



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER.**

TITLE

**TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN
LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL
SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA,
SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLES**

TEMA

**TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN
LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL
SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA,
SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015.**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO
DE**

LICENCIADO EN IDIOMA INGLES

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La Libertad, June 2nd, 2015

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “ Teaching games to acquire English as a foreign language to students of Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena, Santa Elena Province, school year 2014-2015”,prepared by Sandra Encalada Cevallos undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

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DEDICATION

I dedicate this work to my family, specially to my husband Saul who had been my unconditional support, to my daughter Sophie and my son Said who are my principal inspiration in every moment of my life. I love them so much.

Sandra

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Sandra

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“ TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015”.

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ABSTRACT

Games used in the classrooms contribute to strengthen values, such as honesty, loyalty, cooperation, solidarity with peers, or in group. Games play an educational role helping students to develop motor, mental, social, and emotional skills, as well as to stimulate their interest. Games could be helpful to improve the memory of adults, and can reinforce the level of potential development, not only children can learn by playing, adult learning can be stimulating and exciting too. In addition, it's a good tool that allows students to discover the pleasure of doing things and being with classmates. Nowadays, education demands new strategies to teach and learn, one of these is using teaching games to acquire English as a foreign language. It's for this reason that, “Teaching games to acquire English as a foreign language to students of Escuela de capacitación del Sindicato de Choferes Profesionales de Santa Elena, Santa Elena Province, period 2014-2015”, is aimed to become a good tool for the teacher to reinforce learning of the English language in the students of “Escuela De Capacitación del Sindicato de Choferes Profesionales de Santa Elena”. The main objective of this research is to design and re-create activities with the games as a main element. The benefits are: The improvement of the teacher-student interaction, the increase of the spirit of collaboration, the development of strong social relations and the increase of students' skills, all these elements will encourage students utilize all four skills in order to acquire English as a foreign Language.

Keywords: Teaching games, methodological strategy, foreign language.

INTRODUCTION

Teaching games is probably one of the most important technique in the acquisition of languages. Games become a process of discovering external reality where the student gradually restructures concepts about the world. Besides, games help to know the student's personality.

The purpose of this research is to reinforce the acquisition of Basic English in the students of “ Escuela de Capacitación del Sindicato de Choferes de Santa Elena”. Furthermore, to provide the tools for improving the English Language, making the class more active and dynamic. Teaching games allow to increase the creativity of the teacher during their classes.

This research was structured in five chapters, which are divided in:

Chapter I, The Problem, describes the problem statement, time limitation, population limitation, space limitation, significance of research, critical analysis, objectives and so on, whose purpose is to become a successful research.

Chapter II, Literature Review, provides details about previous researches, philosophical, psychological, pedagogical, sociological, and legal basis and hypothesis.

Chapter III, Methodology, explains methodological strategies in order to get a success research. This chapter contains levels of research, population, samples, techniques and instruments, data collection with the graphic and statistic description of the result obtained in the survey applies to syudents at Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena with respective analysis and interpretation.

The Chapter IV, *The Proposal*, expresses the solution of the problem and analyzes the outcomes of this research, conclusion and recommendations.

Chapter V, Administrative Framework, details the timetable, resources, pictures of the students of Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena, the building, and budget of this research.

CHAPTER I

THE STATEMENT OF THE PROBLEM

1.1. TITLE

“TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015”.

1.2 STATEMENT OF THE PROBLEM

1.2.1 Contextualization

English is an important language all over the world. Nowadays, it increases educational opportunities and leads businesses around the sphere. Everyday the English language is used in academic, scientific, technological and business areas, and this is the reason why it has become a real necessity to learn how to speak it. It can be argued that it is the language of the world at the era of globalization.

In Ecuador, with the current government, the teaching and learning process of English is improving day by day. Principals and directors of the institutions require their teachers to be trained periodically to develop activities to allow students to learn English in an effective way and one strategy is to use games to accomplish this goal in an entertaining and enjoyable way .

Santa Elena Province is a touristic place, it's avowed for its wonderful beaches and it's visited by people from different countries. For this reason it is essential for inhabitants and drivers of public and private transportation to learn English to provide a good service to the tourists that visit the Santa Elena Province.

In Canton Santa Elena, " La Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena", has 566 students. It provides training to people who want to get their Driving License . This training consists of 14 modules including one called Basic English. Around 566 students receive Basic English in a module of 32 hours. Most students are older adults; their ages are between 30-60 years old, and some of them feel unmotivated, for different reasons:

Some of them work from 6:00 am to 6:00 pm and when they arrive at Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena to take classes at 7:00 pm they feel exhausted with not too much desire to learn English, also many students are afraid to speak it, others do not feel motivated enough to talk the language because it is not their mother tongue. Additional causes that could be considered are previous bad experiences with teachers who did not use correct methodological strategies to make them learn effectively .

Due to all these prior aspects the project games “ TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015” , is a goal to be implemented and applied at Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena, in order to acquire the basic English in a better way. The task of teachers around the world has always been, besides offering knowledge, motivate their students in classes maintaining a high level of motivation for a long period of time.

1.2.2 Critical Analysis

There are many problems for professional driving students when they want to attend the English Basic Module at Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena. The lack of time and proper guidance from the instructors make them unmotivated to continue with their language course and as a consequence they never learn the English language. “La escuela

de Capacitación del Sindicato de choferes Profesionales de Santa Elena” has trained drivers for around 8 years.

1.2.3 Problem formulation

In what way will the use of games reinforce the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”?

1.2.4 Guideline questions

- What games are useful for learning Basic English?
- Can games help reinforce the acquisition of Basic English?
- What is the influence of using games when teaching English?
- How can games help in the acquisition of Basic English?

1.2.5 Problem Limitation

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** Games to reinforce the acquisition of a language.
- **TITLE:**
“ TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015”.

PROBLEM: In what way will the use of games reinforce the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”?

- **TIME LIMITATION:** The research was held during the period 2014-2015.
- **POPULATION LIMITATION:** Students of English Basic Module at Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena.
- **SPACE LIMITATION:** Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena.
- **CONTEXT LIMITATION:** This research was focused with the use of teaching games to reinforce the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena ”.

1.3 SIGNIFICANCE

The principal reason why this research paper is of great significance in the field of education , is that the students and teachers from the “Escuela de Capacitación del Sindicato de Choferes” will have a tool of learning games and materials to reinforce the acquisition of the Basic English Module. At the same time students will learn in an enjoyable and motivational way.

1.4 OBJECTIVES

1.4.1 General Objective of the research

To reinforce the acquisition of Basic English in the students of the “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”.

1.4.2 Specific Objectives of the research

- To establish how the use of games can help during the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena ”.
- To evaluate the implementation of games to reinforce the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena ”.
- To select, adapt, and design new games to reinforce the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena ”.

CHAPTER II

LITERATURE REVIEW

2.1 PREVIOUS RESEARCH

According to Albert Eistein, playing is the most qualified way of research. He said, playing could be important to find all the needs for a project, work, research or proposal. When the teachers use teaching games, not only captures the students' attention, they will also have fun with them. Both are motivated, and it helps them to have a meaningful learning.

Globalization has increased the number of EFL students, creating a necessity to make a priority to find the best means a language can be enhanced, to develop one of these means it is necessary the use of games in the learning and teaching process. Language learning is a backbreaking work. Games help to stimulate the students to maintain the interest in class.

The benefits of using teaching games when learning a language are :

1. To break the routine, bringing relaxation and fun to students, helping them to learn and retain new words easily.
2. They are inspiring, challenging, and motivating and the learners to get involved participating actively in the learning activities, bringing a real world context into the classroom.
3. They help learners to interact and communicate making and sustaining the effort of learning.
4. They are a reference to follow when teaching Grammar.
5. They help to develop skills in a communicative competence.

Games are students centered and makes the teacher works as a facilitator, building class cohesion, fostering class participation which promote an

environment of healthful competition, and they can be adjusted according to the level, and age using all four skills. Finally they require a minimum preparation .

There are different types of games that can be used in EFL classes learning environment, like computer games or online games. Games played in the classroom, require rules, competition, relaxation, and learning, contributing to anxiety.

Hadfield (2005) mentions that there are 2 kinds of games:Linguistic and communicative games.

Linguistic games focus on accuracy and communicative games focus in exchanging information; there are games that have both .

Types of games.

There are some games for learning basic English, such as:

- **Bingo**

This game is useful for beginners students in order to improve and develop their listening and speaking skills.

They can practice numbers, alphabet, adjectives or simple vocabulary.

- **Do: Move, mime, draw, obey**

These games involve students in amusing moments and encourage the learners to observe the mime in order to try to identify what is being mimed. Furthermore they can reinforce the language skills.

Additional there are other games:

- **Sorting, ordering , arranging**

For example, students have a set of cards with seasons, months, and they have to arrange them in order.

- **Information gap**

One or more learners have info that other people do not, and they have to pass their information to complete a task.

- **Guessing games.**

Similar to information gap games with a variation. For instance, one student that has a flash card can not show it to others, but it be must mimed to others and they have to guess

- **Board games.**

A game that involves moving pieces or places.

- **Role playing games.**

They involves students in playing roles that they might not play in real life.

2.1.1 What to take into consideration when using games in the classroom?

- Games should be adapted according to the number of students, level of English, cultural context, timing, topic lesson , and the classroom settings.
- Instructions, rules and time limits should be clear.
- Model the activity or games
- The game should have a clear purpose and achievable goals.
- Ensure that all the students have an opportunity to take part specially the shy ones.
- It must be fun, but still help the students to learn.

2.1.2 Using games in language teaching in class according to language level

Beginners

It is challenging to maintain the students' attention for too long, especially in cases when they have to learn English for the first time, and they haven't been used to speak in any other language than their own. It is difficult to remember all the new words and expressions. Games help the learners to relax from the formal learning, but also to reinforce the new vocabulary which provide a good relationship with the new language. Once they learn and they feel happy about the language, it will become easier to progress without having to overcome a learning difficulty to the language.

Intermediate students

These learners have collected a good amount of knowledge and skills. They know the fact that English is spoken by real people, rather than just a list of words and rules. They are able to use the language actively, more complex games can be used with these students.

Advanced students

They have knowledge of the language and ability to use it without thinking it. The teacher does not focus on the basic contents given. Games still play an important role as a means of making the students live with the language .

Using games in language teaching in classes according to the age of the students. Learning languages refer to people of all ages. The knowledge and use of languages has increased considerably and the demand for language studies has grown , with the demand, teachers must be able to offer their services not only for

different language levels, but also for different ages. The mental need and ability to play is one of the differences between the children and the adults. For that reason, the age is one of the most denoting particulars that teachers should consider when preparing their classes.

Young learners

For young learners the use of games is a necessary part of a language class; it is an element of competition, it is something young students enjoy and make them to stay interested. Games are a tool used in a class of young learners on regular bases, taking into consideration the short attention they have.

Teenagers students

These students are not an easy group to teach. Some of them have personal issues which do not enable them to get absorbed in the learning process; some students feel embarrassed. On the contrary, they are not shy wanting to make a spectacle of themselves, the teacher must carefully analyze the games. A game in a class of adolescent learners could be a disaster or it can be a great success, making a good classroom atmosphere, making the students to forget all other obstacles they had before.

Adults

Adults are not considered as a target group for using games in language teaching. They 're often viewed as students who like learning to be serious and difficult in order to learn, and they are sometimes more anxious and nervous of learning than younger students. The fear of speaking or making an error becomes greater older students, in this case the use of games plays an important role . With the help of a

game, adults can relax and participate enriching their language acquisition. Once they get used to play games they can overcome the difference and uncertainty, which will help them in their learning process. A game can make adult students to create more relaxed relationship with the English language, without feeling embarrassed.

2.2 PHILOSOPHICAL BASIS

Some famous psychologists and authors of books express their opinion about games:

(ANDREW WRIGHT, DAVID BETTERIDGE, AND MICHAEL BUCKBY, 2007) define game is “An activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”

For this reason it can be established the interaction that the games generate among the people or participants, it's crucial in order to get a meaningful learning.

(CHAUHAN, 2009) expresses that “teaching is an art and the teacher is an artist”

According to CHAUHAN criteria, he refers that the teacher has the power to design, create, adapt any kind of material in order to implement a memorable class which the students will remember for the rest of their lives.

(HARMER, 2007) mentions that “The desire to achieve a goal is motivation and it takes to action”.

According to HARMER criteria, it's considered that when people are motivated, it doesn't matter the obstacles that they have to face, because for them, the handicaps are challenges that they have to overcome.

(RICHARD- AMATO, 2010) , in her book expresses that "even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication".

When the teacher creates a relaxing environment inside the classroom the students feel confidence and they're ready to participate in any activity because of the rapport that was established.

(SHEPARD, 1993) argued that "Language is behaviour, vital, creative, and powerful."

The human being has the language as a tool, to convince first themselves and after that other people, therefore the way someone communicates show his or her personal traits.

(TORRES, 2011) refers that "Games allow the learners to discover the satisfaction of things and being with others".

It's clear that according to TORRES when people do enjoyable activities and get relax and good sense of humor their minds are opened to receive specific information.

(VERNON, 2010) in her book said “ It is absolutely vital that adult students know why they are using a particular game, what specific target grammar or vocabulary are they practicing, or what skill are they reinforcing by using the game”.

All of students of "La Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena", are adults learners, so according to VERNON it's fundamental to play games in class, but this ludic activity always must be linked to the objectives of the lesson that it's being taught.

(VYGOSTSKY, 2008) mentions that “ Games drives to mental development. Teaching games could be help to improve the adult memory, also it can reinforce the level of potencial development. He agrees with the sociocultural view about people learning more effectively in a social environment”.

This means the interpersonal intelligence contributes to the learning process specially in adult learning, because the social interaction support offer feedback to the teaching process.

2.3 PSYCHOLOGICAL BASIS

(Jo McDonough and Christopher Shaw, 2013) wrote “Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the language in hand. If the need for the language we use is felt, it is learnt easily. Pupils' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches and similar other visual devices. The aim is to have the students maximally exposed to the target language in variety of contexts and situations, not in isolation. The teacher should prompt connections, feed back and

correct errors, if any. The rule is **teach, test, reteach, retest**. The teacher should make continual and significant use of language material in class-room situations”.

2.4 PEDAGOGICAL BASIS

(Shari Stenberg and Amy Lee, 2009) argued: “Pedagogy is becoming a term of increasing importance in English studies. While pedagogy has traditionally been conflated with teaching, or used to signify the theory preceding and informing practice, more recent conceptions understand pedagogy to encompass both theories and practices at once”.

2.5 SOCIOLOGICAL BASIS

In his book (Bhushan, 2011) emphasizes that “Any language must be treated in a social context. For a language teacher, it is important to relate language to society, because languages are taught and learnt to establish contact and communication across language boundaries. In fact society and culture are more than background and context. They both represent people with whom the learners eventually must make contact if language learning is to have any value in human terms. Language teaching can be looked upon as a deliberate intervention into ethnolinguistic relations which can be planned more or less effectively and which can contribute to the bilingualism of a society. Socio- cultural factors that affect motivation, such as the relative social status of the first language and the second language, the instrumental value of the second language, the cultural value of the second language and political factors should be considered. Sociolinguistics and other social sciences have a major role to play in second language pedagogy, profoundly influencing the quality of language programmes and provision of language in a speech community. The scope of this paper is to ascertain the role of social scientists, educational linguists, and language teachers who must come together to facilitate better teaching and learning of language”.

2.6 FUNDAMENTAL CATEGORIES

According to Oxford and Merriam English dictionaries the definition of these words are:

Acquisition

The process of learning skills. It's considered the most important aspect of a foreign language learning.

Cooperative Learning

As a small team use a variety of learning activities to improve their understanding of a subject.

Education

Education is the activity of educating people in schools, colleges and universities. It is very important for any person, because when a person has a high level of education, he or she could have better opportunities to find a good job, and to get a good salary.

Game

An activity that you do for fun that has rules, and that you can win or lose.

Knowledge

It's the information that all human beings have understanding or skill that they get from experience or education.

Learning -teaching process

Learning- teaching process is the method that involve the students and teachers or professors.

