PENINSULA OF SANTA ELENA

STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"NEW COMMUNICATIVE GAMES TO IMPROVE SPEAKING SKILLS FOR EIGHTH GRADE EGB STUDENTS AT "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2015-2016".

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

Author: Laura Priscilla Panchana Vivar

Advisor: MSc. Sara González Reyes

La Libertad – Ecuador

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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA LICENCIATURA EN INGLÉS

"NEW COMMUNICATIVE GAMES TO IMPROVE SPEAKING SKILLS FOR EIGHTH GRADE EGB STUDENTS AT "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2015-2016".

Trabajo de Titulación

Previo a la obtención del título:

LICENCIADO EN INGLÉS

Autor: Laura Priscilla Panchana Vivar

Tutor: MSc. Sara González Reyes

La Libertad – Ecuador

2015

La Libertad, november 2015

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title "NEW COMMUNICATIVE GAMES TO IMPROVE SPEAKING SKILLS FOR EIGHTH GRADE EGB STUDENTS AT "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA", prepared by LAURA PRISCILLA PANCHANA VIVAR undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

……………………………….

MSc. SARA GONZÁLEZ REYES

Advisor

STATEMENT OF AUTHORSHIP

I, Laura Priscilla Panchana Vivar, with ID number. 0926751470 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "New communicative games to improve speaking skills for Eighth grade EGB students at "Unidad Educativa Almirante Alfredo Poveda Burbano, José Luis Tamayo, Salinas, Province of Santa Elena. School Year 2015-2016", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

_____

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DEDICATION

I dedicate my work to God because He helps me all the time, especially in difficult moments.

To my dear father and mother because they were my support to finish my thesis.

I dedicate it to my husband Daniel Reyes Aquino and my little baby Danelly Reyes Panchana without them none of this would be possible.

Laura Panchana

ACKNOWLEDGMENT

First of all, I thank God, because He was a guide during this process, to my wise professors for showing me the way to obtain my goal and their dedication and patience, especially to Sara Gonzalez MSc.

I am very grateful with Peninsula of Santa Elena State University because it is a referent of professionals in this area and the professors who encouraged me to learn more during these five years.

I want to give a special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra, for her guidance and expertise managing the English Teaching Career.

Laura Panchana

DECLARATION

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula de Santa Elena State University.

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Laura Priscila Panchana Vivar

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ABSTRACT

Communicative games help students because to develop the speaking skill. The cultural context in English is different because the Ministry of Education wants to develop the specific critical thinking in English and games are the main part for teaching English and the teacher uses the communicative games to activate students for learning English. The methodology applied for this research was the qualitative method and the quantitative method which helped to get the results presented and the amount of students who were part of this research. The communicative games will allow teachers to have a better learning process and students can practice their speaking and have a good opportunity to engage with the language. The communicative games were applied in the English classes to eighth grade students at Unidad Educativa Almirante Alfredo Poveda Burbano.

Key words: Communicative Games – Speaking – learning process

INTRODUCTION

Education is different in today's world. Teachers use new resources to engage students, teachers apply strategies and methodologies according to the levels of students, but they should vary activities in the classroom to make the teaching and learning process more dynamic.

Traditional methods still applied in some schools should be changed due to the complexity of today´s world, and this is an opportunity to create activities for a better learning environment in the classroom. For this reason, new games for developing speaking skill can contribute to improve the learning process of the English language to students of eighth grade at Unidad Educativa Almirante Alfredo Poveda.

This research is organized by chapters and each one is covered in different contents.

Chapter One: It describes the statement of the problem, contextualization, critical analysis, and formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research.

Chapter two: It contains review of previous research, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three: It relates to the methodology, the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter four: It describes the proposal to get a solution in the problem found. It contains informative data, the proposal background, significance, general objectives and specifics objectives, the design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Chapter five: Describes the administrative framework, it contains the institutional, human, material, and economic resources.

CHAPTER I

THE PROBLEM

1.1 Title of research paper

"NEW COMMUNICATIVE GAMES TO IMPROVE SPEAKING SKILLS FOR EIGHTH GRADE EGB STUDENTS AT "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2015-2016".

1.2 Statement of the problem

Education is a right for a person. Many years ago institutions did not include the English subject in their curriculum and it was a problem, people did not speak English.

English teaching is important in the world's social and educational context. There are many teachers who use techniques for a better learning, but in some situations most of them do not know how to apply the correct methods and techniques, when they teach English.

The Ecuadorian government goal is that students speak English and use it by the time. When they conclude bachillerato. Students will learn faster the foreign language if they practice it every day. Furthermore, The Ministry of Education has established that it is essential to learn the English language in Ecuador for the development of

people. The government wants Ecuador to become a country where children speak this language well.

At Peninsula of Santa Elena, there are some problems related to English teaching, some teachers do not have the expertise in language teaching, and they do not know methods and techniques to use in English teaching. In some situations, students do not pay attention; they are bored in class and are not motivated. There are several educational institutions with problems with English teaching at the same time there are some institutions that do not have this language in their curriculum.

These problems affect to Peninsula of Santa Elena institutions, and one of this one "Unidad Educativa Almirante Alfredo Poveda Burbano" where English is not taught appropriately. Teachers do not apply methods, techniques, games and activities correctly. Communicative games will be created to improve the speaking skills of the students in this school. It will be helpful and useful for the development of the students, in order to create an entertaining class, to achieve a good performance, and get good results in the students. For this reason the students

1.2.1 Context

One of the most important skills in the English language is speaking and for this reason students must have interest in learning it, but students do not speak it, their pronunciation is not correct and some students do not understand, and communicate in English.

Teachers do not have enough time to develop a lesson and activities cannot be performed effectively preventing the skill to develop successfully.

1.2.2 Critical Analysis

This research discovered that teachers do not motivate students to develop speaking skills, because they do not have enough resources that contribute to students 'motivation. These resources are necessary to create a better environment in the classroom.

The present work is focused on developing communicate games in order to solve this problem and improve the speaking skill in the students of eighth grade at Unidad Educativa Almirante Alfredo Poveda Burbano.

1.2.3 Formulation of the problem

How can speaking skills be improved in students of eighth grade at Unidad Educativa Almirante Alfredo Poveda Burbano Jose Luis Tamayo, Salinas, Province of Santa Elena. School Year 2014-2015?

1.2.4 Guideline Questions.

What are the activities that teachers apply in class?

What are the English speaking level of the students?

What communicative games are appropriate for the development of speaking skill?

1.2.5 Delimitation of the research.

Field: Education

Area: English

Aspect: New communicative games

Topic: New communicative games to improve speaking skills for eighth grade EGB students at "Unidad Educativa Almirante Alfredo Poveda Burbano", José Luis Tamayo, Salinas, Province of Santa Elena. School Year 2015-2016.

Problem: English speaking skills

Time delimitation: 2015-2016

Population delimitation: Students of eighth grade

Spatial delimitation: Unidad Educativa Almirante Alfredo Poveda Burbano.

1.3 Significance of the Research.

There are not enough English teachers at Santa Elena Province and Ecuador and performance of the students in English is reduced, it is essential to change teaching strategies and create communicative games to improve the speaking skills and obtain a better performance of the students, at the same time it will provide the teachers activities to use in the classroom.

The government of Ecuador aspires that high schools, students reach an acceptable level of English, to speak it well. The Ministry of Education is continually on the development of projects strengthening the English language establishing standards of quality for the teaching and learning process students will be helped to achieve a better level in the language. If teachers reach these standards, they will help to evaluate and guide to students in their daily learning.

Students and the high schools will be the beneficiaries of this project and will count with games to develop communication in an English class. This project will also beneficiate the high school principal because the school will have a useful material that can be used for other English teachers. Students will develop their skills in a good learning environment applying correct games and activities for improving their problems in communication. The project will be applied at "Unidad Educativa Alfredo Poveda Burbano" for students of eighth grade with the purpose to have a better competence in the speaking skill in English. The teacher should use this project

to motivate students and make them learn faster as well as to observe how their motivation is increased.

1.4 Objectives

1.4.1 General Objective:

- To improve speaking skills through new communicative games for students of eighth grade at "Unidad Educativa Almirante Alfredo Poveda Burbano"

1.4.2 Specific Objectives:

- To identify the speaking activities that teachers apply in their classes.

- To identify the English speaking level of students of eighth grade at Unidad Educativa Almirante Alfredo Poveda.

- To select appropriate communicative games that will help the development of speaking skills.

- To design new communicative games for students of eighth grade.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Research

CLT and English speaking in the Asian EFL Classroom speaking is an important part of teaching of any foreign language, and it requires a communicative approach. English speaking is a modified communicative activity that involves English spoken language to achieve a particular goal or objective in the English language. Students learn speaking by engaging in tasks because the focus is on process rather than on product. Thus, the various tasks that students engage in will dictate the role they will take on in the EFL classroom, in general, and during communicative interactions in particular. (Lee J. F., 2003)

Many educators may question why the implementation of CLT methods in an Asian-setting EFL classroom should be viewed as problematic. It is already an established fact that Asian students' reticence and passivity are often "over-characterized" (Li, &Jia, 2006, p. 192),

Rao (2000) suggested "**that teachers adapt their teaching to the way that learners from a particular community"** in order word teaching styles and learning styles should be matched accordingly .

(Jack C. Richards, 2014) suggested teachers and students to speak for communication.

Crystal (2001) suggested student recognize the importance of international diversity, as a reflection of identify.

Wu (2006) indicated that there were few similarities between instructors teaching principles and student' expectations.

Talking about the development of speaking skill during a teaching – learning process it is necessary to consider a number of factors that influence this process. The information of this project was based and relied on the bibliographical research made at the digital repository UPSE that was the main resource in order to get the information.

Merce Bernaus, A.w. (2009) He proposes that **"The educators increase the interactivity in the development of critical thinking that engages the root of motivation as a main factor".** For this reason innovation is part of the future that involves the interaction of teachers and students in different situations.

Nie, (2012) the author considers the school teachers should improve all the skills in the classroom with their students the effectiveness has a relationship with the future learners that will be learning in a comfortable place.

Since the twenty-first century our country has achieved a high percentage of people prepared in different majors. Nowadays, globalization and education have had a main advance, and it is for this reason that teachers are obliged to use better teaching methods, that allow students to learn.

In this project, different teaching methods and techniques and games are analyzed for this research. Furthermore, the common European framework has been analyzed as reference and books from different authors experts in language teaching were cited. The aim of this research is to contribute to the improvement of English learning and develop speaking skills; it is necessary due to the importance of English around the world. This project will help the students in class making them have a good performance and be aware of the importance of the English language.

