

Research Article

ENCOURAGING STUDENTS TO IMPROVE SPEAKING THROUGH USING GAMES AT UNETI

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ABSTRACT

Beginning with, it points out that speaking skill takes an important part in learning English. It emphasizes about speaking Bygate, (1987), cited in Leo et al. (2010) encourages student to express the oral fluency in both "native and foreign languages"(p.6). It has intentions of the confident and comfortable way while students speak, they can create better in real situations and encourage the increasing of fluency in spoken English. In the real communication Wang, (2010) claimed that the signification goal of the communicative approaches concentrates on "the learners' meaningful use of real communicating effectively and properly in various contexts" (p.129). If students have ability to speak inside or outside the class, it will help them easily to communicate with others. As a matter of fact, speaking could help learner achieve of language capabilities in various fields, which is the area providing crucial incorporation of large language relevant elements including vocabulary, spelling, structure and grammar as well as the expression of (Nguyen & Nguyen, 2001; Bygate, 1987). In learning to speak English, there are some factors which is an inhabitant of natural communication and these comprise both shyness and a lack of confidence (Nafisah, 2010). Other while, students only concentrate on translation grammar learning method with the aim of doing exercises or passing exams but do not focus on the importance of communication in English. To solve these problems, games hope to be an effective way to promote in teaching and learning speaking skill. Therefore, speaking skill needs to be taught and practiced extensively in the language classroom.

Keywords: speaking, communication, language classroom.

INTRODUCTION

An overview

This assignment considers the strengths and weaknesses of an innovation implemented in the context of speaking class, which is presented the application games to describe the student's attitude of learning English speaking and use unique technique increasing student's ability in speaking English. In the next pages, research methods and data analyses are going to be given the details with the aim of proving the answers to two research questions:

- What kinds of games can use to improve students' speaking skills?
- What are the effects of information gap activities on students' speaking ability?

Along with the elucidation of each qualitative research method, which gives the description of data triangulation as long as the interpretation of data sets, there has also a part illustrating concerning issues which come into the innovation, working out aspects in which the innovation worked and did not work effectively. Specially, this research also focuses on the reflections on future work so the innovation of applying games (information gap games) might be effective on the prospective times.

A summary of the innovation and a description of how it is introduced

Background and arising problem: In the realm of fact that using games in teaching English speaking benefits both teachers and students for a lot of reasons for those games are capable of creating motivation for students to learn speaking effectively. Wright, et al. (2006) share some useful of view of that it has a difficult task for students to master a language.

It is necessary for students to learn by heart day by day and the extensive taking of their effort for a long time. Games might help and encourage many of them to be allowed to retain their effort. The application to various types of games is relevant in language teaching and Palánová (2010) shows that many types of games are benefits and effective in large of skills desired for students to be achievement. Moreover, role- plays in playing games are very useful to practice speaking which gives efficiency to promote students use of the target language actively. Hadfield (1987) also classifies language games into many more categories as follows:

- **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.
- **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.
- **Guessing games:** In these games, someone knows something and the others must find out what it is
- **Matching games:** As a name applies, participants need to find a match for a word, picture or card.
- **Labeling games:** These are form of matching, in that participants match labels and pictures
- **Puzzle-solving games:** The participants in the game share or pool information in order to solve a problem or a mystery.
- **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. Dramas are normally scripted performances, whereas in role-plays and simulations, students come up with their own words, although preparation is often useful.

Context of the innovation

Institution	University of Economics and Technical Industries	
Class description features	Details	Notes
Year level	2 nd year non- major	
Macro-skill	Pre-intermediate level	
Task	Speaking	
Number of students	Secondary research	Group work is compulsory to conduct with seven units in New Headway Pre-Intermediate.
Time of innovation	30	There would be divided into 5 groups in total, each has 6 members
Lessons/week	The first semester	8 weeks of the term to start from on October 7th to the end date for data collection on November 29th.
Some features of students	2	In total, there are 7 lessons.
		Innovation (information gap games in the text book) would be applied for all lessons.
		Students are not good at both accuracy and fluency in English speaking.
		Students are afraid of speaking English.
		Students are tired of the traditional methods of teaching and learning English.
		The University of Economic and Technical Industries trains a large field so students from different places.
		Students are different in language proficiency levels.

