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TITLE:

BOARD GAMES TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF TENTH GRADE BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA 11 DE DICIEMBRE #4, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016

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BACHELOR´S DEGREE IN ENGLISH

AUTHOR: JESSICA VILLAMAR TOMALÁ

ADVISOR: Econ. ALEXANDRA JARA ESCOBAR, MSc.

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **BOARD GAMES TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF TENTH GRADE BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA 11 DE DICIEMBRE #4, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.** Prepared by Jessica Fabiola Villamar Tomalá, 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,

_____

Econ. Alexandra Jara Escobar, MSc.

ADVISOR

STATEMENT OF AUTORSHIP

I, JESSICA FABIOLA VILLAMAR TOMALÁ with ID number 240024337-0, 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 **BOARD GAMES TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF TENTH GRADE BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA 11 DE DICIEMBRE #4, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016,** is of my authorship, except for the quotes and reflections used in this research paper.

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BOARD OF EXAMINERS

V

DEDICATION

Everything in life is making with effort and sacrifice. I dedicate this work to my father Javier Villamar and my mother, Esther Tomalá who were an essential part in this process; they support me to find the correct way, giving me their advice and their own time with the unique purpose to reach my goals. They are the best parents and I love them.

Jessica Villamar

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Especially to God because the difficulties were not obstacles, God always gave me his hand to not fall down. For their love and comprehension to my parents and siblings who were giving me their support and motivation, to my boyfriend for his patience, thanks because without them nothing would have been possible, they were my inspiration.

A special recognition to my advisor, Alexandra Jara Escobar; to share her knowledge with me, and pushing me to finish my research paper. Her motivation was essential to not give up in the process.

Jessica Villamar

DECLARATION

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

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_____
JESSICA VILLAMAR TOMALÁ
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CONTENT

GRAPHICS

CHART

ILLUSTRATIONS

ATTACHMENT

UNIVERSIDAD ESTATAL   PENÍNSULA DE SANTA ELENA
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SUMMARY

The present research paper was focused on the improvement of the speaking skill through the application of board games. This project was carried out with a qualitative approach and it was applied with phenomenological aspects and study cases for getting a better understanding of teaching-learning situations with students. In this case, the difficulties presented in the institution are related to the deficiency of material resources and the application of traditional methods that are usually applied in the classroom. On the other hand, the tools and techniques applied for collecting essential data were the interviews, observation and review of documents. Therefore, this research allowed comprehending that the use of board games were an effective support in the improvement of speaking skill. So, the playful activities permit the interaction and cooperation between students and avoid in this way boring classes. As a result, they will be practical as educational strategies to learn for the reason that when students play they enjoy and learn more easily.

Keywords: board games, speaking skill, teaching-learning, qualitative approach, playful activities, interaction, cooperation, boredom classes, traditional methods.

INTRODUCTION

The teaching-learning process of English language through the application of board games is the purpose of this research paper. As it is possible to know, there are a lot of difficulties presented in the teaching of English as a language in the schools, for the reason that it is a foreign language and most of the time students believe that it is not necessary to learn and they do not realize that it can open many doors for their professional future.

Nowadays, institutions are making everything possible to change the ideas of traditional classrooms for something new and engaging for learners. But, the problematic that teachers present; is the deficiency of material resources that will support in the improvement of educational standards and the quality of teaching-learning in schools.

So, the education is thousands better if the lessons are dynamic, with motivations or games. That is the way in how students feel engaged and learn more, besides, they play with their classmates, they share knowledge having a fun learning time. Therefore, students forget to be bored or stressful during the class.

This research paper considers some essential points that can be good or bad in the development of the application of board games with students and other specifications that are described in the four chapters:

CHAPTER I: THE PROBLEM.- Presented in this chapter is the problematic of learners in the teaching-learning process that was determined through a diagnostic test made in the high school. On the other hand, the context of the problem, the scientific problem, the object of investigation, the field action, the justification, the general objective, the idea to defend and the scientific tasks.

CHAPTER II: THEORETICAL BASIS.- Described in this chapter is the rationale, here there is information about two researchers considered in this research paper. Also, the definition of board games, what are they?, board games as strategy of learning in education, board games to develop English, the methodology of board games, characteristic, advantages and disadvantages to use board games in education.

On the other side the concept of education, the English teaching and the importance of English. It was also necessary to explain about CEFR concept, levels, CEFR levels in the Ecuadorian System, especially in the tenth basic year, the speaking skill. Furthermore, the philosophical foundation, the educational foundation and the legal foundation.

CHAPTER III: RESEARCH DESIGN.- Here, there is the methodological process that was carried out. It considered the population and sample; methods, techniques and research tools that were applied, the analysis and interpretation of the results.

CHAPTER IV: PROPOSAL.- In this chapter, there is the topic, the description; diagnosis, planification, implementation and evaluation; the achievements and results and the conclusions and recommendations.

CHAPTER I

1. PROBLEM STATEMENT

Escuela de Educación Básica 11 de Diciembre #4 is an institution where students require motivational English classes, something that will be really engaging for an educative progress of the students and teachers, changing the traditional ideas of learning, through the application of Board Games as interactive and educational strategies.

In this school, there are several problems when students learn English. Those problems were detected through a reading activity; where students read an article then they say what they understand about it; and also through dynamic games where students speak about a simple topic, asking questions of different classmates. The activities were applied to analyze how students learn in the classroom to develop their knowledge and skills.

The first problem presented was that teachers do not use the adequate material to teach a specific lesson. Second, students do not use the English language correctly; most of the time they made mistakes in pronunciation and intonation. Third, students possess a very limited time to practice in the classroom; they can not complete the activities programmed. Four, there are not motivations inside the classroom; students are bored while the lesson is given.

It is important that teachers analyze the learning context inside the classroom to know how they can teach and the adequate resources they should use to avoid boring classes. As Harmer (1998) said "One of the greatest enemies of successful teaching is students' boredom." "….the desire to learn can come from many causes. Perhaps the students love the subject or simply interested to see what it is like."

The instructors should be conscious about the programed time to teach English as a subject in order to obtain more time to develop the class. Most of the classes are boring for the methodology used; the more fun is the environment the more students learn. For that reason, it is necessary to implement new learning strategies, and board games are a good one. Those are an engagement support for the variety of situations they can adapt to determine an active learning.

1.1. Context of the problem

Board games and the speaking skill are the purpose of this research. Flores (2014) states that there is a small number of papers inspired in the application of board games in the teaching-learning process, but there are many studies with the determination to improve the methodology of board games in the English teaching in the classroom as a consequence of avoiding boring classes in schools.

A board game is a game that involves pieces placed on a pre-marked board; it contains a set of instructions to follow. Board games have been used since thousand of years ago. The first games were Senet, chess, Pegity, mancala and others, which were predominant in many countries like China, Egypt, India and Nigeria. Games have been changing with the pass of time providing essential educative purposes.

Hinebaugh (2009) States that "Board Games are an excellent way to reinforce and increase language, art skills, creative thinking skills, money skills, and strategy skills." Board games are a significant resource to use in the classroom and improve the students' abilities for the reason that students learn more being in an active way. While students play a game they acquire new vocabulary and it allows them to enhance the capacity of communication and also the social interaction between them.

On the other hand, children can apply significant essential aspects of their way of life and experiences, developing a significant learning in social, intellectual and physical areas. Therefore, experiences possess a big impact when something needs to be taught

for the reason that everything is acquired naturally and easily, creating an enjoyable and fascinating learning environment.

Motivated students is something essential in the teaching-learning process, not only for students also teacher needs to be motivated for having better teaching-learning results, as Jeremy Harmer said, both, students and teachers, must be involved to learn also having the fear of failure in the process, for the reason that mistakes also support students to realize what are the problems they posses, allowing them to correct those mistakes for the future.

According to Hawkinson (2013) "Games have elements of play and discovery that are very appealing and engaging." Board games also allow to improve students' attention supporting them to take risks and difficult decisions during the game. It is essential for students to be in a motivational environment to make the lesson pleasant and acquire the innovative knowledge for a long time. Students choose the risks and decisions about anything promoting the improvement of communication.

In schools and high schools of Ecuador, different methods have been used to teach English, like: songs, traditional stories, rhymes, etc., But with the same and repetitive instructions and structures that becomes boring for learning. As a consequence, board games provide students with the opportunity to increase their knowledge creatively, as they will be applied in a dynamic way in order to support students with their speaking skill.

Nowadays, board games are used in the teaching-learning in many schools, and in different fields such as science medicine, math, history etc., to develop students' skills. Games also need to be focused on the rule of European Union, who states that "games will be applied according to the students' ages and levels", it is essential to measure the students' knowledge in the teaching-learning process for the reason that if we do not use the accurate material we will lose the purpose of the enhancement of

knowledge. Therefore, board games should be satisfactory and they will deal with the rhythm of students' learning.

In the students of Escuela de Educación Básica 11 de Diciembre #4, tenth grade basic year; located in La Libertad, there are some difficulties with their skills; especially in speaking skill students show failures. When students need to make a conversation it is notorious that they make mistakes. They also consider that English is not interesting to learn for the reason that it sounds boring and it is something they do not need for their future. Students do not practice since there are not any motivations in the classroom.

On the whole, board games, in education, have been used for a long time; they are the motivational resources that many schools around the world are applying as the answer to boring and traditional classes of the days before where everything was taught without the purpose of providing excellent results in the development of students' skills. In addition, board games do not only motivate students they also engage them to continue learning dynamically.

1.2. Scientific Problem.

How to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4.?

1.3. Object of the investigation.

The implementation of Board games to improve Speaking skill in students of the tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4.

1.4.Field of action.

The improvement of speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4.

1.5. **Justification**.

This research paper will be significantly important in order to innovate the teaching-learning process of students in the classroom. Students will activate their skills and they will get engaged to learn with the different activities that the use of board games will provide to enrich their abilities specially to improve speaking skill for obtaining a better understanding of words and basic phrases to be a good speaker.

Board games include a variety of interesting and creative games, which not only students will use for entertainment, they will also use them to learn in a fun way and improve in their knowledge. This educational proposal is a way to change boring classes for motivational classes, since the learning process is better when students are in a fun environment. It allows students to have a self-encourage to push them to learn more and more.

On the other hand, the use of board games is an attractive activity for introverted students and students with low confidence for the reason that they count with the opportunity to engage with the class and speak, interacting with a small group of partners and that is a way to forget the shyness as the situation is not serious than speaking in front of the class where they feel that maybe someone will correct the mistakes. The classroom atmosphere will be positive and friendly for students to be active to participate being emotionally motivated.

English teachers and students of Escuela de Educación Básica 11 de Diciembre #4 will be benefited from this investigation for the reason that Board Games in the classroom will improve the creativity, memory, social interaction and collaboration in students. When students play, they will think in English, they will create a competence to win, and that is the way that will allow students to improve their skills.

1.6.General Objective

To implement Board Games for the improvement of the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4.

1.7. Idea to Defend.

Board Games as educational resources improve the Speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4.

1.8.Scientific Tasks.

1. Determination of the academic framework to elaborate board games to improve the speaking skill.
2. Identification of methodologies which allow interactivity and collaborative learning as supporting instruments to increase the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4..
3. Implementation of Board Games in the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4.

CHAPTER II

THEORETICAL BASIS

2. RATIONALE

2.1. Board Games

This proposal is based on some researchers about the use of board games to develop a specific skill to get an effective teaching- learning process while students are in the classroom for having a creative and active class environment.

The research called "*Propuesta de juego de mesa para reforzar habilidades aritméticas. Más-menos pingüinos en el hielo*" applied at Escuela Primaria Clemencia Barredo, in Mérida, Yucatán, by (Souza & Uicab, 2014) was focused to improve math in the students between 7 to 8 years old applying the game *Más-menos pingüinos en el hielo*. The game was applied to different learning purposes and in a qualitative way. First, some aspects were exposed about the game like the methodology and how it will be applied to reach the goal.

At the beginning, students present some difficulties when they count. First, they started counting mentally with small quantities when the quantities increase they used their fingers to count. That was the objective to improve; students must be able to resolve math problems using their minds more than using their fingers. The research proves that students posses a significant improvement in math when they use the board game *Más-menos pingüinos en el hielo* for the reason that, during the game students do not only resolve their own problem, also they were able to correct mistakes that their classmates did. So, students did not only focus on what they need to say also what their classmates said. Also, students answered faster, avoiding the use of their fingers when they counted.

At the other hand, Segarra (2015) in her investigation called "*Developing Ninth Graders' Speaking Skills through Games for Large Classes*" carried out at the

University of Cuenca points out that the use of board games are more effective for learners in the teaching English in classrooms. In this research, there was a qualitative improvement in the students' English language learning when they started using board games as educational tool more that using traditional tools. This research was carried out through interviews and surveys and demonstrated that Board Games support student to be comfortable during the learning process as a consequence, they create an easy and fun learning what promote and enhancement of English knowledge.

Consequently, both researchers show that games are didactic strategies that make a fun environment, allowing the interaction, the cooperative learning, and collaboration, between students. As a consequence of the participation that all students have in the process, they compete for a specific purpose being able to cooperate if a classmate makes a mistake in the process and it is a quick support that they provide no matter if the turn is not of them.

2.1.1. Definition of games

Talak-Kiryk (2010) stated that "Games are fun activities that promote interaction, thinking, learning, and problem solving." Games allow players to think in the information they need in a short time period, there is a variety of games that can be useful in the teaching-learning process. Games can be modeled according to the needs of each classroom activities to engage students and reach the lesson goal in an interactive way.

Games are activities to avoid boredom. Games are concentrated on competences; they can be played with family or friends to demonstrate who the best is in a specific game purpose. They allow people to play in a fun way and support people to use their minds to solve problems during the games or use the corporal capacity in games that are stronger and required more attention. Also, they are applied to educative purposes to increase or improve the students' knowledge and skills.

According to Martison & Chu (2008) "Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure." In education, the games promote motivation and active learning environment to achieve the goal proposed.

