The Usage of Games (Adapted from Korean Reality Shows) in Oral English Classroom to Increase Participation in Speaking

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Abstract
This study aims to understand how games influence oral English learning in terms of participation and motivation through a context-aware learning environment. Games help students to engage in learning activities based on motivation theory, involving various educational strategies, including game-based learning, collaborative learning, and context-aware learning. A qualitative research using case study method was adopted. A group of 29 students from Universiti Malaysia Sabah participated in the game learning activities. The games consisted of four type of games, each has its own set of activities; namely Quick Quiz, Mind your Head, Time's Up and Spontaneous Story Telling. During the games, observations were carried out by researcher. They were then been interviewed to get in depth data. The evaluation results of the learning participation and learning motivation demonstrated that incorporating games into the English learning process could achieve better oral English learning outcomes. The study showed that the interest in learning English had changed after the implementation of the series of language games; respondents who initially find it troublesome with certain problems especially on grammar usage in speaking had confidently use the language.

Keywords: Speaking Skill, Language Game, English

Introduction

Communication is a vital part in learning. Speaking is the productive part of oral English in communication while listening is its receptive part (Celce Murcia, 1989). The teacher centered approach that is still widely used today encourage learners less to practice the productive part which is vital for communication. Hence, real language could not occur. Even by using a conventional oral teaching method, learners still find it hard to realise real language conversation outside the classroom.

The problem we face today in oral proficiency among ESL learners remained the same since decades ago as students in Malaysia lack the real and authentic exposure in the skill; especially speaking skill, hence they could not communicate well. In the classroom, teachers will usually ask their students to write and read a guided dialogue that has already be prepared beforehand or role-played an act that has undergone a series of training before presenting it which revealed more of mechanical drill of language in action. This makes the activity looks realistic but not real or authentic as they do not use the language spontaneously. In such traditional classroom, students may feel anxious, scared and low in motivation. They feel that they need to be perfect in all angles; linguistics, accent, body gesture, memorizing of dialogues, turns and lines, therefore rendered it to be unreal or robotic. Without the opportunity of real exposure of how an authentic English language communication should be taught, students will be handicapped in executing their crucial daily activities in English. It is highly recommended that games can be used in teaching speaking as games are fun activities which endorse interaction, thinking, learning and problem solving strategies spontaneously. Furthermore, games are affective tools for learning because they offer students a hypothetical environment in which they can discover substitute decisions without the risk of failure.

By using language games as the core approach in this study, it is hope that the conventional teacher centered can be turned into an active learner centered classroom. Language games approach emphasizes the communication activities that involve the real use of language in daily life situation. It offers good production of input into the skill focus and hope to enhance their confidence and real usage of the language. Hence, this study explored learners' responses in using games strategy in term of their motivation and participation in the communicative games interaction.

The Problem

Teaching of any language to unmotivated learners will always be a challenge. Even teaching a second language to motivated learners is a problem. This is because motivation alone doesn't guarantee success. Learning a second language such as English in a formal setting with limited exposure in the real practice and use of the language can kill the enthusiasm of many an aspiring learner. If learners have problem motivating themselves to learn a second language teachers have problems with offering effective and efficient pedagogy to teach the language that suit the needs of every child.

Generally, teachers have problems teaching all the four basic skills (reading, writing, listening and speaking). Arguable however, teachers are more at home teaching language skills such as writing and reading but often shy away from teaching the

skills of listening and speaking. Dealing with speaking in English language and the use to communication and participation in the classroom seems to be a big challenge for second language speakers. Folse (2006) stated that students do not have the chance to talk in classes.The teacher seems to do all the talking while learners just sit and listen passively most of the time. For these reasons the teaching of listening is often neglected.