The others support from Light et al. (1999) states that applying language games in the speaking class to join in enjoyable and increasing is atmosphere students in learning language. Games also create students the real life communication and promote learner's interaction. According to Rama et al. (2007) focuses on using games to bring effectively not only lot of fun so as to motivate learning but also supplies change to young minds and makes a competitive element and encourages children to cooperate and team learning. The emphasis on other advantage of games (Wright et al., 2006) states that teachers can support students with a context in which the language is "useful and meaningful". When teachers supply meaningful and enjoyable games, students are able to collaborate and interact together to create a real life communication. In addition, Hadfield (1984) suggested that games get used to giving learners opportunities to practice their communicative skills in a real context and express their own opinions in a meaningful way. Besides, there are many advantages of using games which can help shy students to have more confident in communication. The other advantage of using games according to Palánová (2010) is that games bring benefit for all ages, from the youngest to the oldest, suitable for all levels to help students of all levels to feel comfortable and more confident in the processing of using a new language. Besides, games are useful to use for small or large class and develop other skills such as speaking games, listening games and using games to improve vocabulary. The benefits from using games above, I recognize that games take an important part in teaching and learning English. Moreover, it is highly suggested that teachers should apply games in their speaking class and use games as the best way to motivate student's speaking. For my own research and extend on creating speaking through games for students at University of Economic and Technical Industries. Because games are able to help improve student's ability of using English in communication, give student to have more opportunities to practice and communicate. Games also encourage student to develop a real life situation of using foreign language. In my research Information gap games have been applied because of numerous of benefits for both teacher and student of the use of information gap activities. According to (Hess, 2001, p.3-6) stated the benefits of information gap activities with the following points:

Useful communication takes place	High motivation
- Extending speaking practice.	- Give students a reason to talk.
- Make learners focus on the communication for information.	- Keep them thinking.
- Learners talk a lot/ create more speech.	- Represent real communication and factual learning
- Learners help one another.	- Equal opportunities of learning for mixed ability classes.
- Learners ask for help from their peers	
- Learners make effective communication	
Establish students' confidence	Develop other sub-skills.
- Less intimidating than presenting in front of the entire class.	- Clarifying meaning,
- Comfortable, casual and non-threatened atmosphere	- Re-phrasing,
- Free interaction with peers	- Negotiating meaning,
	- Solving problems,
	- Gathering information,
	- Making decision

Hadfield (1987) claims that information gap game are such games where one student has access to the information which is supported by the other student. Information gap games can involve a one-way information gap or a two way information gap which helps students practice and improve their oral production ability. Other while, they can also create a real life environment in class to make learners think and act as in real context. With the benefits of information gap activities did not only eradicate the above paid attention issues but also base on the size of class, which divided into small groups with 6 students for each. Moreover, speaking skill bases on the school curriculum was conducted with the units in New Headway Pre-Intermediate. With applying innovation in teaching speaking, students would have more chances to practice their target language and bring the best effectiveness for students to participate in speaking activities. From their viewpoints, students were expected to increase understanding of the importance of participation in interactive tasks. They should understand that their efforts would be appreciated and they have chances to develop voices evaluating other students because commonly, in Vietnam education training, learners do not have opportunities to express their thinking and ideas about each other. They do not also carry out the habit of self-evaluation, which helps to explore their advantages and realize the limitations.

Procedure of the innovation implementation

Applying the information gap game for the class KT 20A5 for 8 weeks. The first week I introduced the innovation with the rule of using games in the class. With speaking activities are given in the textbook by supplementing them with a variety of information gap games. In each speaking lesson I observed students to participate in games suggested in the table of lesson plan and types of games in (appendix 4). Other while, Role-play, discussion and activities carried out the speaking lesson to help the researcher see how students feel about games and their tasks improvement in oral production as well as in language acquisition. After each class of the implementation of project in charge of developing activities with students taking notes for the teacher's journal. The proposed amendment and automatic adjustments were made in the information gap games to bring effectively. Thusly, the comments and feedbacks were welcome at lesson 1 week 2 to continue to observe, comment and feedback from student from week 3 to the week 7 in the week 8 I interviewed the students to know how to change the attitude of studying English and the effectiveness of the use of games in speaking class.

