

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS



APPLIED LINGUISTICS SCHOOL

THESIS REPORT

***THE EFFECTIVENESS OF GAMES ON THE DEVELOPMENT OF PRODUCTIVE
SKILLS OF STUDENTS FROM 10TH YEAR OF BASIC EDUCATION AT
RIOVERDE EDUCATIONAL INSTITUTION IN RIOVERDE CANTON SCHOOL
YEAR 2014-2015***

TESIS DE GRADO

***EFFECTIVIDAD DE LOS JUEGOS PARA EL DESARROLLO DE LAS DESTREZAS
PRODUCTIVAS APLICADAS A LOS ALUMNOS DEL DÉCIMO AÑO BÁSICO DE
LA UNIDAD EDUCATIVA RIOVERDE, CANTÓN RIOVERDE AÑO LECTIVO 2014-
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**PRIOR TO THE ACADEMIC DEGREE IN:
APPLIED LINGUISTICS IN TEACHING ENGLISH**

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“I, YEILLY YISSELLE WILSON, declare that the investigation in the current thesis report research is absolutely original, authentic, and personal.

The content of this research is an exclusive legal and academic responsibility of the author and PUCESE.”

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I will like to start saying thanks to the supreme and wonderful lord in heaven who had made possible this dream that is bless by his infinitive mercy. Also, to my teachers who had also blessed me with their knowledge, who gave me more than an opportunity to keep on and never give up, who shared with me time, and knowledge. finally, my good friends, who are Margarita Estupiñán, Maria Jose Zamora and Maria Makarián who were supporting me with advices and a shoulder when I needed more than ever, to all of you THANKS!!!!

DEDICATION

The road has been long, the time also had been sometimes an enemy but this happen when you permit it, but it also reach to an end when you say here I am and it is now that I will take the weapon and fight for what I had been dreaming and working hard from the beginning. This wonderful experience is dedicated to my children who had been the motor for which I have been given all of me day by day. Never give up...try and do it! Always learn from your past, face your present, and ready for your future.

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ABSTRACT

This report is written based on the job training done by the writer as an English teacher. This report seeks to describe the process of developing productive skills by using games and to describe the effectiveness of using them in the development of the same to the tenth grade students at the Educational Institution Rioverde in Rioverde. Being English an important tool nowadays for different areas of development, is not only the teachers job that is requires here is a group job which includes learners interest, opinion, learning styles, environment, possibilities, likes and dislikes. A series of important things that leads to a better management to have control, teach and learn at the same time in order to reach the goal. The data of this report was collected by observation, interview to teachers, survey to students and the experience when the writer taught English lesson. The observation was done in the class; as a result, the report reveals that applying games in teaching English to the children give some effective benefits, especially in teaching English skills. Although, the point was also, to demonstrate that using games into the classroom leads to; order ideas, give importance to learners' opinions and the predisposition as same as motivation to work and learn at the same time. More to the point, it gives the teacher the opportunity to be attentive on what works better and what not as it help to order, evaluate and check were any problem can result without planning before. Finally, as teaching English skills to the young learners is very important, the writer can say that, the idea was caught, the learners demonstrate interest, pleasant and means for learning using games, and to affirm that, Game is the effective method to be applied in the English class.

RESUMEN

El presente reporte es escrito basado en el trabajo realizado en la unidad educativa Rioverde con los estudiantes del décimo año básico, con la finalidad de enseñar y demostrar la efectividad de los juegos en el desarrollo de las destrezas productivas. Siendo el idioma Inglés una herramienta importante hoy en día para las diferentes áreas de desarrollo profesional, se puede decir que; no es solo es el trabajo del maestro sino también de factores que acompañan a este proceso como lo son; el interés, opinión, tipos de aprendizaje, el ambiente, las posibilidades, las cosas que les gusta y las que no. Como se puede ver, una serie de cosas o factores conllevan a un trabajo cómodo o al menos manejable en donde se puede tener control, poder enseñar y aprender al mismo tiempo con el propósito de alcanzar el objetivo. Los datos de este reporte fueron recolectados mediante la observación, entrevistas y encuestas que hicieron posible el trabajo realizado y la experiencia del docente en clases. Las observaciones fueron hechas en clases, las entrevistas fueron hechas a los docentes y las encuestas aplicadas y destinadas para los alumnos. Como resultado, los datos revelaron que la aplicación de juegos para la enseñanza de lengua extranjera a los estudiantes ofrece algunos beneficios, especialmente con la enseñanza y desarrollo de las destrezas. Además otro punto importante a mencionar es que mediante el uso de los juegos, se notó el trabajo en equipo ya que se compartió ideas, se dio importancia a la opinión de los estudiantes, se notó la predisposición al igual que la motivación para trabajar y aprender al mismo tiempo. Además de eso se logró observar que este proceso de enseñanza mediante el uso de juegos le da la oportunidad al maestro de estar atento en las cosas que funcionan bien y las que no a más de que ayuda a mejorar, evaluar y detectar algún problema que se presente cuando no se planifica como se debe. Finalmente, puedo decir que, la idea fue captada, los estudiantes demostraron interés, complacencia y sentido para aprender mediante juegos. Concluyendo y afirmando; que los juegos son un método efectivo para ser aplicado en las clases de Lengua Extranjera.

1. INTRODUCTION

1.1. PROBLEM STATEMENT

Nowadays, English as an international language becomes very important. Even now, we are on globalization era. English is used in many fields such as, Politics, Economics, Social, and Education. Therefore, English as a language in international communication is needed by many people to deliver thought and interact in a variety of situation.

To make children familiar with English, Elementary School is the right place. Teaching English involves of four skills, there are writing, speaking, reading and listening. Students at Elementary School are still young, so they just learn the basic of English including vocabulary and simple grammar. Studying a language is needed for communication. Skills are required for communication. Therefore, if we want to study a language, we should have the language skills. For example, we want to study about English, so we should have the English skills. Without skills, it is difficult to us in learning language, especially for beginner. Therefore, teaching English skills to the young learners is very important. It can help them in mastering English because they have the skills. In fact, the role of teaching English skills to the young learners is very important. Children love in joining fun activities. Therefore, the teachers should think about their teaching method and technique. The teachers are expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exciting.

1.2 OBJECTIVES

1.2.1. GENERAL OBJECTIVE

To determine the effectiveness of games on the development of productive skills of students from the 10th year of basic education at educational institution Rioverde in Rioverde canton School year 2014-2015

1.2.2 SPECIFIC OBJECTIVES

- To apply surveys to students in order to check students knowledge's, bases, weaknesses and strengthens, and interview to teachers.
- To develop lesson plans using games for the development of productive skills.
- To apply lesson plans using different games to develop productive skills
- To demonstrate the results after the execution of the lesson and application of games.

1.3 THEORETICAL BACKGROUND

1.3.1 Teaching and learning

1.3.1.1 Teaching

Teaching is an activity between teachers and students in transferring knowledge during teaching- learning process. According to *Longman Dictionary of Contemporary English* (2003:1700), Teach is to give lessons in a school, college or university, or to help someone learn about something by giving them information.

(Brown, 2000:7) Teaching is the process of facilitating and enabling someone to learn. Therefore, in a teaching process, teachers have an important role in holding the activity. Teachers are the leader in the class management. Besides, a good teacher should have a good method of teaching. According to Harmer, the success of a teaching method depends on good organization and on the students knowing exactly what they are to do **(Harmer, 1991:239)**.

1.3.2. LEARNING

Learning is getting knowledge. Based on the *Longman Dictionary of Contemporary English* (2003:916), Learn is to gain knowledge of a subject or skill by experience, by studying it, or by being taught. Learning is the process or experience of gaining knowledge or skill.

1.3.3. SKILLS

What are skills?

(Gomez, 2008) “Skills are behaviors that are learned and improve through practice. Students learn every day and practice to develop their skills and increase their knowledge in a specific subject. Speaking for example is one of talking is one of the skills for which students are often learning, just as it is the vehicle for excellence for social solidarity, solidarity, social bonding, professional advance and also the medium through which much languages are learnt”. (Harmer, 2001)Wrote “ success is measured in terms of the ability to carry out a conversation in the target language”, therefore, if students do not learn to speak or do not get the opportunity to speak in the language classroom they may soon get demotivated and loose interest in learning. Besides, speaking in class can be a lot of fun raising general learners’ motivation and making the English classroom a dynamic and a fun place to be.

