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DE EDUCACIÓN**

CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

RESEARCH PROJECT

**“THE USE OF ECUADORIAN TRADITIONAL GAMES TO FOSTER SPEAKING
SKILLS IN NINTH GRADE AT UNIDAD EDUCATIVA JOSE MARIA EGAS”
DURING THE SCHOOL YEAR 2017-2018**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

**LICENCIADO EN LENGUA INGLESA: MENCIÓN EN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

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ABSTRACT

Similar to other games, the traditional games are a fundamental activity in the growth of any individual. The main objective of this research project is to foster speaking skills using the Ecuadorian traditional games in ninth grade students at Unidad Educativa José María Egas. The lack of speaking production due to the poor vocabulary knowledge inspired the research project to determine the proper use of the traditional games in teaching English language. In order to accomplish the main goal, the research instruments such as teachers' interviews, class observations, students' surveys, and tests proved to be useful in the process of gathering objective information. This study research also puts forward the use of didactic material, encourages creativity, outdoor activities, and promotes speaking using the traditional games. The students had an enriching experience during the project with these activities. Finally, the specific conclusions of the project allowed the proper recommendations or the institution with the purpose of fostering and enrichment of speaking skills using the Ecuadorian traditional games.

Keywords: traditional games, speaking, culture

INDEX

CHAPTER 1	1
1. INTRODUCTION	1
1.1. BACKGROUND OF THE PROBLEM	1
1.2. STATEMENT OF THE PROBLEM	2
1.3. SYSTEMATIZATION OF THE PROJECT	3
1.4. BROAD OBJECTIVES	5
1.5. SPECIFIC OBJECTIVES	5
1.6. SIGNIFICANCE / RATIONALE OF THE STUDY	5
1.7. SCOPE AND DELIMITATION OF THE STUDY	8
1. 8. RESEARCH QUESTION	9
1.9. VARIABLES	9
1.9.1. INDEPENDENT VARIABLE	9
1.9.2. DEPENDENT VARIABLE	9
1.10. OPERATIONALIZATION OF THE VARIABLES	10
CHAPTER 2	11
2. THEORETICAL FRAMEWORK	11
2.1. LITERATURE REVIEW	11
2.2. THEORETICAL FOUNDATIONS	19

2.3. LEGAL FRAMEWORK	28
2.4. CONCEPTUAL FRAMEWORK.....	31
CHAPTER 3.....	32
3.1. RESEARCH METHODOLOGY FOUNDATIONS	32
3.2. METHODS, TECHNIQUES, AND INSTRUMENTS	35
3.2.1. RESEARCH INSTRUMENTS.....	35
3.2.2. CLASS OBSERVATION FOR THE TEACHER'S PERFORMANCE ...	35
3.2.3. OBSERVATION CHECKLIST FOR STUDENTS.....	35
3.2.4. INTERVIEWS FOR THE TEACHER AND THE DIRECTOR.....	35
3.2.5. SURVEYS FOR THE STUDENTS.....	36
3.3.6. DIAGNOSTIC TEST FOR THE STUDENTS.....	36
3.3. RESEARCH POPULATION AND SAMPLE.....	36
3.4. SOURCES, RESOURCES, AND TIMELINE	37
3.4.1. TIMELINE.....	37
3.5. DATA ANALYSIS	38
3.5.1. CLASS OBSERVATION RESULTS FOR THE TEACHER	38
3.5.2. OBSERVATION CHECKLIST RESULTS FOR STUDENTS	39
3.5.3. THE RESULTS OF THE INTERVIEW TO THE TEACHER	40
3.5.4. THE RESULTS OF THE INTERVIEW TO THE PRINCIPAL	43
3.5.5. ENGLISH DIAGNOSTIC TEST FOR THE STUDENTS.....	45
3.5.6. THE RESULTS OF THE SURVEYS FOR THE STUDENTS	47

3.6. CONCLUSIONS	62
CHAPTER IV. PROPOSED PROJECT PLAN	66
4.1. TITLE	66
4.2. JUSTIFICATION	66
4.3.1. GENERAL OBJECTIVE	66
4.3.2. SPECIFIC OBJECTIVE	67
4.4. CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN	67
4.4.1. THE MARBLES GAME	67
4.4.2. THE HOPSCOTCH GAME	70
4.4.3. THE JUMPING-ROPE GAME	77
4.4.4 THE KITE GAME	82
4.5. THE PROPOSED PROJECT PLAN	84
4.6. VALIDATION OF THE PROPOSED PROJECT PLAN	85
4.7. IMPACT / BENEFIT OF THE PROPOSED PROJECT PLAN	89
REFERENCE LIST.....	92
ANNEXES	96

LIST OF FIGURES

Figure 1. Unidad Educativa José María Egas	2
Figure 2. The school location map.....	8
Figure 3. Students playing the marbles game	33
Figure 4. Students playing the jumping-rope game.....	34
Figure 5. Diagnostic test results	45
Figure 6. Results.....	47
Figure 7. Results.....	48
Figure 8. Results.....	49
Figure 9. Results.....	50
Figure 10. Results.....	51
Figure 11. Results.....	52
Figure 12. Results.....	53
Figure 13. Results.....	54
Figure 14. Results.....	55
Figure 15. Results.....	56
Figure 16. Results.....	57
Figure 17. Results.....	58
Figure 18. Results.....	59
Figure 19. Results.....	60
Figure 20. Results.....	61
Figure 21. The hopscotch game	72
Figure 22. The hopscotch game of the days of the week	73
Figure 23. The hopscotch game of the months of the year	74

Figure 24. The hopscotch game with the layout of a rocket https://www.pinterest.com	75
Figure 25. The hopscotch of the cat.....	76
Figure 26. The jumping-rope game https://juegos.cosasdepeques.com	78
Figure 27. The kite game.....	82
Figure 28. Students from ninth grade working on concept checking activities	110
Figure 29. Students from ninth grade working on the activity “find someone who”	110
Figure 30. Students from ninth grade drawing of the hopscotch game	111
Figure 31. Students from ninth grade drawing the hopscotch.....	111
Figure 32. Visual aid of the Jumping-rope game.....	112
Figure 33. Interview with the principal	112
Figure 34. Interview with the English teacher	113
Figure 35. Playing the Jumping-rope game.....	113
Figure 36. The Jumping-rope game illustration	114

LIST OF TABLES

Table 1. Variable and Indicators	10
Table 2. Timeline.....	37
Table 3. Budget.....	38
Table 4. Question 1. English and games	47
Table 5. Question 2. Traditional outdoor activities	48
Table 6. Question 3. English and their importance	49
Table 7. Questions 4. Traditional games and English language skills	50
Table 8. Question 5. Traditional games for discussion	51
Table 9. Question 6. Traditional games once a week.....	52
Table 10. Question 7. Traditional games for chanting	53
Table 11. Question 8. Traditional games and learning preferences.....	54
Table 12. Question 9. Active and collaborative class	55
Table 13. Question 10. Dynamic English class	56
Table 14. Question 11. Traditional games in English language	57
Table 15. Question 12. Traditional games “open house”	58
Table 16. Question 13. Elders and information about traditional games	59
Table 17. Question 14. Share the traditional games	60
Table 18. Question 15. Traditional games as a matter of importance.....	61

CHAPTER 1

1. INTRODUCTION

1.1. BACKGROUND OF THE PROBLEM

At the present time, students use more technology to learn English as a second language, and the learning process tends to become more digital and impersonal; as a result, the new generation of students live in a virtual world in which traditional games are rarely mentioned. The fact is that the diversity of strategies and methods have made the learning of EFL easier and faster, and games are still one of the favorite activities of the students.

The use of Ecuadorian traditional games as an additional teaching and learning strategy looks forward to encouraging not only their speaking skills but also the cognitive and social development among the students. According to Vygotsky and Leontiev cited by (Mora & Lopera) “human being has a social nature and that everything that is human in us, like language, come from life in society and from the culture they have created” (p. 75). In other words, it is important to consider that the learning has to be highly cultural and dynamic that can promote social interactions among students by which they can build better social skills.

According to the Ministry of Education of Ecuador (MinEdec), all students in the Ecuadorian System of Education will reach a functional degree of the use of English Language. (Fortalecimiento del Inglés, 2014). It is another reason to apply traditional games in order to reinforce the English vocabulary of the students related to these games. As a result, it will promote the communicative competence and improve successfully an acceptable level of English.

The situation in Unidad Educativa José María Egas, a public school, has demonstrated that students are still interested in playing with marbles, the hopscotch game or the jumping-rope game. This evidence has given more commitment to carry out the research project. On the other hand, It is important to mention that various games to teach English in schools are used inside the classroom with the teacher's supervision, unlike to traditional games which can be played inside and outside the classroom and without teacher supervision. In this way, both Ecuadorian traditional games and speaking skills are being encouraged.

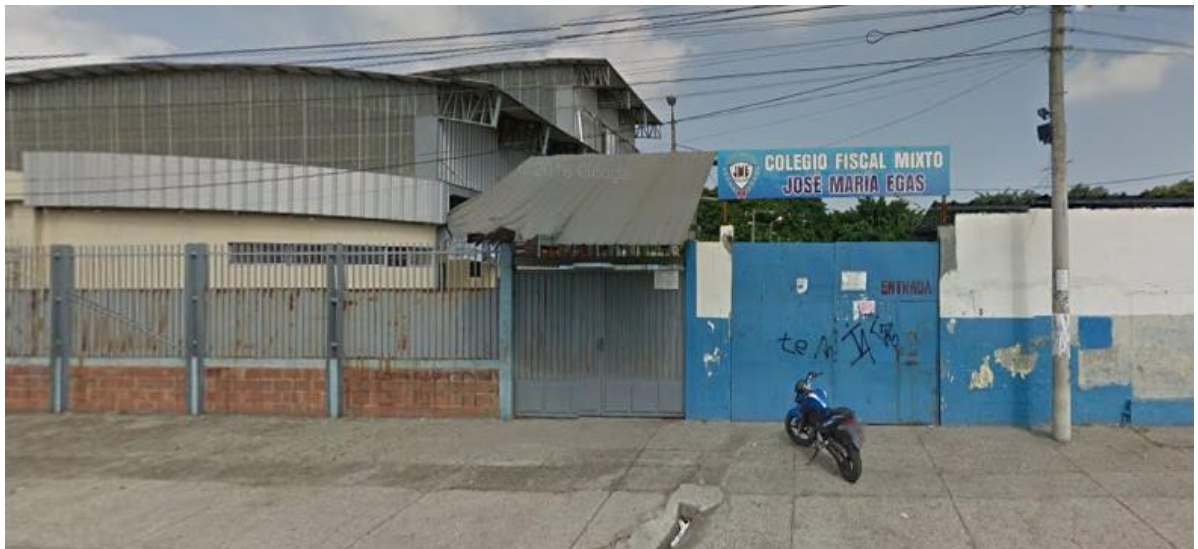


Figure 1. Unidad Educativa José María Egas

1.2. STATEMENT OF THE PROBLEM

Teachers always attempt to make the learning of English Language fun and lasting for students, and games are suitable to reach these purposes. However, some of the games are just a fun activity in the classroom, and even though games help to develop the communicative skills in students, these games are remembered as an entertaining activity in order to learn something new spontaneously. It is important to mention that the students rarely use these games lately. Additionally, what about traditional games

that are played in Ecuador once or twice a year? These traditional games are played especially in Ecuadorian holidays and festivals and the main contestants are children and adolescents. For these reasons, it is certain that the increase of vocabulary using Ecuadorian traditional games will be permanent. Using Ecuadorian traditional games as a teaching and learning activity in the classroom will take into consideration the enjoyable, cultural and lasting part of the learning process.