Most teachers are at sea as to how to provide students with opportunities to develop their students' communicative skills and this prove a challenge even in the higher institutions of learning. Despite the fact that the English language is the medium of instruction at the university level, many students (including final year graduates) still struggle to communicate in English for academic purposes (Mustapha, 2010) From my experience of teaching in low English proficient students and from the literature perused, I gather that in the teaching and learning of spoken English, our undergraduate students tend to shy away from participating in class speaking activities prepared by the teachers. Usually, they preferred to keep quiet during English lesson and were reluctant to speak in English. The main reasons for this is fear of being ridicule and lack of confidence.

According to McCroskey (1984), many students even at higher levels of study experience some level of fear and anxiety when asked to communicate, especially in public. This feeling of discomfort when communicating is called communication apprehension. It can be stressful for them when they are expected to speak in the second language. Therefore, students are unable to perform well in speaking skills, and they fail to communicate well.

As such it is imperative to find a supplementary technique that the teachers could use effectively and efficiently and that is comfortable to the students. A technique that could cast away their shyness embraced their fear and enhanced their confidence to take part in the learning process. Hue (2010) in his study showed that using language games will boost the student's oral skill to the limit. Their responses and participation could later become real communication and as communication improves so will oral competency in English.

Research Aims And Objectives

The objectives of this study are to;

    (1) Determine students use of language freely by determining:
     i.   The use of verbal language during games
    ii.   The use of non-verbal language during games

    (2) Determine students participation by determining:
     i.   The physical involvement in classroom participation
    ii.   The emotional involvement in classroom participation

Research Questions

The research questions in this study are as follows:

1) Observe students' motivation (reaction)
   1. Do the games motivate the students to use the English language freely?
      i. How do the students use the language verbally in the games?
      ii. How do students use the language non-verbally in the games?

2) Observe students' participation (interaction)
   2. Do the games allow the students to participate freely?
      i. How physically involved are students in the games?
      ii. How emotionally involved are students in the games?

Methodology

This study employed a case study design with a qualitative approached. Case study is particularly useful in my study on rare or complex phenomena such as oral communication failures in learning ESL. The focus of case study is upon a particular unit and that is the case. A case can be an organization, a city, a group of people, a community, a patient, a school, etc. (Willig, 2001). The social unit being studied defines the case study, whether it is a person, a program, a company, a situation or whatever (Maylor and Blackmon, 2005). The strength of case study is that it can take an example on an activity – 'an instance in action' –and use multiple methods and data sources to explore it and interrogate it and thus it can achieve a rich description of a phenomenon (Stark and Torrance, 2005). Neuman (1997) states that a qualitative researcher may use a case study approach where he/she might gather a large amount of information on one or few cases, go into greater depth, and get more details on cases being examined. The case study researcher goes for data analysis in a different way in comparison to quantitative researchers. So, this is basically a qualitative case study. It is qualitative in nature due to the data needed to answer the Research Questions posed in this study. It is a case study because it involves only a class of students from a specific language course from larger group undergraduate students.

Sampling

A total of 29 students were used as respondents. All respondents were around the age of 20-25 and are studying English Language Level 2 (Oral Communication). Most of them obtained either band 1 or 2 in the Malaysian University English Test. About 5% of the class obtained a higher band 2 and has average proficiency of the language, but then, they are still in doubt of the usage. Even though they are weak, they do understand simple instructions. This will make it slightly easier for me to explain the games to them. In addition to random sampling schemes, out of seven purposive sampling schemes presented by Onwuegbuzie and Collins (2007), nested sampling is relevant in my case study to obtain representativeness (Sankoff, 1971). The participants were a group of semester two undergraduate students from a mix based courses, science and non-science students at Universiti Malaysia Sabah.

Case Study Step-By-Step Procedure

There were six steps procedure or protocol embraced in this case study, they are as follows:

a. The research started with the problem - the study question. The problem can be defined as a discrepancy between an initial state (what we have) and a final state (what we want to have) and is realized in the objectives.

b. The objectives and the propositions were made clear.

c. The next step involved defining the unit of analysis and then data collection. The data collection utilized four qualitative methods. Data come for various sources and depending on the problem and objectives, it will be collected qualitatively (e.g., by interview and observation)

d. Once collected, the data was analyzed qualitatively. The data collected qualitatively (e.g., by interview and observation)

e. In the next step, linking this categories analysis in a logical way was used to link my results to the study objectives and/or propositions.

f. Finally, based on the aspects discussed at point "e", conclusions and discussions led to the interpretation of findings in the particular context and in the larger context of the scientific literature on the topic.