Motivation

It's the act or an instance of motivating, or providing with a reason to act in a certain way. All person need be motivate for learning in a amusing way while performing physical movements.

Reinforce

Reinforce is to stimulate or to encourage some one with a reinforcer.

Vocabulary

It's a list or collection of the words or phrases of a language, a technical field arranged in alphabetical order.

2.4 LEGAL BASIS

CONSTITUTION OF ECUADOR

This work is based in the article 26, 27 of the Constitution of Ecuador that refers about the right of people to be educated.

Appendix I

It is also based on the articles 28, 342 of the Constitution about that the public education is universal and secular.

Appendix II

Article 350 of the same document refers to the higher education system.

Appendix III

The article 160 of the law of intercultural education expresses that universities and Polytechnics schools will produce proposals and approaches to find the solutions of the country problems.

Appendix IV

ORGANIC LAW OF LAND TRANSPORT, TRANSIT AND ROAD SAFETY

In the article 188 refers to formation, training and practice of professional drivers applicants and non-professional drivers, will be in charge of driving schools and Trade Schools Higher Education Universities and Polytechnics authorized by the Transit Agency.

Appendix V

2.5 HYPOTHESIS

Will the use of games reinforce the acquisition of Basic English in the students of " Escuela de Capacitación para Choferes Profesionales de Santa Elena"?.

2.6 VARIABLES OF STUDY

Independent Variable

The use of games.

Dependent Variable

To reinforce the acquisition of the English Language.

CHAPTER III

METHODOLOGY

3.1.- RESEARCH APPROACH

The design of this research was based on quantitative and qualitative methodology; these methods allow to obtain specific results about the improvement of the English teaching process in students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”.

3.1.1. Quantitative method

Through this method it was possible to collect data to test the hypothesis.

3.1.2. Qualitative Research

This method was used in order to collect, tabulate, describe, and analyze the results obtained from the surveys applied to the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”.

3.1.3. Inductive-Deductive Methods

The deductive method was used to get all the needed information about teaching games, contrasted between authors, and finally simplified for the paper. The inductive method was used to start with small observations to make assumptions about the learning- teaching process of the students of the “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”.

3.1.4. Scientific Method

This method of research in which a problem is identified, relevant data are gathered, a hypothesis is formulated from these data, and the hypothesis is empirically tested.

3.1.5. Observation Method

This method helped to obtain detailed information about causes and effects of the problem related to the use of games and the process of learning English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1. The field research

It was used to get the information directly from the reality of the students (Drivers of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”), allowing the researcher to obtain the real conditions of the level of English of the students. It was important and necessary to get updated information on the current status of the level of English and the learning process of the drivers, the results will allow apply games in the context of the Basic English Module.

3.2.2. Bibliographic Research

Bibliographic Research was collected from online books and texts in order to gather scientific-theoretical information related to previous research about the use of games to learn English. Also it allowed to search and select scientific-theoretical foundations about the subject of investigation and the main topics listed within the theoretical framework related to the use of games for teach the English Basic Module.

3.3.3 Correlational Research

This method measured the degree of relationship between the stated problem (the learning process in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena” and the proposal (The use of games) with other similar works.

3.3.4 Applied Research

This type of research allowed the implementation of the use of games in order to improve the English learning process of the Language of the students of “Escuela de Capacitación del S.CH.P- Santa Elena” .

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research was composed by 566 students, 1 Academic Coordinator and 3 English teachers from the “Escuela de Capacitación del Sindicato de Choferes profesionales de Santa Elena”, but from this group a sample will be taken only 566 students because is a reduce group of English teachers a census will be applied, and the Academic coordinator will be interviewed.

Chart # 1: Students

| Nº | Description | Quantity | % |
|----|--|----------|-----|
| 01 | Students from Sindicato de Choferes profesionales de Santa Elena | 566 | 100 |

Source: Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Chart # 2: Academic Coordinator

| Nº | Description | Quantity | % |
|----|--|----------|-----|
| 02 | Academic Coordinator at Sindicato de Choferes profesionales de Santa Elena | 1 | 100 |

Source: Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Chart # 3: English Teachers

| Nº | Description | Quantity | % |
|----|--|----------|-----|
| 03 | English teachers at Sindicato de Choferes profesionales de Santa Elena | 3 | 100 |

Source: Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

3.3.2 Sample

The sample was composed of 566 students from the Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena taking the Basic Module of English.

The statistical formula that we use to determine the sample is as follows

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

| | |
|--|------|
| n = Sample size | ? |
| N = Population Size | 566 |
| p = Possibility in favor of the hypothesis | 0.9 |
| q = Possibility against the hypothesis | 0.1 |
| e = Margin of error | 0.05 |
| Z= Constant | 1.96 |

Where: Escuela de Capacitación del Sindicato de Choferes profesionales de Santa Elena

$$n = \frac{Z^2 pqN}{e^2(N-1) + Z^2 pq}$$

$$n = \frac{1.96^2 * 0.9 * 0.1 * 566}{0.05^2(566-1) + 1.96^2 * 0.9 * 0.1}$$

$$n = \frac{3.8416 * 0.9 * 0.1 * 566}{0.0025(565) + 3.8416 * 0.9 * 0.1}$$

$$n = \frac{195.691104}{1.4125 + 0.345744}$$

$$n = \frac{195.640164}{1.758244}$$

$$n = 111$$

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The research techniques used in this work were: The observation, the interview and the survey.

Observation.

Direct information was obtained from the problem of the investigation.

Interview.

The interview was conducted to the academic coordinator to have the appreciation about the implementation of games in the English module.

Surveys to English teachers and students.

This technique was used to collect information that is intended to investigate both teachers and students about the reality of the problem.

It will be based on a questionnaire which is related to the approach of the hypothesis.

It allowed to made a list of questions in order to collect information regarding to the level of English of the students learners at Escuela de Capacitación del S.CH.P-S.E.

3.6 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations, and statistical charts.

Chart # 4: Data Collection plan

| BASIC QUESTIONS | EXPLANATION |
|--------------------------------------|--|
| 1. What for? | To reinforce the learning processs of English. |
| 2. From which people or objects? | The students of Escuela de Capacitación del Sindicato de choferes Profesionales. |
| 3. About what aspects? | The use of games. |
| 4. Who? | Sandra Encalada and the researchers. |
| 5. To Whom? | Students, professors and the academic coordinator. |
| 6. When? | 2014 – 2015. |
| 7. Where? | Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena. |
| 8. How many times? | During the academic year. |
| 9. How? | Individually and by groups. |
| 10. What data collection techniques? | Observation, interviews, and surveys. |
| 11. With what? | Lists, questionnaires and cameras. |

Source: Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

3.7 DATA PROCESSING PLAN

Chart #5: Data Processing plan

| DETERMINATION OF A SITUATION | DATA SEARCH | DATA COLLECTION AND ANALYSIS | DEFINITION AND FORMULATION | STATEMENT OF SOLUTIONS |
|---|---|--|--|---|
| The use of teaching games to reinforce the learning process in the Escuela de Capacitación del Sindicato de choferes de Santa Elena was determined through surveys directed to students and teachers of the English Basic Module at EDCDSCHP. The use of games to reinforce the learning process of students was justified. | Once the problem was discovered the researcher started looking for related information at: Books, articles, online books, internet, journals among other resources besides an interview with the academic coordinator | Once the problem was confirmed surveys and interviews were made (survey to the students and interview to the academic coordinator), and analysed in order, to develop a proposal to resolve the stated problem. | Using all the collected data that proved the use of games to reinforce the learning process in the Escuela de Capacitación del Sindicato de choferes de Santa Elena, it was important to involve the academic coordinator and the teachers in the incoming process in order to reinforce the learning process in the students. | Implementing games in class students will reinforce the learning process of the English language. |

Source: Escuela de Capacitación del Sindicato de Choferes profesionales de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Interview to the Academic Coordinator

Question 1: What is your role at the Escuela de Capacitación del Sindicato de Choferes profesionales de Santa Elena ?

Interpretation: He said “ I’m the Academic Coordinator at the Escuela de Capacitación del Sindicato de Choferes profesionales de Santa Elena. I check the teachers lessons plans of Spanish and English subjects”.

He also checks the teachers’ assistance to class, and he takes the classes’ attendance of the students.

Question 2: How many subjects are taught at the Escuela de Capacitación del Sindicato de Choferes profesionales de Santa Elena in order to obtain the license type C?

Interpretation: He said “There are 14 subjects which students must pass to get the license type C”.

Question 3: Among these 14 subjects, is the English subject taught?

Interpretation: He expressed “Yes, a Basic English Module”.

Question 4: Do you think the motivation using teaching games could help students to learn in a better way the English Basic Module?

Interpretation: He said “Of course, it’s very necessary to motivate students in order to assimilate the English language in a better way”.

Question 5: Which are the advantages of using games for learning English as a foreign Language?

Interpretation: He established “There are some advantages, such as: Games spur motivation and students get very absorbed in the competitive aspects of the games. They can transform a boring class into a challenging one. Games can provide intense and meaningful practice of language (new vocabulary)”.

Question 6: Do you think that games will promote intrinsic motivation in order to improve the student’s English level?

Interpretation: He said “ Of course, because games help students be motivated and to learn faster in a fun way.

Question 7: Do teachers use you think when the teachers are bored in their classes?

Interpretation: He expressed “Really not all English teachers use motivation, or games for their classes”.

Question 8: How do you see you the Institucional image of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”, as an Institution to graduate professional drivers with high standards.

Interpretation: He established “It’ is well known in Santa Elena Province, as our Institution has students from the North Sector”.

Question 9: Would you support that within the microcurriculum design games should be implemented as a pedagogical strategies for teaching English?

Interpretation: He said “Definitely, games can be a good tool for the English Teachers”.

Question 10: Would you give your approval in order that the project “ Teaching games to acquire English as a foreign language to students of Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena, Santa Elena Province, School year 2014-2015”, must be socialized in workshop with the teachers of your Department?

Interpretation: He expressed “ Absolutely, this would to contribute to increase their professional competence in teaching English to the drivers students in a meaningful learning.

3.8.2 Survey directed to students

Question 1: Do you like the English Basic Module ?

Objective: To determine the opinion of the students about the English module.

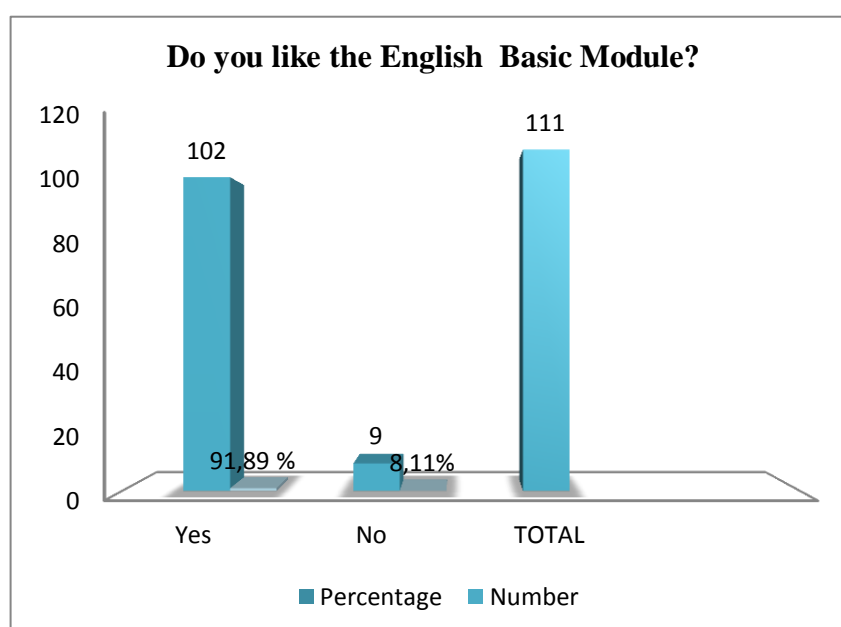
Chart # 6: Interest in learning English

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 102 | 91,89 % |
| No | 9 | 8,11 % |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 1: Interest in learning English



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: More than 90% of the students like the English Basic Module. Only a few students expressed the opposite.

Question 2: Are your English classes at Sindicato de Choferes Profesionales funny?

Objective: To determine that the English teachers use methodological strategies.

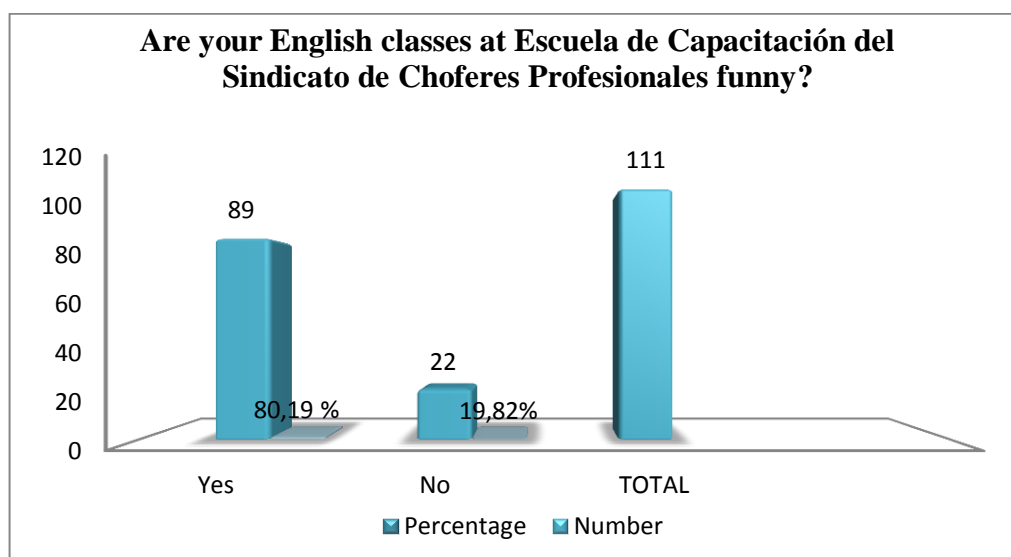
Chart # 7: Methodological strategies used in class.

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 89 | 80,19% |
| No | 22 | 19,82 % |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 2: Methodological strategies used in class.



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: Most of the students agreed that the English classes are funny. Almost a quarter consider that the English classes are boring.

Question 3: Do you like your teacher's methodology?

Objective: To determine the satisfaction of students of their teacher's methodology.

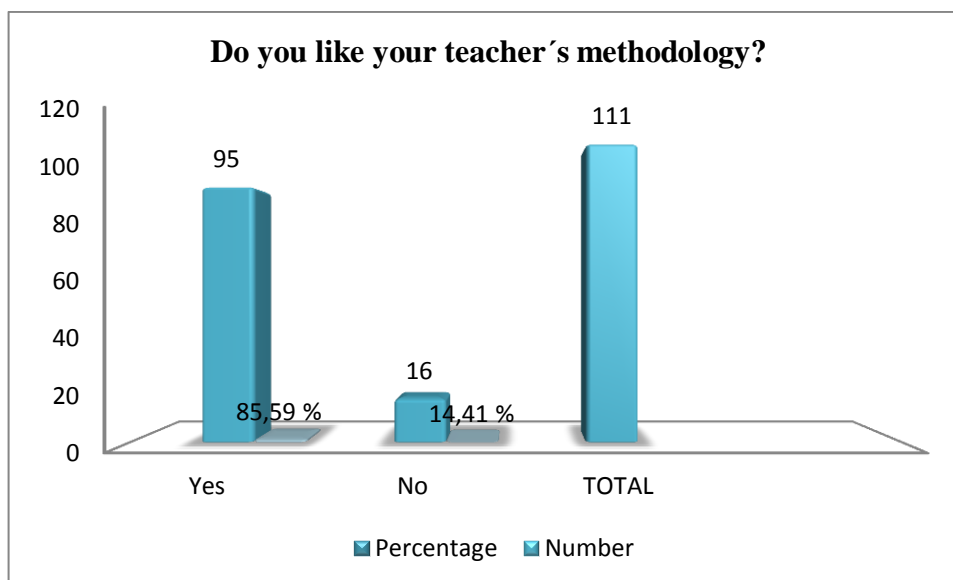
Chart # 8: Methodology of teacher

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 95 | 85,59 % |
| No | 16 | 14,41% |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 3: Methodology of teacher



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: This question shows that the majority of the students agrees with their English teacher's methodology. Only a few expressed the opposite.