EVALUATION METHODS

DESCRIPTION AND EXPLANATION OF RESEARCH METHODS

Observation: During every speaking lesson, teacher was prepared to complete the sheet to observe students' attitudes and behaviors

towards group work activities when this activity is drawing to close. Teacher as an observer went around the class to observe students to do in the class in every lesson while the students are involved in their learning task and nearly at the end of every learning activity to fill up the item of questionnaire in the observation sheet (see appendix 1). Each item in this questionnaire holds a certain idea that the observer might express the exact idea how group members were feeling when they participated and how they were encouraged in setting up both mutual and individual tasks. The observer had agreement or disagreement with these ideas and express the degree of approval on each item. After the term, a book with 7 pages for all speaking lessons were established, given interesting information with a basis of (15) closes items on a semantic distinguishing scale through which the observer can assess the overall class observed motivation while the activity is representing to the end.

Interview

The other potential method is interview that carried out the individual interview with five random students with six key questions (Appendix 2) was conducted at week 8. Each of interview lasted from five to seven minutes. The interviewer (researcher) asked permission to record the students' answers to listen again and share the information with other teacher about the students' ideas and reflections on using the information gap games in the speaking class.

Teacher's Journal

This research method aimed to discover information produced in teacher's journal (Appendix 3) taken note by teacher as observer to reflect the note on the effectiveness during or after participation in activities is over. Teacher's journal recorded the impressions, descriptions and processes of students to take part in activities to know their ideas and thoughts. They were also suggested to give feedbacks on problems to comment in the class for the next week. A set of teachers' journal book with 7 papers were collected and analyzed at the end of semester.

WHY QUALITATIVE RESEARCH WAS CHOSEN?

Qualitative research was useful for the researcher's purposes of finding what learners investigated their attitudes and thoughts as well as what researcher as an observer in this study had experienced in each session. Additionally, the qualitative data would also give the validity and reliability for example students have more chances to discuss about the topic. it is easy for them to talk and share their ideas. With qualitative methods, the participants are able to give more opportunities to relate on topics that are relevant to them and the study could easily give detailed description of the topics. According to Bogdan & Biklen, (2006) suggested that qualitative research focuses on natural setting, an interest in meaning, perspectives and understanding, an emphasis on process. Moreover, the emphasis on the qualitative research seeks to contribute to a better understanding of social realities and to draw attention to processes, meaning, patterns and structural features. (Flicks, 2009:1 in Dahlberg & McCaig 2010;112). Another of choosing qualitative research methodology was the most suitable in term of the Vietnamese context. its methods help me to collect analyze data better to solve the research questions more easily.

Reflection on the use of methods

Observation

This method was significant to assess the period of applying innovation in teaching and learning speaking lesson. Sometimes, the

observer or teacher takes time to observe students while they were playing games so there was an obstacle to attention in teaching, provide with knowledge and contrite on appreciating students' attitudes and behaviors to take part in group work activities. In this research orders teacher not only to observe students during playing games but also control the students in the speaking class. In addition, to invite other observer as a colleague to work together.

Interview

it was quite easily to understand about word, but extremely difficult to be distributed because of the shortage of time. The interview with five random students, with six questions. It was afraid of not giving information enough and sometimes, paying for questions was not exciting. Then, the interviewee might be told lie to give pleasure to teacher, especially for those who had difficulty to express their opinions in English, eventually turned to a catastrophe. Another relating view that students refused to be recorded so it was incapable of taking notes of their intonation and voices, which also helped bring about the meaning of their feedbacks. If the innovation is researcher has more time in the future to suggest the individual interview should be focus on group interview or fewer individual interviews with the purpose to answer all the questions serve research. So, it is unnecessary to tell lie to make grateful teacher. For the innovation, the most important of interview gives opportunities to understand together and it is encoring to give real comments to other people's participation to help others learner better.