When students play the traditional games, they know the special materials, rules, or tricks, and they also chant the rhymes as they play the games. Nevertheless, they struggle to translate this into the English language because there was not a formal introduction of the traditional games in this foreign language before. Besides, it was evident from previous observations and studies. As a result, the collected data demonstrated that there is interest in the traditional games but also there is a significant unawareness of English vocabulary related to the traditional games. In order to foster speaking skills, the vocabulary must be encouraged by means of a set of selected traditional games and teaching methods.

1.3. SYSTEMATIZATION OF THE PROJECT

The Ecuadorian Traditional games represent part of the culture of Ecuador and it is an important method to expand Ecuadorian cultural awareness. According to the Ecuadorian curriculum of English as a Foreign Language, all students need to have an understanding of other cultures and their cultural background, and they have to be able to transmit their ideas using the English Language. In order to increase the cultural knowledge, the Ecuadorian traditional games also play an important role in this process. Moreover, it will help to maintain the traditional games as a topic of conversation or debate among students and teachers.

Based on The British (Council) the students need to take advantage of the time in the classroom to practice their speaking skills, and the teacher must motivate this practice in the classroom by means of providing meaningful activities to the students. In other words, it communicates that if more involvement in speaking is encouraged by the teacher; the most the students will improve their productive skill. They will gain self-confidence because the mistakes are going to be reduced as long as they keep listening to one another. For example, there are discussions activities to practice in the classroom, or traditional games to take the class to the front yard and carry on with a practice that will give a steady pace to speak the necessary with the exact words.

The variety of Ecuadorian Traditional Games makes it easier to choose some of them to study the usefulness to promote speaking skills. There are games that focus more on strategy or collaboration, and there are other games that require the students to communicate before, while and after playing the game. Therefore, the first step is to choose the Ecuadorian traditional games and use the methodological strategies to prove useful for fostering the use of English language among students.

The purpose of this study is to incorporate these traditional games as additional strategies to help teachers improve the quality of speaking skills for their students. Additionally, it will provide a better judgment of these traditional games and a more detailed concept for a better understanding and appreciation:

Taking everything into consideration, the following question is posed:

How can the use of traditional games foster speaking skills in ninth grade students at Unidad Educativa Jose Maria Egas?

1.4. BROAD OBJECTIVES

In accordance with the problem specified before, the **GENERAL OBJECTIVE** is established as follows:

To determine how the use of Ecuadorian traditional games foster speaking skills in ninth grade students at Unidad Educativa Jose Maria Egas

1.5. SPECIFIC OBJECTIVES

- To identify the underlying difficulties in the production of speaking.
- To list the traditional games that foster speaking skills.
- To list some adequate traditional games in which a selected pedagogical strategies will support the use of them in the classroom.
- To prove the applicability and efficiency of the traditional games as a pedagogical tool to improve the quality of speaking skill.
- To examine a frame of theories regarding vocabulary and how important they are to the development of the oral production in English.

1.6. SIGNIFICANCE / RATIONALE OF THE STUDY

The research project focuses on fostering the speaking skills of the students of ninth grade in Unidad Educativa José María Egas by using Ecuadorian traditional games. In order to do so, early observations have demonstrated that some students use traditional games in the recess to have fun and socialize. A formal or informal discussion takes place before and after the games; therefore, it shows a contributing factor with a positive result to continue with the research project.

In order to grow an excellent communicative competence for real communication purposes in life, the Ecuadorian traditional games can provide a real context related to the culture and an important boost in confidence through the acquisition of new

vocabulary. The students will benefit themselves with the use of the traditional games because they will apply them, discuss the rules, develop strategies, and learn with traditional games. In this way, this research looks forward to encouraging the use of English vocabulary about the Ecuadorian traditional games and certain commands that are helpful and necessary for the students to play these games. It will help students to know much more about the Ecuadorian cultures, traditions and increase their speaking skills.

Based on the empirical evidence collected at Unidad Educativa Jose Maria Egas, students are aware of the most popular traditional games such as the marbles, the spinning top, jumping-rope, and hopscotch game. It happens because they play the games occasionally at school or at home. Because of this, the research will list some recognized Ecuadorian traditional games in order to provide the students a more concise and serious thought about the importance of the games. Besides, it will serve not only as a symbolic meaning but also as a reminder of the Ecuadorian culture. Subsequently, it will serve as a method to enhance the performance of speaking skills on the students of Unidad Educativa José María Egas.

The steady intention of the research is to take advantage of these games that are frequently used in Ecuador and make available an opportunity to have students interacting using the English Language as the games are played from time to time. This important factor shows the necessity to continue with the research to empower students with new vocabulary, having as reference Ecuadorian context, to reach better speaking skills.

As an additional fact, in the concrete operational stage, according to Piaget cited by (Crain) explain that children before playing a game such as “snowball” they discuss the rules very accurately to avoid cheating. It shows that children like to argue and debate

for equality and fairness; in this way, they develop a sense of judgment and decision-making. It happens at Unidad Educativa José María Egas but not using the English language, which demonstrates that there is an important reference to the traditional games but there is not a basic promotion as such.

Another important matter of the research is that the students lack enough English vocabulary, and they have a tendency to use their L1 in the classroom, and it really affects the progressing of L2 because they frequently rely on translation. Alternatively, the anxiety rises when students have to speak in the classroom because they have not used the language under real circumstances. Therefore, it produces poor pronunciation in the speaker and misconception in the receiver. Based on Smith (1988) cited by (Jeffrey & Singhasiri, 2017) insinuated that “the spread of English into a wider setting, as it happened in the past, generates instances where English speaking people are *unintelligible* to others who also speak English.” If the students use L2 in a meaningful context, it will provide more preparation and steady mind to face different settings later on. Certainly, In order to avoid anxiety or incomprehensibility, traditional games can be really useful to strengthen confidence, comprehension, and collaboration among learners.

In order to increase L2 in the classroom, the students need enough vocabulary. In addition, students can reach a satisfactory speaking skill if they learn in a real context in which the students find themselves using the language and experiencing all the possible difficulties and manage how to overcome them. consequently, games play an important role to build new vocabulary in context. According to Lee (1995:35) cited by (Khuat Nga & Huyen Nguyen , 2003) who provides a list of advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging" "effort of learning", and "language

practice in the various skills." In the process of encouraging communication in the class, the students always welcome a break in the middle of the class, motivation and most important, activities that enhance the main skills in the English language.

1.7. SCOPE AND DELIMITATION OF THE STUDY

Name of the Institution: Unidad Educativa José María Egas

Director: MSc. Patricia Peñas

Location: Cdla. Los Esteros, Avenida Puyo y 25 de Julio Amazonas.

Province: Guayas, Guayaquil

Area: South

Course: 9th Educación Básica

Section: "C"

Number of Ss: 37 students



Figure 2. The school location map

1. 8. RESEARCH QUESTION

How can the use of Ecuadorian traditional games foster speaking skills in 9th-grade students at Unidad Educativa José María Egas?

1.9. VARIABLES

1.9.1. INDEPENDENT VARIABLE

The Ecuadorian traditional games have a diversity of designs that children and adolescents still use to play but less frequently. All Ecuadorian know about these games and are able to explain how to play the most popular. Parents pass down these traditional games to the younger generations and the teacher uses these traditional games as a teaching tool with less frequency. This project looks forward to using the traditional games with a proper methodology to foster the speaking skills of the students. Furthermore, to provide a list of the most popular games, a proper method according to the project, the different variants, and the materials in order to improve the speaking skills of students.

1.9.2. DEPENDENT VARIABLE

Language skills are divided in receptive (listening, reading) and productive skills (writing, speaking). Speaking is a very important skill that may seem as difficult to learn but the most important. This project attempts to use the Ecuadorian traditional games to support the communicative skills of students. Besides, it will encourage the students to be more social, collaborative, and enthusiastic towards the English subject and the teacher. In order to use the English language communicatively, vocabulary provides more confidence to put in order the ideas.

1.10. OPERATIONALIZATION OF THE VARIABLES

Variables	Dimensions	Indicators	Instruments
Independent Use of Ecuadorian Traditional games	Ecuadorian traditional games and its possible impact on speaking skills	The use of communicative language games help students to learn English The ways games can encourage teenagers to improve speaking skills	Surveys Class observation
	Advantages of the Ecuadorian traditional games to improve the speaking skills	Teaching English as a foreign language through language games Games and the influence in the development of speaking skills on students Research in America, South America, and Ecuador	Interviews
Dependent Foster speaking skills	Using English Language through Ecuadorian traditional games	Ecuadorian traditional games and characteristic of Ludic activities Traditional games and video games in Education Constructivism Constructivism and traditional games Social constructivism	Pretest Post-test
	TPR teaching and other methods to foster speaking skills through the use of Ecuadorian traditional games	Theory of cognitive development The direct method and traditional games Ecuadorian traditional games and learners interaction	

Table 1. Variable and Indicators

CHAPTER 2

2. THEORETICAL FRAMEWORK

2.1. LITERATURE REVIEW

In order to tackle the problem of low oral production and offer an efficient and cultural idea to confront the issue mentioned before. This research project proposes the use of Ecuadorian traditional games to foster speaking skills in ninth grade students at Unidad Educativa José María Egas. It also considers carefully other research papers that base its ideas on games to improve speaking skills. Each study concentrates their core ideas on the use of games to improve the quality of English use for communicative purposes.

Based on previous studies the following questions are posed:

- How can the use of communicative language games help students to learn English?
- In what way can games encourage teenagers to improve speaking skills?
- Are language games essential to teach English as a foreign language?
- How can games influence the development of speaking skills on students?

These questions will be discussed in detail in order to reach a satisfactory reflection about the influence of the Ecuadorian traditional games on speaking skills. It will also provide basic concepts in relation to the studies, and in this way, the traditional games will demonstrate the applicability to foster speaking skills in ninth grade students at Unidad Educativa José María Egas.

Consequently, the information will be contrasted and validated in this way it will prove the effectiveness of the research project. It also looks forward to helping students in their speaking skills and reinforce other important abilities. The review of similar studies will provide credibility to the use of the Ecuadorian traditional games.

ECUADORIAN TRADITIONAL GAMES AND THEIR POSSIBLE IMPACT ON SPEAKING SKILLS

This study finds the Ecuadorian traditional games a reliable activity for everybody and especially for children or adolescents who enjoy learning through games. It is profoundly well-known that games are a dynamic and entertaining activity; however, adding a cultural background seems to be more efficient to the purpose of learning to use the English language. The students need entertaining methods to know how to convey a message in practice to validate the process in real life, and the Ecuadorian traditional games seek to fulfill this aspect. It is often said that through human interaction, many aspects emerge and as this author claims that (Rahman, 2010) “Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values” (p. 2). These traditional games make students more active, and they learn and improve their motor and communication skills unconsciously.