2.1.2. What are Board games?

Board games are strategy games that consist in dice and pieces that you can move following a lot of instructions to reach a specific goal. In these games, some students can be involved to practice using the learning language for the reason that board games support in the development of knowledge, thoughts and memory.

Hawkinson (2013, pp. 318-319) exposed that the board games have been applied educationally in most of the educational fields, and the elements of gameplay and the way they are developed will support teachers to get more dynamic and meaningful forms for the student's teaching-learning. While learners play the game they follow rules and acquire the responsibility to reach the game objective that is to be a winner, which is a good way to motivate students to learn more actively.

2.1.2.1. Board games as strategy of learning in Education

Resources are essentials when a class is given. The teacher needs to be sure about the use of each educative material to implement inside a classroom. Hinebaugh (2009) stated that "Early board games took many forms and were a significant source of entertainment and education in ancient cultures." "…which are still played today in one form or another, cannot be overstated."

Not all resources were created with the same target so teachers must identify the basis and the requirements of the lesson to choose the correct one and adapt them to the different levels and ages to enrich the students' teaching-learning process.

Board Games are also educational resources we can apply to enhance a particular lesson objective, there is a variety of them to cover the different areas especially math. In schools, board games have a big importance for the improvement of students' knowledge. Therefore, they provide an attractive opportunity of learning for students.

Nowadays, board games possess a big influence inside the classroom as a consequence, they motivate students in the learning process, they avoid boredom and engage students in each learning step. While students play a game, they feel more comfortable and active to participate, they forget shyness to speak in another language promoting also a self study.

2.1.2.2. Board Games to Develop English

Board games are useful to develop skill. They contribute to think about achieving a goal, listening to what is needed, saying the correct responses of the instructions, and collaborating with the other players, so here is referring to abilities that students start increasing with fluency for the reason that, when they play a lot they do not need to take a lot of time thinking what they must have to do or say using the study language. They already know it and everything occurs naturally.

Board games are motivational resources to apply in the classroom and people consider that games are fun when they learn. As a consequence, all things are not than serious like in traditional classrooms where teachers sometimes create a shy environment, using games, student feel more confident and that are what allow students to achieve the objective easily. Furthermore, games make the class fun and students active.

2.1.2.3. Methodology of Board games

The methodology to apply board games in educative classrooms needs to be focused on the lesson to make the class more interesting for students to learn faster and in an easy way.

The method more appropriate is the playful method that is specified in four essential conditions:

- **Physical Security:**

The game needs to be developed allowing students` movements, the space they need to play without teacher attention. The student can play, but avoiding fights or problems among them while they play, discussions that will be presented for the idea to win. So, the teacher might give the rules to avoid these situations that can divert the objectives of game.

- **Psychological Security:**

The game environment of the students needs to be adequate to permit student feel confident. When students play, it is important they have the freedom to express their ideas and enjoy playing to achieve the acquisition of the knowledge prepared in the lesson.

- **Freedom and Independence:**

Students are responsible for the materials to use in the classroom to encourage their autonomy. They must suit their ages and levels of study. The purpose is that students do not depend on the teacher to provide the material.

- **Order:**

The order is given by the games through the rules that students need to follow during the game. Students need to measure when, how and why the rules must be given.

2.1.2.4. Characteristics of Board Games

Segarra (2015) states some characteristics of games:

a. Games are fun.

Games are helpful in children's life; they produce positive feelings and make the learning of new concepts and experiences easier. The games were always the preferences of children to be active. Students learn more when they play games since they enjoy the games. Besides, learners participate actively in the teaching-learning process.

b. Games promote active communication.

Learning becomes natural. So, students apply the language in the communication, easily, for the reason that, they are involved in the game process and they use the rules forcing them to communicate to express their ideas and feelings. Notice that, when students begin to play they rarely want to speak but when they play more they expose their ideas without waiting that others ask for their opinions.

c. Games give students sense of responsibility and increased confidence.

 Students are involved in a friendly atmosphere, it allows students' confidence. Thus, learners follow rules taking the responsibilities they imply. They do not have the teacher pressure while they play; students only apply language no matter mistakes they will make in the process.

d. Games help in the emotional involvement during learning.

Students present different emotions while they play, emotions like excitement, amusement and suspense. So, learners encourage themselves playing for the reason

that, they experiment a lot of situations when they have to answer or follow the game instructions even if they make mistakes while they are playing. However, they realize that they are learning more and more in each game stage.

e. Games help learners to open up in front of each other and this is especially helpful for the shy students.

The environment that students use is smaller providing the interaction of the small group of students and giving students the confidence they need to expose their ideas. The shyness is forgotten as a consequence of a fun environment.

f. Games bring an element of diversity and make learning progressive.

Many aspects are presented through the use of games. They play in different contexts reinforcing their abilities. The learning progress is constantly as a consequence of how much time games are used in the lessons.

2.1.2.5. Advantages and Disadvantages to use Board Games in the Education

Some advantages and disadvantages are presented with the use of board games and it is necessary to determine what adequate uses give them and how to avoid difficulties in the teaching-learning.

2.1.2.5.1. Advantages:

a) **Games support to avoid anxiety.-** They are engaged activities to forget problems.
b) **Games are relaxing.-** Students feel confidence playing the games.
c) **Games provide the students` interest.-** Playing games students are engaged and feel encourage to do the activity.
d) **The games increase the motivation in the teaching-learning process.** Games are motivational resources for the reason that, they make students enjoy and feel active playing.

e) **Games provide positive feelings.** When students play the games they present a lot of emotional feelings that make them to realize about what they are doing.

f) **The games increase students' competencies.** Games support in the development of competent abilities when students are involve in the games as a consequence of the practice.

g) **Games can be added to any educational purpose.-** Games will contribute to learn about different subjects and increase the students' capacities and competences.

h) **Games create an educational fun environment.** Games are playful resources that create a fun environment for learners.

i) **Games enable unconscious learning.** Students are encouraged to a self study.

j) **Games promote the attention to the lesson.** Playing games students are able to understand and do the activities.

k) **Games support students' skills.** While students play they increase their skill as a consequence of the practice.

l) **Games can be used to teach difficult signatures.** Signatures are boring if teacher do not apply fun activities.

m) **Games are useful to make feedbacks.** To have a feedback, games support a lot in order to remember classes with extensive contexts.

n) **Games promote students' active participation.** With the use of games, the participation is not forced and students enjoy learning.

o) **Games keep students active, physically and mentally.** During the games, boredom is not allowed since they are interactive and playful activities.

2.1.2.5.2. Disadvantages:

a) **Games can create distractions.** Students can not follow the target of the lesson for thinking in 'win' the games.

b) **Games may need a lot of time to develop.** Some games need more time to solve; teacher will make sure to the election of them for their classes.

c) **Games pressure will create students' stress.** If games are not the adequate for the lesson it will create bad feelings in the learners.

d) **Games may create problems between students for having the true.** It is common students feel the necessity to be winner but it is not the objective of any class.

e) **Games will be extensive.** Some games will be extensive to use in a limit class. They will have a set of big instruction.

f) **Games may contribute to the disorder.** Based on the fun environment, learners will create a lot of noise and distract their classmates.

2.1.3. What is Education?

Education is a human right that all people must have access. UNESCO has an essential compromise in education. UNESCO was created with educative purposes, to make references in the level of students' competencies in the language skills. It supports students and teachers in the teaching-learning process to improve oral expressions and understanding of different learning languages. So, it allows the measuring of how students learn and develop their abilities to communicate to achieve higher levels.

2.1.4. English teaching

English teaching has the purpose of motivating the communication between learners, in order to promote interaction with people around the world, for the reason that English is the language that most people speak to find more job opportunities internationally. As a consequence, different fields are related to English such as medicine, science, gastronomy, education, etc. All of them with the unique purpose to enhance the communication ability to deal with foreign people and establish good relationship with them.

English teaching is essential in every place around the world for the incidence it has. It also seems like a necessity for people. For young people, it could seem like something that is not important for the reason that they do not know what will be the benefits of learn English, in schools, for their future and their professional life.

On the other hand, when adult people look for jobs they find the necessity to learn English and notice that they never believe that the English language will be indispensable for them. Then people realize what the target of English language in life is.

English became more interesting depending on how teacher prepared the lesson for students. Teachers almost always used traditional methodologies that result boring and they do not create motivations in the learning process, for the contrary, they should be sure about the ways to teach in the classroom providing motivational resources to improve their skills.

2.1.5. Importance of English

The importance of English is as a consequence of the big influence it got around the world to establish closed relationships with foreigners even for education. English must be taught to students no matter if they learned only the basic English in primary schools, secondary schools or at university. The essential part is that students learn this language to be competent in different fields.

It is possible that students get the right pronunciation and knowledge, but it is necessary to be well trained, but it depends on time and money. In schools, you only acquire basic knowledge that will support you when you need to find information using the internet as a consequence of the most information online is written in English, the reason is that most of the investigations are done by foreigners and students need to do good investigations using these online resources. So they must learn English, at least the basic English.

In Ecuador, people must learn the English language in order to receive the tourists people that arrive year by year. It is necessary to acquire at least a basic English knowledge for giving a good service to increase tourism.

The Ecuadorian government is developing different projects, for example: programs of scholarships and making contacts with foreign universities to give Ecuadorian students opportunities to travel as exchange students to specialize in a better way. So, those programs involve the English language, for that situation teachers in schools and high schools should teach English using the correct strategies according to the students' level and focusing on the Common European Frame References and it references levels that are specified in students' communicative competences.

On the whole, English has its importance to deal with different aspects of life. For that reason, it must be taught in schools to acquire the basis and understand at least the basic information on the internet that will be helpful in any educational situation even in personal life.

2.1.6. Definition of CEFR

CEFR (Common European Frame References) is an European standard focused on language teaching-learning work and enchant, how they determine the levels of oral and written expressions and the level of students' comprehension. It has elaborated documents, texts, and study programs to facilitate the students and teacher communication.

The purpose of CEFR is the understanding and the comprehension of language learning levels during the student's learning process. It refers to six levels A1-A2; for beginners, B1- B2; for intermediate and C1-C2; for advanced learners. All of them, with the purpose of facilitating the improvement of educative communication.

2.1.6.1. CEFR Common European Reference Levels

For each level the CEFR define all the skills that students must need to develop in the educative process, it is focused on listening, speaking, reading and writing. The purpose of the Curriculum Guidelines is to achieve the B1level of competence in students, to get an effective communication with others, being an independent user of the English language.

The CEFR starts focusing on the level A1 that is for beginners who have basic knowledge of the language; common expressions, greetings, basic words, so students are able to understand and use basic phrases to introduce. The level A2 students are able to use phrases that people use daily like information of their families or something they are doing or to say past events. (National Curriculum Guidelines EFL Min. Edu, 2014, p. 6).

2.1.6.2. CEFR Common Reference Levels in the Ecuadorian Educational System

In the Ecuadorian educational system are considered the three first levels, according to the National Curriculum Guideline A1-A2- and B1. It is for acquiring at least basic knowledge in the English language for students to have basis when they can get the opportunity to study or work in other places, internationally, even in the country where there are influences of foreigners.

2.1.6.2.1. CEFR level in tenth basic year

According to the levels of the CEFR to tenth basic year is the level A2, which refers that the students are stating the level and they must be able to understand sentences that involve frequently actions or events like shopping. Also, students need to be able to establish communications or describe different aspects of their life using simple structures in a formal or informal way.

2.1.7. Speaking Skill

Based on Competence, speaking is the second skill that students must acquire to improve in a good form. So, it is essential in the communication process, as Bygate said that students must speak confidently to carry out basic transitions when they use the language. Bygate (2003) also stated that speaking "…is also a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought."

Speaking is an interactive process of production of meanings and the ability to communicate with others. It is the skill that is learned in the beginning of the life, being children, with the pass of the time it must be improved, practicing it as well as they can. Bygate (2003) stated that "It is the vehicle *par excellence* of social solidarity, social ranking, of professional advancement and of business." Furthermore, Speaking is the key of communication. The more they practice, the better they will speak.

2.1.7.1. Speaking English

Speaking English is to be capable to communicate in English language. As Bygate (2003) said "Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages." Speaking English is not easy to learn from students as a consequence of the little importance they give to the learning about it or how afraid they will be in English classes for being judged for their classmates even the professor. Therefore, students face difficulties with the language at it is what the teacher needs to measure for avoiding those problems.

Besides, speaking is also called oral communication. Wallace said that the ability to speak becomes meaningful for learners and it contributes to the attention on what they will say. For instance, students seem motivated English classroom if the teacher uses the correct material to teach the lesson, the class environment must involve students in

the teaching-learning process of any language to avoid students' bad feelings like boredom or shyness.

2.1.7.2. Kinds of Speaking

Brown (2004) stated five kinds of speaking:

2.1.7.2.1.   Imitative:

This part is only to imitate what others say, like a parrot. Speaking skill in imitation consists in you can repeat words or phrases that will contribute to avoiding mistakes in the future. While students repeat they realize what they are doing and saying and how they must speak. Besides, this type of speaking is also used in traditional classes; it allows students learn a lot of words to use to communicate.

Imitation is a way in which students will be able to recognize right pronunciations or intonations. It contributes to avoid mistakes in the following speeches or presentations they will do in the educational institutions even personal life.

2.1.7.2.2.   Intensive

Intensive speaking refers to the productions of short stretches of the language to determine the different abilities such as grammatical ability, intonation, stress, phonology and other elements that students must know, in this kind of speaking to produce a conversation using at least simple phrases. The speaker must be conscious about the grammar to be able to answer. Therefore, evaluations imply students' rapid task answers and dialogues or lectures to use the language knowledge.

2.1.7.2.3.   Responsive

Evaluations tasks, to apply responsive speaking, need to be focused on interaction and comprehension tasks. However, all the activities in a limited level through short

conversations and dialogues to allow learners to use the language, for instance, saying greeting, simple comments, likes or dislikes.

