



**PENINSULA OF SANTA ELENA STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

TITLE:

**EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION  
FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE  
ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR  
2014-2015**

**RESEARCH PAPER**

AS A PREREQUISITE TO OBTAIN A:

**BACHELOR'S DEGREE IN ENGLISH**

**AUTHOR: JENNIFFER GONZÁLEZ REYES**

**ADVISOR: Lcdo. LEONARDO CHÁVEZ GONZABAY, MSc.**

LA LIBERTAD- ECUADOR

**2015**



**UNIVERSIDAD ESTATAL**

**PENÍNSULA DE SANTA ELENA**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**

**CARRERA DE LICENCIATURA EN INGLÉS**

**MODALIDAD PRESENCIAL**

**TEMA:**

**EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL  
EXPRESSION FOR EIGHTH GRADE STUDENTS AT THE PUBLIC  
SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA  
ELENA, SCHOOL YEAR 2014-2015.**

**TRABAJO DE TITULACIÓN**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:**

**LICENCIADA EN INGLÉS**

**AUTOR: JENNIFFER ELIZABETH GONZÁLEZ REYES**

**TUTOR: Lcdo. LEONARDO CHÁVEZ GONZABAY, MSc.**

**LA LIBERTAD - ECUADOR**

**2015**

La Libertad, February 22<sup>st</sup> 2015

### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title **EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015.**

Prepared by Jenniffer Elizabeth González Reyes undergraduate student of the English teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after 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**

---

**Lcdo. Leonardo Chávez Gonzabay, MSc.**

**ADVISOR**

La Libertad, February 22<sup>st</sup> 2015

### **STATEMENT OF AUTHORSHIP**

I, **JENNIFFER ELIZABETH GONZÁLEZ REYES** with ID number, 092591610-8 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a requisite to obtain a Bachelor's degree in English, in my role as author of the research paper, certify that this work **EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015**, is of my authorship, except for the quotes and reflections used in this research paper.

---

Jennifer Elizabeth González Reyes

Author's Name

ID: 092591610-8

## **BOARD OF EXAMINERS**

---

Dra. Nelly Panchana Rodríguez, MSc.

**FACULTY OF EDUCATION  
AND LANGUAGE DEAN**

---

Lcda. Glenda Pinoargote Parra M.A.Ed.

**ENGLISH TEACHER CAREER  
DIRECTOR**

---

Lcdo. Leonardo Chávez Gonzabay, MSc.

**ADVISOR**

---

Lcdo. Jorge Cevallos Salazar, MSc.

**SPECIALIST PROFESSOR**

---

Ab. Joe Espinoza Ayala

**GENERRAL SECRETARY**

## **DEDICATION**

- This Graduation Thesis is dedicated to God, who with his inspiration has been my energy and my strength to complete my goals and purposes
- It is also dedicated to my parents who have guided my way thru my professional formation and especially my mother who taught me every day to be consistent and to pursue with dedication all my dreams.
- In addition, it is dedicated to my family, especially my children who constantly helped and motivated me for the completion of this graduation thesis.
- Finally, to my advisor MSc. Leo A. Chavez G. who helped me with his knowledge for the realization of this project.

*Jenniffer González*

## **ACKNOWLEDGMENT**

- The State University Peninsula de Santa Elena, Faculty of is Education Sciences and Languages who formed me as a students and professional.
- To my advisor MSc. Leo A. Chávez G. for his patience, dedication and motivation employed in the elaboration of this project.
- To the noble institution public school “TRECE DE ABRIL” that opened the doors for me and allowing me to do the research for Graduation Thesis.
- To my teachers to whom I owe so much of their knowledge that was wisely transmitted to me.

*Jennifer González*

## **DECLARATORIA**

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”

## **DECLARATION**

“The content of the following graduation work is my responsibility; the intellectual property belongs to the Península of Santa Elena University.”

*Jennifer González*



## TABLE OF CONTENTS

ADVISOR'S APPROVAL.....	III
STATEMENT OF AUTHORSHIP .....	IV
BOARD OF EXAMINERS.....	V
ACKNOWLEDGMENT.....	VII
DECLARATORIA .....	VIII
TABLE OF CONTENTS.....	IX
INTRODUCTION .....	1
1.1 TITLE OF THE RESEARCH PAPER.....	4
1.2.1. CONTEXT .....	4
1.2.1.1 CONTEXTUALIZATION .....	7
1.2.2 CRITICAL ANALYSIS .....	8
1.2.3 FORMULATION OF THE PROBLEM.....	10
1.2.4 GUIDELINE QUESTIONS .....	10
1.2.5 DELIMITATION OF RESEARCH .....	10
1.3 SIGNIFICANCE OF THE RESEARCH.....	11
1.4 OBJECTIVES .....	13
1.4.2 SPECIFIC OBJECTIVES .....	13
CHAPTER II .....	15
THEORETICAL FRAMEWORK.....	15
2.1 PREVIOUS RESEARCH.....	15
2.1.1.2 CHARACTERISTICS OF A GAME.....	18
2.1.2 EDUCATIONAL GAMES.....	19
2.1.2.1 WHAT OBJECTIVES DO EDUCATIONAL GAMES PURSUIT?.....	20
2.1.2.2 HOW TO EMPLOY AN EDUCATIONAL GAME IN A CLASSROOM?.....	20
2.1.2.3 BENEFITS OF CLASSROOM'S SCHOOL GAMES .....	21
2.1.2.5 GAMES AND EDUCATION.....	24
2.1.2.6 GAMES AT SCHOOL AGE .....	26
2.1.2.7 GAME AND MOTIVATION .....	28
2.1.3.1 SCHOOL MOTIVATION .....	31
2.1.3.2 STRATEGIES TO INCREASE SCHOOL MOTIVATION .....	31
2.1.4.1 IMPORTANCE OF LEARNING STRATEGIES .....	34
2.1.5 ORAL EXPRESION .....	35
2.2 PHILOSOPHICAL BASIS .....	36

2.2.1 PEDAGOGICAL BASIS.....	37
2.2.2 SOCIOLOGICAL BASIS .....	38
<b>3.1 RESEARCH APPROACH .....</b>	<b>43</b>
3.2.2 QUALITATIVE RESEARCH .....	44
3.2.3 DESCRIPTIVE .....	44
3.2.4 EXPERIMENTAL RESEARCH .....	44
3.2.5 BIBLIOGRAPHIC RESEARCH.....	44
3.2.3 APPLIED RESEARCH .....	45
<b>3.3 POPULATION AND SAMPLE.....</b>	<b>45</b>
3.3.1 POPULATION.....	45
3.4.2 SAMPLE .....	45
3.4.1 DIRECT METHOD.....	48
3.4.2 SURVEY .....	48
3.4.3. INTERVIEW.....	49
<b>CHAPTER IV .....</b>	<b>70</b>
<b>4. INFORMATIVE DATA .....</b>	<b>70</b>
<b>4.1 PROPOSAL BACKGROUND.....</b>	<b>71</b>
<b>4.2 SIGNIFICANCE.....</b>	<b>72</b>
<b>4.3 OBJECTIVES .....</b>	<b>73</b>
4.3.1 GENERAL OBJECTIVE .....	73
4.3.2 SPECIFIC OBJECTIVES .....	73
<b>4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL.....</b>	<b>74</b>
.....	74
<b>MANUAL OF EDUCATIONAL GAMES TO IMPROVE ORAL EXPRESSION IN THE CLASSROOM FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD. ....</b>	<b>74</b>
.....	74
.....	74
<b>1. INTRODUCTION .....</b>	<b>75</b>
<b>2. OBJECTIVES .....</b>	<b>76</b>
<b>3. MANUAL OF INSTRUCTION OF THE EDUCATIONAL GAMES.....</b>	<b>76</b>
3.1 SELECTION OF STUDENTS.....	76
3.2 CONTENTS .....	76

<b>3.3 RUBRICS FOR ORAL EXPRESSION</b> .....	<b>79</b>
<b>4. PROPOSAL</b> .....	<b>80</b>
<b>4.1 PROPOSAL WORKFLOW</b> .....	<b>80</b>
<b>4.2 METHODOLOGY, ACTION PLAN</b> .....	<b>81</b>
<b>4.3 GAME</b> .....	<b>83</b>
<b>4.3.1 GAME 1</b> .....	<b>83</b>
<b>4.3.2 GAME 2</b> .....	<b>84</b>
<b>4.3.3. GAME 3</b> .....	<b>85</b>
<b>4.3.4. GAMES 4</b> .....	<b>87</b>
<b>4.3.5. GAME 5</b> .....	<b>88</b>
<b>4.3.6. GAME 6</b> .....	<b>90</b>
<b>4.3.7 GAME 7</b> .....	<b>91</b>
<b>4.3.8 GAME 8</b> .....	<b>93</b>
<b>4.3.9 GAME 9</b> .....	<b>94</b>
<b>4.3.10 GAME 10</b> .....	<b>95</b>
<b>4.4 CONCLUSION AND RECOMENDATION</b> .....	<b>97</b>
<b>4.4.1 CONCLUSION</b> .....	<b>97</b>
<b>4.4.2 RECOMMENDATIONS</b> .....	<b>98</b>
<b>CHAPTER V</b> .....	<b>99</b>
<b>5.1 RESOURCES</b> .....	<b>99</b>
<b>5.2 MATERIAL</b> .....	<b>99</b>
<b>5.3 TECHNOLOGICAL</b> .....	<b>99</b>
<b>5.4 GENERAL BUDGET</b> .....	<b>99</b>
<b>5.5 TIMETABLE</b> .....	<b>100</b>
<b>5.6 BIBLIOGRAPHY</b> .....	<b>101</b>
<b>VIRTUAL LIBRARY BIBLIOGRAPHY UPSE</b> .....	<b>105</b>
<b>5.7.8 LESSON PLANS EXAMPLES</b> .....	<b>114</b>
<b>5.7.8 ACTIVITIES</b> .....	<b>115</b>

## CHARTS

Chart No 1 The population used in this research .....	45
Chart No 2 Identification age of the students .....	46
Chart No 3 Identification gender of Students. ....	46
Chart No 4 Independent Variable .....	50
Chart No 5 Dependent Variable.....	51
Chart No 6 Data collection Plan .....	52
Chart No 7 English program of the institution is pedagogically designed for English Language.....	53
.Chart No 8 English Curriculum should be modified .....	55
Chart No 9 English book should be removed from the English .....	56
Chart No 10 English necessary for student`s personal and professional growth. ....	57
Chart No 11 Speaking and communication tan learning from grammar texts. ....	59
Chart No 12 You do feel motivated to start your English class.....	61
Chart No 13 Games that you Teacher uses are dynamic .....	62
Chart No 14 Playing is important for students.....	63
Chart No 15 English Teacher rewards you. ....	64
Chart No 16 Teacher use songs as teaching material to start a class. ....	65

## GRAPHIC PAGE

Graphic No. 1 Identification age of the students.....	46
Graphic No. 2 Identification Gender of the Students.....	47
Graphic No. 3 English program of the institution is pedagogically designed for English Language.....	54
Graphic No. 4 English Curriculum should be modified. ....	55
Graphic No. 5 English book should me removed from the English program. ....	56
Graphic No. 6 English necessary for student`s personal and professional growth. ....	58
Graphic No. 7 Speaking and communication tan learning from grammar texts.....	60
Graphic No. 8 You do feel motivated to start your English class.....	61
Graphic No. 9 Games that you Teacher uses are dynamic. ....	62
Graphic No. 10 Playing is important for students.....	63
Graphic No. 11 English Teacher rewards you. ....	64
Graphic No. 12 Teacher use songs as teaching material to start a class. ....	65

## **PICTURES**

Picture No. 1 Maslow's Pyramid .....	29
Picture No. 2 Categories .....	40

## **APPENDIX**

Appendix No. 1 Survey Directed to students of eighth grade.....	107
Appendix No. 2 Interview Direct to the Teacher of the school "TRECE DE ABRIL".	108
Appendix No. 3 List of students .....	110
Appendix No. 4 Lesson plan #1 .....	114
Appendix No. 5 Activity #1 .....	115
Appendix No. 6 Activity #2.....	116
Appendix No. 7 Activity # 3.....	117
Appendix No. 8 Activity 4.....	118
Appendix No. 9 Interview teacher .....	120
Appendix No. 10 Interview authority .....	121
Appendix No. 11 Students .....	122
Appendix No. 12 Survey.....	123



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL  
EXPRESSION FOR EIGHTH GRADE STUDENTS AT THE PUBLIC  
SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA  
ELENA, SCHOOL YEAR 2014-2015.**

**Autor:** Jenniffer Elizabeth González Reyes

**Advisor:** Ab. Leo A. Chavez, MSc

**ABSTRACT**

This Graduation Thesis focused on educational games research to improve oral expression for eighth grade students at the public school "TRECE DE ABRIL". The general objective is to develop a proposal of how to implement the use of educational games in the classroom to improve oral expression of the English language. This project has been developed on the basis of the socio-educational approach, qualitative and quantitative and it is supported in an experimental field research, correlation, bibliographic research and field work. After carrying out this research it was concluded that educational games were not used at the "TRECE DE ABRIL" School. For this reason, a proposal of didactic games in the classroom is proposed as an alternative.

**KEY WORDS:** Educational Games, oral expression, socio- educational, qualitative and quantitative, experimental research, correlation, field work.



## **INTRODUCTION**

The society in which we live requires people with the ability to speak more than one language. In Ecuador, it is a need to speak the native language plus one foreign language. The Ecuadorian board of Education has adopted English as the foreign language to be taught in all educational institutions, starting in Grammar school, High School and later on in College. English, being the most spoken language in the world is a precious tool to have in order to move ahead in the work industry as well as in schools and as an addition to personal improvement. In addition, The Ecuadorian government is currently offering international scholarships to prestigious institutions around the world and the primary requirement to attain the scholarship is to have an internationally accepted test such as:

- Key English Test (KET)
- Primary English Test (PET)
- First Certificate in English (FCE)
- English as Foreign Language (TOEFL)
- Certificate – Advance English (CAE)

With this in mind, educational institutions here in Ecuador have stepped up in the teaching of English programs and have dedicated time to train teachers to better transmit knowledge to students.

One of the main issues that schools are still facing is the teaching-learning process. Many teachers who have a long teaching career maintained a traditional education system and are reluctant to change and learn new methodologies in order to better provide incentives to encourage students to express their thoughts. In the classroom this problem is reflected by the reserved attitude of both teachers and students when practicing the different English activities. The practice of teaching-learning ability in large groups of pupils causes difficulties for the teacher in terms of organization; keep order inside the classroom, and how to evaluate.

It is also notice that, foreign language teachers have to face many obstacles, some of them are lack of updated learning materials, lack of students' motivation which cause students not to prepare themselves and this action concur that English is not learned correctly and is not spoken correctly. It has been observed that in the past decades this problem has been growing and this is the reason why I have chosen to research and to investigate his issue and base on my research to find the best solution.

This investigation concerns the difficulty in speaking the English language detected in eighth grade students at "TRECE DE ABRIL" School. The causes to investigate are: lack of student's motivation, poor classroom activities, lack of updated resources used by the teacher and lack of teaching materials.

Possible effects generated by the problem are: students cannot express their ideas; students have slurred speech abilities, use a limited English vocabulary and poor class participation.

Independent variable: educational in-the-classroom-games and as a dependent variable: development of speaking the English language and the causes and effects that the following research might determine.

**Chapter I: The problem** set the objectives pursued in this research, furthermore to the justification and importance of the subject in study.

**Chapter II: The theoretical framework** is established on documentary research, demonstrating a report of research, theoretical basis and other foundation that endorse this research process.

**Chapter III** present the **methodology** to be followed in the process of research, methods, design, population and sample, techniques, instruments of data collection.

**Chapter IV** contains the **proposal** and its description, justification, objectives of the proposal, methodology and the action plan with its respective time table.

**Chapter V** consists of the administrative frame. It evidences the budget, all the resources employed in the research, the timetable that demonstrates the development of the thesis work and the bibliography that supports all the research work.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

#### **1.1 TITLE OF THE RESEARCH PAPER**

EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015

#### **1.2 STATEMENT OF PROBLEM**

##### **1.2.1. Context**

Students have been a priority throughout the education system. They are supposed to develop the ability to express themselves in comprehensive, coherent and fluent English. It has always been of interest and concern to teachers who meet a fundamental role in the process of teaching and learning, this concern is that students do not have a proper oral expression.

Charles: For humans the process is fundamental and vital, is founded on the ability of man to transmit his intentions, desires, feelings, knowledge and experience from person to person. (Wright, 2013)

Therefore, the difficulty of students to express themselves in English is a problem that is found in students who show that they have not acquired the ability to express ideas, feelings, needs and desires through language, with fluency and

accuracy, as well as the ability to understand the messages that they are receiving. This problem must also add certain factors affecting the process of teaching - learning in basic and diversified education, these factors are: shortage of material resources, little collaboration from students' families, lack of motivation by the teachers since in many cases the teacher is not updated in the field of didactics and does not employ dynamic resources to motivate students. The teacher must convey interest and encourage students to communicate, to put into practice all the knowledge they have acquired, through oral exercise, which has to be spontaneous oral expression in the students.

Therefore, Eighth Grade students from Grammar school TRECE DE ABRIL have difficulty in oral expression of the English language, they have a slow learning process and poor performance, since most of the students, have slurred speech, the students do not practice what they have learned through oral exercises. Students do not use an extensive vocabulary with everyday words, one of the main reasons is that they are numerous so their participation is difficult, this is evidenced a low level to express themselves orally, these are some of the reasons why students do not participate in class, such as in inhibition due to fear while speaking, also the concern for errors and possible criticism of the group in class.

As a result, this evidence the lack of teaching experience, teachers should teach the developing of the ability of oral expression. This is a problem that has been demonstrated while teaching English as a second language and it is a concern to students as well to parents and school directors.

Ruiz & Vila: “Resource appropriate by teachers is not enough since learning English as a foreign language is not so easy in a country like Ecuador where there are not enough opportunities to put into practice. (RUIZ & VILA, 2011)

Students and teachers must overcome this type of adversity because we are in a globalized world where we need students who can express themselves fluently and clearly, with optimum pronunciation and intonation, that know how to interact with others. It is necessary then that strengthen oral expression, putting into practice the English language in the various situations in which we find ourselves both formal and informal, because the English language is a tool that allows us to establish national and international relations.

Grammar school TRECE DE ABRIL is located in La Libertad County; it looks for promoting and improvement the quality of education of the English language, but unfortunately does not have the resources to facilitate the student's learning and therefore does not have motivation to wake up your interest.

If measurements are not adopted to solve this problem, the students will suffer and will be at a disadvantage because that cannot enjoy a future with bigger and better opportunities at the working level, in addition, they cannot develop the confidence to freely express their opinions in a second language such as English, and therefore they cannot manage themselves successfully in social English relationships.

### **1.2.1.1 Contextualization**

This problem arises with the need to achieve a meaningful learning of the English language in eighth grade students, at "TRECE DE ABRIL" school, was not accomplished. It has been noted that class hours tend to be a little monotonous, repetitive, and with lack of motivation. In addition, Eighth Grade, Basic Education English teachers working this year are not using educational games frequently enough in the classroom, perhaps because of lack of knowledge or because they do not know that games can be applied according to the age of the students, and according to the issues being addressed or also due to fear of fomenting disorder and lack of discipline in the classroom.