THE USE OF COMMUNICATIVE LANGUAGE GAMES HELP STUDENTS TO LEARN ENGLISH

Games with communicative purposes are not only influential in the learning of English language but also help students to learn in context. Besides, it reinforces the ability to convey a message without being under pressure because these activities are developed in an entertaining environment among classmates. Furthermore, the students use the target language for an important purpose that will motivate them to continue learning creatively. In the words of Wang, (2010) who in his journal establishes that “through processing creative game activities, learners experience language use for the purpose of truly meaningful communication” (p. 141). In fact, games are a natural activity of humans and it is suitable to have students in contact

with their own environment in which the learning expresses itself like a game through an engaging activity, which pictures a real situation.

CLT activities may be misunderstood with teaching other competencies in English which can create a dilemma. Consequently, the misuse of activities that do not encourage real fundamental factors to use language. Today, learning English means the opportunity to have fun and using games or traditional games that both involve interactivity and the real purpose of language. First of all, it is important to mention a brief concept related to the after-mentioned topic.

(Richards J. C., 2005) defines CLT in his study as follows:

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (p. 3).

In order to understand the concept easily, an insight in communicative competence is the primary source. Basically, it is to know how to use the language based on the situation. It is to be aware of the use of formal or informal speech when an individual has to communicate with another person. Nowadays, the teacher facilitates the learning process to provide a learner-centered classroom in which the teacher encourages collaboration to develop and interacting class. This is a role that the teacher takes to diminish individualism and promotes group work that will encourage confidence in themselves and not depend on the teacher entirely. On the other hand, CLT takes the use of the mother tongue as less as possible in order to focus on the target language.

THE WAYS GAMES CAN ENCOURAGE TEENAGERS TO IMPROVE SPEAKING SKILLS

Teenagers tend to be reluctant to get involved in speaking activities either they lack English knowledge or they are not confident enough. However, it is generally agreed that games motivate students to participate since it is a time when the learners get together and enjoy the activities. It is an opportunity that students put the theory in real situations. This is an environment in which speaking is reinforced and used productively. Therefore, Bygate cited by Urrutia León & Vega Cely, (2010) states that “speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages” (p. 15). This adds another noteworthy example of the importance and incentive of traditional games within the teaching and learning process.

The majority of students usually find the class interaction as the opportunity to speak in English language and overcome insecurity or poor pronunciation. In this way, traditional games play an important role in which the teacher is certain that all students participate. Games are essential in learning English as a second language. According to Collins COBUILD English language Dictionary (1987), cited by (Urrutia León & Vega Cely, 2010) “it is a contest played according to rules and the winner is recognized by skill, strength or luck.” That is, it is a practical and engaging activity that benefits and encourages students to practice freely and without restrictions. Similarly to a contest that all students give their best to develop the activity appropriately.

Certainly, engaged students in the class content will provide an interesting learning and teaching. But, in order to make the class interesting, the content must provide effective information and this must be delivered dynamically and with real purpose to use this information in the future.

ADVANTAGES OF THE ECUADORIAN TRADITIONAL GAMES TO IMPROVE THE SPEAKING SKILLS

The Ecuadorian traditional games or other types of games will always benefit the students learning and their personal growth. One advantage is that the Ecuadorian traditional games attempt to increase the amount of English vocabulary in the students. Additionally, this covers a suitable learning context that will not only help the students to learn in practice but also in a collaborative environment. These outdoor activities encourage the practice of these games, the curiosity to know the favorite games of their parents, the importance of the festivals and holidays in Ecuador. These festivities are a constant reminder that will strengthen the increased knowledge about this vocabulary. Finally, these games can provide more creativity to the students because they can invent their own games based on the formats only, and these activities can provide more social and strategic skills, too.

TEACHING ENGLISH AS A FOREIGN LANGUAGE THROUGH LANGUAGE GAMES

Any activity that promotes different learning perspectives is essential to teach English, and games are significant because they put into practice the English language being learned. In addition to the mentioned before, using traditional games can encourage more cultural awareness of the Ecuadorian society; thus, students can contrast different cultures through the traditional games and understand much better the world.

Whenever Ecuadorian traditional games are used, students will awake basic vocabulary as a result of a previous speaking practice into a set of real circumstances. As speaking is a productive skill it demands learners to be involved in activities to

produce the real use of the language. In the words of Luoma cited by Salazar Posada (2012) states that “speaking contains phrases and clauses, dialogues that are previously prepared, and spontaneous dialogues, also there is a variation in speaking because there is a difference between formal speech and casual speech” (p. 7). As learning a second language where there is not an English spoken environment, games as entertaining activities are crucial to teach and learn progressively. It develops in students a wider sense of language.

The four basic language skills in English are important to reach a satisfactory communicative competence. When students use their speaking skills, they can have a solid idea of their English level in the four areas. Traditional games can influence the all four areas because students will use the language and know what level of language they possess. Based on Munby (1978) cited by (Al-Ahdal, 2014), “speaking involves articulation of all the components and development of communicative competence at the productive level” (p. 144). Certainly, speaking at first view is fundamental to understand each student's English level and games or traditional games are a priority to learn about each society and in a real context.

The students have fear of speaking in English due to mocking and laughing, and it diminishes their possibilities to continue learning and experiencing the use of the language. When the students play a game, they do not have fears to fail or make mistakes, on the other hand, they feel motivated and enthusiastic to do the activity again. These activities make the students competitive and more social. The Ecuadorian traditional games can provide confidence and vocabulary to the students. For these reasons the games are effective to teach a foreign language.

GAMES AND THE INFLUENCE IN THE DEVELOPMENT OF SPEAKING SKILLS ON STUDENTS

This study highlights the influence of games on speaking skills, and the positive effect that these activities have on the growth of an individual socially and cognitively. In the words of Harmer cited by Pazmiño & Macias (2015) that makes clear who is the one who must speak the most in the class in order to reach a satisfactory production of speaking skills. It is an important fact to influence speaking skills apart from games. This study demonstrates that as many entertaining activities such as games are in the class; learning and teaching get along much better.

Non-native speakers sometimes find the learning process of English difficult when there is not a practical but efficient strategy such as games. Traditional games emphasize speaking practice to expand this skill in future communication. Zaremba (2006) cited by (Boonkit, 2010) indicates in a study that “speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment.” It places this productive skill as one of the foremost to manage, and communicative activities such as games can expand students' abilities.

Ecuadorian traditional games will give a positive reflection on students in the future. It is mainly because these games are part of the culture and society. When students practice the traditional games in the classroom they will learn also about the environment in which that game is played, and basic details to ease their understanding. The same traditional games will appear later on to commemorate either the city of Guayaquil or other cities of Ecuador. The influence of the practice of Ecuadorian traditional games will be reflected occasionally.

RESEARCH IN AMERICA, SOUTH AMERICA, AND ECUADOR

Traditional games are very important for the cultures of South America, and it forms part of their traditions and customs. Traditional games that are currently used by children but with different materials; however, these games are not taken into consideration as a fun activity as much as they used to be many years ago. The traditional games have always been in Ecuadorian society and these are a fundamental bastion of the cultural awareness and identity.

An important study of Traditional games in stamps reflects the relevancy of the traditional games and how the philately has portrayed the cultural and human growth over the years. This study also shows many traditional games as the main design used on the stamps that have been preserved carefully. The following author defines this activity “philately” Soler (1967), cited by (Herrador, 2011) as “auxiliary science” of the events from the past that have developed the history itself; it has been a major factor in the emergence of thematic philately which is the activity of collecting stamps due to the design or image. This activity has shown the use of traditional games in the stamps as an identification of each country.

This study also points out how the multicultural environment affects positively the customs and cultures of a country. According to Velázquez, (2000) Cited by (Herrador, 2011) the encounter of different cultures and customs is vital to maintaining the self-identity and cultural background. It somewhat makes each individual more aware of their culture. This is a positive thinking that allows the society to value their customs, celebrate, and pass down them to the younger generation.

Consequently, This study validates the use of traditional games and confirms Spain as the first country that issued the first stamp with a design based on a traditional game

on 1903. Therefore, these activities can be implemented as helping ludic activities to teach the English language; in fact, the variety of games will allow the learner to expand their vocabulary skills. This study about Ecuadorian traditional games attempts to provide an active and collaborative learning in which the students connect their body with all their senses in the activities.

2.2. THEORETICAL FOUNDATIONS

USING ENGLISH LANGUAGE THROUGH ECUADORIAN TRADITIONAL GAMES

The classrooms of today are flooded with games in order to maintain students engaged and motivated along the teaching process. These games are selected carefully according to the content of the subject and the number of students. Each learner has different learning needs and the teacher must select the proper methodology to approach the students' learning process. Undoubtedly, games help students to learn more spontaneously and in a relaxing environment when these activities are used with a clear purpose. This study agrees with Wright, A (1984) cited by (Salazar Posada, 2012) who states that —“*Language learning is hard work...Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work*” (p. 17). Suffice it to say that the more students enjoy the learning process the better they achieve their goals because they give their best at what they find entertaining and joyful. The Ecuadorian traditional games are a cultural mean to teach and learn to use the English language. It also contrasts the type of objects use in the past to play the games with the updated games. These traditional games show the creativity of the students since they can create or update their own traditional games.

ECUADORIAN TRADITIONAL GAMES AND CHARACTERISTICS OF LUDIC GAMES

It is important to mention that the traditional games represent a combination of ludic activities. for example, rhymes, chants, toys, songs for girls and boys, etc.

CHARACTERISTICS OF LUDIC ACTIVITIES IN TRADITIONAL GAMES

- The contestants of the game are the main speakers and they decide the variant to play and the rules to follow.
- These games meet the requirements for a healthy growth of a child.
- Children can build their own traditional games and they only require creativity and innovation.
- Promote social skills and competencies.

In a study developed in Buenos Aires - Argentina that highlights the importance of the traditional games and how the variations have changed across the time but however the basic ideas of the games remains intact. This important author mentions a fact about traditional games as follows: Trautmann, (1995) cited by (Öfele, 2004) "Traditional games are indicated as a facet - even in city children - to meet fundamental needs and provide forms of social learning on a broad spectrum." This remark points out that the traditional games can serve as an important teaching medium to learn values and moral standards.

The speaking skill is a very important tool that helps learners to break barriers among cultures. It is a skill that tells a lot and represents the education background of any individual at first sight. According to (Bygate, 1987) "it is the skill by which they are most frequently judged and through which they may or lose friends. It is the vehicle for

excellence and social solidarity, of social ranking, of professional advancement and of business.”

TRADITIONAL GAMES AND VIDEO GAMES IN EDUCATION

Nowadays, a significant percentage of children and adolescents find video games as the easiest way to socialize and meet people rather than play the video games to improve a skill. Besides, the internet access becomes easily available and does not distinguish between underage and grown-up people, and it makes video games to be trendy. However, a study was developed in The United States to show how video games can help the academic issues at schools or high schools in 2003. This is called “serious games” and according to (Annetta, 2008) “it is critical to expose and challenge the Net Generation in environments that engage them and motivate them to explore, experiment, and construct their own knowledge” (p. 229). this study shows that video games are a matter of discussion, and it evokes students to learn about them in order to defend their ideas. In an ESL class, the students have to learn the vocabulary that is used in the video game so that they not only can play it but also discuss it.