2.1.7.2.4. Interactive

In this case the differences between responsive speaking and interactive speaking, is the complexity of the interaction. It includes the participation of more students to establish conversations that allows dialogues for exchanging personal information. In this case, games are a good resource for the reason that they contribute to student work with others solving problems.

2.1.7.2.5. Extensive

Extensive speaking requires extensive participation of students in big oral production.

Speaking must be in order to apply more words and vocabulary to develop any dialogue or conversations, so they will be able to speak more about specific topics in oral presentations.

2.2. Philosophical Foundation

Sócrates is one of the philosophers whose contributions leading to the use of games, applying the boasting game. Bula (2013) in his research based upon the Homo Ludens by Johann Huizinga's text shows how the Socratic activity can seem as game activity. The text refers to the games and how the philosophy involves game activities.

For instance, Sócrates is involved in games when he uses his philosophical basis to defend his ideas of others who tries to refute against him. A game is used as an example to explain it more clearly. This consists of something like word game that people use to know who the best is or who possess more things, as children play saying "I have new pants" and other child answer "oh! Yes, I have new shoes". So, in this situation, one child is saying that he possesses better things than his partner. However, with

Sócrates plays in a similar way, when he says something other person must have to refute what Sócrates said.

Sócrates possesses the *metis* that is the cunning of how to respond to contradictions by the Gorgias or Polo. He is also seem like the player, the transformer game, legislator and the Killjoy, in all of these characteristics is possible to identify that Sócrates answered creatively, only with his knowledge; also he was upset when nobody had words when he said something that he feel that it will be wrong. So, he understands that he was in the right position.

In a game, the players possess ideas to make the game satisfactory and win, so he needs a game strategy. If the strategy is best to achieve his goal, other players can follow the same strategy to be also winners. So, it happens with Sócrates, his form of argue is more efficient forcing others to adopt it and imitate him.

As is stated in the research by Bula (2013) that "La filosofía no avanzaría, en cuanto avanza, por acercarse más a la verdad, sino porque desarrolla técnicas de juego más eficaces." Thus, Sócrates is considered the father of the western philosophy, a smart and genius person and that force others to imitate his form of play the boasting game.

On the other hand, Piaget, Freud and Brunner's theories put the games as games activities. Students take games in order to apply aspects of their life to create a significant learning; it motivates the ability of communication that facilitates an easy language for the learners. In other words, games are instruments that promote an adequate teaching-learning.

2.3. Educational Foundation

According to the website Alimova (2015) Friedrich Froebel was the first pedagogue in early childhood education who made emphasis in the toy and game. Froebel established "the game" like the common form to learn that it posses in life. He said that is useful

to educate using games and through games. As a consequence of, children learn more through the use of games more than for obligation.

Froebel's theory was based on Christianism without dogmatism and the game pedagogy focused on communication between children and their parents. He opened the door of a school *(nursery)* that was built with the purpose to educate students using games and activities that develop children's communication. He states that children express themselves through the social perception, the language and the toy.

In other hand, Alimova (2015) said that the Freinet's pedagogy is active, natural, cooperative and methodological. It is based on children's cooperative participation that he denominated "education with work", so, it must be focused on the game. As a consequence, children need to apply the 'work-game' but if it is not possible, it must be replaced by 'game-work'.

2.4. Legal Foundation

According to LOEI (Organic Law on Higher Education)

Art. 57 numerals 14-21 of Constitución de la República in reference of the Rights of Community, Towns and Nationalities states:

The necessity of developing and strengthening the intercultural bilingual education for students is in primary schools to prepare them to higher levels, noticing the cultural diversity that they must keep with the right teaching-learning methodologies. Everything is to contribute to an excellent learning process and career.

Art. 2. - Principles literal q) Motivation points out:

q) Motivation. - It promotes the individual job as motivation for all people in the teaching-learning process, such as an effective factor of the quality of the education in order to ensure compliance of their rights.

According to two policies of Guiding the Mission of the Unit Student Welfare of the Plan Nacional del Buen Vivir:

Objective 3.7.

d) Time spent with children should be used in play, recreation game activities, sports, etc., activities that contribute students to improve their abilities to be competent.

e) Determine the generation of curricular and extracurricular activities that provides students the development of their skills and competences according to different characteristics such as age, condition, gender and others.

f) It refers to the development of instrument to encourage game activities or any kind of activity that requires physical conditions like sport. They must be according to the ages, identity or gender in all institutions either private or publics.

CHAPTER III

3. RESEARCH DESIGN

The project was carried out at Escuela de Educación Básica 11 de Diciembre # 4, there were some activities that were applied to get basis of how to implement the proposal in this institution; with the students of tenth year basis grade, as a response to improve the speaking skill.

To develop this project it was necessary to apply some essential points for the use of Board Games in education. In this chapter are exposed to some methodological aspects, strategies, techniques and tools that were considered for collecting essential information to the different phases of this project of investigation. All of them were applied with a qualitative approach.

This approach allowed the comprehension of educational phenomenon. As Canedo (2009) stated that "En la investigación cualitativa el interés está puesto en comprender los significados que los individuos construyen" it depends on experiences, also on the investigator's perspective, being the researcher the main tool to get the required data according to the objectives before determined in the application of board games to reinforce the speaking skill.

According to the instruments Gómez (2009) said that a qualitative approach also applied the recollection of information and the analysis of the questions to probe the hypothesis, created at the beginning of the research, the hypotheses are not always studied.

Canedo (2009) in her work said that Merriam, 1998, established five types of qualitative investigation: basic or generic qualitative studies, ethnography, phenomenology, fundamental theory and study cases. In this case were considered the

phenomenological aspects and study cases to get a better understanding of situations, where the interest was put more in the process, context and the discovery. They were chosen by those elements already exposed more than in demonstrating a hypothesis.

A qualitative research, as Martínez (2006, p. 6) defined "trata de identificar la naturaleza profunda de realidades, su estructura dinámica, aquella que da razón plena de su comportamiento y manifestaciones"

METHODOLOGY

As Martínez (2006) established "Debe referir...: autores, enfoques y métodos empleados, conclusiones e interpretaciones teóricas a que llegaron y otros elementos de importancia." For that reason, the methodologies applied in this research were: the approval of the proposal of the research project. Then, it was necessary to determine the theoretical fundamentation and a diagnostic to students. It was also essential to establish the interviews with the principal of the high school, English teachers, the specialist in the use of board games in education and a focus group with the students.

 Those instruments were applied at Escuela de Educación Básica 11 de Diciembre # 4 with the purpose to acquire real information about students' experiences using board games during their classes. So, there is the analysis and the interpretations of the results of each method and technique applied to establish the recommendations and conclusions of this research.

3.1. POPULATION AND SAMPLE

3.1.1. POPULATION

According to this investigation there was determined information about the population of the educational institution. As Gómez (2009, pág. 35) defined "población o universo" to the object of investigation.

In Escuela de Educación Básica 11 de Diciembre # 4, there are 102 students in the tenth year basic grades in ages between 14-15 years old, girls and boys. There are two English teachers and one principal of the institution.

According to the reduced population, in the project of investigation was necessary to work with all the students.

Chart # 1 Description of the population of the High School

POPULATION	NUMBER
STUDENTS OF 10º "A"	36
STUDENTS OF 10º "B"	34
STUDENTS OF 10º "C"	32
TOTAL	**102**

SOURCE: Secretary of Escuela de Educación Básica "11 de Diciembre" #4

AUTHOR: Jessica Villamar

3.1.2.   SAMPLE

Gómez (2009) Explained that they are not many opportunities to work with the whole population if it is big; as a consequence, it is indispensable to choose some objects of study.

The analysis before expose that the population was not bigger, there are 102 students in the three courses and was also considered that it is possible to work to improve the speaking skill through the application of board games. The author of this investigation decided to work with all of them as Gómez (2009) stated that a sample will be useful only if the population is very extensive.

3.2. METHODS, TECHNIQUES AND RESEARCH TOOLS

As a result, to get essential information to support the improvement of speaking skill through the application of board games, in the students of tenth grade basic year at Escuela de Educación Básica "11 de Diciembre" # 4, some methods, techniques and tools that were applied. According to Creswell, 2009; Locke, Silverman, & Spirduso, 2010; Marshall& Rossman, 1999; in a qualitative research the most usual resources to apply for collecting the data are: interviews, observations and review of documents.

In this case, in the diagnostic; the first method applied was an observation to students. It was applied an observation sheet in which some points were considered to identify the real problem in students' skills and their behavior in the English class. The diagnostic was also applied with activities that the students did, with the purpose to evaluate their knowledge; the researcher did speaking activities as games to create a fun class and with that it was possible to determine the level of learners in speaking skill. *(This information is added in the annexes.)*

The next step to follow was the interviews, they allowed to collect data according to the topic of this research, board games; some questions related to it were specified in questionnaires.

The interviews were directed to the principal of the high school, also the English teachers. They were also applied in an individual form for getting different perspectives. In the interview there were written open and closed questions about the importance of English language in education, the use of board games in the classroom, etc.; topics that are relevant in the process of this research.

To get information of student's perspective was important to do a focus group. In this case, the questions were also opened and closed, but they were written to get information about students' experiences in the English class and their teaching learning

process, as a consequence to acquire data more specified to know how to apply board games to improve speaking skill with them.

3.3. ANALYSIS AND INTERPRETATION OF THE RESULTS

The answers were analyzed and interpreted qualitatively and they were exposed in a descriptive way.

3.3.1. ANALYSIS E INTERPRETATION OF THE INTERVIEW TO PRINCIPAL OF ESCUELA DE EDUCACIÓN BÁSICA "11 DE DICIEMBRE" #4.

QUESTION 1: *What is your opinion about English teaching in the education?*

This question posses the purpose to know a different perspective of the English teaching in general education.

The principal of the institution, MsC. Narcisa Yagual de Rosales assured that English is essential, for the academic education, that students may have basic knowledge of this subject.

QUESTION 2: *What do you think about the English Language in the students' teaching-learning process?*

This question refers to the students' experiences in the English teaching-learning process and the point of view that the principal will have about it.

The principal exposed that it is very important for the reason that not all teachers manage the complete information and she said it is essential to count with continual learning, reforcing constantly it to students learn as a consequence if students are not motivated they will never learn the foreign language.

QUESTION 3: *Have you ever heard about the use of games in education?*

It makes reference to people know about English importance, but what about the application of games during a lesson. In this question was necessary to determine if the principal is conscious about the use of game activities in a classroom, independently if the subject is English or not.

The master explained that learning through games motivates the students and if there is motivation, the student is interested in the subject and student will answer in a better way.

QUESTION 4: *Games are interactive tools so. What is your opinion about the use of games in the classroom for the improvement of the English Language?*

In this question is essential to point out if the games, as interactive tools, can support to improve the quality of English learning and its skills during the class environment.

The principal of the institution mentioned that there are some students that like English. Some of them study to pass the academic years, and others study and continue a university career having a stronger learning. She concluded saying that, for this reason, board games are very important.

QUESTION 5: *Do you recommend the use of games in the classroom to improve students' English skills?*

The question refers to some considerations about games and the skills that will be improved in the students' teaching learning process.

The master explained an experience of her life. She said that she recommends games as she receives a traditional education and she was not interested in the subject or maybe she was not motivated. She states also that, nowadays, there are more possibilities to give teachers best opportunities to teach to students.

QUESTION 6: *Do you consider a board game could be an excellent educational tool to improve students' skills?*

As it is known, games make an interesting and active class for the activities that they involve and the cooperative learning that they create. So, in this question is essential to consider the importance of games in the classroom, and if they are creative tools to reinforce students' skills.

The MsC. Narcisa Yagual exposed that Board games are excellent tools to work in education. She said that English teachers should motivate and engage the student to create the students' interest for the subject and students will learn.

QUESTION 7: *In your opinion, what are the advantages of using games with students in the classroom?*

This question refers to the pros and cons that board games will present in their application in the teaching-learning process, with students, during the English class. It is essential to be conscious about the difficulties that can appear while the students play the games.

The principal, Narcisa Yagual de Rosales, explains that there are a lot advantages. She explains that one of them is that the student plays and learns. It is like learning in movement. Student plays the game, grab the information and learn for life. She refers also that, if there are not games, it is a traditional learning, and it will be the disadvantage.

QUESTION 8: *Have teachers ever applied games that contribute to improve the English speaking skills in your institution?*

In this question is important to establish if teachers, of this institution, apply games in their classes, as motivation, to teach and improve students' skills in the English area.

The principal said that teachers in the institution apply games and technology in the classroom to avoid boredom and monotony.

QUESTION 9: *Do you consider that board game could be a good resource to achieve the learning purposes, using speaking activities?*

The question makes reference to, board games involve the four skills; listening, speaking, reading and writing; and it tries to identify if their use, with speaking activities, will be considered for the achievement of learning purposes, specifically in this skill that is speaking.

The principal of the institution, assured the every activity is motivational, and said that a better information, a better learning, and the better learning improves the quality of education.

QUESTION 10: *Would you support the implementation of board games with speaking exercises that help to improve the Speaking Skill in students of tenth grade of your institution?*

In this question was necessary to ask if the principal will support the implementation of projects that will allow improving the quality of education that students receive.

The principal of the high school said that she will be never opposed to improve the quality of education. But it needs to be with the legal procedures, presenting a proposal of the project and she gives her support because the unique benefited are students.

3.3.2. ANALYSIS E INTERPRETATION OF THE INTERVIEW TO THE SPECIALIST. (*ERIC CHARLES HAWKINSON*)

QUESTION 1: *Do you consider that games are useful resources to apply in the classroom? Why?*

The purpose of this question is to determine if games will be applied in the classroom as a response to change traditional classes where students only learn without motivations.

Professor Eric Hawkinson said that there are pretty requirements here. He believes that games are basically the way we are learning these days, especially for kids. But he said that it is really comes down to games or mimicking these actions. We like to test and explore the world to discover new things of the world. He stated that we have to play, we have to test around with the minds; and games are the most useful way that we can express the natural way we like, to discover the world around this.