2.2.1 Methodology in English Teaching

Theories of acquisition are the best approach for learning a language it is a (natural approach) in which students studies the language but is not involved. The teacher is a mediator in the construction of knowledge of a foreign language, in order words, it is not a rule to be learning but the tool is to use it for a better communication. (Elizabeth, 2010)

2.2.2   Methods in teaching speaking

Teaching speaking is the main reason for getting students to speak in the classroom: speaking activities provide rehearsal, practice real -life in the safety of the classroom. speaking tasks which students use all of the language they know. (Christine C. M. Goh, 2012)

Communicative language teaching (CLT). -   or communicative approach is an approach to the language that emphasizes interaction. The main characteristic that is

found in this method, for instance: students think in the learning process. There are some activities that are applied in class with this method:

Role play: students are involved in simulation

Survey: used to get students interviewing each other

Interview: a conversation between two or more students

Work in pairs: change the information while they speak

Community language learning (CLL). - With this method, the students work together and develop aspects of a language. The CLL encourages interaction in other words as a vehicle of learning.

2.2.3 Common European Framework of Reference

The Common European Framework of Reference is a guideline used to describe achievement of learners in foreign languages in terms of learning, teaching, and assessment to provide a common base. In this research The Common European Framework will help as reference to know the knowledge of each student. (Common European Framework of Reference, 2001)

2.2.3.1 Levels of Common European Framework of References

The Levels of Common European Framework of References describe what a learner is supposed to be able to do in reading, listening, speaking and writing. These levels are:

A1: Learner can participate in easy conversations with people and are able to answer questions about some topics, use and understand basic phrases, introduce themselves.

A2: Understand expressions and describe the past. Understand phrases and vocabulary, grab the main idea in a message, write an easy letter for e.g. be grateful someone for something.

B1: Understand the main idea of a tv program, speeches and links sentences in a simple way in order to describe experiences. They can tell a story, the plot of a book, write simple texts also write letters describing experiences. Understand important topics and give reasons and explanations an opinion.

B2: It includes speeches, reading about and films in which it is spoken in standard language level. To understand the main ideas of books and interact with a native speaker level of fluency, able to write clear texts and write an essay or report.

C1: It includes extensive speech although it is not well-structured, longer texts of literary character, to express with fluency. Can explain naturally without a great effort use language for professional purpose.

C2: Students can understand any kind of spoken language, read with facility, understand everything that hear, read and express with fluency write summaries and reviews of professional or literary works.

2.2.4 Games and learning at school

Games have an important role in education because they are used for learning, games help student to lose the fear to participate in classes and express their ideas. When games are applied the teacher knows the student's problems and realizes if the student has difficulties with their learning process.

Although some parents believe that the games are not appropriate for a class, but students learn more quickly in the kindergarten, teacher teach through games and teenagers like it because they have fun.

Vygotsky and Garvey have different ways of relating game classes, e.g. Garvey expresses that "The game is a type of action" while Vygotsky expresses that "Imagination is as game without action". Games are essential in the teaching process students experience many things for their intellectual development. (SARLÉ, 2001)

2.2.5 Essential speaking skills

Teachers mainly teach vocabulary and grammar, they evaluate them, but some students cannot practice English outside classes, (Joanna Baker, 2003) for this reason, it is vital to speak English inside and outside classes. Students who speak English have better opportunities for further education and access to updated information. The reasons to practice speaking in class are:

Use the new language.

Reinforce the learning of vocabulary.

2.2.6 Intrinsic and extrinsic motivation

Motivation is an important part in a student, because it is the reason that a learner finishes something with effort and dedication, furthermore when people have motivation they have good performance. There are two types of motivation:

Intrinsic motivation

Extrinsic motivation

The intrinsic motivation is for simple satisfaction to do; it occurs specifically in a children when they are free. This is the basis of motivation of the students in a class.

There are some strategies to increase motivation, the most important strategies are:

To provide the possibility to choose it.

Activities with the same aim.

No critical activities

High quality learning and creativity.

The extrinsic motivation is a stimulation that people have in order to develop an activity to achieve something in life.

The extrinsic motivation has some characteristics:

It leads to a separable outcome.

Inspiration

Student persistence

Illustration 1. Types of motivation

Source: Intrinsic and Extrinsic Motivation
Author: Laura Panchana Vivar
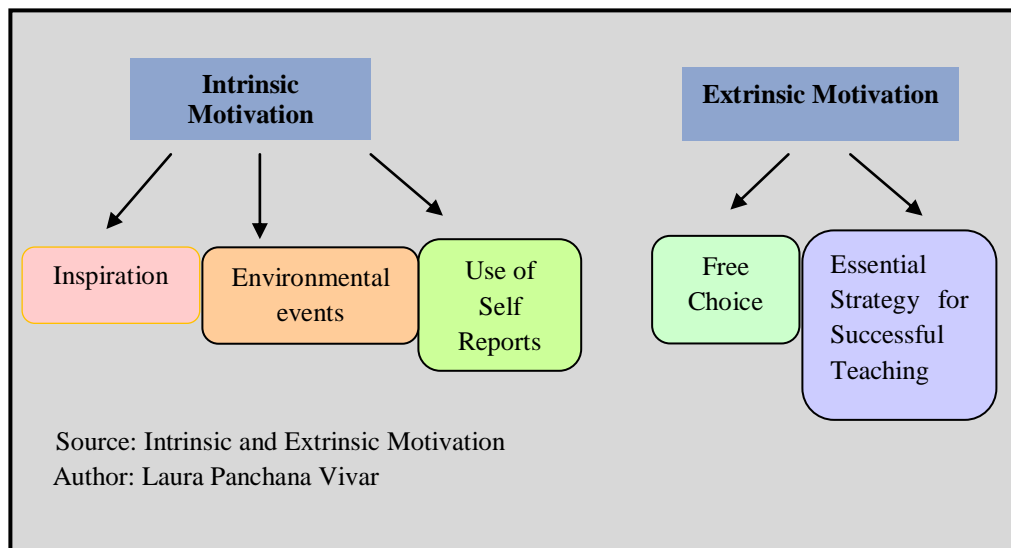
2.2.7 Simple speaking activities

The speaking skill has three main stages:

Setting up.

Speaking practice.

Feedback.

Setting up: It is when the teacher introduces the new topic in class and do some activities while the student understands the new topic, furthermore students use some materials in class. It is used during the speaking time.

Speaking practice: this is the most important of the activities because the student can practice and communicate with others classmates and the teacher, work in groups to develop the speaking skill.

The speaking skill is like a bridge for students. This bridge gives learning opportunities in different ways. In order words the teacher can use different activities in class to develop and practice this skill. (Jill Hadfield, 2013)

Illustration 2. Speaking Practice

| Learn new topic in class. | Speaking Practice → | Use this knowledge to communicate with other people (real life) |

Source: Simple Speaking Activities
Author: Laura Panchana Vivar
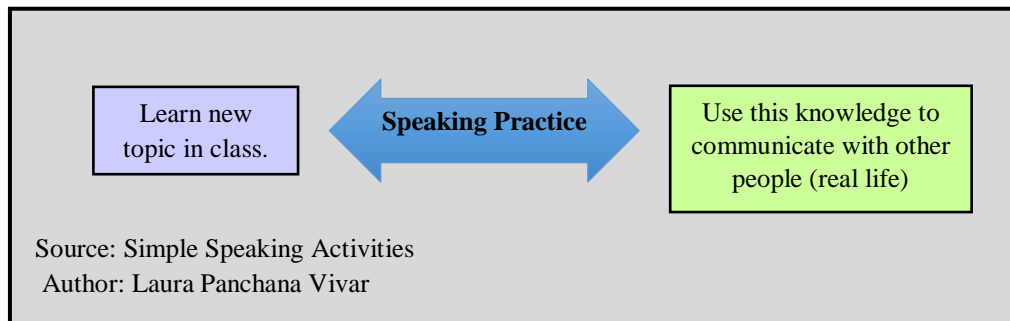
2.2.8 Teaching listening and speaking

Teaching speaking is important when learning a language. There are many books to develop this skill. Books can be used with a variety of approaches and used with specific features of oral interaction.

Styles of speaking: it is appropriate in special occasions the styles of speaking to show the roles, they can communicate   with easy questions. The phonological and lexical is a main part of speaking student can structure a question when communicating with someone. (Richards, 2008)

Functions of speaking: human interaction is a function of speaking, it is the main part because the learner shares information with others: for example, talk as interaction, talk as dynamic.

Illustration 3.Talk as Interaction

Source: Teaching Listening and Speaking
Author: Laura Panchana Vivar
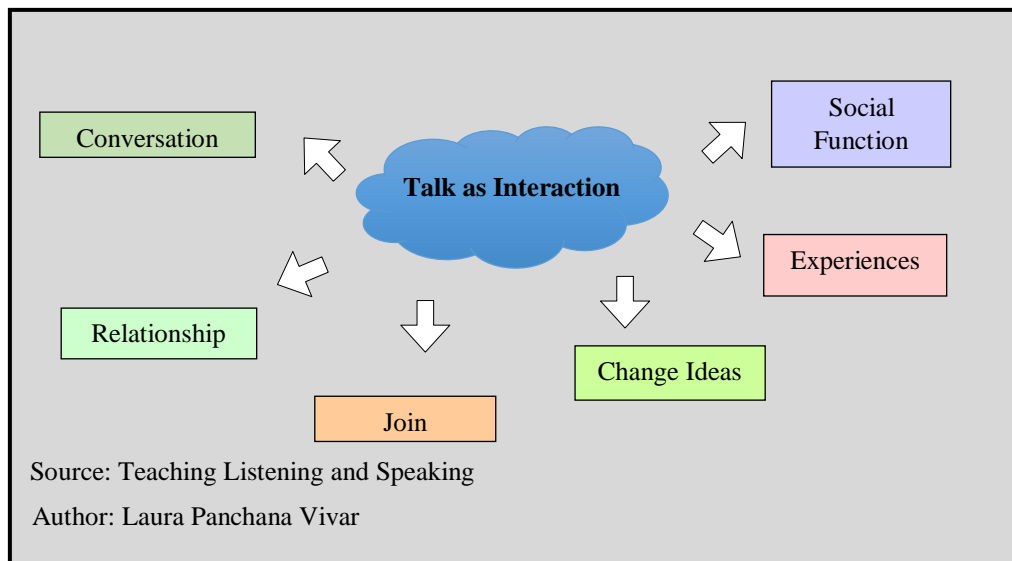
Illustration 4. Talk as dynamic