The situation at the "TRECE DE ABRIL" school, in regards to the English Language teaching-learning methods has become an uninteresting subject and it has little motivation to the students activities. The majority of the eight grade students do not have the interest to learn the English Language, which, in today's world of technology is very necessary because it is a universal language and goes on side by side with technological advancements of the modern world.

For this reason it is necessary that the teaching of English should be based on the execution of educational games, with the purpose that the class hour should be more active, participatory, and dynamic to ensure that learning the English language in eight grade students become productive and more so that the students would take ownership of all the knowledge implanted by teachers.

To achieve this goal, this project will present a series of class activities to promote student participation and to secure a safe learning environment throughout the classroom. In addition, class activities could be used by current teachers specialized in English in their class hours with activities inside and outside the classroom and to set standard rules for future educators. These activities could also become a technical instrument that will allow the building process of teaching and learning of the English language.

### **1.2.2 Critical analysis**

The little presence of strategic educational games within the time period of oral language skills has brought about unpleasant consequences to the students at the “TRECE DE ABRIL” high school, as when the use of educational games are not present, both the teacher and the learner are caught in a monotony cycle in class, this adding to the lack of innovative activities to promote the students desire to express themselves, because everything becomes repetition, and fear, which is why performance is logically momentary and not long-lasting.

This is a bad sign if we want the English language to be produced naturally and with fluency. In our province, educators maintain similar conditions due to then negligence in academic work, which is transmitted to the student who reacts calmly. Specifically in our case, at the “TRECE DE ABRIL” school, even with all the time available to change this trend of lack of motivation, unfortunately, it is part of the educational system.



Teachers' lack of optimism is evident to create new and pleasant games to improve oral skills in students. This has created poor academic result, which have been ignored by the school Board of Education. Here is a list of possible reasons on why students are not able to actively learn English and why students cannot use the learned skills in their future academic life.

**Causes:**

1. Lack of motivation
2. Application of traditional methods
3. Lack of planning strategies.
4. Lack of leisure activities and games
5. Lack of appropriate materials.
6. Unconcern by the teacher.
7. Conformity by the student.
8. Unconcern of the area and the same school.

**Effects:**

1. Passive students
2. Monotonous classes
3. Uninteresting activities

4. Tense environments.
5. Limited work
6. Lack of creativity in games and new tools to develop skills
7. Low production and development of oral fluency

### **1.2.3 Formulation of the problem**

How could educational games in English classes influence the improvement of oral expression in eighth grade students at the public school "Trece de Abril" La Libertad – Province of Santa Elena, School Year 2014 – 2015.

### **1.2.4 Guideline questions**

- ✓ Why not teachers use games as a teaching strategy?
- ✓ How often the teacher practice recreational activities in the class?
- ✓ How can I help develop speaking skills through educational games?
- ✓ How will the use of warmers and fillers help to develop English speaking skills at elementary levels?

### **1.2.5 Delimitation of research**

**Field:** Educational Games

**Area:** English

**Aspect:** The Motivation in the English Language learning.

**Province:** Santa Elena

**Cite:** La Libertad

**Location:** La Libertad

**Space delimitation:** State school "TRECE DE ABRIL" La Libertad – Province of Santa Elena, School Year 2014 – 2015.

**Topic:** Educational games in English to improve oral expression for eighth grade students at the public School "Trece de Abril" La Libertad - province of Santa Elena, school year 2014-2015.

**Population Limitation:** Academic Period 2014 – 2015

**Geo-temporal-spatial delimitation:** La Libertad - province of Santa Elena

**Time:** 2015

**Spatial:** 2014 – 2015

### **1.3 SIGNIFICANCE OF THE RESEARCH**

English oral expression of eighth grade student of "TRECE DE ABRIL", school is presented as a very difficult task. The main reason is that students are not motivated and therefore are afraid to speak and participate in class where they cannot express themselves with ease and freedom.

Teachers do not use recreational resources to motivate student learning. This is the reason for this investigation thesis, which aims to develop oral expression through

educational games so that students can progress and perform in a trusting atmosphere where they feel the need and opportunity to participate, where they can express their ideas, feelings, thoughts, and attitudes with ease because oral expression is a basic tool to survive in a rapid bilingual changing world.

It is important that students know and have knowledge of the importance of the English language so that they begin to raise the level of English achieved expressed in oral form. Above all, to prepare for a better future in which society will require individuals that have already, not only mastered the English language, but other languages.

Cagigal states: "The game is a free, spontaneous, disinterested and inconsequential action that takes place in a temporal and spatial limitation of the usual time, in accordance with certain rules, established or improvised and whose data item is the voltage." (Cagigal, 2012)

This means that through game playing and dynamic class activities, the student can develop ability to speak and freedom to express him/herself and with these activities could bring their ego up and loss their fear to speak up in a different language that is not his/her native language and could better prepare for a business real life.

Being so visible, this problem presented at "TRECE DE ABRIL" school and other educational institutions, it is essential to seek immediate solutions before this problem becomes worse and the development of the teaching-learning and use of English gets Ecuador behind among other countries.

In order to solve this problem, this research paper was carried out in the eighth grade classroom with students from "TRECE DE ABRIL" school. This report will also be presented in a Handbook form for educational use only. This thesis aims to introduce educational games for the development of speaking skills in the English language, whereby students may carry out activities that facilitate the learning of dynamics and participation. These activities as well as the books and handouts will facilitate their learning and could awaken interest and love towards the English language.

## **1.4 OBJECTIVES**

### **1.4.1 General objectives**

- ✓ Develop a proposal for educational games in the classroom that improve oral expression of eighth grade students at the public school "TRECE DE ABRIL" Province of Santa Elena-canton La Libertad 2014-2015.

### **1.4.2 Specific objectives**

- ✓ To find out the causes that difficult the learning of oral expression in English through a data collection instruments.
- ✓ To analyze and Select the different Educational Games using different sources of information.

- ✓ To develop Educational Games in the classroom to improve English expression Learning.
- ✓ To select Educational Games, using a pedagogical tool to improve learning of oral expression in the English Language.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 PREVIOUS RESEARCH**

This research aims to support methodology and techniques to guide teachers in the process of teaching and learning, developing skills, and knowledge skills through educational games to improve oral expression, overcoming the fear of dialogue with the English language with others and feel attracted to participate in any educational activity.

In terms of various works previously performed on class activities, they can allude that one of the main reasons to develop them has been the importance of the English language today, because of these bibliography, Internet pages, educational games, and oral expression-related monographs at international and national level. The information that can support the development of this research paper has been found in the following data.

Bazan, Hernandez & Pérez presented leisure special influence of the implementation of the programmer of activities-grade work "Let's Learn Playing" in the development of the ability of expression and comprehension in the area of foreign English language students from first grade of secondary education." (Bazan , T.; Hernandez L.; Pèrez, K;, 2010)

In other words, activities in classrooms have been developed through time, which aims to guide teachers on the implementation of the activities as means of

the teaching-learning process in English language. This work was directed to develop the ability of comprehension of the English language, in which an experimental design was used, the authors established conclusions that games promote the development of learning activities, eliminating the learning routine, creating classes entertaining with the fun encouraging learning enjoyable and meaningful.

**As stated by Gutiérrez:** "Using games like strategy planned in the course of English way you can develop skills that are aimed at a better understanding, pronunciation, reading and writing, use of words in communication". (Gutiérrez, Y., 2008)

To better understand, Gutierrez idea is that games applied in a proper way are achieved and understood better showing acceptable results in the skills advancement of the students. In addition, the author says that games are important to use in eighth grade because this is an activity that has been manifested in the change of phase from childhood to adolescence and to continuing applying games, students obtained best results in the acquisition of new knowledge, and especially in their preteen development process.

### **2.1.1 History of games**

Gonzalez stated by: "XVIII Century educational games were introduced into the villages. Game-play obtained a big role, disseminating ideas, leading users to criticize character and government policies. Since its introduction, the games of



the goose used to sing the glory of the King, to celebrate the Kings qualities and to spread their cult all over the country, in the XVIII Century, these innocent games were practiced as an effective propaganda tool" (Gonzalez, Alcantud, 2013)

According to Gonzalez, games have existed since ancient times. In the XVIII that was the enlightenment area, were scientists started to separate from church, ideas and traditional beliefs and started to believe more in science and scientific experiments, within those experiments, there was the application of games in to order to teach and learn in schools. It was noticed that students were more attractive to activities such as games in classrooms than the regular and traditional methods.

#### **2.1.1.1 Game**

“Meneses and Monge stated by, "the game is also characterized as a pleasurable activity since it consists of free movement, without direction fixed any obstacle". (Meneses & Monge , 2007)

“Games should also be used in recreational activities with the first years of life. We do not believe that this is so. It seems that only a child is entitled to practice games, and adults, on the other hand, has to be a serious person in order to successfully be able to face the responsibilities to be taken in life. This idea implies denying the seriousness involved in any game activity. This could represent, for an adult a half of his life balancing and fostering his/her relationship with others. In fact, in one way or another, games have been presented in the life

of human beings since childhood until the day he/she past away.”

(<http://www.gibralfaro.uma.es/>)

Analyzing this idea, it said that games should be developed with pleasure and satisfaction in order to motivate students to assimilate and to acquire new knowledge. It is necessary to remember that humans play games because it is essentially active and because his actions have to navigate according to the degree of mental development.

#### **2.1.1.2 CHARACTERISTICS OF A GAME**

- Pleasant: The game must produce pleasure to students who practices and not suppose any reason for frustration.
- Natural and motivating: playing is a motivating activity by that child practice in a natural way.
- Voluntary: have to understand the game as a free activity, never forced from the outside.
- World apart: the practice of the game evades reality, introducing the child in a parallel world and fiction and achieving satisfaction that is not met in real life.
- Creator: the playing practice will facilitate the development of the creativity of the spontaneity and will contribute to promote more balanced development.

- Expressive: the game is a flattering of the externalization of feelings and behaviors that we maintain repressed in normal situations.
- Socializer: its practice promotes the development of habits of cooperation, (Carmen Minerva Torres, 2012)

### **2.1.2 Educational games**

This research looks forward to explore, to test, and to verify the importance of educational games at the “13 de Abril” elementary school, for moral and spiritual physical training.

Plato, the great Greek Philosopher explained that: “The game never stops being an occupation of major importance during childhood”. (Plato the Greek , 2010).

In other words, the lives of children are concentrated in physical games. Children normally want to play and keep playing until exhausting calls them over, adding to nature implanted strong inclinations or propensities to play in all normal children.

Educational games feature the following characteristics:

- The development of mental functions.
- Earning skills that allow repetition.
- Comprehension.
- Student’s attention and participation.
- Benefiting the stimulating psychology factors of the game.

All these tools are to be used in the classroom and with the presence of an authorized teacher. In addition, there should be of lightweight material that can be

children manageable, and there should also be simple and preferably attractive and colorful.

#### **2.1.2.1 What objectives do educational games pursuit?**

- Present a problem to be solved at a level of understanding that involves some degree of difficulty.
- Strengthen attractively concepts, procedures and attitudes referred to in the program.
- Provide a means for teamwork in a pleasant and satisfactory manner. Reinforce skills that the child will need later in life.
- Educate, because it is a means to familiarize players with the ideas and data from numerous subjects.
- Provide a stimulus for both intellectual creativity and emotional environment.
- And develop skills where the child has difficulty to perform.

(Carmen Minerva Torres, 2012)

#### **2.1.2.2 How to employ an educational game in a classroom?**

**The educational objective.** It is the game and its contents. For example, the student participating in the activity should be the "Search partner", what we want is that students develop the ability to correlate various objects such as oranges, apples, and other.

**Playful actions:** these actions must be declared clearly and, if they are not present, there is a game, but just a didactic exercise. They stimulate the activity, make the learning process more enjoyable and enhance voluntary attention from teachers. A characteristic feature of the playful action is the manifestation of the activity purposes playful.

**Rules of the game.** They constitute an organizational element thereof. These rules are that are going to determine what and how to do things, and also given the pattern of how complete the raised activities.

(Carmen Minerva Torres, 2012)

### **2.1.2.3 Benefits of classroom's school games**

- Meets the basic needs of mental and physical exercise.
- It is an excellent way to practice self-expression
- It is a way to achieve goals
- Brings about imagination
- Students demonstrate self-respect
- It is a to expression positive and negative feelings
- Boys and girls interact with imitation rehearsing adult life.
- It is a way to discover children behavior.

(Carmen Minerva Torres, 2012)

#### **2.1.2.4 Importance of game**

Piaget says: the child is born in an environment that determines their behavior, grows with a number of social factors that stimulate the development of the child to a greater or lesser extent and develops a maturation level itself, unlike the others, these three factors play a role in the scheme of representation of the world that child creates, it generates, it assimilates new behaviors and arrange those behaviors into their patterns of action thus forming new improved action schemes.” ( Dr. Juan Casado Flores, 2013)

This idea expresses that the dynamics of the games, come into full development by expressing freedom, spontaneity and assurance in the action of sports, the spirit is happy and whiling of desire of creation. From the psychological point of view, classroom games reflect the reality of what and who a child is. Throughout classroom games the teacher is able to discover the child’s inner world, the integrity of his being and constitutes an expression of mental evolution. With this in mind, sport activities, therefore, allows to study trends and behavior of children, their character, inclinations, discipline, habits, and more so its shortcomings.

In the educational field, the importance of classroom games is very broad, since pedagogy constantly relies on the conclusions of psychology evaluations and therefore, these evaluations are applied directly to didactics. The importance of play and classroom games can be seen at the end that it complies in the following way

**For the physical development:** the game is very important for the physical development of the individual, because the activities of walking, running, jumping, bending, etc. contribute to the development of the body and in particular influence on cardiovascular function and therefore breathing because of the connection of the regulatory centers in both systems. In addition the gaming activities contribute to muscular development and neuron-muscular coordination. But the effect of muscle activity is not localized in certain masses; it impacts with the totality of the body. ( Dr. Juan Casado Flores, 2013)

**For mental development:** At the stage of childhood is when mental development increases significantly and the dominant concern is the game. Children in playful activity immediate interest, play because the game is pleasure, because it just responds to the needs of their integral development. Playing children hone their senses and acquires greater mastery of his body, increases their power of expression and develops its spirit of observation. Educators have shown the mental work running parallel to the physical development. Muscles become powerful and accurate but you will need the mind and the brain to direct them. ( Dr. Juan Casado Flores, 2013)

During the game the children will develop their powers of generalization, analysis, synthesis, abstraction and concentration. The boys and girls to meet various situations that arise in the game revives its intelligence, it conditions their mental powers with experiences to later solve many problems of ordinary life.

The game is a primary stimulus of the imagination, the boys and girls when it plays is identified in time and space, with the men and animals; this is the period

of the animism of the child. This flexibility in your imagination does that in their imaginative play can relate to most of the occupations of adults.

For the formation of the character: Jackson says: "Educating the child guiding it to develop a correct behavior towards their rivals in the game and to the spectators".

That means that children during the game get beneficial and important lessons of morality and citizenship.

#### **2.1.2.5 Games and education**

According to Yturralde, he states that games are beneficial for the correct development of not just children, but also for grown up people. He said:

“Games may be present in the different stages of the human learning process. Clearly, the educational value that games have in the preschool stage and later on in Grammar School in general, but many observers are quick to recognize the game as detonator of learning. For many scholars, game playing and more so, the amount of time spent in this activity, they consider it as a waste of time and they are not wrong if in the application of the game there is no structure, neither meaning and content” (Ernesto Yturralde, 2008)

As Yturralde stated, games are as important as air for the healthy grow the of human beings. This is more evident at school age than later on, because through games small children develop the ability to learn and to practice performance and skills that will be useful in all later process of life, in or out school.



Separate the serious education game as depriving it of one of its instruments more effective, therefore the educator must ensure that the activity of the child is one of the sources of learning and development, through action and experimentation, they express their interests and motivations and discover the properties of objects, relations, etc.

The role of the child educator consists of facilitating the practice of activities and experiences that, by connecting to the maximum with the needs, interests and motivations of children, help them to learn and develop.

In relation to education, the game is characterized by:

Being a creative resource, both in the physical sense (sensory, motor and muscle development, psychomotor coordination), and mental, because the child during its development makes all the ingenuity and inventiveness that has, originality, intellectual ability and imagination.

- Having a clear social value, as it contributes to the formation of habits of cooperation and support, confrontation with life situations and, therefore, to a more realistic knowledge of the world.
- Being a means of affective–evaluative expression, which makes him a projective technique useful to the psychologist and educator, especially when it comes to know the problems that affect the child.
- Having a value "substitute", during the first and second childhood it is transit of adult situations: for example, when you play dolls, shops, etc.
- To providing the appropriate context in which it can satisfy the basic educational needs of children learning. You can and should be considered

as an instrument mediator due to a series of conditions that facilitate learning.

- Motivating, stimulate the children and facilitate their participation in activities that may be unattractive, becoming the alternative to routine activities.
- Enabling the children to discover the value of the 'other' as opposed to if same and internalize the attitudes, values and norms that contribute to their children's development and to the achievement of the socializing process that starts.

(<http://www.familias.apoclam.org/>, 2014)

#### **2.1.2.6 Games at school age**

To continue with the research, from the Web page of Eduteka, it was stated that:

“At each stage of development man has needs and fundamental interests, in the school stage the Games represent the central interest for their physical, intellectual and emotional needs, games represent the child language and a way to communicate. At this age, it is also a new social situation of development; children begin to have new types of ties with adults and other children. The place among the people surrounding them will be different there is a growing awareness of its own and the meaning of their actions. There is a huge interest from the child to the world of the elderly, their activity and interrelationships. The desire to join

the world of the elderly makes that child go appropriating this world in the way that it is accessible to the game.” ([www.eduteka.org/ curriculo2](http://www.eduteka.org/curriculo2))

According to Eduteka’s statement, it is considered that, the game is essentially symbolic and starts from an early age that is where recreate conflicts where child made and gives a different meaning to what causes suffering or fear and enjoy that which causes him pleasure.

The game also favors the development of attention and memory, while playing children concentrate and remember better than in other situations because their mind and body are actively connected. The development of the language is also influenced significantly by the action of the game since it requires each child's particular ability to communicate. If a child is not able to understand verbal peer instructions, if it is unable to clearly express his or her wishes, she or he will have problems and disgust in these cases stimulates the development of the language.

For many scholars, games are a way to discover the world and the most effective means of learning at this important stage of life which is the school stage. Games are also the main occupation of children as well as a very important role, because through this you can stimulate and acquire further development in its different areas: psychomotor, cognitive and affective social. The game also has educational purposes and also helps in the increase of the creative abilities of children by what is considered an effective means for understanding reality. Through play children experience, they learn, reflect and actively transform reality. Children grow through the game for that reason this activity should not be limited to the child.

### **2.1.2.7 Game and motivation**

“The issue of motivation in a class is very delicate since motivate not only is to invite students to a predisposition to learning, but is to show you the taste by the subject that is taught.

