showing the value of the subject matter, and providing continuous and mental challenge, is usually the teachers responsibility. [32]

Overcome ridicule boosting confidence in speaking English language was reflected on the games Guess the Pic, Mhystery Box, Blind Painter, Brain Race, Mime Game, The Boat is Sinking, Doctor Quack Quack, Image Sequence, Truth or Lie, and Amazing Race. It is noticeable that these games set rules on the beginning which gives standards to follow. It provides students to practice their speaking skills as they are required to communicate in their second language which is English. Through games, they unconsciously drill their skills as they weren't threatened by the atmosphere.

Using games in the classroom, the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. It allows students to do more on their own, and that can very well result in an increase in their confidence level. [33]

#### IV. CONCLUSION

Multifaceted issues on new methodologies on training and using the second language paved way teachers' approach of accepting trends on teaching. The crucial problem among students in the Philippine setting being second language learners seems to have difficulty in acquiring good command in speaking English language.

To gauge the level of oral language skills of oral expressive students prior to and after the administration of language games, a number of studies were analyzed and conducted. In this research, pre- oral test, intervention of numerous language games, and post- oral test founded to be significant to increase the level of oral language skills.

According to the findings, Filipino students are not exposed to speaking English dialogues since the first language at home is the mother tongue (depends upon the language of the hometown). They do not practice their second language which is English in their daily conversations even at school and they cannot fully comprehend questions because they are not required to speak in English. Because of this, language games improve the students' comprehension as seen on how they follow and understand instructions given in each game.

As reflected, Filipinos as non- native speakers of English language preferred to code- switch from Filipino to English and vice versa to express what they know. They are more comfortable to speak in Bikol or Tagalog than in English. But through games, they can individually express themselves and can use high frequency words without hesitation. Their self- reliance adds to their capacity of speaking fluently and in using words that are not common to them.

Because Philippines comprises archipelago which town has specific unique accents specially in parts of Bikol, people have pronunciation difficulty as there are inconsistencies of the vowel and consonant sounds. They unintentionally interchange sounds in speaking. Some factors like speaking anxiety and fossilization of first language are also some factors that affect their pronunciation difficulty.

As language games intervened for 30-40 days, it intensifies student's alertness in absorbing questions and willingly challenges them to speak the language as elaborate as they can. Games practices their comprehension skills through understanding the instructions given before the game starts and strategizing techniques along each game rationalizing ways on how to win among the other groups. It also improved oral fluency skills of the students. It is nearly observable the confidence gained, willingness to learn, initiative to speak the target language, and urges to speak even committing mistakes. It removes student's anxiety in a relaxed atmosphere, loving the competitiveness, and motivation that it brought to the classroom.. Moreover, teachers take a great part in students learning. Being a role model of a good pronunciation affects how the student also speaks.

Based on the statistical analysis conducted, there is a significant difference on the level of oral language skills after the language acquisition game execution.

After the games have been executed, learning behaviors observed during the intervention were generated which leads to understand the deeper importance of using language games in acquiring English as a Second Language. A strict implementation of the rules, rewards, and punishments before the game and being consistent to one's decision at the very start of the first game makes student's impression lasts. The idea of group involvement is better than individual recitation by means of games as it brings more confidence, enthusiasm, and feeling of security among group mates who leads to helping one another in the challenges given. Teacher's idea of giving time under pressure pushes students to their limits. Teacher's strict implementation of "All members are required to speak in the group" tends to give lesser feeling of nervousness as they prepared and construct ideas beforehand before delivering the answer to class. Teacher's techniques of questioning also affect how students respond to a game. Teacher's prepared language games required students to read the text and study in advance the lessons given to them.

For this purpose, a language acquisition game supplementary material named "Language Acquisition Games: a Kit towards Effective Communication Skills" has been developed. Its aim is to help improve the oral language skills of students specifically comprehension, fluency, vocabulary, pronunciation, and grammar. Curriculum developers, materials developers and language institutes might integrate these language games into an English language classroom to at least enhance students' oral language skills.

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