Data Collection
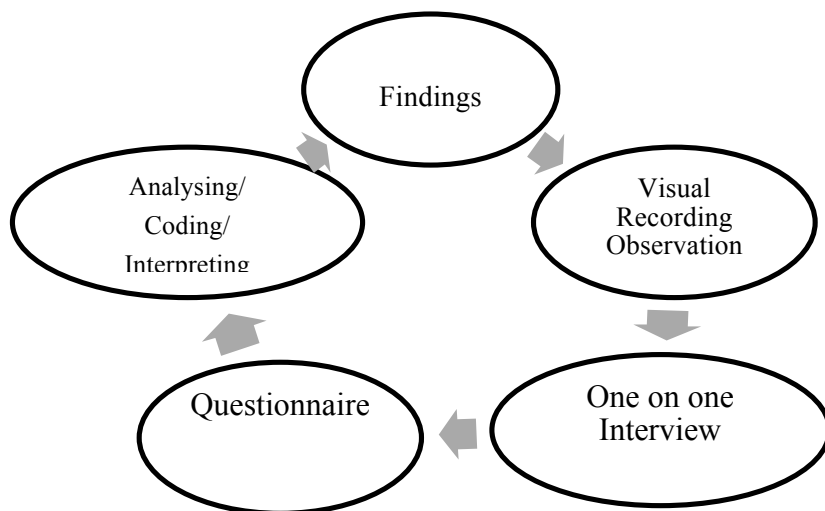
During this study the language games activities were observed and recorded. A questionnaire was also given before and after the study period. A smaller group of respondents were selected to be interviewed with the aid of the recordings.

Data Analysis Matrix

For ease of understanding of the method of data analysis I have included a Data Analysis Matrix. The matrix put together the research objectives and questions, the source of data, the techniques of data gathering and analysis in a single table to explain how the analysis conducted.

Research question 1

Do the games motivate the students to **use** the English language freely?
a.   How do the students use the language **verbally** in the games?
b.   How do students use the language **non-verbally** in the games?

MAIN CAT.	SUB-CAT.	SUBJECT	DATA	
			METHOD OF GATHERING	METHOD OF ANALYSIS
VERBAL	1. Speaking	1.Intra-group	Observation Protocol	Inductive Analytical
			Interview	Conversational analysis
			Questionnaire	Categorical Nominal scale
		2.Inter-group	Observation Protocol	Inductive Analytical
			Interview	Conversational Analysis
			Questionnaire	Categorical Nominal scale
	2. Whispering	Neighbor	Observation Protocol	Inductive Analytical
	3. Screaming	At peers	Observation Protocol	Inductive Analytical
	4. Laughing	1. At themselves	Observation Protocol	Inductive Analytical
			Interview	Conversational Analysis
		2. At others	Questionnaire	Categorical Nominal scale
NON-VERBAL	1. Listening	1. Teacher's instruction	Observation	Inductive Analytical
		2. Peers' questions and responses	Observation	Inductive Analytical
			Questionnaire	Categorical Nominal scale
	2.Para-language	Respond to peers	Observation	Inductive Analytical
			Interview	Conversational Analysis
		1. Hand gesture by players	Observation	Inductive Analytical
		2. Body gesture	Observation	Inductive Analytical
		3. Face expression	Observation	Inductive Analytical
			Interview	Conversational Analytical

Table 1.1 Data Analysis Matrix

Research question 2

Do the games allow the students to participate freely?
a.   How **physically** involved are students in the games?
b.   How **emotionally** involved are students in the games?