In regards to the use of the game as a teaching resource for the motivation, there are lot of literature, but we must bear in mind that game does not do something entertaining, without direction or Foundation, or much less pose any game on any subject. Prepare the game toward the goal which is the learning should be paramount in a learning session. Work of the teacher is create, propose and run games where the student see the interesting topic that is learning.”  
(<http://teacher.scholastic.com/>, 2011)

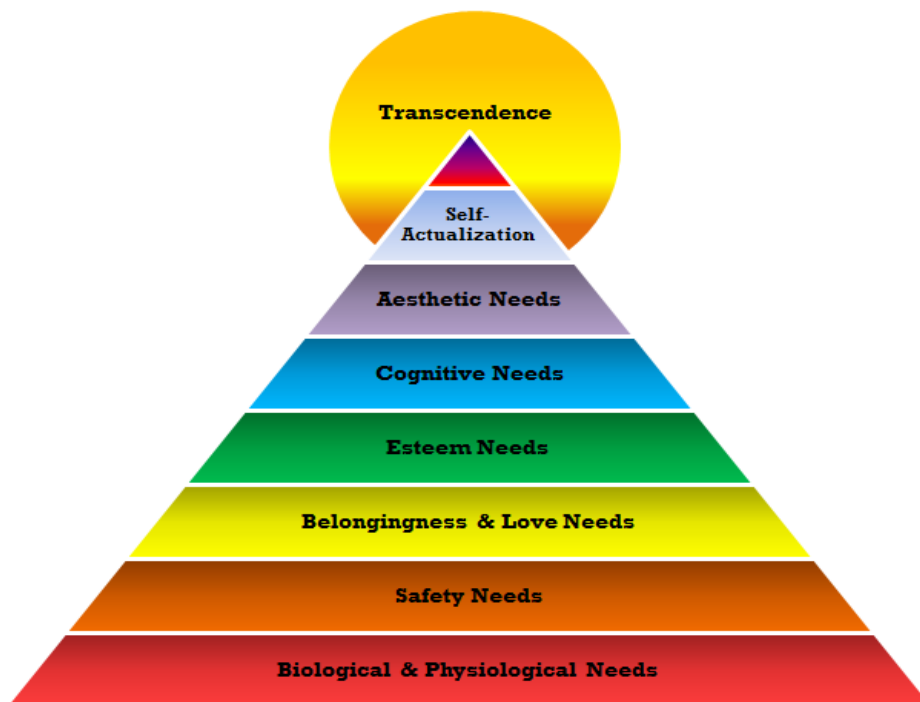
Based on the investigation carried out eighth grade students at the public school "TRECE DE ABRIL", it may be mentioned that oral expression is one of the main cause has been the wrong way of teaching the English language to school age students, for this reason, the data has been investigated and many books has been written by several authors in the educational field, in the methodology, and strategies to provide a change in the teaching-learning process between the student – teacher and how to develop oral and written expression techniques which will be the main support for the progress and presentation of this project.

### 1.2.1 Motivation

#### Motivation according to Abraham Maslow

“Abraham Maslow, an American psychologist born in 1908, developed an interesting theory of motivation in human beings, he established a hierarchy of needs that men seek to satisfy, this has been represented in the form of "Maslow's pyramid".

**Picture No. 1 Maslow’s Pyramid**



**Maslow’s Hierarchy Of Needs Pyramid**

**Source:** Public School “Trece de Abril”

**Elaborated:** Jenniffer Gonzalez

According to Maslow, it is a theory of motivation where it is established that there is a hierarchy of human needs, once satisfied basic needs, develop other needs and desires superiors, up to what I call the self-realization.

It should motivate humans to delight any need for sea superiority for them in a timely manner, overcoming the need to depend on their current experiences, are the most basic, then they seek to satisfy one of the following level more high. (Abraham Maslow, 2007)

Runco is proposal of personal creativity, closed to the motivation theories, states that a girl or boy may not choose to invest her or his maximum effort in building an original interpretation of something, unless she or he is motivated to do so. Moreover, Piaget' known for his contributions to the study of childhood cognitive development, defines motivation as the desire to learn, treated as an interest of the child to absorb and learn everything related to the environment. (Runco & Piaget, 2013)

According to Piaget, when a child is in the process of developing his knowledge through the activities acquired in his surrounding world, but it is not expected that all children could reach the same cognitive development in each of the stages above mentioned, given that the development and the child's cognitive development, depend on different factors such as food, society, the interest, and others.

### **2.1.3.1 School motivation**

Jere Brophy , “describes the student motivation as a tool to learn the tendency of a student to find significant and valuable academic activities and try to derive from these academic benefits that are intended to give”.

For Johnson and Johnson , “the motivation to learn involves more than wanting to or trying to learn. It includes the mental efforts of student quality.”

According Psychologists motivation as an internal state that gets activated base on the truly needs of a child and based on this needs it maintains the constant behavior of motivation. School motivation, on the other hand, is the one that encourages learning by a tutor or guide, is which drives the action of knowledge.

(Jere Brophy & Johson, 2013)

### **2.1.3.2 Strategies to increase school motivation**

#### **Behavioral approach**

It emphasizes environmental events and consequences from the observable behavior.

It promotes the extrinsic motivation through rewards, incentives and punishments.

#### **Cognitive approach**

It emphasizes the active role of the student from the representations of subject and activities directly applied to learning.

It promotes intrinsic motivation through the management of expectations and goals and self-regulation and self-management skills.

### **Humanistic approach**

Emphasizes the needs of self-existence, self-determination and self-esteem that are all put it together to achieve social acceptance in a community.

It promotes intrinsic motivation through self-knowledge, and promotion of self-management programs.

### **Socio-cultural approach**

It emphasizes the integration of motivational systems that have proved useful throughout history.

It promotes the development of self-regulation and self-management through instruments and signs on motivational systems.

(<http://motivacion.euroresidentes.com/>).

### **2.1.4 Learning**

Adela “is a method of teaching and learning based on the principle of solving real problems. In this method the students it is situated to in a context that allows you to integrate new knowledge through the development of a process of research and application of knowledge, and the presentation of alternative solutions of the problem of an area of knowledge.” (Adela Tellez , 2010)

Alicia says that:, “argues that it is a learning method based on the principle of using problems as a point of departure for the acquisition and integration of new knowledge.” (Alicia Escribano , 2004)

According to the authors, this means that the student is Builder and cause of their own learning, learning when knowledge make sense and are related to its objectives, this sense is achieved through relating their experiences the best way



with the learned content, is why is individual because there are different styles of learning.

### **Active learning (Piaget)**

“J. Piaget, Swiss psychologist and biologist proposed the theory of development that reached a degree of recognition and acceptance. He considers that the development of thinking happens in four stages, based on the evolution of the child thought, in which intellectual progression is a process where ideas are structured through the interaction of the child or adult with the medium describes and explains how the human being is building the knowledge”

The idea of intellectual development is related to the active learning in which students are capable of adding to their knowledge the information presenting them to this school must give you the opportunity to have experiences with the world. A way of handling the information is through play activities that apply and test the principles learned, and be able to apply them to new situations for example ask a student who learned to form the plural, which administers the plural of bed where the rule applies and Hummingbird Word where the rule does not apply with this the student will have practice using it and you can use it in different situations.

The method of active learning raises that students should interact with their teachers and classmates to test their thoughts, so have challenges and know how to solve them is.

### **Learning by Discovery (Bruner)**

Bruner is interested in the relationships between the development, teaching and learning, says children can learn any subject in any age effectively, unlike Piaget believed that only children can learn up to the boundary marked in each period of development. (Brunner, 2013)

“Points out that teachers should teach problematic situations that lead the student to discover for himself the master should the structure of the subject so organize the class so that they can learn through their participation active, Jethcemany D. Carrillo says that: "pupils to the inquire and discover for yourself the information in a given context contribute to personal interest to investigate and solve academic problems." ( Carrillo Carmen, 2010)

#### **2.1.4.1 Importance of learning strategies**

Learning strategies have an important role in the educational community to create a set of meanings that give meaning to education. Valid strategies are those that depart from different angles of significant activities and foster the achievement of objectives.

Mariotti says that : “To facilitate the learning process it is necessary for the student to develop strategies that promote natural or acquired abilities since they are resources that a student uses to learn better, they are related to a set of procedures thereby comply with the proposed objectives.” (Mariotti F., 2010)

The constant failure of some students in the pursuit of study tools has been thinking of a way to learn and the way when it comes to learning, students choose some students apart from his intelligence and ability are not suitable strategies for learning many times due to lack of knowledge about his way of learn and interact with others.

### **2.1.5 Oral expression**

“Oral expression as Bygates is the ability to express themselves in different circumstances of the moment to the circumstances of the moment. That is, make quick decisions, integrating them properly, and adjusting them in accordance with unexpected problems that appear in the different types of conversation.” (Bygates, 2013)

**Hammill & Bartel:** "that oral expression is the ability to express ideas orally in a sequenced and logical manner using a broad vocabulary, clear and coherent sentences to build". (Hammill&Bartel., 2010)

According to the authors oral expression in certain circumstances is broader than speech, since it requires paralinguistic elements to complete their final significance. Therefore, this is not only implies an adequate knowledge of the language, but it also includes several non-verbal elements.

Oral expression (speaking) is a productive skill that does not usually result in isolation, but in a communication process in which the transmitter and receiver communicate among themselves. There are three elements that should be taken into account in all learning process:

People want to say something and therefore decide to go to other people, somehow need to pull with someone. On the other hand recipients of messages also want to receive such information. This happens because there are u empty newsletters that only can be "filled" by exchanging information.

It has a communicative purpose, you want to make something happen: give information, please, express feelings, create controversy etc.

Select those most appropriate to the communicative process exponents their linguistic baggage. We must not forget that the human being has a limited capacity to create new sentences. On the opposite side, recipients processed a wide variety of language to understand what is being said.

As a result in the development of the productive skills run receptive loans, in a conversation where the speaker becomes immediately and alternatively in listener.

On the other hand the ability to speak involves developing other skills and content as the pronunciation.

## **2.2 PHILOSOPHICAL BASIS**

**According to Russel:** -"knowledge is not individual but subjective inter, networks of systems mediated by our tools of interaction" (Russell David., 2010)

In this concept, it exposes students to learn within a framework of interaction, capable of processing internal and external information with a development of affective and cognitive sense, discover and build their abilities, due to its biological and psychological plasticity, with a vitality and curiosity that allows students to assimilate the knowledge, with its own peculiarities and pace of

learning, creating spaces of social participation and respect in a healthy and balanced environment.

**Jethcemany indicates that:** "pupils do inquire and discoveries by themselves, the information is provided in a given context, which could contribute to personal interest to investigate and solve academic problems." (Jethcemany D. Carrillo , 2010)

Based on Mrs., Carrillo's ideas, she states that students assimilate knowledge provided by teachers. In addition, keeping a good relationship between teacher-student would allow students to have interests and motives to solve problems of learning in an individual and group pace, to improve their academic and intellectual development.

### **2.2.1 PEDAGOGICAL BASIS**

**Huizinga** states that "classroom games are actions or occupation-free that are developed within certain spatial and temporal limits, according to absolutely and mandatory rules, although freely accepted, action that has purpose in itself and accompanied by a feeling of tension and joy and awareness of being otherwise than in normal life" (Huizinga., 2010)

According to the author, he defines that the game is a free activity that takes place in an atmosphere of fun and pleasure, motivating students according to their culture to be participatory, active and sociable, introducing new knowledge through classroom games according to their degree of mental development in a time and space given, students are subjects that show feelings and emotions that it

is expressed it at the right time respecting and appreciating their environment, students would achieve their overall development through this activity.

**Mariotti** It defines "valid strategies are those that depart from different angles of significant classroom activities and foster the achievement of objectives". (Mariotti F., 2010)

To facilitate the process of learning students, it is necessary for teachers to establish recreational or creative inside the classroom strategies that have great importance in the meso and micro educational school curriculum allowing the educational community to create meaningful learning that could progress the potential of students' knowledge by expanding their skills and by fostering academic achievements to improve the quality of education, these inside the classroom games strategies are considered as a resource that the student must learn by better adapting to their style of rhythm and educational needs, establishing their own mental processes.

### **2.2.2 SOCIOLOGICAL BASIS**

**Vygotsky** "Presupposes a specific social nature and a process, through which children have access to the intellectual life of those surrounding" (Vygotsky, 2001)

Analyzing this quotation, it comes to the conclusion that learning outcomes are given when they are within a mediation of a context that gives opportunities to interact socially from social and cultural instruments

This process is active because students rebuild or redo their cultural environment transforming their inner discipline in a new attitude to perceive the process of learning as social interaction.

## **2.3 LEGAL BASIS**

### **LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL**

#### **CAPÍTULO SEGUNDO**

##### **De las obligaciones del Estado respecto del Derecho a la Educación**

La educación es una obligación del Estado, una excelente formación académica educará ciudadanos con cualidades, virtudes, destrezas y habilidades diferentes que garantizarán el progreso y desarrollo del país.

Los docentes deben ser motivados a capacitarse continuamente y estar actualizados con el avance tecnológico.

##### **Segundo Suplemento**

Se debe propiciar la enseñanza con actividades productivas haciendo uso de las TICS acompañadas de las técnicas y estrategias adecuadas que satisfagan a los educandos.

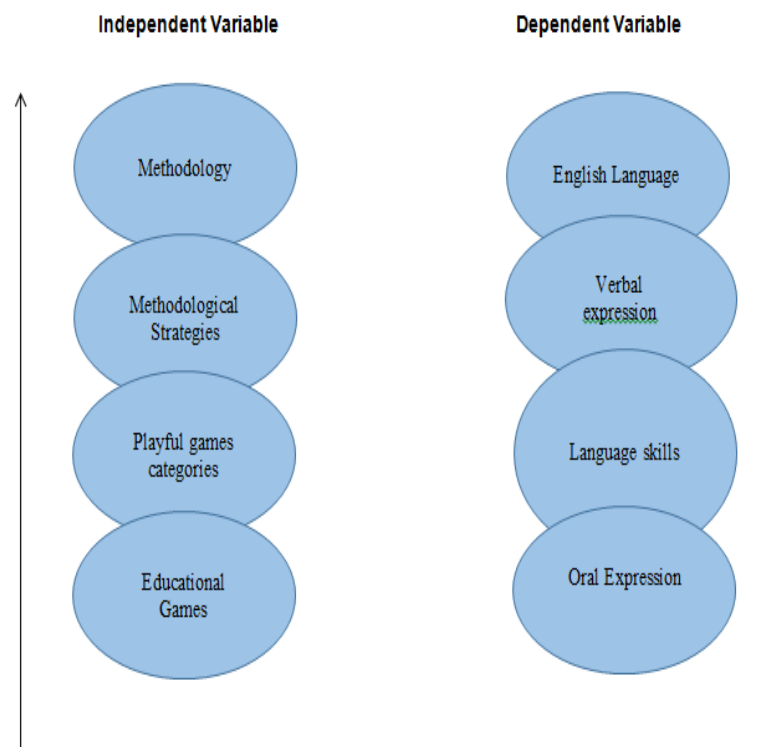
According to the Ministry of Education of Ecuador in its document Standards de calidad educativa - The English Language Standards (pag 8) manifests: “The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and

skills gained throughout the process.

It means that they will show “what students must know and be able to do as they move toward fluency in English”. The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods”.

## 2.4 Fundamental categories

**Picture No. 2 Categories**



**Source:** Public School “Trece de Abril”

**Elaborated:** Jenniffer Gonzalez



## **2.5 HYPOTHESIS**

Educational games for English class if they influence the oral expression class for eighth grade students at the public school “TRECE DE ABRIL”

## **2.6 VARIABLES OF THE STUDY**

### **2.6.1 Independent variable: educational games**

It is a motivating, planned and organized game activity that produces in the individual a range of emotions entertainment-oriented and simultaneously pursued objectives, purposes for carrying out their work.

Independent variable has the following dimensions: motivation, strategies of Learning through fun, playful categories.

The motivation dimension has the following indicators: goals, needs, effort, and performance of the teacher.

The learning strategies through the ludic dimension contains the following

Indicators: cognitive, Meta-cognitive, communication, and emotional partner.

Leisure categories dimension contains the flags: RPG games, simulation games,

Communication games, traditional games.

### **2.6.2 Dependent Variable: ORAL EXPRESSION**

It is the communicative capacity used by man to represent using words that exists in our inner thoughts, knowledge, ideas or feelings under the situation, place and time that is.

This variable has the following dimensions: qualities, and speech levels.

The Super-segmental traits Dimension contain the following flags: intonation, Accent, and rhythm.

Qualities of Oral expression: Fluidity, volume, clarity, coherence and emotion.

Levels of speech: Formal, Informal.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

The research approach includes both methods, qualitative and quantitative because it considers creativity as one of most relevant characteristics of the human personality, collecting and analyzing the reality of social, as well as the active personality phenomena, emerging with a history of tenacity, curiosity and playfulness, placing this last within a cognitive framework, the adapt it and develop it according to the personality of the student more than the intellectual of the same characteristics. Then we could thus summarize that with the creation of the mentioned activity and interaction of the class the teacher and student will be within an ingenious energy of creative production as well as the motivation, personality and attitudes within a modified environment.

#### **3.2 LEVEL OR TYPE OF THE RESEARCH**

##### **3.2.1 Applied research**

According to Hussain, (2011), it is a tactic for applying the already discovered facts. The objective is to enhance a product or method. Then the results can be evaluated.

It is the investigation that is carried out with an immediate purpose. It is worth discovering, of the basic investigation's achievement to use it in practical

situations. This project can be demonstrated and applied inside the educational field, specifically at basic level of eighth grades.

### **3.2.2 Qualitative research**

According to Hutter (2010), this method permits researcher to identify problems from the perspective of the participants of the study and recognize the significance and interpretation that they provide to conduct, action or objects.

### **3.2.3 Descriptive research**

To draw conclusion, it was necessary to observe and describe how events manifested during the process, so that it was possible to establish a correlation between both variables and determine the validity of the hypothesis.

### **3.2.4 Experimental research**

After describing events and establishing correlation between variables, the research was centered in giving explanations of what effects the independent variable had on the dependent variable. A group of students were taken as the experimental group and evaluated to prove the hypothesis of the research.

### **3.2.5 Bibliographic research**

It was bibliographic due to the fact that the purpose of this research was to analyze different theories and teaching approaches, compare them to emit opinions and find possible solutions to the research problem.

### 3.2.3 Applied research

This research was aimed to find a solution to a concrete problem such as the little attention that teachers pay in early stages of language learning to the development of speaking skills in children. It pretended to determine the consequences of this problem and suggest the application of warmers and fillers as a solution to it.

## 3.3 POPULATION AND SAMPLE

### 3.3.1 Population

The Population includes students, teachers, parents and director group that the researcher chose to do the study. This sample was taken at eighth grade students at Public school “Trece de Abril” which is located in La Libertad - Santa Elena province.