As Harmer and Gomez stated about skills, is important to find ways which make the practice and learning easy and motivated being opportunity an important base for this process equal for teachers and students.

1.3.4 REASONS FOR TEACHING SPEAKING

“There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, secondly, speaking task where students try to use any or all the language they know, this provides feedback for students and teachers. Third, the more opportunities the students have to activate the various elements of language they have stored in their brains the most automatic their use of these elements become”. (Harmer, 2001, pág. 124) So, is clear that; the most opportunity and exposition the students have the most motivated and interesting they are going to be for learning.

(Foreman, 2003) “When focusing on speaking Bygate, distinguishes two basic aspects of this skill; these are, the knowledge of the language and the skill in using this knowledge as mention above. He said that, the knowledge of producing the language has to be use in different circumstances’ as they appear during a conversation by means of the skills. Meanwhile, the ability to use the knowledge requires two kinds of skills, which are production skills, and interaction skills. Production skills, involve two aspects which are – facilitation and compensation, brought about by processing conditions, both devices help students by making the oral production easier and the possibility to sound more naturally”.

While, interaction skills, involve routines and negotiation skills For example; routines present the typical patterns of conversation including interaction and information routines. On the other hand, negotiation skills serve as a means for enabling the speaker and listener to make themselves clearly understood. As a result this process is achieved by two aspects which are: management of interaction and turn-taking”. (Foreman, 2003). To conclude to this point, if the student acquires the knowledge require, he/she could produce and interact, getting positive results. In other words, if you learn you apply, if you apply, you produce and if you produce compensations, you are to receive.

(Harmer, 2001)“Stated that when discussing the elements of speaking that are necessary for fluent oral production, it is distinguishes between two aspects –knowledge of “language features” and the ability to process information on the spot, in other words “mental-social processing”. The first aspect language features necessary for spoken production, involves connected speech, expressive devices, lexis and grammar and negotiation language. Mental- social process includes three features, language processing, interacting with others and on- the- spot information processing”.

Summarizing at this point, (Harmer, 2001) approach the speaking from the viewpoint of a skill that involves several elements to be considered during language teaching, as mention

above been sure that production skills and interactive skills, together with appropriate activities can help learners develop the skill effectively. So finally, if the students do not have knowledge at all or no bases it is more difficult to develop the process of learning.

1.3.5 Writing

Writing is the skill that gives and allows more opportunity for language processing. (Harmer, 2001, pág. 11) According to Bygate, “there are four elementary ways of facilitating these aspects that distinguishes; simplifying structures, ellipsis, formulaic expressions and using fillers and hesitations devices”

Writing takes place in a social situation it always reflects a particular purpose so there will always be reasons for writing that are for example; reinforcement, language development, learning styles and write as a skill develop through effective activities and management into the classroom. Moreover, to develop the skill in young learners will depends on other things to do, taking into account, age, level learning styles and interest which depends mostly on the specific reasons teachers have and the needs presented during the process (Harmer, 2001, pág. 112)

When teaching writing, Harmer stated that there are reasons for it. First, because he said that writing give more “thinking time”, than when the learner attempt to spontaneous conversation”.(Pannese & Carlesi, 2007, pág. 438) Second, is important to make distinction between writing- for–writing and writing-for-learning, for example; writing- for-learning is used as a tool to help students practice and work with language they have been studying in order to give reinforcement to students. On the other hand, writing-for-writing, is directed at developing students skills as writers including not just appropriate language use but also text construction, layout, style and effectiveness” .Third, is the purpose set up by the teachers and the pre disposition the students have according to level of interest and

motivation they receive from the teacher and the activities that encourage them to proceed”. (Harmer, 2001).

1.4 GAMES

What are games?

(Elkonin, 1984) “Games are fun activities that promote interaction, thinking, learning and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in physical activity and-or complete mental challenge. Games are also, enjoyable activities with a set of rules in terms against each other as a matter of fact they involve all senses, total attention, and motivation and encourage the spirit of competences while they are activated”. In addition to this point, games are not the only tool to teach and develop skills but it is the natural way through which all human start to lean grow and develop different abilities among each other also a great environment ready to put in practice each thing they learn.

1.4.1. GAMES AND EDUCATION

“The game is a form of behavior that includes both biological dimensions and cultural, it's nice, deliberate, and singular in their temporal parameters qualitatively fictitious and owes its realization to unreality and found that through play man enters the culture and as a vehicle for communication ability of imagination and symbolic representation of reality expands.” (Moreno, 2002)

(Gee, 2003) “Games had acquired major importance when the new education criterion appears in XIX century in the United States, England, France, and German, whose

influences reach us. Although, Rousseau was convinced that the age of a child has a level of maturity that leads to think, act and feel in a peculiar way. Thanks to him it was comprehended freedom and the individualization a learner requires in his-her education, seen game as a media for education, in which the aim of education concerns a spiritual progress, rising freedom as same as obligations and responsibility”.

From a psychological theory, Sigmund Freud defined the game "as a correction of unsatisfying reality. This theory refers to the past, something that the child brings into your consciousness, not what you will receive in the future, since it is not a hobby or an expression of pleasure is vital. However, this correction is also partly related to the future by conducting fictitious desires. What suggests is that children from an early age always try to express themselves freely through play, as vital.”(Calero M. , 2003)

Vygotsky considered the game "as a spontaneous form of cognitive expression through which the child shows his knowledge ... The games all somehow have their rules and symbolize content transmitted socially, they have an address (those social experience you bring to the child). " It feeding back this theory Vygotsky concludes, "the game puts the child above their means, which favors the development of their cognitive and affective potential, reflects and produces cultural schemes, and active mental representation and anticipation of results.” (Montiel, 2008) This is very true, because is something natural.

For Piaget, games constitute the initial way of capacities and reinforce the development of them. Games being a type of activity that learner develops and the learner is the object of education process, it should be consider as an element that pedagogy can make use of them, in benefit of formation in the classroom. Moreover, (Morris & Mort, 1990) says that games are highly effective way to teach and review any topic in class, as they strengthen language skills, develop social skills and good relationships. More to the point, according to (Gee, 2003) games serves as an excellent communicative activity, so the aim of all language games is for students to use the language.

To conclude I agree with Piaget, Vygotsky who focuses on the importance of what the child know, and the way they can develop their knowledge taking into account what helps and what does not.

1.4.2. METHODS

Various methods help on the process of teaching. In which there is to consider which is better according to the process of teaching nowadays. When teaching a foreign language in this case to develop skills, it is always important to focus on having the learner expose to the language and giving opportunities to discover and for learning at the same time.

(Gomez, 2008) “There are a variety of teaching methods that coincide with an active learning pedagogy. To understand what encompasses active learning, it is important to realize that it can be define in many ways. For example; one way active learning can be define is, an effort to make learning authentic”, (Schickedanz, 2009) additionally it refers to techniques where students do more than simply listen to a lecture; instead they are doing something including discovering, processing and applying new information.

The direct method is the main representative of this methodology, was Maximilian Berlitz who founded his first language school in USA in 1878. In general, terms his theory emphasized the practice of oral language, eliminating translation and grammar explanations (at least at the beginning of the courses); until the mid-twentieth century the influence of this method became the most important known, reaching speaks of revolution in the teaching of languages. (Gomez, 2008)

The communicative approach emphasizes the horizontal transmission of knowledge, emphasizing the interaction between the student and the teacher and the use of authentic

and modern technologies; the main objective of this method is that students can communicate in the language they are learning. According to Sánchez is a mistake to regard this method as focused solely on oral skills (Gomez, 2008)

(Marzano, 2010) Unlike the traditional method of learning and teaching (CLT) approach, learners are required to take part in a number of meaningful activities with different tasks. As (Harmer, 2001) refers to this approach as a way that can enable learners to manage their vocabulary meaning and develop their communicative skills at the same time. In fact, many experts of language teaching methodology agree that playing games is a good way to learn.