> Talk as dynamic
>
> Share a friend
>
> Funny ideas
>
> Activity

Source: Teaching Listening and Speaking

Author: Laura Panchana Vivar
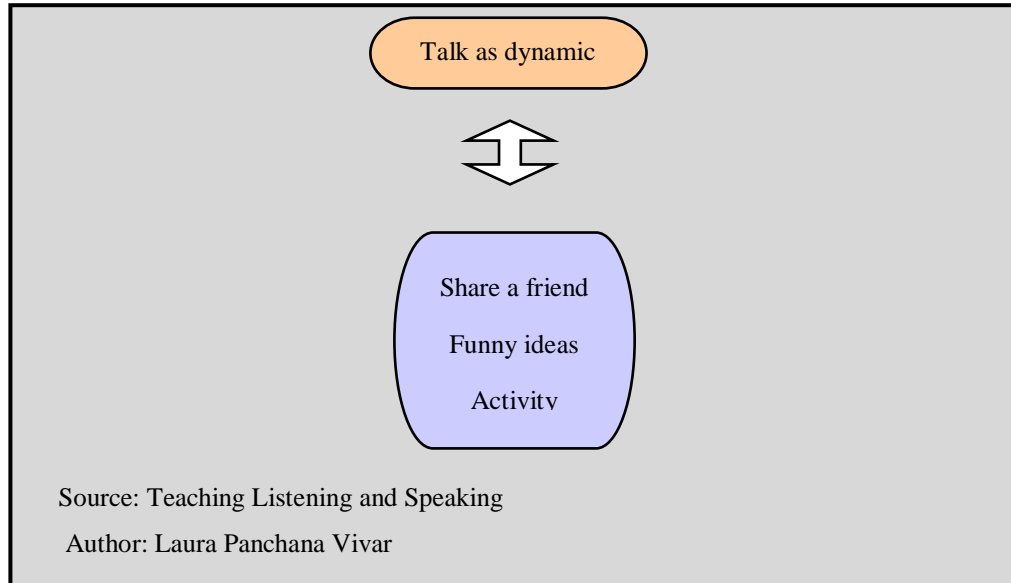
2.3 Fundamental categories

2.3.1 What are games?

Games are activities providing entertainment and amusement, they are score at the particular point or the score needed to win.

2.3.2 Feature of a game

It is a process through a combination of actual data and to discover other alternatives.

games have some characteristics:

- They are free activity.

- They are organized.

- They are not boring.

- They are original.

- They can be individual or social.

2.3.3. Characteristics of speaking skill
- Coherence

- Flexibility

- Vocabulary

- Grammatical accuracy

- General range

2.3.4 Elements of speaking skill
- **Range**: variety of vocabulary, building of complex sentences, application of

  grammar rules.

- **Accuracy:** pronounce of expressions, use stress, rhythm and intonation.

- **Fluency:** natural flow.

- **Interaction:** the turn to speak, clarify doubts, to answer adequately.

- **Coherence:** use connectors to discourse.

2.3.5 Strategies to develop the speaking skill

- Listen to English channel.

- Realize a conversation in English.

- Use new words.

- Use words and phrase correctly.

- Speak with confidence.

- Participate in group.

2.3.6 Activities to the speaking skill

- Roles plays

- Simulation.

- Information gap activities.

- Discussion and conversation.

- Problems solving activities.

2.3.7 Communicative
Communicative is willing to talk people and give information to exchange thoughts

or ideas.

2.3.8 Motivation
Motivation is the act or an instance of motivating or providing with a reason to act in

a certain way. English Language Teaching: Approaches, methods and techniques

(1996) **"Motivation determines a person's desire to learn a new language".**

2.3.8.1 Extrinsic Motivation
It comes from the outside of an individual and intrinsic motivation that is driven by

an interest.

2.4 Legal Basis

The legal context of this work is referred as stipulated in the Organic law of Intercultural Education and Organic law of Higher Education.

2.4.1 Organic Law of Intercultural Education

The article 3 literal (b) mentions the state has the obligation to provide quality education. It is established that tools and methods should be given for teaching and have a constant training and strengthening that should be reflected from the initial education.

The article 57 numeral 14 and 21 say all people have the right to a good education and that children should have stimulation, and bilingual education is needed. This article is hereby established compulsory from of bilingual language is from the basic and higher education as priority disposal in public educational. (Organic Law of Intercultural Education, 2011)

2.4.2 Organic Law of Higher Education

The aim is to determine their commencement, ensure the right to education.

The article 356.- Establishes that education is free for high education until third level with the responsibility of each student. (Organic law of Higher Education , 2010)

Chapter 2:

Purposes of Higher Education:

Art 5: The right of students is:

The student should have a high education with the correct academic career and the necessary resources in their education so learners must participate in different activities in the college. Access to a quality education that allows to start a professional career on equal opportunities.

Art 6: The right of teachers, searcher are:

The teacher has a good knowledge.

Teacher participate evaluation system.

Get the necessary materials.

Freedom of expression.

art 9: Higher Education and Good Living

The article 9 establishes that higher education is an indispensable condition for the construction of right.

2.5 Hypothesis

2.5.1 General Hypothesis:

The use of new communicative games will improve the speaking skill in students of eight grade at Unidad Educativa Almirante Alfredo Poveda Burbano.

2.6 Variables of the Study

Dependent Variable

The speaking skill

Independent variable

Communicative games

CHAPTER III

METHODOLOGY

3.1 Research Approach

The research method that was used in this project allowed to obtain effective results and provided information about the problem. Quantitative and qualitative approaches have been used, especially for statistics data to analyze the problem and find a solution for applying it at the high school. This work was also based on observation field, research and surveys to students, teachers, interview to authorities were also applied at "Unidad Educativa Almirante Alfredo Poveda Burbano", Jose Luis Tamayo, Salinas, and Province of Santa Elena.

3.2 Level or type of the research

The level of research used to get the information in this project is descriptive, because it has helped to classify and systematize the techniques and instruments used by the researcher.

3.2.1 Quantitative Research

It is a systematic empirical investigation because it provides the fundamental connection between empirical observations. It helped to get data from the surveys and interview.

3.2.2 Qualitative Research

It allowed to analyze all the obtained information about texts and articles found about the topic.

3.2.3 Documentary Research

Documentary research allowed to consult books, magazines and articles related to the project. The process of documentary research involves documents, concepts used and assessing. This method was useful to get good information when developing the research work.

3.2.4 Field Research

This type of research was conducted to look for the object of the investigation. It was useful to apply techniques as direct observation; the main purpose was to get opinions of the people involved and carry out a survey as the best way to get valuable answers, from teachers and authorities at "Unidad Educativa Almirante Alfredo Poveda Burbano".

3.2.5 Methods

The methods applied helped to analyze the problem with the students of eighth grade at "Unidad Educativa Almirante Alfredo Poveda Burbano". Inductive-deductive method: a synthetic analytical process was applied to study particular aspects of

activities carried out by teachers at Alfredo Poveda high school, interview and direct observation of the activities developed by teachers were an important factor too

The deductive method allowed to get information from the general to the particular to support the research and analyze activities used by teacher.

3.3 Population and Sample

3.3.1 Population

Teachers, authorities, students were the population of this research at "Unidad Educativa Almirante Alfredo Poveda Burbano".

Chart 1. Population

Description	Number	Percentage
Authorities	2	2.60
Teacher	1	1.30
Students	74	96.10
Total	77	100%

Source: Population of "Almirante Alfredo Poveda Burbano"
Author: Laura Panchana Vivar

3.3.2 Sample

No formula was applied the population is about 77 people that represented the 100 % of the population was taken in this research.

3.4 Operationalization of the variable

Chart 2Independent Variables

Communicative Games

Conceptualization	Dimensions	Indicators	Items	Techniques and Instruments
What are communicative games?	Education Learning process Game	Motivation Communicative game	What is a game? What types of games can help to the speaking skill? What types of communicative game improve the speaking skill?	Observation survey

Source: Research Field.

Author: Laura Priscilla Panchana Vivar

Chart 3. Dependent Variables

Speaking skill

Conceptualization	Dimensions	Indicators	Items	Techniques and Instruments
What is speaking skill?	Education Communication	Language Skills	Aptitude Competence Fluency	Observation survey

Source: Research Field.

Author: Laura Priscilla Panchana Vivar

3.5 Techniques and instruments for data collection.

The techniques used for this research were:

3.5.1 Observation

It was used to determine the techniques teachers apply in their classes and to know if students have enough exposure to the language. It was carried out for few months.

3.5.2 Survey

This technique helped to obtain data with different opinions and criteria. The survey applied to students, teachers and authorities at Unidad Educativa Almirante Alfredo Poveda Burbano was designed with multiple choice and opened questions.

3.5.3 Camera

It allowed to take pictures to have evidence of the work.

3.6 Data collection plan

The data collection plan was done according to the surveys and statistical charts were done in order to present this research.

Chart 4. Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What is it for?	To develop the speaking skill
2.From which people or objects?	The students of eighth grade from "Unidad Educativa Almirante Alfredo Poveda Burbano"
3. About what aspects?	Speaking/ communicative games
4. Who?	Students
5. To Whom?	Students, English teacher.
6. When?	2014 - 2015.
7. Where?	At Almirante Alfredo Poveda Burbano
8. How many times?	Once a year
9. How?	Individually and by groups
10. Which data collection techniques will be used?	Observation and surveys

Source: Data collection plan of Almirante Alfredo Poveda Burbano
Author: Laura Priscilla Panchana Vivar

3.7 Data Processing Plan

Chart 5. Data Processing Plan

Determination of a situation	Data Search	Data Collection and Analysis	Definition And Formulation
At Almirante Alfredo Poveda Burbano students of eighth grade have difficulties with the speaking skill.	The data was collected from surveys to the teacher, students at Unidad Educativa Almirante Alfredo Poveda Burbano	The survey showed the level of the speaking skill that students have.	The new communicative games will improve the speaking skill in the students of eighth grade.

Author: Laura Priscilla Panchana Vivar

Source: Data processing plan for determining the situation of high school

3.8 Rubric of speaking skill

To be improved			
Elements	**Elementary**	**Average**	**Advanced.**
Fluency	-Pronouncing individual words in sentences in isolation. -Producing speech with long isolation Speaking slowly	-Attempting to speak meaningful phrases. -Producing speech frequently disrupted by hesitation as students search the correct form of expression. -Speak generally at a normal speed	-Producing a connected speech. -Producing an speech occasionally disrupted by hesitation of the students looking for the correct form of expression. -Change the speed to communicate intended meaning.
Accuracy	-Using isolated words. - Repetitive Speaking. -Grammatical errors. -The use of connectors to express ideas. -The use of limited vocabulary.	-Using correct pronunciation for simple words. -Attempting to use intonation. -Use of simple sentences. -The little use of connectors to express ideas. -The use of efficient vocabulary to express ideas.	Using the correct pronunciation for known and unknown words. -Using appropriate stress and intonation. -Avoid grammatical errors. -Making good use of connectors to express ideas -The use of an extensive vocabulary.
Confidence	-Speaking in an inaudible volume. -No eye contact. -Being nervous. -Very unwilling to speak.	-Speaking in a soft voice. -Eyes contact. -Increasing the effort to pronounce unknown words. -Sometimes unwilling to speak.	-Speaking clearly and loudly. -Good eyes contact. -Making a great effort to pronounce known words. -Willing to speak in class.
Performance skill	-Speaking without attending to content. -Do not have an idea using the tone to communicate with	-Making gestures and facial expressions. - Making a little effort to use tone to convey meanings.	-Making good use of gestures and facial expressions. -Get enough fluency.

