

**THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

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**THE EFFECTS OF USING LANGUAGE GAMES ON SPEAKING  
ABILITY OF STUDENTS AT NGUYEN HUE HIGH SCHOOL**

**Ảnh hưởng của việc sử dụng trò chơi ngôn ngữ đối với khả năng nói  
của học sinh trường THPT Nguyễn Huệ**

**M.A THESIS**

**Field: English Linguistics**

**Code: 8220201**

**THAI NGUYEN – 2018**

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(APPLICATION ORIENTATION)**

<b>Field:</b>	<b>English Linguistics</b>
<b>Code:</b>	<b>8220201</b>
<b>Supervisor:</b>	<b>Dr. Dương Đức Minh</b>

**THAI NGUYEN – 2018**

## STATEMENT OF AUTHORSHIP

This is to certify that the thesis entitled “*The Effects of Using Language Games on Speaking Ability of Students at Nguyen Hue High School*” has been written by me and the work in it has not previously been submitted for a degree. In addition, I also certify that all information sources and literature have been indicated in the thesis.

*Thai Nguyen, October 2018*

**Ứng Thị Hương**

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**Ứng Thị Hương**

## **ABSTRACT**

It goes without saying that speaking plays an important role in learning a foreign language. However, in the context of learning English in Vietnamese high schools, students' speaking is generally far from satisfactory. This study, hence, aims at investigating the effects of using language games on students' speaking ability. The study was guided by two research questions regarding the extent to which the use of language games impacts students' speaking skill and how students evaluate this technique. To answer those questions, an action research in twelve weeks was carried out. The participants included 40 grade 11<sup>th</sup> students at Nguyen Hue high school. The data were collected from observation sheets and questionnaires, and subsequently were visualized and discussed. The data from observation sheets indicates that though the use of language games did not result in change in the students' ability to use the target language to speak, these activities helped the class atmosphere to be more enjoyable and the students more motivated. Furthermore, it is demonstrated from the questionnaires that the students held a positive attitude towards the use of language games in their speaking lessons.

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