Playing games lead to know how to strategize, to consider alternatives, and to think flexibly (Gomez, 2008) about using games to teach, practice and reinforce a foreign language on the one hand. On the other hand, it provides a constructivist classroom environment, in which students and their learning are central. Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory and physical activity as extensive cognitive processing”. As (Foreman, 2003, pág. 16) “stated that students draw their own meaning from these experiences while learning from their mistakes and also from each other”. Here arose and support Vygotsky theory about working and learning in a social context.

Adding, the communicative and direct method in this case which is to develop productive skills, are the appropriate methods that conduct teachers and students to the target when there is an intention to work effectively and get positive results to what is planted. Each method focuses on a target with the purpose among having students to get an authentic learning by been expose and encourage to try.

1.4.3 Benefits of using games according to Chen-I-Jung

Games:

- “Promote communicative competences
- Create a meaningful context for language use
- Increase learning motivation
- Reduce learning anxiety
- Integrate various language skills
- Encourage creative and spontaneous use of language
- Construct a cooperative learning environment and
- Foster participatory attitudes of the students”.(Foreman, 2003)

These evidences support the idea of the effectiveness of games in which learning as a whole, help in an effective way the process of development of skills”.(Foreman, 2003)

1.4.4 Description of the Types of games used

- **Fishing words (speaking)**

(Rixon, 1999) is an activity that includes whole body movement. Here the students are asking to be in a row, where they are to listen to the teacher instruction.

The activity is based on hanging some words base of the vocabulary already learned, the students who first reach and pick a word will use the word in complete sentence, giving his-her group the opportunity to continue with the negative, interrogative form concluding with short answers positive and negative”. (Rixon, 1999)

Panel questions (speaking)

In this activity, the students put in practice the vocabulary already learned plus Wh questions. Here they have to work in group preparing the questions for the panel.

The students also will practice before they start the activity, here they do not have any button, they sit on their chair, as they listen to the questions, they hit the chair with their hand and so get the chance to answer, if is incorrect, the other group has the chance to answer and take the point” (Rixon, 1999) this activity requires whole concentration and preparation, been active, attentive and ready to answer as same to be competitive.

- **Run and write (writing)**

This activity enables students to put in practice the correct writing form of the words they learned. Here, they also are in teams- two rows, students must get prepared to listen to words run to the board and write the word correctly; the one that writes it correctly will take the point.(Schickedanz, 2009) it includes whole body action applying knowledge.

- **Jigsaw words using verb have at the end.**

This activity is in-group also; the students must form the words in a period in order to give their partners chance to play. They have to form the word, run and stick it on the board. The group who finish first will have the point. Finally, they will walk in front and say the word they have.(Gomez, 2008) Also is a group work through which the students activate learning, enjoy while they are playing and compete at the same time.

- **Find someone who (speaking- writing)**

Using adverbs and expressions of frequency

Here the students are given an example by the teacher, providing some questions in order to get information about a partner of different situation. After they get information they will say it in front of the class. The goal is that the students can get information as fast as they can and try to say it without reading. Prior practice will be done for this activity”(Gomez, 2008) also the activity leads to be attentive, concentrate and ready to talk.

- **Baseball game (writing process present simple)**

(Harmer, 2001) As a baseball match, the students will be positioned on the field, the other players on home plate will have pen and paper ready to run to the three bases to get information already given to the players in field, they must write as fast as they can and try to get at least half of the information in 3 minutes. This activity, get students to be more attentive and ready to give and answer as same as the point for the team if they answer correctly, it connects the group it leads to cooperation and to be competitive.

- **Jump rope (saying, running and writing)**

In this activity the student will start jumping for fifty seconds pronouncing 10 words from the vocabulary, a partner from the group will be standing beside to listen to the words, then run to the partner that is standing near the board ready to write all the words her partner memorize.(Foreman, 2003) This activity is liked by most of the students, it is a kind of difficult to jump and talk at the same time but it is really enjoyable and distressing.

- **Describe your partner (speaking activity)**

Here the students will have a previous preparation by following the model provided by the teacher putting in practice vocabulary, regular verbs, present simple structure etc. Here each must prepare at least 3 participants so they can make the descriptions of each in a period of time, the group that have fewer mistakes than the other, and who do it in correct timing will be the winner (Foreman, 2003) this activity, helps students to be free and put in practice the speaking skills, while describe they partners using all or part of what the learned.

- **Empty balloons (writing and speaking)**

(Foreman, 2003) The lady eraser has erased all of the text from the balloons. Can you complete the history with the vocabulary you already know according to the situation? Here the students are to fill in the balloons with sentences, phrases according to the situation to complete the information. The teacher will provide some example of words phrases to help on building ideas, is their challenge to use them correctly so it makes sense. Here the students are going to be able to put in practice all the vocabulary they learned as they develop group work helping each other, enjoying without worrying about mistakes or shames.

- **Salad Song**

Here the students will have a sheet of paper with the letter of a song unscramble, they will have two minutes to order the song. Once they finish the will get started to sing it in front of the class (Foreman, 2003), this activity student get to work together developing group work as they interact at the same time and demonstrate their abilities as they enjoy at the same time.

1.4.6 JUSTIFICATION

When students face difficulties attempting to speak English, they feel inhibited with activities that involved oral interaction mainly because they were afraid of criticism and jokes about what they do and how. As was mentioned before, it is necessary that all aspects must be taken into account and try to use correct activities and apply strategies that make the process engaging and interesting that elicit students' participation and means for learning. Furthermore, when the process turns a kind of tense, students become preferable to concentrate on writing skills much more than speaking, but all four skills, speaking and writing take an important place that gives reasons for a better development in everything. In fact, focusing on the importance and necessity to improve is also necessary to do the best and facilitate the learning process.

For this reason, games are taken into account in order to help in the process of development of productive skills giving learners freedom and the opportunity to learn without focusing or worrying about mistakes. Also, because games engage students, develop friendship, lead to cooperation, and help for social interaction. Actually, learning this way helps to be less shy and have more confidence. Moreover, it would help teachers, to reinforce weakness and support areas where difficulties are, making use of them.

2. METHODOLOGY

2.1. PARTICIPANTS

The participants in this project are the students from the 10th basic year from the Educational Institution Rioverde in Rioverde. The classroom compresses twenty-five students, between male and female this is, 10 males and 15 females who ages are between 12 and 15. They were preparing to answer the survey develop for them in order to get information about a different way for learning English in and out the classroom in this case using games.

2.1.2 TYPES OF INVESTIGATION

This investigation was based on analysis and application. First, it was necessary to identify weakness and strengthens from the students on their process of learning. This made possible to apply the correct activities-games in order to help and facilitate what was planned to improve their learning process in a different and interactive way. Second, get to know likes and dislikes about the subject and third, get to know their opinion about applying games as a method in order to learn the language in a different and interactive way.

2.1.3 INSTRUMENTS AND DATA COLLECTION

For the study, nine lesson plans were developed in order to carry out the job to apply them plus 10 games chosen for the process with the student's form 10th basic year at the Educational Institution Rioverde". The purpose is to help change in some way the learning process of the students with the language and help on the development of their productive skills with the application of them. The lesson plans were developed using vocabulary of

food, in the majority of the activities, adverbs and expressions of frequency, questions words and regular verbs. In fact, 10 games were included for the process in a period of time of a month with 20 hours classes five per week.