Source:
https://www.google.com.ec/search?q=RUBRICS+FOR+SPEAKING&biw=1366&bih=635&tbm=isch&imgil=4etYxD9YoS4mWM%253A%253BdF6TNOoGvYSx6M%253Bhttp%25253A%25252F%25252Fwww.educatorstechnology.com%25252F2014%25252F02%25252F4-great-rubrics-to-develop-students.html&source=iu&pf=m&fir=4etYxD9YoS4mWM%253A%252CdF6TNOoGvYSx6M%252C_&usg=__u_YCKV6nqfs4jUHKsg3fQeV5GCU%3D&ved=0ahUKEwjEi8HEppLLAhVB0h4KHZzSDSkQyjcIJQ&ei=BqHOVsTwKcGke5ylt8gC#tbm=isch&q=RUBRICS+FOR+SPEAKING+IMPROVED&imgrc=glOhMfH0DpfdAM%3A

3.9 Analysis and Interpretation of the Results.

3.9.1 Survey directed to students of eighth grade at Unidad Educativa Almirante Alfredo Poveda Burbano.
Question 1: Do you like English?

Chart 6. Question 1: Like English

Options	Frequency	Percentage
Yes	12	16
No	29	39
More or less	16	22
A little	17	23
Total	74	100

Graph 1: Question 1: Like English
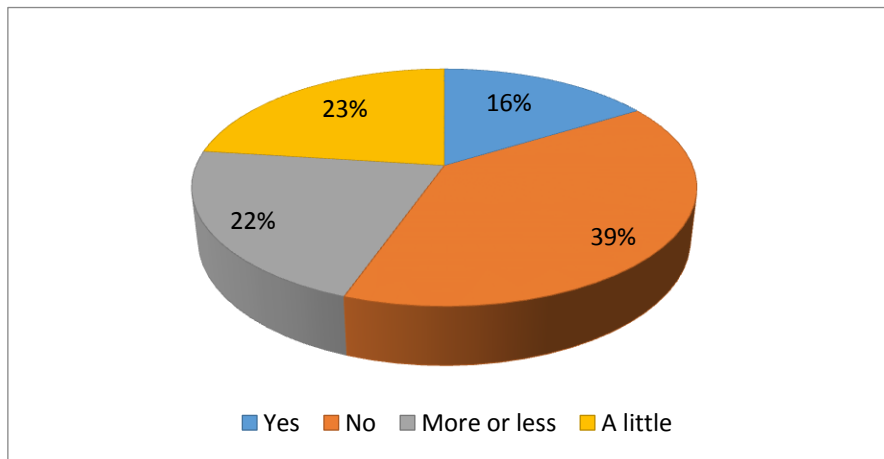
Source: Survey directed to students of Almirante Alfredo Poveda Burbano

Author: Laura Priscilla Panchana Vivar

Interpretation: This graph shows the following results: 16% like English, 39% do not like English, 22% more or less and 23% a little.

Question 2: Do you practice speaking in class?

Chart 7. Question 2: English Skill

Options	Frequency	Percentage
Always	35	47
Sometimes	21	28
Seldom	11	15
Never	7	9
Total	74	100

Graph 2. English Skill

Source: Survey directed to students of Almirante Alfredo Poveda Burbano

Author: Laura Priscilla Panchana Vivar

Interpretation: According to the graph 47% answered that they always practice all the English skills, 28% sometimes, 15% seldom while 10% never practice the English skill.

Question 3: Do you speak English in class with your teacher?

Chart 8. Question 3: Speak English

Options	Frequency	Percentage
Always	5	7
Sometimes	13	18
Seldom	25	34
Never	31	42
Total	74	100

Graph 3. Question 3: Speak English
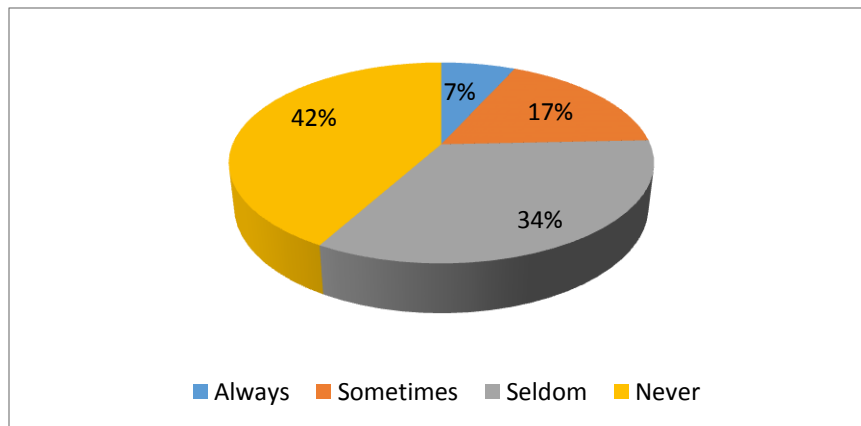
Source: Survey directed to students of Almirante Alfredo Poveda Burbano

Author: Laura Priscilla Panchana Vivar

Interpretation: 42% consider that they never speak English in their classes, 7% always speak English, 17% sometimes speak English and 34% seldom speak English.

Question 4: Do you practice English outside the class?

Chart 9. Question 4: Practice Outside

Options	Frequency	Percentage
Always	1	1
Sometimes	3	4
Seldom	8	11
Never	62	84
Total	74	100

Graph 4. Question 4: Practice Outside
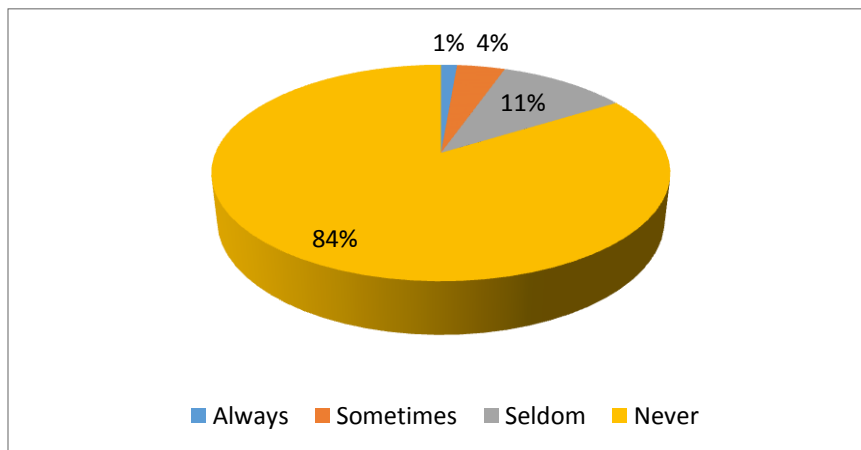
Source: Survey directed to students of Almirante Alfredo Poveda Burbano

Author: Laura Priscilla Panchana Vivar.

Interpretation: 84% never practice English outside,11% seldom practice English outside, 4% seldom practice English outside and 1% always practice English outside.

Question 5: Do you like to play games in class?

Chart 10. Question 5: Play Games

Options	Frequency	Percentage
Always	29	39
Sometimes	14	19
Seldom	13	18
Never	18	24
Total	74	100

Graph 5. Question 5: Play Games
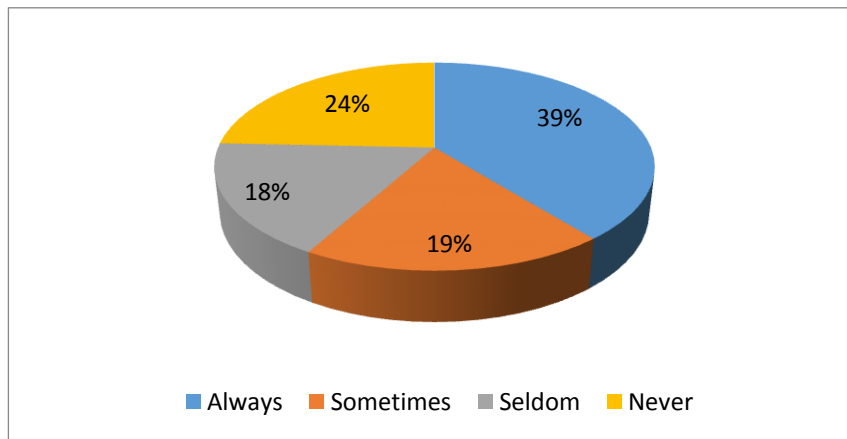
Source: Survey directed to students of Almirante Alfredo Poveda Burbano

Author: Laura Priscilla Panchana Vivar.

Interpretation: 39% of the students answered they like to play games, 19% sometimes play games in class, 18% seldom play game and 24% never play.

Question 6: Does your teacher use activities in class?

Chart 11. Question 6: Different Activities

Options	Frequency	Percentage
Always	46	62
Sometimes	15	20
Seldom	10	14
Never	3	4
Total	74	100

Graph 6: Different Activities
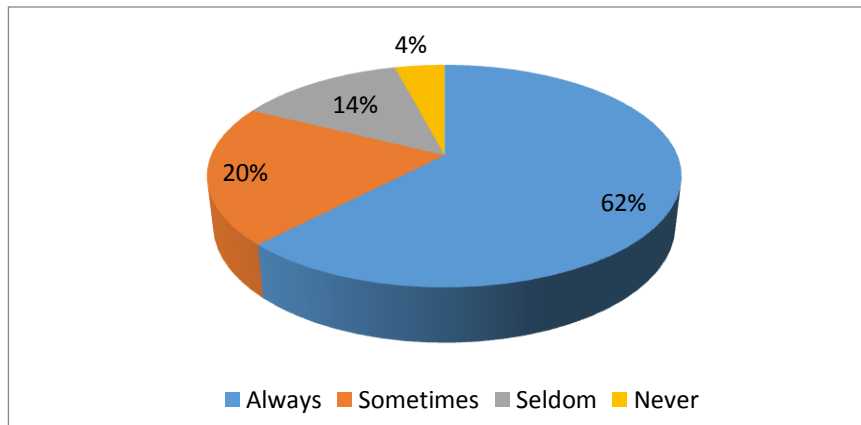
Source: Survey directed to students Almirante Alfredo Poveda Burbano.

Author: Laura Priscilla Panchana Vivar.

Interpretation: 62% of students responded teachers use different activities in class, 20% responded sometimes the teacher uses different activities, 14% responded seldom and 4% responded the teacher never uses different activities.

