

# ENHANCING STUDENTS' SPEAKING AND LISTENING SKILLS THROUGH TEAM GAMES: A CREATIVE APPROACH TO LANGUAGE LEARNING

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**Abstract:** *Language abilities that complement one another include speaking and listening. This study used the team games-based language learning (TG-BLL) paradigm to assist students in developing their speaking and listening skills. English professionals verified the quality of the learning materials used in the design of this model, which included exercises and relevant learning resources. Thus, the study aimed to ascertain whether using the TG-BLL model may enhance students' speaking and listening skills as perceived through their creativity. This study used quasi-experimental research with a pre-test-post-test control group design for its research goal. 59 fresh-year students of the Faculty of Tourism at the University of Economics- Technology for Industries (UNETI) served as research subjects. The experimental and control groups were created from the samples using cluster random sampling. The study's variable creativity was identified as a useful one to assist in determining whether or not students' speaking and listening skills were impacted by their level of creativity. The researcher used t-test statistical analysis to determine the significant impact of TG-BLL on speaking and listening skills. ANOVA statistical analysis was utilized to examine the relationship between the TG-BLL model and students' originality in speaking and listening skills. It was proven that, at the 0.05 significant level, the t-test score exceeded the t-table score. Additionally, there was a positive correlation between students' creative level and the TG-BLL model in relation to students' speaking and listening skills.*

**Keywords:** *TG-BLL approach, speaking skills, listening skills, students' creativity.*

## **I. Introduction**

Speaking is ranked as a productive skill after writing in the context of teaching English as a foreign language (TEFL). Gaining proficiency in speaking is essential to thriving in today's

educational and financial environment, as well as securing well-paying domestic and international employment. Furthermore, English teachers have employed several approaches to cultivate listening skills. A lot of programs that emphasize oral, receptive, and all language characteristics

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are used in English classrooms to aid in language learning activities. For a time now, many English teachers and educators have found that speaking and listening abilities are best learned through TG-BLL (Hasan & Hoon, 2013). According to studies on the subject, listening is becoming more and more important for English teachers, who believe that it should take precedence over other skills because it helps to improve other language proficiency Masalimova et al., (2016).

The use of TG-BLL is one classroom teaching strategy that has the potential to enhance language-related speaking and listening skills. For many years, team games have been used as instructional techniques to improve students' speaking and listening skills Dodson (2002). This learning paradigm places a strong emphasis on students working together to solve language problems and taking responsibility for both their teammates and their own learning efforts. In practice, English professors assign presentations, have their students form groups, play educational activities, provide feedback, and acknowledge each team (Ghadirian et al., 2018).

There is a paucity of research that specifically addresses the impact of team games on students' creativity and particular creative dimensions. According to Glaveanu (2010), creativity and intelligence are associated to one another in the context of language learning.

In addition to examining the efficacy of the TG-BLL paradigm, this study looked at how creatively students responded to speaking and listening exercises. This psychological problem is thought to be a contributing factor that influences how well speaking and listening exercises go. Students concentrate more on pronunciation, grammar, vocabulary, correctness, fluency, and comprehension during speaking exercises Hanan &

Budiarti (2019). When learning to listen, students are expected to concentrate on the following areas: vocabulary size, grammatical production, pronunciation, merged or decreased sounds, and attentiveness. The degree of creativity with which students approach their studies influences these language-related characteristics.

Finally, the current investigation tackled a few research inquiries: Is the TG-BLL model more successful than the current educational activities used at UNETI to develop speaking and listening skills? Are the students' speaking and listening skills at high creativity levels superior to those with low creativity levels? Do the creative level and the TG-BLL model interact in any way to influence UNETI fresh-year students' speaking and listening skills? How do the degree of creativity and the TG-BLL model interact to influence their speaking and listening skills? The innovative aspect of this is the way the lessons are presented as team games that highlight the inventiveness of the students. Their ability to express themselves creatively influences how they listen to speakers and how they speak.