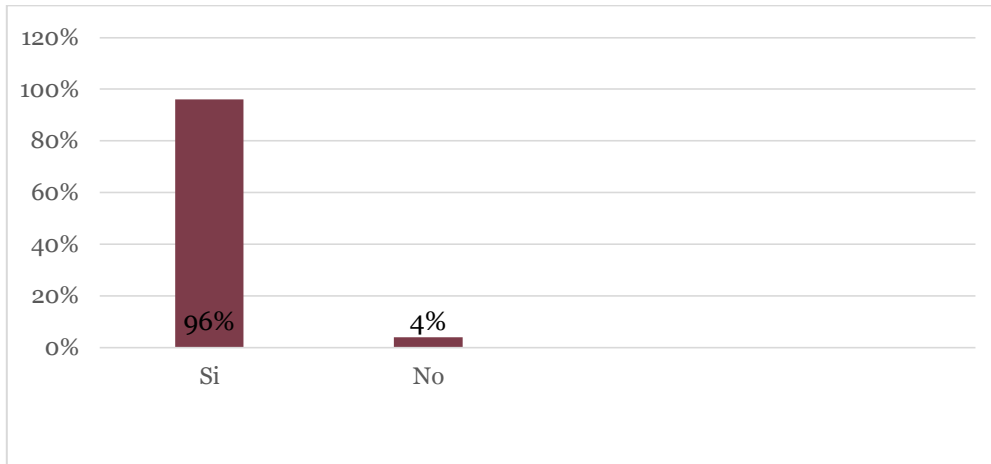
In order to collect information from teachers and students a survey with questions were given to the students based on multiple choices and it was also presented in Spanish to learners, it facilitated them to understand and chose a correct answer according to their needs, and help to make connection and support the objectives planted. An interview of 10 questions were made to 3 teachers in order to know what strategies they use, if they planned different things for their classes, to know how interactive are their classes and get their opinion of how positive games can be or help on their daily teaching-process. It is also important to state that the objectives were stated above the survey and interview in English and Spanish to avoid misunderstanding and facilitate correct information. Therefore, to get a complete idea of the amount of matching answers the results were quantified and analyze.

To complete the information is important to establish that, all of the information, bibliography, was obtained from internet, books, and articles in Spanish and English.

Question # 1

¿Te gusta el Idioma Inglés?

GRAPHIC 1



SOURCE: survey for students

RESEARCHER: Yeilly Wilson

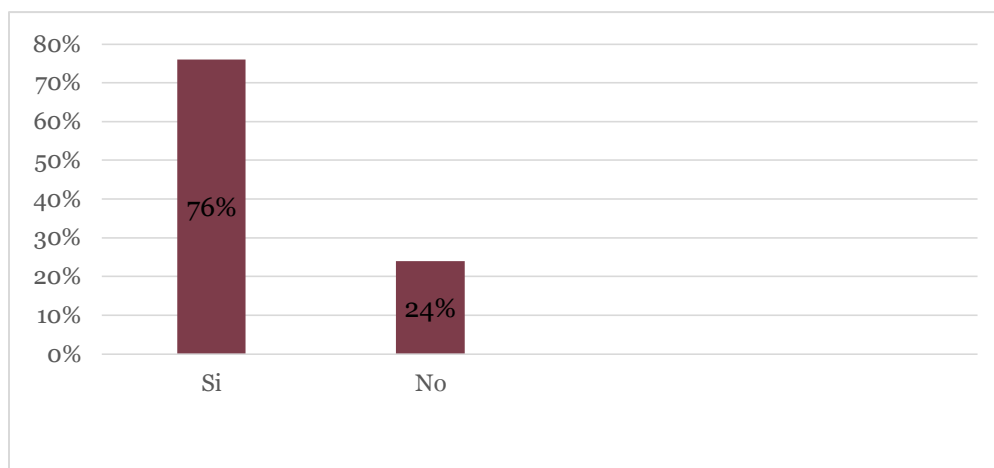
INTERPRETATION

According to the result in question number 1, the 96% of the students like English, and the 4% of the rest of them do not like. This 4 % of the students is because they are not so likely and interesting on learning the language. Meanwhile the 96% like it, as they answered in the survey.

Question # 2

¿Te Gustaría Aprender el Idioma Inglés de manera diferente?

GRAPHIC 2



SOURCE: Survey for students

RESEARCHER: Yeilly Wilson

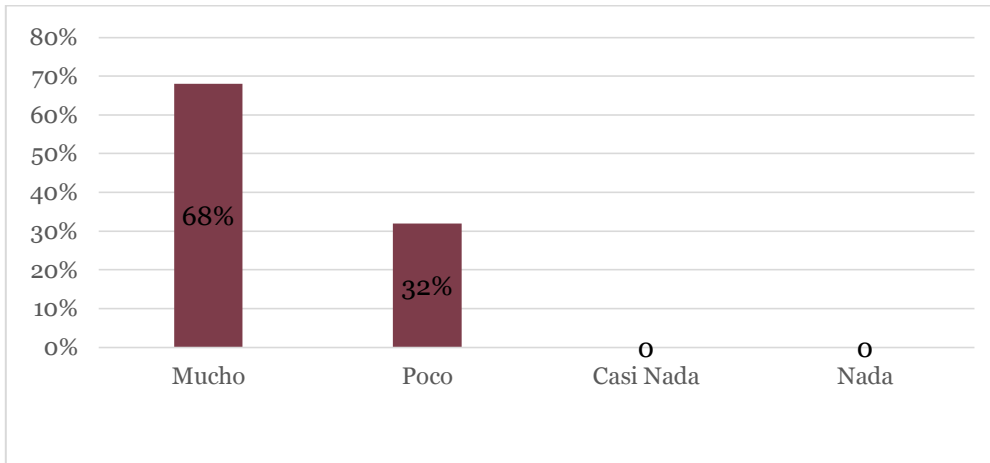
INTERPRETATION

According to the results the second bar shows that 76% of the students would like to learn English in a different way, while the 24% of them prefer to continue learning the way they have been exposed from the beginning, this is because during the survey they express that their classes most of the time become no interesting at all, and the only thing they do, is sit and work in their book and this make them lose interest on what they are learning. Meanwhile, the other percentage of the learners would like to experiment different activities or ways to acquire the language and enjoy it while they are expose.

Question # 3

¿Entiendes las explicaciones de tu profesor (a)?

GRAPHIC 3



SOURCE: survey to students

RESEARCHER: Yeilly Wilson

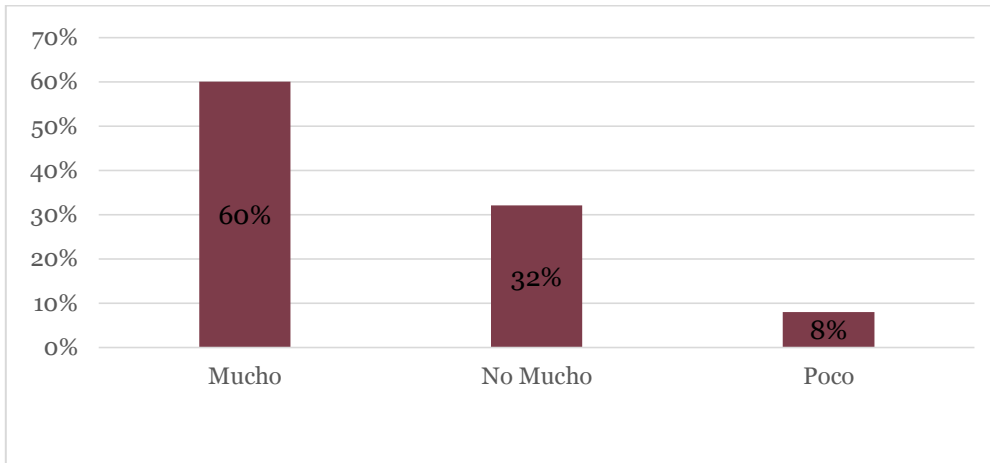
INTERPRETATION

According to the results, this graphic show that 68% of the students understand the teacher explanation, while the 32% do not understand at all they prefer to receive their classes in Spanish. At this point, the student express also, that the teacher they had before help them a lot at least to learn basics things, while the others did not have the opportunity to learn basics or better say nothing, so that is why they face difficulties during the process which force the teacher to carry out the classes most of the time in Spanish, with the purpose to continue and try not fail during the process of teaching.

Question # 4

¿Te gusta cómo se imparten las clases de inglés en el aula?