Question 7: Does your teacher use different materials in class?

Chart 12. Question 7: Resources Materials

Options	Frequency	Percentage
Always	2	3
Sometimes	7	9
Seldom	28	38
Never	37	50
Total	74	100

Graph 7. Question 7: Resources Materials
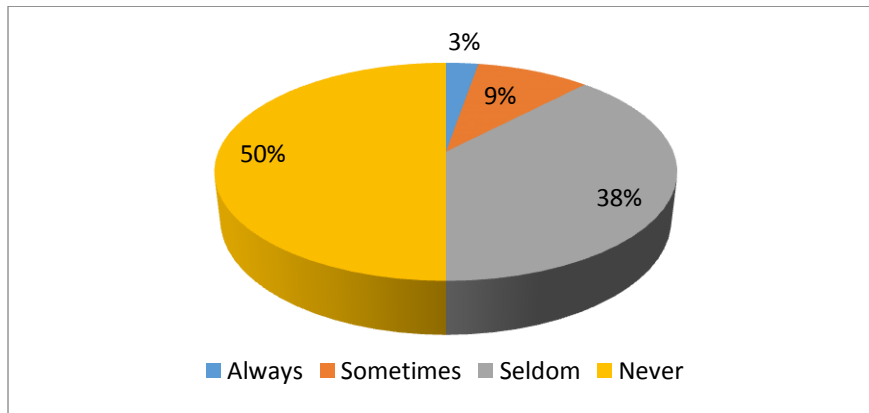
Source: Survey directed to students Almirante Alfredo Poveda Burbano.

Author: Laura Priscilla Panchana Vivar.

Interpretation: 50% of the students considered that their teacher does not use different materials in class, 38% responded that teacher seldom use different materials, 9% responded sometimes use different materials and 3% always use different materials.

Question 8: Do you think speaking English is necessary?

Chart 13. Question 8: Speak English

Options	Frequency	Percentage
Always	35	47
Sometimes	10	14
Seldom	9	12
Never	20	27
Total	74	100

Graph 8: Question 8: Speak English
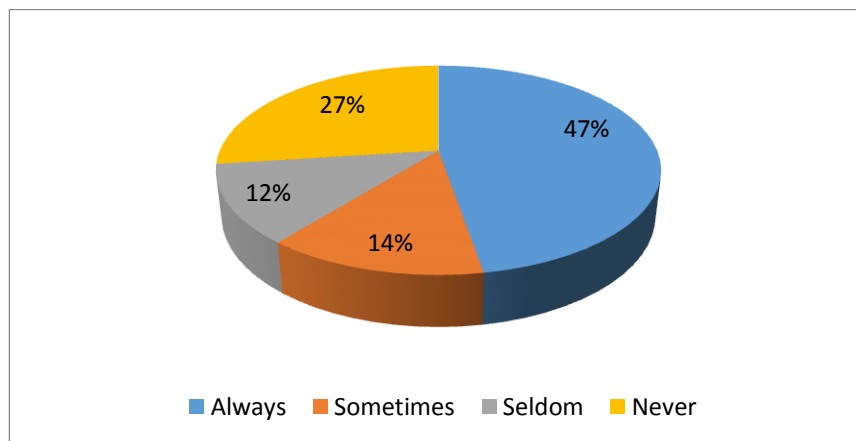
Source: Survey directed to students Almirante Alfredo Poveda Burbano.
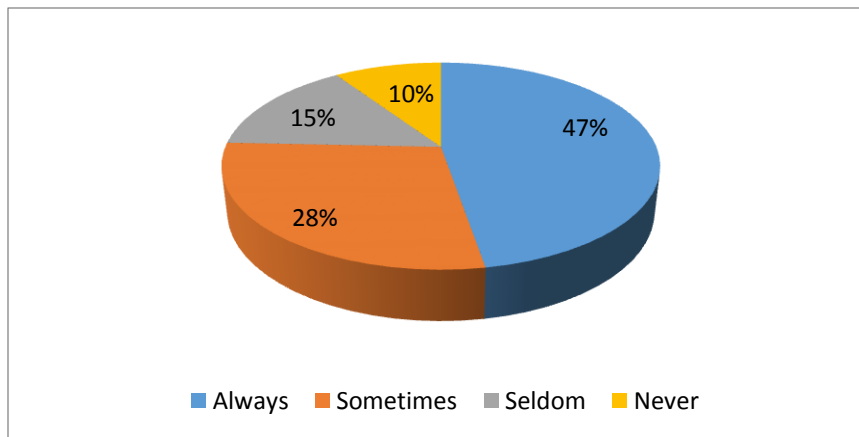
Author: Laura Priscilla Panchana Vivar.

Interpretation: 47% of the students responded that the speaking skill is necessary, 14% responded it is sometimes necessary, 12% responded seldom and 27% responded never.

Question 9: Do you think English is very important in your life?

Chart 14: Question 9: Importance of English

Options	Frequency	Percentage
Lern new language	34	46
Travel around the world	18	24
Universal language	12	16
Know different culture	10	14
total	74	100

Graph 9: Question 9: Importance of English
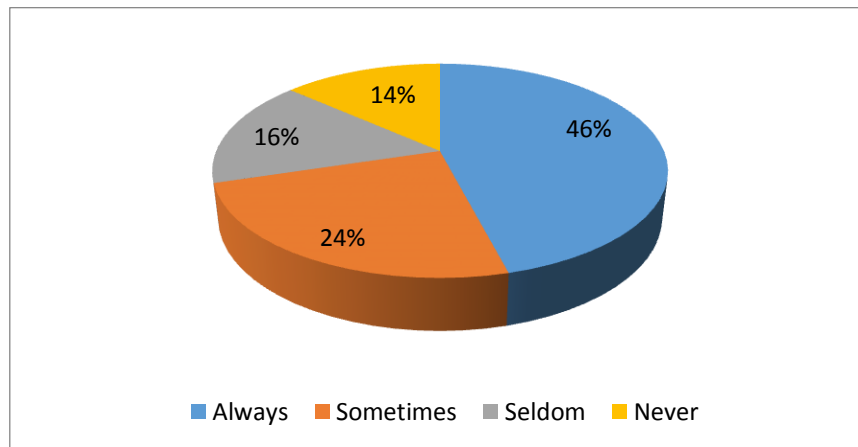
Source: Survey directed to students Almirante Alfredo Poveda Burbano.

Author: Laura Priscilla Panchana Vivar.

**Interpretation:** 46% think that English is important because it is the language of communication and business, 24% responded it is sometimes important,16% responded 14% responded it is never important for their life.

3.8.2 Interview directed to teacher of Almirante Alfredo Poveda Burbano
Question 1: Do you speak English in class all the time?

 No.. partially cuz students sometimes don't understand the real meaning of any word

 so I have to explain in Spanish ... obviously after to listen what they understood first.

Question 2: Do you develop English skill in class?

Yes, I develop them... The four skills ... according to the topic of each unit ... I

prepare an activity to develop students skills

Question 3: Do your students practice speaking in class ?

Well .. no all the time .. depending of the moment because they can't develop clearly

by themselves because ... There are students that didn't have English class in the

institution where they studied before.

Question 4: Do you evaluate the speaking skill in class?

Evaluate .... mm. .. well I correct the mistakes in their speaking but never I had given

a score for it .. only when it's an exposition.

Question 5: Do you apply games in class?

Yes... I apply games but no all the time .... because the time is short... so there isn't

enough time to develop a game.

Question 6: Do you have resources to develop speaking skill?

well resources.. how I can say ... I had made activities like role play and students make the scenario by themselves.. and they have to use the microphone .. because the role play is recorded to show them how they improve their skills.

3.9 Conclusions and Recommendations

3.9.1 Conclusions

- There is a little interest of the students about learning English because teacher does not use the correct methodology.

- Students do not have the opportunity to practice the main language skills, specially the speaking skills.

- Teachers need to create a good environment for the teaching process

3.9.2 Recommendations

- Teacher should use different methods and techniques in order to create a better environment in the teaching-learning English process.

- It is necessary to create and include communicative games to improve the speaking skills in the classroom.

- Teachers need to provide a motivational environment according to the level of student with communicative games.

CHAPTER IV

PROPOSAL

4.1 Informative Data

Title of the Proposal

"NEW COMMUNICATIVE GAMES TO IMPROVE SPEAKING SKILLS FOR EIGHTH GRADE EGB STUDENTS AT "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2015-2016".

Executing Institution

Península of Santa Elena State University.

Beneficiaries

Students of eighth grade at Unidad Educativa Almirante Alfredo Poveda Burbano.

Location

Santa Elena Canton - Province of Santa Elena.

Estimated time for execution

9 Months.

Responsibles

Author: Laura Priscilla Panchana Vivar

Advisor: MSc. Sara González Reyes

4.2 Proposal background

The world moves fastly and it implies that people should look for better opportunities in life, changes in education make teachers to be more creative and use technology in their classes.

Payton, Futurelab, (2009) The authors believe that "**The Curriculum innovation provides children and young people with the knowledge and skills required to lead to successful lives**" It identifiers the relationship between the teacher and the student for creating a good environment in the process of teaching English.

According to the research the students of eighth grade at Alfredo Poveda Burbano high school have other difficulties for example the classroom is small that is a problem because the student does not have good environment to learn and teacher does not have enough time to develop the English skill because .the high school has one English teacher.

Speaking will be to determine the position of speaking skill, it is necessary to create new communicative games in order to improve this skill and improve the English learning process.

4.3 Significance

This research will provide a solution to one of the problems of English teaching-learning process, and through communicative games, it will achieve a fast learning in order to develop the speaking skill in the students.

The development of the new communicative games is important because it helps the teacher to apply when teaching English classes. The games are a resource that teachers should apply in the classroom, that focus on the speaking skill that the student can develop in a good way.

The new communicative games increase motivation in the student in order to learn English, these communicative games for English teaching to eighth grade students at Almirante Alfredo Poveda Burbano.

It is an effective way that students like according to the skills that students need to develop. This proposal is an important tool for teachers making their classes more dynamic.

4.4 Objectives

4.4.1. General objective

- To improve the speaking skill through new communicative games in students of Eighth grade at Unidad Educativa "Almirante Alfredo Poveda Burbano"

4.4.2 Specific Objectives

- To propose and use games directed to the teacher at Unidad Educativa "Almirante Alfredo Poveda Burbano".
- To design games that help students to improve the speaking skill.
- To apply the new communicative games for improving the speaking skill.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

It is focused in the creation of new communicative games to develop the speaking skill. This will be achieved with the help of the teacher.