MAIN CAT.	SUB-CAT.	SUBJECT	Data	
			METHOD OF GATHERING	METHOD OF ANALYSIS
Physical	Communication	Individual Intra-group Inter-group	Observation protocol	Inductive Analytical
			Interview	Conversational analysis
	Body language	Individual Intra-group Inter-group	Interview	Conversational analysis
			Observation protocol	Inductive Analytical
Emotional	Enthusiasm	Individual Group Class	Observation protocol	Inductive Analytical
			Interview	Conversational analysis
	Confidence	Individual Group Class	Observation protocol	Inductive Analytical
			Interview	Conversational analysis
	Enjoyment	Individual Group Class	Observation protocol	Inductive Analytical
			Interview	Conversational analysis

Table 1.2 Data Analysis Matrix

Results

Question 1
The data from the observation, interview and questionnaire were analyzed and they showed that the students do enjoy interacting using the target language i.e. English Language, verbally by speaking, whispering, screaming and laughing; and non-verbally by listening and para-language. The data is presented by the order of the game was carried out below.

MAIN CAT.	SUB-CAT.	G1	G2	G3	G4
VERBAL	5. Speaking	√	√	√	√
	6. Whispering	√	√	√	√
	7. Screaming	√	√	√	√
	8. Laughing	√	√	√	√

Table 2.1 Verbal Categories

NON-VERBAL	2. Listening	√	√	√	√
	2.Para-language	√	√	√	√

Table 2.2 Non-verbal categories

Verbal

a.   Speaking

In all four games used in this study, speaking was involved. The first attribute of speaking was the independence of students' free flow of thinking aloud. This is important because it determines the extent of the learner's active involvement and attitude toward learning. Even though this game had a fix rule and is a turn taking game, still, subjects have their independence in using the language without being forced.

Secondly is the pace. After engaging into the motion of the game gracefully, half way into the game, it went faster. The sentences used were simple and short but it startled one student and he hesitated. He was out of words, and was forced to change member. The new member continued his sentence comfortably. Their turn taking although fix, it was naturally presented as seen below;

S1: My best friend was in a coma
S2: I was so sad because she's…my friend is in come &im very sad because she the best friend I ever have.
S3: I was crying.
S4: aa….(OUT! New member)
New member: My tear go..fall& I tell my mom
S5: I tell ,y mom…my friend's father was come to ask me 'Why you cry'
 (Obs. G1, L. 168-178)

While being occupied into the active speed of the game, participants did not find grammar to be a barrier for them to participate. They kept on responding to peers assertively. Game gave them space to try enduring their fear of speaking in the target language. Subjects were so committed to achieve their desired goal that they forgot about the accuracy of the language. Their focus seems to be on the game flow and care more on the fluency of language use as seen in the excerpt below;

*J: No. **They keep the gun to the other people you know what I say**? The gun is not with them? A… with them. They saw the two people & run away.*
T: Because they are shocked & run away with the gun, they decided to search for the elephant that they were searching earlier

*A: after that they **saw the elephant in 5pm**. **So the two people finding a tree living there & the tomorrow they will kill the elephant.***

(Obs. G.1, L60-67)

In question two on the questionnaire stated by all 29 participants said that they like the games they played. Participants said that they were motivated to use the target language because it made them speak without worries and discomfiture. Some said that they can practiced English in an informal way, improved it by thinking fast and spontaneously. Other than that, several of them claimed that it gives them energy since it is fun, interesting and enjoyable.   (**Questionnaire**, Q2)

b.   Whispering

In all four games, whispering was involved. Whispering here referred to a soft spoken act using one's breath rather than one's throat, especially for the sake of secrecy (Oxford dictionary, 2010). All four games were similar, *I saw subjects whispering before performing their parts, and they were trying to get assistance finding the correct vocabulary and to form correct sentences. Some whispered to each other to share ideas on how to continue the conversation.*   **(Int. S2)**

c.   Screaming

Screaming is simply means making a loud, high-pitched sound (Oxford Dictionary, 2010). It can be found in all four games played. I noticed that once the participants were really immersed in the game, they focused whole-heartedly to their friends' answers; they listened conscientiously so as to respond to what they heard by shouting and screaming as seen in game two;

