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THESIS REPORT:**

THE USE OF GAMIFICATION TO ACTIVATE ENGLISH LANGUAGE
LEARNING IN FOURTH LEVEL CHILDREN OF MARÍA AUXILIADORA
SCHOOL, ESMERALDAS 2018

TESIS DE GRADO:

EL USO DE LA GAMIFICACIÓN PARA ACTIVAR EL APRENDIZAJE DEL
IDIOMA INGLÉS EN LOS NIÑOS DE 4TO NIVEL EN LA INSTITUCIÓN
EDUCATIVA MARÍA AUXILIADORA, ESMERALDAS 2018

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STATEMENT BY THE AUTHOR

I, Maria Del Carmen Gamboa Camacho, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE.”

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ABSTRACT

In order to analyze the use of games to activate the learning process in children from the fourth level in Maria Auxiliadora school, a quantitative qualitative and descriptive investigation was done. With the purpose to present the basic concepts to evaluate the influence that the mechanics of games have on the behavior of the children of 4th level of basic education in the Maria Auxiliadora school in Esmeraldas city. In the first place, we observed if the teachers used this method that is the gamification with the children while they give new topics or reinforce the themes through this new one. Secondly, we showed the teachers that it is better to work with gamification to introduce new topics that have to be taught. Finally, we made an evaluation of the method through interviews with the four teachers of this school in the topic of gamification. The results indicated that the method developed is complete and provides practical utility.

Key Words: Gamification, English language, learning of children, new methods, controversy, bad compression, better learning, ease of understanding.

RESUMEN

Con el fin de analizar el uso de juegos para activar el proceso de aprendizaje en niños de cuarto nivel en la escuela María Auxiliadora, se realizó una investigación cuantitativa cualitativa descriptiva. Con el propósito es presentar los conceptos básicos para evaluar la influencia que tienen los mecanismos de los juegos en el comportamiento de los niños de cuarto nivel de Educación básica en la escuela María Auxiliadora en la ciudad de Esmeraldas. En primer lugar, observamos si los maestros usan este método que es la gamificación con los niños mientras dan nuevos temas o refuerzan los temas a través de este nuevo. En segundo lugar, les mostramos a los maestros que es mejor trabajar con la gamificación para introducir nuevos temas que deben enseñarse. Finalmente, hicimos una evaluación del método a través de entrevistas con cuatro maestros de esta escuela en el tema de la gamificación. Los resultados indicaron que el método desarrollado está completo y proporciona una utilidad práctica.

Palabras Clave: Gamificación, inglés, aprendizaje de niños, nuevos métodos, controversia, mala comprensión, mejor aprendizaje, facilidad de comprensión.

INTRODUCTION

Theme Presentation

Learning or acquiring a new language is not easy. English is a language used for different purposes, to travel, to study, for business and many people around the world are trying to learn it. Nowadays it is not only about learning to speak English, but also about learning its rules. If we want to learn a language, we must be clear with its structure or grammar.

The mere fact that English is an international language of communication, it is important to us, so the educational systems around the world have made changes in its curriculum to incorporate English at all levels of educational teaching.

For this reason, Ecuador is not the exception, since the English language previously taught was only for the higher levels in our country, but nowadays English is implemented in all educational levels. The education system requires the growth and training of teachers in methodologies for the teaching and learning process of the English language in our country.

An easy and didactic way to learn the English language is through games in which teachers not only sing using rules in English but also learn, interact, cooperate and are creative and spontaneous when using the language in a meaningful way. Teaching through educational games is an excellent way for students to learn since games have a great value and can be used in the classroom or outside of school for students to use the language. The games also feed the interest of the students when they want to learn how the rules of the games are and the teacher can use this interest to create contexts in which the language is useful.

PROBLEM STATEMENT

The games that go hand in hand with education are not dangerous. In fact, teachers make their mission to create a comfortable and safe environment for students to learn. Despite this goal, a new popular educational method has emerged and has a name:

Gamification. Who does not love games? This method has come to keep up with the media is so it is now very important to implement the games when teaching a new topic in the English language. The use of gamification in education is promoting positive and negative behavior changes through games.

Games are used as a strategy in which the student is completely involved, in which we know he/she will be able to learn in an easy and specific way. Games should be chosen properly to activate the learning in children. Games should be well chosen and designed properly in order to be valuable and allow them to practice the language abilities acquired in class.

According to Ersoz (2000) games can be used to give practice in all language skills and can be used to practice many types of communication. That is to say that the benefits of the games come from the cognitive and retentive aspect of the student to the moment to acquire the language and the rules of the game, it can be used dynamically and also involucrate groups in which we will use their cooperation as a team to help other colleagues to learn the game and as a great result we will realize the high degree of motivation that games provide fun and challenging, in which students not only learn the rules of the game but also its grammar and the language is used while they are playing. It has been noticed during this observation research, that English teachers of fourth level students at Maria Auxiliadora school use games as a method to contribute to the English Language teaching-learning process, and in this way to motivate the active participation in some students with low level. That is why this research as a problem to be solved presents the following question: Can games activate English language learning in fourth level children of María Auxiliadora school, Esmeraldas?