Teacher's Journal

It was really useful to choose this method as the best way to evaluate the innovation. It recorded my observations of students to join in activities in the innovation in the class speaking to know the feelings and ideas during they are discussing and taking role - play in speaking task. In addition to reflects notes on the effectiveness of using the information gap games so that it was good to support the researcher in clearly analyzing the data. This gives the impression of satisfying research method in this evaluation.

Ethical issues

When I carried out this research, the authorities of my university agreed with me about my searcher when I showed them the advantages of proposal innovation about my research. The other ethical issues is the most important in this case to record interviewee's opinions. I asked students' permission to interview and record their ideas. It was lucky for me that the participants were not only familiar with the purpose of the innovation but also were enthusiastic to take part in the innovation. it is important for them to understand of the aim and the benefits of the study. Other while, they realized of observations are worked for the purpose of the research but not affected students' study results in the class.

RESEARCH DATA AND DATA ANALYSES

DATA ANALYSES PROCESS

Observation

A collection of seven papers being filled up answering the basis item of (15) questionnaires in the observation sheet (see appendix 1) were established. There were a book as a diary written by teacher (who was also the observer in this study) with seven papers reporting the act of attending, changing of participation and the relationship as well as connection between attitudes and behaviors. These seven sheets

were reported about observation of seven speaking lessons. In the end of term reviewed all of these papers, the researcher assessed overall class motivation to fill out the expressions of the observer feelings about the innovation used in the study and could complete to give the findings of the sheet when this activity was closed.

Interview

The taking notes from 5 files being recorded to 5 students' answers to the 6 basic questions to give the following available to be discovered. For each file, there are mainly keys words to assess about the participants as noun phrases (presenting of individual lesson), adjectives (giving a description of sprits and thinking) and verb phrases (classifying actions). After interview, I and other teachers listened again the interview and chose the best information about my research. Through the interview estimated the value of evaluation of applying innovation at my school.

Teacher's Journal

A set of 7 papers of teachers' journal book was made a collection and analyzed at the end of semester. These documents were collected; the researcher had a data set in written form with a book with 7 pages. Then it was easy to analyze and reflect on the findings of 7 lessons for every obligation was summarized. After that, the combination with 7 sheets to appreciate all the class. In this period, it was able to know the percentage of agreement and disagreement with each statement based on the findings of these 7 papers (see above)

KEY FINDINGS AND DATA TRIANGULATION

Games were attracted most of the students to join in and be interactive the speaking lessons.

The method of observation gave to triangulate the significant source of data. The first week I would like to introduce about the innovation in teaching speaking in this term. Firstly, I would like to ask you some questions: I asked students: Do you like playing games? All class answers: yes, we like it very much. What kinds of games do you often play? They gave me a lot of answers about games which they often play such as LED football, Real Racing, Loot Master etc... and then they were really excited to discuss about games. With modern technologies they could easily to choice an interesting game to play games on the internet, on the mobile phone, most of boys like playing action games, some boys like sport which they play with sport games for example football games, golf games etc. ... Beside the girls like playing gentle games and suitable with their characters such as cooking games, fashion games etc.... I found that they games are great topic to use in teaching and learning in speaking lesson. In this semester, I would give you the useful games to play in our speaking lessons. They are information- gap games in the text book. The rule of playing games related with speaking activities were given by the topic in the speaking lesson after that I grouped students randomly and asked them to accord with their area of research paper. Going around was found that was suitable for a group with 6 members, A half of them spoke English and gave activates or to give questions, others listened and gave the answers or discussed to gather. In the second week I began to teach lesson 1 with applying information gap-game in speaking lesson (on page 7 in the text book). In the first lesson, I realized students did not concentrate on the lesson. Some of them were excited about taking activities in their group. But, others did others work or spoke by themselves. In the second lesson of the next week, I found that it was becoming better, Most of students was conscious to take part in groups but they were not really interested in

playing activities of games and did not exchange information to the other. However, going to the next lesson of the fourth week, my students began gradually interested in participating in the activities of the group and shared their information for their other team mates and also participated actively discussed topics in the lesson speaking. To the next weeks they were really excited to discuss and exchange information on participating in these activities made the class lively. I love this atmosphere. It considered give a certain impression that information-gap games were good remarkable invention and really brought effective in speaking lessons. It means that the participants showed equal know ledges, in spite of fact that in frequency of speaking times for everyone to succeed in communicating with good level, promoting to interactive activities inside cooperative learning. However, the data investigated through interview, firstly, did not really express certainty and hoping to give good result. Although most students could give evidences improving that they were attracted by participating, discussing and taking in role-play in information- gap game activities.