## **II. Literature review**

### ***2.1. Definition of Listening***

According to O'Malley et al. (1989), listening is the process by which people concentrate on a specific area of sensory information, infer meaning from passages, and connect what they hear to prior knowledge. According to Rost (1994), hearing is a sophisticated process that allows people to understand spoken words. According to Anderson and Lynch (1988), listening is a way to duplicate spoken forms instantly through oral invention. Audience members absorb the material and actively assess it to fully understand the message. Allowing students to write and discuss what

they have heard is the goal of listening comprehension instruction. The authors emphasize that our ability to combine new information from what we have just heard with our prior knowledge and experience results in the creation of a “mental model” that represents a spoken message. Using prior knowledge to interpret incoming sounds—which contain both language and non-linguistic information (Buck, 2001) defined listening as an active process of meaning development.

### ***2.2. Definition of Speaking***

Speaking is a crucial part of communication because it involves expressing thoughts verbally. Bailey states in Tambunan (2018) that producing ordered verbal sounds to convey meaning is what makes speaking a productive oral talent. According to Boyd, who is referenced in Ristanti (2019), speaking is an action involving passing information from the speaker to the listener. Speaking of speaking, Bailey in Agung (2020) asserts that speaking is an interactional process in which the speaker attempts to create meaning by generating, receiving, and interpreting data.

Speaking EFL is a complex skill to be taught and learned because learners should master some aspects like mastery of vocabulary, accurate pronunciation, familiarity with grammar, and others. When learners want to converse, they also should think about all of those aspects. Speaking is one of the skills in a language that is the most essential and also the first way to communicate and interact or share ideas with others orally and produce detailed points of language, also, understand how to use linguistic competence.

## **III. Method**

Pre-test and post-test control group design, also known as non-equivalent pretest-post-test design, was used in this quasi-experimental investigation (Cohen

et al., 2018). The experimental and control groups were created from the samples of 59 students. The researcher used the cluster random sampling technique (Miller, 2005). Twenty-nine students were invited to participate in the control group, and 30 students were invited to participate in the experimental group. The experimental group is taught using the TG-BLL model. The control group is taught using the current instructional model- an eclectic learning model based on TEFL concepts. Treatments are given in four to five meetings for both speaking and listening sessions.

When using the TG-BLL approach, the actual English teachers take on the role of the teacher. The researchers have multiple conversations to ensure they have the same understanding of the TG-BLL model’s teaching steps. The speaking and listening exams were employed in this study to obtain research data. Before administering therapy, pre-tests are given to the two groups to determine their present speaking and listening conditions. The researcher gave Post-tests to students in both groups during the most recent meeting. It seeks to determine how well the TG-BLL model affects speaking and listening skills.

The researcher administered pre-tests, gathered test results, and used descriptive statistical analysis to compute the results. Teams and researchers did treatments after determining the students’ present speaking and listening skills. Utilizing the TG-BLL paradigm, the researcher conducted herself as a direct teacher in the classroom. To prevent learning biases, she is invited to use the model in direct instruction. Post-tests were given out by the researcher at the conclusion of each meeting. Next, utilizing SPSS devices, inferential statistical analysis is used to account for the post-test outcomes. The researcher computes

the students' speaking and listening post-test scores to determine the efficacy of the TG-BLL model. To reach a conclusion, the researcher creates a condition whereby the employment of the TG-BLL model has a beneficial influence on speaking and listening skills if the t-test score is higher than the t-table. Applying SPSS equipment, the researcher used analysis covariance (ANOVA) to examine how students' creativity levels and the TG-BLL model interacted to affect their speaking and listening skills. There are three levels of creativity among the students: extremely high, high, moderate, and low.

#### IV. Findings and discussions

The purpose of this study was to examine how well the TG-BLL model supports students' creativity while enhancing their speaking and listening skills. It functions quantitatively. Researchers offered two research questions: 1. Is the TG-BLL model's application more successful than the current learning exercises used to instruct speaking and listening skills to UNETI fresh-year students? 2. Does the creative class outperform the low-creativity class in terms of speaking and listening skills?