QUESTION 2: *Can you tell us an experience using board games?*

This question is to know that board games will be helpfully for students to improve their skills and the quality of how students learn during the classroom.

The specialist said that he had used a quite often in his curriculum for his classes. He gave us an example. It is called "*American Citizenship*" which is a communicative game, and a multiplied game, that helps people prepare for the naturalization process becoming an American citizen. He stated that the last part of the process is an interview, which you ask questions about American history, civics and the government; especially in Japan, where he had helped learners of English, go through this process. He explained that students felt confidence or nervousness expressing in another language, not in their native language. So, the design this board game is made to be a communicative one, and as you play the game, the goals; actually goes during the

game. But, what are you doing at your gaming is a communicative confidence and you are practicing vary of conversation skills that are needed.

He stated that students want to play the game again and again and again, not because they are learning the content of American history, civics they will have you. But, it is because of the general design of the game and how it allows them to practice their communication skills in the way that it is fun and engaging to them. He established that it must be probably the most important of the all designs of board game for the classroom, anyway it is engaging.

QUESTION 3: *Do you think that the use of games in the classrooms could improve the quality of education? Why?*

The ways of how students learn is essential for the acquisition of knowledge and the betterment of education. The purpose of this question is to comprehend if games also support to improve the quality of education that nowadays students receive.

Mr. Hawkinson said that it is what we are moving, tools, in more democratic use of the information mainly due to the internet or we can find information just that we needed or information from the exact expert we needed from. So, we need to define the creative way to a kind of citizens gather is the internalized information we see around this. The back information can be very complex. Games are designed better, specially games in education. They can help critical skills, in the twenty first century that we need.

QUESTION 4: *Do you consider that the application of board games in the classroom could improve English teaching and students' English skills? Why?*

The question based on the application of games tries to determine if a game as creative resources may improve not only English teaching also the skills when students play in the classroom.

The specialist, Eric Hawkinson, stated that these kinds of activities and games in the classrooms are motivational in social aspects that you do not normally get in a lot of traditional type teaching. He said that in Japan, there is a heavy emphasis on the talk approach that is meaning teacher is getting in from of the group of students, a lecture, their meaning a word a vocabulary, the structure sentences, the grammar and then the students will try to internalize their knowledge and they will speak back up usually in the form of a reading test or an essay or a reading assessment. It is good if you are practicing to actually take a test.

He also considered that games allow you to internalize and using that information in a more natural way that the human use it in a real life situation. So, the information that you take in when playing the board game is the problematic in the fact you can strictly control how, the students or the participants, is navigating through the game and what specific information are getting on it. So, the good part is that they are using and discovering. They are using the parts of their brain and you realize the information as they are learning it. So, in the way the assessment is happening right the way in the feedback instantaneous on games and it does not happen in traditional type teaching. That is great for communication skills. He considered that how to assess it is the problem.

QUESTION 5: *What advantages of using games do you consider are the most relevant in education?*

There are many advantages about the use of games, independently if they are board games or other kind of games. So, the purpose here is to determine the points that possess more relevance for the application of games in an English classroom.

The specialist established that Board games are especially in the fact you are sitting with a group of people, face to face, and you are using those conversational muscles in a very real work fashion. So, the people are playing with you, you could have to express

different feelings or ways that go about it, so you are using the language that is internal to you, and trying to relate that with the others players of the game.

The specialist said that it really does not happen as much as in digital games and it does happen, much at all in the traditional leisure type classroom. So, that are the communicative way aspects in the real world situational placement that board game give you.

QUESTION 6: *What methodologies of games do you think are the best to use in the classroom to improve the students' skills?*

The focus of this question is to know the best way to apply games during a lesson for the reason that they are a lot of methodologies that will be applied, but if they are not well used, they may lose the results required.

Eric Hawkinson said that there is no real strict for an answer to this. But, he told us two approaches that work pretty well in the classroom. He claimed that the learner has a choice and that is a very essential part of games, the learner has the choice where they are taking the game.

They choose the risky part or through the dice, or to attack this player and not that player, that choice is essential to the games and you do not have the exposure you are sitting in the classroom, just listen.

So, one is *set up* for the game and the other is the *reflection* after the game. Both I actually do. So one is *set up* previous to the game based on the playing, we were talking about the 'American citizen' before you play the game could set up a scenario where the students now understand what they are going through this process of naturalization, and this is the stage that their act and it is the situation that they will placement and they give the learner's context to which they feel like they could try to pick up and focusing in whole skill.

The second way is *reflection*, so after you finish the game, you can do it in group or in an individually students, where you are getting together, and have them, internalize what they just accomplish and what they just doing during the game. No exactly reviewing. But, they will try to take the information, take the skills, take the knowledge; somehow they use in the game and try to apply some real world fashion, not talking about a test put the information that putting down but some sort of activity of the reflection type situation.

He said that in his classroom, he chooses to make some discussion of; what we learn in the classroom, what happen in the process of the game and then, as a teacher, you can try to related that to whatever context been talked in the classroom. As 'American citizenship game' that ask questions about the declaration of independence.

Professor Hawkinson explained that, as a teacher, you must guide a reflection or discussion after words, into more content base staff, that we were related to whatever content you need through to them in the course. Because, they play the game, they have some background knowledge or also the experience that they will be taking to apply in help, in the stage knowledge in the brain.

QUESTION 7: *How much time should be spent in the classroom playing games?*

This question refers to the time of a board game require as a consequence of, in a class the time is between 40 or 45 minutes and a game will need more than that for the difficulty that it will possess, or the board game will not need a lot of time.

The specialist claimed, that is not easy to answer. It depends on the learning objectives of the class or the course. So, if you have a lot of specific knowledge you need to have your students of participants know you might not be expended much time in games. Because you might not be able to have the game design, the content should be not portrait during the course of that game.

When he played board games in the class, before he first set up for the entire class usually, before hand about what the game consist, somehow what we play, what we are trying to get out of it. Then we might play the game for the entire classes, after that. That is one thing about some games in the classroom is that they need, depending on the complexity of the game, and if it is used in an English lesson, they might need extensive among of set up before you are able to put the students on the game.

He finished saying that students depend on the English ability and how they can put the experiences playing games. They might need sufficient scuffle things to play the game efficiently. So, the games have some specific vocabulary in languages that your students might not know, going into, is best to *set up* this situation, so they will be able to play the game. It listed the base levels as they are going into. Some teachers do not have that especial games based learning.

QUESTION 8: *What advices would you give to teachers who apply Board Games in the classroom for contributing to the improvement of the students' skills?*

On this question the specialist will give a better perspective of why teachers should apply board games in a class and how to make the application of them for avoiding monotony and boredom classes.

Mr. Hawkinson stated that when you are going to use board games in the classroom, one of the things about board games is they must be act for everyone; some people do not enjoy the social aspects of games. As a result, they are more reserves to this. This is more for social students. So, most teachers wants to emphasize in the content that has been learned from them rather than the social aspects during they play the game and the student just is the opposite, they understand the social aspects and they are fun and that is the motivation that they get. They are playing the game and not necessarily the content you get from it. He also assured that, sometimes, it is hard to play both together.

The professor Eric said that even it is not necessarily the best game for the content you are using in the class. You can use it as either motivational tool or to drive interest in the specific content and you can control the pull it all into the rest of the lesson in your course. And, if you are looking to improve skills, you can set up something before the game starts to you can *set up* in students or participant's minds that these are the skills that you are trying to hold and after that you can reflect on how that might help you and what you might do better for the specific skills.

QUESTION 9: *What suggestions would you give to learners who use Board games in the classroom?*

This question was considered as a motivation to give to students when they use board games in the classroom. It is essential to students realize that board games in this case are applied to learn not only to play and have a fun time.

The professor Eric said that it is simply. Students should have an open mind, be friendly, and be open to communicate whatever you might be. He said that one of the beautiful things about board games is that it is like a platform where you are just talking with other people and you might not be talking to, without this board game in the form of you.

So, that is a way that connects with the people around you a little more deeply; and if you, as students, are a little more open to the process to play the game; not necessarily about winning or losing; but you are going into with their minds and you said that: you want to have some fun, you want to talk, you want to be open with how you are communicating with other people around of you. Eric stated that everyone has that 'openness' and they are able to listen to other people. No matter what happens through the game people enjoy themselves.

3.3.3. ANALYSIS E INTERPRETATION OF THE INTERVIEW TO THE ENGLISH TEACHER

QUESTION 1: *What is your opinion about the use of games in education?*

This question is to get a different perspective on the use of games in a classroom to avoid traditional classes.

The teacher Lcdo. Hamilton González, stated that games are interesting because they allow the interaction with students; also they allow to get different tools and strategies for the development of the class.

QUESTION 2: *Have you ever used games that contribute to the betterment of the English skills?*

This question is to realize if teacher applies or not games in the classroom when he needs to use. As each lesson needs a warm-up activities to get better results and teachers, in general, need to use strategies that motivate learners in the teaching-learning.

The teacher established that he applies games as a consequence of students will improve the listening or speaking in the classroom.

QUESTION 3: *How often do you use games in your English classes?*

The application of interactive fun activities is important in a class to improve the teaching –learning for this reason this question possesses the purpose to identify if the teacher apply or not games when she teach.

The teacher Lcdo. Hamilton González, said that he applies these important games at least three times in his classes.

QUESTION 4: *What is your opinion about the use of games as an interactive resource in the classroom?*

The purpose of this question is to get more information about the use of games during the lesson. As a consequence to if there is not a motivation in the classroom, students will not learn in the correct way.

The teacher established that games are important because students develop their cognitive sense allowing them to get new ideas increasing the English language.

QUESTION 5: *Do you know any board game to apply in the classroom for creating a fun study environment?*

This question is to know if board games had been applied in the classrooms of this institution, especially in the English area, to reinforce the lessons given by teachers as interactive activities to learn.

The teacher, Lcdo. Hamilton González, said he applies the "Domino" for the reason that it allows to ask questions based on whichever skill; listening, speaking, reading, writing, improving the foreign language.

QUESTION 6: *Do you consider that board games are an essential part in the English Teaching–learning process?*

The teacher, as a trainer, may know the importance of board games in the learning process. So, he will give a new perspective of that through this question.

The English teacher said that they will be an essential that teachers and new professionals try to give importance in the application of these games in whichever projects, especially if people want to be educators, they might apply games to avoid the traditional classes as a consequence of Government nowadays ask teachers to be innovators and we should apply games and the other strategies that already exist.

QUESTION 7: *Do you think that a board game with oral activities could support to develop the speaking skill?*

Speaking is the purpose of this research, with the use of board games, oral activities are presented, but it is necessary to determine, through this question, if they will be useful to improve the speaking skill.

The teacher said that games are necessary in this case for the reason that through games we can ask questions and when it happens, speaking is improving. Students improve the pronunciation of words and increase their vocabulary.

QUESTION 8: *What suggestions would you give to teachers that want to implement board games in the classroom?*

It was essential to determined suggestions for teachers and recommendation to improve their classes.

The English teacher explains, teachers must apply these games like didactic resources as a consequence, they will allow the English teaching-learning process can be effective and happy promoting the students` interest.

QUESTION 9: *What suggestions would you give to students that use board games in the classroom?*

Students are the actors, the essential part in education, for this reason, they will be conscious of the ways to use the games that the teacher will present in their future classes.

The teacher Lcdo. Hamilton González, said that students must put more interest when they play in the classroom, also, they should practice more in their houses for acquiring knowledge for the reason that in the class the time is not enough to do that. If they practice they will increase the English language in a better way.

3.3.4. ANALYSIS E INTERPRETATION OF THE FOCUS GROUP GUIDE

Nowadays, the classroom activities applied in schools had been changed in how the methodologies are developed, this with the unique objective to get the best results in the teaching-learning. As it is possible to note, there are some institutions where teachers do not try to motivate students and they only teach using old methods like repetition or translation of words or phrases to acquire vocabulary.

So, most of these questions were applied with the purpose to get a better understanding of how students experiment their classes every day, and for realizing if board games will be excellent strategies that contribute to the improvement of English classes.