Both traditional games and video games generate a new concept in teaching and learning. On the other hand, it also brings the importance of games as an entertaining activity; especially for ESL students who learn more by playing. As the activity of playing is nothing new, Vygotsky, (1967) cited by (Annetta, 2008) states that “Play systematically confronts the child with a learning situation that could only be located within his or her area of close development. That is, it would involve a task located slightly above the acquired skills” (p. 232). This is to say also that games always make people use their kinesthetic, cognitive, visual or motor skills, and it is valued not only by the teacher but also by students.

The aftermentioned study focuses on video games and it highlights the improvement of speaking skills on learners. On the other hand, the Ecuadorian traditional games appeal to these activities as the main basis to foster speaking skills. Games are very important and it is pointed out by Tanner & Jones, 2000 cited by (Annetta, 2008) "Games can motivate passive students to contribute more than they would in a traditional learning environment" (p. 233). This is another fact that demonstrates that traditional games can involve introvert students much more in the practical activities to learn English.

Teaching is demanding and challenging and currently, the teacher must be aware that not all students learn at the same pace or mode. This project looks forward to projecting Ecuadorian traditional games to foster speaking skills. In order to do so, the games are of vital importance. Additionally, it is mentioned by Rickard & Oblinger, 2003 cited by (Annetta, 2008) who affirms that "Games provide learners the opportunity to learn by doing, experience situations first-hand, and role-play. This establishes the proliferation of gaming in today's learners" (p. 233). Using the traditional games the students will have the opportunity to manage how to play the games because they will discuss the rules or new changes they may want to apply. Furthermore, the following chapter will explore learning theories that will support the use of games to foster speaking skills.

CONSTRUCTIVISM

Constructivism has been an important trademark in education because it makes learners go through the practical experience. This theory emphasizes that learners are able to produce or scaffold new knowledge and a better understanding based on previous experiences. For this reason, it is important to keep students mentally and physically involved in the learning process. Therefore, (Bruning et al., 2004) cited by

(Schunk, 2012) defines this theory as “psychological and philosophical perspective contending that individuals form or construct much of what they learn and understand (p. 229).

Certainly, effective learning keeps students actively engaged in the class, so in this way communicative and collaborative skills are being promoted in the classroom and within each individual development. The theory of constructivism details the process of learning by means of observation and scientific study. According to Pritchard, who states that (2009) “learning takes place when new information is built into and added onto an individual’s current structure of knowledge, understanding, and skills” (p. 17). In this way, the students learn best when they construct their own knowledge linked to the prior understanding, and it is effectively done by having an active class and encourage a mental thinking process in which students fit new information and relates it to a specific context.

CONSTRUCTIVISM AND TRADITIONAL GAMES

Among the traditional games of the study and the many variants, the constructivist theory makes the application steady and valid. For example, the hopscotch game to teach English will prove that the students will improve their speaking skills. How? Well, the hopscotch game involves several students and many chants, rules, and rhymes that belong to the game; so that, to play successfully, they have to know the information about the game. Consequently, the students have to work together and collaboration is a key strategy. They have to remember the previous learning about the game in order to put it into practice. This theory helps significantly and according to (Brown, 2000) who defines this theory “**Social constructivism** emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality” (p. 23).

SOCIAL CONSTRUCTIVISM

The constructivists Jean Piaget and Lev Vygotsky developed the theory of constructivism with different perspectives. The theory of Jean Piaget focused on cognitive constructivism while the theory of Lev Vygotsky deals with social constructivism. This theory was developed by Vygotsky, which disagrees with the theory of Jean Piaget of cognitive constructivism. The traditional games will be very important bond to foster social skills and reduce fear to use the English language. This author (Brown, 2006) establishes that “social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality” (p. 26). In order to construct meaning, the individual has to deal with observable data in which the social and collaborative processes make real situations; together with games, it provides more spontaneity at the time of performance.

TPR TEACHING AND OTHER METHODS TO FOSTER SPEAKING SKILLS THROUGH THE USE OF ECUADORIAN TRADITIONAL GAMES

Currently, the students are accustomed to learning English by experience and use, and it leads the teacher to prepare a dynamic class in order to favor students learning of the English Language. Dr. James Asher developed the TPR Method many years ago, and up until today, it provides better opportunities to learn a second language. The (British Council) website establishes that “It is an approach to teaching language based on the idea that if you have to do something physical in response to language, then learning is more meaningful, and you learn faster”. The use of traditional games consists of commands that the students have to know in order to play the game. Thus, The TPR method can provide the traditional games more correctness to the process of

learning and teaching by which the teacher says the command and students recognize and follow the words.

It is essential to mention that the students experience difficulties learning the English Language, and it is presented in the forms of anxiety or stress that reduce the learning of the English language drastically. In response to this issue, the Ecuadorian traditional games attempt to prove to be useful in learning as an active and fun process. In the words of (Richards & S. Rodgers, 2014) who affirm that TPR is “A method that is undemanding in terms of linguistic production and that involves game like movements reduce learner stress, he believes and creates a positive mood in the learner, which facilitates learning” (p. 87).

THEORY OF COGNITIVE DEVELOPMENT

Jean Piaget and Lev Vygotsky are the most established and recognized researchers in the field of psychology and very influential in the educational system as well. They both describe how learning and cognitive development takes place since an early age in different perspectives

The theory of cognitive development created by Jean Piaget, a well-known psychologist, concentrates on how children and adolescents go through different stages and how their cognition changes dramatically. Piaget established four stages: sensorimotor, preoperational, concrete operational, formal operational. This significant guide explains the development of children until adolescence besides how their understanding operates at each stage. Although the social environment is crucial in the development of children, here the focus is on the mental process and understanding. Piaget determined, based on his research, how children develop intellectually in which

teachers are more aware of the process to foster each learner development, according to the stage, and always regarding the cultivation of cognition (Pritchard, 2009).

THE DIRECT METHOD AND TRADITIONAL GAMES

Charles Berlitz proposed The Direct Method or Berlitz Method in order to learn and teach English language in the 19th century and up until today the method is still in use. Currently, it is really helpful to use the target language through the whole class so that students can internalize the English Language from the very beginning of the lesson. Besides, it creates a slow but steady transition to bilingualism as often as the teacher provides the language comprehensively and easily to grasp; also, taking into account the English level of the students. Teachers tend to ask this question. How reliable is this teaching method?

(Larsen-Freeman & Anderson, 2013), affirms in his book about Techniques and Principles in Language Teaching that:

Teachers who use the Direct Method believe students need to associate meaning with the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. (p. 53).

According to Larsen-Freeman & Anderson, the teacher has to provide not only the target language but also a meaningful context to the students; in this way, the students can relate both the language and the environment where the language has a purposeful usage. In the case of Ecuadorian traditional games, new vocabulary, material, rhymes, and chants are essential to know and recognize so that the students can play the games and share details about rules.

The Direct Method has essential principles that will lead the teacher to present Ecuadorian traditional games as an opportunity to foster speaking skills efficiently. The project will show some of the main principles based on (Richards & S. Rodgers, 2014) who states that in this method, “Never translate: demonstrate; Never explain: act; Never make a speech: ask questions; Never imitate; mistakes: correct; Never speak with single words: use sentences; Never speak too much: make students speak much; Never use the book: use your lesson plan...” (p. 15). Basically, the importance of using the target language in the classroom and the tactfulness to correct any mispronunciation. Besides, the use of well-structured sentences and a target student-centered class to suit traditional games to teach and learn English.

ECUADORIAN TRADITIONAL GAMES AND LEARNERS INTERACTION

Some students have the ability to socialize easily; therefore, they are likely to learn fast. Thus, the communication among those students is more spontaneously and easily receptive. On the other hand, others do not feel at ease to get along with others. For these reasons, either games or Ecuadorian traditional games can encourage interaction among all students in the classroom. For example, students can play the traditional games at school or at home which supports and expand the children's mindset of the traditional games as a preferable outdoor activity.

Teaching English as a second language the word “Interaction” is a hallmark of good teaching and learning. It comprises students communicating with each other. Traditional games meet students’ needs of developing or improving communication and collaboration. As the authors Jacobs & Kline Liu (1996) communicate cited by (Tuan & Doan, 2010) that “many games can be played in pairs or in small groups, thereby providing a venue for students to develop their skills in working with others such as the skill of disagreeing politely and the skill of asking for help.” (p. 71) It affirms

the suitability of Ecuadorian traditional games in the classroom; thus, a solid companionship can rise among the students. It also prompts good manners and increases communicative competence at different levels. It is important to mention that humans are very competitive and the Ecuadorian traditional games are all about competitions that motivate students to overcome fears to speak or socialize with others.

2.3. LEGAL FRAMEWORK

CONSTITUTION OF THE REPUBLIC OF ECUADOR

Capítulo Segundo: “RÉGIMEN DEL BUEN VIVIR”

Sección quinta

Educación

El Art. 26.- de la actual constitución del Ecuador establece que, la educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Sección sexta

Cultura física y tiempo libre

Art. 383.- Se garantiza el derecho de las personas y las colectividades al tiempo libre, la ampliación de las condiciones físicas, sociales y ambientales para su disfrute, y la promoción de actividades para el esparcimiento, descanso y desarrollo de la personalidad.

Sección octava

Ciencia, tecnología, innovación y saberes ancestrales

Art. 385.- El sistema nacional de ciencia, tecnología, innovación y saberes ancestrales, en el marco del respeto al ambiente, la naturaleza, la vida, las culturas y la soberanía, tendrá como finalidad:

1. Generar, adaptar y difundir conocimientos científicos y tecnológicos.
2. Recuperar, fortalecer y potenciar los saberes ancestrales.
3. Desarrollar tecnologías e innovaciones que impulsen la producción nacional, eleven la eficiencia y productividad, mejoren la calidad de vida y contribuyan a la realización del buen vivir.(Constituyente, 2008)

The constitution of Ecuador privileges the education for the Ecuadorian society and promotes social equality without cultural differences. The traditional games are an important matter that the government encourages constantly. Currently, it is highly visible the promotion of a healthy life style in Ecuador and the government develops campaigns to increase the outdoor activities. In order to reach a stable life either emotionally or monetary, the physical activity is greatly advisable.

FUNDAMENTAL STANDARDS IN TEACHING AND LEARNING ENGLISH LANGUAGE

In the Ecuadorian system of education and in the English subject specifically, the teaching and learning of the English Language are a current matter that consists of international standards that certify an acceptable proficiency level of English. These standards begin at eighth-grade Educación Básica General (EBG) until third-year baccalaureate. According to the Ministry of Education, these English Language Learning Standards (ELLS) “are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process”. (The English Language Learning Standards) In other words, the students will demonstrate their capability and ability as they have a true achievement of the use of the English Language.