JUSTIFICATION

English is one of the most used languages in the world. The way this language is taught is important. Most of the time educators teach this language without the use of different resources, perhaps because they do not know how to use the material or because the educational institution does not have them. Games are an important part of the resources that the teacher could use to capture the attention of the students, these materials can make them acquire knowledge in an easy and funny way.

Most people love games, but using them with children is a good learning strategy. In elementary schools, games have great importance because they involve the students in the cognitive part with the development of each of the games that can be played. According to some researches, games could be used for all levels, but especially with children.

An aspect that has not gone unnoticed by experts in teaching-learning and that has led to the emergence of a trend known as gamification, which in its strictest sense means the integration of game dynamics in non-ludic environments and that, already in the field of training, consists precisely in the application of mechanics and dynamics of the game in the training process with the aim of promoting knowledge by increasing motivation and the degree of commitment. Gamification establishes didactic objectives as if it were a challenge to overcome by the students and generates in them a competitive element. As it happens in videogames, it is normal to start a challenge as a "beginner" and finish it with the rank of "expert" or "teacher", which could be achieved as the syllabus or exercises are completed. Gamification generates an immediate feedback system for the performances of the participants.

Games stimulate the students and, through them, they do not fear using the language, it also helps them practice and acquire fluency and valuable communication skills. This research is important because it is necessary to understand that the use of the learning process through gamification could be easier for students and educators. They will feel comfortable because their students can learn the content they have presented.

OBJECTIVES

General Objective

To analyze the use of games to activate the learning process in fourth level children of Maria Auxiliadora school, Esmeraldas 2018

Specific objectives

1. To diagnose if teachers use games in the teaching-learning process with children of the fourth level in María Auxiliadora school.
2. To identify the games used by teachers during the teaching-learning process with children of the fourth level in María Auxiliadora school.
3. To determine if games can activate the learning in children of the fourth level in María Auxiliadora school.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Specific theoretical foundation

1.1.1. Gamification

Gamification is not new in any of the areas where it applies, We have all done gamified tasks since we were kids, where we received prizes when completing an activity, we accumulated points to then exchange them for gifts or discounts or if we reached a certain amount of expense we went to another level where we have better advantages, all in order to motivate us to perform a task. The digital convergence that has become ubiquitous in all sectors of life has facilitated the use of gamification techniques.

According to Blackmore, (2014) with regard to the teaching-learning process of children by games, teachers must be aware that children need to be motivated to learn and acquire knowledge. Depending on the age of the children, the following points should be taken into account for their correct learning:

Be enthusiastic and involved. - It is not easy to learn a new language and for children, it is much harder to learn the same, but if at home he watches his parents speaking in English, watch a movie in English or listen to music in English, by imitation the child will do. It is necessary to understand that without motivation to perform some task, the children will feel obligated to carry out any activity, so be productive for themselves. Similarly, if parents are involved in the learning of children, it will be easier to understand what children learn and not just sit and wait for the results.

Make learning fun and enjoyable. - The learning of a new language does not have to be boring, for children it is necessary to use different learning techniques and games is one of them and a very important and indispensable strategy to reach an understanding and understanding regarding their education. You can implement different card games like Memory, action games like Simon Says or table games like Snakes and Ladders.

Follow your child's personality and interests. - Everything related to children's learning depends essentially on their way of being and acting, it is necessary to think

about the personality of children, their interests and their way of learning. Very active children may like to play action games, calmer children may like word or card games. Everything depends on the child, they should not be forced to learn in one way or another, teachers should find a balance at the time of teaching and all children can learn.

Provide meaningful situations. - It is a realization that in a classroom with many children it is not easy to perform many activities and maintain order, for the very fact that they are children and most of them want to be active all the time; But it is where you should take advantage of your imagination and make them develop the different roles and activities, they can play and learn at the same time.

Children can dramatize everyday situations, such as attending a restaurant, or a supermarket; where they will be the clients and also those who attend the super. Everything is in the imagination and in which the children incorporate their knowledge in the language with what they do every day.

Taking into account the aforementioned, it can be realized and verified that if teachers refer to the children's learning they must focus on what they can do and what they can learn, according to their level of education, their age and their way of learning; whether fast or slow, it all depends on the children.

1.1.2. Strategies to enable the learning of English language in children with the use of games

1.1.2.1. Methods for English language teaching

The methods of teaching the English language give different ideas and ways of teaching this foreign language. They provide teachers with strategies, procedures and different techniques focused on the specific objective and style of learning in the context of the development of students' abilities.

To measure that they are advancing the times these methods have been changing, adapting and extending according to the needs of students. This is how the changes made in the methodologies for the teaching-learning process of the English language can be evident. Richards and Rogers (1986) suggest a summary of the different approaches and methods in language teaching:

1.1.2.2. The Natural Approach

According to Richards & Rodgers (2014), students will learn the second language or the foreign language to understand the language and use it in meaningful conversations. That is why; students will understand the speaker of the target language and will be able to communicate. In addition, students should understand the general idea and the meaning of the content. Consequently, using the natural approach, students acquire a second language or a foreign language in an unconscious process, which makes the beginner and intermediate English speaker.