QUESTION 1: *Do you like English language? Why?*

The graphic #1 shows that a few students answered that they like English because it is an opportunity to study a profession and travel to other countries where English is more spoken, other students said that they do not like it and others mentioned that they are not sure because they like another subject.
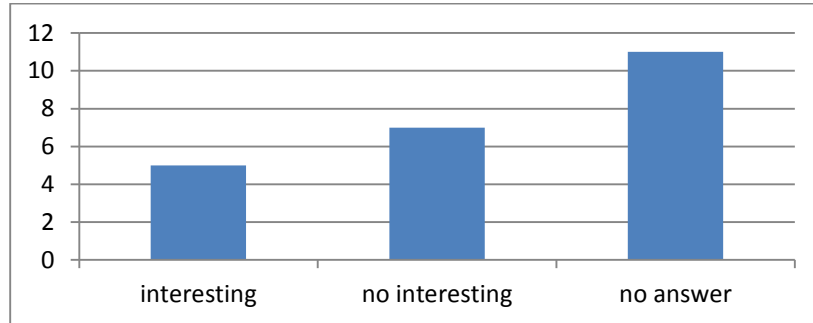
Graphic # 1 English language
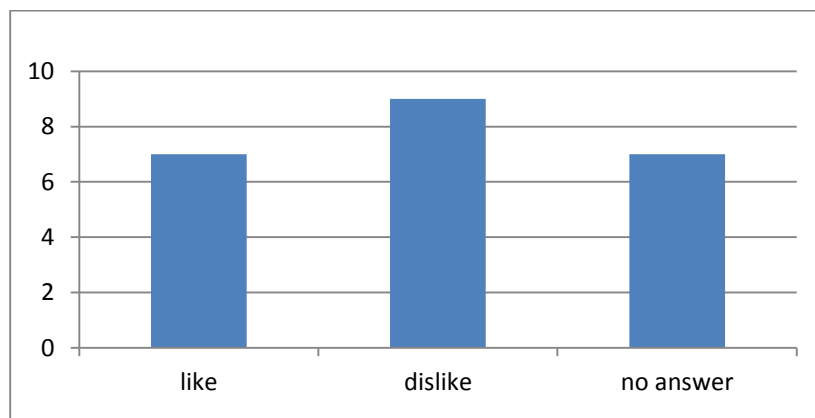
Source: Students at Escuela de Educación Básica "11 de Diciembre" #4
Author: Jessica Villamar

QUESTION 2: *What do you think about English as a subject?*

The graphic #2 shows that few students considered that English as subject is interesting, some said that it is not interesting as a consequence that it is boring in some cases and most of the students preferred do not give their answers.
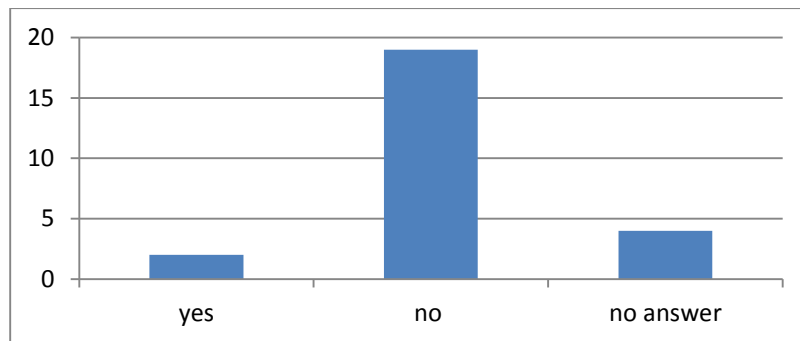
Graphic # 2 English as a subject

Source: Students at Escuela de Educación Básica "11 de Diciembre" #4

Author: Jessica Villamar

QUESTION 3: *Do you like how your teacher teaches you English? Why?*

This graphic #3 shows that most of the learners said they do not like the Teacher' class because he reprimands them each time, some of them stated that they like, other students preferred do not give their opinions.
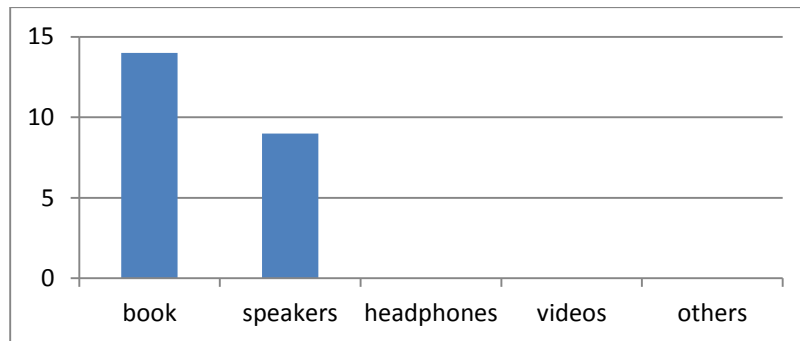
Graphic # 3 Teacher class

Source: Students at Escuela de Educación Básica "11 de Diciembre" #4

Author: Jessica Villamar

QUESTION 4: What kind of resources does your teacher apply in the classroom?

In the graphic# 4 it possible to note that most of the students said that the teacher uses books, some of them stated that he rarely uses speakers and no other resources.
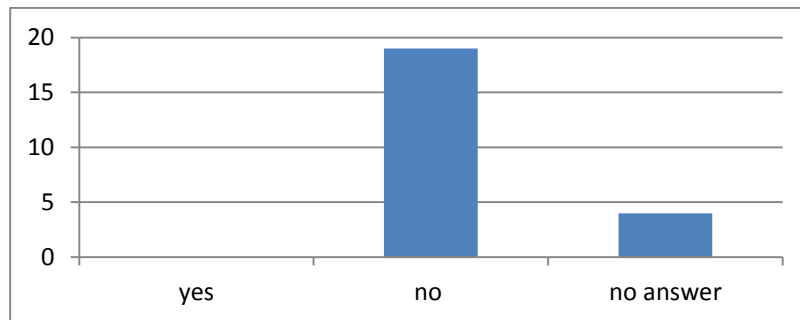
Graphic # 4 Resources applied in the classroom

Source: Students at Escuela de Educación Básica "11 de Diciembre" #4

Author: Jessica Villamar

QUESTION 5: *Does your teacher ever apply games in the classroom to teach each lesson?*

The graphic # 5 shows that most of the students said that the teacher do not apply games to teach, some of them did not give their answers.
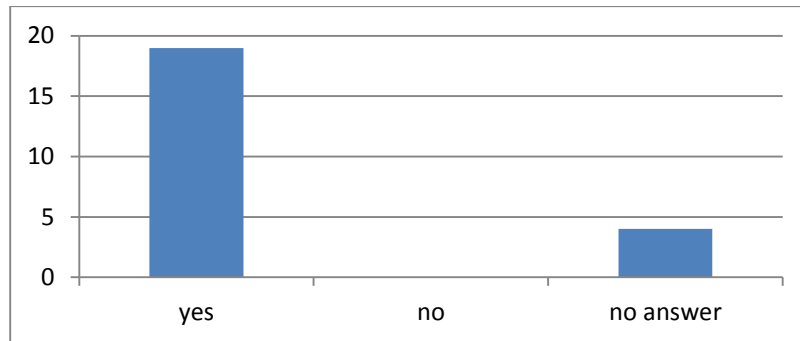
Graphic # 5 Games in the classroom

Source: Students at Escuela de Educación Básica "11 de Diciembre" #4

Author: Jessica Villamar

QUESTION 6: *Do you consider that your teacher must use games in the classroom? Why?*

The graphic#6 shows that most of students say that they need to play games during the English class because they learn more and it is funny. A few students did not answer.

Graphic # 6 Play games in the classroom

QUESTION 7: *Do you think that you learn more by playing?*

The graphic #7 shows that most of the students said they learn more laying than doing other things and it is funny activity, other learners did not answer.

Graphic # 7 Learn playing

QUESTION 8: *Do you know any board game? Tell me?*

The graphic #8 shows that most of the students know the monopoly, some others the chess, nobody mentioned the domino, the rest of the class mentioned other games.

Graphic # 8 Board games

Source: Students at Escuela de Educación Básica "11 de Diciembre" #4

Author: Jessica Villamar

QUESTION 9: *Do you like board games?*

The graphic # 9 shows that most of the students answered they like board games, some students assured they do not like them and other students did not give their opinions.

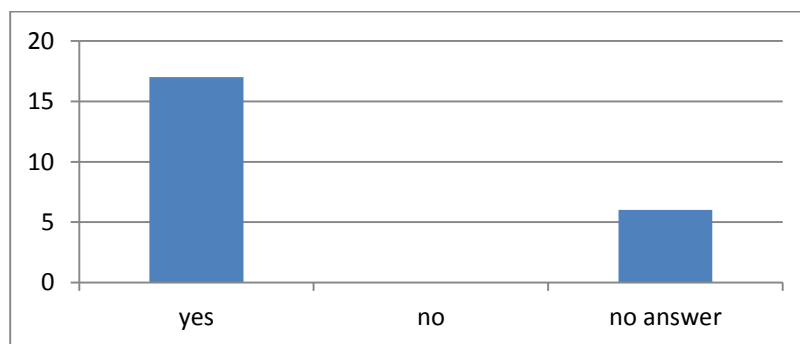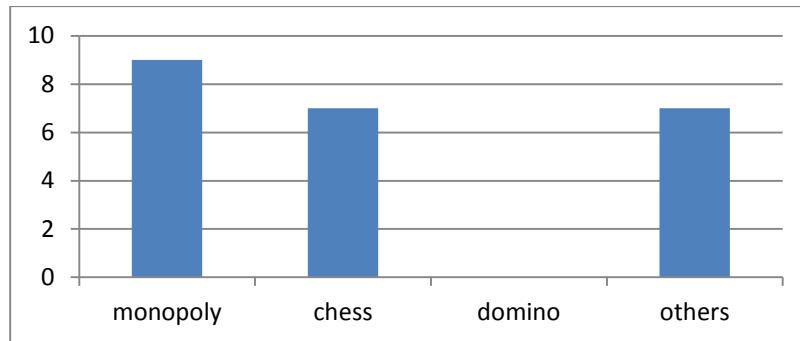**Graphic # 9 Criteria about Board games**
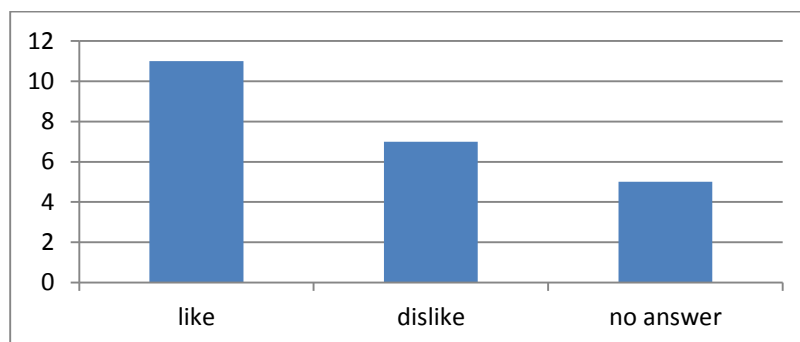
Source: Students at Escuela de Educación Básica "11 de Diciembre" #4

Author: Jessica Villamar

QUESTION 10: *How do you think that you learn more, with traditional methods or innovative methods?*

The graphic # 10 shows that most of the students answered that they prefer interactive methods more than traditional methods the rest of the class did not answer.

Graphic # 10 Traditional methods vs. interactive methods
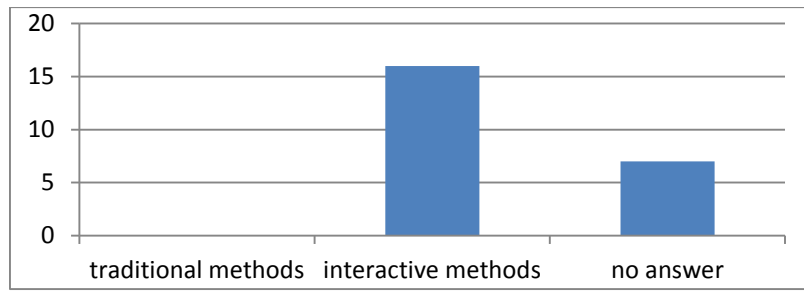
Source: Students at Escuela de Educación Básica "11 de Diciembre" #4
Author: Jessica Villamar

QUESTION 11: *Would you like to use board games in each lesson to learn more English language?*

The graphic # 11 shows that most of the learners are interested on learn applying board games in the classroom, a minimum number of them do not like the idea and the rest of the students prefer do not give opinions about that.

Graphic # 11 Use board games in the classroom
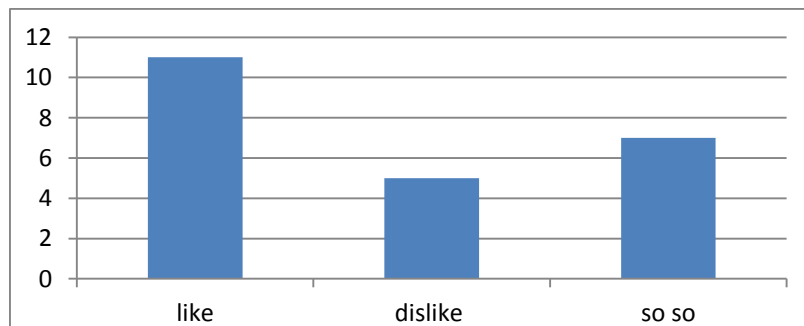
Source: Students at Escuela de Educación Básica "11 de Diciembre" #4
Author: Jessica Villamar

CHAPTER IV

PROPOSAL
4. PLAYFUL GAMES IN THE TEACHING-LEARNING PROCESS

Playing games are basically the way in which students understand more easily difficult situations in every field. Nowadays, Teaching- learning process of English language, in schools, is very hard as a result of the application of traditional methodologies in the class which do not allow improving knowledge. Most of the time, students do not show interest in the lessons, that is for the absence of playful games that will engage and motivate them to catch information having a fun environment. Therefore, the education needs the presence of interesting activities that teachers should apply.

When people, of different ages, are playing a game they feel confident and friendly to share knowledge with others, no matter the mistakes they will make. People create a new atmosphere of entertainment where they can discuss topics having fun and always learning; that is the goal. So, the application of board games, in educational institutions, tries to do the same with the lessons to study. They try to give new opportunities to make something amazing in the field of education.

So, if teachers can change the traditional ideas of teaching-learning, the education will be the best for the learners. Here, the purpose is to give a creative form of learning to students. In this case, Board games have been applied in the classrooms with the resolution to improve speaking skill of students of the tenth grade basic year.

As people know, these board games are dynamic, creative and motivational resources to learn something new. So, in this chapter was measured the students' speaking levels presented before and after the application of board games.

4.1.DIAGNOSIS

Students, of Escuela de Educación Básica "11 de Diciembre" #4, were evaluated through different activities like lecture and games, those activities permitted to determine the specific problem that student presented, in other words, the skill that they did not apply correctly in the classroom.

The diagnosis revealed that the real problem was the speaking skill, so it was difficult for learners say something in English. In this case, the *Graphic #12* shows the essential points as fluency, pronunciation, tone of voice, intonation and grammar rules that were analyzed, through a speaking rubric, in a pre-test taken to the students.