Question 4: Would you like that your teacher uses dynamic activities in the English class?

Objective: To determine the students acceptance concerning the use of dynamic activities in the English class.

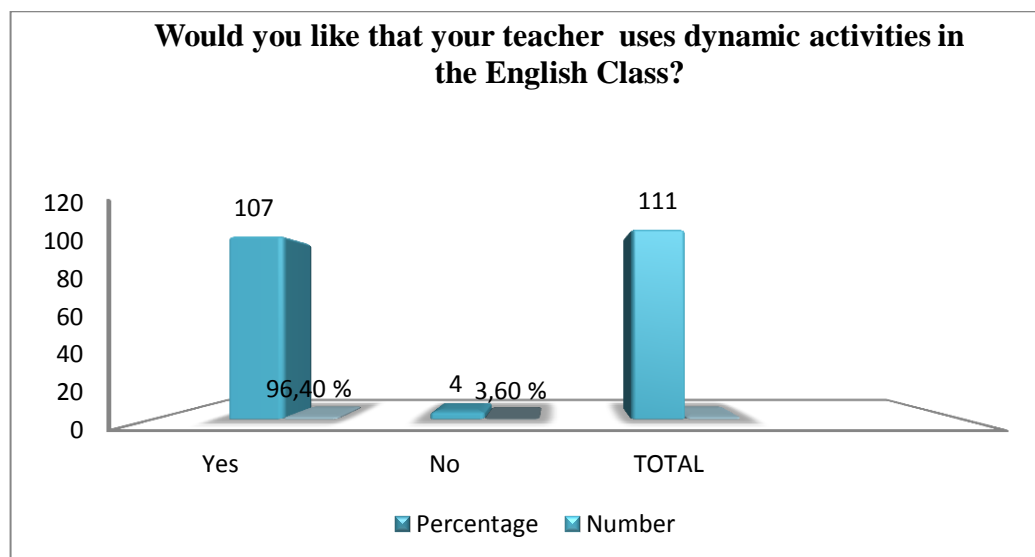
Chart # 9: Dynamic activities in classes

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 107 | 96,40 % |
| No | 4 | 3,6 % |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Graph # 4: Dynamic activities in classes



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Interpretation: This answer shows that 96 % of the students approved that their teachers uses dynamic activities in the English class. Only a few students answered NO.

Question 5: Do you think motivation is important in the English class?

Objective: To determine if the students think the motivation is important in the English class .

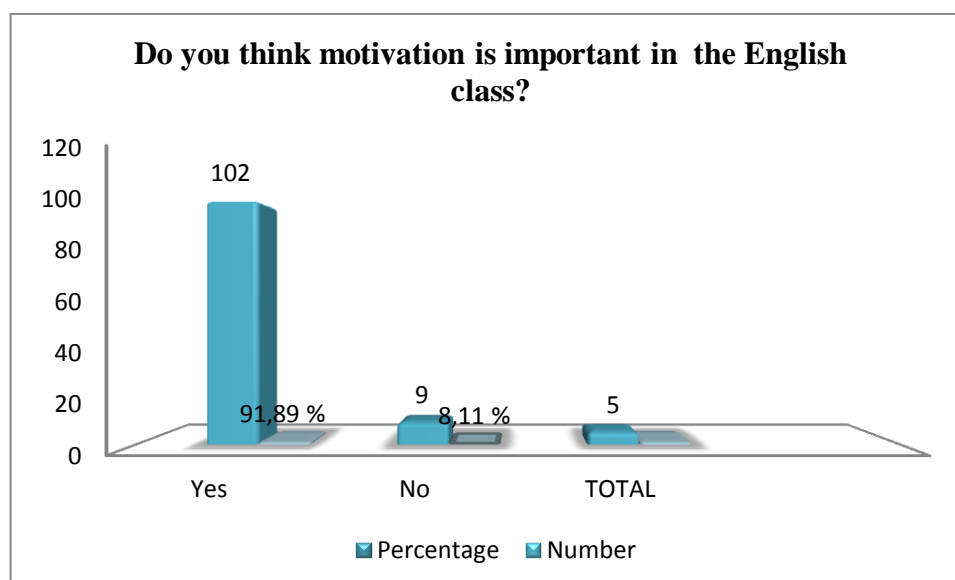
Chart # 10: Importance of motivation

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 36 | 35.6 % |
| No | 75 | 64.4 % |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Graph # 5: Importance of motivation



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: The majority of the students agree that motivation is important in a language class . Only a few students expressed that it is not important.

Question 6: Which of the following activities does your teacher do in class?

Objective: To determine the use of activities in the English class.

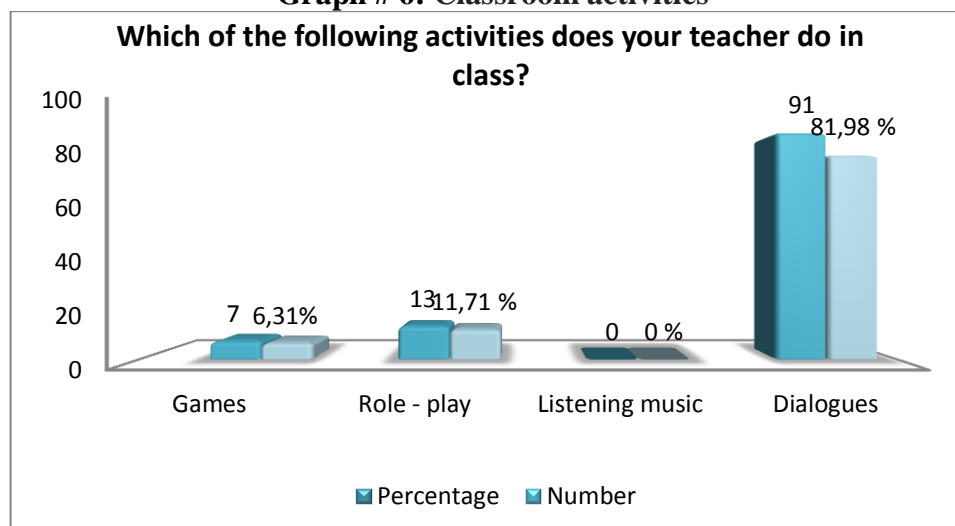
Chart # 11: Classroom activities

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|-----------------|-----------|------------|
| Games | 7 | 6,31 % |
| Role plays | 13 | 11,71 % |
| Listen to music | 0 | 0 % |
| Dialogues | 91 | 81,98% |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Graph # 6: Classroom activities



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Interpretation: In this question most of the students answered that the teacher uses dialogues in the English classes, thirteen students expressed using role - play, seven students answered using games and any student answered listening music.

Question 7: Which of the following materials does your teacher use to complement the class?

Objective: To determine which materials uses the English teacher at the “Escuela de Capacitación del SDCHP de Santa Elena in his / her classes.

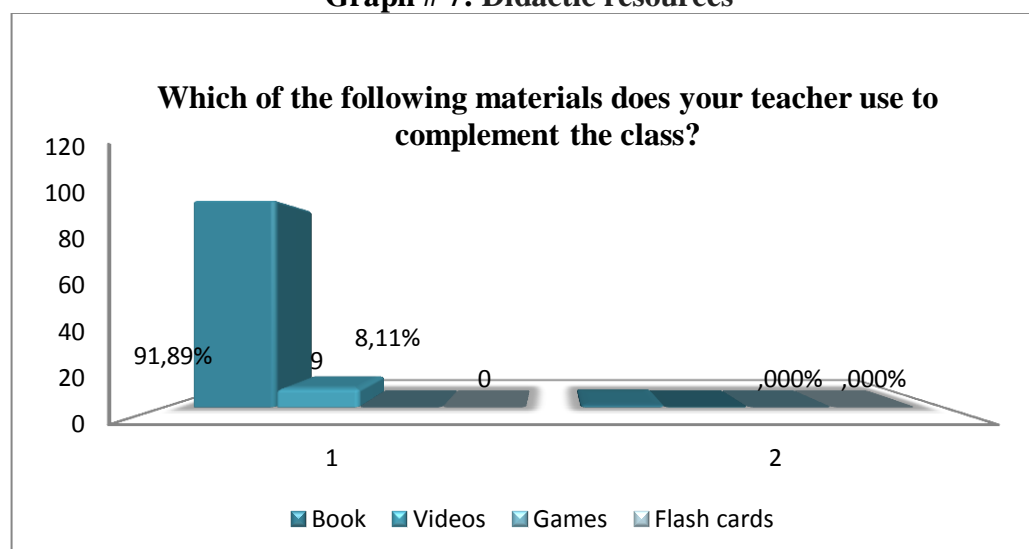
Chart # 12: Didactic resources

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Book | 102 | 91,89 % |
| Videos | 9 | 8,11 % |
| Games | 0 | 0 % |
| Flash cards | 0 | 0% |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena.

Author: Sandra Encalada Cevallos.

Graph # 7: Didactic resources



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: According to this question , 91% indicated, that most of the English teachers uses only the book as a material in his / her classes. Only 8% of the students answered the teachers use videos and any of the students answered he or she used games and flash cards.

Question 8: Do you consider you could learn English in a better way and feel motivated if your teacher applied games in his /her classes?

Objective: To determine if the students can learn English in a better way and feel motivated, if his or her teacher applied games in his /her classes at the “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”.

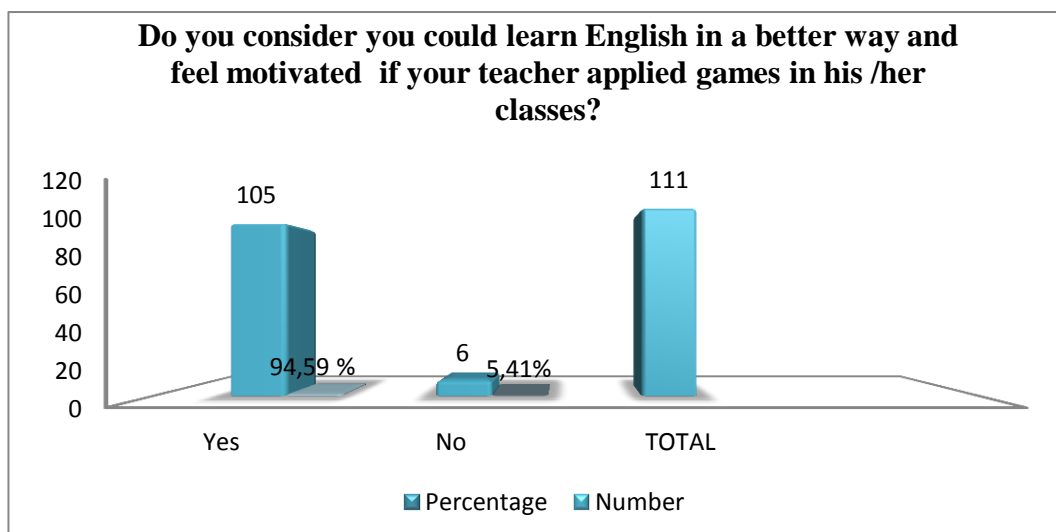
Chart # 13: Extracurricular activities

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 106 | 94,59 % |
| No | 5 | 5,41 % |
| Total | 111 | 100% |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 8: Extracurricular activities



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: Most of the students establish that they would like their teachers apply games in their English classes.

Question 9: Do you like English music?

Objective: To determine if the students like English Music

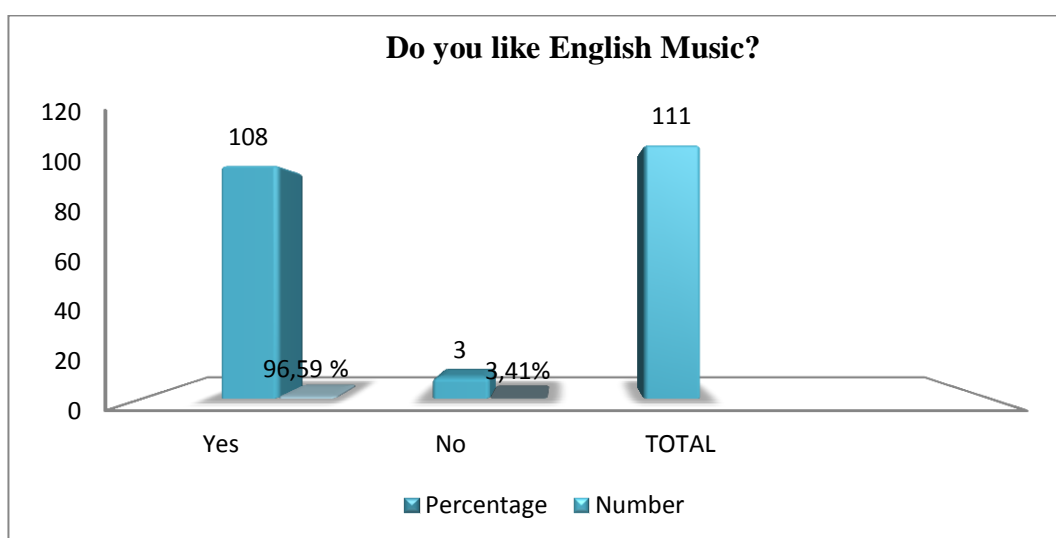
Chart # 14: English Music

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 108 | 96,59 % |
| No | 3 | 3,41 % |
| Total | 111 | 100 % |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 9: English Music



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: Most of the students expressed that they like to listen the English music, three students answered that they don't like to listen English music.

Question 10: Do you think English is important for your professional development?

Objective: To determine the opinion of students about that they think English is important for your professional development.

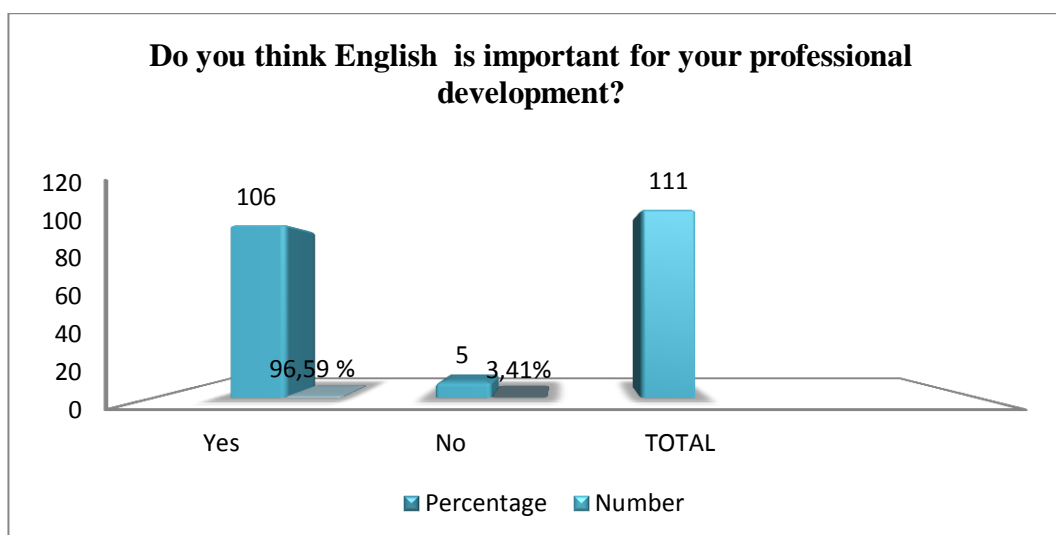
Chart # 15: Importance of English

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 106 | 94,59 % |
| No | 5 | 5,41 % |
| Total | 111 | 100 % |

Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 10: Importance of English



Source: Students of the Escuela de Capacitación D.CH.P de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: Most of the students think English is very important, only five students answered that they don't think English is important for their professional development.

3.8.3 Survey directed to English teachers

Question 1: Does the English book used in your classes include games and extra activities?