In the following took notes about conversation between interviewer and 5 students with the same 6 questions:

Interview note with students 1:

After fishing applying innovation in speaking lesson, I would like to ask you some questions. The first question is what is your favorite and least favorite game? Why?

Answer: I like Real Racing because it really brings the strong feeling, it is exciting to participate in the real racing and it makes me relax after hard working. Besides, I do not like the gentle games because it is boring and the time seems to pass slowly.

Follow - up question: Do you think game is an helpful part during the English classes?

Answer: Oh, yes, I actually like it very much

Interviewer: really, why do you like it?

Answer: It was exciting to use game in speaking lesson because game was enjoyable and inspiring me to participate in activities in speaking lesson.

Follow - up question: Could you give me your opinion about participating in the activities in speaking lesson when applying games?

Answer: In my opinion, it is useful not only to encourage me in speaking but also make me confident in communication with other students. While participating in the group I could learn something news from other and in changing information I felt having various vocabulary in speaking.

Follow - up question: How do you think about the role-play in the information gap game?

Answer: Well, I think role-play is very important in exchanging information with others. Especially, in the information gap games share the information with other to understanding and promote to speaking skill.

Follow - up question: That is right and how are attracted you to take part in activities in speaking class when using games ?

Answer: It is funny to take part in activities in speaking class which help me to learn words, structure and practice speaking skill in greatly interesting atmosphere

In the last question for you: Oh, it is really interesting and what did your teacher do to help all the members of your group participate more equally in the activity? Could you notice any changes in using game activities in speaking lesson?

Answer: Well, It was very important that my teacher helped us a lot to give us a lot of information about the topic, guided us how to participate in the activities and encouraged, motivated us to actively participate in the games group activities to promote stimulus, enhance automatic instinctive reactions in school speak English.

Using game activities in speaking lesson helped me a lot to reduce shy in speaking and made me more confident in communication.

Taking notes in the interview with the same questions with student 2

I participated because game bring us a lot of fun, reduce stress in speaking English lesson, Other hand, while joining in the activities gave me more chances to communicate with others in my team or in other groups. Thus, the role-play in the information gap game was very fantastic to use better the vocabulary, structure in the real situation. I realized that game played an important role in learning and practice speaking English. There was an indispensable thing that leaves the dedicated guidance of the teacher in guiding our organization to participate in how to take part in the game activities.

Going up to the notes in the interview with student 3.

In my opinion, game was not interesting because it was difficult to understand the rule of playing when participating in the activities made me headache, most people speaking in the class was noise. While focusing on group activities which did I lose focus on the use of English in the classroom, moreover, the exchange of information with other people is a difficult change for me.

The following taking notes with student 4.

When introduced to apply games in speaking lesson. I was eagerly interested in playing game in the class. The game brought a lot of efficiency in the practice of language in learning and teaching to combine games in teaching skills in a foreign language so it is good to use the game that could help us easily to understand the lesson and easier to remember vocabulary, sentence structure and was able to promote cognitive abilities of the learner. Particularly, in speaking skills could encourage students to express their thoughts through speaking activities in class and was capable of sharing their information with others inside as well as outside the classroom speaking.

Taking note with student 5.