A: I use gmail. Why you wear glasses?
B: Because I need it. So, What is your favourite colour?
A: Blue (alarm rang) ***(the whole class screamed)***

                                                      (Obs. G2, L16-18)

d.   Laughing

In all the four games conducted, laughing was used widely in the game communication. Laughing referred to the act of making spontaneous sounds and movements of the face and body that are the instinctive expressions of lively amusement and sometimes also of derision (Oxford Dictionary, 2010). The idea of making people laugh is to make the atmosphere feel relaxed. In order to grab attention, one needs to get the audience to pay attention on the content they utter.

It was observed that when participants felt entertained, they are motivated. As a nature of a game being enjoyable, the usual atmosphere of tense and fretful English classroom became more relaxed and secured. As a result, participants felt motivated in involving themselves into the activities.

In game 1, the whole class was entertained by the participants' continuous stories. The audience laughed hard conscientiously listening to their friends answer. Other than that, players also find their content to be amusing and fun as seen in the excerpts below;

*S1: Hasel&Gratel go to McD****(the whole class laugh out loud)****& order the big mac & the French fries.*

S2: When they go McD& order Big mac & French fries but when the cashier said that this price that you must to be….must to be….what? you must to be paid..but when they check their pocket they have no money. So they walk away out from the mcdonald& go to the….to the what? The jungle.

S3: When the Hasel&Gratel
Class: ***(the whole class laugh)*** *How can McD be near the jungle?...*
F: (cont) Hasel&Gretal in the jungle…arr…suddenly aa… Hasel&Gratel
…aa…came come late to meet the..& run away again.
 (Obs..G1, L.33-49)

*"When my friend **laugh, I enjoy that**. It's a good game because we have to think fast...***"***

A different type of entertainment involved in game two. The participants sometimes used malay words in their speech that others found it humorous. They laughed at each other as seen below;

A: What is your favourite color?
B: Blue
A: Errmmm, what you eat today.
C: Ammm, nasilemak.
A: Drink?
C: Cappuccino
A: Why you like it?
*C: I like it laa**(laugh)***
A: Why
C: That's my favourite drink   **(Obs. G2, L51-60)**

<u>Non-Verbal</u>

a.   Listening
In the four games, the role of listening was visibly involved. Listening referred to one's attention to a sound, take notice of and act on what someone says; respond to advice or a request, make an effort to hear something; be alert and ready to hear something and used to urge someone to pay attention to what one is going to say (Oxford Dictionary, 2010). In this study, the game situation demanded oral language to be used extensively and listening plays an important role in order to respond. In the following excerpts from the four games testifies the phenomenon;

Students listened attentively to both teacher and peers. Regardless of the content and order, they felt excited to start running the show. As a result, interesting output was observed. In the second round of the game, it went very smooth as they were then feeling contented with the setting. The atmosphere was filled with laughter as they enjoyed their friends' answers. The length of the utterance made was longer this time.

"Even when i don't play but i know what the game about & I'm excited also"
(Int. S6. Q5)

Eventhough, there were only ten students participated every round, other members of the class were eagerly taking part in listening to what the content being discussed, reacted to it and responded to, when the players hesitated;

D: hasel&Gratel was shocked with this matter & they shot the bird & the bird was died
*S: When Hasel (ih sepa namatu?) " **(whole class burst laughing)***
C:Hansel&Gratel
*   S: What?*
C: Hasel&Gratel"   **(Obs.**G1, L.8)

b.   Para-language

Para-language linguistically referred to vocal features that accompany speech and contribute to communication but are not generally considered to be part of the language system, as vocal quality, loudness, and tempo: sometimes include facial expressions and gestures (Poyatos. F, 1993). Also referring to the definition, all four games involved para-language.