Objective: To determine if the English book used in class include games and extra activities

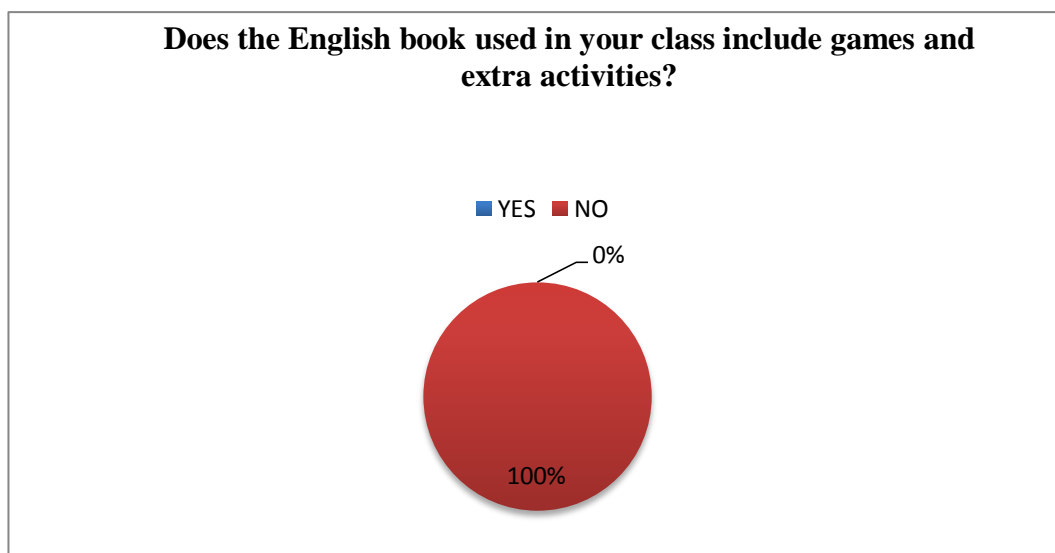
Chart # 16: Extracurricular activities.

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 0 | 0% |
| No | 3 | 100 % |
| Total | 3 | 100% |

Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 11 : Extracurricular activities



Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: All the English teachers expressed that the English book used in their classes don't have extra activities like the games.

Question 2: Are your English classes dynamic?

Objective: To determine if the English classes are dynamic.

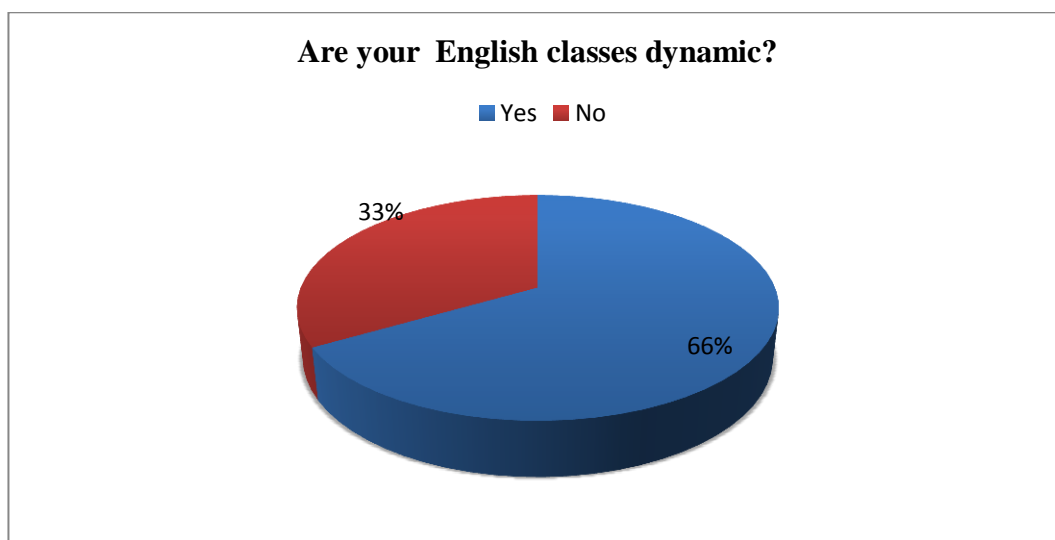
Chart # 17: Dynamic classes

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 2 | 66% |
| No | 1 | 33% |
| Total | 3 | 100% |

Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 12 : Dynamic classes



Source: English's teachers of Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: Two teachers answered their English classes are dynamic, and one teacher answered that his classes aren't dynamic.

Question 3: Do you think your students are motivated in your classes?

Objective: To determine the opinion of the English teachers about if their students are motivated in class.

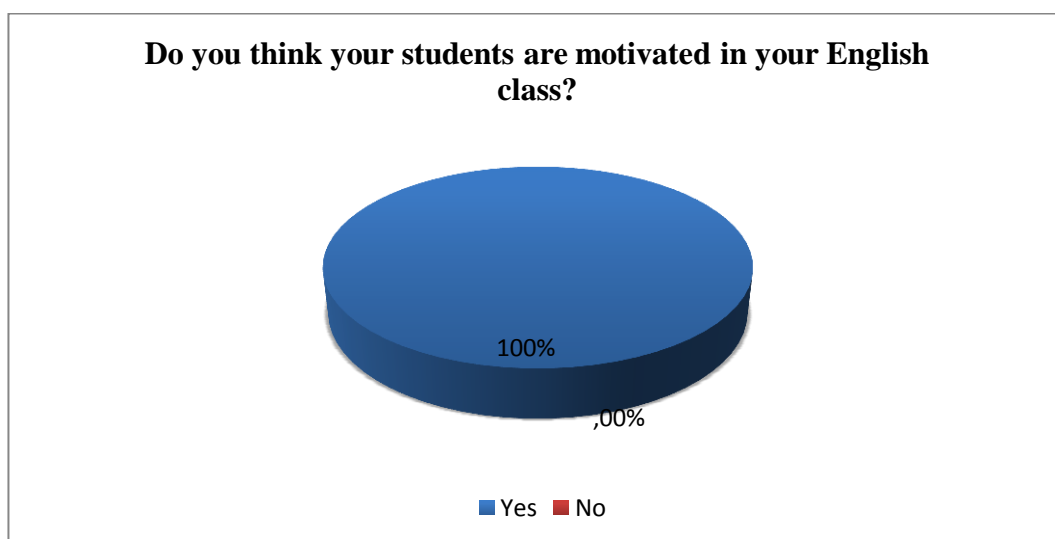
Chart # 18: Motivation in English classes

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 3 | 3% |
| No | 0 | 0% |
| Total | 3 | 100% |

Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 13: Motivation in English classes



Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos.

Interpretation: The teachers answered that their students are motivated.

Question 4: Do you think motivation is important in the English classes?

Objective: To determine the opinion of the English teachers about motivation.

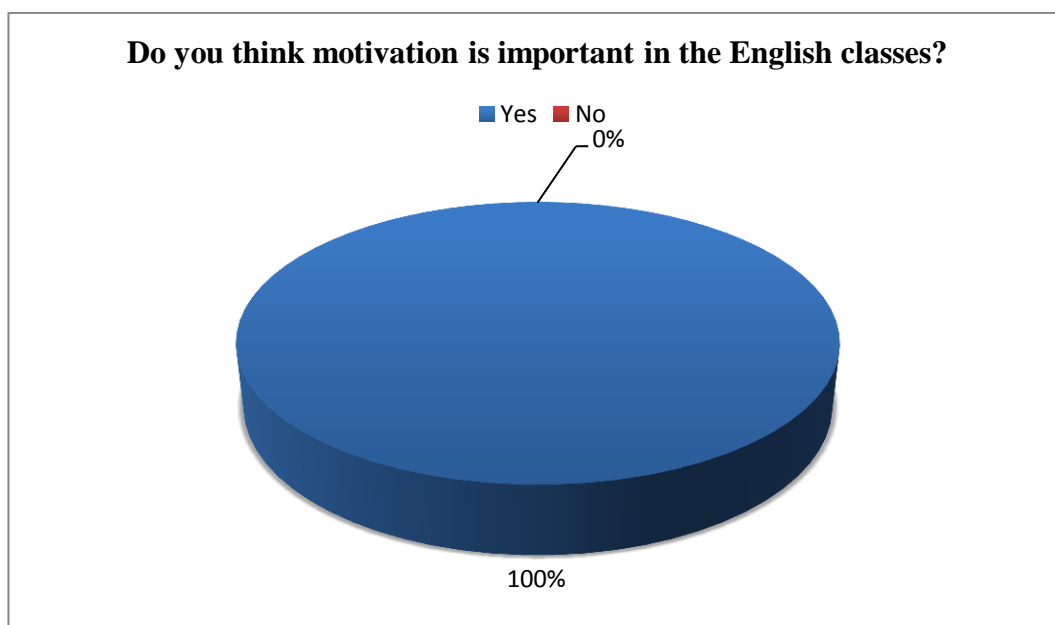
Chart # 19: Importance of motivation in classes

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 3 | 100 % |
| No | 0 | 0% |
| Total | 3 | 100% |

Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos.

Graph # 14: Importance of motivation in classes



Source: English's teachers of Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Interpretation: The teachers answered that motivation is important in a language class.

Question 5: Which of the following activities do you use in your classes?

Objective: To determine which of the activities teachers use in their classes?

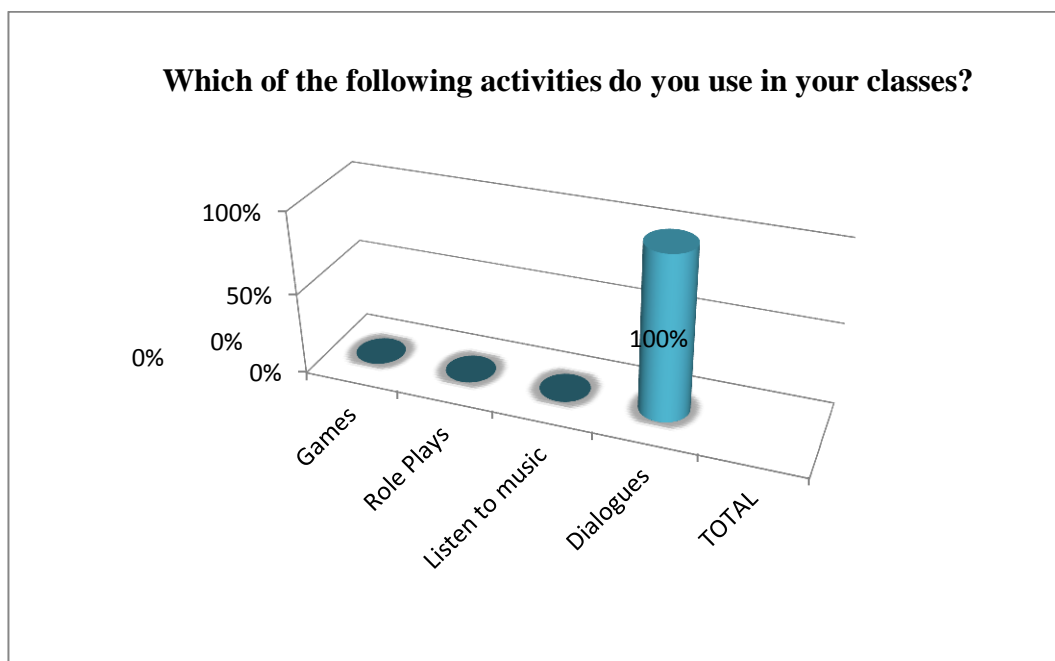
Chart # 20 : Activities oriented by teacher

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|-----------------|-----------|------------|
| Games | 0 | 0 % |
| Listen to music | 0 | 0 % |
| Role - play | 0 | 0% |
| Dialogues | 3 | 100% |
| Total | 3 | 100% |

Source: English´s teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 15 : Activities oriented by teacher



Source: English´s teachers of Escuela de CDSCHP de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Interpretation: All the teachers answered that they don't use games in their classes, they use dialogues.

Question 6: Which of the following materials do you use to complement your classes?

Objective: To determine which materials teachers use to complement their classes?

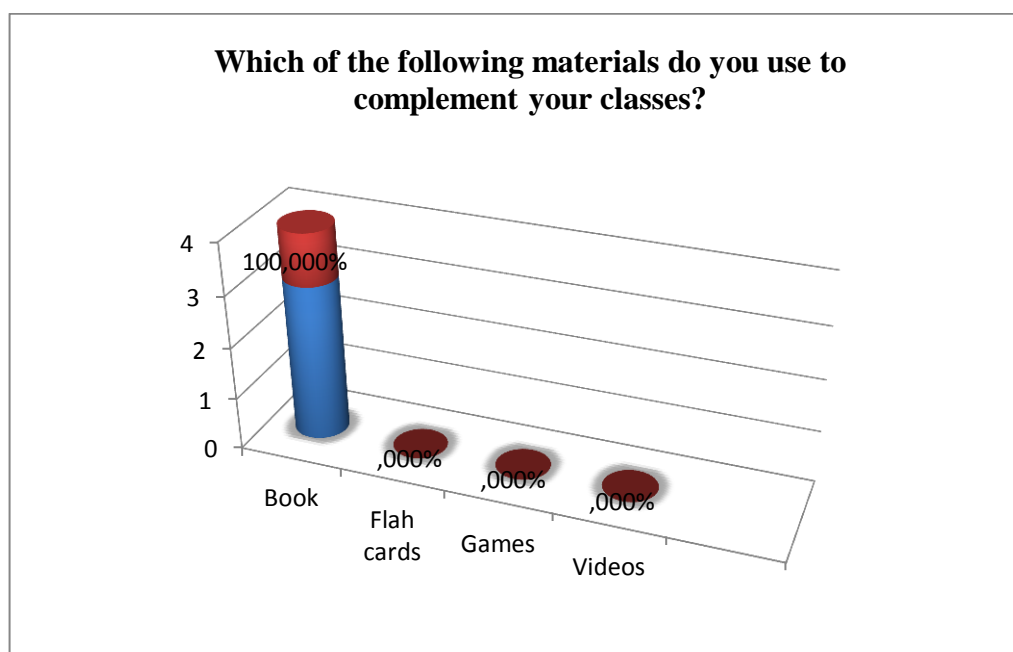
Chart # 21: Teaching resources used in class

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Book | 3 | 100% |
| Flash cards | 0 | 0 % |
| Games | 0 | 0 % |
| Videos | 0 | 0% |
| Total | 3 | 100% |

Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Encalada Cevallos

Graph # 16: Teaching resources used in class



Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Interpretation: This question indicated that the English Teachers only use the book.

Question 7: Do you consider that using games would motivate and make your students learn better in the English classes?

Objective: To determine the opinion of teachers about that the use of games in the English classes in order to motivate their students.

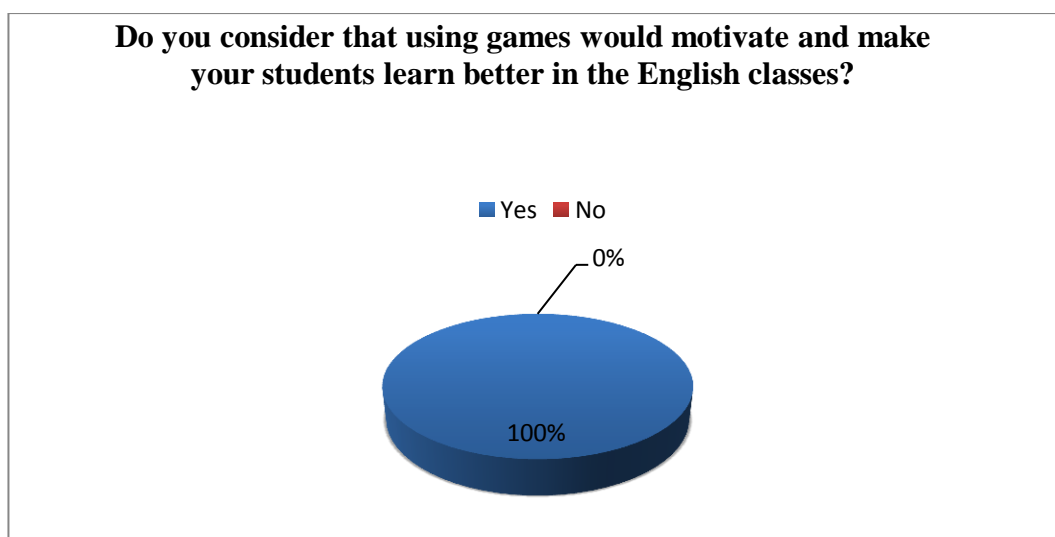
Chart # 22: Use of games as didactic strategy

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Yes | 3 | 100 % |
| No | 0 | 0 % |
| Total | 3 | 100% |

Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Graph # 17: Use of games as didactic strategy



Source: English's teachers of the Escuela de CDSCHP de Santa Elena

Author: Sandra Elizabeth Encalada Cevallos

Interpretation: This answer of this question indicated that the English Teachers agreed that the use of games is essential in the English classes in order to motivate students.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

“ TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015”.