##### The TG-BLL Model's effectiveness

The instructional processes in the TG-BLL paradigm include having students present, form small groups, play games while learning, provide feedback to peers, and acknowledge each team. During the presentation phase, students are required to provide the given basic speaking themes. Vocabulary lists are provided to students. Daily routines, sporting events, dramatic tales, and YouTube video content were among the subjects selected for the speaking exercises. Giving students lists of words to look up helps them form short sentences while speaking (Arndt & Woore, 2018). In this case, before introducing the subjects, students are given time to reflect

and organize their thoughts. For four to five minutes, each student presents their straightforward performance. Split up a few small groups after they have finished presenting each topic, encouraging students to communicate with their group companions. Each group discussed the themes offered in the previous step. It attempts to lessen students' speech anxiety. According to Passiatore et al. (2019), encouraging a positive environment within the student body motivates students to showcase their speaking skills. Before assigning these speaking exercises, this discovery might be investigated by looking into the students' speaking skills.

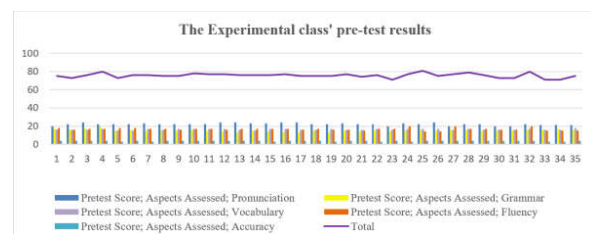


Figure 1. Speaking about the Experimental class' pre-test results

The average speaking score of 75 in Figure 1 indicates the student's performance is below expectations. In 80 and 81, three out of 29 students met the minimal requirement. Pronunciation, grammar, vocabulary, accuracy, fluency, and speaking skills assessments included language components. Students in the experimental group lied in low to medium speaking performance before speaking activities like presentations and small group discussions to discuss the impending subjects to be presented. After passing both of the phases of the TG-BLL model, the effect of learning activities appears to differ in particular meetings or treatments.

Similar to the experimental class's pre-test results, the control group's students' mean score of 75 indicates their speaking abilities are below average. Some students only receive the bare minimum. The

evaluated language components included pronunciation, grammar, vocabulary, fluency, and accuracy. These components were tested in the speaking portion of the experiment. Currently, no learning activities are provided to the two groups. Regarding the lesson design, students in the experimental groups completed learning activities utilizing the pre-existing learning activities implemented by the actual existing teachers, whereas students in the control groups underwent the TG-BLL model.

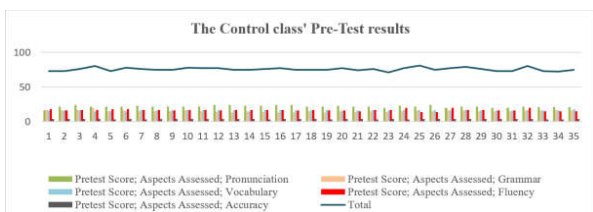


Figure 2. Speaking about the Control class' pre-test results

Regarding their listening skills, students falsely claimed to be in the low group. On a scale of 70, students in the experimental and control groups both achieved poor listening scores. Gaining proficiency in listening is seen as a challenging talent. The words of native English speakers nevertheless caused discomfort for the students. According to Nation (2006), students' listening comprehension is based on how much they practice reading exercises that require a higher level of vocabulary proficiency. Using textual scaffolding activities, learners can develop their listening skills (Abobaker, 2017). Thus, to meet the objectives of the scaffolds' activities, the researcher used

several TG-BLL model procedures in this investigation. To understand how native speakers' sounds are reduced, for example, the phase of playing games and providing feedback is prioritized.