GRAPHIC 4



SOURCE: survey to students

RESEARCHER: Yeilly Wilson

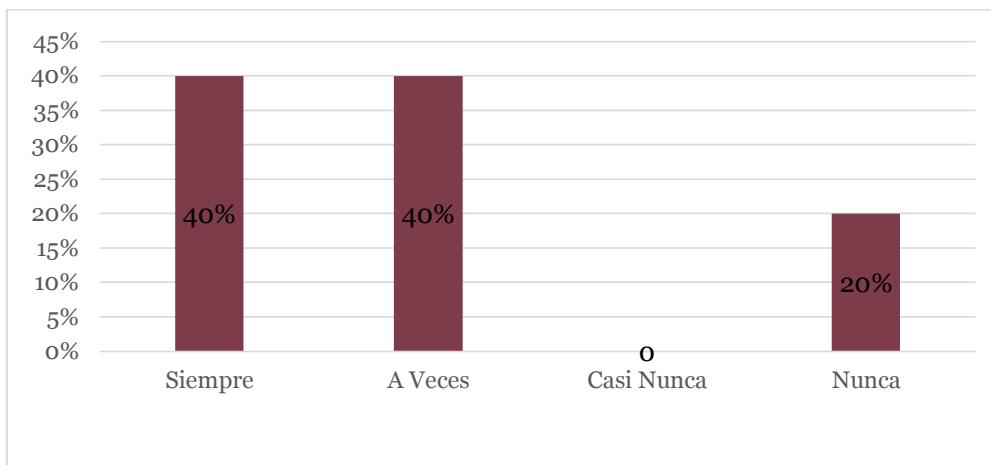
INTERPRETATION

The result in question 4 determine that 60% of the students like a lot the way classes are develop in classroom, the 32 % said that they do not like much, and the 8% consider only a little of understanding, it is because they say that the teacher sometimes make lesson a kind of boring and does not engage them with different activities. Also, that some of the activities contain words they do not know which make it much more difficult for them to understand and work in class or at home.

Question # 5

¿Utiliza tu profesor (a) materiales didácticos extras para las clases de inglés?

GRAPHIC 5



SOURCE: student's survey

RESEARCHER: Yeilly Wilson

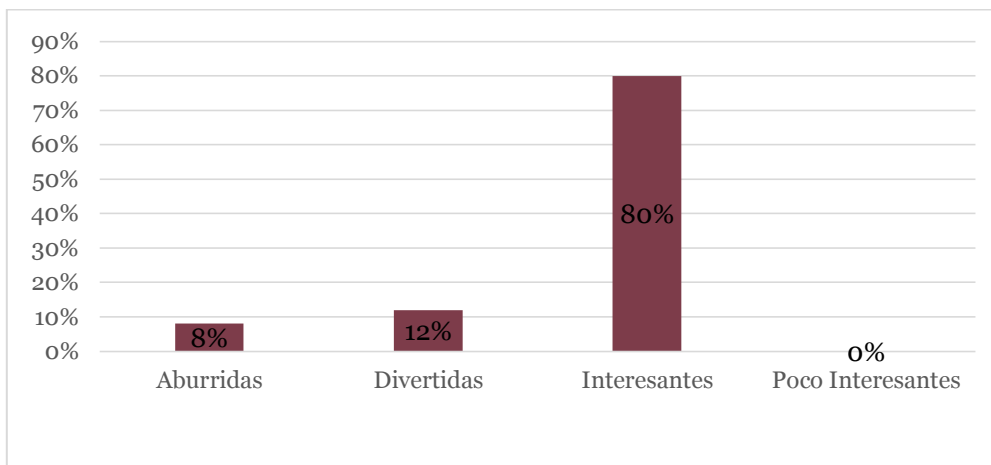
INTERPRETATION

According to the result graphic 4 states the 40% of students consider that the teacher always uses didactic materials for classes, while the 40% said sometimes and the 20% of them said that she never uses. This is a kind of confusing maybe she does or maybe not, what is more that she may not have idea to use them and when to use them. For this question I conclude that if there were a kind of planning according to the topic there will be a previous preparation and security of what will be taught in class.

Question # 6

¿Cómo son las clases de inglés en el aula?

GRAPHIC 6



SOURCE: Survey to students

RESEARCHER: Yeilly Wilson

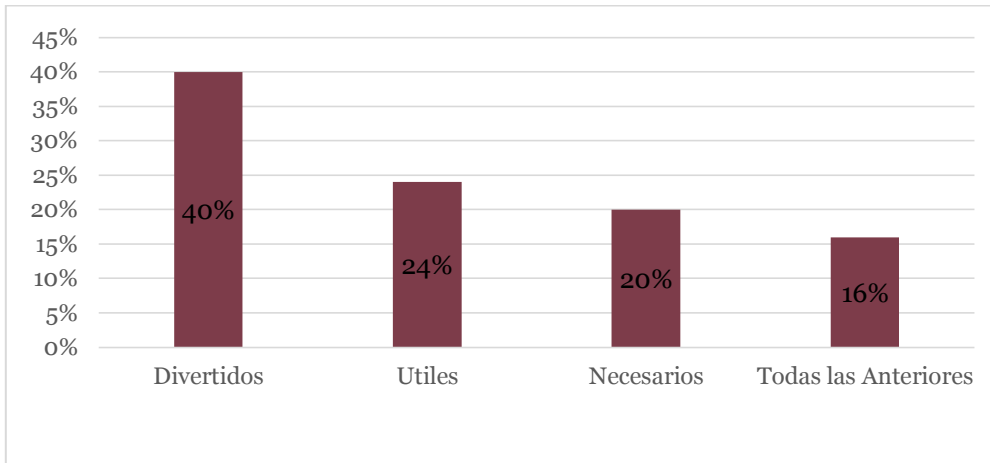
INTERPRETATION

According to the result in question 6, the 80% of students consider that English classes are interesting; the 12% enjoyable and the 8% consider them boring. The majority of the students consider that, their classes are interesting; according to their answers, they had moments in which their classes become enjoyable because of extra activities in focus on learning about a topic that caught their attention.

Question # 7

¿Qué opinas sobre la utilización de juegos para el proceso del aprendizaje? Opinas que son;

GRAPHIC 7



SOURCE: survey for students

RESEARCHER :Yeilly Wilson

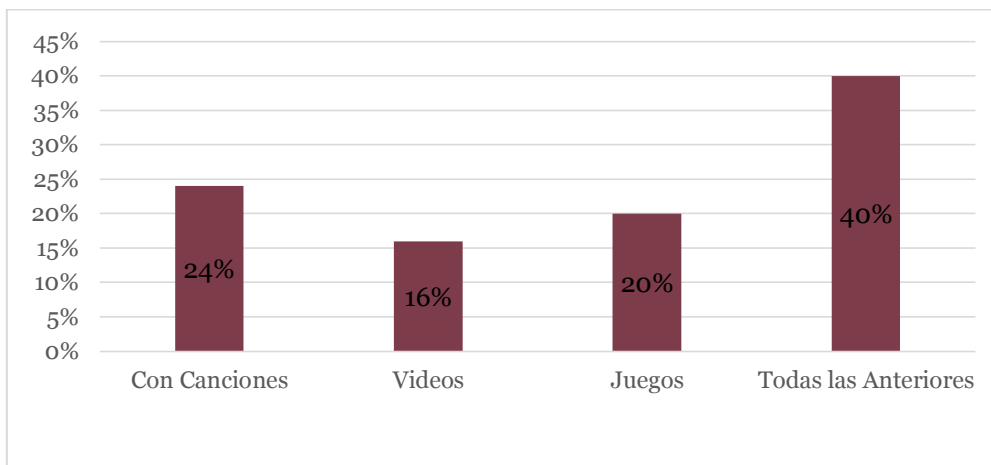
INTERPRETATION

According to the result in graphic 7 the 40% of students consider it enjoyable, 24 % useful, 20% necessary, 16% all of them. It concludes that with these answers, the students are asking for something that makes more interesting and important the way they are learning the language into the classroom, but not only interesting, also meaningful to them so they can take advantage of what they are learning.

Question # 8

¿Cómo te gustaría que se impartieran las clases de inglés en el aula?