**Chart No 1 The population used in this research**

N	Description	Population	%
1	Authorities	1	
2	English Teacher	1	
3	Eight year of basic Education students.	50	
TOTAL		52	

**Source:** Secretaria of the school “TRECE DE ABRIL”

**Made:** Jenniffer González

### 3.4.2 Sample

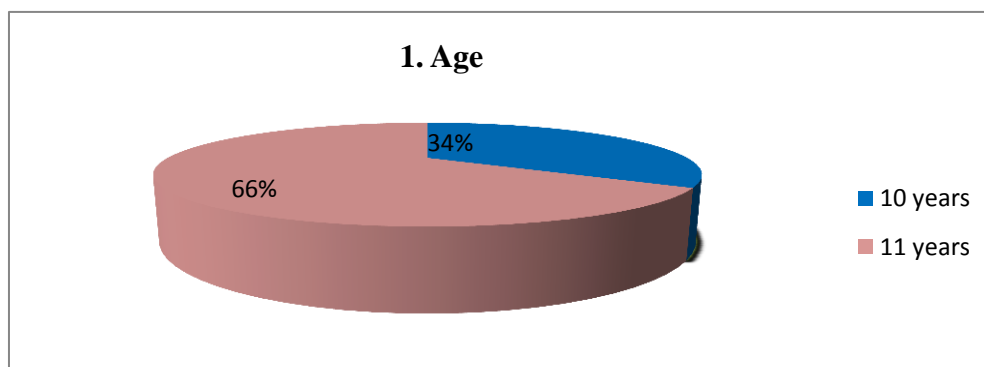
The present investigation was focused on 50<sup>th</sup> students, this class is divided by 23 girls and 27 boys, and they are nearly 10 and 11 years old, 1 English teacher, and

1 Director. This sample will diagnose the difficulty in speaking and the use of educational games in class.

**Chart No 2 Identification age of the students**

Students /Age	N	%
10 years	17	34%
11 years	33	66%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Graphic No. 1 Identification age of the students.**



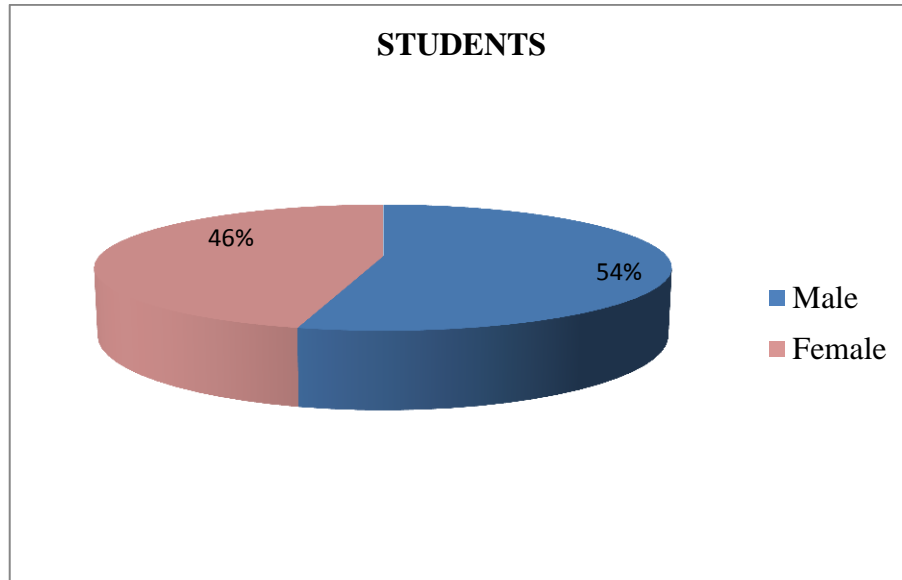
**Source:** Public School "Trece de Abril"

**Elaborated:** Jenniffer Gonzalez

**Chart No 3 Identification gender of Students.**

Students	No.	%
Male	27	54%
Female	23	46%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Graphic No. 2 Identification Gender of the Students.**



**Source:** Public School "Trece de Abril"  
**Elaborated:** Jenniffer Gonzalez

### **3.4 TECHNIQUES AND INSTRUMENTS**

In this project, it will apply several resources; methodology and techniques for children, and teachers, especially for Eighth Grade Students at the Public School “Trece de Abril” to analyze and to improve their oral expression in English by means of research techniques:

Direct Observation, Interviews and Surveys.

#### **3.4.1 Direct method**

Direct method permits to observe how the students perform front of teachers in their English lesson procedure and what methodologies and strategies are used in teaching this language.

#### **3.4.2 Survey**

The survey was directed to students and English teacher of Eighth Grade at the Public School “Trece de Abril”

It was composed of ten questions; it was directed to students and teachers.

The author can verify the speaking level in students and also know if parents contribute to tasks at home; it will help to demonstrate if English teachers are following stages of speaking or using games in the classroom to improve listening skills in eighth grade students at public school “Trece de Abril”.



### **3.4.3. Interview**

It was used for getting information about teaching experiences of the school principal and the English Area tutor, and their personal opinion on the effect of warming students and using time fillers in lessons, what are their benefits and how they can be a positive influence in the improvement of speaking skills.

### 3.5 VARIABLE OPERATION

**Chart No 4 Independent Variable**

Hypothesis	Variables	Significance	Extension	Indicators	Items for Indicators	Instruments
Creative activities for the effective development of oral expression in the students.	EDUCATIONAL GAMES	Educational games is motivating activity, planned and organized, they can be used as communicative activities to improve the oral expression of students in a relaxed classroom where they can feel confident and motivated to speak.	Motivational Activities  Strategies  Good classroom environment	- Warmers - Storytelling  - Posters - Games - Songs  -	Communication Games  Are teachers using high- motivational activities in their lessons?  Do students feel confident to accomplish a speaking task?  Are teachers promoting fun and relaxing classroom atmospheres?	- Observation  - Survey  - Interviews

**Author:** Jenniffer Gonzalez

**Chart No 5 Dependent Variable**

<b>Hypothesis</b>	<b>Variables</b>	<b>Significance</b>	<b>Extension</b>	<b>Indicators</b>	<b>Items for Indicators</b>	<b>Instruments</b>
The use of educational games has a positive effect in the development of oral expression for eighth grade students at the public school “Trece de Abril”	Development of oral expression.	According to the communicative approach to represent what is in our inner thoughts, knowledge, ideas or feelings through words according to the situation, place and in which found.	Strategies  Use of attractive resources to motivate students to speak English	- Role plays - Games - Songs - Posters - Flashcards  Development of skills.	Rhythm  Fluency  Do the resources and activities make sense on students learning?  Are the materials and digital resources attractive for students?	Observation  - Surveys

**Author:** Jenniffer Gonzalez

### 3.6 ANALYSIS AND INTERPRETATION OF RESULTS

The following information is the general tabulation of all 50 students surveyed.

An analysis of all 10 questions will be presented.

A - Strongly disagree

B - Disagree

C - Neutral

D - According

E - Strongly agree

**°AQZ<Chart No 6 Data collection Plan**

<b>Number of questions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
<b>1</b>	6	9	5	9	21	50
<b>2</b>	3	6	8	12	21	50
<b>3</b>	30	6	2	9	3	50
<b>4</b>	5	1	4	13	27	50
<b>5</b>	7	5	6	21	11	50
<b>6</b>	19	11	6	6	8	50
<b>7</b>	27	13	2	5	3	50
<b>8</b>	6	3	3	9	29	50
<b>9</b>	28	13	3	3	3	50
<b>10</b>	34	3	7	2	4	50

**Source:** Public School “Trece de Abril”

**Elaborated:** Jenniffer Gonzalez

### 3.6.1 Analysis of students' survey.

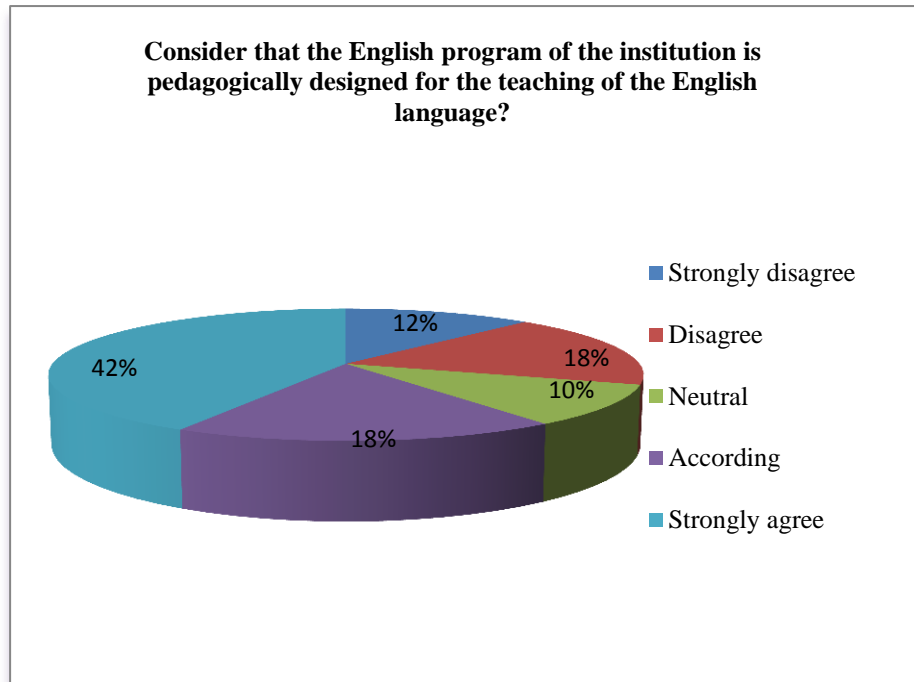
**Question 1: Consider that the English program of the institution is pedagogically designed for the teaching of the English language?**

**Objective:** To consult about Program is pedagogically designed for English Language.

**Chart No 7 English program of the institution is pedagogically designed for English Language**

Categories	F	%
Strongly disagree	6	12%
Disagree	9	18%
Neutral	5	10%
According	9	18%
Strongly agree	21	42%
TOTAL	50	100%

**Graphic No. 3 English program of the institution is pedagogically designed for English Language**



**Source:** Public School “Trece de Abril”

**Elaborated:** Jenniffer Gonzalez

**Analysis:** The survey about Educational games in school “13 the Abril” and doing the analysis of the first question demonstrated that: Out of 50 students surveyed, 42% of the students strongly agree that the English program is pedagogically designed for teaching English. On the other hand, 18% of the students surveyed disagree with the English program. We can deduce that the existing English program is pedagogically designed for teaching English language at “TRECE DE ABRIL” public school.

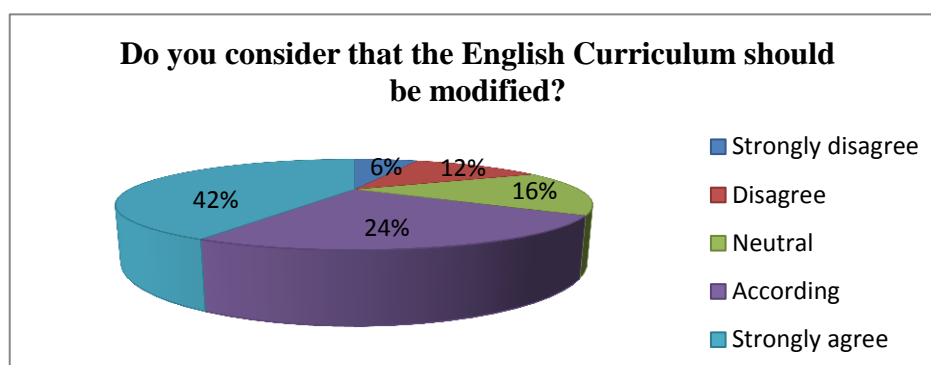
**Question Number 2: Do you consider that the English Curriculum should be modified?**

**Objective:** To determine if the English curriculum should be modifies.

**.Chart No 8 English Curriculum should be modified**

Categories	F	%
Strongly disagree	3	6%
Disagree	6	12%
Neutral	8	16%
According	12	24%
Strongly agree	21	42%
	50	100%

**Graphic No. 4 English Curriculum should be modified.**



**Source:** Public School “Trece de Abril”

**Elaborated:** Jenniffer Gonzalez

**Analysis:** The analysis of the question “if the English Curriculum should be modified” has demonstrated that out of 50 students, 42 % of the students strongly agree that the English curriculum should be modified. This question contradicts with the first question which asks if the English Program is fine in the school.

Otherwise, 12 % of the students surveyed disagree that the English curriculum should be modified. We can deduce that the English Curriculum should be modified.

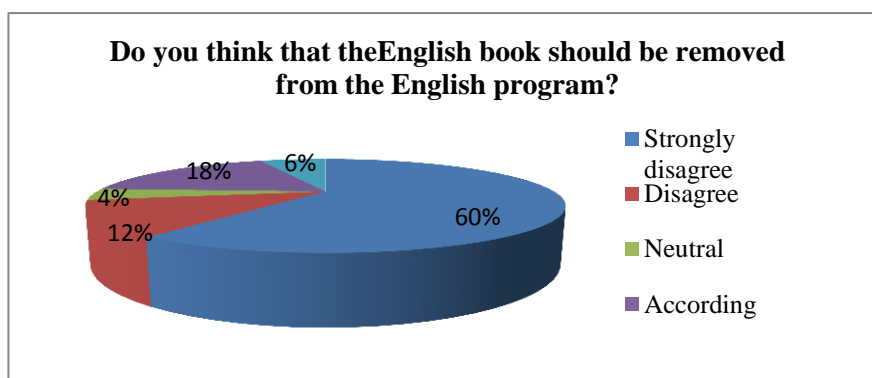
**Question Number 3: Do you think that the English book should be removed from the English program?**

**Objective:** To determine English book should be removed from the English program?

**Chart No 9 English book should be removed from the English**

QUESTION NUMBER 3	F	%
Strongly disagree	30	60%
Disagree	6	12%
Neutral	2	4%
According	9	18%
Strongly agree	3	6%
	50	100%

**Graphic No. 5 English book should removed from the English program.**



**Source:** Public School “Trece de Abril”  
**Elaborated:** Jenniffer Gonzalez

**Analysis:** The question analysis about books in the English program, shows that out of 50 students surveyed, 60% of the students strongly disagree that books should be removed from the English program. On the other hand, 18% of the students surveyed agree with the question that books should be removed from the English program. It can be deduced that books are very important for the teaching of English.



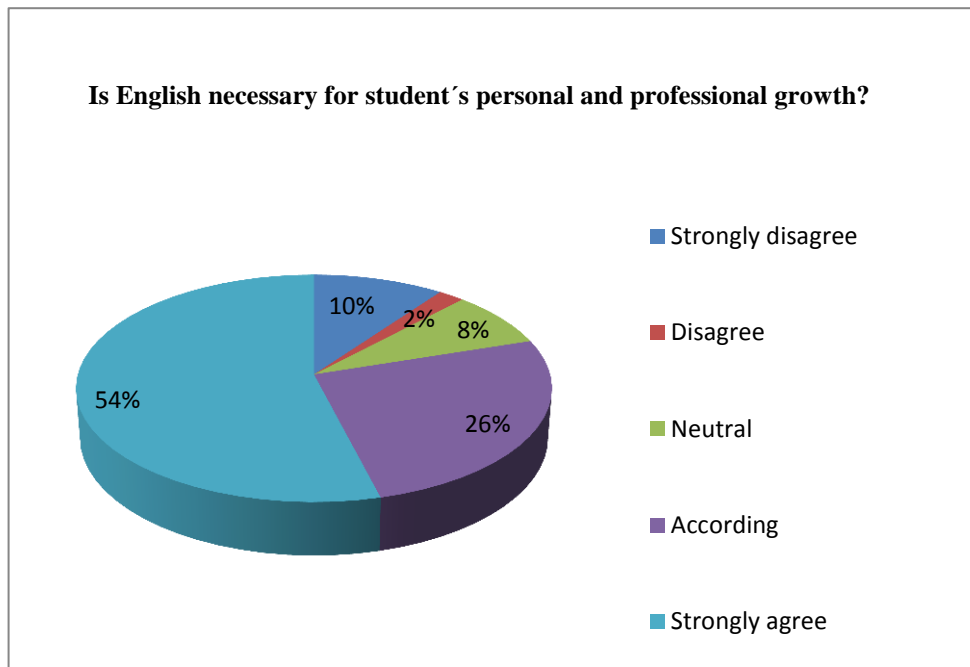
**Question Number 4: Is English necessary for student's personal and professional growth?**

**Objective:** To determine if English is necessary for student's personal and professional growth.

**Chart No 10 English necessary for student's personal and professional growth.**

Categories	F	%
Strongly disagree	5	10%
Disagree	1	2%
Neutral	4	8%
According	13	26%
Strongly agree	27	54%
	50	100%

**Graphic No. 6 English necessary for student`s personal and professional growth.**



**Source:** Public School “Trece de Abril”  
**Elaborated:** Jenniffer Gonzalez

**Analysis:** This particular question about personal improvement with English demonstrated that out 50 students, 54 % of the students strongly agree that English is important for future student growth. Adding another 26% that agree that English is important for personal and professional growth, it can be added to 80% of the surveyed students agree to this questions. On the other hand, 10% of the students surveyed strongly disagree with English to be part of their future. We can indicate that English is very important for the students.

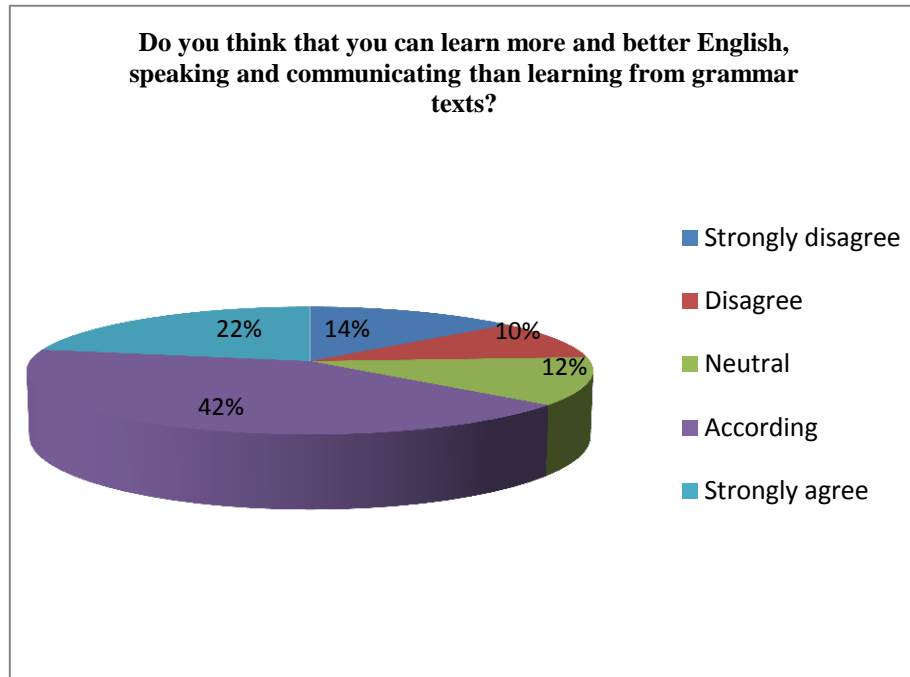
**Question Number 5: Do you think that you can learn more and better English, speaking and communicating than learning from grammar texts?**

**Objective:** To determine the opinion about think that you can learn more and better English, speaking and communicating than learning from grammar texts.