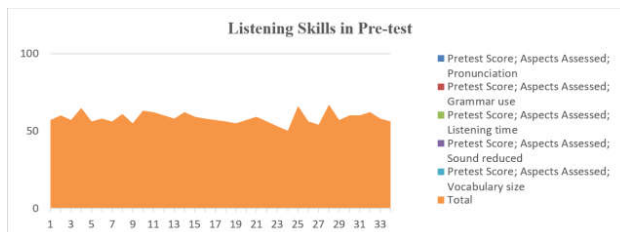


Figure 3. Listening Skills in Pre-test in Experimental and Control Group

Students are able to give feedback to one another more easily when the TG-BLL model is used. Students are asked to correct their companions when they utilize incorrect vocabulary, grammar, or pronunciation. They also have the opportunity to provide constructive criticism to other students. Learning seems to be a dynamic process. Students are required to watch videos on YouTube for specific assignments. They then participate in discussions and activities involving feedback. All educational activities ought to be conducted in English. The goal is to become fluent in English by mimicking the correct pronunciation of words (Fay & Matias, 2019). The selection of the films is intended to help students with speaking exercises. Arndt and Woore (2018) state videos can assist students in mimicking the intonation, pronunciation, accuracy, and understanding of sound reduction of native English speakers.

Table 1. Post-test on speaking and listening for experimental and control groups

Speaking and Listening Skills	Mean	Median	Mode	Std. Deviation
Listening to Experimental Group	78	78	75	5.5
Speaking in Experimental Group	81	80	78	4.3
Listening in Control Group	75	75	65	6.8
Speaking in Control Group	75	70	70	6.6

Table 1 demonstrates how the TG-BLL model was successfully implemented to enhance students' speaking and listening skills. The experimental groups' average speaking skills score was 81. It belonged to the upper class. In the meantime, the control group's mean score was 75. The experimental group's listening skills score was 78, while the control group's score was 75. These results are similar. The outcome demonstrated that the t-test was greater than the t-table based on the validation of the t-test analysis. This indicates TG-BLL model has a favorable impact on students' listening and speaking abilities.

#### **Creative level and the interaction of the TG-BLL Model**

The second question was answered using covariance analysis in statistical analysis. Students with extremely high creativity outperform those with high creativity in speaking and listening,

*Table 2. Results of covariance analysis*

<b>Speaking Skills</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	481.579	2	240.790	49.586	.000
Within Groups	155.392	32	4.856		
<b>Total</b>	<b>636.971</b>	<b>34</b>			
<b>Listening Skills</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	718.552	2	359.276	33.253	.000
Within Groups	345.733	32	10.804		
<b>Total</b>	<b>1064.286</b>	<b>34</b>			

Students' success with the TG-BLL model in speaking and listening classes was influenced by their invention as well as its application. The student's ability and understanding to develop speaking exercises and listening tactics to absorb the material presented by English speakers is referred to as their creativity.

The P-value was 0.000, as Table 2 indicated. It was below the significance level of 0.05, suggesting students' speaking and listening skills were influenced by their level of inventiveness. Prior to this, the researcher calculated

according to the analysis findings. Hence, compared to students with moderate creativity, individuals with strong creativity have superior speaking and listening skills. The outcome shows students' speaking and listening skills are positively impacted by both their degree of creativity and the application of the TG-BLL paradigm. By using a variety of English films to execute the TG-BLL paradigm, students are able to practice pronouncing particular words in English, mimicking and organizing them into cohesive words. Soejowardhana and Nugroho (2017) state that podcast videos obtained from the internet are used to improve the speaking skills of English language learners. This finding supports their approach. Makiabadi and Square (2019) state that English VOA podcasts are used in speaking and listening lessons and can improve students' speaking and listening skills.

the homogeneity of variance- a need for covariant analysis. The information was declared to be accurate. Through this research, students fall into four categories of creativity: extremely high, high, moderate, and low. When compared to students in the moderate or high category, those with really high creativity are able to construct a variety of sentences, which contributes to their excellent speaking skills. Brown (2002) reported that students who exhibited strong creativity demonstrated superior writing, reading, and speaking abilities. According to the

research's findings, students' effectiveness in speaking and listening activities is influenced by their degree of creativity as well as their learning process when using the TG-BLL model.