Graphic # 12 PRE-TEST
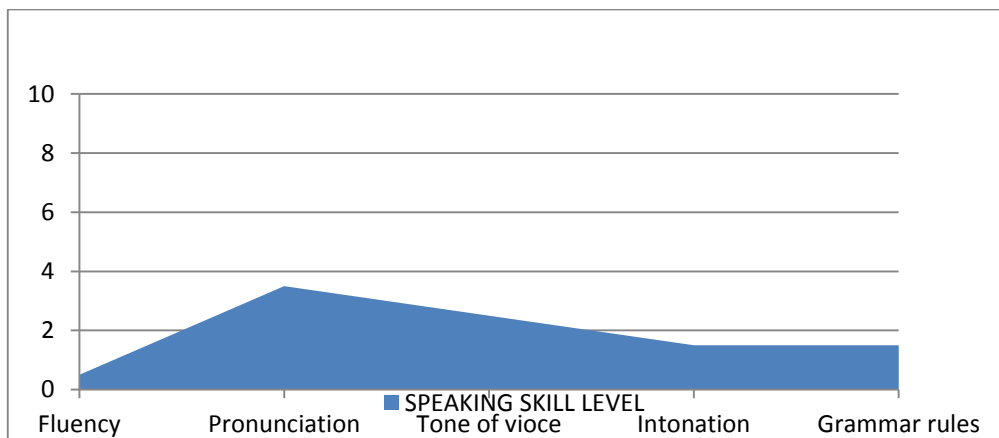
Source: Students at Escuela De Educación Básica "11 De Diciembre" #4
Author: Jessica Villamar

It is common that students show failures when the classes are not well prepared, well planned. That is something that happens when teachers do not receive updated knowledge or they do not attend to seminars that support them knowing the adequate methodologies to put into practice in their classes as a response to develop the quality of education.

The pre-test showed that most of the students present difficulties using English. They were not able to pronounce words in a correct way, the tone of voice was not adequate; the students spoke slowly and it was difficult to understand what they said. On the other hand, the intonation of the words was not the best one; also students did not apply the correct grammar rules. On the whole, student can not communicate effectively in English.

Nowadays, students need new strategies to learn, not only the use of the book in the classroom. Learners consider that interactive methods are helpful for them, for that reason, it is essential to give them updated forms of learning and board games have seemed as a response to do this job, as they are not only to play and win; they are also to learn and to be interested in the lessons.

Now, there are described the planification of the activities with the board games.

4.2.PLANIFICATION OF THE BOARD GAMES

In this case there were applied five board games with different objectives and the same purpose (to improve speaking skill).

In the classroom, it is necessary to make conscious about some points while playing the games like:

The time to play: to know how much the game will be developed.

The objectives: there are important to know what will be learned.

The rules of the game: they will allow avoiding conflicts between players.

The instructions, players must comprehend what they will do and what they will avoid to do.

BOARD GAME: LET'S TALK!

Objective: to determine the possessive adjectives and nationalities for developing speaking skill.

Participants: students and teacher.

Description: The name of the game is *Let's talk!*. The purpose of the game is to answer the questions and complete sentences related to nationalities and possessive adjectives that were learned in the lesson before. The board game is placed in the middle of the whiteboard. Students will play according to the symbols of the game.

Rules: if students answer correctly, they will get point for the group; if they say something wrong, they will lose the points. The group winner will get the points for the entire group, no matter if someone answered something wrong.

Instructions:

    a. Divide the class into two groups (A&B)
    b. Explain the rules of the game.
    c. Explain the symbols that the game contains:

       ? Questions, ✓ sentences, ✗ go back 2 spaces, 〰 keep calm.

    d. Ask one by one student to come to the front.
    e. Teachers must monitor the game, the questions and sentences.
    f. Students answer the questions and complete the sentences depending of the game process.
    g. The group with higher points wins.

Procedure: teacher explains the game and calls one by one players from the two groups to throw the dice, according to the number; teacher asks questions or sentences to them

about nationalities or possessive adjectives, and explains the other symbols as return, advance or keep calm. Players that answer correctly get points.

1. **Let's talk!- game.**
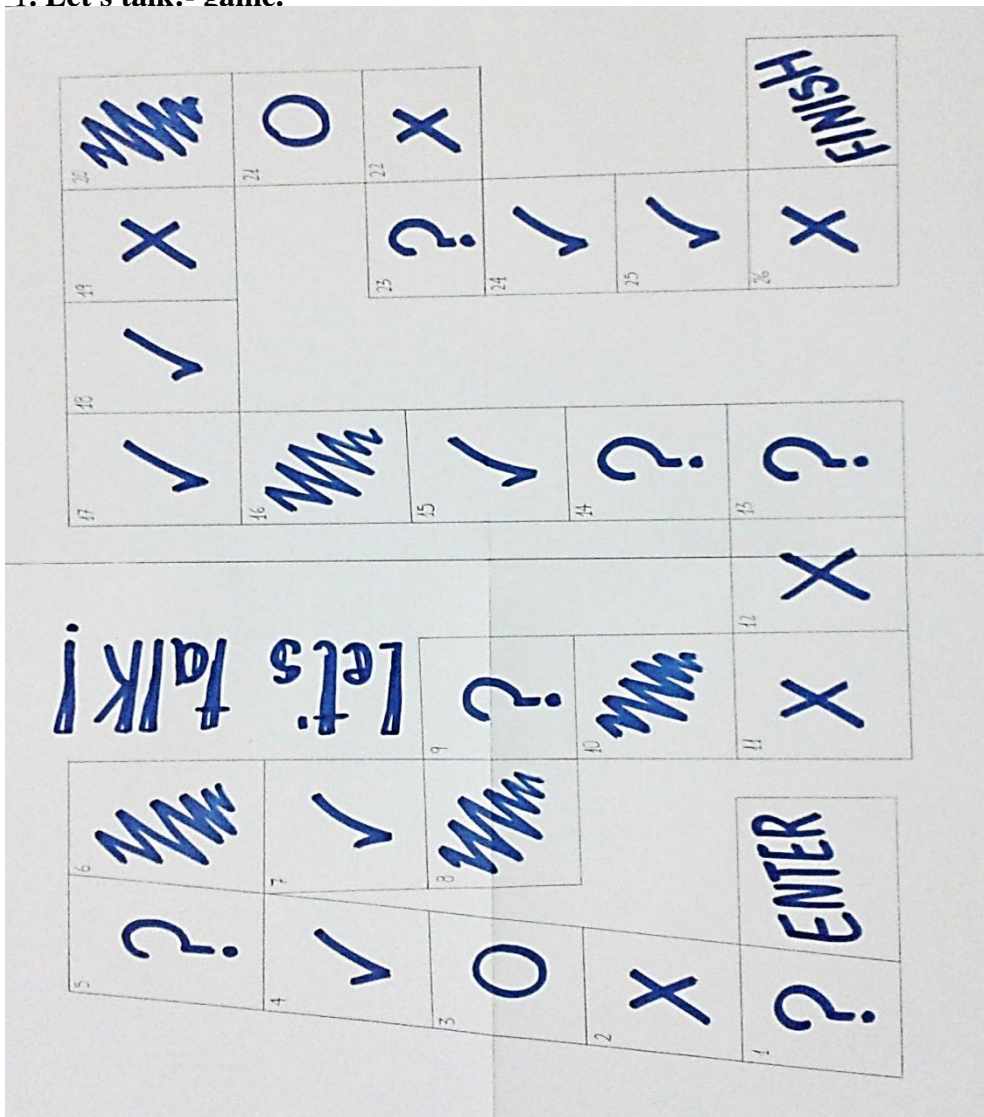
AUTHOR: Jessica Villamar
SOURCE: www.google.com

BOARD GAME: LET'S INTRODUCE US!

Objective: To apply the adequate way to introduce yourself.

Participants: students and teacher.

Time: 30 mins.

Description: the name of the game is L*et's introduce us!.* The purpose is to learn the correct way to introduce to other people. The board game is placed on the floor.

Grammar points: Verb to be (Am/Are/Is)

Rules: student must get more points as possible, if the team does not get a lot of points the whole team lose the game and the other wins.

Instructions:

    a. Divide the class into two teams.
    b. Explain the rules of the game.
    c. Call one by one student to throw the dice.
    d. Teachers must monitor the game, the questions and answers.
    e. The group with higher points wins.
    f. The teacher will evaluate how students speak.

Procedure: teacher explains the game rules and instructions of the game and calls one student from the team A and one for the team B, they throw the dice. The teacher reads aloud the options of the game. Students will answer applying the right form to introduce; they should use the correct grammar rules.

2. Let's introduce us! -game.

AUTHOR: Jessica Villamar
SOURCE: www.google.com

BOARD GAME: WHAT ARE YOU GOING TO DO…?

Objective: To determine the activities to do in different places.

Participants: students and teacher.

Grammar points: Present continuous: be (Am/Are/Is) +ING

Time: 40 mins.

Description: the name of the game is *What are you going to do…?*. The purpose is to say the things you are going to do in a specific place. The board games are placed on the tables and students are separated into small groups; groups of three students. The teacher must go around asking some questions to the players.

Instructions:

    a. The teacher explains the rules of the game.
    b. Divide the class into small groups of three players.
    c. Students play the games with their classmates.
    d. Students will follow the instructions on the topics of the board games.
    e. The teacher will go around to check students playing and ask some questions about the topics.
    f. Teacher control the time gaming.

Procedure: students choose who starts first, second and third. Throw the dice and follow game instruction. Players have to say the things they are going to do in a specific place for example: in the museum, at the gallery art, etc. applying the grammar rule (Be-ING)

In this game students have the opportunity to play with their classmates and teacher can check the progress.

3. What are you going to do..?

AUTHOR: Jessica Villamar

SOURCE: www.google.com

BOARD GAME: WHAT IS IT?

Objective: To identify specific vocabulary talking about clothing.

Participants: students and teacher.

Time: 35 mins.

Description: the name of the game is *What is it?*. The game is about clothing, players will talk identifying a new vocabulary to describe the clothes they usually use. The board game is placed on the middle of the whiteboard. The class is divided into two teams.

Rules: if students answer correctly, they will get point for the group; if they say something wrong, they will lose the points. The group winner will get the points for the entire group, no matter if someone answered something wrong.

Instructions:

    a. The teacher explains the rules of the game.
    b. Divide the class into two teams (A-B)
    c. Ask students to come to the front.
    d. Players should get more points as they can.
    e. Teacher control the time gaming.
    f. The team with the highest score wins.

Procedure: teacher asks one player from the group A to come to the front to throw the dice. Then, the teacher calls a player B to do the same. Players must correctly answer the questions. So, the game has options to describe the clothing for the other player and say the words in English. They must be able to answer for getting more points.

4. What is it ?

AUTHOR: Jessica Villamar
SOURCE: www.google.com

BOARD GAME: WHAT ARE YOU WEARING?

Objective: To determine what you are wearing now.

Participants: students

Grammar points: Present continuous: be (Am/Are/Is) +ING

Description: the name of the game is *What are you wearing?*. The goal of this board game to apply vocabulary of clothing and he present continuous talking about the things you are wearing now. (Students of each group create their own board game with the same purpose and instructions.)

Rules: student must get more points as possible, if he/she does not get a lot of points he/she lose the game and the winner get a prize

Instructions:

    a. Divide the class into small groups of two or three players.

    b. The teacher explains the purposes of the game.

    c. Students play the games with their classmates.

    d. The teacher will go around checking students playing and ask some questions about the topics.

    e. The winning group will get a prize.

Procedure: players get together to play the board games. So, the teacher asks students if they are ready to play and explains the rules. Players will be conscious to measure the words to use, according to the lesson learned. Any player through the dice, and follow the game instructions. The game options included questions about clothes, also student say what they are wearing right now. In each group, the winner will get a special gift.

The following pictures are only two examples of the board games designed by students.

5. What are you wearing? 1
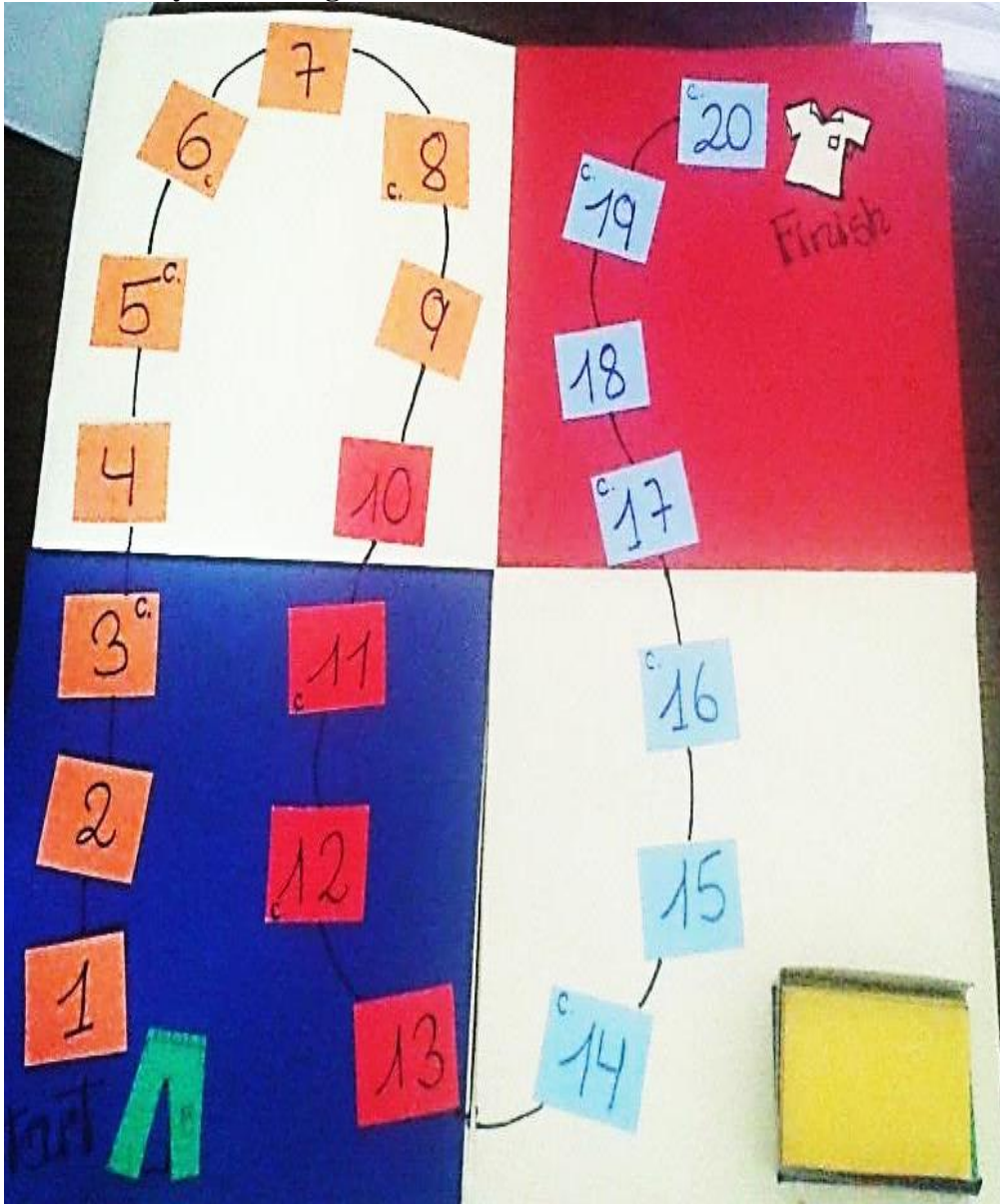
AUTHOR: Jessica Villamar

SOURCE: www.google.com

6. **What are you wearing? 2**

AUTHOR: Jessica Villamar
SOURCE: www.google.com

Every game was played in the classroom; having the participation of teacher and students. For the reason that, it was necessary not only students create the fun environment, it also needs the support of the teacher to control the improvement of the skill and the students' behavior through the game. So, the focus has been always learners.