**Chart No 11 Speaking and communication tan learning from grammar texts.**

Categories	F	%
Strongly disagree	7	14%
Disagree	5	10%
Neutral	6	12%
Agree	21	42%
Strongly agree	11	22%
	50	100%

**Graphic No. 7 Speaking and communication tan learning from grammar texts.**



**Source:** Public School “Trece de Abril”  
**Elaborated:** Jenniffer Gonzalez

The question about analysis about learning English with just communication instead of book, shows that out 50 students surveyed, 42% of the students agree plus 22% that strongly agree, adds 64% of the students are in agreement that is better to learn English with oral practice than with books. Contrary to 14% of the students surveyed strongly disagree with this learning. We can easily deduce that using this method is more entertainment and useful for the students.

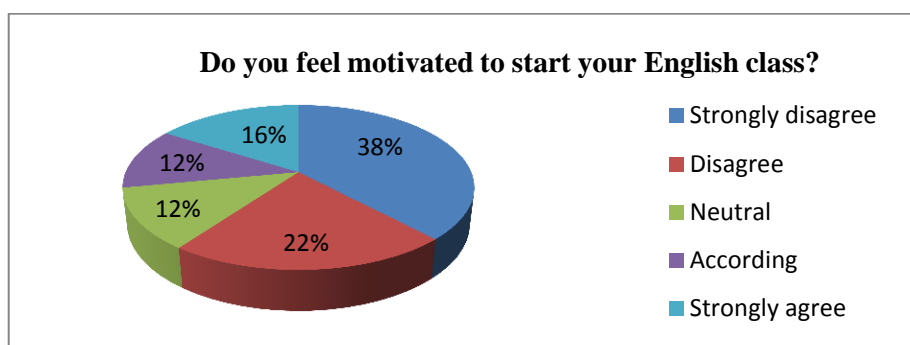
**Question Number 6: Do you feel motivated to start your English class?**

**Objective: To determine if students are motivated in class.**

**Chart No 12 You do feel motivated to start your English class**

Categories	F	%
Strongly disagree	19	38%
Disagree	11	22%
Neutral	6	12%
According	6	12%
Strongly agree	8	16%
	50	100%

**Graphic No. 8 You do feel motivated to start your English class**



**Source:** Public School "Trece de Abril"

**Elaborated:** Jenniffer Gonzalez

**Analysis:** The question about motivation shows a very interesting analysis, 38% of the students strongly disagree with motivation before starting any English classes, this result plus 22% that disagree with the motivation subject adds a total of 60% of the surveyed students that are not motivated in English class in attending English class. On other hand, 16% of the students surveyed strongly agree with the motivation. It can be easily deduced that teachers do not motivate students neither before nor after the English class.

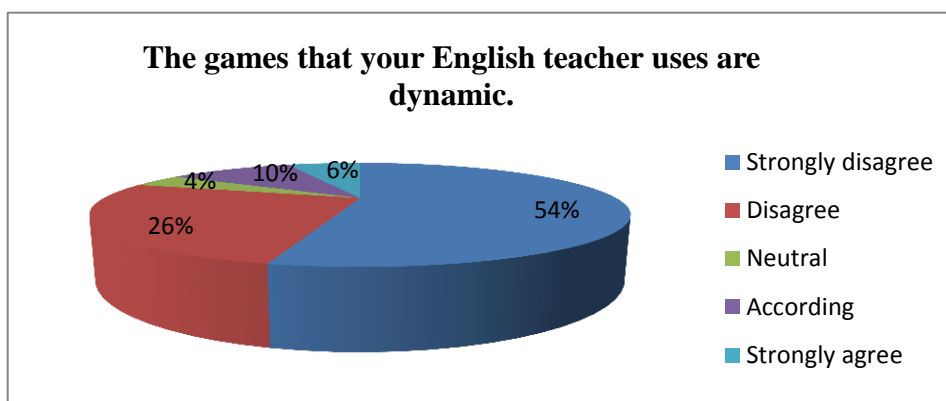
**Question Number 7:** The games that your English teacher uses are dynamic.

**Objective:** To identify if the games that your teacher uses are dynamic.

**Chart No 13 Games that you Teacher uses are dynamic**

Categories	F	%
Strongly disagree	27	54%
Disagree	13	26%
Neutral	2	4%
According	5	10%
Strongly agree	3	6%
	50	100%

**Graphic No. 9 Games that you Teacher uses are dynamic.**



**Source:** Public School "Trece de Abril"

**Elaborated:** Jenniffer Gonzalez

**Analysis:** The question about dynamic games, whether games used by teachers are dynamic or not shows that out 50 students surveyed, 54% of the students strongly disagree that teachers do not used dynamic games to motivate the class, but 10% of the students do agree that the games used by teachers are dynamic. It indicates after the analysis that teachers do not practice any gameplay with students during class.

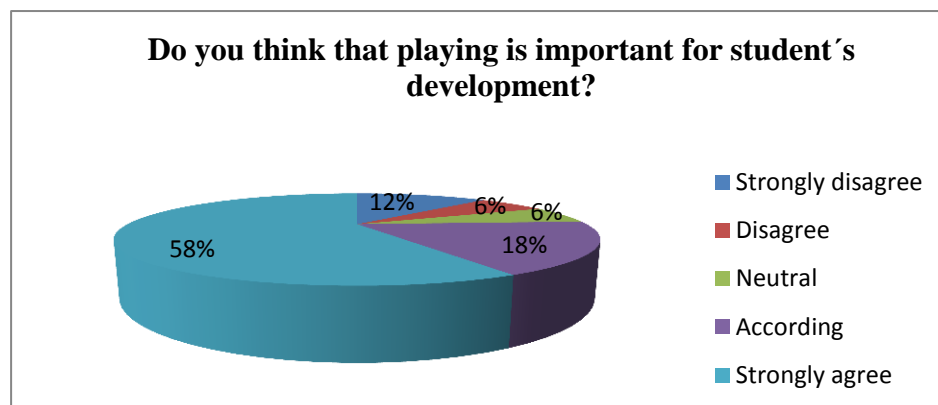
**Question Number 8: Do you think that playing is important for student’s development?**

**Objective:** To determine that paying is important for student`s development.

**Chart No 14 Playing is important for students**

Categories	F	%
Strongly disagree	6	12%
Disagree	3	6%
Neutral	3	6%
According	9	18%
Strongly agree	29	58%
	50	100%

**Graphic No. 10 Playing is important for students**



**Source:** Public School “Trece de Abril”  
**Elaborated:** Jenniffer Gonzalez

The questions analysis shows that out 50 students surveyed, 58% of the students strongly agree with the idea that playing in general is important for the Psychological and physical grow of the students. On the other hand, 18% of the students surveyed thinking that play is not a good idea in learning stages of student’s development.

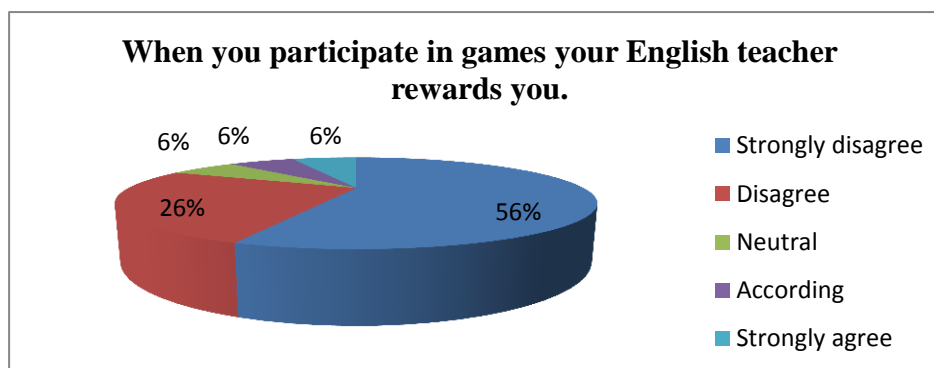
**Question Number 9: When you participate in games your English teacher rewards you.**

**Objective:** To determine if you participate in games your English teacher rewards you.

**Chart No 15 English Teacher rewards you.**

Categories	F	%
Strongly disagree	28	56%
Disagree	13	26%
Neutral	3	6%
According	3	6%
Strongly agree	3	6%
	50	100%

**Graphic No. 11 English Teacher rewards you.**



**Source:** Public School “Trece de Abril”

**Elaborated:** Jenniffer Gonzalez

This was a very important question about rewarding actions after a well done job. Surprisingly enough, 56% strongly disagree with the idea that teachers reward students for any good action or class participation. On the other hand, only 6% do agree that teachers reward students.



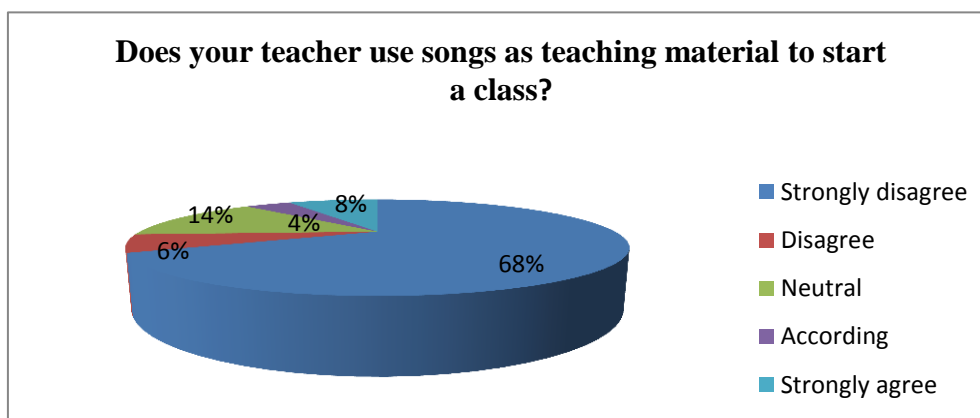
**Question Number 10: Does your teacher use songs as teaching material to start a class?**

**Objective:** To identify if your teacher use songs as teaching material to start a class.

**Chart No 16 Teacher use songs as teaching material to start a class.**

Categories	F	%
Strongly disagree	34	68%
Disagree	3	6%
Neutral	7	14%
According	2	4%
Strongly agree	4	8%
	50	100%

**Graphic No. 12 Teacher use songs as teaching material to start a class.**



**Source:** Public School “Trece de Abril”

**Elaborated:** Jenniffer Gonzalez

**Analysis:** In the last question, about songs and audio material before start any English class, the analysis shows that 68% strongly disagree, this alarming percentage plus 6% that just disagree that teachers do not use songs to start an English class, add to 74%. Only an 8% of the students suggested that teachers.

**3.6.2 PERSON TO PERSON INTERVIEW WITH Lcda. Tania Reyes  
ENGLISH TEACHER FROM THE PUBLIC SCHOOL "TRECE DE  
ABRIL"**

**Objective:** The teachers in charge of the eighth grade class at the Public school "Trece de Abril" will help in this thesis with information about the techniques she uses while she is teaching the speaking skills.

**QUESTIONNAIRE:**

1. How many years of experience do you have in the School System?

She has taught for 15 years

2. How many years do you have teaching English?

She has been teaching English for 5 years.

3. What does the word "skill" mean to you?

The word "skill" means to be able to interact in an active manner, have the ability to perform different jobs.

4. Which of the following skills do you practice more in you English classes?

Speaking \_\_\_\_\_ Listening \_\_\_\_\_ Writing \_\_\_\_\_

Reading \_\_\_\_\_ All of them X Others \_\_\_\_\_

She stated that in order to have a good English Session, Students will have to be exposed to all the teaching\_ learning skills recommended to learn a Second language.

5. What techniques do you apply most frequently to teach English?

Individual work x pair work \_\_\_\_\_ group work \_\_\_\_\_

She believes students who would to learn more like to participate and she spends a little more time with those students. But there are times that working in group is better as group participation.

6. What teaching materials do you use in a speaking skills session?

Videos  CD  Recorder  Nothing

7. Besides the blackboard, the marker and the book, what other materials do you use?

The teacher said that she practices the tutorial session and she also conducts classes with continuous repetitions because sometimes student does not grasp the material taught as quickly as it is recommended.

8. Do you know about any educational English software?

YES  NO

9. In a regular English Session, do the students listen to English songs?

YES  NO  SOMETIMES

10. What other techniques do you use to teach English?

In addition to individual work, I Use other techniques such as drama, exhibitions, working in pairs, show and tell (pictures).

11. What do you considered as incentive for the students to develop the speaking in an appropriate classroom and using the Technology, Information and Communication (TIC's) equipment?

YES  NO

According to the teacher, the used of Internet and other technical equipment is beneficial to achieve a successful teaching- learning English activity.

## **3.6 Conclusions and recommendations**

### **3.6.1 Conclusions**

- ✓ The majority of the students awaken little interest and curiosity in the subject dealt with in the process of learning English as a second language because of the lack of activities that encourage students to develop healthy learning.
- ✓ Students need to orally express their thoughts and feelings in English language with their fellow students and teachers.
- ✓ There is little demand for the teacher in carrying out the activities prepared for the Students, causing the student to make minimal efforts to fulfill the task assigned.
- ✓ Students are not motivated on the games that take place in the English class due to the fact that these activities do not contain innovative nature, problem solving tasks to really motivate the interest in the student.
- ✓ Students have difficulty in understanding messages and instructions given by teachers in class, since cognitive leisure strategies are employed with little frequency causing difficulty interpreting, analyzing, organizing the main idea of the message.

### **3.6.2 Recommendations**

- ✓ To provide Games that are innovative, creative, spontaneous to motivate students to learn English efficiently
- ✓ The use games activities frequently in English classes that in addition to strengthening knowledge help students to develop their skills and capabilities.
- ✓ English teachers should complement or reward participation and achievements of students in their class hours.
- ✓ English Teachers should recommended and create games or activities allowing students to assimilate the information through body movements, since they need to move or have something in their hands to learn English.

## **CHAPTER IV**

### **PROPOSAL**

#### **4. Informative Data**

##### **Title Proposal**

**EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION IN THE CLASSROOM FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015**

##### **Executing Institution**

School "Trece de Abril"

##### **Beneficiaries**

Students of Eighth year of basic Education of the school Trede de Abril.

##### **Location**

La Libertad - Santa Elena Province

##### **Author**

Jenniffer Elizàbeth Gonzàlez Reyes

##### **Advisor:**

Ab. Leo A. Chavez, Ms

#### **4.1 PROPOSAL BACKGROUND.**

This proposal is based on a research and a diagnosis made at the public school "Trece de Abril". During the process, it was observed that the Eighth Grade teacher while teaching his class was not following the methodological process stated in the school curriculum. It was also noticed that the classroom procedures were inadequate as far as the process of English teaching and learning, finally the teacher did not know how to develop abilities and skills in the students on how to interact with others.

For this reason, it is proposed to apply the pedagogical knowledge strategy of educational games as soon as possible in order to develop listening and oral skills to improve oral expression in students, while the teacher can support this workshop with a variety of selected activities applicable to the curricular planning allowing micro spark interest, motivation and more so to start developing the feeling of love for the English language.

Designing this manual with educational games activities, promotes meaningful learning, with a clear and well-articulated speaking ability in students, applying techniques and game strategies that teachers can incorporate in the process of teaching English to improve cognitive memory skills, motor social and emotional learning ability in a dynamic attractive and fun way.

With a focus domain to speak English as a second language, with the main purpose of developing skills and abilities in the student's vocabulary in order to become future successful, to become critical and reflective and be able to

willingly participate and collaborate and be capable of achieving successful goals in the environment in which they grow either inside or outside the country.

## **4.2 SIGNIFICANCE**

In stating the reasons for presenting this proposal aims to select activities and strategies of educational games that will support English teachers as a complement in the teaching-learning process, helping to improve the level of knowledge in English to dialogue. This project will give the opportunity to innovate teaching techniques and to use educational methods through recreational games and activities promoting significant learning process in students.

Also, to strengthen the English learning skills to improve their academic performance and be able to overcome fear and ridicule in the presence of others and to become fluent speakers of the English language and to be able to articulate this language with authority and personality.

Teachers could use the operating activities of educational games to develop student's motivation and interest in oral expression that would allow students to analyze and think through participation and to finally realize how easy can English be when there is, either individually or in groups interaction, leaving behind traditional methodology which for many years has hampered fluency and ability to easily speak English as a second language.



## **4.3 OBJECTIVES**

### **4.3.1 General Objective**

To enhance oral expression through “in the classroom educational games” to improve the teaching and learning of the English language.

### **4.3.2 Specific Objectives**

- ✓ To provide teachers clear and precise knowledge of educational games.
- ✓ To encourage the development of abilities and favorable skills to the role of teachers in the classroom with students.
- ✓ To contribute with educational games to the improvement of oral expression of the English language.
- ✓ To motivate students to use of oral expression through educational games.

#### 4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL.

# GAMES IN THE CLASSROOM

MANUAL OF EDUCATIONAL GAMES TO IMPROVE ORAL EXPRESSION IN THE CLASSROOM FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD.



By Jenniffer Gonzalez Reyes

AUTHOR

## **1. INTRODUCTION**

Educational games in the classroom have been conducted with the aim to contribute as a useful tool for teachers that could promote the growth and the ability of oral expression of eighth grade students, these games can be used with different themes and thereby obtaining an active learning, attracting the interest of the student by the different content taught by the teacher.

In every educational game scheduled, every activity will have its own objective, where the objective is the final goal to be achieved and for the successful progress of the activity instructions will be found in great detail, resources are materials that the teacher uses in order to facilitate the activity, time corresponding to the duration and the planning of the activity.

It is important to note that when too much time is spent in a particular activity, it could become boring and this may cause that the purpose of the dynamic is not met, the level of the English language will be provided based on activities for eighth grade students, which will correspond to a "beginner" level. Finally, it is detailed in this section activities already prepared to facilitate the advance of the in-the-classroom-educational-games which refer to the sequence to be followed by the teacher to meet the specific stated objective.

## **2. OBJECTIVES**

- ✓ To strengthen the development of the Oral expression of the English language, using a Handbook of educational games to improve the process of learning for students of eighth grade.
- ✓ To improve the active participation of the students, through dynamic educational games that allow interaction in English of entertaining and voluntarily.
- ✓ To increase the didactic manual presented in this proposal in the school “TRECE DE ABRIL”, to contribute to the development of the learning of the English language.

## **3. MANUAL OF INSTRUCTION OF THE EDUCATIONAL GAMES**

### **3.1 Selection of students.**

The educational games will be formed with students of the eighth grade of basic education, who want to improve learning outcomes of the English language.

### **3.2 Contents**

The content is based on Grammar, vocabulary and speaking and pronunciation of the units of student’s English book. I has five chapters and these has exercises of vocabulary, looking for the main ideas and role plays.

BOOK	Living at school
Chapter 1	Summer Vocational
Chapter 2	School Days
Chapter 3	Animals
Chapter 4	Delicious
Chapter 5	Modern History

ENGLISH BOOKS	TEXT
UNIT 1	CHAPTER 1
Grammar: Affirmative, negative, question, Possessive.	The educational games has the use of words related to the sun, beach,etc.
Vocabulary: Objects and Adjectives.	The oral expression is in There's is / There are. Can /can't. Use affirmative, negative sentences and questions with answers.
Skills <b>Speaking:</b> Talking about position <b>Writing:</b> A personal profile <b>Listening:</b> specific information <b>Reading:</b> Identify people of description	Describe about vocational Listen to each other about summer vocational.