1.1.2.3. The Direct Method

According to Berlitz (1969), the direct method of learning a language implies a non-communicative form that uses the target / L2 language, which is a step-by-step and limited process that considers the correct translation to be of the utmost importance. The method of grammatical translation was considered inadequate as measured in the nineteenth century; it was not very good to develop communication skills. For this reason, a radical change was made, the direct method was introduced. This method refers to learning a language naturally and spontaneously. That is, students discover the importance of speaking. In addition, grammar is taught and the mother tongue is avoided. That is why students learn the language by associating direct meanings in English.

1.1.2.4. Grammar- Translation

Grammar translation method was one of the first methods. It was used to teach German and Latin. According to Richards & Rodgers (1986), this method was criticized because it consisted of translating each word of a text (for example English in the native language) and learning all the grammatical rules deductively instead of having a general idea of the text. So, this method only focuses on the grammar rules and the translation of texts.

1.1.2.5. The Audiolingual Method

It is the first modern methodology, which consists of teaching by the repetition of exercises. It involves long hours listening to conversations and consists of students having to repeat dialogues and exercises. Richards & Rogers (2014) stated that this method contains some principles of learning, as follows:

It is basically a process in which students adopt a mechanical habit. For this reason, repetition is an important aspect of this methodology.

Students develop language skills more effectively because if the elements are presented in a spoken form it is easier to see them in written form. That is why this method uses listening exercises.

1.1.2.6. Suggestopedia

Lozanov's (1971) considered suggestopedia as a method focused on creating a comfortable atmosphere in the classroom. To help the students to feel relax is a kind of therapy an getting the precise ways to use the quality of voice, intonation and stress patterns of the foreign language. Consequently, using resources such as music, the students feel animated. It makes the students feel safe, increase their motivation and self-esteem so that the students develop their linguistic abilities.

1.1.2.7. Total Physical Response

Asher (1969) explains it is a method that involves speech and action all the time. That is, this method is taught through physical activity, it is also based on the way children learn their mother tongue, the objective of this method is to develop oral skills. This method focuses on students remembering information that is associated with body movements.

1.1.2.8. Communicative Language Teaching

Through this method, students have the opportunity to develop the four skills to communicate. The Audio-lingual method was rejected in the mid-sixties, due to some criticism of Noam Chomsky (1957). According to this author, cited by Richards & Rodgers (1985), each sentence has uniqueness and creativity. Therefore, the CLT was introduced as a new method, which consists of the interaction of the active students (role play, games, information gaps, etc.). Due to this, the CLT helps the students to develop their communication as the ability to use the linguistic system effectively and appropriately.

1.1.2.9. The Silent Way

Gattegno (1963) emphasizes that an important part of this ability is being able to use the language for self-expression; so, students should be able to express their thoughts, feelings,

and needs in the target language. In order to help them achieve this, teachers encourage self-reliance. Students are motivated to explore the language and to develop their own 'inner criteria' as to what is linguistically acceptable. In addition, when the teacher is silently as much as possible, he allows his students to know how English works. Consequently, using these elements, students discover or create instead of remembering or repeating what should be learned.

1.1.2.10. Community Language Learning

Richards & Rodgers (2014) state that with this method teachers must transfer their knowledge and mastery to a group of students (student community). In addition, students can interact with other members of the community by changing and sharing their knowledge. It means that this method focuses on the interaction of students. Consequently, teachers involve students in the pragmatic and functional use of language to develop students' abilities to communicate and understand different situations contexts, and contents.

1.1.2.11. Task-Based Language Learning

Richards & Rodgers (2014) indicate the task cycle is the stage in which students will perform activities using the language and produce the writing or oral interpretation that the task requires, in fact, practice the language. Finally, the subsequent task refers to what students do with the language they have learned, free activities to communicate. For that reason, teachers use different types of activities where students have to use language to develop it. In conclusion, this method involves students using language communicatively.

1.1.2.12. Ludic Methods

Many teachers have little knowledge about how to apply these teaching methods in a class, that is why their classes tend to be boring and very thematic, and students spend hours after others in sitting just listening, writing and repeating what is taught. Generally, most of the classes are based on repetition and translation methods so students get bored quickly and lose interest in learning a second language, this is also because teachers are not dynamic and do not use games or other activities to wake up the interest of the students. It is for this reason that they prefer to be outside the classroom playing and not being in classes learning the language taught.

Most teachers do not use playful activities in their daily work because they do not have the proper methodological guidelines to work with them, therefore, it is very important that English teachers receive support and training in which they are updated in the teaching of English with these methods as they can organize in the playful activities.