Chart 15 Develop of the Proposal

Names of the games	Objectives	Materials	Responsibles
1.- Think fast	To create sentences about family trip.	Flashcards	Laura Panchana Vivar
2.- Hurry up	To use common nouns using game	Chairs Clock Ballon Air pump	
3.- Imaginary	To develop imagination using an Amsterdam city picture.	Picture	
4.- Treasure	To guess toys vocabulary	Flashards (toys)	
5.- knowledge	To use adverbs of frequency	Bell Table Sheets	
6.- Remember and sing if you can	To sing the song " Frozen"	Ballon Rope Matchstick	
7.- Crazy Louse	To answer questions about showbiz.	Questions	
8.- Stop	To practice the alphabet letters.	The alphabet letters.	
9.- The best mind	To use regular verbs using game.		Laura Panchana Vivar
10.- Look and memorize	To use classroom objects.	Classroom object.	

Game N° 1

Think Fast

Objective: To create sentences about family trip.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 20 minutes

Materials:

- Flashcards

Procedure:

- Introduce vocabulary about family and phrases.

- Choose five students and you will pass in front of them.

- Each one chooses a flashcard.

- Create funny sentences with the picture.

- The students have little time to think, and then say it.

- The sentence with the best structure will be the winner.

Game N° 2

Hurry up

Objective: To use common noun using game.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 25 minutes

Materials:

- Chairs
- Clock
- Balloon
- Air pump

Classroom organization: whole class

Procedure:

- Introduce a short vocabulary about common nouns

- Student should think seven noun

- The teacher will motivate students to think about common nouns.

- In their hands, students will have a balloon and an air pump where will need to inflate it while thinking and saying nouns until it blows out. The student whose balloon does not blow out is the winner.

Game N° 3

Imaginary

Objective: To develop the imagination through a picture about Amsterdam city.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 20 minutes

Material:

- Picture about a city

Classroom organization: whole class

Procedure:

- Introduce a short vocabulary about city and the tourism place of each city.

- Students will have a picture of a city and they will have twenty seconds to observe it.

- The students imagine they are in the place and say sentences about the activities they can do there.

- The student with most relevant sentences is the winner.

Game N° 4

Treasure

Objective: To guess name of toys using flashcard in a short time.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 15 minutes

Material:

- Box
- Flashcard (toys)

Procedure:

- Introduce a short vocabulary about toys.

- The class is divided into two groups.

- The students will choose one member of the group to be a leader.

- They will find a small box. In this box they will find different flashcards about toys.

- The leader of each group must choose a flashcard and make gestures of the toy.

- The other group has to guess the name of the toy.

Game N° 5

Knowledge

Objective: To use adverbs of frequency.

Course: Eighth grade.

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 20 minutes

Material:

- Bell
- Table
- Sheets

Procedure:

- Introduce the adverb of frequency.

- The teacher chooses six students and divide them in two groups.

- They participate and measure their knowledge with questions.

- The questions are about people routines.

- The students who have the answer, must ring the bell and gives the answer.

Game N° 6

Remember and sing if you can

Objective: To sing the song "Frozen"

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 25 minutes

Material:

- Balloon
- Rope
- Matchstick

Procedure:

- After practicing a song, the students will sing a part of it while in their hands they will have a balloon which will have a string.

- The string will be lighted using matchsticks.

- The student will sing fast until the balloon blows out.

- Student will have 15 seconds to remember and sing.

- After they have succeeded doing it, they will have to give it to another student and it will be the same.

Game N° 7

Crazy Louse

Objective: To answer questions about showbiz.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano.

Time: 20 minutes

Material:

- Questions

Procedure:

- Introduce some question about the showbiz.

- The class is divided in two groups.

- They answer question about showbiz, but the students answer the question.

- If the question is true, the student answer (louse) but if the question is false the student answer (crazy).

Game N° 8

Stop

Objective: To practice the alphabet letter.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 20 minutes

Material:

The alphabet letter

Procedure:

- The teacher shows a letter of alphabet to the student and the following words (categories) name, last name, city, color, fruit, thing.

- He/she chooses two students who must think words that begin with the letter shown above according to the categories.

- Student will have 30 seconds to finish the game.

- Student who finishes fast must tell other student STOP.

- Then the student that finishes speaks aloud the words.

Game N° 9

The best mind

Objective: To use regular verbs using game.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 20 minutes

Procedure:

- Introduce a list of regular verbs.

- Form groups of five students.

- The student will say one regular verb.

- The next student repeats the verb and says a different one.

- The student who do not make a mistake and say all the verbs. Is the winner.

Game N° 10

Look and Memorize

Objective: To use classroom objects.

Course: Eighth grade

School: Unidad Educativa Almirante Alfredo Poveda Burbano

Time: 20 minutes

Material:

- Classroom objects

Procedure:

- Introduce a classroom object.

- The teacher chooses six students.

- One of them will observe and memorize the position of the other student and each student will have a classroom object in their hands.

- The student will have 20 seconds to observe and memorize what is observing.

- After the student has observed, will be blindfold and say the student´s name and the classroom object that each student has in their hands.

- The student with less mistakes is the winner.

4.6 Results of the observation after the proposal

4.6.1. Survey directed to students of "Almirante Alfredo Poveda Burbano"about new communicative games.

Question 1: Did you practice your speaking skill with these games?

Chart 16 Question 1: Practice your speaking

Options	Frequency	Percentage
Totally agree	57	77
Partially agree	1	1
Agree	16	22
Disagree	0	0
TOTAL	74	100

Graph 10. Question 1: Practice your speaking
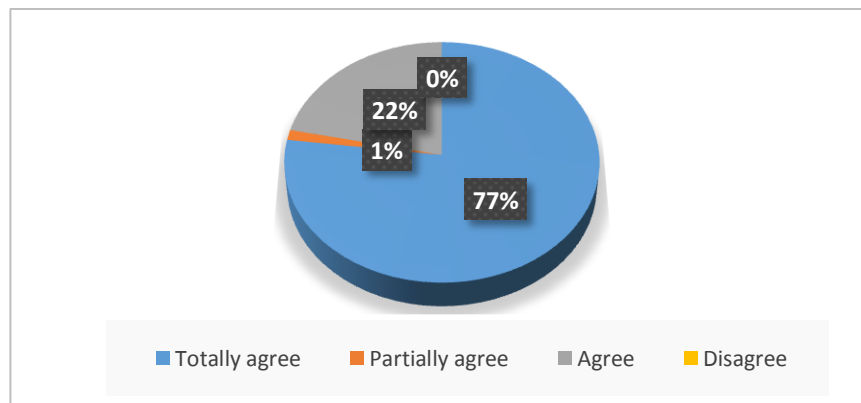
Sources: Survey applied to students of Almirante Alfredo Poveda about New communicative games.
Author: Laura Priscilla Panchana Vivar.

Interpretation: 77% of the students responded totally agree, 1% percentage responded partially agree, 22% responded agree and 0% of students responded disagree. That the majority of the students practice the speaking skill using communication games.

Question 2: Do you think games are important in a class?

Chart 17 Question 2: Importance of games

Options	Frequency	Percentage
Always	63	85
Sometimes	10	14
Seldom	1	1
Never	0	0
Total	74	100

Graph 11. Question 2: Importance of games
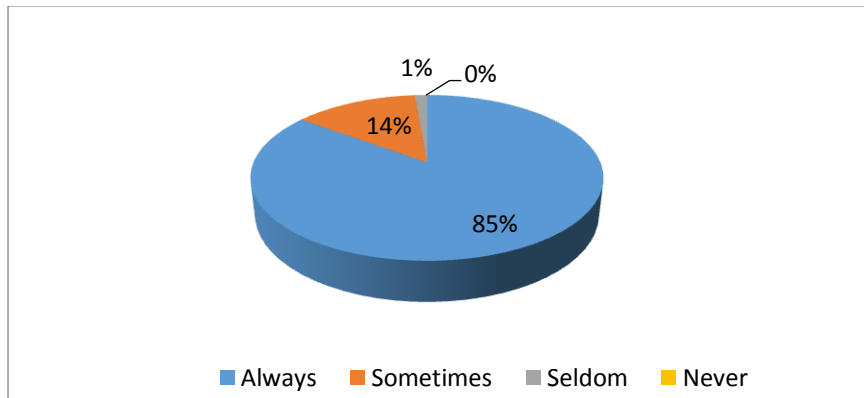
Sources: Survey applied to students of Almirante Alfredo Poveda about New communicative games.
Author: Laura Priscilla Panchana Vivar.

Interpretation: 85% responded always, 14% responded seldom, 1% of responded sometimes and 0% of students responded never, the majority of students consider games are important in a class.

Question 3: Were the games applied in class?

Chart 18. Question 3: Games in classes

Options	Frequency	Percentage
Very Satisfactory	59	80
Less Satisfactory	4	5
Satisfactory	11	15
Unsatisfactory	0	0
Total	74	100

Graph 12. Question 3: Games in classes

Sources: Survey applied to students of Almirante Alfredo Poveda about New communicative games.
Author: Laura Priscilla Panchana Vivar.

Interpretation: 80% responded very satisfactory, 5% answered less satisfactory, 15% satisfactory. Students think the application of games was satisfactory

Question 4: Did you enjoy the communicative games?

Chart 19. Question 4: Enjoy games

Options	Frequency	Percentage
Totally agree	61	82
Partially agree	3	4
Agree	10	14
Disagree	0	0
TOTAL	74	100

Graph 13. Question 4: Enjoy games

Sources: Survey applied to students of Almirante Alfredo Poveda about New communicative games.

Author: Laura Priscilla Panchana Vivar.

Interpretation: 83% of the students responded totally agree, 4% responded partially agree, 14% agree. The majority of students enjoyed the communicative games.

Question 5: Would you like the teacher apply these games in class?

Chart 20. Question 5: Teacher Applies Games

Options	Frequency	Percentage
Totally agree	62	84
Partially agree	1	1
Agree	11	15
Disagree	0	0
TOTAL	74	100

Graph 14. Question 5: Teacher applies games
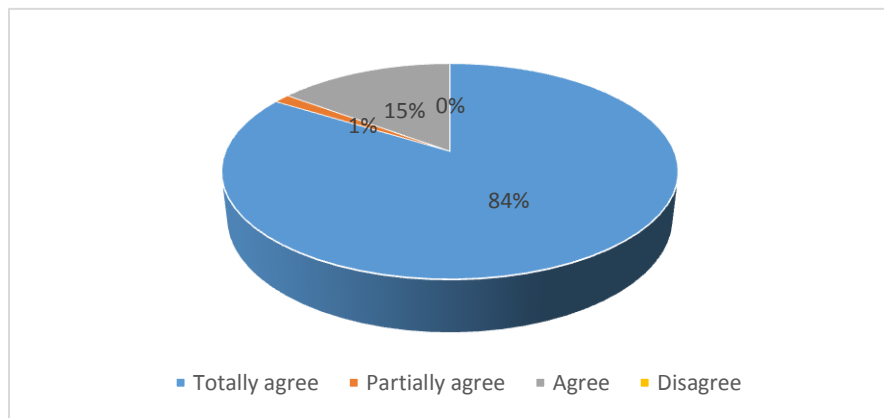
Sources: Survey applied to students of Almirante Alfredo Poveda about New communicative games.