Executing Institution

Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena.

Beneficiaries

Students of the English Basic Module.

Location

Santa Elena Canton, Santa Elena Province.

Estimated time for execution

6 Months.

Responsibles

Author: Sandra Elizabeth Encalada Cevallos.

Adviser: Sandra Caamaño López.

4.2 PROPOSAL BACKGROUND

Games are a useful tool for reinforcing the learning- teaching process to acquire the English language, in addition games help to encourage students to know some vocabulary. This proposal has an effective application with the students of the “Escuela de Capacitación del Sindicato De Choferes Profesionales de Santa Elena”.

4.3 SIGNIFICANCE

- This research paper has a significant importance in the field of education, because teachers and students of the “Escuela de Capacitación del Sindicato de choferes Profesionales de Santa Elena” will have a tool with a material that will allow them to learn and teach English in an enjoyable and motivational way.

4.4 OBJECTIVES

General Objective

To reinforce the acquisition of Basic English of the students of the “Escuela de Capacitación del sindicato de Choferes Profesionales de Santa Elena”.

1.4.2 Specific Objectives of the research

- To evaluate the implementation of games to reinforce the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena ”.
- To establish how the use of games can help during the acquisition of Basic English of the students of the “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena ”.

- To select, adapt, and design new games to reinforce the acquisition of Basic English in the students of “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena ”.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of games have advantages and effectiveness to improve vocabulary of the students of the “Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena”, Province of Santa Elena, school year 2014-2015. This project will help students to reinforce the English acquisition during the Basic English Module.

This design will have based in the following games:

| Name of games | Themes |
|-------------------------------------|---|
| Example: Criss-cross Puzzle | Jobs/ professions (pag 52-53) |
| 1. Spell your name | Alphabet (pag 58) |
| 2. Last letter, first letter | Vocabulary (pag 60) |
| 3. Bingo | Numbers (pag 61-62) |
| 4. Ladder and snakes | What time (pag 63-64) |
| 5. White draw relay | Draw your favorite hour in the day (65) |
| 6. Jobs domino | Jobs/ professions (68-69) |
| 7. Flash cards | Jobs/ professions (70-71) |
| 8. Crossword puzzle | Places of the city (73-74) |
| 9. Complete the word | Daily routines (pag 76) |
| 10. Tiles letters | Daily routines (77-78) |
| 11. Crossword puzzle | Adjectives (79-80) |
| 12. Broken phone | Vocabulary(pag 81) |
| 13. White draw relay | Places of the city (pag 82) |
| 14. Hidden flash cards | Location expressions (83-84) |
| 15. Role play | Go to Montañita(pag 85) |
| 16. Role play | Vocabulary (pag 86) |
| 17. Role play | Prepositions of place (pag 87) |
| 18. Board game | Months of the year (pag 88) |
| 19. Bingo | Adjectives (pag 89) |
| 20. Ladder and snakes | Jobs/ professions (90-91) |

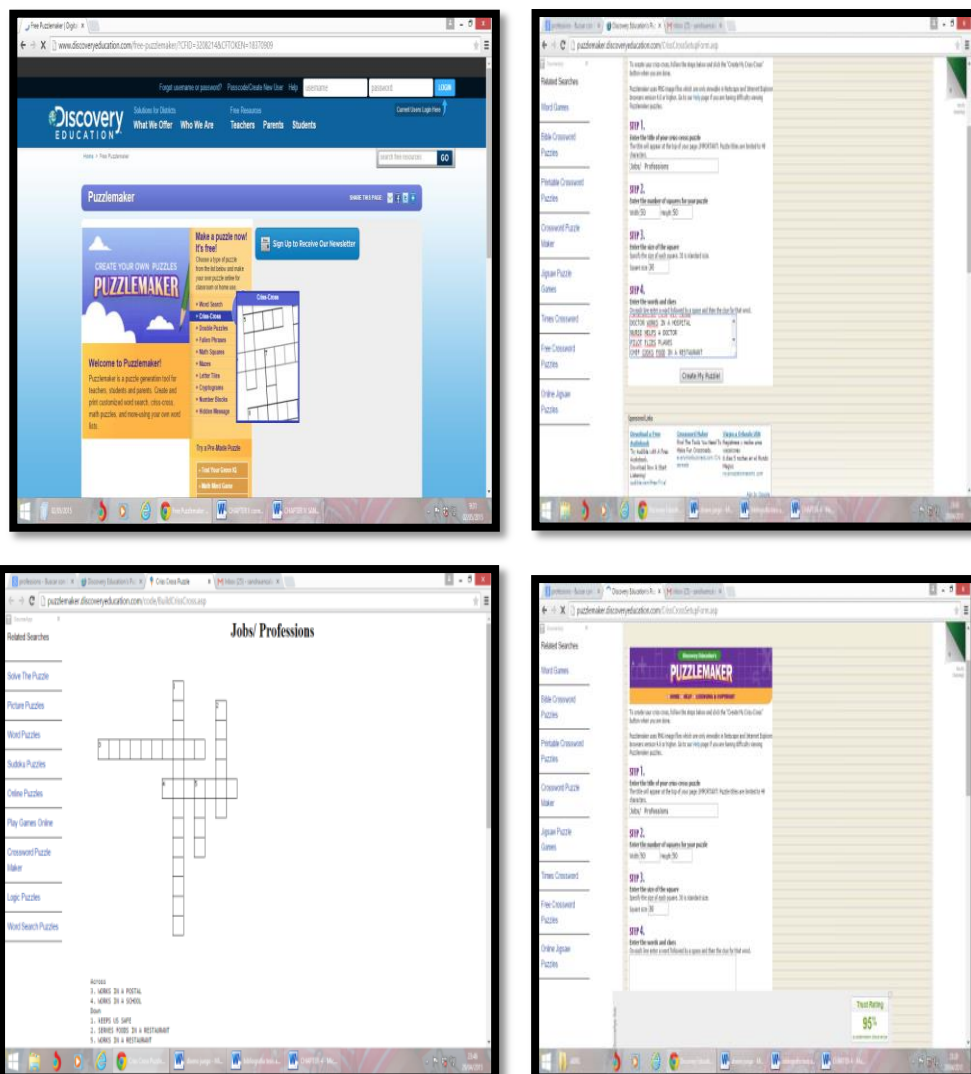
Author: Sandra Encalada Cevallos.

Puzzle

A puzzle is a problem or enigma that tests the ingenuity and often persistence in solving or assembling. A basic puzzle is intended to put together pieces in a logical way in order to come up with the desired solution. Puzzles are often contrived as a form of entertainment, and they can be used in academic activities.

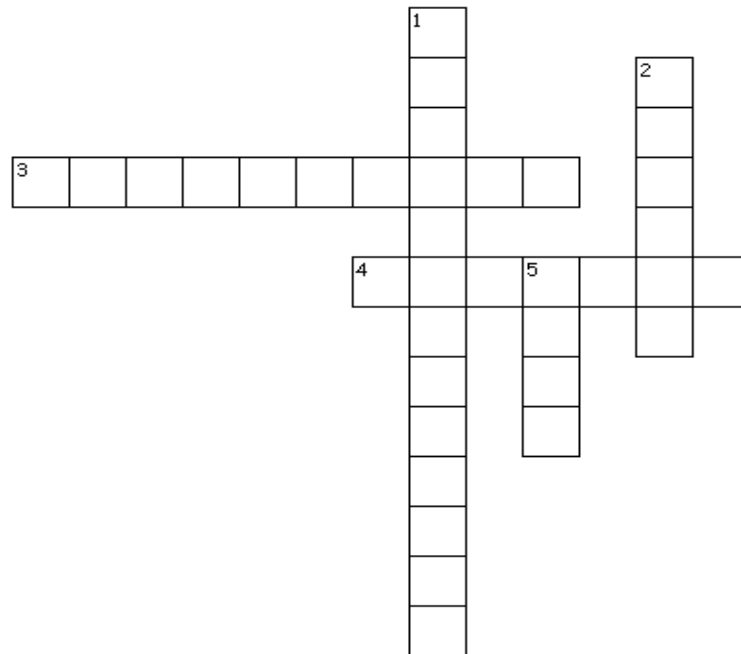
Criss-Cross Puzzle: We will use this kind of puzzle in order to develop students' speaking skill.

Example of criss-cross puzzle



Source: www.puzzlemaker.com

Example: Jobs / Professions Criss- Cross Puzzle



Across

3. WORKS IN A POSTAL OFFICE

4. WORKS IN A SCHOOL

Down

1. KEEP US SAFE

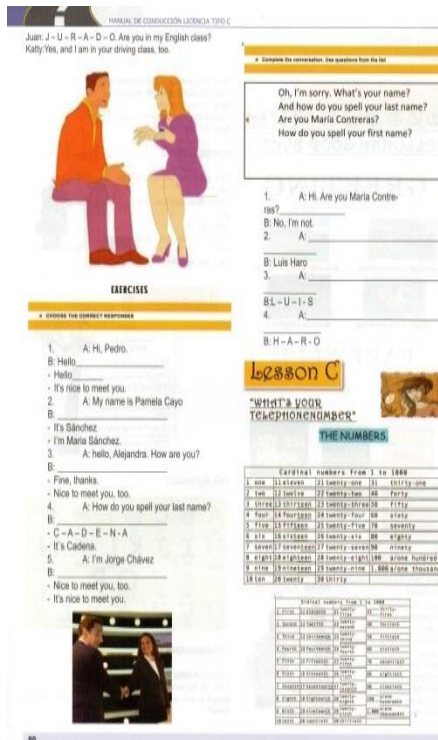
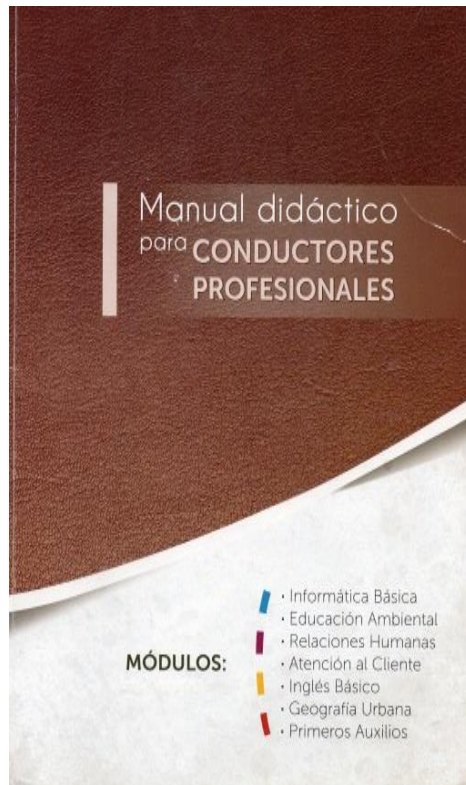
2. SERVES FOODS IN A
RESTAURANT

5. WORKS IN A RESTAURANT

Source: www.puzzlemaker.com

Author: Sandra Encalada Cevallos

Basic English Module Content



3) Can you complete these small conversations? Then practice with a partner.

Andrea: _____ a fire station around here?
Pedro: Yes, there's one on _____ street next to the _____ lot.

American: Excuse me, _____ a drugstore near here?
Sebastian: Yes. There are some on Bolivar _____.

VOCABULARY
PLACES IN A CITY

There is - There are; There is no - There are no;
Is there? - Are there?
One, any, some

| | |
|---|------------------------------------|
| There is a library next to the parking lot. | There is - There's |
| There are some stores in the market. | There are - There're |
| There is no airport in Otavalo. | |
| There are no cinemas in Otavalo. | |
| Is there a museum here? | Yes, there is. / No, there's no. |
| Are there any travel agencies here? | Yes, there are. / No, there're no. |

→ Is there a pay phone near here? Yes, **there is**. There is **one** near the gym.
No, **there isn't**, but there is one next to the library.

→ Are there any banks around here? Yes, **there are**. There are **some** on Bolivar Street.

No, **there aren't**, but there are **some** in front of the hospital.

→ Where is the gas station? It's across the street in front of the Hotel.

Write sentences about these places in our city.

| | | | |
|---------------|---------------------|---------------|------------------|
| A library | some swimming pools | a gas station | some restaurants |
| a post office | some grocery stores | a bus station | a zoo |

→ _____
→ _____
→ _____

Lesson B
DOWNTOWN

Location expressions

Daniel is coming to our town for the first time and he doesn't know the city, complete the conversation between Daniel and a Taxi driver using **is-are** and **location expressions**.

Daniel: _____ there a bank around here?

Taxi driver: Yeah, there _____ one right _____ Sucre street. It's _____ the Plaza de Ponchos square. Do you see the square- just go _____ the street.

Daniel: Oh, yeah. Can you park there? I mean, _____ from the parking lot.

Taxi driver: Sure.

Daniel: Mmm, _____ public restrooms there?

Taxi driver: No, there _____ n't. But there _____ a café _____ the bank and a grocery store. I'm sure there _____ a restroom _____ the café.

Daniel: Thanks. Oh, and _____ there a supermarket anywhere?

Taxi driver: Uh, there _____ one over there _____ the parking lot and the barber shop.

Daniel: And one more thing, _____ there a karaoke club near here?

Taxi driver: Ja, ja, ja... yes, there _____ some _____ Sucre

and Morales streets.

Draw a city map with different places of the city (hospital, school, library...) and make your own conversation. Use the conversation below as a model.

These sentences about our city aren't accurate. Can you correct them? Then compare with a partner.

→ There are a couple of airports in Otavalo.
→ There is a jail in front of the 24 de Mayo market.
→ There's no a movie theater on Bolivar street.
→ There're no fast food places in the Plaza de Ponchos.
→ There is a big market next to the coliseum.
→ There are a lot of malls in Otavalo.
→ There are beautiful parks here.

BASIC ENGLISH MODULE

UNIT 1

Lesson A

“HELLO AND GOOD BYE”

GREETINGS

- Good morning
- Good afternoon
- Good evening
- Good night

FAREWALLS

- See you later
- See you tomorrow
- See you soon
- Bye bye
- Good bye
- Take care

GAME # 1 – SPELL YOUR NAME

Objective: To practice the alphabet through the game Spell your name.

| | |
|--|---|
| Activity: Role- play Game | Time: 10 minutes |
| Sources: Students | Students: Escuela de CSCHP de Santa Elena. |
| <p>Instructions:</p> <ul style="list-style-type: none">▪ Each student should ask the classmate this question▪ How do you spell your name?▪ The student will say each letter to form his or her name.▪ The other partner has to be careful that your classmate spell the name correctly | |



Source: Students of the ECSDCHPSE

Author: Sandra Elizabeth Encalada Cevallos

Lesson B

“SPELLING”

THE ALPHABET

Objective: To practice the alphabet through the game; last letter, first letter.

- A (ei)
- B (bi)
- C (ci)
- D (di)
- E (i)
- F (ef)
- G (gi)
- H (eich)
- I (ai)
- J (jei)
- K (kei)
- L (el)
- M (em)
- N (en)
- O (ou)
- P (pi)
- Q (kiu)
- R (ar)
- S (es)
- T (ti)
- U (iu)
- V (vi)
- W (dabliu)
- X (ecs)
- Y (uai)
- Z (zet)

Game # 2: Last letter, first letter

| | |
|--|---|
| Activity: Last letter,first letter - Game | Time: 10 minutes |
| Sources: Students and teacher | Students: Escuela de CSCHP de Santa Elena. |
| Instructions: <ul style="list-style-type: none">▪ The teacher stars by saying a word.▪ One student continues the game by saying a word which starts with the last letter of the word that the teacher said. For example: (Bus- steak- key- yellow, etc).▪ The game will continue until someone makes a mistake. | |



Source: Students of the Escuela de Capacitación DSCHPSE

Adapted by: Sandra Elizabeth Encalada Cevallos

Lesson C

“WHAT’S YOUR TELEPHONE NUMBER”

THE NUMBERS

Objective: To recognize the cardinal numbers using a bingo.