An objective testing level of English approved by the Common Framework of References for Languages (CEFR), and selected mandatorily to the Ecuadorian program of ELLS that are the following:

- **Level A1:** At the end of 9th year Educación Básica General
- **Level A2:** At the end of 1st year Bachillerato
- **Level B1:** At the end of 3rd year Bachillerato

One important reason behind this is that these “English Language Learning Standards are developed taking into consideration the communicative language components and the language skills as a core part of the program: **(a) listening, (b) speaking, (c) reading, and (d) writing.**” (The English Language Learning Standards)

2.4. CONCEPTUAL FRAMEWORK

IMPERSONAL: Not influenced by, showing, or involving personal feelings.

CONSTRUCTIVISM: Is how the learners use the new information to construct a new understanding of the world.

SHOOTER: A prized marble used to shoot another marble.

FLICK: To move or hit something with a sudden force in order to take it to one place to another.

COMMUNICATIVE COMPETENCE: Is being able to use the language fluently with accuracy in any circumstances.

TRADITIONAL GAMES: These types of game were played long ago but still are used by the kids.

COGNITIVE DEVELOPMENT: Describes the mental process of a child to adulthood, and the development of the thinking process.

SOCIAL CONSTRUCTIVISM: It takes into consideration context and culture in an environment in each person collaborates in the learning process.

LANGUAGE GAMES: These are activities for improving the quality of speaking skills.

INTERACTION: Reciprocal action or influence. “ongoing interaction between the two languages”

COMPETENCY: The ability to do something successfully or efficiently.

“Courses to improve the competence of staff”

The main concepts of the listed words belong to the following online dictionary. Oxford Dictionaries. <https://en.oxforddictionaries.com>

CHAPTER 3

3.1. RESEARCH METHODOLOGY FOUNDATIONS

The methods that the research project uses are the qualitative and inductive methods. The research project relies on these methods to carry on with the investigation. Consequently, it will help to know the strength and weaknesses of the students, and the applicability of Ecuadorian traditional games to foster speaking skills.

QUALITATIVE METHOD

This type of research is qualitative because data is collected through surveys, interviews, and observations. These instruments attempt to uncover whether there is a problem or not. The gathering of concrete evidence is vital to draw conclusions so that to facilitate oriented solutions towards the issue. Consequently, the results will demonstrate the suitable approach to address the learning difficulties.

INDUCTIVE METHOD

It will collect data from the students about their learning experiences, and in what way the traditional games can help them to foster their speaking skills. The investigation will take the information to confront the learning issues. In this way, the research project will take the most suitable traditional games to be implemented in the learning process with the students. It allows the project to take a more active and practical approach rather than explanatory by which the teacher presents the traditional games with examples so that students can notice and infer.

EMPIRICAL RESEARCH

This method allows experiencing the process of the investigation, and it provides an objective opinion of the situation in the school. In order to gather accurate data, the direct and indirect observation is essential to perceive behaviors and the results of such actions. It signifies the research project and indicates the proper mode to address the attitudes and behaviors of the students.

OBSERVATIONS DURING THE PROJECT - THE MARBLES GAME



Figure 3. Students playing the marbles game

This photo shows the students playing the marbles game in the backyard of the school. The students were discussing the rules and making sure that everything was fair for everyone. The students took advantage before entering their first hour to share with their classmates. They not only played the game but also discussed other matters. It also allows more students to participate in the activity that belongs to other classrooms in this way they socialize and get along with others in a friendly environment.

THE JUMPING-ROPE GAME

The students were playing the jumping-rope game, and they chanted the same rhymes all along the game. They played this game in the recess and all bystanders were invited. This demonstrates that the students are motivated by the traditional games. This is an opportunity to facilitate the English vocabulary related to the games, and it is not only to reinforce their speaking skills but also their knowledge of the games. In the photo, there are no signals about any game or any visual aid in order to help them with the rhymes to chant. There would be of great help to paint a mural to promote the traditional games.



Figure 4. Students playing the jumping-rope game

3.2. METHODS, TECHNIQUES, AND INSTRUMENTS

3.2.1. RESEARCH INSTRUMENTS

In order to obtain information for the project, the following instruments were used:

3.2.2. CLASS OBSERVATION FOR THE TEACHER'S PERFORMANCE

Class observation is vital to experience the teaching and learning environment in the classroom. It presents the classroom management, the competencies of the teacher and students. Besides, behaviors, attitudes towards the subject, communication with students, etc. This privilege information provides a core understanding to improve teacher performance within the English Subject. The main objective of the class observation is to perceive the classroom environment and to provide other option to foster the learning of the students as well as the proper feedback to the person in charge of the class.

3.2.3. OBSERVATION CHECKLIST FOR STUDENTS

First, it is important to mention that this document is exclusive to the observer. Then, this evidence will demonstrate the engagement, comprehension, participation, and enthusiasm towards the subject. In this way, the gathering of data will verify whether the students are getting along with the subject and the teacher or not. Basically, it will uncover any bad teaching and learning procedures and help the teacher to work on this aspect so that the students' performance will enhance progressively.

3.2.4. INTERVIEWS FOR THE TEACHER AND THE DIRECTOR

The interviews with the teachers and the director are essential to identify the educational standards of the institution. The information provided by them is vital and it covers topics as the following: the teaching methods, the importance of the English language, the Ecuadorian traditional games, and the activities that encourage students

in the learning process. On the other hand, the director agreed to draw a hopscotch on a proper part of the front yard in order to encourage the physical activity and a healthy environment.

3.2.5. SURVEYS FOR THE STUDENTS

The surveys were a substantial contribution to the project that provided fundamental evidence about the Ecuadorian traditional games and the influence that these old-fashioned, entertaining activities still have on the students. The objective of the survey is to know the following: the proper mode to address the teaching and learning towards the students by the use the Ecuadorian traditional games, and enthusiasm and engagement they may feel about the topic. Consequently, students will respond fifteen questions that simplify their learning preferences and the engaging activities that may beneficiate them in the process of learning.

3.3.6. DIAGNOSTIC TEST FOR THE STUDENTS

The diagnostic test will demonstrate the general English level of the students, and the weakness and strengths in the four English skills. This test will be a fundamental factor to identify the current issue in the teaching and learning of English. It will also give a feedback to the teacher and students in order to work towards the deficiencies that are causing the problem. The project will work on the current issue and help the students to foster their English skills, and the preliminary test plays an important role to accomplish the objective dutifully.

3.3. RESEARCH POPULATION AND SAMPLE

There is only one 9th-grade course in the school that has the necessary number of students to develop the project. The population was enough to work with so that the sample was selected based on the requirements and needs of the project.

The population of the research project comprises of 1 director, 3 teachers, 36 students from 9th-grade basic education at Unidad Educativa José María Egas. The sample of students to work on the investigation consists of 36 students.

3.4. SOURCES, RESOURCES, AND TIMELINE

3.4.1. TIMELINE

ACTIVITIES	MONTHS																			
	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Tutorship approval	X																			
Revision of methods		X																		
Chapter one and the gathering of data			X	X																
Chapter two					X															
Revision of studies						X														
Synthesis of the information							X	X												
Elaboration of games									X											
Chapter three										X										
Surveys, interviews format development											X									
Application of the surveys												X								
Application of the interviews													X							
Comments														X	X					
Chapter 4																X				
Data revision																	X			
Final Revision																		X	X	

Table 2. Timeline

3.4.5. BUDGET

CATEGORY	ACTIVITY	TOTAL
1. Equipment		
Laptop	To develop the project	\$600,00
Printer	to print all the copies	\$40,00
2. Travelling expenses		
Commuting to the University and school		\$60,00
3. Materials and supplies		
Papers, markers and foam paper	to prepare the didactic material	\$60,00
painter, paints	Mural and hopscotch	\$200,00
Sprays paint	to draw the hopscotch game	\$12,00
A big poster of the Jumping-rope game	To practice the game	\$50,00
Total		\$1.022,00

Table 3. Budget

3.5. DATA ANALYSIS

3.5.1. CLASS OBSERVATION RESULTS FOR THE TEACHER

In the class observation, the teacher has demonstrated their skills and expertise to manage the students' behavior and content of the subject. However, there are important points to remark in order to state a clear feedback.

The teacher manages the content and explains it easily for the students. However, the teacher only works with the book and teaching aids are not a visible resource in the classroom.

The teacher gives the instructions clearly and makes certain that everybody is listening carefully. When the students misbehave, the teacher demonstrates an effective classroom management.

The teacher does not use different physical space models to promote various kinds of environments in the class. Certainly, it would strengthen more companionship among students.

The communication between teacher and students is clear and loud however there are around thirty-seven students that monitoring is more valid than one to one explanation to clear any doubt. Even though the number of students the teacher demonstrated practical management to cover all student questions.

The teacher demonstrated professionalism and preparation in the observation class. It is reflecting in her everyday teaching classes, and in the students' achievements throughout the school year. Even though the classroom does not count with overhead projectors or audiovisual tools, the content is well imparted to the students.

3.5.2. OBSERVATION CHECKLIST RESULTS FOR STUDENTS

The main objective of the checklist is to know the performance of the students in the class. There are ten statements and four items that will rate the general performance in accordance with the environment and of the class and attitude of the students and teacher.

The students did not feel the necessary motivation. However, the teacher manages to impart their class, make a few students participate, and have a progressive class management.

The students participated in the class but there was not spontaneous as such. There were the same students who demonstrated a will to learn and participate.

The students feel very confident with the teacher and it facilitates the good behavior during the class hour.

The teacher student's interaction was at the end of the class, which shows that students work by themselves the activities in the book.

The students are respectful when the teacher imparts the class and the teacher keeps a firm hand on them, too.

Even though the students are bored, they take seriously the instructions and most of them accomplish the duties.

The students are a bit talkative; however, the teacher controls their students and continues smoothly with their class.

3.5.3. THE RESULTS OF THE INTERVIEW TO THE TEACHER

1. What is speaking competence and how can you improve this skill in your students?

It is the ability to communicate efficiently and fluently, and the best activities to foster this ability is through games or roles plays. These activities encourage collaboration in the classroom. Additional, the speaking skill is fundamental in the study of a new language and it provides the students more confidence to succeed in the learning process.

2. How would you foster speaking skill in your students?

The most suitable activities are those that involve all the students in physical activities and friendly environment. For example, an activity that the student has to describe the process of preparing a milkshake or other type of food. This type of activity helps the development of speaking skill for the students because they learn to speak chronologically.

3. How do you motivate your students to speak in the classroom using L2?

Operant conditioning of B.F. Skinner is useful to motivate students through rewards. However, the use of this behaviorist method should not be overused because there are plenty of activities to keep students engaged in and focused on learning.

4. Do you think that Ecuadorian traditional games can foster speaking skills on your students?

Ecuadorian traditional games can provide an expansion of the vocabulary knowledge in the students and more importantly, they are going to use the vocabulary while playing. It certainly can foster the speaking skills of the students.

5. What kind of Ecuadorian traditional games would you use to foster speaking skills?

Personally, I would use the hopscotch or the marbles because these games require that the students the use of more commands and rhymes to play the game.