GRAPHIC 8



SOURCE:

RESEARCHER:

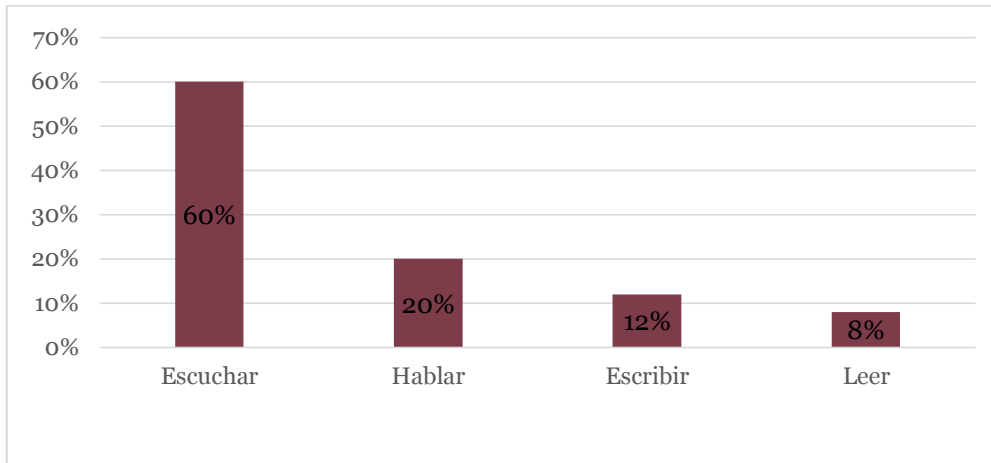
INTERPRETATION

According to the result in question 8, the 20% of students consider that classes should be taught with games, 16% with videos, 24% with songs and the 40% with all of them. In conclusion, it is urgent for them to be active and face something different in and out the classroom so all of them could be engage and learn at the same time.

Question # 9

¿Qué destreza te gusta más cuando recibes las clases de inglés?

GRAPHIC 9



SOURCE: Survey For students

RESEARCHER: Yeilly Wilson

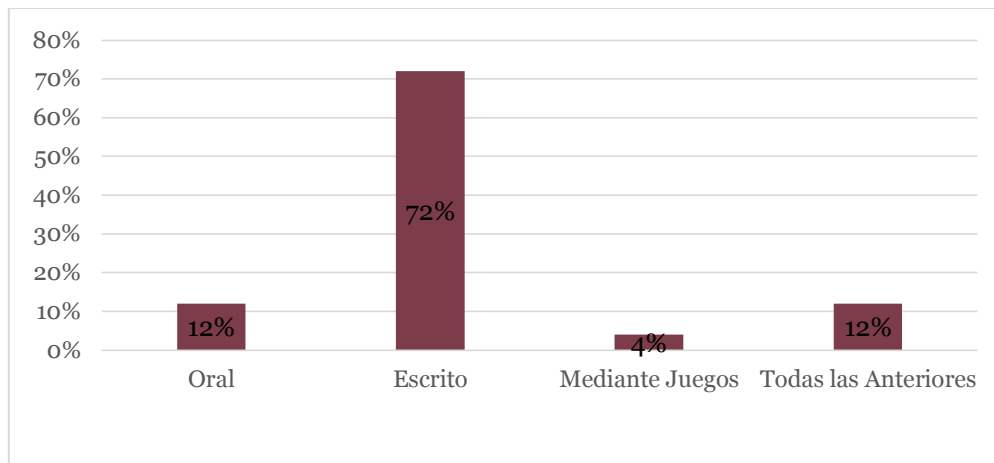
INTERPRETATION

According to the result in graphic, nine determines that 60% of students like to develop listening, 20% speaking, 12% writing, 6% reading. At this point, it is consider that their level on the different skills are not develop, but it does not minor the teachers' job with the students, because of the result of different skills even with a low percentage the students are still interest on learning and improving their skills.

Question # 10

¿Cómo te gustaría ser evaluado al momento de rendir una prueba de inglés?

GRAPHIC 10



SOURCE: survey for students

RESEARCHER: Yeilly Wilson

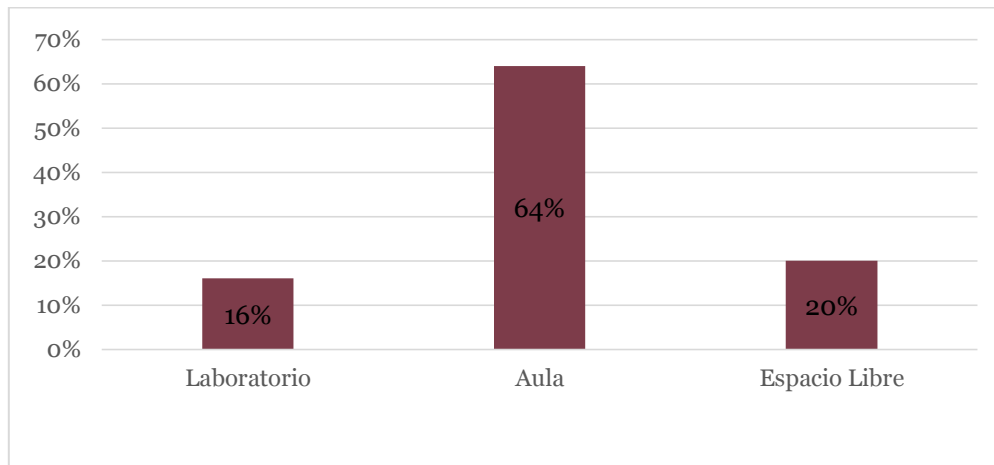
INTERPRETATION

According to the result in graphic 10, the 12% of students said they would like to be evaluated orally, 72% by writing, 4% through games 12% all of them, it determines that these answers will change and be better if the strategies change and student get activate in a 100% for learning. Skills should try to be developing in a uniform way but if there is no planning, previous preparation, and selection of activities for the skill to develop and improve according to the topic, things will not function as is expected.

Question # 11

¿De acuerdo al espacio físico del plantel dónde te gustaría recibir las clases de inglés?

GRAPHIC 11



SOURCE: survey for students

RESEARCHER: Yeilly Wilson

INTERPRETATION

According to the result in graphic 11, the 16% of students consider that the lab will be better for learning during the classes; the 64% prefer the classroom and the 20% said in a free space. As matter of fact, taking into account the answers before and the antecedents that involves everything mention above, learners are wondering to experiment their process of learning using the different places the institution has with, but the problem is that the institution does not facilitate the lab for this. First, because there are not sufficient computers most of them are in bad conditions and second, they are only used by the students from the afternoon classes to avoid damage according to what the authorities said, so this limit a lot to learn using that space.

DISCUSSION

The experience during the process of teaching students applying games was not so easy nor impossible, it takes some time to reach to a goal and decide what to do and how to do it. More to the point, the learners background made the process a kind of difficult at the beginning and during it also, because the institution where the classes were given, receive students from different places of the area, some of them who had been expose to the language in somehow, and others that did not. Besides, I can say that, this was not a big obstacle to me because the cooperation the students from the 10th basic year offered me during the experience of teaching using a different way for it was a wonderful experience.

Why it was wonderful? Because, I learnt much more about the different things that can be face as a teacher into the classroom, but much more it face me to the challenge to get through it been prepared, not to be surprise and fall into the plan of improvising which is an enemy for every teacher. This is that there are students who observe a lot and fall into account that the teacher was not prepare, or what is worse she /he does not know anything or is trying to demonstrate something that was not in plan. Meanwhile, I can say that there is nothing a teacher cannot do, if there is no planning, preparation and faith in what is going to be taught and get through.

Finally, recognize that we cannot just stand in front of the class and pretend that we know everything, most of the time we learn things that we taught, we know, but the most important thing for me was to teach them with values, focusing on the importance of working together supporting each other and respecting decisions and opinions making the process much more comprehensible and nicer to work while learning.

CONCLUSIONS

- Games focuses to be the best an important tool to work with young learners if they are apply correctly.
- The uses of games reduce anxiety and lead to work in-group.
- Games work better because they help learners develop in a free way as they act and produce at the same time demonstrating a positive attitude leaving fears and shames behind.
- Planning is the tool and the best guide for a teacher to develop a class and activities.

RECOMMENDATIONS

- Take advantages of all the spaces in order to create different opportunities for learning and skills development.
- As games include movement, noise because of the level and types, never lose control of the class.
- Listen to the learners; take into account their opinions remembering that is a group work, which will help on a good planning for a good development of skills.
- Teachers should always be aware with planning before facing any situation to have support and to succeed in every objective.

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Annexes

ANNEXES # 1: Lesson Plan # 1

Target: 10 grade “A” Institution: Unidad Educativa Rioverde

Number of students: 25

Time: 2 period classes

Teacher: Yeilly Wilson

School year: 2015 -2016

Topic: Do you have any pizza dough.