Game # 3: Bingo

| | |
|---|---|
| Activity: Number Bingo-Game Sources: Sheet of paper, pencil | Time: 10 minutes Students: Escuela de CSCHP de Santa Elena |
| Instruction: <ul style="list-style-type: none">▪ Ss fill in their bingo cards with numbers from 0 to 99. | |

| BINGO | | | | |
|--------------|----|------------|----|----|
| 40 | 60 | 64 | 56 | 47 |
| 9 | 50 | 54 | 62 | 72 |
| 29 | 46 | Free Space | 34 | 26 |
| 45 | 31 | 57 | 13 | 63 |

| BINGO | | | | |
|-------|----|----|---|---|
| 68 | 61 | 71 | 8 | 4 |

| BINGO | | | | |
|-------|----|------------|----|----|
| 8 | 35 | 42 | 1 | 28 |
| 46 | 10 | 33 | 55 | 14 |
| 47 | 2 | Free Space | 4 | 56 |
| 31 | 5 | 25 | 26 | 3 |
| 19 | 18 | 78 | 61 | 68 |

Source: Bingo generator

Adapted by: Sandra Encalada Cevallos

WHAT TIME IS IT?

Objective: To practice telling the time using different pictures of clock from the ladders snakes game.








| | |
|----------------|--------------|
| 12:00= Middyay | 24: Midnight |
|----------------|--------------|

Game # 4: Time ladder snakes

| | |
|--|---|
| Activity: Time ladder snakes -Game Sources: Sheet of paper, a dice | Time: 10 minutes Students: Escuela de CSCHP de Santa Elena |
| Instructions: <ul style="list-style-type: none">▪ S will use a dice for the game.▪ Each student throw a dice and will have to do what indicates the box. | |

Source: Google images

Adapted by: Sandra Encalada Cevallos

| | | | | |
|---|---|---|---|---|
| START |  | What time do you get up on Monday? | Move ahead 2 spaces!! |  |
| WHAT TIME....? | | | | What time does the first lesson starts? |
| Miss a turn!! |  | What time do you eat dinner? |  | Move ahead 2 spaces!! |
| OH NO GO BACK!! | WHAT TIME...? | | | |
| What time does your brother do this homework? |  | Go back 2 spaces!! | What time does your mother go to bed? | Move ahead 1 space!! |
| WHAT TIME....? | | | |  |
| FINISH | What time do you go to the bed on the weekend? |  | What time does your dad come back home? | Move ahead 4 spaces!! |

Game # 5: Draw your favorite hour of the day.

Objective: To practice vocabulary about time and daily routine.

| | |
|---|--|
| Activity: Draw your favorite hour of the day- Game | Time: 10 minutes |
| Sources: Marker and blackboard | Students: Escuela de CSCHP de Santa Elena |
| Instructions: <ul style="list-style-type: none">▪ Each student draws a clock on the board.▪ Each one says what time it is, and explains why it's the reason that is your favorite hour. | |



Source: Students of the ECSCHPSE and Google images

Author: Sandra Encalada Cevallos

Lesson D

“ARE YOU A STUDENT”?

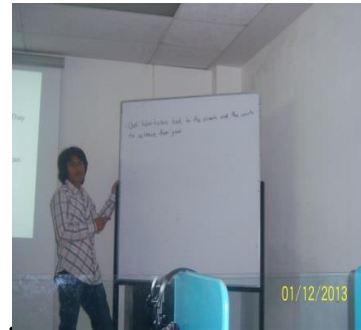
OCCUPATIONS



Waitress

She is Pamela.
She works in KFC fast food
restaurant.
She is a waitress.

He is Roddy.
He Works at Teodoro Wolf High School.
He is a teacher.



Teacher



Student

He is Juan.
He studies at the “Escuela de
Capacitación del Sindicato de
Choferes Profesionales de Santa
Elena.
He is a student.

Source: Students of the ECSDCHPSE and Google images

He is Carlos.
He drives a taxi.
He is a taxi driver.



Taxi driver



Secretary

She is Pilar.
She works in an office.
She is a secretary.

She is Lorena.
She works in a hospital.
She is a nurse.



Nurse

Source: Students of the ECSDCHPSE and Google images

Game # 6: Domino game

Objective: To describe jobs through of dominoes games.

| | |
|--|--|
| Activity: Jobs domino-Game | Time: 10 minutes |
| Sources: Pieces of dominos | Students: Escuela de CSCHP de Santa Elena |
| Instruction: <ul style="list-style-type: none">▪ Each student must choose the correct domino piece, for example the graphics and definitions. | |

Adapted by: Sandra Encalada Cevallos

Domino games about jobs



I need fabric,
needles and a pair
of scissors in my
job.



I can shoe your
horse if it needs
some. I need iron
for my job and
fire to heat it up.



I work with cattle.
I need a lasso to
rope them. I wear
a hat, boots and a
bandana.



I try to keep law
and order on
roads and at
events.



I can play a lot of
different
instruments and
together with
other musicians.



I work at a school
and teach kids
different things
like languages,
math. and art.



I hope to catch a
trout or a salmon.
Well, a plaice can
do, too.



I teach young
people to drive a
car. Not everyone
is good at it.

Source: Google images

Adapted by: Sandra Encalada Cevallos

Game # 7: FLASH CARDS (PAIRS).

Objective: To find the correct pictures and their definition using flash cards.

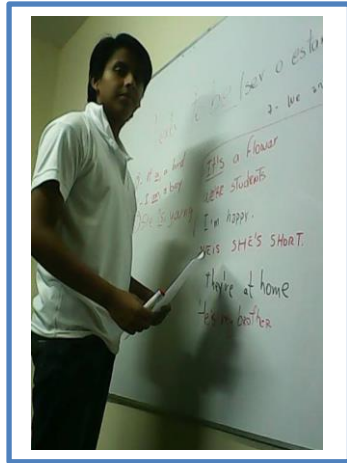
| | |
|---|--|
| Activity: Flash cards- Game | Time: 10 minutes |
| Sources: Flash cards- Game | Students: Escuela de CSCHP de Santa Elena |
| Instructions: <ul style="list-style-type: none">▪ Each student must choose the correct flash cards, for example pictures and the correct definition.▪ Then, they have to show them to their classmates. | |



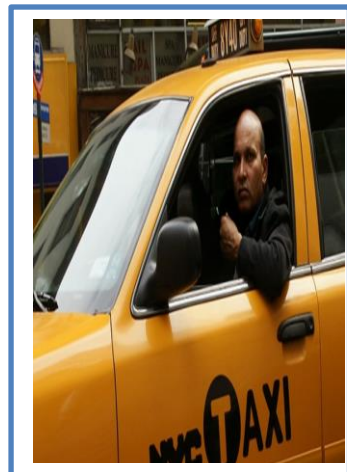
TEACHER



WAITRESS



STUDENT



TAXI DRIVER



SECRETARY

Source: Student at the ECSDCHPSE and Google images

Author: Sandra Encalada Cevallos

PLACES



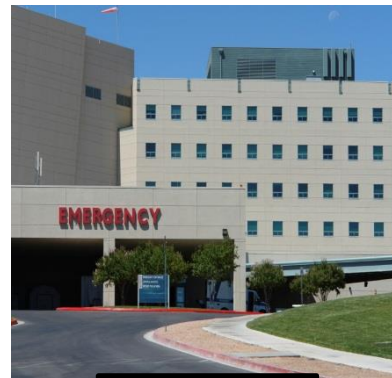
School



Restaurant



Church



Hospital



Office



Bank

Source: Google images

Game # 8- Crossword Puzzle

Objective: To find 10 city places using the crossword puzzle.

| | |
|---|--|
| Activity: Crossword puzzle - Game | Time: 10 – 15 minutes |
| Sources: Crossword puzzle - Game | Students: Escuela de CSCHP de Santa Elena |
| Instruction: <ul style="list-style-type: none"> Each student have to find some words in the crossword puzzle. | |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| c | h | u | r | c | h | g | r | y | u | o | a | f | h | k | q | c | b |
| s | d | e | y | k | l | ñ | c | x | z | v | b | h | y | t | s | q | f |
| d | f | b | s | d | p | s | w | r | t | y | f | c | a | j | c | k | l |
| a | g | a | s | s | t | a | t | i | o | n | e | q | a | q | h | e | t |
| a | c | n | e | t | h | n | r | d | g | h | c | g | a | x | o | z | e |
| s | d | k | e | t | g | b | n | k | b | g | l | r | e | d | o | c | k |
| z | x | c | d | e | w | s | x | s | v | f | f | r | t | g | l | b | r |
| r | e | s | t | a | u | r | a | n | t | g | f | u | j | m | l | k | a |
| p | l | m | o | j | n | b | u | h | v | c | o | f | t | y | r | d | m |
| l | a | t | i | p | s | o | h | s | e | r | t | l | e | t | o | h | l |

Answers

1. Church
2. School
3. Bank
4. Park
5. Gas station
6. Market
7. Restaurant
8. Office
9. Hospital
10. Hotel

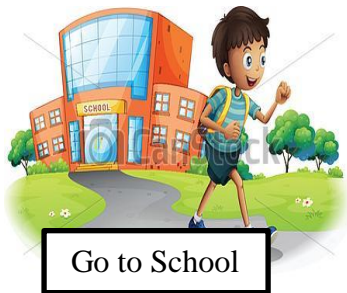
Author: Sandra Encalada Cevallos

Unit 2

Daily Routines

Lesson A

I GET UP AT



Source: Google images

Game # 9- Complete a Word

Objective: To practice daily routines using the game- Complete the Word.

| | |
|--|--|
| Activity: Complete a word - Game | Time: 5-10 minutes |
| Sources: Crossword – Game and pencil | Students: Escuela de CSCHP de Santa Elena |
| <p style="text-align: center;">Instructions:</p> <ul style="list-style-type: none">▪ Let Ss work in pairs to find the words and fill in the missing letters.▪ Check answers on the board with the whole class.▪ Then ask the Ss to write a short sentence with a daily routine. | |

- Copy the following on the board:

1. _ _ t _ _ _ h _ _ _
2. _ _ _ _ u _
3. _ _ e _ _
4. _ _ a _
5. _ _ v _ _ _ _ _ k _ _ _ _
6. _ _ _ e s _ _ _ _ _

Answers

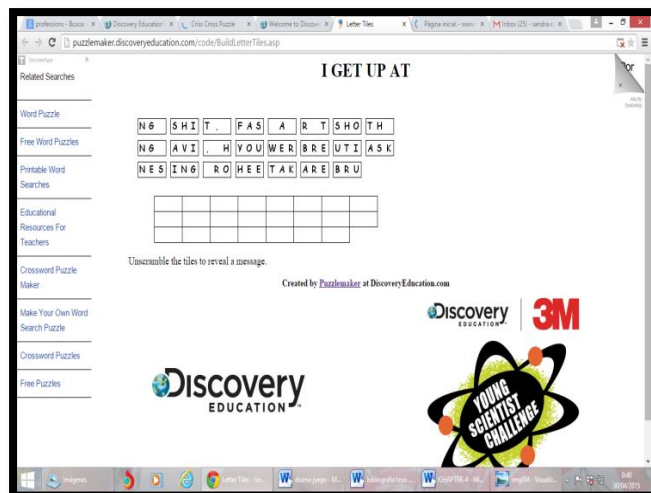
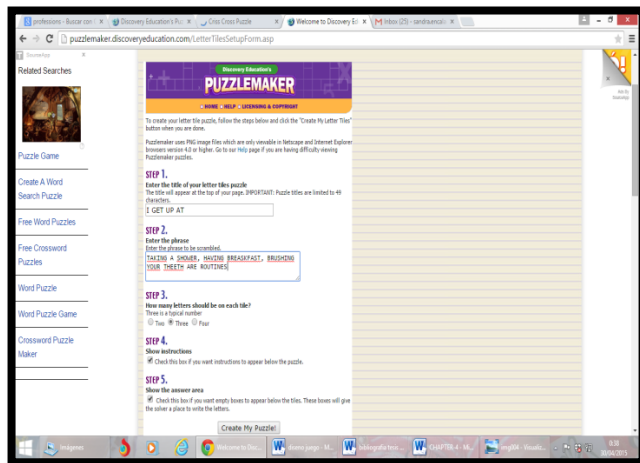
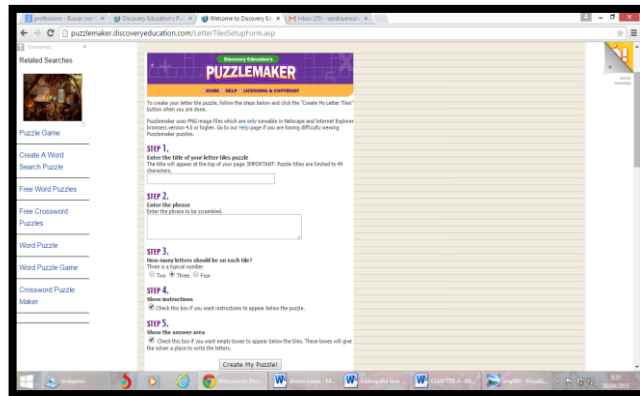
1. Go to School
2. Wake up
3. Sleep
4. Play
5. Have breakfast
6. Take a shower

Author: Sandra Encalada Cevallos

Game 10: Letter Tiles

Objective: To practice vocabulary with daily routines

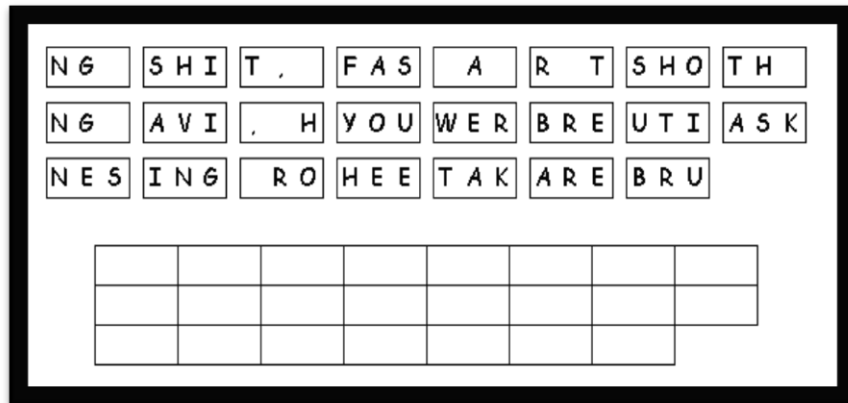
I GET UP AT



Game # 10: Tiles letters

Objective: To practice writing and reading with short sentences through the tiles letters games.

Unscramble the tiles to reveal a message.



| | |
|---|--|
| <p>Activity: Letters tiles - Game</p> <p>Sources: Letters tiles– Game and pencil</p> | <p>Time: 5-10 minutes</p> <p>Students: Escuela de CSCHP de Santa Elena</p> |
| <p>Instructions:</p> <ul style="list-style-type: none"> ▪ Have Ss work in pairs to find the words and fill in the missing letters. ▪ Check answers on the board with the whole class. ▪ Then each Ss to make a short sentence with a daily routine. | |

Source: www.puzzlemaker.com

Author: Sandra Encalada Cevallos

Lesson D

What's your best friend like?

Objective: To identify some adjectives using the game- crossword puzzle.

An **adjective** modifies a noun.

An **interesting** book.