Author: Laura Priscilla Panchana Vivar.

Interpretation: 84% of the students responded totally agree, 1% responded partially agree, 15% of students responded agree. Students would like teachers apply games in class.

Question 6: Do you think that communicative games make your classes more interesting?

Chart 21. Question 6: Interesting Classes

Options	Frequency	Percentage
Totally agree	53	72
Partially agree	1	1
Agree	18	24
Disagree	2	3
TOTAL	74	100

Graph 15. Question 6: Interesting classes
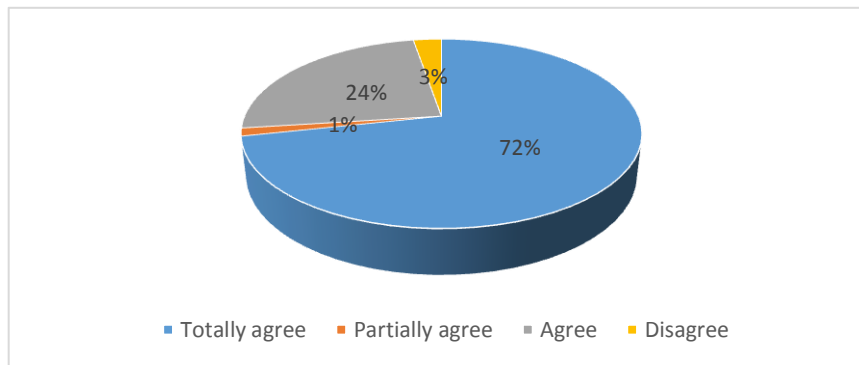
Sources: Survey applied to students of Almirante Alfredo Poveda about New communicative games.
Author: Laura Priscilla Panchana Vivar.

**Interpretation:** 72% percentage of the students responded totally agree, 1% responded partially agree, 24% responded agree and 3% responded disagree. This indicates that the communicative game makes their classes more interesting.

Question 7: Are communicative games improving your speaking?

Chart 22 Question 7: Communicative game help with their speaking

Options	Frequency	Percentage
Totally agree	48	65
Partially agree	8	11
Agree	18	24
Disagree	0	0
TOTAL	74	100

Graph 16. Question 7: Communicative game help with their speaking
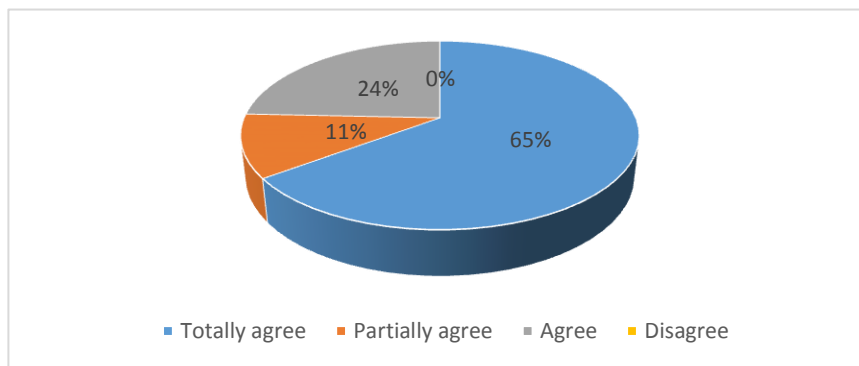
Sources: Survey applied to students of Almirante Alfredo Poveda about New communicative games.

Author: Laura Priscilla Panchana Vivar.

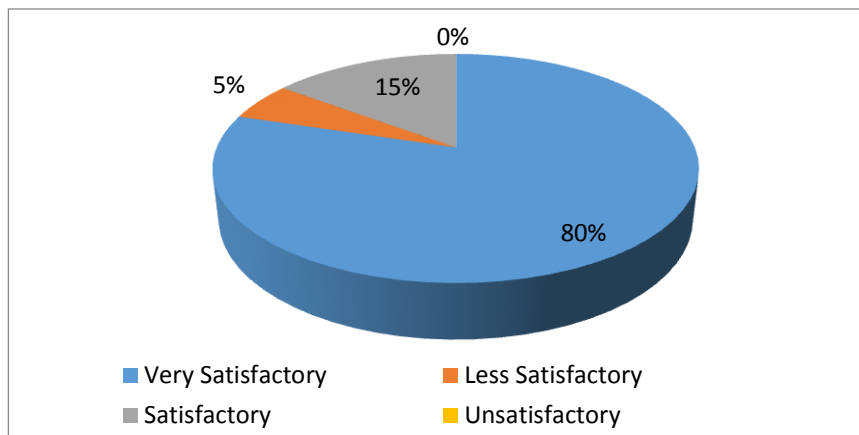**Interpretation:** 65% of the students responded totally agree, 11% responded partially agree, 24% of the students responded agree. The communicative game helps to improve their speaking skill.

Question 8: Did you increase your speaking when doing the games in class?

Chart 23. Question 8: Increasing their speaking

Options	Frequency	Percentage
Totally agree	49	66
Partially agree	5	7
Agree	20	27
Disagree	0	0
TOTAL	74	100

Graph 17. Questionn 8: Increasing their speaking
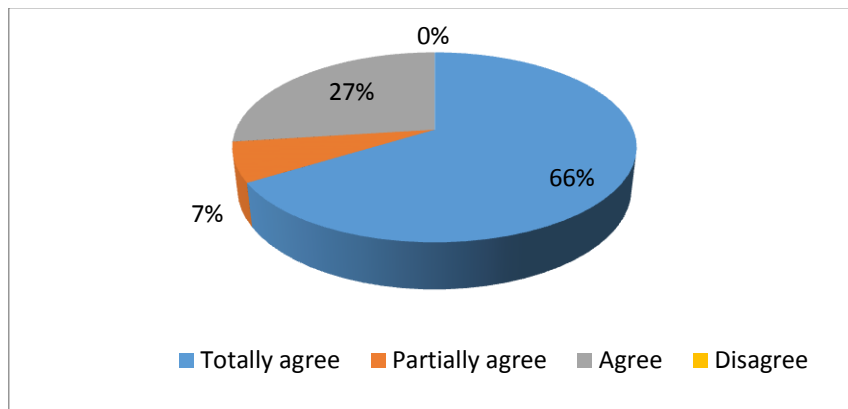
Sources:Survey applied to students of Almirante Alfredo Poveda about New communicative games.
Author: Laura Priscilla Panchana Vivar.

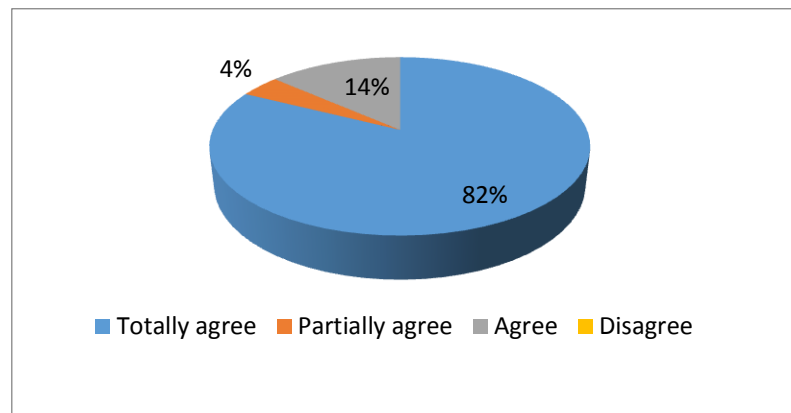**Interpretation:** 66% of the students responded totally agree, 7% responded partially agree, 27% responded agree. The communicative games increased the speaking level of the students.

4.7 Strategies of Improvement

Chart 24: Strategies of improvement

Strategies of Improvement	Previous to the research	Use of traditional materials. Traditional English classes. Low motivation
	After the research	English classes using the communicative games. Students can communicate in English. Their speaking skill improved Encourage students to learn English. Increase motivation

4.8 Conclusions and recommendations

4.8.1 Conclusions

- Communicative games are important tools. They were effective for the students of eighth grade.

- The new communicative games were developed according to the level of the students.

- The students of eighth grade could improve the speaking skill through communicative games.

4.8.2 Recommendations

- Teachers can apply the communicative games for teaching English.

- These games are resources that should be used in all the English classes for creating a friendly environment in the class.

- The teachers can use this research as a reference for creating other games that can be useful in the teaching-learning process.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

Description
Alfredo Poveda high school

5.1.2 Human

Description	Quantity
Students	74
Teacher	1
Principal	1

5.1.3 Material

Description	Unit Cost	Quantity	Total
Photocopies	$ 8,50	6	$51,00
Paper packs	$ 4,00	5	$20,00
Ink	$ 5,00	5	$25,00
TOTAL			**$96,00**

5.1.4 Technological

Description	Cost	Quantity	Total
Internet service per month	$ 30.00	11	$ 330.00
Tablet	$200.00	1	$200.00
TOTAL			**$530.00**

5.1.5 Financial

Description	Unit	Total
Transportation lunch and snacks	$ 95.00 $ 35.00	$ 95.00 $ 35.00
TOTAL		**$ 130.00**

TOTAL		$ 756.00

SOURCE MATERIALS
1Timetable

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

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3 Appendix

3.1 Request of Institution

ATTACHMENT 1. Request of Institution

3.2 Acceptance of Institution

ATTACHMENT 2. Acceptance of Institution

3.3 List of Students Eighth Grade

UNIDAD EDUCATIVA ALMIRANTE "ALFREDO POVEDA BURBANO"
NÓMINA DE ESTUDIANTES

OCTAVO GRADO "A"