For the final results, it was applied a speaking activity where students needed to say sentences using simple present tense. The purpose of this activity was to evaluate the student's improvement in speaking skill; that was the fact of the study in this research. So, this post-test was evaluated with the respective rubric as in the pre-test taken previously.

4.3. ACHIEVEMENTS AND RESULTS

4.3.1. ACHIEVEMENTS

The *Graphic #13* shows that students of tenth grade basic year at Escuela de Educación Básica "11 de Diciembre" #4, improve the parameters estimated previously like fluency, pronunciation, tone of voice, intonation and how they applied the grammar rules when they said sentences.

Graphic # 13 POST-TEST
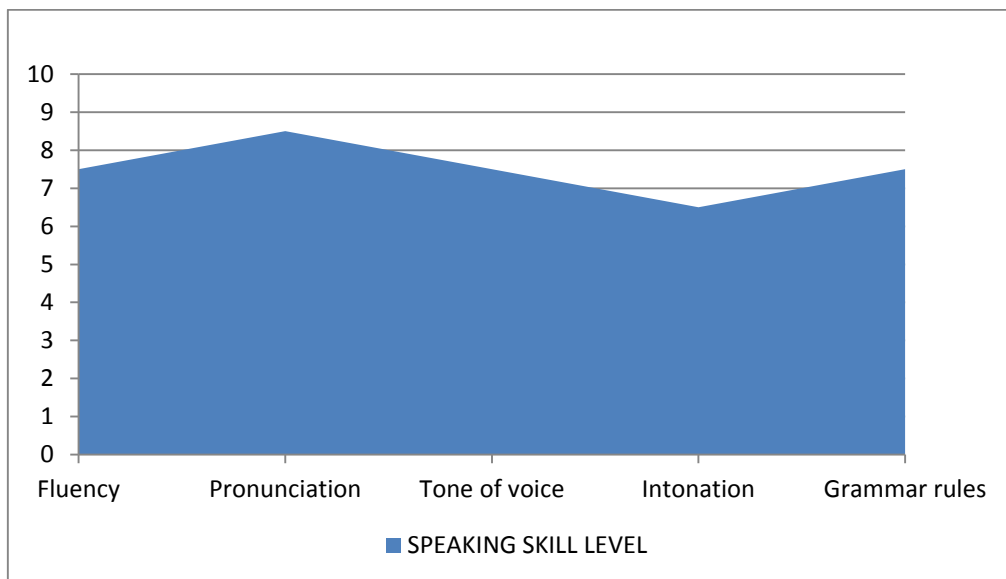
Source: Students at Escuela De Educación Básica "11 De Diciembre" #4
Author: Jessica Villamar

4.3.2. RESULTS

All games were video recorded and they were analyzed qualitatively. As a result of the board games played, the *Graphic #14* shows the improvement of students' speaking skill in the pre-test and post-test.

Graphic # 14 Speaking Skill Levels
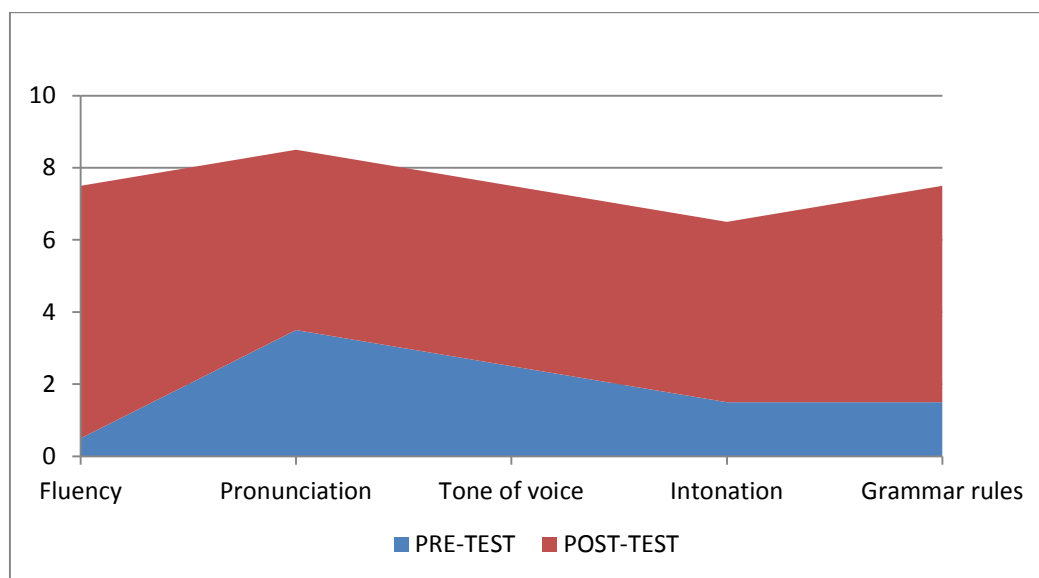
Source: Students at Escuela De Educación Básica "11 De Diciembre" #4
Author: Jessica Villamar

The blue part in the graphic refers to the pre-test taken, where learners presented lower results speaking and the red part refers to the post-test, where students get higher results of improvement.

Making a comparison in both tests; the graph shows that there was a significant improvement of the skill. Students improved the capacity of the pronunciation of words, something that was difficult at the beginning. Now, students were able to speak faster, avoiding making a big effort to remember words and how to use them, on the other hand, the intonation also raised.

In the process, there were other aspects that were also overcome from students while playing. First students feel afraid to say something or interact with the teacher also among classmates. Now, most of them forget nervous, shyness and work cooperatively, as a consequence of the team work and interaction among students.

On the whole, the application of board games in the classroom was useful to improve speaking skill providing a new form to learn in an easy and fun way.

4.4. CONCLUSIONS AND RECOMMENDATIONS

4.4.1. CONCLUSIONS

The implementation of board games, with the students of tenth grade basic year of Escuela de Educación Básica "11 de Diciembre" #4, gives the following conclusions:

The games are excellent tools to engage students in the teaching-learning process and the application of board games in the lesson activities gave their approval in the improvement of some aspects of the students according to their skills and behavior.

Students changed their concepts of boring classes for active and fun classes. Board games supported students to improve their speaking skill for the reason that they could interact and work in a cooperative way.

4.4.2. RECOMMENDATIONS

The implementation of different kinds of games will be an essential part in the quality of development of the education. As a recommendation, it is considered that is necessary to apply board games in most of the classes to support the teaching-learning process. When students play a game is easier that they can acquire the new knowledge without making an effort to do it.

On the other hand, it is essential that teachers can organize the activities that they are going to do to reach the goals of each lesson. Therefore, activities may be applied according to the skills that need to be improved.

Most of the board games that will be applied in the future with the students, may allow students' interaction. As a consequence, of the class is not for the teacher; the class is for students.

Chart # 2 TIMETABLE

#	ACTIVITIES/ MONTHS	Oct				Nov			Dec			Jan				Mar			May				June				Oct				Nov		Dec		
		1	2	3	4	2	3	4	1	2	4	1	2	3	4	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	1	2	3
1	Publication of topics																																		
2	Delivery Of The Regulations Of Certification And Proposal Project Work		X																																
3	Development of Proposal Project Work		X																																
4	Delivery of Proposal Project Work			X																															
5	Development and Delivery of Chapter I				X																														
6	Development of Chapter II					X	X	X																											
7	Implementation of the Project						X	X	X																										
8	Development and Delivery of Chapter II									X			X	X																					
9	Development of Chapter III														X	X	X	X																	
10	Development and Delivery of Chater III																		X	X		X	X	X		X									
11	Development of Chapter IV																								X	X									
12	Delivery of Chapter IV																											X	X	X					
13	Development Of Preliminary Pages, Abstract, Introduction, Etc.																														X	X			
14	Delivery of Final Project																														X				
15	Distribution to Members of the Court																															X			
16	Project Defense																															X			
17	Graduation																																		X

Chart # 3 MATERIAL AND FINANCIAL RESOURCES

HUMAN RESOURCES

HUMAN RESOURCES	QUANTITY
Students of tenth grade basic year	102
English teachers	1
Advisor	1
School director	1

MATERIALS

MATERIALS			
DESCRIPTION	UNIT PRICE	QUANTITY	TOTAL
Paper Sheet	$0,75	2	$1,50
Pen	$0,45	4	$1,80
Copies	$0,03	35	$1,05
Print	$0,10	700	$70,00
Spiral binding	$ 1,00	15	$15,00
Final binder to the dean	$10,00	2	$20,00
TOTAL	$12,33	758	$109,35

EQUIPMENT

DESCRIPTION	UNIT PRICE	QUANTITY	TOTAL
Flash memories	$10,00	2	$20,00
Printer	$100,00	1	$100,00
CDs	$ 1,00	11	$ 11,00
Printer ink	$24,00	2	$48,00
TOTAL	$135,00	16	$179,00

RESOURCES	
MATERIALS	$109,35
EQUIPMENT	$179,00
TOTAL EXPENSES	$ 288,35

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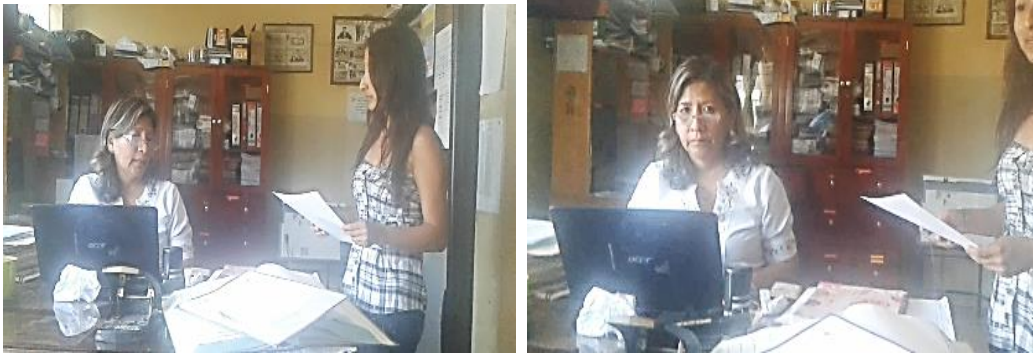http://bibliotecas.upse.edu.ec/opac_css/index.php?|v|=notice_display&id=5043

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ANEXES

7. Interview to the director's High School. MSc. Narcisa Yagual de Rosales.

8. Focus group to Students of tenth grade basic year

9.Interview with the English teacher. Lcdo. Hamilton González.

10. Diagnostic to Students- Activities.

11 Students in the Game activities

12. Students in the Pre-test.

13. Teacher explaining the rules of the board game.

14. Students playing the board games.

15 Students playing the board games in groups.

16. Students playing in small groups.

17. Students playing in small groups with the board games they created.

18 Students practicing with the board games

19 Students asking and answering question during the game.

Attachment# 1 Interview to the principal of Escuela de Educación Básica "11 de Diciembre"

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

INTERVIEW TO HIGH SCHOOL PRINCIPAL

Answer the following questions about English Language and the use of games in education classrooms.

1. Do you know about the importance of English teaching in the education?

2. What do you think about the English Language in the students' Teaching-learning process?

3. Have you ever heard about the use of games in education?

4. Games are interactive tools so, what is your opinion about the use of games in the classroom for the improvement of the English Language?

5. Do you recommend the use of games in the classroom to improve students' skills?

6. Do you consider a board game could be an excellent educative tool to improve students' skills?

7. In your opinion, what are the advantages of using games with students in the classroom?

8. Have teachers ever applied games that contribute to enhance the English speaking skills in your institution?

9. Do you consider that board game could be a good resource to achieve the learning purposes, using speaking activities?

10. Would you support the implementation of board games with speaking exercises that help to improve the Speaking Skill in students of tenth grade of your institution?

_____
PRINCIPAL' SIGNATURE

Interviewer: Jessica Villamar____   Date:_____

Interviewed: _____

Attachment# 2 Interview to the Specialist

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

1. Do you consider that games are useful resources to apply in the classroom?

2. Do you think that the use of games in the classrooms could improve the quality of education? Why?

3. Do you consider that the application of board games in the classroom could improve English teaching and students English skills? Why?