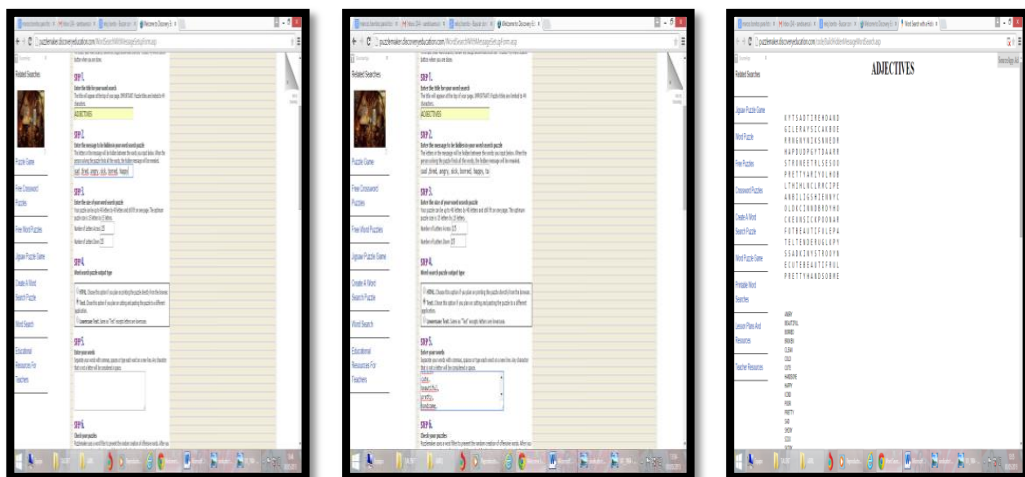
A **tall** girl..

Game # 11- Crossword puzzle adjectives

Time:10-15 minutes. This activity is good to review vocabulary and to practice spelling.

| | |
|---|--|
| <p>Activity:Crossword puzzle</p> <p>adjectives - Game</p> <p>Sources: Crossword puzzle</p> <p>adjectives and pencil</p> | <p>Time: 5-10 minutes</p> <p>Students: Escuela de CSCHP de Santa Elena</p> |
| <p>Instructions:</p> <ul style="list-style-type: none"> ▪ Ss work in pairs or individual to find the adjectives . ▪ Check answers on the board with the class. | |

The pictures bellow were applied during the process when I created and designed the Crossword Puzzle



ADJECTIVES

K Y T S A D T I R E H D A N D
G I L E R A Y S I C A K B O E
R R N G N Y N I K S N N E D R
H A P D U D P G Y T D A A R R
S T R O N E E T R L S E S O O
P R E T T Y A R I Y O L H O B
L T H I H L N C L R M C I P E
A N B I L I G S H I E N N Y C
O L D K C I N N D B R D Y H O
C K E U N S I C K P O O N A R
F O T B E A U T I F U L E P A
T E L T E N D E R U G L K P Y
S S A D K I N Y S T R O O Y N
E C U T E B E A U T I F R U L
P R E T T Y H A N D S O B M E

ANSWERS

 **ANGRY**
 **BEAUTIFUL**
 **BORRED**
 **BROKEN**
 **CLEAN**
 **COLD**
 **CUTE**
 **HANDSOME**
 **HAPPY**
 **KIND**
 **POOR**
 **STONE**
 **PRETTY**
 **TALL**
 **TENDER**
 **THIN**
 **TIRED**
 **UGLY**
 **SAD**
 **SHINY**
 **SICK**
 **SKINNY**

Source: www.puzzlemaker.com

Author: Sandra Encalada Cevallos

Game # 12: A Broken Phone

Objective: To practice basic vocabulary in short phrases using the game a broken phone

| | |
|--|--|
| Activity: Broken phone- Game | Time: 10-15 minutes |
| Sources: Students | Students: Escuela de CSCHP de Santa Elena |
| Instructions: <ul style="list-style-type: none">Someone whisper a word or sentence in the next student ear (e.g. “I’m huppy”).Then, She/ he whispers in the next student’s ear and so on until the last student.She/he says the word or sentence out loud to check if it is the same as the original message. | |



Source: Students of the ECDSCHPSE and Google images

Adapted by: Sandra Encalada Cevallos

Unit 3

PLACES IN A CITY

Objective: To recognize different places in a city using the board draw relay-game.

Game # 13: White draw relay

| | |
|--|---|
| Activity: White draw relay-Game Sources: Board and pencil | Time: 5-10 minutes Students: Escuela de CSCHP de Santa Elena |
| <p style="text-align: center;">Instructions:</p> <ul style="list-style-type: none"> ▪ Make two teams and line then up as a far away from the board as possible. ▪ Call out a word to the first member a of each team, and they have to run to the board, draw the picture and run back to his/her next teammate. ▪ The process is repeated with each student and the team that finishes first is the winner. | |



Source: Students of the ECSDCHPSE

Author: Sandra Encalada Cevallos

WHERE IS IT?

LOCATION EXPRESSIONS....

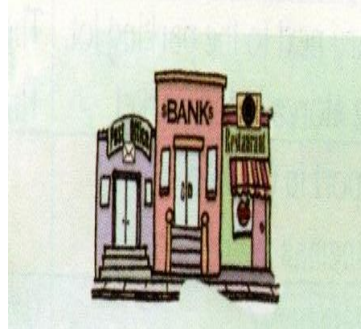
Objective: To identify different prepositions of place using flash cards

Game # 14: Hidden Flash cards

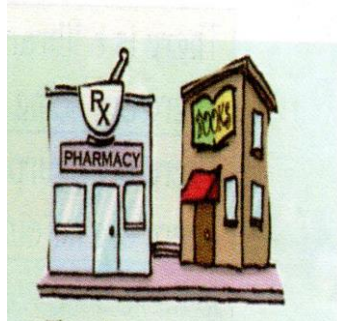
| | |
|--|--|
| Activity: Hidden Flash cards- Game | Time: 10 minutes |
| Sources: Flash cards- Game | Students: Escuela de CSCHP de Santa Elena |
| Instructions: <ul style="list-style-type: none">▪ Each student will do to the game that the student is sitting behind.▪ Then they have to show it to their classmates. | |



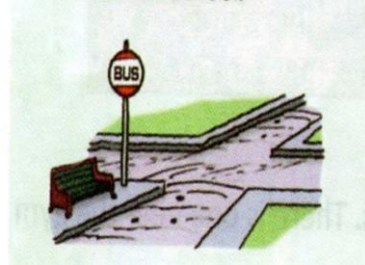
The park is **across** from school.



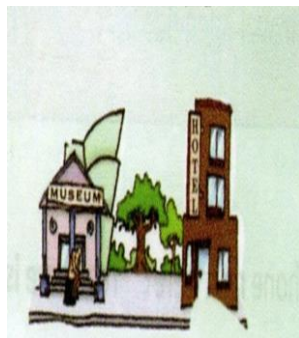
The bank is **between** the post office and the restaurant.



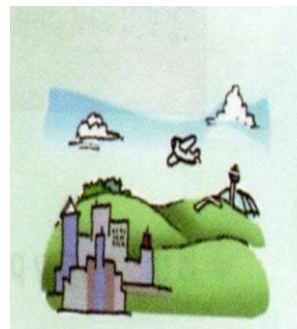
The pharmacy
is **next** to the
bookstore.



The bus stop
is **on** the
corner.



The museum is **near** the
hotel.



The airport is **far from**
town.

Source: Book of the Escuela De Capacitación del SDCHP de Santa Elena

Author: Sandra Encalada Cevallos

GAME # 15: Role- play(GO TO MONTAÑITA)

Objective: To practice vocabulary using a role play

| | |
|--|--|
| Activity: Role- play Game | Time: 10 minutes |
| Sources: Students | Students: Escuela de CSCHP de Santa Elena |
| <p>Instructions:</p> <ul style="list-style-type: none">Two students of the “Escuela de Capacitación Del Sindicato de Choferes Profesionales De Santa Elena”(Andrés and Richard) make a short dialogue. <p>(Richard is a tourist)</p> <p>A: Good morning Mr. R: Hello, Can you help me please? A: Sure. What do you need? R: I want to travel to montaña. A: Ok, no problem I can take you to Montañita city. R: Thanks, can you tell me, how much is it ? A: It´s \$ 10. R: Ok. let's go to Montañita. A: Ok. A: We arrived... We are to Montañita, R: Thank you very much, Bye. A: Bye, Bye... Have a good day!</p> | |

Author: Sandra Encalada Cevallos



GAME # 16: Role- play

Objective: To practice vocabulary using a role play

| | |
|--|--|
| Activity: Role- play Game | Time: 10 minutes |
| Sources: Students | Students: Escuela de CSCHP de Santa Elena |
| <p>Instruction:</p> <ul style="list-style-type: none">Two students of the “Escuela de Capacitación Del Sindicato de Choferes Profesionales De Santa Elena”(Laura and Carmen) make a short dialogue. <p>L: Hello Carmen C: Hi! L:Can you tell me where is the Mexico hotel? C: Yes, It’s near the Central Park on Sucre Street. L: Thanks but can you tell me, how many blocks do I have to walk? C: Sure: You have to walk two blocks ahead, turn at the right and you can see it. L: Thanks a lot C: Ok. Have a nice day L: Bye, Bye...</p> | |



Source: Students of the ECSDCHPSE
Author: Sandra Encalada Cevallos

GAME # 17: Role- play

Objective: To practice vocabulary studied during this English basic module using the map

| | |
|----------------------------------|--|
| Activity: Role- Play Game | Time: 10 minutes |
| Sources: Students | Students: Escuela de CSCHP de Santa Elena |

Instruction:

- All the students participate in this role- play using the below prepositions:

On, next to, across, from, opposite, in front of, behind, near, between on the corner of.

Each student should find different places on the map.



Source: Students and book of the ECSDCHPSE

Author: Sandra Encalada Cevallos

GAME # 18: A chalk board game

Objective: To practice the months of the year through board game

| | |
|---|--|
| Activity: A chalk board game | Time: 10 minutes |
| Sources: Marker and board | Students: Escuela de CSCHP de Santa Elena |
| Instructions: <ul style="list-style-type: none">▪ In this game all the students participate.▪ The first student in each column have to start the game. He/she runs fast to write the first word on the board.▪ The second student is sit down until the first student finished to write this word, then a student has to give the marker to the next student in the column to write a second word. | |



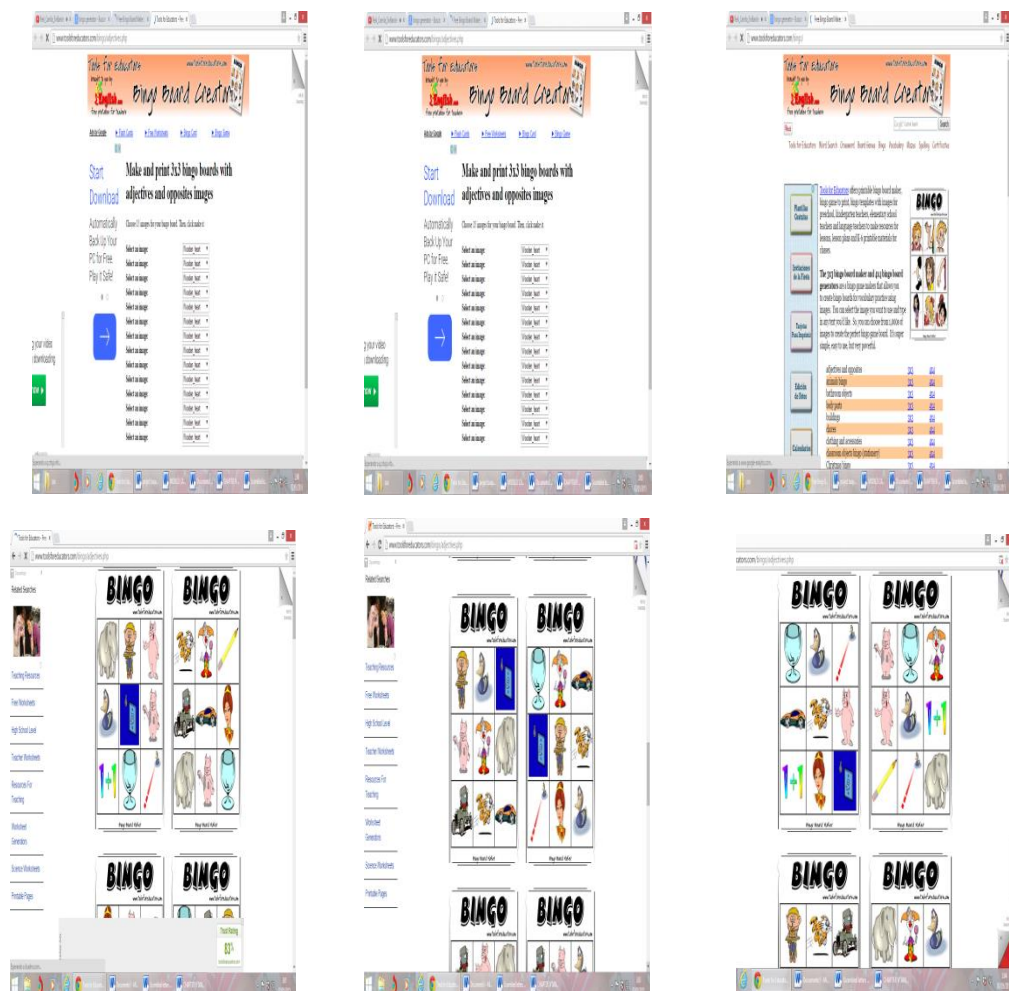
Source: Students of the ECSDCHPSE

Author: Sandra Encalada Cevallos

GAME # 19: Adjectives Bingo

Objective: To recognize different adjectives through a bingo game.







| | |
|---|--|
| <p>Activity: Bingo game with adjectives</p> <p>Sources: Sheet of paper, pencil</p> | <p>Time: 10 minutes</p> <p>Students: Escuela de CSCHP de Santa Elena</p> |
| <p>Instruction:</p> <ul style="list-style-type: none"> Students fill in their bingo cards with some adjectives. | |



Source: <http://www.toolsforeducators.com/bingo/>

Author: Sandra Encalada Cevallos

GAME # 20: The ladder-snake game.

| | | | | |
|---|--|---|---|---|
| START 1 HERE | 2. This person drives a public taxi. | 3. A person who is trained to give medical care to animals | 4. Go back 2 spaces  | 5. A woman who acts in a movie |
| | | | | 6. He / she work in a office |
| 11. He/she teaches in an elementary school | 10. Move ahead 4 SPACES!! | 9. He/ She works in a police station |  |  |
| 12. Miss a turn | Who is he/ she...? | | | |
| 13. A person who works in a hospital and helps a doctor. | 14.He / she takes people's orders in a restaurant | 15.He/ she cooks food in a restaurant | 16. Go back 3 spaces!!  | 17. This person flies a plane |
| | | | |  |
| FINISH | 22. Go back 1 spaces!!  | 21. She takes care of a baby | 20.Move ahead 3 Spaces!! | 19. Works in a bank |

Game # 20: The ladder – snakes game

Objective: To identify different professions through a ladder snakes game.

| | |
|---|---|
| Activity: Ladder- snakes game Sources: Sheet of paper, a dice | Time: 10 minutes Students: Escuela de CSCHP de Santa Elena |
| Instructions: <ul style="list-style-type: none">▪ The Ss will use a dice for the game.▪ Each student throw a dice and will have to do what indicates the box. | |

Adapted by: Sandra Encalada Cevallos

4.7 CONCLUSIONS AND RECOMMENDATIONS

4.7.1 CONCLUSIONS

- Teaching games is considered as a great tool for all English levels, it should be used to reinforce the learning- teaching process and improve the level of the students' education.
- Games help the students to increase their motivation and get their attention.
- Teaching games improve all four skills
- Games reinforce learning a language.