I really think the information-gap games brought the best quality in speaking lesson. we all joined in the group tasks. Because if we did not take part in the action and share the information with other. we could not express our thought, we were not able to speak English with other people and it would influence to develop the ability of communication in the foreign language. Teacher was as the head to control us to join in activities or take part in role-play and also give more worth information related about the topic. Discussing the benefits of the information - gap games, I found most of the ideas of interviewees commented that they felt it was comfortable to participate in activities game to discuss and express their thoughts in speaking class. Because When sharing the information together. They knew they were missing some things and what they have received, sharing and helping other improved better speaking skills. In addition, the information-gap game was attracted most learners to interact. Each person was confident and not shy to join in activities in speaking English lesson. The fact that games were significant to encourage them to develop and be interested in learning to speak English. Another source of data to triangulate was depended on teacher's journal. This method helped me to take note about the feelings and ideas of changing from day by day and weekly from the start to finish. After the first lesson, it seemed that students were very shy to take part in these activities because they found that it was difficult to participate in activities during in the speaking lesson. Thus,

they might not feel motivated to contribute in activities collective, remarks made first class and encourage them to become involved in game activities in the next class. In the second lesson, students had to understand to play the game as a group activity, they started taking part in games but they said the fear of many mistakes while speaking. Moreover, they are afraid of other people laughing while they were talking. So it seemed that speaking lesson was very tedious. Given up the comments and encouraging them to extend in group activities in the next speaking class. In the speaking lesson, it is the most important to speak what they want or what they like, which would help them easily to speak in the class or with other people. In the third lesson, I realized that most of students associated together in taking in activities games and they also shared their information with their team or with other students in the class. After giving up the comment, teacher asked students to find the interesting materials to relate to the topic and prepare before taking to the class. Going to the following lessons, most students were really interested in participating activities in speaking lesson. Besides, they also increasingly shared the information in the their group and with other groups. In the next lessons I found that most of students are actively involved in these activities as well as took in role-play-interview with others in the class. Applying information-gap games in speaking class considered useful to develop students' speaking ability through each speaking task. While combining activities in the class, most of students was eager to discuss and they could easily express their opinion and encourage them in speaking skill inside or outside class.

The strengths and weaknesses of taking part in activities in information-gap games in the speaking class.

The main source of a collection of data arranged of research was from the interview. Most of students stating that because of the relationship between activities in the information- gap games, which encouraged them to participate in activities in speaking lesson. Before joining in activities games, they were exhausted and unconfident to speak in the crowd, when working in team or in group, they felt comfortable and easy to speak and discuss with others. Therefore, after class, they was difficult to find out the best way to practice and apply their speaking in the real situation. The other strengths was that activities game were attractive all students in the class to cooperate with other. Then, it is clear that activities games were fascinating students in discussing and taking in role-play in speaking task. Answering the question "how are attracted you to take part in activities in speaking class when using games?" The greater number of participants gave the same idea that it was useful to promote student in learning speaking English in the class and they could have ability to communicate with other people inside or outside the English class. They also found that game was an important part in learning a foreign language.

However, there were little limitation during playing game as the shortage of time, the atmosphere were noisy in crowd class made students not focus on speaking English in the class. Interviewees said at first they were afraid of participating in speaking game because it was not easy to understand the rule of playing game and it was complicated to work with other. However, a number more than half of the class stated that activities games were the best way to motivate them in learning speaking class. Observation and teacher's journal were also useful methods to reflect students' motivation. It was excellent that examining the notes, researcher found out the attitude of students in learning speaking and the changing. This is such a significant evidence of progress proved to motivate students to actively participate in the speaking activities. Other while, This pointed out games encouraged students to improve speaking skill.

DISCUSSION

In this section is regarded the discussion issues emerging from the research, showing in what ways the innovation has done and then the discussion would be presented the spiritual insight in two research questions (RQ).

RQ 1: What kinds of games can use to improve students' speaking skills?

Focusing on issue emerging from the research is that the students stated positive attitudes towards games in speaking lessons. A number more than half of students had good comments about participating speaking games. They were attracted in activities games the teacher put forward for the lessons. The students were demonstrating enthusiasm. They were eager to discuss and give more information to exchange together. Even though, they took in role play to make them confident to express their opinions and promote their abilities in speaking lessons. Taking in the information-gap activities made students practice stress word, intonation and speaking English fluently. Besides, more than half of the class agreed that innovation could help them to participate.