6. Do you speak frequently in English to your students?

I frequently develop activities that allow them to use their speaking skills in the classroom. This is an opportunity to know the results of speaking to them in English most of the time.

7. Do you consider that your students enjoy working in groups or individually?

They enjoy the activities that involve all their classmates, and it helps their performance as a group and individually. For example, dynamic games allow them to be competitive and collaborative at the same time. As a result, they have improved their behavior and concentration.

8. From your viewpoint, what kinds of activities your students enjoy the most and why?

They enjoy working activities that demand an investigation to solve problems, but they also like playing games to learn the English language. The activities are an opportunity to foster problem-solving minds, and games are the opportunity to socialize and learn at the same time outside the classroom.

9. Would you recommend the use of Ecuadorian traditional games to improve speaking skills?

Certainly, the traditional games can expand the English vocabulary in the students, and they can learn, play, and reintroduce the traditional games in their pastime activities. Besides, the students can use the English language to communicate some basic commands of the game.

10. Do you consider relevant the use of Ecuadorian traditional games to teach English?

It is relevant in many aspects; for example, the cultural background in the games can improve communication at home with the family, as the children may want to know whether their parents play these games or not. The aspect of increasing the type of vocabulary that they use in Spanish rather than in English.

11. Do you consider promoting collaboration and interaction through traditional games among students?

If the student works together collaboratively, they will interact one another to accomplish any duty successfully. Thus, they will more strategic people with a reasonable thinking to do any task.

12. Would you agree on organizing an “Open House” to present the Ecuadorian traditional games?

It would certainly be a great idea in order to let people know and remember the Ecuadorian traditional games. This may parents aware of the consequences of overuse of technology and the less use of traditional games as an entertaining activity.

COMMENTS

The interview with the teacher revealed the teacher’s attitudes and the teacher competency that assures a reasonable teacher performance.

The teacher mentioned the importance of fostering the speaking skill of the students and the teaching strategies, which are the foundation to direct the teaching process properly. An important point that expressed the teacher about the Ecuadorian traditional games supported the research project. The teacher remarked that the Ecuadorian traditional games have to be selected in accordance with the student’s needs. In the case of speaking skills can result beneficial and productive to the students.

3.5.4. THE RESULTS OF THE INTERVIEW TO THE PRINCIPAL

1. What do you think about the use of Ecuadorian traditional games to foster speaking skills?

The traditional games will help the students to raise their interest in these types of activities. These traditional games have been used in the institutions in the past, and nowadays everybody must cooperate to revitalize the traditions through the games. Besides, it raises awareness about the most recognized traditional games in Ecuador.

2. Do you consider “speaking skill” important in the process of learning the English Language?

Undoubtedly, it is important because any mispronunciation will be taken into account. In this way, the intonation and vocalization will be an important matter within the teaching and learning.

3. How can the educational institution encourage the teachers to improve their teaching skills?

In order to motivate the teachers to carry on with their job duties, the institution provides seminars, constant training to be aware of the new strategies to teach more efficiently.

4. The use of technology is having different effects on the youth; as a teacher do you believe that the Ecuadorian traditional games can facilitate more outdoor activities?

The technology sometimes becomes an energetic lifestyle into a sedentary one. The new generations forget these activities and the benefits of practicing them. These games help the little children to develop their fine and gross motor skills, and in the adolescents help to build moral values and maintain a physically active and healthy.

5. Do you consider that the use of Ecuadorian traditional games can help students in the learning process of English Language?

It can help the learner because the new vocabulary of the traditional games will increase their knowledge of the English language. They can learn by playing the traditional games in a friendly environment, and it will raise student’s motivation and engagement in the classroom.

COMMENTS

The Director of the school mentioned that each activity that promotes the development or fostering of speaking skill certainly could create better opportunities to manage the English language. In the interview emerged the proposal to have a space in the school in order to draw a hopscotch with different styles or a rope to play the jumping rope.

3.5.5. ENGLISH DIAGNOSTIC TEST FOR THE STUDENTS

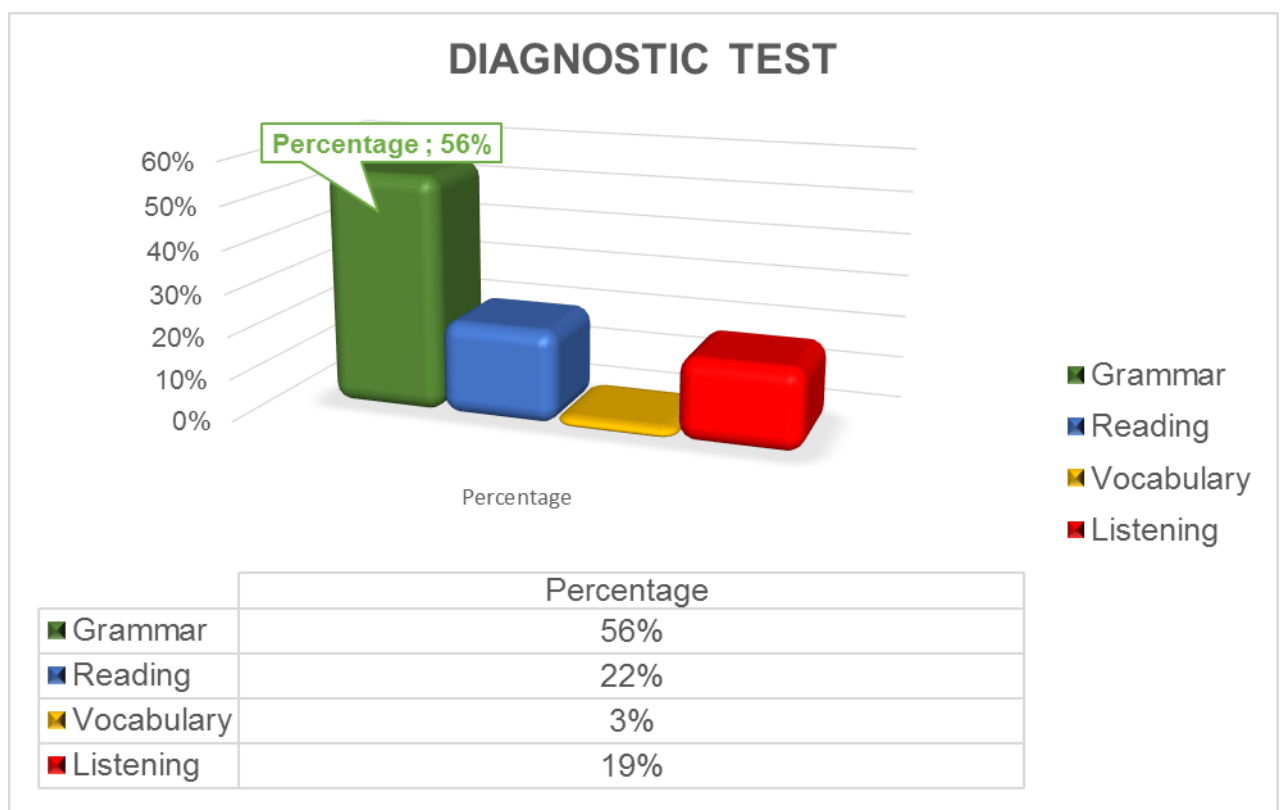


Figure 5. Diagnostic test results

The English diagnostic test indicates that the 56% average of the students has a basic knowledge of English grammar. This result is a solid proof of the overuse of drilling activities within the public education, and it is easily palpable because the classroom average is thirty-seven students. In grammar is important to memorize

concepts and rules and the teacher provides constant drill and practice that reinforce grammar but neglecting other skills.

The English diagnostic test indicates that the 22% of the students' have very beginners English vocabulary that leads them to have reading issues. The rote learning allows students to have good grades on grammar but for recognizing words that were not used in a real or imaginary context brings difficulties. In teaching and learning, the real context is essential and games provide this opportunity.

The English diagnostic test indicates that the 3% average of the students has basic English vocabulary. The lack of vocabulary affects deeply their speaking production. The numbers of students challenge the teacher to prepare a class that can engage everybody in the normal class and in speaking time as well. The vocabulary of the traditional games can foster the speaking and give the students a boost of confidence. Additionally, increase the poor percentage.

The English diagnostic test shows that the 19% of the students' listening skills are limited but still useful. The average shows the deficiency in recognizing speaking English at many levels such as music or conversations. The more vocabulary the students use in real context, the better they will perform in a speaking situation. Listening skills are very important and the teacher is the main speaking source in which the students trust in. For this reasons, the teacher has to speak fluently in order to convey a message to the students in a way that is easy to understand. Additionally, the teacher must use a repertoire of simple English words and it combines with a proper fluency will certainly help the learning in students.

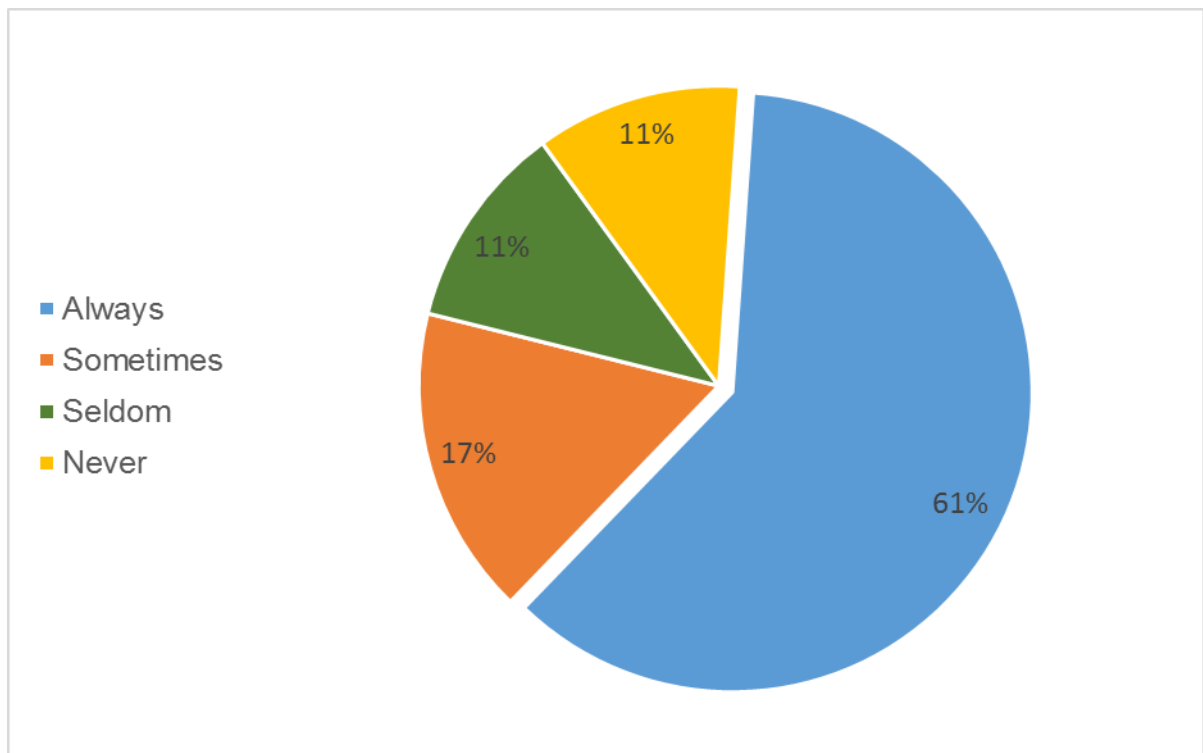
3.5.6. THE RESULTS OF THE SURVEYS FOR THE STUDENTS

Table 4. Question 1. English and games

1. Do you frequently learn English better by using games?			
Code	Category	Frequency	Percentage
	Always	22	61%
	Sometimes	6	17%
Question 1	Seldom	4	11%
	Never	4	11%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 6. Results