ENGLISH BOOKS	TEXT
UNIT 2	CHAPTER 11
Grammar: Simple present	The educational games use all kinds of object in the classroom
Vocabulary: Daily routines, school subject.	The oral expression use questions and short answers.
Skills <b>Speaking:</b> time <b>Writing:</b> An e -mail <b>Listening:</b> a school - <b>Reading:</b> A day in school	Talk about the benefit of the school. Listen to each other talking about school.

ENGLISH BOOKS	TEXT
UNIT 3	CHAPTER 1II
Grammar: adverbs of frequency. Present Simple with MUST /MUSN`T	The educational games has the use of words related to the animals.
Vocabulary: Unusual animals Parts of the body.	The games use adverbs .
Skills <b>Speaking:</b> Like and dislike <b>Writing:</b> An animal fact sheet <b>Listening:</b> Unusual pets <b>Reading:</b> A special dog	Talk about students's activities using like and dislike.

ENGLISH BOOKS	TEXT
UNIT 4	CHAPTER 1V
Grammar: Countable and Uncountable nouns.	The games uses all kinds of food.
Vocabulary: food	The oral expression uses countable and discountable nouns.
Skills <b>Speaking:</b> give and follow instructions. <b>Writing:</b> Make a poster on healthy food. <b>Listening:</b> Listening information <b>Reading: Reading for specific information</b>	Talk about the benefit of the healthy food. Listen to each other talking about fast food and healthy food.

ENGLISH BOOKS	TEXT
UNIT 5	CHAPTER V
Grammar: Be going to	Uses words related to the technology.
Vocabulary: technology phrases	The games uses be going to.
Skills <b>Speaking: Asking for information.</b> <b>Writing:</b> a story <b>Listening:</b> technology – free week <b>Reading: e – reading</b>	Talk about students activities using present continuous for future arrangement.

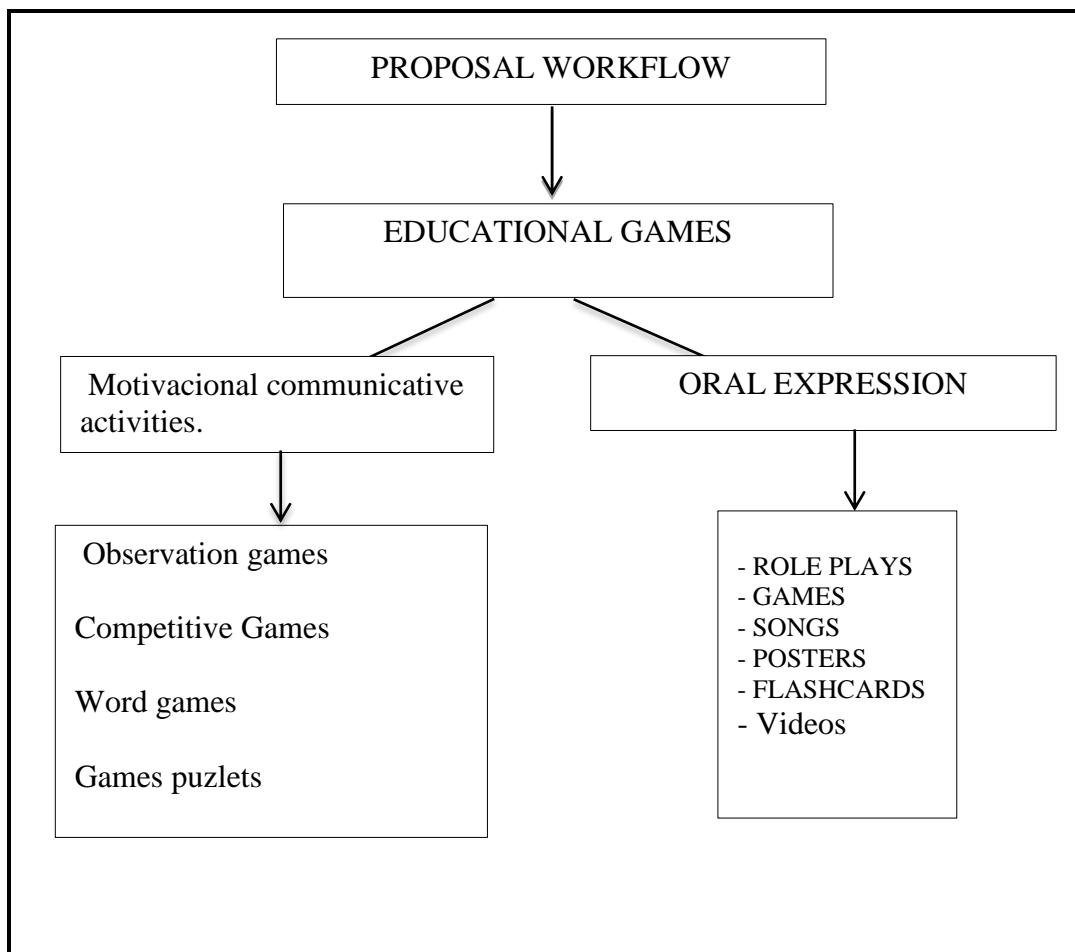
### 3.3 RUBRICS FOR ORAL EXPRESSION

CATEGORIES	Poor	Fair	Good	Very Good	Excellent
<b>1. Comprehension</b> (Ability to understand question and respond properly)	Unable to make herself/himself understood while performing the task, even when listener asks for repetition or clarification.	Unable to make herself/himself understood while performing most of the task; listener frequently asks for repetition and clarification.	Makes herself/himself understood while performing at least half the task; listener sometimes asks for repetition and clarification.	Makes her/himself understood while performing most of the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener rarely ask for repetition or clarification.
<b>2. Interaction</b> (Ability to listen and interact with the mates)	Unable to listen attentively or respond appropriately while performing the task; fails to interact with a partner.	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half the task, listens to another person and responds reasonably well; interacts adequately with a partner.	While performing most of the task listens attentively to another person and responds appropriately; interacts well with a partner	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner
<b>3. Accuracy</b> (Grammar and general structures)	Uncontrolled grammar and syntax, lacks knowledge of general structures.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; meaning is not always clear.	Quite accurate; some errors but meaning is clear.	Grammatical and lexical accuracy are high.
<b>4. Fluency</b> (Vocabulary, speech, naturalness)	Unnatural and labored speech, extremely hesitant on even high frequency vocabulary words, phrases and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words	Speaks fluently without hesitation or searching for words
<b>5. Pronunciation</b> (Stress, rhythm, intonation patterns)	Lots of errors; unclear articulation and intonation, which makes speech almost misunderstood.	Very frequent errors; often very difficult to understand.	Frequent errors; not always clear enough to understand.	Generally clear, reasonable control of stress and intonation.	Very clear, stress and intonation help to make meaning clear
<b>Comments and suggestion</b>				Total	

Source: Classroom Assessment Ministry of Education.

## 4. Proposal

### 4.1 Proposal workflow



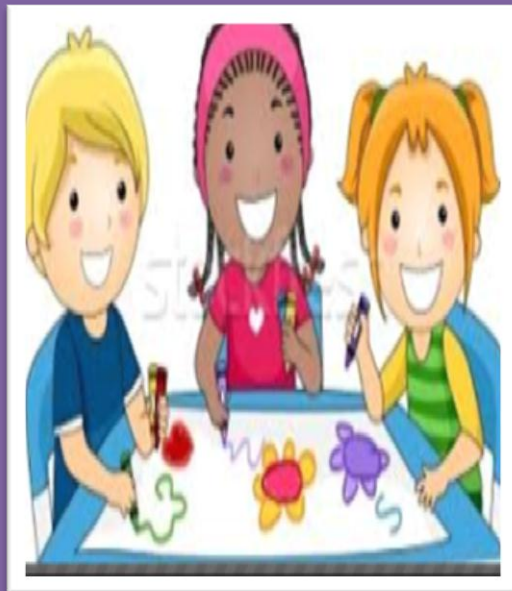


## 4.2 Methodology, Action plan

Objective	Activities	Resources	Date	Responsible
To successfully apply educational games in the classroom.	Socialize the idea with the principal and eighth grade teachers	Acrylic white board Markers Posters	September 15 <sup>th</sup> , 2015	Manager: Lic. Gina Touma Cusme Researcher: Jennifer Gonzalez Reyes
To motivate teachers to improve their in-the-classroom teaching style.	Meeting with eighth grade teachers	Acrylic white board Games Radio (songs) Markers Flashcard Toys	September 23 <sup>th</sup> , 2015	Teacher: Tanya Reyes Researcher: Jennifer Gonzalez Reyes
To analyze the students problems and the importance of having a good oral expression in the English language.	Talk with teacher.	Acrylic white board Markers Students' roster	October 13 <sup>th</sup> , 2015	Teacher: Tanya Reyes Researcher: Jennifer Gonzalez Reyes
To design a Didactic educational games manual that lead to improve English language oral expression.	Conference with students	Computer Information Infocus	October 20 <sup>th</sup> , 2015	Researcher: Jennifer Gonzalez Reyes
To enhance the partnership of students, so that they feel integrated in a caring and fun environment.	Group work related to the topic prepared for the day.	Games Information Computer	October, November, December.	Researcher: Jennifer Gonzalez Reyes
The eighth grade teacher could make comments about achievement, contents, and difficulties roles assumed by teachers through the implementation of the activities in the classroom.	Discussion with teacher.	Classroom	January 5 <sup>th</sup> , 2016	Teacher: Tanya Reyes Researcher: Jennifer Gonzalez Reyes

By: Jenniffer Gonzalez

**EDUCATIONAL GAMES  
TO IMPROVE  
ORAL EXPRESSION**



**IN THE CLASSROOM**

**Author:** Jenniffer Gonzàlez Reyes

**Advisor:** Lcdo. Leonardo Chávez, Msc

La Libertad- Ecuador

**2015**

## 4.3 GAME

### 4.3.1 GAME 1

GAME 1			
<b>Topic:</b>	Hangman		
<b>Objective:</b>	Develop mental capacity through the alphabet, combining terms correctly.		
<b>Skill:</b>	Speaking Skill		
<b>Grammar:</b>	Simple Present	<b>Time:</b>	10- 15 minutes
<b>Resources:</b>	Marker, Board	<b>Level:</b>	Beginner / teenager

#### Instructions:

- Hangman is a guessing game where students will use marker and whiteboard.
- A player thinks of a word, phrase or sentence and the other player tries to guess by suggesting letters.
- A row of dashes on the board, which represents the word to guess is made.
- If the player guesser suggests a letter or number that appears in the word, the other player writes it in all its correct positions.
- If the letter or the suggested number does not occur in the word, the other player takes an element of the stick figure man hanged as a tally mark.
- The doll is drawn into 6 parts (head, trunk and limbs), so the guesser has 6 chance of failure.
- If you find the word or phrase unknown and Loses if the doll is drawn by hanging.

### 4.3.2 GAME 2

GAME 2			
Topic:	Mr. Wolf		
Objective :	To identify different commands		
Skill:	Speaking Skill		
Grammar :	YES /NO QUESTIONS	Time:	15- 20 minutes
Resources:	Paper, flashcards.	Level:	Beginner / teenager

#### Instructions

- Organize the classroom so that there is enough space for children to be moved easily.
- Select positions that children can use in the game, for example, stand on one foot; put your hand on the back, jump, dance, etc.
- Explain the rules of the game to students.
- Explain to children that should be alert to the positions or movements that the Wolf could make while he asks you the time, so they remain in that position at the moment that the Wolf says that at dinner time, may include the following: signal make silence, shout, dance, cry, laugh, etc.
- Ask a student who is playing the Wolf to walk slowly through the classroom.
- Encourage students to ask the Wolf in one voice what time he has.
- Encourage student playing the Wolf so he could respond to what his classmates are asking him.

### 4.3.3. GAME 3

GAME 3			
<b>Topic:</b>	<b>London Bridge</b>		
<b>Objective:</b>	To learn different vocabulary		
<b>Skill:</b>	Simulation play		
<b>Grammar:</b>	Article a/an	<b>Time:</b>	15- 20 minutes
<b>Resources:</b>	students	<b>Level:</b>	Beginner / teenager

#### Instructions

- This game is like a round and is played like that in Spanish the call game "Mirón Mirón". You can practice all kinds of vocabulary with this game, such as colors, fruit, food, animals, geometric shapes, etc.
- The teacher chooses two children who will interpret the role of bridge, they choose the name of two words, for example two fruit or two colors. They will be placed face to face with their arms fully extended, hold hands to form a kind of bridge while the rest of the children must pass beneath them.
- Children form a row and begin to pass underneath the bridge while two children wave their arms are holding.
- Passing children are singing the song of "London Bridge"

London Bridge is falling down,

Falling down, falling down

London Bridge is falling down,

- Then, when the students have sing the last line of the song, children playing the bridge will bridge trap a child who was just passing under their arms and him to a secluded place. All this is done with the help of the teacher and the children with the teacher ask him: "What do you want?" "An apple or a pear?" and the child must choose one of the two fruit (we have, for example used fruit in this case, but the game may be done with any sequence of words) and when you choose it you should be behind the child that has the name of the fruit and with hands placed on the waist as forming a train.

#### 4.3.4. GAMES 4

GAME 4			
Topic:	Imagine your story.		
Objective:	Develop the coherence in the oral expression trough sentences with creativity and imagination.		
Skill:	Communication Game		
Grammar:	Verb To be – simple past	Time:	15- 20 minutes
Resources:	Paper- marker - board	Level:	Beginner / teenager

#### Instructions

1. - Review the past simple and verbs.
2. - Get the whole class or go to the school courts to sit down on the floor in a circle to create a story with all of the students.
3. - Explain to the students the activity. Tell a sentence to start the story  
e.g. **Catalina went to the beach last month and.....**
4. - Choose a student to continue the story with a sentence using simple past, then the next student has to continue the story with another sentence; the sentences have to be coherent, and all of the students have to participate.
5. - Encourage the students to be creative with the sentences.
6. - Help the students with vocabulary and the pronunciation.

### 4.3.5. GAME 5

GAME 5			
Topic:	Pay Attention		
Objective:	The game is memory exercising, attention paying, and lesson plan vocabulary,		
Skill:	Speaking		
Grammar:	Simple present	Time:	15-20 minutes
Resources:	Marker – board – classroom	Level:	Beginner / teenager

#### Instructions

- This activity game allows students to be prepared and to be alert at all time while the game is on.
- The teacher will write five words on the white board.

LEFT

RIGHT

CLAP

SNAP

GO

- Then it is explained that students will have to memorize all words because the words will be erased from the board to start the game.
- Once the game starts, the teacher will instruct students to pay attention to pronunciation and to vocabulary. For instance, the vocabulary of the day could be natural fruit.



- The classroom games handled the following way: after the teacher starts with the five words and the students have memorized them, the teacher will start by telling or calling the students' names after the word GO.

LEFT	SNAP
RIGHT	GO
CLAP	JENNIFFER

- After the students have practice with the names for a few times, the teacher will explain that while the game is running, the students will have to name a natural fruit after the mention a student's name. for instance:

LEFT	GO
RIGHT	JENNIFFER
CLAP	STRAWBEYY
SNAP	

- The game is practice and as many times as is necessary, the main goal of the game is memory exercising, attention paying, and lesson plan vocabulary,
- As a way to encourage participation, if a student pronounce a word, he or she will have to pay a fine by telling a joke, singing a song, or by performing an acting playing in front of the class.

### 4.3.6. GAME 6

GAME 6			
Topic:	My family		
Objective:	To develop the ability to describe the students' closest family members, performed by the students through a didactic game		
Skill:	Speaking		
Grammar:	Simple present – verb- to Be	Time:	15-20 minutes
Resources:	Marker – board – classroom	Level:	Beginner / teenager

#### Instructions

Things to describe:

A – color of the skin

D – Hobbies

B – Preferences of taste

E – Favorite soccer team

C – Favorite colors

**Fun action:** the teacher will enter the classroom dressed as a clown sounding a whistle, motivating the children and inviting them to play a very nice game called: "playing with words", then, the leader (teacher) will organize the students sitting them in a circle and the teacher in a singing way will guide the students to clap three times every time the teacher could sing in a rhythmic manner. Then, one student selected by the teacher will step forward in the middle of the circle and will start describing a member of his/her family with words in English. Following the same way guidance, every student from the circle will step forward to describe his/her family member. When the last student has finished describing the family member, the teacher will also describe his/her preferred family member. To finalize the game, the winner of the activity will be selected based on the number of description used during the game.

### 4.3.7 GAME 7

GAME 7			
Topic:	SPY		
Objective:	To identify and name adjective and colors		
Skill:	Speaking		
Grammar:	Adjectives	Time:	15-20 minutes
Resources:	Marker – board – classroom	Level:	Beginner / teenager

#### Instructions

The spy game is usually done by couples. It is a role playing game where some students are detectives and other thieves.

It is part of a hypothetical case. There has been a robbery at a jewelry store and there are several suspects.

Each couple gets together with his/her partner to think of an alibi to start the game. An alibi is an action where one person testifies that another person has done, or has been in certain place. Then, one of the partners goes outside the classroom, he/she will play the role of thief. The goal for this action is for the partner (thief) not to hear the questions to be asked. The other partner will play the part of “detective” and will remain in the classroom with the whole class.

Questions to be asked could be:

- |                                       |  |
|---------------------------------------|--|
| A - Where were you Monday at 7:00 am? | D - How much did you pay for your lunch? |
| B – What time did you get to work?    | E – How is your work?                    |
| C - What did you eat for lunch?       | F - Do you have a car?                   |
|                                       | G - What color is it?                    |

Possible answer for the SPY GAME

A – I was at home

B – I arrived to work at 08:00

C – I have a slice of pizza and  
a glass of soda for lunch

D – I pay \$2.25 for my lunch

E – My job is interesting, I  
am a secretary for a law firm

F – Yes, I do have a car

G – My car is color blue

### 4.3.8 GAME 8

GAME 8			
Topic:	News program		
Objective:	Promote the oral communication by giving advices and learning new vocabulary		
Skill:	Speaking		
Grammar:	Modal should/ shouldn't	Time:	15-20 minutes
Resources:	Marker – board – classroom	Level:	Beginner / teenager

#### Instructions

The class will be divided in groups of three. Each group will think of a news to be shared in class. The leader or teacher will assign a theme of news to each group, The groups will prepare the news accordingly to the section of news they could prefer because after that they will present the news in front of the class. Each group will assign a leader, a reporter, a cameramen and the celebrity to be interviewed. The leader will play the role of interviewer or the person to be interviewed, you can use the internet, magazines and books to provide ideas of different news for the students. These are some possible sections or ideas.

A - Economy (national and international)

B - Politics (national and international)

C – Sports (any discipline)

D - Celebrities' lives

E - Cinema and theatre

F - Literature and other arts

The goal of this activity is for students to have the opportunity to practice their English in front of a group of people. In this case the game will be played in front of a class and later on it will be presented as a talent show for the whole school.