Nº	APELLIDOS Y NOMBRES
1	ALEJANDRO GUARANDA OMAR JIREMI
2	ALVIA QUITISACA
3	AVILA MAGALLANES ARIEL ALEJANDRO
4	BORBOR SUAREZ DIGNA TAMARA
5	CLEMENTE TOMALA NAIDELYN
6	ESTRADA GUAMAN STEFANY PAOLA
7	FRANCO OBANDO FRIXON FABIAN
8	GOMEZ LIMONES RICHARD GABRIEL
9	GONZALEZ CARVAJAL BRYAN RAUL
10	GONZALEZ GONZÁLEZ DANNA NICOLE
11	GRANADOS MEDINA KERLY NALLELY
12	LOPEZ MURILLO ANIBAL JORDAN
13	LOPEZ PEZO JORDAN JUSTIN
14	MALAVE LUCIO PETER STEVEN
15	MARTILLO QUIÑONEZ ANGELO JOSUE
16	MARTINEZ LINO TONY LEYTOR
17	MERA DUEÑAS PAOLA JOHANNA
18	MONTES BERNABE NALLELY JAMILETH
19	MUÑOZ LUCIN ANGIE FIORELLA
20	NAVARRETE VILLACRES GEORGINA DEL CARMEN
21	PAGUAY CRUZ EDWIN ISAAC
22	PANCHANA DEL PEZO ANTHONY JAIR
23	PANCHANA MALAVE JOSELYN DAYANNA
24	PAREDES CASTELLANO DIXON BAYLIO
25	PERERO ASENCIO RUTH VALERIA
26	PERERO SANTILLAN JANDRY ERNESTO
27	QUIMI PEÑA BRIGITH NIURKA
28	RODRIGUEZ CRISTOBAL BRYAN ITAMAR
29	ROSALES MOREIRA KEVIN ALEXIS
30	ROSALES MOREIRA MELISSA ROMINA
31	SUAREZ BRAVO NIURKA LISSETH
32	SUAREZ TOMALA MAYRA ABIGAIL
33	TAPIA SEME VIVIAN DAYANA
34	TOMALA VERA DARY DAYANA
35	VILLON CRISTOBAL MAGDALENA ELIZABETH
36	YAGUAL SUAREZ JOSELYN LISBETH

ATTACHMENT 3. List of Students Eighth Grade "A"

Nº	APELLIDOS Y NOMBRES
1	ANCHUNDIA GARCIA ANTHONY MAURICIO
2	ANCHUNDIA PINCAY GYSLAINE BETSABE
3	BALON PANCHANA EDDY STEVEN
4	BORBOR DELGADO EDDY MARTIN
5	BORBOR OCHOA JAMES BISMARK
6	BORBOR ORRALA DANIELA ANDREA
7	CAMPOS YAGUAL JORDY JOSE
8	CHELE ROCA JONATHAN ALEJANDRO
9	CHOEZ TUMBACO MIRLIN ESTEFANY
10	CRUZ PARRALES JOHN JAIRO
11	DEL PEZO ORRALA MAYLIS MADELINE
12	ESPINALES ALVARADO ANABELLA MELISSA
13	GONZALEZ CABRERA
14	GUALE PANIMBOZA MILENA BELEN
15	GUALE SANTISTEVAN JOSELYN ARIANNA
16	GUTIERREZ QUIMIS MIRELYS YAMILEX
17	LAINEZ GONZALEZ JILBERTH JAVIER
18	LINO GONZALEZ BRYAN ESTEBAN
19	MATUTE SOSA JOEL ROLANDO
20	MENOSCAL CUJILEMA ANDRES ANTONIO
21	MEREJILDO ROCAFUERTE MORELIA ISABEL
22	MONCADA PARRALES ALEJANDRO IMANOL
23	QUIMIS TORRES NAIDELYN MARIANA
24	RODRIGUEZ MACIAS MARCO ANTONIO
25	SAN LUCAS VERA NICOLE DANNA
26	SANTOS POZO JOHANNA LISBETH
27	TIGRERO GRANDA YULEIKA HAIDEE
28	TOMALA VILLON AMY SARAI
29	TUMBACO VILLAMAR SHEYLA ADRIANA
30	VELEZ TOMALA ANDY GABRIEL
31	VELIZ LUNA GUILLERMO GABRIEL
32	YAGUAL ASCENCIO CARLOS ALEXANDER
33	YAGUAL LAVAYEN KENIA ALLISON
34	YAGUAL REYES EMILLY MONSERRATTE
35	YUMISEBA RICARDO ANGEL KENNETH

ATTACHMENT 4. List of Students Eighth Grade "B"

3.4 Pictures of Field Research

Picture 1. "Unidad Educativa Almirante Alfredo Poveda Burbano"

Picture 2. "Principal of Institution" MSc. Marlene Peláez Duarte
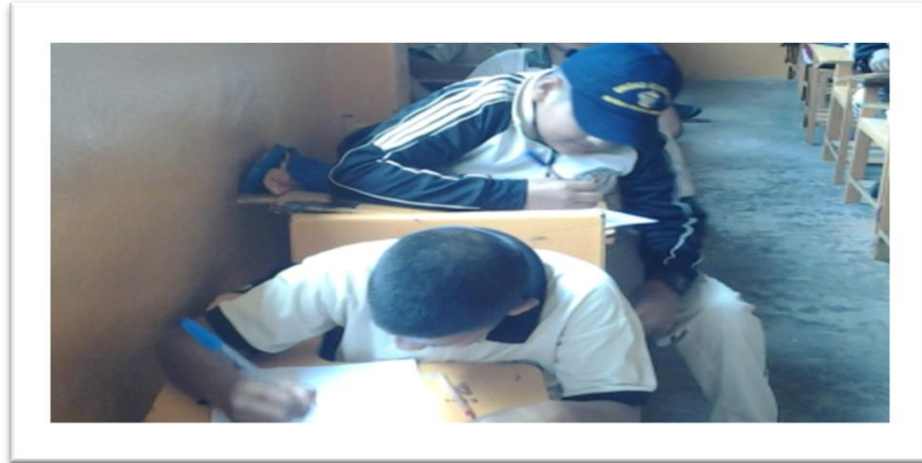
Picture 3. "English Teacher"

Picture 4. "Eighth Grade "A" Students

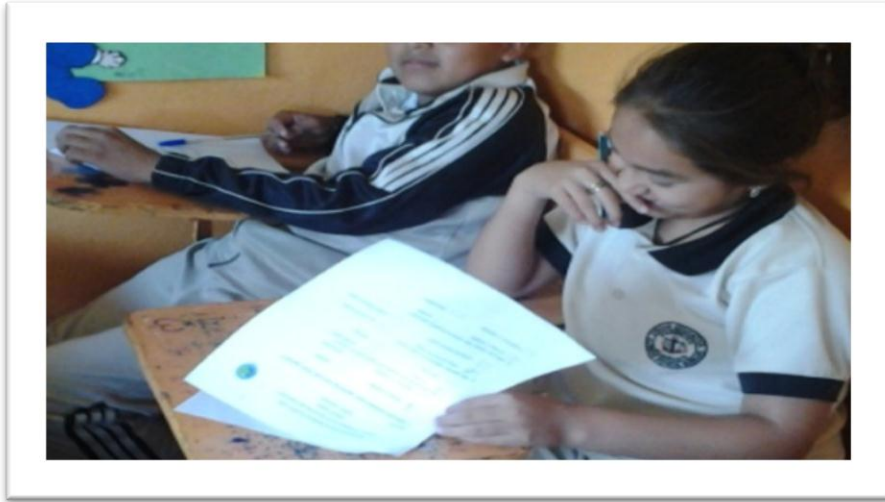**Picture 5. Eighth Grade "B" Students**

Picture 6. Eighth Grade Student Filling Out The Survey

Picture 5. Students of Eighth Grade Answering The Survey

Picture 6. Eighth Grade Students Filling Out The Survey About "New Communicative Games"

Picture 7. Eighth Grade Students Filling Survey About "New Communicative Games"

3.5 Surveys

ATTACHMENT 5. Survey Directed To Students

"PENINSULA DE SANTA ELENA" STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

SURVEY DIRECTED TO STUDENTS OF EIGHTH GRADE OF "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO"

Read and answer the following questions, please.

1. - Do you like English?

○ always   ○ sometimes   ○ seldom   never ○

2. - Do you practice speaking in class?

○ always   ○ sometimes   ○ seldom   never ○

3.- Do you speak English in class with your teacher?

○ always   ○ sometimes   ○ seldom   never ○

4. - Do you practice English outside the class?

○ always   ○ sometimes   ○ seldom   never ○

5. - Do you like to play games in class?

○ always   ○ sometimes   ○ seldom   never ○

6. - Does your teacher use different activities in class?

○ always   ○ sometimes   ○ seldom   never ○

7. - Does your teacher use different materials in class?

○ always   ○ sometimes   ○ seldom   never ○

8. - Do you think speaking English is necessary?   why?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………………………..

9. - Do you think English is important in your life? why?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………………………..

"PENINSULA DE SANTA ELENA" STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

SURVEY FOR TEACHER

"UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO"

Read and answer the following questions, please.

1. Do you speak English in class all the time?

……………………………………………………………………………………………
……………………………………………………………………………………………

2. - Do you develop English skill in class?

……………………………………………………………………………………………
……………………………………………………………………………………………

3. - Do your   students practice speaking in class?

……………………………………………………………………………………………
…………………………………………………………………………………………...

4. - Do you evaluate speaking skill in class?

……………………………………………………………………………………………
……………………………………………………………………………………………

5.-Do you apply games in class

……………………………………………………………………………………………
…………………………………………………………………………………………...

6.-Do you have resources to develop speaking skill?

……………………………………………………………………………………………
……………………………………………………………………………………………

ATTACHMENT 7. Survey About New Communicative Games

"PENINSULA DE SANTA ELENA" STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

SURVEY ABOUT NEW COMMUNICATIVE GAMES FOR STUDENTS OF EIGHTH GRADE "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO"

1.- Did you practice your speaking skill with these games?

( ) Totally agree   ( ) Agree

( ) Partially agree   ( ) Disagree

2.-Do you think the games important in a class?

( ) Always   ( ) Sometimes

( ) Seldom   ( ) Never

3.- Were the games applied in class?

( ) Very satisfactory   ( ) Satisfactory

( ) Less satisfactory   ( ) Unsatisfactory

4.- Did you enjoy the communicative games?

( ) Totally agree   ( ) Agree

( ) Partially agree   ( ) Disagree

5.-Would you like the teacher apply these games in class?

( ) Totally agree   ( ) Agree

( ) Partially agree   ( ) Disagree

6.- Do you think that communicative games make your classes more interesting?

◯ Totally agree   ◯ Agree

◯ Partially agree   ◯ Disagree

7.-Are communicative games helping with your speaking

◯ Totally agree   ◯ Agree

◯ Partially agree   ◯ Disagree

8.- Did you increase your speaking when doing the games in class?

◯ Totally agree   ◯ Agree

◯ Partially agree   ◯ Disagree

3.6 Anti plagiarism Certification

Attachment 8 Antiplagiarism Certification

3.7 Results of Anti plagiarism Certification

Attachment 9 Results of Anti plagiarism Certification

3.8 Certificate of Proofreader

Attachment 10 Certificate of Proofreader

3.9 Evidence of the implementation of the project

Picture 10. Playing The Game "Hurry Up"

Picture 11. Playing The Game "Think Fast"

Picture 8. Playing The Game " Treasure"

Picture 9. Playing The Game "Treasure"

Picture 10. Playing The Game "Imaginary"

Picture 11. Playing The Game "Imaginary"