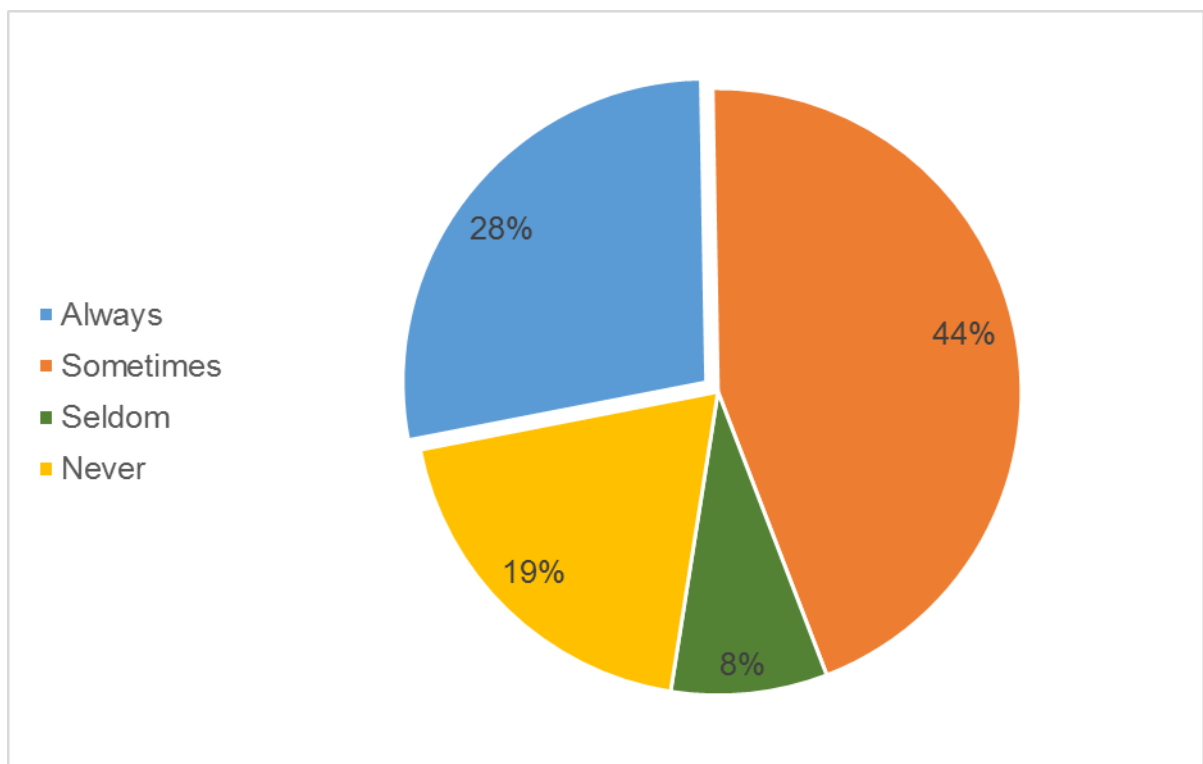
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question one that the 61% of students always learn better by using games. The 17% of students sometimes learn the English Language with games. The 11% of the students seldom learn using games, and the 11% of students never learn using these activities. It proves the advantage and proficiency of the games and the proper use to involved students in a creative and entertaining learning.

Table 5. Question 2. Traditional outdoor activities

2. Do you often use traditional games as an outdoor activity?			
Code	Category	Frequency	Percentage
	Always	10	28%
	Sometimes	16	44%
Question 2	Seldom	3	8%
	Never	7	19%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 7. Results

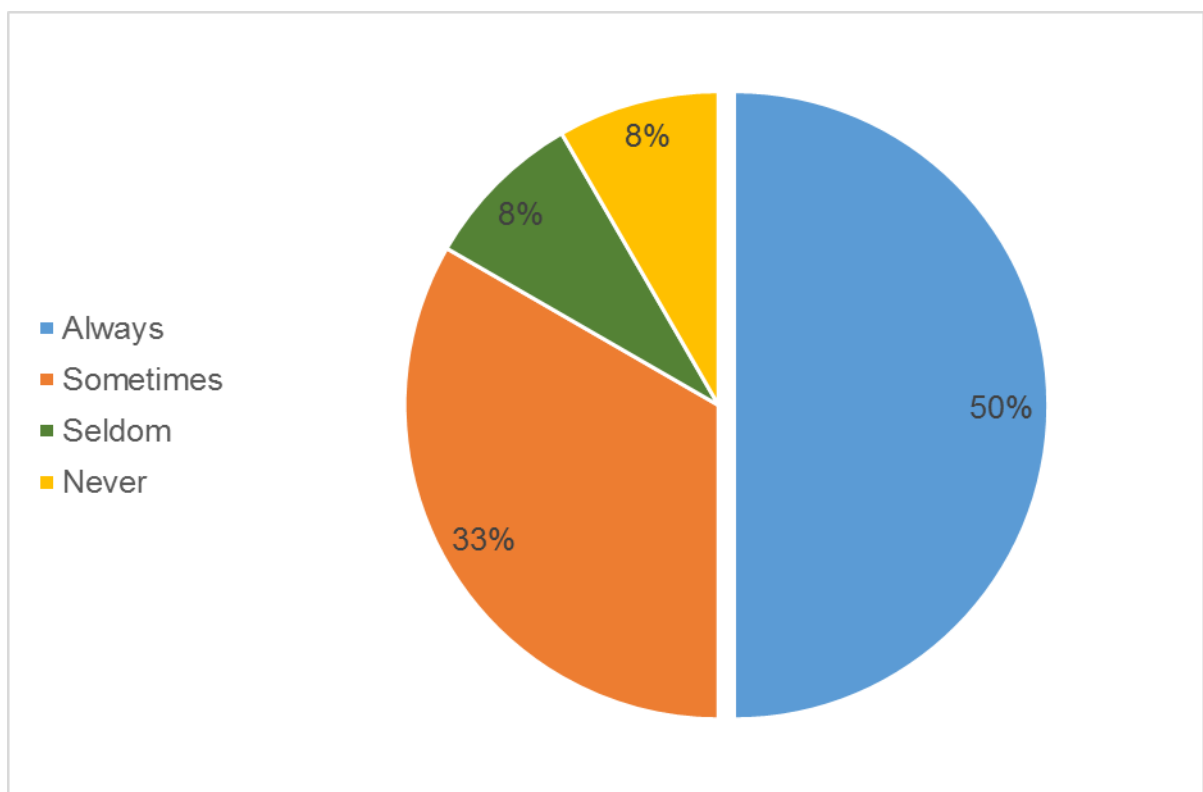
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question two that the 28% of students always use traditional games as an outdoor activity. The 44% of students sometimes use the traditional games to have fun. The 8% of the students seldom use the traditional games, and the 19% of students never use the games. It demonstrates that these games are still important in the Ecuadorian contemporary society. It also shows a lower percentage of decline in outdoor activities

Table 6. Question 3. English and their importance

3. Do you consider the English language an important subject?			
Code	Category	Frequency	Percentage
	Always	18	50%
	Sometimes	12	33%
Question 3	Seldom	3	8%
	Never	3	8%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 8. Results

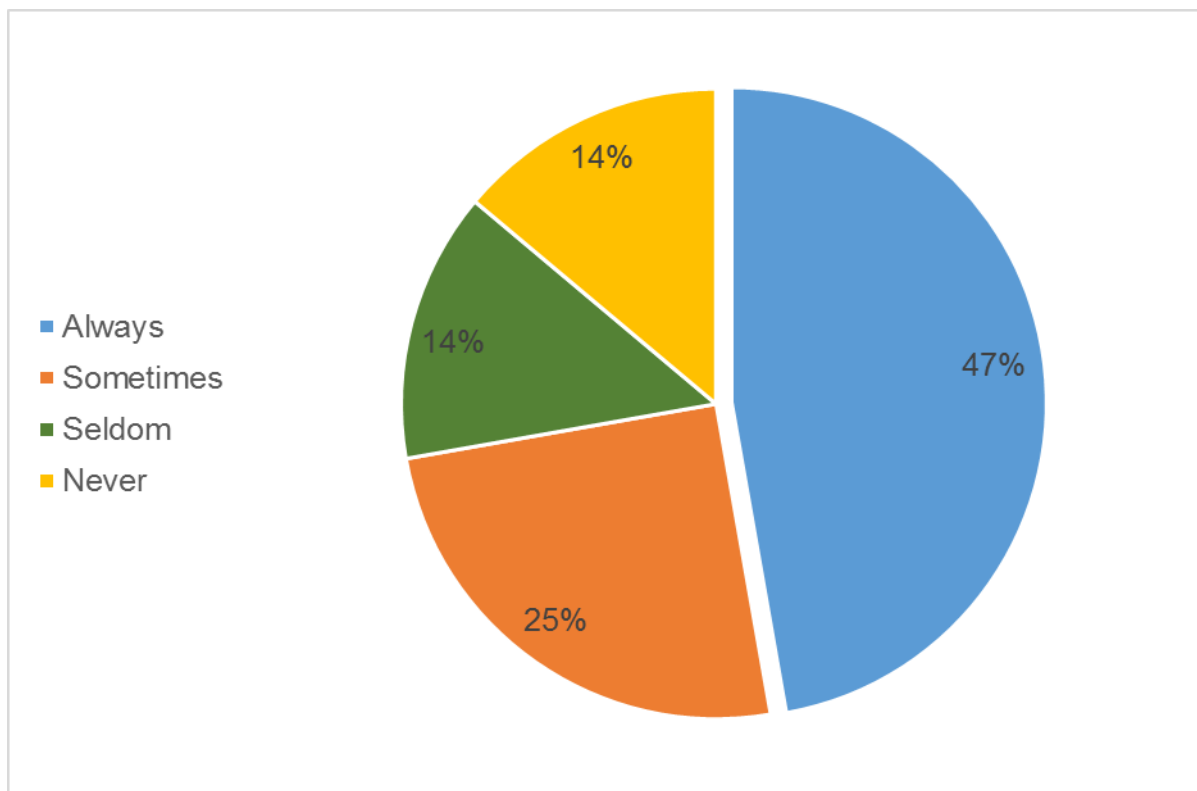
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question three that 50% of students always consider English an important subject. The 33% of students sometimes consider important this subject. The 8% of the students seldom consider it important, and the 8% of students never consider it as such. It reflects a high percentage that students care about the English subject. In order to counter the lower percentage, entertaining activities such as traditional games can provide more awareness towards the subject.