Through the interview, it was realized that the largest member in the class appreciated the information-gap game brought many advantages in learning speaking English. They easily communicated with other in the group or in the class due to give and receive information which were powerful for students to learn directly from their peers in group when interacting among students obtained during games activities acts as a good opportunity for them to promote their communicative skill. The information-gap games not only brought real life context into the classroom but also motivated the students' usage of English in an active and communicative behavior. It is the fact that there was so different in this class from their usual class when they studies about the traditional ways they studies grammar and keep quiet. They could not speak in the class they only learned by themselves and studies speaking passively. The innovation could be strongly appreciated in the way that carried out the useful function as a tool to make students work, moreover, they were cognizant of its actual value or not. After completing the whole-term-task. Learners were able to perceive the validity or reliability of this innovation when they recognize how to cooperate closely in a team or in a group that helped students to improve their speaking skill.

What are the effects of information gap activities on students' speaking ability?

In this discussion, the innovation gave the new thing more effectively in speaking class in this situation, which were attracted a big number of students to learn more. The other basis is that these English majors are highly to bring the effects on students who are eager and willing to learn with something different to change themselves because they always confuse and they are shy and difficult to express their option in the class or in the crowded. They usually think they are not good at speaking.

On the other hand, the materials in textbook of the innovation research have applied effectively for students to join in group work to discuss about their feeling related to the topic or about real life and they could participate in role-play to exchange information relationship to the topic. Through taking part in the activities in pairs and groups have brought highly effective for students, helping them to communicate more confidently and improve their ability to speak inside and outside the classroom and they are also more confident in communicating.

REFLECTIONS ON FUTURE WORK

After application of this innovation in the future, it was hardly avoid the difficulties that I encountered when I made this research study so that other researchers and the work I will be successful in future. First of all, when I presented speaking games in my class such as information-gap games, sometimes, I was difficult to explain the rules of games clearly, which created great confusion for my students and the required me to re-explain. Secondly, It had some difficulties to control the students in large class, some of them worked by themselves and often spoke mother tongue in participating activities games or they did not understand the teacher's instructions of information-gap activities. These make their limitation in developing the communication skills. Thirdly, when I conducted the research, it seems that there is not enough time to playing games in the speaking class. Finally, because of context in my university is clearly defined that it is not capable of demonstrating clearly the effectiveness of using games in teaching speaking with mix-levels students. From engaging in context as well as my experiences, for a game to accomplish its purposes, it is important for teacher to explain clearly the language purposes of playing games in the class as the rules of games before conducted games so that students are able to understand the benefits of using game in speaking classes and they are eager to join in games with enthusiasm. Other while, trying to make clearly the game's rules to students and choosing the suitable games to play in the enough time. Besides, it is powerful to separate students into different levels in a group. They could help together so as easily to express their idea in the speaking class.

CONCLUSION

The first comment that should be mentioned in this conclusion section of the assignment is that using games in teaching and learning English speaking brought many benefits not only for teacher but also for students. The result of the finding of the research conducted at UNETI, it can be said that speaking games can be both effective in teaching way and become exciting and friendly learning atmosphere for students. The majors of students at UNETI had a good attitude toward using games in speaking lessons. They were attracted by taking part in the games activities of speaking lessons to promote the interaction among students in the group. Other while, they could learned not only from games but also from their friends and gave students more chance to communicate inside or outside class. However, there were only few students did not concentrate on joining activities game because of noisy and difficulty to cooperate with other and exchange the information with others. After applying the innovation is the best way of making chances for students to change themselves with a new opinion and a new teaching method, work together to motivate learning quality in class. Specially, thank to this innovation, each participant hopes to show appreciation of the equal act of contributing to different people in the standard task, which would assist them a lot in the creating environment where they have to participate in team work. In short, filling in the last section of the succession beginning from survey and choosing methods, coming up with innovation and speaking about research methods and finally ending with implementing the innovation incorporate into the use of those above methods to evaluate the innovation. It had been predicted that the innovation might be successful. Happily, it did not disappoint but just needs some more changes so as to be perfect and fairly comprehensive. Beside, now it can be terminated that the idea of using games in second-year speaking class for English majors at University of Economic and Technical Industries (UNETI) in Vietnam might help to reduce students' exhausted in speaking English class and deficiency in interest that they feel in learning the foreign language.

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