Objective: To have students learn the vocabulary of the unit, in order to practice pronunciation and the ability to learn fast through repetition.

Importance of lesson; it will let students develop the communicative skills (listening, reading, speaking and writing), using English as a tool for social interaction and personal expressions.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
Have students to acquire vocabulary, pronunciation, meaning and writing form.	Do you have any pizza dough?	First; Listening, and repeating the words. then; repeat slow and fast from row to row after that, repetition whole group English and Spanish	2 period classes
LIST OF RESOURCES	students book, food image base on the vocabulary,	Finally; game application, flash card with food for various meal to classify	

		according to the category in groups.	
ASSESSMENT	Through oral practice, repetition and using images to recognize and say the word, so it can be achieve.		

ANNEXES # 2: Lesson Plan # 2

Target: 10th Grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 25

Time: 1hour

Teacher: Yeilly Wilson

School year: 2015 -2016

Topic: Foods for various meals.

Target: students will be able to make use of the vocabulary correctly, identifying and discussing options for meals while they develop the activities.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
Have students to put in practice the vocabulary already learnt in different activities in pairs and groups.	Do you have any pizza dough Foods for various meals. categories: breakfast, lunch-dinner, snacks and dessert	First; feedback of the vocabulary then; explain the mechanics of the game and activity to develop in pairs and group after that, put in practice what is plan and have students working in class	1 period class
		Finally; game application, listen run and write, Word jigsaw form and say the word group work.	
LIST OF RESOURCES	Students book, pictures, markers,		
	Through oral-writing practice during the process.		

ASSESSMENT			
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ANNEXES # 3: Lesson Plan # 3

Target: 10th grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 2five

Time: 1 period class

Teacher: Yeilly Wilson

School year: 201 -2016

Topic: Do you have any pizza dough “guessing and debating”

Importance of lesson; the students are going to make use of the knowledge about the topic learnt, developing speaking and listening skills.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
Have students to put in practice the vocabulary already learnt in different activities in pairs and groups.	Do you have any pizza dough Foods for various meals. <u>categories:</u> breakfast, lunch-dinner, snacks and dessert	First; feedback of the vocabulary and information provided last class for the activity. Then; explain the mechanics of the game and activity to develop in group. After that, divide the groups and let them position on their chair to start the activity	1 period class
		Finally; game application,	

		panel questions taking turns to answer as fast as possible with previous preparation	
LIST OF RESOURCES	List of questions,		
ASSESSMENT	Through oral practice, checking progress.		

ANNEXES # 4: Lesson Plan # 4

Target: 10th grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 2five

Time: 2-hours

Teacher: Yeilly Wilson

School year: 201 -2016

Topic: “Reinforcing knowledge already acquired”

Importance of lesson; is to give students the opportunity to develop their skill of the acquired knowledge.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
<p>To have students making good use of the speaking-writing process. Using grammar structure by fishing words and structuring them in affirmative, negative interrogative in a period of time.</p>	<p>Do you have any pizza dough Foods for various meals. categories: breakfast, lunch-dinner, snacks and dessert</p>	<p>First; feedback reinforcing pronunciation and grammar structures in affirmative, negative, interrogative, short answer. Then; explain the mechanics of the game and activity to develop in group. After that, divide the groups and start the activity also in a period of time.</p>	<p>2period classes</p>
		<p>Finally; game application,</p>	

		Fishing words and structuring sentences orally and writing.	
LIST OF RESOURCES	List of questions,		
ASSESSMENT	Through oral practice, checking progress.		

ANNEXES # 5: Lesson Plan # 5

Target: 10th grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 2five

Time: 1-hour

Teacher: Yeilly Wilson

School year: 201 -2016

Topic: present simple

Importance of lesson; is to help the students on the correct use of the rules for third person singular focusing on pronunciation and correct writing of it.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
To have students apply writing skill on the field playing baseball. Using regular verbs.	Regular verbs Third person singular	<p>First; feedback on the information provided last class for the activity and the correct use of the rule for 3rd person singular.</p> <p>Then; explain the mechanics of the game and activity to develop in group on the field.</p> <p>After that, divide the groups and let them position on the field to start the activity.</p>	1 period class
		<p>Finally; game application, Baseball focuses on writing skill running to each base</p>	

		getting the information in a period of time.	
LIST OF RESOURCES	pen, pencil, sheet of paper		
ASSESSMENT	Through writing practice, checking progress.		

ANNEXES # 6: Lesson Plan # 6

Target: 10th grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 2five

Time: 2-hour

Teacher: Yeilly Wilson

School year: 2015 -2016

Topic: reinforcing skills (reading, speaking)

Importance of lesson; is to strengthen students’ abilities and skills to lose fears and shames.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
To have students unscrambling the lyrics of a song in a period of time of 3 minutes in group and then sing.	Salad song	<p>First; feedback on the examples of song provided last class checking order, and rhythm of them.</p> <p>Then; explain the mechanics of the game and activity to develop in group.</p> <p>After that, divide the groups’ state the time so they can start the activity.</p>	1 period class
		Finally; game application, in the classroom.	

		salad song, unscramble and sing	
LIST OF RESOURCES	Sheet of paper with unscramble lyrics songs.		
ASSESSMENT	Through oral practice.		

Teacher: Yeilly Wilson

ANNEXES # 7: Lesson Plan # 7

Target: 10th grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 2five

Time: 1-hour

Teacher: Yeilly Wilson

School year: 201 -2016

Topic: feedback and reinforcing skills (speaking)

Importance of lesson; is to help students to read, analyze and concrete completing information in a period of time making use of information and practices done before.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
Here the students are going to put in practice all the vocabulary acquire before in other classes, it means basic words and phrases. In order to complete a story	Empty balloons	<p>First; feedback of the vocabulary already learned in other classes</p> <p>Then; explain the mechanics of the game and activity to develop in group.</p> <p>After that, divide the groups and provide examples of more words and phrases that can help on the process of completing information.</p>	1 period class
		<p>Finally; game application, Empty Balloons to complete information in groups in five</p>	

		minutes, then presentation of balloons story.	
LIST OF RESOURCES	list of words , phrases, worksheet with empty balloons for each group		
ASSESSMENT	Through oral and writing practice, checking progress.		

ANNEXES # 8: Lesson Plan # 8

Target: 10th grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 2five

Time: 2-hour

Teacher: Yeilly Wilson

School year: 201 -2016

Topic: adverbs and expression of frequency

Importance of lesson; is for students to be able to use and write adverbs and expression of F. while they are filling information while they are developing skills.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
To have students put in practice the productive skills. By interviewing a partner getting information and then presented to the class in pairs.	<p>Find someone who (speaking-writing</p> <p>Using adverbs and expressions of frequency</p>	<p>First; give a model and explanation for the procedure of the activity to be done among the correct use of adverbs and expressions of F.</p> <p>After that, divide the Ss' in pairs and give them the timing for the activity, in order to get correct information and correct writing structure and pronunciation also.</p>	2period classes
		<p>Finally; game application,</p> <p>Find someone who... taking turns to ask and fill in information as fast</p>	

		as possible applying previous knowledge and preparation.	
LIST OF RESOURCES	Worksheet and questions to make during the activity.		
ASSESSMENT	Through oral-writing practice, checking progress.		

ANNEXES # 9: Lesson Plan # 9

Target: 10th grade “A”

Institution: Unidad Educativa Rioverde

Number of students: 2five

Time: 2-hour

Teacher: Yeilly Wilson

School year: 201 -2016

Topic: simple present using regular verbs.

Importance of lesson; is for students to be able to make descriptions developing speaking skills and reinforcing grammar.

SPECIFIC OBJECTIVE	CONTENTS	LEARNING ACTIVITIES	TIME
To have students put in practice the speaking skill by making a description putting in practice basic words learned, and the simple present with regular verbs	Describe your partner (speaking activity)	First; model and explanation for the activity. Then; practice the speaking skill in class and the correct structure of sentences and correct application conjugations of verbs.	2period classes
		after that: develop practice to check achievement of the process of the Ss.	
LIST OF RESOURCES	regular verbs	finally; making the description in next class	
ASSESSMENT	Through oral- writing practice, checking progress.		