In game 2, the game started after the instructor explained the procedure. Even during the explanation, the facial expression of the participants and viewers were positive. Because the game was adapted from the famous Korean game show i.e. Running Man, students who have watched it have clear view of what to expect and having the chance to try out for themselves really boost their enthusiasm. The environment was stimulating to the students though it created ambiance and serenity in learning language. This happened in all four games played.

The continuation of attentive listening makes the classroom retained the life. The participants have no problem focusing on their task, some of them made funny faces to make their friends laugh. The viewers on the other hand were seen engaging to the game in the middle part of the game. It is entertaining to them most of the time.

A: Why?
B: I don't want?
A: Why? ***(hysterical, the class laugh at their mischievous act?)***
(Pace become faster & louder with excitement)
(alarm rang)   **(Obs, G2, L42-46)**

Question 2

The data from the observation, interview and questionnaire were analyzed and they showed that the students participate voluntarily in all games through communication and body language. Emotionally they were motivated, confident and happy. The data is presented in table 4.3 and 4.4 below by the order of the games conducted.

MAIN CAT.	SUB-CAT.	G1	G2	G3	G4
Physical	Communication	√	√	√	√
	Body language	√	√	√	√

Table 2.3 Physical Categories

MAIN CAT.	SUB-CAT.	G1	G2	G3	G4
Emotional	Enthusiasm	√	√	√	√
	Confidence	√	√	√	√
	Enjoyment	√	√	√	√
	Disengaged	√	√	√	√

Table 2.4 Emotional Categories

Physical

a.   Communication

In all four games, communication was involved. Communication referred to the imparting or exchanging of information by speaking, writing, or using two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. In general, communication is an act of connecting people or places (Lee.D, Brosziewski.A, 2009).

In the questionnaire, question three talked about how game can enhance involvement, students responded that they have tons of chances. Some said when the game started they quickly got themselves participate without any force by the teacher. They tried to speak whenever they get the opportunity.   Communication also helps them to participate among themselves especially when conversation and question were asked.

(**Questionnaire**,Q3)

Before the game started, a list of rules and regulation of the game were presented by the instructor. Communication was the most obvious element after the briefing. This is called a teacher-classroom communication. Subjects, not considering the roles, players or viewers talk to each other to find ways and to get clearer information on how the game supposed to go. As I go through the data, the same gesture that was seen in game 1, also occurs in game 2, 3 and 4.

During the game, communication was the most important element to get the game going. A wider range of interaction was found; there were student-teacher communication, student-student communication, and student-class communication. Teacher-student communication was only when students were still unclear of the game's instruction. While playing, especially whenever there was hesitation, helpers from the inter-group and also intra-group gave their assistance. It encourages participation informally during the game. Examples below.

" S: Hasel eh…ermmmm (pause) Hasel feel very sad because aaaaa….
*They have a…. (**bunuh…bunuh ape…**)*
 Class: Kill….kill…
        S: have kill the bird "   **(Obs. G1, L.17)**

*"Because **I see many friends help their friends with problem**. If I don't know the words I can ask my friend. They help me. Spontaneously to talk to my friend"*
       (Int. 5, Q4)

*"**We will help each other** if we don't know what to say we ask question"*
                                       (Int.6, L6)

b.   Body language
Body language referred to the conscious and unconscious movements and postures by which attitudes and feelings communicate (Ribbens. G, 2001). In all four games, body language is involved.

Natural body languages that accommodate the spoken language were found in all of the games played. Even before the game started, a try out was conducted. They were happy to get involved. Signals such as poking, clapping and waving were seen during the try out. I stopped the try out session and started the real game. Students were disappointed; I noticed it by the sound of their sigh. I can feel that they were having fun and I was interrupting them.