4.7.2 RECOMMENDATIONS

- Games can be implemented in other modules of the “Escuela de Capacitación del Sindicato de Choferes de Santa Elena” .
- Games can be used in different topics and subjects.
- Games can be easily adjusted to the students' level and the different ages.
- In English classes games should be applied as a teaching strategy to reinforce learning.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

BUDGET

5.1 RESOURCES

| No | MATERIALS | P/U | TOTAL |
|-----|--------------|----------|-----------|
| 5 | Paper | \$ 4,20 | \$ 21,00 |
| 400 | Photocopies | \$ 0,03 | \$ 12,00 |
| 4 | Folder | \$ 0,60 | \$ 2,40 |
| 2 | Ink | \$ 50,00 | \$ 100,00 |
| 4 | Ring | \$ 2,00 | \$ 8,00 |
| | TOTAL | | \$ 143,40 |

| No | TECHNOLOGY EQUIPMENT | P/U | TOTAL |
|----|----------------------------|----------|-----------|
| 6 | Internet service per month | \$ 20,00 | \$ 120,00 |
| 1 | Pendrive | \$ 20,00 | \$ 20,00 |
| | TOTAL | | \$ 140,00 |

| | |
|-----------------------------|------------------|
| MATERIALS | \$ 143,40 |
| TECHNOLOGY EQUIPMENT | \$ 140,00 |
| TOTAL | \$ 283,40 |

TIMETABLE

| | Activities/Months | August | | | | September | | | | October | | | | November | | | | December | | | | January | | | | February | | | | April | | | | June | | | | July | | | |
|----|--|--------|---|---|---|-----------|---|---|---|---------|---|---|---|----------|---|---|---|----------|---|---|---|---------|---|---|---|----------|---|---|---|-------|---|---|---|------|---|---|---|------|--|---|--|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | |
| 1 | Socialización with thesis advisor. | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Thesis Desinging. | | | | | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Elaboration Chapter I. | | | | | | | | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Chapter I Progress. | | | | | | | | | | x | X | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Elaboration Chapter II. | | | | | | | | | | | | x | X | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Field Research at “Institution”. | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Survey Implementation. | | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Analysis and interpretation of results | | | | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Elaboration Chapter III. | | | | | | | | | | | | | | | | | | | X | x | | | | | | | | | | | | | | | | | | | | |
| 10 | Chapter III Progress. | | | | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | | | | | |
| 11 | Elaboration Chapter IV and V. | | | | | | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | | | |
| 12 | Implementation of activities. | | | | | | | | | | | | | | | | x | x | x | X | x | x | x | x | x | x | | | | | | | | | | | | | | | |
| 13 | Review of Thesis draft. | | | | | | | | | | | | | | | | | | | | | | | | | x | X | x | x | x | x | x | | | | | | | | | |
| 14 | Delivery of final work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | | | | | | |
| 15 | Pre defense of thesis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | | | | | |
| 16 | Defense of Thesis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | | | |
| 17 | Graduation day. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | |

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<http://upse.ebilib.com/patron/FullRecord.aspx?p=171539>

WEB RESOURCES

www.eslgamesplus.com. Games for students

www.eslcafe.com. Games for students

www.puzzlemaker.com Puzzle generator

www.englishclub.com Classroom activities

www.bingogenerator.com

www.toolsforeducators.com/bingo/

<http://eventos.spc.org.pe/jpc2007/MyReview/FILES/p56.pdf>.

<http://tecnoneuro.com/documents/Recursos/Documentos/Investigaci%C3%B3n/MARCOTE%20RICO-BERTHIER.pdf>

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http://www.saber.ula.ve/bitstream/123456789/16668/1/juego_aprendizaje.pdf

<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>

<http://bogglesworldesl.com/glossary/totalphysicalresponsetpr.htm>

<http://www.thefreedictionary.com/>

APPENDIX I

CONSTITUTION OF ECUADOR ARTICLES 26- 27

| Article | Description |
|---------|--|
| 26 | The education is a right of the people throughout life and an inescapable duty and inexcusable of the State. Constitute a priority area of the public policy and the state investment, guarantee of the equality, social inclusion and indispensable condition for the good life. The people, the families and the society have the right and the responsibility to participate in the educational process. |
| Article | Description |
| 27 | The education is centered in the human being and will ensure their holistic development, in the frame of estimation to the human rights, the sustainable environment and the democracy; It will be participative, compulsory, intercultural, democratic, inclusive and diverse of quality and warmth; will impulse the gender equity, the justice, the solidarity and peace; will stimulate the critical sense, art and physical culture, the individual initiative and community, and the development of competences, capabilities to create and work. The education is indispensable to the knowledge, practicing of rights and the setting up of sovereign country, and constitute a strategic shaft to the national development. |

APPENDIX II

CONSTITUTION OF ECUADOR ARTICLES 28 – 343

| Article | Description |
|---------|---|
| 28 | <p>The education will respond to the public interest and will not be to the services of individual and corporative interests. It will ensure the universal access, permanency, mobility and egress without something discrimination and mandatory in the initial, basic, bachelor's degree or their equivalent. Is a right of all person, community interact between cultures and participate in a society that learnt.. The state will promote the intercultural dialogue in its multiples dimensions. The learning will develop in schooled and not schooled form. The public education will be universal and secular in all its levels and free until the third level of inclusive superior education.</p> |
| Article | Description |
| 343 | <p>The national system of education will have as purpose the capabilities development and individual, collective potential of the population that made possible the learning, the generation, the utilization of knowledge, techniques, art and culture. The system will have as shaft the person that learn and operate as flexible, dynamic, inclusive, effective, and efficient.</p> |

APPENDIX III

CONSTITUTION OF ECUADOR ARTICLES 350

| Article | Description |
|----------------|--|
| 350 | The higher education system shall be aimed at academic and professional training with a scientific, humanistic vision, and technological research; innovation, promotion, development and dissemination of wisdom and cultures; building solutions for the country's problems related to the objectives of the development system. |

APPENDIX IV

ORGANIC LAW OF LAND TRANSPORT, TRANSIT AND ROAD SAFETY

| Article | Description |
|---------|---|
| 188 | <p>Formation, training and practice of professional drivers applicants and non-professional drivers will be in charge of driving schools and Trade Schools Higher Education Universities and Polytechnics authorized by the Board of Comisión Nacional, which will be supervised by the Executive Director in directly or through the Provincial Commissions. Training schools and technical institutes of higher education</p> <p>Universities and Polytechnic Schools, and training of professionals and non-professionals to operate, drivers must meet at least the following requirements:</p> <ul style="list-style-type: none">a) Have specific social purpose in education and road safety;b) Have physical infrastructure, vehicles and implements for the theoretical and practical learning;c) In the case of the Technical Institutes for Higher Education, fulfill the plans and programs study to determine the CONESUP and approved by the National Commission on Land Transport, Traffic and Road Safety. The CONESUP monitor and evaluate the implementation of plans and programs of study. <p>In the event that the National Commission on Land Transport, Traffic and Road Safety, does not approve the plans developed by the CONESUP, or performs observations thereon, shall refer the same to CONESUP so that a consensual manner plans approved and programs;</p> <ul style="list-style-type: none">d) Maintain a skilled managers and faculty. <p>Driving schools to which this Article made mandatory, at least once a year, activities and programs of education and road safety for the benefit of the community of their domicile, actions will be reported to the National Commission.</p> |

APPENDIX V



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

Sex:

Age:

Objective : This survey is directed to the students of Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena. with the purpose to know how they feel about and what kind of activities are applied in the English classes

1. Do you like the English Basic Module ?

Yes ☐

No ☐

2. Are your English classes at Sindicato de Choferes Profesionales fun?

Yes ☐

No ☐

3. Do you like your teacher's methodology?

Yes ☐

No ☐

4. Would you like that your teacher use dynamic activities in the English class?

Yes ☐

No ☐

5. Do you think motivation is important in the English class?

Yes ☐

No ☐

6. Which of the following activities does your teacher do in class?

- Games ☐ Role plays ☐
- Listen to music ☐ Dialogues ☐

7. Which of the following materials does your teacher use to complement the class?

- Book ☐ Flash cards ☐
- Videos ☐ Games ☐

8. Do you consider you could learn English in a better way and feel motivated if your teacher applied games in his /her classes?

Yes ☐ No ☐

9. Do you like English music?

Yes ☐ No ☐

10. Do you think English is important for your professional development?

Yes ☐ No ☐

APPENDIX VI



PENINSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER

Objective : This survey is directed to the teachers of the Basic English module of Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena. with the purpose to know what kind of activities are applied in the English classes .

1. Does the English book used in your class include games and extra activities ?

Yes ☐

No ☐

2.Are your classes dynamic?

Yes ☐

No ☐

3.Do you think your students are motivated in your classes ?

Yes ☐

No ☐

4.Do you think motivation is important in the English classes ?

Yes ☐

No ☐

5.Which of the following activities do you use in your classes?

▪ Games ☐

Role plays ☐

▪ Listen to music ☐

Dialogues ☐

6. Which of the following materials do you use to complement your classes?

▪ Book ☐ Flash cards ☐ Games ☐ Videos ☐

7. Do you consider that using games would motivate and make your students learn better in the English classes?

Yes ☐

No ☐



Building of Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena

Escuela de Capacitación del Sindicato de Choferes Profesionales de Santa Elena on Virgilio Drouet Street





Students of the “Escuela de Capacitación del Sindicato de Choferes Profesionales playing bingo”





Students of the “Escuela de Capacitación Del Sindicato de Choferes Profesionales De Santa Elena playing role –play”.





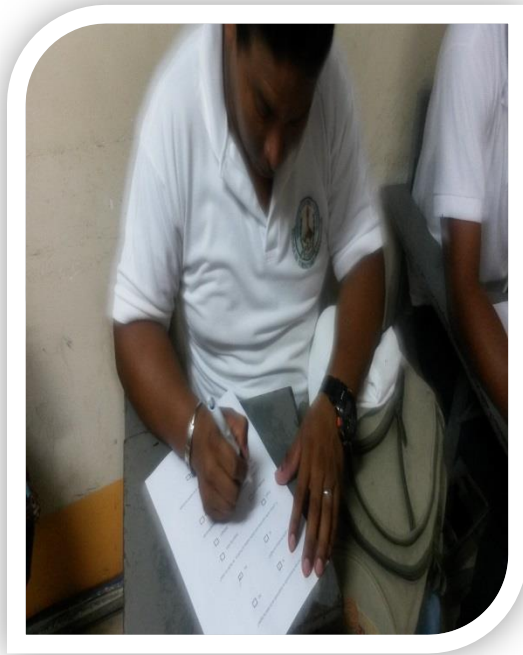
Students reading books



Students of class S



Students of class P



Students applying the survey





Interview to the Academic Coordinator



CERTIFICADOS



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLES

La Libertad , Mayo 13 2015

Para: MSc. Glenda Pinoargote Parra
Directora Licenciatura en Ingles.

De: MSc. Sandra Caamaño Lòpez
Docente Carrera Lic. Ingles.

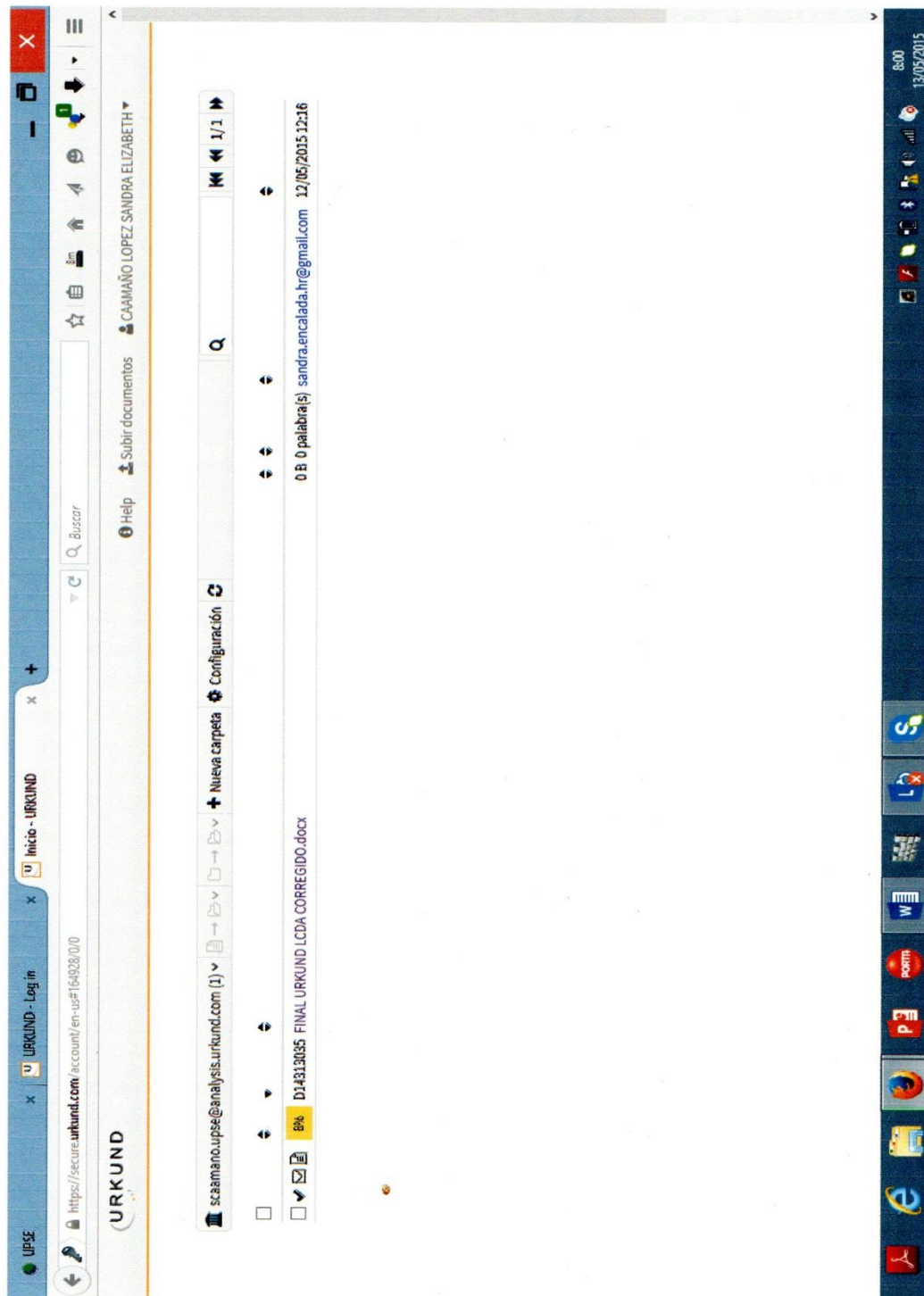
ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la Tesis (Trabajo de Titulación) de la estudiante Encalada Cevallos Sandra una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 8% de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciado en Ingles.

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,

MSc. Sandra Caamaño Lòpez
Docente de la Carrera Licenciatura en Ingles.




Salinas, May 12, 2015

GRAMMAR REVISION CERTIFICATE

This is to certify that I have reviewed the grammatical components of the graduation research project with the theme:

“ TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015”, belonging to Sandra Elizabeth Encalada Cevallos, presented in order to obtain the title of English Teacher at the University Peninsula of Santa Elena, Faculty of Education and Languages.

I corrected the errors of punctuation, content, syntax, and comprehension of the different topics, so I authorize the use of this certificate according to the best judgment.


ELSA YOLANDA ARRIETA MORALES, Msc.
C.I. 0902008358

La Libertad, 13 de Mayo de 2015

CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TITULACIÓN

SANDRA ELIZABETH CAAMAÑO LOPEZ MSC, TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA SANDRA ELIZABETH ENCALADA CEVALLOS.

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del borrador del informe final del Trabajo de Titulación, estos guardan relación con lo estipulado en la reglamentación prevista por la universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé trámite legal correspondiente.



SANDRA CAAMAÑO LÓPEZ Msc

DOCENTE TUTORA



SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA

ESCUELA DE CAPACITACION

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SANTA ELENA - ECUADOR

Santa Elena, 22 de abril del 2015

Yo, **ZAMORA VÉLEZ WILSON FERNANDO**, Director de la **ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA**, con cédula Nro **0907112171**, autorizo a la sra. **ENCALADA CEVALLOS SANDRA ELIZABETH**, portadora de la Cédula de identidad No **171961243-2**, egresada de la Carrera de Licenciatura En Inglés para que realice su trabajo de titulación "TEACHING GAMES TO ACQUIRE ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS OF ESCUELA DE CAPACITACIÓN DEL SINDICATO DE CHOFERES PROFESIONALES DE SANTA ELENA, SANTA ELENA PROVINCE, PERIOD 2014-2015", en beneficio de los estudiantes de nuestra Institución, para lo cual tendrá acceso a la información verás de la misma y todo lo necesario para que pueda realizar esta actividad.



Sr. Wilson Zamora Vélez

DIRECTOR GENERAL ADMINISTRATIVO

ESCUELA DE CAPACITACIÓN

SIND. CHOF. PROF. STA ELENA