4. What advantages of using games do you consider are the most relevant in education?

5. What methodologies of games do you think are the best to use in the classroom to improve the students' skills?

6. For how long do teachers should apply Board Games during an English lesson?

7. What advices would you give to teachers who apply Board Games in the classroom for contributing to the improvement of the students' skills?

8. What suggestions would you give to learners who use Board games in classroom?

_____
SPECIALISTS' SIGNATURE

Interviewer: Jessica Villamar___
Date:_____
Interviewed: Prof. Eric Charles Hawkinson

Attachment# 3 Interview to the English Teacher

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

INTERVIEW TO ENGLISH TEACHER

Answer these questions about the use of games in the English classroom.

1. What is your opinion about the use of board games in education?

2. Have you ever used games that contribute to the betterment of the English skills?

3. How often do you use games in your English class plans?

4. What is your opinion about the use games as an interactive resource in the classroom?

5. Do you know any board game to apply in the classroom for creating a fun study environment?

6. Do you consider that board games are an essential part in the English Teaching–learning process?

7. Do you think that a board game and its oral activities could support to develop the speaking skill?

8. What suggestions would you give to teachers that want to implement board games in the classroom?

9. What suggestions would you give to students that use board games in the classroom?

_____
ENGLISH TEACHER'S SIGNATURE

Interviewer: Jessica Villamar___   **Date:_____**
Interviewed:_____

Attachment# 4 Focus Group Guide

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

1. Do you like English language? Why?

2. What do you think about English as a subject?

3. Do you like how your teacher teaches you English? Why?

4. What kind of resources does your teacher apply in the classroom?

5. Have your teacher ever apply games in the classroom to teach each lesson?

6. Do you consider that your teacher must use games in the classroom? Why?

7. Do you think that you learn more playing?

8. Do you know any board game? Tell me?

9. Do you like board games?

10. How do you think that you learn more, with traditional methods or innovative methods?

11. Would you like to use board games in each lesson to learn more English language?

Interviewer: <u>Jessica Villamar___</u>   **Date:_____**

Attachment# 5 Biography of Specialist: Prof. Eric Hawkinson.

BIOGRAPHY OF SPECIALIST

Full name: Eric Charles Hawkinson

Position: Assoc. Prof. of Learning Design and Technology/Director of Interactive

Organization: Seibi University/TEDxKyoto

Location: Kyoto, Japan

Contact Email: erichawkinson@gmail.com

Website: http://erichawkinson.com

Bio:

Eric Hawkinson

Eric Hawkinson is an Associate Professor of Learning Design and Technology at Seibi University, Japan. He is the Director of Interactive at TEDxKyoto, Japan. He was born in Wisconsin and raised in the deserts of Arizona. He is having a professional background in IT. Eric is taking everything 'techie' and turning it towards educating students. He now works and lives in northern Kyoto prefecture, Japan currently focusing on games based learning, electronic informal learning environments and eTourism. Eric has been innovating ways to apply augmented reality to a variety of fields including tourism and education. Eric is also director of interactive at TEDxKyoto where he has designed a variety of digital and non-digital informal learning environments. Eric's most recent projects involve the use of TED in education and the implementation of augmented reality in learning environments. Find out more about Eric and his projects at http://erichawkinson.com

ESCUELA DE EDUCACIÓN BÁSICA
"11 DE DICIEMBRE"

<u>STUDENTS OF 10º GRADE BASIC YEAR</u>

DIAGNOSTIC TO IDENTIFY THE STUDENTS' PROBLEMS WITH THEIR SKILLS

GAME: (Students answer by turns.)

1. How do you feel today? Why?
2. How was your weekend?
3. Where did you travel on weekend?
4. Did you visit your parents?
5. Can you read the sentence?

    I like chocolates.

    I live in a beautiful house.

    I play games every afternoon.

    I listen to romantic music.

    I clean my house.

Read the next passage: (choose some students)

Dr. Jason decided to make life a little easier and a lot cheaper for his students by writing his own book on public speaking. "Many books have an increased price because of bells and whistles: CD-ROMs, lot of color photographs, and lots of graphics. I talked to my students, and many of them, like me, prefer to keep things simple.
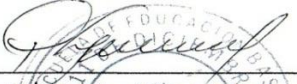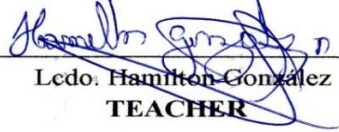
OBSERVATION SHEET
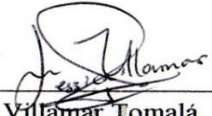
Place: Escuela de Educación Básica "11 de Diciembre"
Students' of tenth grade basic year

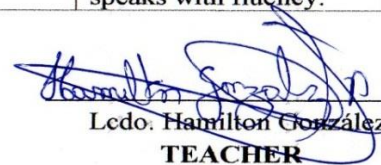|	DESCRIPTIONS	YES	NO	SOMETIMES
1	Students like English			X
2	Students apply English language during the class			X
3	Students are interested on learn English			X
4	Teacher motivate students to learn actively			X
5	Games are applied in the teaching-learning process		X	
6	Lessons involve interactive resources to lean		X	
7	Teacher apply English language to teach			X
8	Most of the time there is a traditional class	X		
9	Speaking activities are developed			X
10	Students interact with their classmates using English			X

Attachment# 8 Pre-test- Rubric

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

PRE-TEST: SPEAKING RUBRIC

	UNSATISFACTORY 1-3	DEVELOPING 4-5	SATISFACTORY 6-8	EXEMPLARY 9-10
FLUENCY	Difficulties in fluency of words.	Very little fluency of words.	Good fluency.	Efficient fluency of words.
PRONUNCIATION	Does not pronounce correctly the words, it is not understandable.	Little pronunciation f words, it is not understandable.	Good pronunciation of words, it is understandable.	Easy pronunciation, easy to understand.
GRAMMATICAL STRUCTURES	Does not apply an adequate grammatical structure in sentences.	Apply grammatical structure with basic words in the sentences.	Apply correct use of grammatical structures in the sentences.	Grammatical structures are well applied in sentences.
VOCABULARY	Does not apply many words.	Apply basic vocabulary to speak.	Include new words to speak.	Apply a lot of vocabulary including new words.
TONE OF VOICE	Spoke slowly. It is difficult to understand.	Spoke a little loudly, it is difficult to understand. Spoke with a lot of pauses.	Spoke loudly. Difficulties to speak with some pauses.	Spoke loudly and correctly. Does not apply pauses.

_____
MsC. Narcisa Yagual de Rosales
PRINCIPAL

_____
Lcdo. Hamilton González
TEACHER

_____
Jessica Villamar Tomalá
STUDENT TEACHER

101

Attachment# 9 Post-test- Rubric

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

POST-TEST: SPEAKING RUBRIC

	UNSATISFACTORY 1-3	DEVELOPING 4-5	SATISFACTORY 6-8	EXEMPLARY 9-10
PRONOUNCIATION OF WORDS AND PHRASES	Does not apply correct pronunciation of words, difficult to understand with many pauses.	Apply very little pronunciation of words, a little understandable with some pauses.	Apply a good pronunciation of words, understandable but some pauses are applied.	Easy pronunciation, it's understandable, does not use pause.
ADEQUATE INTONATION	Does not apply a correct intonation of words and phrases	Very little intonation of words and phrases.	Acceptable intonation of words and phrases.	Excellent intonation of word and phrases.
GRAMMAR RULES APPLIED IN THE SENTENCES	Does not use a correct grammar, difficult to express the ideas	Limited use of grammar rules, difficult to express the ideas.	Good application of grammar rules and expression of ideas.	Effective use of grammar rules in the sentences and a relevant expression of ideas.
TONE OF VOICE	Low tone of voice. It is not clear.	Spoke a little loudly, it is almost clear.	Spoke loudly, it is not clear.	Spoke loudly and clearly.
USE OF VOCABULARY AND FLUENCY	Does not apply correctly the vocabulary, does not speak with fluency.	Very little use of vocabulary, does not speaks with fluency.	Good application of new words and a very Little fluency.	Effective use of vocabulary, and spoke with fluency.

_____
MsC. Narcisa Yagual de Rosales
PRINCIPAL

_____
Lcdo. Hamilton González
TEACHER

_____
Jessica Villamar Tomalá
STUDENT TEACHER

102

Attachment# 10 Schedule for the activities in the High School

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

SCHOOL SCHEDULE

Nº	ACTIVITIES	DATE	DONE
1	Diagnostic to students	21/12/2015	X
2	Interview to English teachers	22/12/2015	X
3	Interview to Principal of the institution	23/12/2015	X
4	Focus group with students	28/12/2015	X
5	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	29/12/2015	X
6	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	30/12/2015	X
7	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	04/01/2016	X
8	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	05/01/2016	X
9	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela	06/01/2016	X

	de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"		
10	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	07/01/2016	X
11	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	09/01/2016	X
12	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	11/01/2016	X
13	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	12/01/2016	X
14	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	14/01/2016	X
15	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	15/01/2016	X
16	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela	16/01/2016	X

	de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"		
17	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	18/01/2016	X
18	Implementation of the project "Board Games to improve the speaking skill in students of tenth grade basic year at Escuela de Educación Básica 11 de Diciembre #4, La Libertad, province of Santa Elena. School year 2015-2016"	19/01/2016	X
19	Delivery of grades to the school director.	22/01/2015	X

MsC. Narcisa Yagual de Rosales
PRINCIPAL

Lcdo. Hamilton González
TEACHER

Jessica Villamar Tomalá
STUDENT TEACHER

Attachment# 11 Acceptance letter

ESCUELA DE EDUCACIÓN BÁSICA "11 DE DICIEMBRE"

TELÉFONO: 2786-397

LA LIBERTAD - ECUADOR

La Libertad 22 de Diciembre del 2015

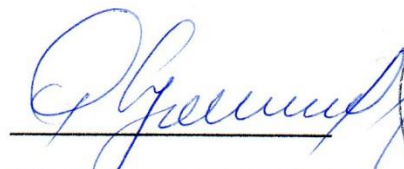Señorita:

Jessica Fabiola Villamar Tomalá

EGRESADA DE LA CARRERA DE INGLÉS DE LA UNIVERSIDAD PENÍNSULA DE SANTA ELENA

Ciudad,

De nuestras consideraciones:

En contestación a su oficio de fecha 21 de Diciembre del 2015, le comunicamos que **cuenta con nuestra ACEPTACIÓN para la ejecución de su PROYECTO DE TITULACIÓN** cuyo tema es **"BOARD GAMES TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF TENTH GRADE BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA 11 DE DICIEMBRE #4, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016",** por lo que brindaremos las facilidades a fin de que pueda cumplir con vuestro objetivo.

Atentamente,

MSc. Narcisa Yagual de Rosales

DIRECTORA

Attachment# 12 URKUND results

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

La Libertad, 5 de septiembre de 2016

CERTIFICADO ANTIPLAGIO

001-TUTOR CECILIA ALEXANDRA JARA ESCOBAR(CAJE 03)-2016

En mi calidad de tutor del trabajo de titulación denominado "**BOARD GAMES TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF TENTH GRADE BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA "11 DE DICIEMBRE" #4. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016 ",** elaborado por la estudiante: **JESSICA FABIOLA VILLAMAR TOMALA**, egresada 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 Licenciado en Idioma Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **1%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Jara Escobar Cecilia Alexandra

C.I.: 0910649185

DOCENTE TUTOR

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

Reporte Urkund.

URKUND

Document	TESIS FINAL - Jessica Fabiola Villamar Tomalá.docx (D21590110)
Submitted	2016-09-02 11:51 (-05:00)
Submitted by	jess_villamar@yahoo.es
Receiver	ajara.upse@analysis.urkund.com
Message	TESIS FINAL - Jessica Fabiola Villamar Tomalá Show full message

1% of this approx. 25 pages long document consists of text present in 1 sources.

Fuentes de similitud

Sources **Highlights**

⊞	Rank	Path/Filename
⊞ >	▬▬▬▬▬▬	CHAPTER III URKUND 17-03-2016.docx
⊞	**Alternative sources**	
⊞	**Sources not used**	

ESCUELA DE EDUCACIÓN BÁSICA
"11 DE DICIEMBRE"

TELÉFONO: 2786-397

LA LIBERTAD-ECUADOR

La Libertad, 03 de febrero de 2016

MsC. Glenda Pinoargote.
DIRECTORA DE LA CARRERA LICENCIATURA EN INGLÉS
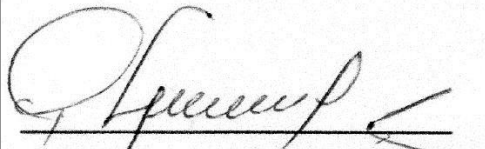**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

En su despacho.-

CERTIFICADO

Por medio de la presente certifico que la **Srta. VILLAMAR TOMALÁ JESSICA FABIOLA**, realizó en nuestra institución la implementación del proyecto de investigación "**BOARD GAMES TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF TENTH GRADE BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA 11 DE DICIEMBRE #4, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016**" cumpliendo con sus actividades desde el 21 de diciembre de 2015 hasta el 22 de enero de 2016.

Particular que pongo a su disposición para los fines consiguientes:

Atentamente,

MsC. Narcisa Yagual de Rosales
DIRECTORA
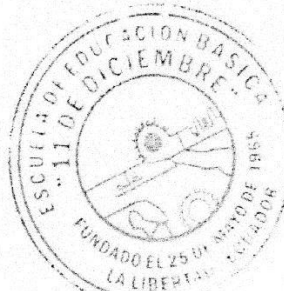
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Jessica Villamar Tomalá

Por su participación y aprobación del módulo **"Dominio de Competencias Genéricas de Lenguaje y Razonamiento Lógico"**, con una duración de 40 horas.

La Libertad, 15 de Octubre / 2015

Ing. Lilia Valencia Cruzaty, M. Sc.
Rectora

Lic. Víctor Emilio Garcés Rodríguez, M. Sc.
Facilitador