B: I was crying.
C: aa….(OUT! New member)
My tear go..fall& I tell my mom (hand making tear drop on face)
D: I tell my mom…my friend's father was come to ask me 'Why you cry'
E: & I say, I was very sad coz my friend, his son is coma.
                                     (Obs, G3, L.164-169)

Emotion

a.   Enthusiasm
Enthusiasm may be defined as strong warmth of feeling or a keen interest. It is generally contrasted with apathy which may be defined as a lack of emotion or lack of interest. Enthusiasm is achieved through navigation when students wanted to clarify certain input, they will push an extra initiative to overcome their fear, hence it will build their comprehension and therefore contribute to learning.

Even though most of the game ran for more than 30 minutes, the excitement of both the participants and viewers did not dwindled at all. They kept playing and focusing on the whole period. This is evidenced in all games conducted whereby they showed high enthusiasm. From the self reflection data, one student explained his enthusiasm to speak English increased;

"The game forced me to speak in English because if someone does not speak in this game, someone is going to loser. So, me as someone who does not want to give up, I'm continue to speak in English even though my language is so bad."

(S4, SR)

Though enthusiasm is immeasurable, actions portrayed by the students in the game illustrated the degree of their enthusiasm. In game 4, the indicator of enthusiasm was seen through their responses i.e. fast responses to every question asked, stayed calm, think thoroughly before they made their move;

E: I'm policeman you are criminal. So, you has somebody you want to catch you, when I touch u, this is my pistol. What are you do
F: I run away
E: I chase.. I say freeze.
F: Do you like to watch mr. bean movie?
D: Yes, so cool man
F: Have you seen the movie, what you do?
D: What I do? Just smile, don't laugh boring
D: What time is this
A: I don't know. I don't have a watch, I don't hear you   **(Obs, G4, L67-76)**

b.   Confidence
In all four games, confidence developed in consistently. Confidence referred to a feeling or believe that you can do something well or succeed at something (Oxford dictionary, 2010). In this study, the games incorporate factors affecting self-assurance such as culture, custom, social persuasion, experience (failure and success) in the process; therefore common physiological signs of distress such as fear, panic and nausea. However, these signs were nowhere to be found in all four games.

All 29 respondents said the language games motivated them to speak based on question five in the questionnaire. They also stressed that by using game student speak out of excitement whatever they wanted to express themselves. They were braver hence it increased the level of self-confidence.   **(Questionnaire**, Q5)

In addition, several students mentioned about being comfortable using games in learning English;

*' for me the study with game more fun more we **comfortable** speak in English because we have to speak to win the game.'*   **(Int. S4, Q.1)**

*'Yes, because when we play game more **comfortable** in English.'*
(Int. S4, Q.3)

*'the 1st game , I think very interesting. Not really difficult. I feel **confident & comfortable*** **(Int. S5, Q1)**

c. Enjoyment

According to Merriam dictionary, enjoyment means a feeling of pleasure caused by doing or experiencing something one like or the condition of having and using something that is good and pleasant. It is also appeared naturally without being force. By giving something invigorating, they will involve themselves in speaking without being compel. Of course in all four games, enjoyment was involved. The elements of comfort and confidence permitted them to have fun and use the target language without being vulnerable. Data is shared in question one on non-verbal involvement and also physical evidence in question two.

Laughing is an obvious indicator for enjoyment, other than physical motion such as smiling and giggling. Because i could not measure enjoyment simply by rating how enjoyable students felt, i will use laughter as the indicator. In all four games, laughter occurred. They laugh at themselves, they laugh at their friends, class members laugh at players and sometime they laugh alone. Evidences below are from the four games conducted;

A: Cappuccino
B: Why you like it?
*A: I like it laa**(laughs and giggles)***
B: Why
A: That's my favourite drink   **(Obs.**G2, L. 56-60)

F: It's up to you how you laugh. How? Then just show me how you laugh
D: ahahaha~
E: Louder-louder.
D: AHAHAHAH
(class laughs out loud)   **(Obs.**G4, L.29-33)