According to Jiménez (2002), the playful method is an important part of the human dimension, not a science or discipline, much less a new fashion. Ludic is more attitude and predisposition to life that is compared with a way of being in life and it is related to it in those everyday spaces that are enjoyed, accompanied by the production of imaginary and symbolic activities such as the game (p.15)

The Ludic Method is a very successful way to teach didactic games to children and young people in which they are always active and willing to learn what is involved and therefore learn the rules and new words in the language that is taught, since it is vital to activate their knowledge in a creative, exciting and pleasurable way. The construction, research, creation, is the adaptation to reality, respect and follow the rules.

Games do not oppose learning, but games encourage children to learn more, they are part of each child's experience in knowing their own learning abilities. Therefore, it allows children to relate to others, developing their capacity to symbolize, better structure the language and understand their environment. Environment and adaptation to their interests, recomposing reality (Molina, Garcés & Reyes, 2006).

1.1.3. Games

1.1.3.1. The Literature of Games

Teaching today has changed a lot over the past years, games have a significant part in the learning process of children, teenagers and even in adults because through this they can acquire important information and knowledge while they are playing and having fun what is a fundamental part of their intellectual and social development.

Teachers can implement these funny teaching methods for students and thus maintain the interest of learning a second language since with the method of games during the class the student can have fun and in turn learn new phrases in the language that is teaching. A very clear example is the use of activities that require students to be creative at the moment of thinking when a second language is being acquired, these activities can be in a group or individual, everything is in the objective to be achieved.

A very practical way that teachers can use to maintain fun in the classroom and not be boring is not to be afraid to use games as teaching-learning methods, many teachers do not usually use games in the classroom because of fear to lose the control of the class. It is advisable to choose games which should be used in a large class so that you do not lose control and thus reach the goal. Moreover, games can be a good teaching method and they are especially adequate or correct for all teaching levels of the languages.

1.1.3.2. Definition of games

Games based on learning have been a very important part of current education, games are tailored to adapt to the tasks very differently than most children face. The educational games were designed to teach children about specific topics and/or give them skills when learning a new topic.

This methodology allows the student to master the content taught by the teacher, this does not mean that they are only games, but that the students learn these games. Piaget (1962) saw children's games as "the most admirable social institutions". (p.13)

Educational games teach us goals, rules, adaptation, problem-solving, interaction, all represented as a story. They give us the fundamental skills so that learning is proportionate to the fun, enjoyment, structure, motivation, ego gratification, creativity, social interaction and emotion of the students.

1.1.3.3. Importance of Games

Games are important because they provide an innovative and different approach to learn a language that is not the mother's language, as in this case the English language. It also gives the child the recreation and rest of the entire teaching-learning process. Games increase motivation, providing a great incentive to learn and use it better when teaching. Through games, children can learn in the same way that they acquire their mother tongue, without being aware that they are studying and learning it.

We all know that games are an activity that provides a lot of entertainment since it is a dynamic activity in which students can have many opportunities to practice and develop their intellect and motor skills. Games that are used are a good way to improve the students' four basic skills of the language: listening, reading, writing and speaking. A game is an activity made by decision in which the participants must cooperate or compete among them, through a set of assigned rules, their objectives (Rixon, 1981:3).

1.1.3.4. Grammar Games

Grammar is a little complicated in the language system because it is quite difficult to understand even for native speakers. In the case of children who learn a language whether it is the maternal language or a new language that they want to learn or is taught cannot perceive this as a system of rules, which means that grammar cannot be taught in by rules. Phillips (1993) affirms, "young children learn words quickly, but they learn structures slower" (p.68). This means that if teachers teach a young grammarian including a child in a game, he is more likely to learn grammar through play than in a classroom without games, rules and grammatical structures. A more attractive method of teaching grammar to children is to sing songs, read fairy tales and play games.

1.1.3.5. Classification of Games

Different types of games can be used in the teaching-learning of languages.

Games that are used as a teaching method are much more characteristic than the common games since they are elaborated for the teaching and learning of the students, that is why these games contain more than one type of elements. According to Hadfield (1999) language games can be classified into linguistic and communicative games.

1. Sorting or Ordering Games. For example, students have a set of cards with different animals with their respective color and classify the cards in the box that has the name of each animal and its color.

2. Information gap games. In such games, one or more people have information that other people need to complete a task. For example, a person can have a drawing and his/her partner needs to create a similar drawing by listening to the information provided by the person with the drawing. The information gap games may involve a one-way information gap, such as the drawing game just described, or bidirectional information gap, in which each person has unique information, as in a task of differentiation, where each person has a slightly different image, and the task is to identify the differences.

3. Guessing Games. These are a variety of information gap games. One of the best-known examples of a guessing game is 20 Questions, in which one person thinks of a

famous person, place, or thing. The other participants can ask 20 yes/no questions to find clues in order to guess who or what the person is thinking of.

4. Search Games. These games are yet another variant of two-way information gap games, with everyone giving and seeking information. Find someone who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid while helping classmates complete theirs.

5. Matching Games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30-word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

6. Labeling Games. These are a form of matching, in that participants match labels and pictures. For example, students have to match labels with pictures of animals, different objects, according to the vocabulary suggested.