### 4.3.9 GAME 9

GAME 9			
Topic:	Riddle Games		
Objective:	Promote a correct pronunciation of the words, to establish a proper communication in English Language.		
Skill:	Speaking		
Grammar:	Possessive adjectives.	Time:	15-20 minutes
Resources:	Marker – board – classroom	Level:	Beginner / teenager

#### Instructions

Purpose of the game:

Students will be able to write, listen and speak coherent sentences in everyday normal situations. The sentences will be set in a way of riddle, where the initial word or letter will be followed by similar sounds of pitch or intonation. The students repeating the sentences will have to do it without making mistakes. If a student makes a mistake three consecutive times, he or she will have to tell a joke, sing a song or dance a tune.

MATERIALS: none.

DEVELOPMENT: Group students of four or if students would like to perform individually that will be fine too. Write a phrase formed by less than 10 words that starts with the same letter.

Then, a selected student by the leader or teacher will read the RIDDLE as fast as he or she could. The students participating will have three opportunities to do so.

If you get confused conduct a penance.

Variant: If the activity is too difficult, you can give the opportunity to use articles or prepositions, even though they might not begin with the letter requested.

### 4.3.10 GAME 10

GAME 10			
Topic:	Talking about events.		
Objective:	Develop verbal and non-verbal skills practicing a given conversation by watching and listening the video in order to develop the oral expression.		
Skill:	Speaking.		
Grammar:	wh-question	Time:	15-20 minutes
Resources:	Marker – board – classroom - video	Level:	Beginner / teenager

#### Instructions

After watching the video: teacher divides the students into pairs. Assign one student to act out as a Hollywood actor, another one as an interviewer. Have students prepare to act these out in front of the class. Select the topic buying something, a conversation, or an interview.

Video <http://video.about.com/movies/Leonardo-DiCaprio-Inception.htm>

Video also provides all the nonverbal features of language that audio only can't. These type of exercises increase the student's interest and involves them in sociolinguistic reality.

Interviewer: How important was the last film for you?

Interviewer: How did you feel with the interpretation of it?

Leonardo DiCaprio: I think that that has been an amazing experience, because It has a little bit of mystery.

Interviewer: How was la relationship with the director of the film?

Leonardo DiCaprio: oh it was a pleasure and a privilege. I think he's probably the most exciting director working today, so it's always great. He's a lovely guy and a talented director."



## **4.4 CONCLUSION AND RECOMENDATION**

### **4.4.1 CONCLUSION**

- ❖ Educational games benefit the ability of speaking the English language, considering, games influence to motivate students, to initiate voluntary participation, to express ideas, opinions and to dynamically, taking into account better result.
- ❖ The students do not seek solutions to improve their English level, because they have lack of interest in the subject, applying educational games, students could assimilate the knowledge acquired in class, students can also organize information allowing the understanding of main ideas to finally express their personal opinions.
- ❖ Most of the students do not apply appropriate use of the Supre-segmental elements which are: intonation, accent and rhythm to express in English. This lack of accent expression causes the distortion of the meaning of the sentences issued by the student.
- ❖ It is concluded that children consider educational games as a provide fun activities and allow them to interact with peers, this interaction has great importance because it helps students to physically development, mental, emotional and social skill.
- ❖ Children will have to do their part to assimilate how important is the use of recreational games inside the classroom, with this idea, they could

improve their behavior and they could gain greater educational learning skill in they could performance better in school.

#### **4.4.2 RECOMMENDATIONS**

- ❖ To promote motivation in eighth grade students of “TRECE DE ABRIL” school encouraging students to assimilate knowledge, through incentives such as dynamic and participatory activities that could awaken the interest of the students.
- ❖ It is recommended that English teachers compliment or reward students participation and achievements in their class.
- ❖ It is advisable to apply different dynamic activities including body language, reading performance, memory exercise to capture student’s attention and to promote the development of English oral expression.

## CHAPTER V ADMINISTRATIVE FRAME

### 5.1 Resources

<b>RESOURCES</b>	<p><b>5.1.1 Institutional</b> Santa School “ TRECE DE ABRIL”</p> <p><b>5.1.2 Human</b> School`s principal, teachers, students, and school parents.</p> <p><b>5.1.3 Material</b> Office material, copies, pens, packages of paper, ringed books, , CDs.</p>
------------------	--

### 5.2 Material

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Packages of paper	3	4.00	12.00
Copies	50	0.05	2.50
Plaid books	2	10.00	20.00
Internet	---	50.00	50.00
Other materials	---	20.00	20.00
<b>MATERIALS</b>			<b>\$104.50</b>

### 5.3 Technological

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Laptop	01	700.00	700.00
Printer	01	200.00	200.00
Pen drive	01	25.00	25.00
<b>TECHNOLOGICAL RESOURCES</b>			<b>\$925.00</b>

### 5.4 General budget

DESCRIPTION	TOTAL
Running total of materials' expenses	<b>104.50</b>
Running total of technological resources' expenses	<b>925.00</b>
<b>GENERAL BUDGET OF RESOURCES</b>	<b>\$1029.50</b>

## 5.5 Timetable

		2015																																																			
Month		May				April				May				June				July				August				September				November				December				January				February				March							
Weeks		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	2	3	4	1	2	3	4	1	2	3	4				
N	ACTIVITY																																																				
1	Presentation of proposal				X																																																
2	Academic council resolutions				X																																																
3	Arroval of the topic				X																																																
4	Advisor's appointment							X																																													
5	Meeting with advisor and general instructions								X																																												
6	Development of chapter I											X																																									
7	Development of chapter II											X																																									
8	Development of chapter III												X																																								
9	Development of chapter IV																				X																																
10	Development of chapter V																								X																												
11	Delivery of the draft reports (ringed)																											X																									
12	Reception and corrections of draft reports																												X							X	X																
13	Submission of final report																																							X	X												
14	Delivery of plaid report																																																				
15	Defense of graduation research work authorship																																																X				

## 5.6 Bibliography

- Carrillo Carmen. (2010). <https://habilidadesparaelaprendizaje.files.wordpress.com>. Recuperado el 27 de Junio de 2015, de <https://habilidadesparaelaprendizaje.files.wordpress.com>: <https://habilidadesparaelaprendizaje.files.wordpress.com/2009/01/guia-taller-de-habilidades-de-aprendizaje6.pdf>
- Dr. Juan Casado Flores. (2013). <http://www.contralameningitis.org/>. Recuperado el 20 de Junio de 2015, de [comite-cientifico/la-importancia-del-juego-en-los-ninos](http://www.contralameningitis.org/comite-cientifico/la-importancia-del-juego-en-los-ninos): <http://www.contralameningitis.org/comite-cientifico/la-importancia-del-juego-en-los-ninos>
- <http://teacher.scholastic.com/>. (2011). Recuperado el Junio 21 de 2015, de </reading/bestpractices/phonics/prefixes.pdf>: <http://teacher.scholastic.com/>
- <http://www.familias.apoclam.org/>. (2014). Recuperado el 20 de Junio de 2015, de <http://www.familias.apoclam.org/>: <http://www.familias.apoclam.org/>
- Abraham Maslow. (2007). <http://www.simplypsychology.org/>. Recuperado el 22 de Junio de 2015, de </maslow.html>: [www.simplypsychology.org/maslow.html](http://www.simplypsychology.org/maslow.html)
- Adela Tellez . (2010). <http://metodologiasdidacticasedsup.weebly.com/>. Recuperado el 25 de Junio de 2015, de </aprendizaje-basado-en-problemas.html>: <http://metodologiasdidacticasedsup.weebly.com/aprendizaje-basado-en-problemas.html>
- Alicia Escribano . (2004). <https://books.google.com.ec>. Recuperado el 26 de Junio de 2015, de <https://books.google.com.ec>: <https://books.google.com.ec/books?id=HuFiSugKnsIC&pg=PA5&lpg=PA5&dq=alicia+escribano+gonzalez+aprender+ense%C3%B1ar&source=bl&ots=sB2zcyZDhb&sig=ILKiuP6XIQrewSt2TgUVtkKN2rE&hl=es-419&sa=X&ved=0ahUKEwiztab3zuLJAhUC8CYKHaksCNUQ6AEIHDAA#v=onepage&q=alicia%20>
- Bazan , T.; Hernandez L.; Pèrez, K;. (2010). <http://www.dgespe.sep.gob.mx/>. Recuperado el 3 de JUNIO de 2015, de [public/comunidades/historia/bibliografia%20comentada/B\\_C\\_vol\\_%201.p](public/comunidades/historia/bibliografia%20comentada/B_C_vol_%201.p)

df:

[http://www.dgespe.sep.gob.mx/public/comunidades/historia/bibliografia%20comentada/B\\_C\\_vol\\_%201.pdf](http://www.dgespe.sep.gob.mx/public/comunidades/historia/bibliografia%20comentada/B_C_vol_%201.pdf)

Brunner. (2013). <http://www.theoryfundamentals.com/bruner.htm>. Recuperado el 26 de Junio de 2015, de <http://www.theoryfundamentals.com/bruner.htm>: <http://www.theoryfundamentals.com/bruner.htm>

Bygates. (2013). <http://idiomas.ens.uabc.mx/>. Recuperado el 28 de Junio de 2015, de [plurilingua/docs/v2/1/Carolina\\_reseñallibro\\_espanol.pdf](http://idiomas.ens.uabc.mx/plurilingua/docs/v2/1/Carolina_reseñallibro_espanol.pdf): [http://idiomas.ens.uabc.mx/plurilingua/docs/v2/1/Carolina\\_rese%C3%B1allibro\\_espanol.pdf](http://idiomas.ens.uabc.mx/plurilingua/docs/v2/1/Carolina_rese%C3%B1allibro_espanol.pdf)

Cagigal, J. (2012). <http://eljuegoenlaeducacioninicialuc.blogspot.com/>. Recuperado el 20 de mayo de 2015, de [/2012/06/concepto-de-juego.html](http://2012/06/concepto-de-juego.html): <file:///C:/Users/User/Downloads/Dialnet-CagigalEnLaHistoriaDeLaEducacion-2278502.pdf>

Carmen Minerva Torres. (2012). *EL JUEGO COMO ESTRATEGIA DE APRENDIZAJE EN*. Recuperado el 17 de JUNIO de 2015, de *EL JUEGO COMO ESTRATEGIA DE APRENDIZAJE EN*: [http://www.saber.ula.ve/bitstream/123456789/17543/2/carmen\\_torres.pdf](http://www.saber.ula.ve/bitstream/123456789/17543/2/carmen_torres.pdf)

Ernesto Yturralde. (2008). <http://www.ludica.org/>. Recuperado el 2015, de <http://www.ludica.org/>: <http://www.ludica.org/>

Gonzalez, Alcantud. (2013). <http://www.redalyc.org/>. Recuperado el 9 de JUNIO de 2015, de [pdf/356/35601907.pdf](http://www.redalyc.org/pdf/356/35601907.pdf): <http://www.redalyc.org/pdf/356/35601907.pdf>

Gutiérrez, Y. (2008). <http://campus.usal.es/>. Recuperado el 7 de Junio de 2015, de [teoriaeducacion/rev\\_numero\\_10\\_01/n10\\_01\\_gutierrez\\_martin.pdf](http://campus.usal.es/~teoriaeducacion/rev_numero_10_01/n10_01_gutierrez_martin.pdf): [http://campus.usal.es/~teoriaeducacion/rev\\_numero\\_10\\_01/n10\\_01\\_gutierrez\\_martin.pdf](http://campus.usal.es/~teoriaeducacion/rev_numero_10_01/n10_01_gutierrez_martin.pdf)

Hammill & Bartel. (2010). <https://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&cad=rja&uact=8&ved=0ahUKEwic4aCW1OLJAhUM1CYKHS6BrMQFghUMAk&url=http%3A%2F%2Frepositorio.utn.edu.ec%2Fbitstream%2F123456789%2F2214%2F1%2FTESIS%2520PARA%2520ENTRADA.docx&usq=AFQjCNGl-kld28>. Recuperado el 30 de Junio de 2015, de <https://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd>

=10&cad=rja&uact=8&ved=0ahUKEwic4aCW1OLJAhUM1CYKSH6BrMQFghUMAk&url=http%3A%2F%2Frepositorio.utn.edu.ec%2Fbitstream%2F123456789%2F2214%2F1%2FTESIS%2520PARA%2520ENTREGA.docx&usg=AFQjCNGI-kld28:  
<https://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&cad=rja&uact=8&ved=0ahUKEwic4aCW1OLJAhUM1CYKSH6BrMQFghUMAk&url=http%3A%2F%2Frepositorio.utn.edu.ec%2Fbitstream%2F123456789%2F2214%2F1%2FTESIS%2520PARA%2520ENTREGA.docx&usg=AFQjCNGI-kld28>

Huizinga. (2010). *file:///C:/Users/User/Downloads/Coll\_Antro\_suppl2002.pdf*. Recuperado el 1 de Julio de 2015, de *file:///C:/Users/User/Downloads/Coll\_Antro\_suppl2002.pdf*:  
*file:///C:/Users/User/Downloads/Coll\_Antro\_suppl2002.pdf*

Jere Brophy . (2010). *http://www.ibe.unesco.org/*. Recuperado el 23 de Junio de 2015, de */fileadmin/user\_upload/Publications/Educational\_Practices/EdPractices\_1s.pdf*:  
*http://www.ibe.unesco.org/fileadmin/user\_upload/Publications/Educational\_Practices/EdPractices\_1s.pdf*

Jere Brophy & Johson. (2013). *http://www.ibe.unesco.org/fileadmin/user\_upload/Publications/Educational\_Practices/EdPractices\_1s.pdf*. Recuperado el 23 de Junio de 2015, de *http://www.ibe.unesco.org/fileadmin/user\_upload/Publications/Educational\_Practices/EdPractices\_1s.pdf*:  
*http://www.ibe.unesco.org/fileadmin/user\_upload/Publications/Educational\_Practices/EdPractices\_1s.pdf*

Jethcemany D. Carrillo . (2010). *http://www.dspace.uce.edu.ec*. Recuperado el 30 de Junio de 2015, de */bitstream/25000/1926/1/T-UCE-0010-296.pdf*:  
*http://www.dspace.uce.edu.ec/bitstream/25000/1926/1/T-UCE-0010-296.pdf*

Mariotti F. (2010). *http://www.ugr.es/*. Obtenido de *aepc/IIEDUCACION/LIBRORESUMENESEEDUCACION\_.pdf*:  
*http://www.ugr.es/~aepc/IIEDUCACION/LIBRORESUMENESEEDUCACION\_.pdf*

- Meneses & Monge . (2007). <http://www.redalyc.org/>. Recuperado el 10 de Junio de 2015, de El juego en los niños enfoque teorico : <http://www.redalyc.org/pdf/440/44025210.pdf>
- Plato the Greek . (2010). <http://www.artofmanliness.com/>. Recuperado el 12 de Junio de 2015, de <http://www.artofmanliness.com/>: <http://www.artofmanliness.com/2010/02/04/man-knowledge-the-greek-philosophers/>
- RUIZ, U., & VILA, I. (2011). *LA ENSEÑANZA DE LA GRAMÁTICA*:. Recuperado el 15 de Mayo de 2015, de LAS RELACIONES ENTRE LA REFLEXIÓN Y LA LINGÜÍSTICA: <http://www.rieoei.org/rie59a04.pdf>
- Runco & Piaget. (2013). <http://motivacion.euroresidentes.com/>. Recuperado el 24 de Junio de 2015, de /2013/12/motivacion-segun-autores.html: <http://motivacion.euroresidentes.com/2013/12/motivacion-segun-autores.html>
- Russell David. ( 2010). <http://repositorio.uta.edu.ec/>. Obtenido de bitstream/123456789/5084/1/teb\_2013\_853.pdf: [http://repositorio.uta.edu.ec/bitstream/123456789/5084/1/teb\\_2013\\_853.pdf](http://repositorio.uta.edu.ec/bitstream/123456789/5084/1/teb_2013_853.pdf)
- Vygotsky. (2001). [http://www.uv.mx/personal/yvelasco/files/2012/08/Implicaciones\\_educativas\\_de\\_la\\_teor%C3%ADa\\_sociocultural\\_de\\_Vigotsky.pdf](http://www.uv.mx/personal/yvelasco/files/2012/08/Implicaciones_educativas_de_la_teor%C3%ADa_sociocultural_de_Vigotsky.pdf). Recuperado el 2 de Julio de 2015, de [http://www.uv.mx/personal/yvelasco/files/2012/08/Implicaciones\\_educativas\\_de\\_la\\_teor%C3%ADa\\_sociocultural\\_de\\_Vigotsky.pdf](http://www.uv.mx/personal/yvelasco/files/2012/08/Implicaciones_educativas_de_la_teor%C3%ADa_sociocultural_de_Vigotsky.pdf): [http://www.uv.mx/personal/yvelasco/files/2012/08/Implicaciones\\_educativas\\_de\\_la\\_teor%C3%ADa\\_sociocultural\\_de\\_Vigotsky.pdf](http://www.uv.mx/personal/yvelasco/files/2012/08/Implicaciones_educativas_de_la_teor%C3%ADa_sociocultural_de_Vigotsky.pdf)
- Wright, C. R. (2013). [www.infoamerica.org](http://www.infoamerica.org). Recuperado el 15 de mayo de 2015, de /teoria/wright1.htm: <http://www.infoamerica.org/teoria/wright1.htm>



## Virtual Library Bibliography UPSE

- León Ramírez, Manuela. Aprende jugando: un método de aprendizaje valioso. Argentina: El Cid Editor | apuntes, 2009. ProQuestebruary. Web. 22 May 2015.

**[http://reader.ebib.com/\(4iqdmahccs2gqr30hizj3hq1o\)\)Rwader.aspx?](http://reader.ebib.com/(4iqdmahccs2gqr30hizj3hq1o))Rwader.aspx?)**

- Alcoba Rueda, Santiago, Aguilar Cuevas, Lourdes, and Luque Mendoza, Susana. La expresión oral. España: Editorial Ariel, 2005. ProQuestebruary. Web. 22 May 2015.

**[http://reader.ebib.com/\(S\(msbnhue0il0mcc4551vepkhw\)\)/Reader.aspx?](http://reader.ebib.com/(S(msbnhue0il0mcc4551vepkhw))/Reader.aspx?)**

- Pérez Feijoo, Héctor Marcos, Pérez Hernández, Jorge M., and López González, Lía. Communication & customer service: advanced vocational training. España: McGraw-Hill España, 2013. ProQuestebruary. Web. 22 May 2015.

**[Http://reader.ebib.com\(S\(0jv3dxkvd4uui1cmec2f\)/Reader.aspx?=1](Http://reader.ebib.com(S(0jv3dxkvd4uui1cmec2f)/Reader.aspx?=1)**

- Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches. Felicia, Patrick. IGI Global, 30 abr. 2011 - 1462 páginas.

**[http://reader.ebib.com/\(S\(xfkeeyz2awxef2qbjpqelqwn\)\)/Reader.aspx?](http://reader.ebib.com/(S(xfkeeyz2awxef2qbjpqelqwn))/Reader.aspx?p=481068&o)**  
**[p=481068&o](#)**

Апрель

## 5.7 APPENDIX

### 5.7.1 Survey

Appendix No. 1 Survey Directed to students of eighth grade.