### V. Conclusion and suggestions

The findings of the study demonstrated that (1) the TG-BLL model's application improved students' speaking and listening skills at UNETI, and (2) there was a relationship between the TG-BLL model's application and fresh-year students' degree of creativity in enhancing and developing their speaking and listening skills. The language aspects of speaking included correctness, fluency, vocabulary, grammar, and pronunciation. In the meantime, the linguistic components of listening skills concentrated on the effects of pronunciation, grammatical usage, vocabulary quantity, understanding of sound reduction, visual aids, listening durations, and focus. The TG-BLL paradigm, which consists of a few processes including presenting, forming learning groups, playing games, providing feedback, and recognizing each team, was used to develop these components. In actuality, teachers gave students a range of subjects to talk about both individually and in groups. This study gave students access to a variety of YouTube videos to help with listening exercises. Lastly, the TG-BLL model was able to enhance students' listening and speaking skills.

Based on action research findings, the researcher suggests that: (1) the TG-BLL model is appropriate to the subject matter and students' conditions; and (2) teachers implement the TG-BLL model, as it can boost students' creativity and activity, inspire them to work hard in class and enhance their learning outcomes. (3) As a facilitator in the TG-BLL model, teachers should push students to learn more actively and enthusiastically.

Teachers should also be more cooperative and patient with students, particularly when dealing with those who struggle to learn and pay attention to instruction. Finally, teachers need to be very astute in class management.

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## NÂNG CAO KHẢ NĂNG NÓI VÀ NGHE CỦA SINH VIÊN THÔNG QUA TRÒ CHƠI ĐỒNG ĐỘI: MỘT CÁCH TIẾP CẬN SÁNG TẠO ĐỂ HỌC NGÔN NGỮ

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**Tóm tắt:** Nói và nghe là các kỹ năng ngôn ngữ hỗ trợ lẫn nhau. Sinh viên có năng lực nói tốt cũng sẽ có kỹ năng nghe tốt. Tuy nhiên, sinh viên có kỹ năng nghe tốt không có nghĩa là họ có kỹ năng nói tốt. Để giúp sinh viên cải thiện khả năng nói và nghe, nghiên cứu (NC) này đã áp dụng mô hình học ngôn ngữ theo trò chơi nhóm (TG-BLL). Mô hình này được thiết kế với các tài liệu và hoạt động học tập phù hợp và các chuyên gia tiếng Anh đã xác nhận chất lượng tài liệu học tập. NC này nhằm mục đích khảo sát việc sử dụng mô hình TG-BLL để cải thiện kỹ năng nói và nghe của sinh viên nhìn từ góc độ sáng tạo của họ tại các trường Đại học ở Việt Nam. Để đạt được mục tiêu NC, nhà nghiên cứu (NNC) đã sử dụng bán thực nghiệm với thiết kế nhóm đối chứng kiểm tra trước và sau. 59 sinh viên năm nhất khoa Du lịch Đại học Kinh Tế- Kỹ thuật Công nghiệp (UNETI) đã tham gia vào NC này làm mẫu NC. Các mẫu được chia thành hai nhóm: nhóm thực nghiệm và nhóm đối chứng, bằng cách sử dụng phương pháp lấy mẫu ngẫu nhiên theo cụm. Biến sáng tạo trong NC này là một biến hỗ trợ để xem liệu mức độ sáng tạo của sinh viên có ảnh hưởng đến kỹ năng nói và nghe hay không. Để thấy được tác động của việc học ngôn ngữ theo trò chơi đồng đội lên kỹ năng nói và nghe, NNC đã áp dụng phân tích thống kê t-test. Trong khi đó, phân tích thống kê ANOVA được áp dụng để khảo sát sự tương tác giữa mô hình TG-BLL và mức độ sáng tạo của sinh viên đối với kỹ năng nói và nghe. Kết quả cho thấy mô hình TG-BLL có tác động tốt đến kỹ năng nói và nghe ở nhóm thực nghiệm, đã chứng minh điểm kiểm định t cao hơn bảng t với mức ý nghĩa 0,05. Việc triển khai mô hình TG-BLL rất hữu ích trong việc cải thiện cách phát âm, ngữ pháp của họ.

**Từ khóa:** Mô hình trò chơi đồng đội, kỹ năng nói, kỹ năng nghe, mức độ sáng tạo của sinh viên.

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