7. Exchanging Games. In these games, students barter cards, other objects, or ideas. Many card games fall into this category, such as the children's card game.

8. Board Games. Scrabble is one of the most popular board games that specifically highlight language. For example, students have a board with different objects and according to the instruction they have to move the dice and the chips.

9. Role Play Games. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated. Roleplay can involve students playing roles that they do not play in real life, such as dentists, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as a customer at a restaurant. Dramas are normally scripted performances, whereas, in roleplays and simulations, students come up with their own words, although preparation is often useful.

1.1.3.6. Why Games?

In the present, there are many reasons to teach other languages through games. The students have fun, their brain processes better the information that is being given through

the game. This is extremely important because it helps to activate the mood of the students before introducing the concepts of the topics to be taught.

Games have an important role in helping students to establish an equality relationship with those of more classmates and so not feel inferior, also the games in classes help to create or mold a friendly mind and especially positive in the students, they can help other classmates understand what teachers are trying to teach.

1.1.3.7. Games as a Teaching Method

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Sugar.1998. p. 3)

Taking into consideration that the type of education of today has changed and this is no longer the epoch where behaviorism was the one that was at its peak, and rather the type of teaching today is from a constructivist point of view; it must be pointed out that the students are obliged to build their own knowledge from the information they acquire from their teachers, and the teachers are obliged to motivate the students, and what better way to achieve this than using the various games that are found on the internet as well as those that teachers themselves invent during their class hours.

According to Sigurðardóttir (2010), who in his theory mentions that humans have eight bits of intelligence, he affirms that when investigating a given topic it must be approached in 6 different ways in order to attract the attention of the students and one of these forms is the personal form, where the ultimate goal is to see if it is possible to approach a theme through, for example, role-play or other interactions.

1.1.3.8. Where to use games

Most of the games are fun and they are full of body movements usually children enjoy them. In some cases, space is an important factor when making some kind of games since some of them require that they are made outside the classrooms. One of the possibilities is to go to the playground, which allows teachers to include games like; 'Simon says', 'Robot action game', 'True/False chairs', 'Target balloon game', and many others. According to Lewis & Bedson (1999), these games are called "movement

games" since most of the students must run, jump or walk, and therefore they are physically active.

Phillips (1993) suggests reorganizing some classrooms to create a little more space in which students move with ease, but if you cannot reorganize it is no a problem because it only takes a few minutes to move, so the classroom is ready to be used and apply the games in it.

1.2. PREVIOUS STUDIES

Harmer (1999) investigated "How to teach grammar through games". It establishes some important points that help to identify the various problems or grammatical errors in English in students. But we must bear in mind that it is very important to know how to solve these problems. That is why teachers should know how to teach grammar correctly and know the different tools to facilitate the task of students such as for example games.

Sigurðardóttir, (2010) establishes that the use of games within the classroom and argue that games can be a good teaching method when teaching foreign languages at the University of Iceland - Faculty of Education. He analyzes why games should be used as a teaching method and how to maximize the positive result in language learning.

Figuroa (2015) argues gamification not only uses game elements and game design techniques in non-game contexts but also empowers and engages the learner with motivational skills towards a learning approach and sustaining a relax atmosphere. The author sees Gamification as a motivational theory with educational implications.

Estupiñán (2015) stated the use of the ludic methodology to improve the English teaching-learning process in second graders at Velasco Ibarra School, in Esmeraldas - Ecuador. The researcher proposed a handbook with games such as; "Spelling colors" & "The Fruit Games", "Find the Differences" & "My Little Farm", "Queen/King says" & "My Family", "Matching Words with Pics", "Bingo" and "Knowing my Face" & "Word Soup". All of these games were designed in order to improve students' learning.

1.3. LEGAL FOUNDATION

The legal bases of this research are based on The Organic Law of Intercultural Education in the document: Ecuadorian in-service–English Teachers Standards. This investigation focuses on the third domain: Curriculum Development. Section b:

The law guarantees the right of children, young people and adults to an education, regardless of their culture, religion or political ends. It states that teachers have to incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material. It means students will acquire language through activities, tasks, and assignments. Thus, games can be incorporated into classroom activities.

In addition, this research is based on the legal bases found in section 3.c: Effective use of resources and technology in English and in Content Instruction. Only one literal is taken into account. Verbatim 3.c.3 states that teachers must use a variety of materials for language learning, including books, visual aids, and objects, in addition to the textbook. Therefore, teachers must include a variety of techniques, methodologies, and tools in their classes.

CHAPTER II

MATERIALS AND METHODS

2.1. Type of investigation

The research that was carried out was quantitative, qualitative and descriptive. It was carried out with the students of the fourth educational institution Maria Auxiliadora in Esmeraldas, in the academic year 2018.

Maria Auxiliadora is an educational institution located in the neighborhood of San Rafael, Esmeraldas, where initial and basic education is provided in the morning and in the afternoon, the English language is taught at all levels.