To add, data from questionnaire responded by participants also had confirmed the observation data by saying that they feel happy, fun, enjoyable, excited, encouraging, confident and brave during the English class. Some described that they feel nervous with anxiety where they feel eager to get involved in the game.
(Questionnaire, Q1)

d. Disengaged

Nevertheless, there was not always enjoyment in language games. When the duration of the game is too long, the fun faded. Though, students disengaged from the game. Disengaged here means the release from the connection of not being influenced in something.
Game 4 took the longest time to complete. Participants and viewers found the game to be uninteresting due to the time length. The game took up almost the whole lesson time. However, was cut off by the instructor when one of the viewers said;

"it's very hard to win this."   **(Obs. G4, L.129)**

Students were alleviated once the game was over. Even though they found the task to be hard to accomplish, they requested it to have it often in the classroom.

"Miss, we want more games! More! More!" **(Obs. G4)**

Despite the smooth run at the beginning of the game, participants was highly motivated.

Discussion

Potrayal of Motivation, Participation and Encouragement in ESL Oral Classroom

In the research conducted by Celce-Murcia (1984), she suggested that one way of improving the social dynamic in language class that helps in encouraging communication is variety in learning activities on many different levels such as manipulative drills to the communicative activities. This study shared Celce's finding, whereby most respondents who took part in the language games felt more comfortable ESL learning as well as acquiring language through the implementation of language games. As documented in the interviews conducted after the language games, students responded that they were speaking relatively natural, their confident increased with each game and activity and as a result they became calmer and more relax. This is manifested too in the naturalness and spontaneous reactions of their participations in the language games conducted. After a series of language games with various kind of focus, it has enhanced their fluency. In short, games help students to relax, work cooperatively and to break barrier of shyness among their classmates in communicating in English.

Engaging in Student-Centered Learning instead of Teacher-Centred Learning

Teacher acts as a facilitator or instructor to the class especially in speaking. Students don't seem to have difficulty in taking instruction (listening skill). Once students are familiar with the language elements and understood the games instruction given, they became more active and participated fully as portrayed by the given students' attention in this study. Furthermore, they were very involved in the games as they were curios to try the game. Of course they were differences in their level of involvement which can be attributed to the level of difficulty of the games and activities as has been stated by Thorndike.

Students' interest on the language game is a big advantage to teachers because it promotes self learning. Game by its nature is fun, by integrating it into ESL language learning process; students naturally engaged themselves. It is supported here that this method is more effective than other teaching methods as it encourage them to explore various angles of the language choices unconsciously. This is similar to the findings by Smith (2007) in his research, 'Games for Teaching Information Literacy Skills' proves that games is a useful indeed tool in teaching and learning process as they stimulate active learning. Albert Bandura (1961) lent support to this statement through his modeling and observational learning theory which stated that students who work cooperatively in small group tend to set one of the students in their group as model, thus create self-learning.

Meaningful Teaching – Learning process

Finally, in term of teaching, learning becomes meaningful and fun. The study showed that they were more relaxed and enthusiastic to be involved in the activities. They seemed to be oblivious to making 'mistakes' because they were more on the task. Karapetyan (2004) stated that learners take part because playing is fun and natural, establishing a cooperative and friendly environment for the pursuit of challenging but interesting goal. The focus shifts from learning to playing, encourage relaxation, build self-confidence and facilitate memory functions. The language games used in this study showed that these activities allowed the students to be very active and at the same times being more interactive.

Conclusion

The primary goal of this study was to investigate the use of language and participation by using language games on learner's in speaking. This is a short term study meant only to ascertain the use of language through motivation and encouraging participation of students when language games were introduced. Participation is important as language learning is an active process.

This study has established that the language games encouraged the use of language and participation in class greatly. The big question however remains whether the participation will lead to; increase proficiency and the rate of acquisition. As such it is recommended that future studies concentrate on longitudinal studies to view whether level of participation actually translate into better proficiency and the rate of that acquisition

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