#### ENCUESTA DIRIGIDA A LOS ESTUDIANTES DEL CENTRO DE EDUCACIÓN BÁSICA “TRECE DE ABRIL”.

**Objetivo:** Analizar si el programa de inglés que ofrece el Centro de Educación Básica. “Trece de Abril” está de acuerdo a las necesidades profesionales de los estudiantes.

**Instrucciones:** Por cada pregunta deberá elegir una opción marcando en el cuadro de su preferencia con una x.

DATOS DEL ENCUESTADO	
Sexo: M <input type="checkbox"/> F <input type="checkbox"/>	Edad: <input style="width: 50px;" type="text"/>

No.	PREGUNTA	TOTAL	MENTE	EN	DESAC	NEUTR	AL	DE	ACUER	TOTAL
1	Considera que el programa de Inglés de la institución esta pedagógicamente diseñado para la enseñanza del Idioma Inglés.									
2	Considera que la malla curricular de inglés debería ser modificada.									
3	Piensa que los textos de inglés deberían ser eliminados del programa de inglés.									
4	Piensa que el inglés es necesario para su futuro crecimiento estudiantil.									
5	Piensa que se puede aprender más y mejor inglés hablando y comunicándose que aprendiendo gramática de textos.									
6	Se siente usted motivado al comenzar su clase de inglés.									
7	Los juegos que utiliza tu maestra de inglés son dinámicos.									
8	Piensa usted que el juego es importante para su desarrollo.									
9	Cuando participas en un juego tu maestra de inglés te premia.									
10	Utiliza canciones tu profesora como material didáctico para introducir una clase.									

## 5.7.2 Interview

### Appendix No. 2 Interview Direct to the Teacher of the school "TRECE DE ABRIL"

**Objective:** The teachers in charge of the eighth grade class at the Public school "Trece de Abril" will help in this thesis with information about the techniques she uses while she is teaching the speaking skills.

#### QUESTIONNAIRE:

1. How many years of experience do you have in the School System?

She has taught for 15 years

2. How many years do you have teaching English?

She has been teaching English for 5 years.

3. What does the word "skill" mean to you?

The word "skill" means to be able to interact in an active manner, have the ability to perform different jobs.

4. Which of the following skills do you practice more in you English classes?

Speaking \_\_\_\_\_ Listening \_\_\_\_\_ Writing \_\_\_\_\_

Reading \_\_\_\_\_ All of them X Others \_\_\_\_\_

She stated that in order to have a good English Session, Students will have to be exposed to all the teaching\_ learning skills recommended to learn a Second language.

5. What techniques do you apply most frequently to teach English?

Individual work x pair work \_\_\_\_\_ group work \_\_\_\_\_

She believes students who would to learn more like to participate and she spends a little more time with those students. But there are times that working in group is better as group participation.

6. What teaching materials do you use in a speaking skills session?

Videos  CD  Recorder  Nothing

7. Besides the blackboard, the marker and the book, what other materials do you use?

The teacher said that she practices the tutorial session and she also conducts classes with continuous repetitions because sometimes student does not grasp the material taught as quickly as it is recommended.

8. Do you know about any educational English software?

YES  NO

9. In a regular English Session, do the students listen to English songs?

YES  NO  SOMETIMES

10. What other techniques do you use to teach English?

In addition to individual work, I Use other techniques such as drama, exhibitions, working in pairs, show and tell (pictures).

11. What do you considered as incentive for the students to develop the speaking in an appropriate classroom and using the Technology, Information and Communication (TIC's) equipment?

YES  NO

According to the teacher, the used of Internet and other technical equipment is beneficial to achieve a successful teaching- learning English activity.

### 5.7.3 List of Students

#### Appendix No. 3 List of students

### ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL”

Dirección: Ciudadela General Enríquez Gallo, Ave. 12 e/calles 38 y 39  
AMIE: 24H00254 -Teléf.: 2783442 -Email: ceb\_trecedeabril@yahoo.es  
La Libertad – Santa Elena

#### LIST OF STUDENTS FIFTH GRADE GRAMMAR SCHOOL

NO.-	Apellidos y nombres de los estudiantes						
1	AGURTO TORRES CARMEN CECILIA						
2	ALEJANDRO CASIERRA MARIA ISABEL						
3	ALEJANDRO VILLARROEL ROMULO JHALMAR						
4	ANCHUNDIA CATUTO MICHELLE ESTEFANIA						
5	ARTEAGA REYES CRISTOPHER JORDY						
6	AUMALA SANTOS VICTOR EMILIO						
7	BAZAN REYES SERGIO MARIO						
8	BORBOR LIRIANO MARJORIE JESENIA						
9	BORBOR PILLIGUA JESSICA GLENDA						
10	BRAVO CAICEDO CATHERINE DENISSE						
11	CASTRO RODRIGUEZ JEAN CARLOS						

12	CHALEN TIGRERO ERIKA KAREN						
13	DE LA CRUZ GONZALEZ ABRAHAM MOISES						
14	ESCANDON DIAZ JUAN JOSE						
15	FIGUEROA BASTIDAS JESUS ALBERTO						
16	FIGUEROA VERA WELLINGTON ANTONIO						
17	FLORES SUAREZ ANGEL GABRIEL						
18	GONZABAY SANTOS GARY RENE						
19	GONZALEZ FRANCO IRINA PRISCILA						
20	GONZALEZ GRANJA TOMMY AXEL						
21	GONZALEZ ROCAFUERTE JAELE DENISSE						
22	JUEZ MONTENEGRO PAULA ANDREA						
23	LOOR MENDOZA CINDY YOMIRA						
24	MERA REYES GENESIS						
25	MORAN ALVARADO TANIA LISSETTE						
26	MUÑOZ PITA KLEINERT EFREN						
27	NARANJO BAZAN ANA ABIGAIL						
28	NARANJO BAZAN ANA ELISABET						
29	PANCHANA GONZALEZ						

	CINDY LISSETTE						
30	PIGUAVE INTRIAGO EMILY REBECA						
31	RAMIREZ PARRALES EDICSON JAVIER						
32	RAMIREZ YAGUAL FABRICIO PAOLO						
33	RIOS VALDEZ MARLON JAVIER						
34	ROMERO MARTINEZ DAVID ENRIQUE						
35	ROSALES PALMA ELVIS EUGENIO						
36	ALVARADO MATIAS JOSHUA VICENTE						
37	CAMPOS MORA ERICK RUBEN						
38	CORONEL BOHORQUEZ KARLA IVETTE						
39	CEDENO DELGADO JOSAFAT						
40	VILLAO MERINO ARIANA						
41	SUAREZ BORBOR SANTIAGO						
42	LAINEZ RODRIGUEZ ERICK						
43	BALON SALINAS KEVIN						
44	BRIONES ILLESCAS KRISTELL						
45	ESPINOZA MOLINA SARAI						
46	MALAVE TOMALA GENESIS						
47	MARTINEZ GARCIA						



	ANDRES						
48	PARRA PANCHANA CRHISTIAN						
49	MARCILLO PARRALES MARCO						
50	CARRERA CAMPBELL JUAN						

### 5.7.8 Lesson plans examples

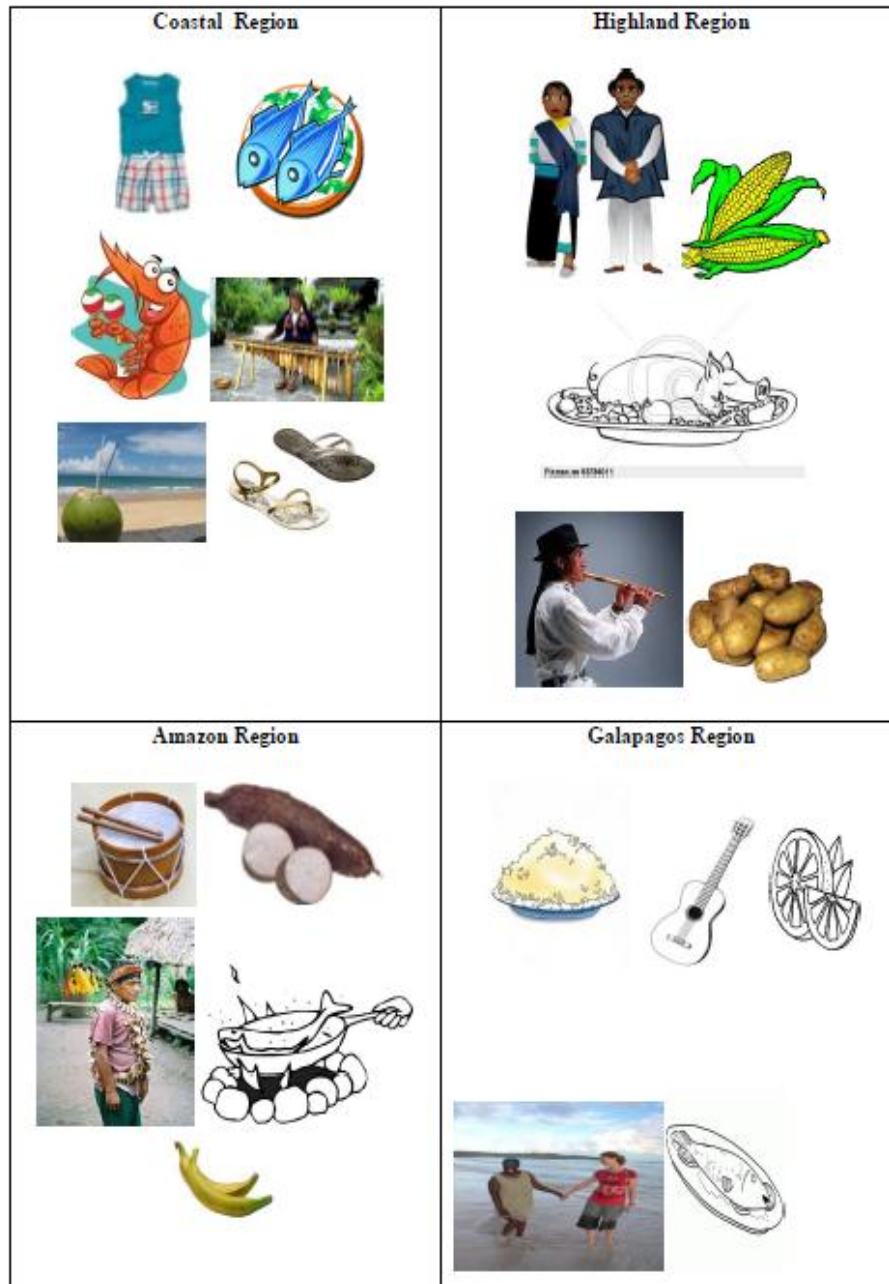
#### Appendix No. 4 Lesson plan #1

<b>Group:</b> Eight grade	<b>Date</b> July, 2015.	<b>No. of students:</b> 50	
<b>Recent topic work:</b> Unit 1	<b>Recent Language work:</b> Om the road		
<b>Aims:</b> Students will encourage interacting with their classmate through practice Questions words and verb to be .			
<b>Assessment:</b> Ask and answer questions – Sing - Vocabulary			
<b>Materials:</b> songs, projector, computer, speaker			
<b>T i m e</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
	<b>Introduction</b> Sing songs and game. <b>Body</b> Repeat song and different vocabulary, practice game <b>Conclusion</b> Have students recognize interpreted the games for develop more vocabulary.	SS enjoy the game	Listen carefully. Descriptive words.

## 5.7.8 ACTIVITIES

### Appendix No. 5 Activity #1

- Choose a region and describe the characteristics of the people from Ecuador Regions.



### Appendix No. 6 Activity #2

- Fill the table with objects from your classroom, then listen to the teacher and cross out the words she said.
- When you fill the entire table, shout “bingo” and do a sentence with five objects from your table using possessive ´s e.g. Paola´s pencil is yellow. If you can do this you are the winner and have a point.



B	I	N	G	O



### Appendix No. 7 Activity # 3

Express your likes and dislikes in groups.

In turns ask and give personal information in ten seconds. E.g.

Student A: Do you like football?

Student B: Yes, I like but I don't like tennis.

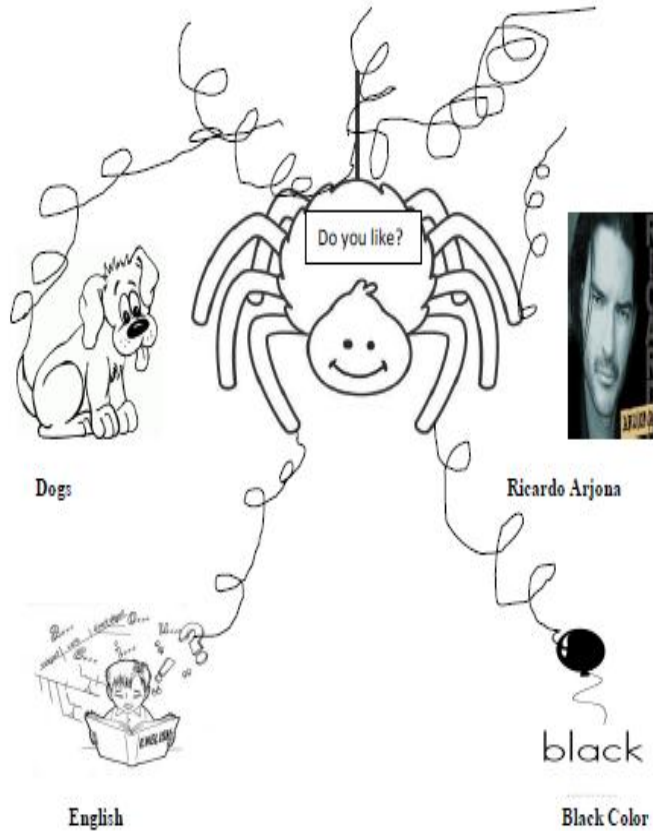
Salsa Music



Football



Hamburger



#### Appendix No. 8 Activity 4

Singing Along: This activity rehearses the sound and pronunciation right of the word.

<http://www.musica.com/letras.asp?letra=2059308>

Jennifer Lopez

Dance again

I Wanna Dance

And love

And dance

Again

Baby your fire

Is lighting

Me Up

The way that you

Move boy

Is reason enough

That I Love to make love to you

Baby

(Yeah make love me)

I Can't behave

Oh i want you

So much

Your lips taste like

Heaven

So why should i stop?

Yeah I Love to make love to you

Baby

(Yeah make love me)

If this would be

A perfect world

We'd be

Together

Then

(Let's Do it do it do it)

I Wanna.... (Repeat it)

**Appendix No. 9 Interview teacher**





**Appendix No. 10 Interview authority**



**Appendix No. 11 Students**



**Appendix No. 12 Survey Students**





## WRITING AND SPELLING CERTIFICATE

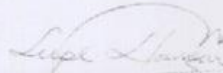
I, Magister, Lupe Mercedes Llangari Morocho, I certify that I have reviewed the writing and spelling of the contents of the educational project: **EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHT GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" PROVINCE OF SANTA ELENA-CANTON LIBERTAD 2014-2015**, developed by Jennifer González Reyes, previous to obtain the degree of **BACHELOR OF ARTS, MAJOR ENGLISH**.

To effect I proceeded to read and analyze the style and form of the content:

- Denote neatness in writing.
- Punctuation marks are used rightly.
- In all themes is avoided dictions mistakes.
- There are specificity and accuracy ideas.
- There are not errors in the use of letters.
- Handling of morphosyntax with knowledge and precision.
- English language is educational, academic, and straightforward, then it is easy to understand.

For these reasons and in exercise of my rights as a Magister in Educational Evaluation Models, I recommend the spelling validity of this thesis, previous to obtain the degree of Bachelor of Arts, Major English, I submit this certificate for relevant legal purposes.

Sincerely,



Dra. Lupe Llangari Morocho, Mg.

SENESCYT registration No. 1050-12-86029483

Fourth Level







La Libertad, 1 de Octubre del 2015

**CERTIFICADO ANTIPLAGIO**

**001-TUTOR LACHG-2015**

En calidad de tutor del trabajo de titulación denominado "EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHT GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015", elaborado por el(a) estudiante **Jennifer Elizabeth González Reyes**, egresado(a) de la Carrera de Licenciatura en Inglés, de la Facultad de **Ciencias de la Educación e Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciada en Inglés**, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **0%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Chávez Gonzabay Leo A.

C.I.: 0906716766

DOCENTE TUTOR



La Libertad, 11 de Abril del 2015.

**Leda. Gina Touma Cusme**

Directora de la Escuela

"Trece de Abril".

En su despacho.-

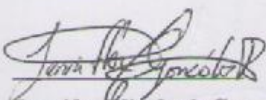
De mis consideraciones:

Yo **Jennifer Elizabeth González Reyes** con C.I. 0925916108, egresada de la Facultad de Idiomas en la Universidad Estatal Península de Santa Elena, por medio de la presente solicito a usted se me permita desarrollar mi Proyecto de tesis en tan distinguida institución que usted dirige.

Mi proyecto es "EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHT GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL," PROVINCE OF SANTA ELENA-CANTON LIBERTAD 2014-2015." está basado específicamente en desarrollar las habilidades de la expresión oral de los estudiantes del 8vo Año de básica a través del uso de Educational Game in the classroom de esta manera estamos aportando a mejorar la calidad del inglés en las instituciones educativas.

Esperando que mi solicitud tenga la debida acogida quedo de Usted muy agradecida.

Atentamente



**Jennifer Elizabeth González Reyes**

C.I. 0925916108

La Libertad, 11 de Abril 2015.







**ESCUELA DE EDUCACIÓN BÁSICA  
"TRECE DE ABRIL"**

Dirección: Ciudadela General Enriquez Gallo, Ave. 12 e/calles 38 y 39  
AMIE: 24H00254 -Teléf.: 2783442 -Email: ceb\_trecedeabril@yahoo.es  
La Libertad – Santa Elena

Por medio del presente, confirmo la aceptación de la estudiante egresada de su carrera **Jennifer González Reyes** con cédula de ciudadanía No. 092591610-8 para empezar con la Investigación del Tema, **EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015**. En Octavo Año de Educación Básica.

Por su amable atención, me suscribo.

Atentamente,

  
Lcda. Gina Touma Cusme





**ESCUELA DE EDUCACIÓN BÁSICA  
"TRECE DE ABRIL"**

Dirección: Ciudadela General Enriquez Gallo, Ave. 12 e/calles  
38 y 39

AMIE: 24H00254 -Teléf.: 2783442 -Email: ceb\_trecedeabril@yahoo.es  
La Libertad – Santa Elena

La Libertad 3 de Junio del 2015

**CERTIFICACIÓN**

Por medio de la presente certifico que **Jennifer Elizabeth González Reyes** con cedula de ciudadanía No. 0925916108, culmino su PROYECTO INVESTIGATIVO, **EDUCATIONAL GAMES IN ENGLISH TO IMPROVE ORAL EXPRESSION FOR EIGHTH GRADE STUDENTS AT THE PUBLIC SCHOOL "TRECE DE ABRIL" LA LIBERTAD - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015**. En Octavo Año de Educación Básica perteneciente a nuestra institución, realizando encuestas a estudiantes y profesores, obteniendo resultados positivos en su objetivo propuesto.

Es todo lo que puedo certificar, la interesada puede hacer uso de este documento como considere conveniente.

Atentamente,

Lcda. Gima Touma