2.2. Population and sample

The population of the study was formed by 90 students of the fourth level of Basic Education in the school "María Auxiliadora" in Esmeraldas. The sample was selected at random and there were 35 students and 5 teachers.

2.3. Methods

The methods that were used were:

Analysis and synthesis: they were used to analyze the literature and synthesize the most important theories that can support this research. It was also used to analyze the results and synthesize the most relevant information.

Hermeneutics: it was used to interpret the most relevant information analyzed in the theoretical framework. In addition, it helps to interpret the results obtained with the application of the techniques.

Descriptive statistics: it was used to process the data obtained with the application of the techniques.

2.4. Techniques and Instruments

The techniques that were used were:

- An observation sheet: It was applied to 35 fourth level students and 5 teachers of "Maria Auxiliadora School.
- A survey: Applied to teachers and students.

2.5. Instruments

To collect the data, the instruments designed were according to the different techniques that were used:

For the observation technique, a guide was used, which contains five elements to observe:

A guide was used. It contained aspects such as the use of games by teachers, performance and student feedback. (Appendix A-B)

For the technique of the survey, a questionnaire which had close questions in relation to the indicators to be evaluated.

2.6. Data Processing

The information that was obtained from the application of the different techniques, was tabulated manually. The data were taken to figures using the Microsoft Excel program.

CHAPTER III

RESULTS

2.7. Results of the observation

The purpose of the observation was to identify the main games that the teachers use to introduce a new topic to the classes, and to know if these games help in the learning of each of the children, since not all children have the same level of learning, it is for the phrase "each head a different world", therefore it is so that the observation on what games teachers use to introduce a new theme in English threw us the different games that are observed. Among the game, more use by teachers are memory games which help the students to pay attention to details and to be alert and attentive, this attentiveness can help students to stay focused on other tasks in the classroom throughout the day. Other useful activities that they practice are games to find differences help in the student's brain activation because children have to be concentrated, think, and learn to notice detail. Cognitive games give students a feeling of euphoria. This feeling creates a great sense of happiness in the students developing a positive learning environment.

We can also realize that the games activate the learning process of a new game because it awakens in the students brain the curiosity of knowing what the game is about and wanting to know its rules, so the student does everything possible for paying attention and learning the new topic that is being taught through that game.

2.8. Results of the survey applied to the English teachers

In selection to the types of games used by teachers as illustrated in figure 1 that the most useful games for them are memory games since they activate the knowledge, the interest of children in the practice and learning of the rules that the game has. On the contrary, to the other types of games as games of puzzles and riddles have a low percentage because students do not have a favorable reaction to these games.

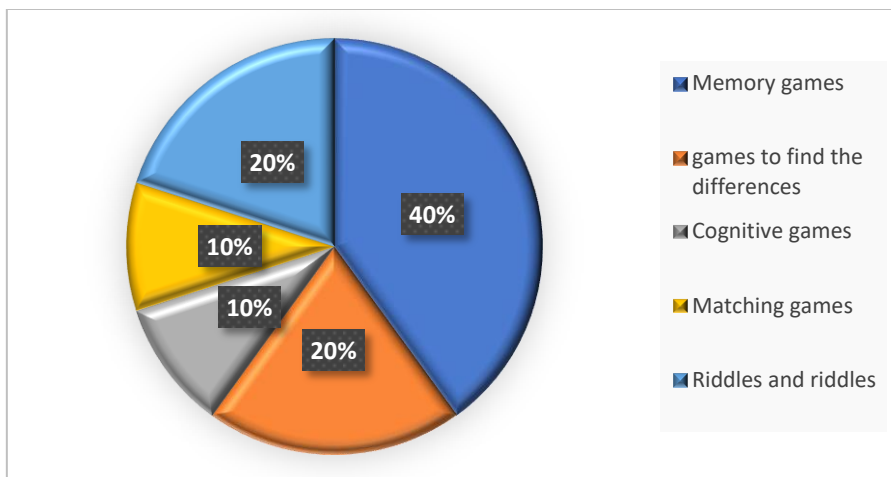


Figure 1. Types of games used by teachers

Source: survey applied to teachers

In figure 2 if games help to activate the learning process. The results of this question show that , 5% of the teachers see the games in class as a distracting agent and not as an agent that helps the students' learning, this is a bit worrisome because the games have a fundamental part in teaching a new language as it helps to awaken students' knowledge that is why 50% and 45% of teachers think that the use of games is necessary for teaching-learning a second language.