ANNEXES # 10: Encuesta aplicada a Estudiantes y entrevista a los profesores



Pontificia Universidad Católica del Ecuador Sede Esmeraldas

Encuesta

Objetivo: El objetivo de esta encuesta es obtener información necesaria sobre el proceso de aprendizaje de los alumnos de 10mo Año Básico con relación a la asignatura de Lengua Extranjera en la “Unidad Educativa Rioverde”, saber lo que les gusta y lo que no de la materia y si les gustaría aprender de una manera divertida.

❁ Lea cuidadosamente las siguientes preguntas. Luego encierre la opción que elija.

1. **¿Te gusta el idioma inglés?**
 - a) Si
 - b) No
2. **¿Te gustaría aprender el idioma inglés de manera diferente?**
 - a) Si
 - b) No
3. **¿Entiendes las explicaciones de tu profesor/(a)?**
 - a) Mucho
 - b) Poco
 - c) Casi nada
 - d) Nada
4. **¿Te gusta cómo se imparten las clases de inglés en el aula?**
 - a) Mucho
 - b) No mucho
 - c) Poco
5. **¿Utiliza tu profesor (a) materiales didácticos extras para las clases de inglés?**
 - a) Siempre
 - b) A veces
 - c) Casi nunca
 - d) Nunca
6. **¿Cómo son las clases de inglés en el aula?**
 - a) Aburridas
 - b) Divertidas

- c) Interesantes
- d) Poco interesantes

7. ¿Qué opinas sobre la utilización de juegos para el proceso del aprendizaje? Son:

- a) Divertidos
- b) Útiles
- c) Necesarios
- d) Todas las anteriores

8. ¿Cómo te gustaría que se impartieran las clases de inglés en el aula?

- a) Con canciones
- b) Videos
- c) Juegos
- d) Todas las anteriores

9. ¿Qué destreza te gusta más cuando recibes las clases de inglés?

- a) Escuchar
- b) Hablar
- c) Escribir
- d) Leer

10. ¿Cómo te gustaría ser evaluado al momento de rendir una prueba de inglés?

- a) Oral
- b) Escrito
- c) Mediante juegos
- d) Todas las anteriores

11. De acuerdo al espacio físico del plantel ¿Dónde te gustaría recibir las clases de inglés?

- a) Laboratorio
- b) Aula
- c) Espacio libre



Survey

- The objective of this survey is to get information about the English learning process with students from the 10th basic year at “Unidad Educativa Rioverde”, in order to check weakness- strengthens likes and dislikes related to the language and the idea to learn in an interactive way.

- Read the following questions carefully. Then circle an answer for each question.

1. Do you like English?

- c) yes
- d) No

2. Would you like to learn English in a different way?

- c) yes
- d) No

3. Do you understand your teacher explanations?

- e) A lot
- f) A little
- g) Hardly nothing
- h) Nothing

4. Do you like the way English classes are given into the classroom?

- d) A lot
- e) Not much
- f) A little

5. Do your teacher uses extra didactic material for the English classes?

- e) always
- f) sometimes
- g) rarely
- h) Never

6. How are the English classes into the classroom?

- e) Boring
- f) Funny
- g) Interesting
- h) Less interesting

7. What do you think about the use of games for the process of learning? They are:

- e) funny
- f) Useful
- g) Necessary
- h) All of them

8. How would you like the English classes to be given into the classroom?

- e) Using songs
- f) Videos
- g) Games
- h) All of them

9. Which of the following skills do you like more when you receive English classes?

- e) Listening
- f) Speaking
- g) Writing
- h) Reading

10. How would you like to be evaluated when you have an English test?

- e) Orally
- f) Written
- g) By games
- h) All of them

11. According to physical space of the Institution, where would you prefer to receive classes?

- d) In the lab
- e) In the classroom
- f) In a free space



Pontifical Catholic University of Ecuador in Esmeraldas Interview “TEACHER”



Objective: To know about the problems the Teacher faces with the students during the process of teaching learning. Also determines which methodology and techniques He- She applies into the classroom in order to check and analyze if they help or not in the process.

1. Do you like teaching English?
2. What difficulties do you face when you have to plan lessons?
3. Do you use warm-ups before initiating each class?
4. Do you use extra didactic materials four your classes?
5. What type of techniques do you use for the development of students skills into the classroom?
6. According to your teaching process, do you think students learn better been static or having them in movement?
7. Do you give feedback after each class or lesson?
8. Do you motivate your students for an effort, participation after any activity they develop and carry out?
9. How do you evaluate your students in the classroom?
10. What do you think about games to apply into the classroom for the teaching-learning process? Will it help students on their process of learning English?

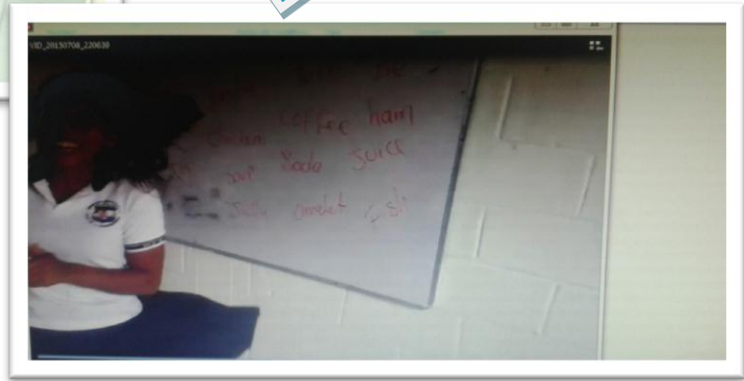
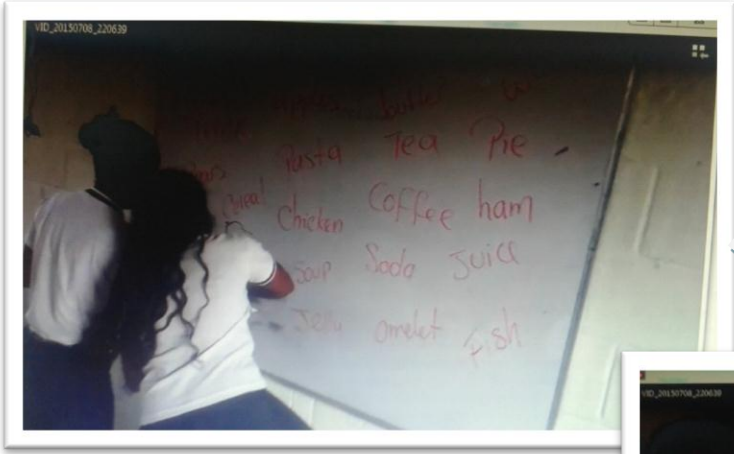
ANNEXES # 11: Photos

Learning vocabulary and pronunciation



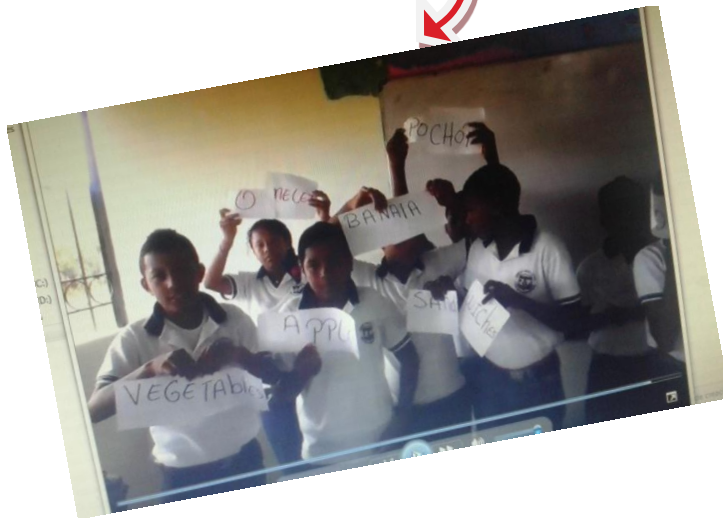
Fishing words Activity # 1





Activity #2 Jigsaw words





Panel questions (previous preparation)