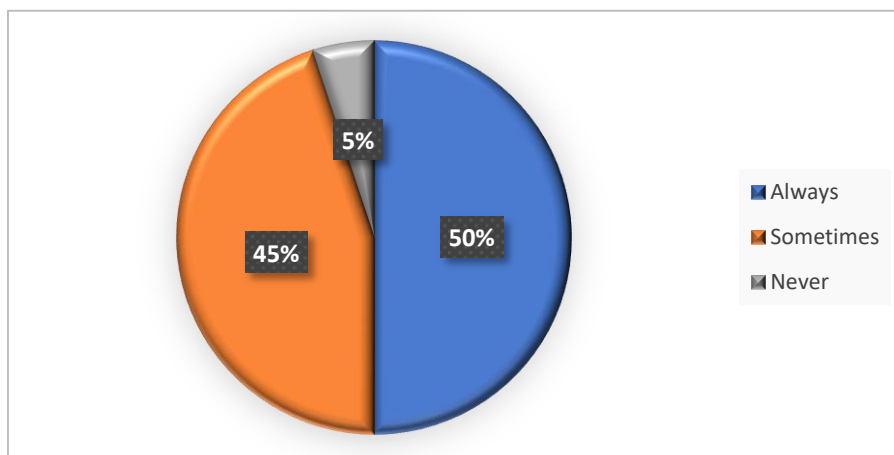


Figure 2. The games help to activate the learning process

Source: survey applied to teachers

The results in figure 3 show that games are 100% fun for children but the worrying result here is that none of the teachers said they use to introduce or redo a new topic since they only use games to wake up or give a good atmosphere in the classes.

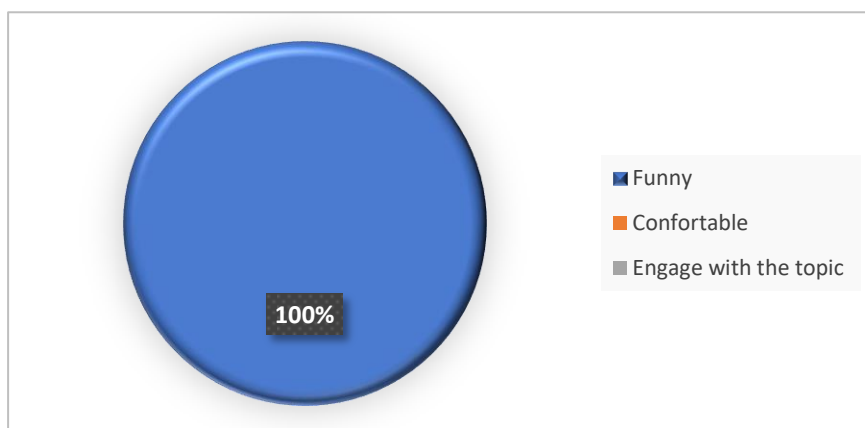


Figure 3: The students react to the games

Source: survey applied to teachers

2.9. Results of the survey applied to students.

Knowing students' interest in games and seeing if games activate knowledge and reactions students had in each game in class.

In Figure 4, they tell us which frequency teachers use games in the learning process. The results of this question show that 64% of students say that teachers use games to introduce a new class or to remember a topic already seen, 25% of students comment that they rarely use games for new topics and 11% says they don't use games for teaching and learning a foreign language.

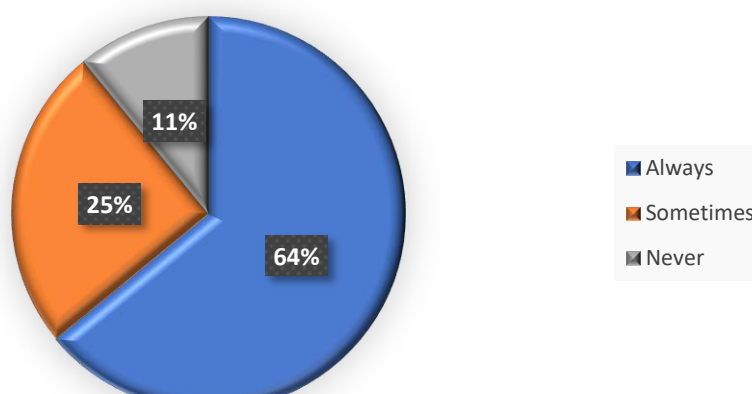


Figure 4: Use of games in the classroom

Source: survey applied to Students

In Figure 5, how do you feel when your teachers use games in the classroom? The results of this question show that 59% of the students say that the games used by their teachers make them feel very happy, 23% of the students say they relax a little with the games and 10% say they have fun a lot with the games and the remaining 9% reflects that they don't have a good time with the games used by the masters.

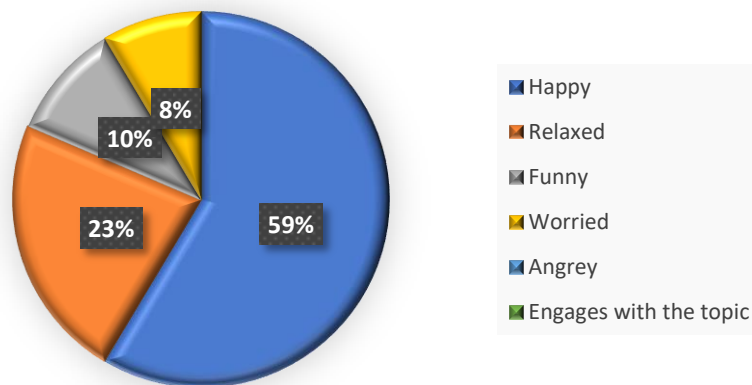


Figure 5: How students feel when your teachers use games in the classroom

Source: survey applied to Students.

CHAPTER IV

DISCUSSION

Methodologies are essential for the teaching-learning process of English. Gamification is a learning technique that moves the mechanics of games to the educational-professional field in order to achieve better results, either to better absorb some knowledge, improve some skill, or reward specific actions, among many other objectives. This argument coincided with Harmer (1999) who establishes that games are a good way to identify various English problems or grammatical errors in students.

Gamification is a methodology that refers to the combination of activities in this case didactic games to make the teaching-learning process more active for students, taking into account that the use of games for learning a new subject is very useful since the student will take more interest when learning a new language. Likewise, Sigurðardóttir, (2010) confirms in his studies that the use of games can be a good teaching method for teaching a foreign language.

The results on the importance of the Ludic Methodology to teach English that was obtained coincided with Estupiñan (2015), since she did it with the use of games. During the observations, it could be noticed that some English teachers used a few games to activate learning and they thought that if there is no activation, there is no

learning. It coincides with the findings of Figueroa (2015) who think that games contribute positively to the learning experience based on the information presented. As a result, it was observed that teachers who use games to introduce new topics have noticed an increase in the students' motivation and their learning skills. It is because they use 100% educational games. It coincides with the results of this observation about the effectiveness of use of games in the activation of learning because most of the teachers used games as a method to motivate children to learn English as a foreign language in a funny way.

CHAPTER V

CONCLUSIONS

2.10. CONCLUSIONS

- Teachers used games during class hours for student learning, games such as memorize with music, Hot Potato among others. These games were able to capture the theme that is developing during that class.
- Games used by the teachers during their classes are fun and always educational and always in accordance with the subject that was going to be taught, but sometimes the physical space was not appropriate in addition to the noise caused by the students did not allow good development of the contents of the games.
- It is advisable to use games with children who are just learning a new language, as this helps to awaken the interest of the student and thus activate their skills through games.
- The majority of the students of the fourth level of Basic Education in the Educational Institution "Maria Auxiliadora" feel motivated to learn English using games in their lessons.

CHAPTER VI

RECOMMENDATIONS

2.11. RECOMMENDATION

- English teachers must use not only memory games with children, but they may look for games in which children can use what they learned in class.
- In order to avoid the noise inside the class, teachers could take students to an environment outside the classroom from time to time and make educational games in which the participants feel comfortable with the new topic that is going to be learned.
- Teachers should use different types of games in order to help to awaken the interest of the student and thus activate their skills.
- Teachers of basic education of the fourth level in "Maria Auxiliadora" school have to plan their classes carefully in order to create a very active learning environment.

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4. APPENDIX

4.1. Appendix A: Operationalization of Variables

VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
IV- Games	They constitute a teaching method that helps students be more engaged in the English classroom	They are ludic activities used in the English language teaching-learning process that may be cooperative or competitive	Cooperative Competitive	Working with others Winning or losing
DV- Learning Activation	It involves teaching students to access the information they have stored in their	When students can use vocabulary and structures, they have learned in class easily.	Lexical use	Vocabulary

	permanent memory.		Structural use	Grammatical forms
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4.2. Appendix B: Observation Guide

Objectives:

- To diagnose if teachers use games in the teaching-learning process with children of the fourth level in María Auxiliadora school.
- To identify the games used by teachers during the teaching-learning process with children of the fourth level in María Auxiliadora school.
- To determine if games can activate the learning in children of the fourth level in María Auxiliadora school.

Indicators	Yes	No	Observations
Aspects			
Types of games used by teachers			

The games help to activate the learning process			
The students react to the games			

4.3. Appendix C: Teachers` Survey

Objective: To analyze the use of games to activate the learning process in children from the fourth level in Maria Auxiliadora school

1. Do you use games in the classroom?

yes _____

No _____

2. From the following kind of games which one is the most useful for you?

From 1 to 5, being 5 the most important.

Games	1	2	3	4	5
Memory games					
games to find the differences					
Cognitive games					
Riddles and riddles					
Matching games					

3. According to your experience as an English teacher do you think games help to activate the learning process?

Always _____

Sometimes _____

Never _____

4. Do you think that games allow how students feel?

Games	Always	Sometimes	Never
Funny			
Comfortable			
Engaged with the topic			

4.4. Appendix D: Students' Survey

Objective: To analyze the use of games to activate the learning process in children from the fourth level in Maria Auxiliadora school

1. Do you like English?

Yes

No

2. Does your teacher use the game in the classroom?

Always _____

Sometimes _____

Never _____

3. Which of the following games to teacher uses during the classroom?

Games	Always	sometimes	Never
Matching games			
Memory games			
Games to find the differences			
Riddles and riddles			
Cognitive games			

4. How do you feel when your teachers use games in the classroom?

Games	always	sometimes	Never
Happy			
Relaxed			
Funny			
Worried			
Angry			
Engages with the topic			