Table 7. Questions 4. Traditional games and English language skills

4. Can the traditional games help you to increase your English skills?			
Code	Category	Frequency	Percentage
	Always	17	47%
	Sometimes	9	25%
Question 4	Seldom	5	14%
	Never	5	14%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 9. Results

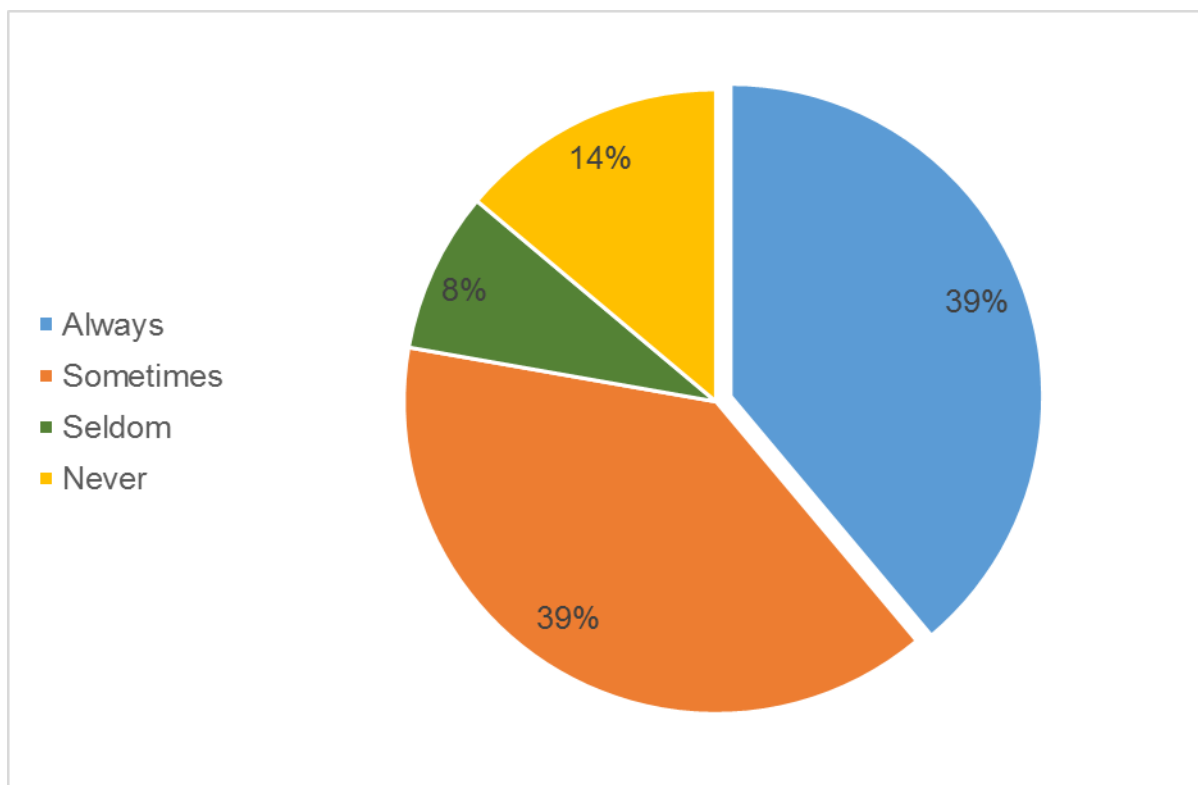
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question four that 47% of students consider that the traditional games can always help in their language skills. The 25% of students consider that the games can sometimes help them. The 14% of the students seldom consider it, and the 14% of students never consider it possible. The survey shows a positive feedback from the students on the use of traditional games and for acquiring more vocabulary.

Table 8. Question 5. Traditional games for discussion

5. Would you like to discuss the traditional games in class?			
Code	Category	Frequency	Percentage
	Always	14	39%
	Sometimes	14	39%
Question 5	Seldom	3	8%
	Never	5	14%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 10. Results

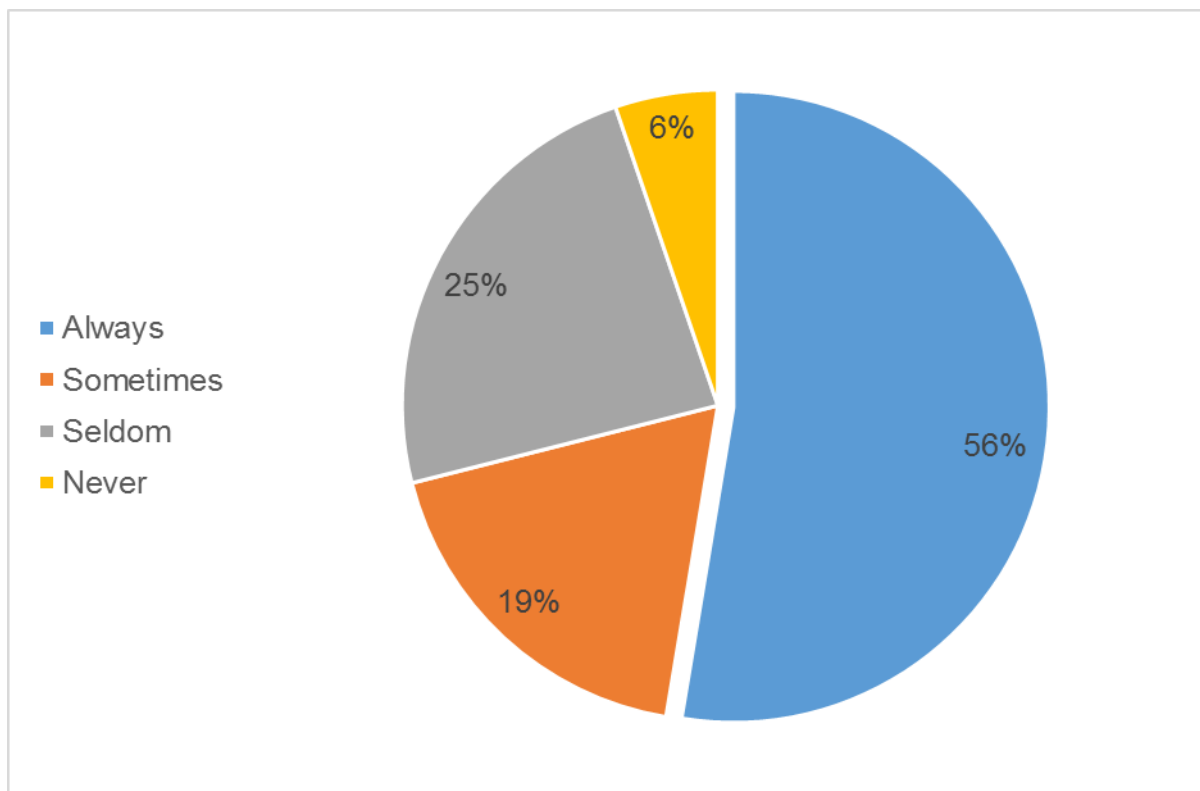
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question five that 39% of students would always like to discuss the traditional games in the class. The 39% of students would sometimes like to discuss these topics. The 8% of the students seldom consider it, and the 14% of students never consider it workable. It puts in evidence the desire not only use the traditional games but also to improve their speaking skills. It certainly motivates the students and fosters group work.

Table 9. Question 6. Traditional games once a week

6. Would you like to use these games to learn English once a week?			
Code	Category	Frequency	Percentage
	Always	20	56%
	Sometimes	7	19%
Question 6	Seldom	9	25%
	Never	2	6%
Total		38	106%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 11. Results

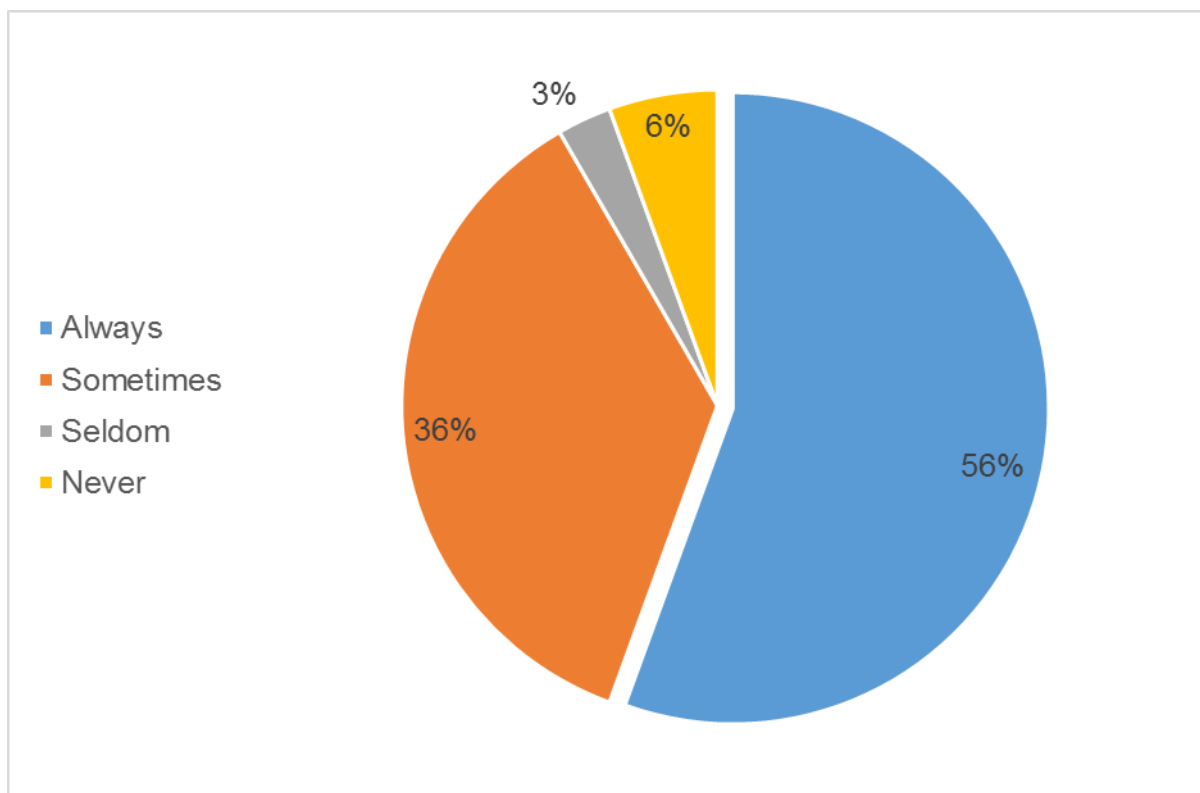
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question six that 56% of students would always like to use the traditional games once a week. The 19% of students would sometimes like to use the games. The 25% of the students seldom consider it productive, and the 6% of students never consider it effective. This survey shows that most of the students would like always to have entertaining activities to learn English.

Table 10. Question 7. Traditional games for chanting

7. Would you like to chant the traditional games' rhythms?			
Code	Category	Frequency	Percentage
	Always	20	56%
	Sometimes	13	36%
Question 7	Seldom	1	3%
	Never	2	6%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 12. Results

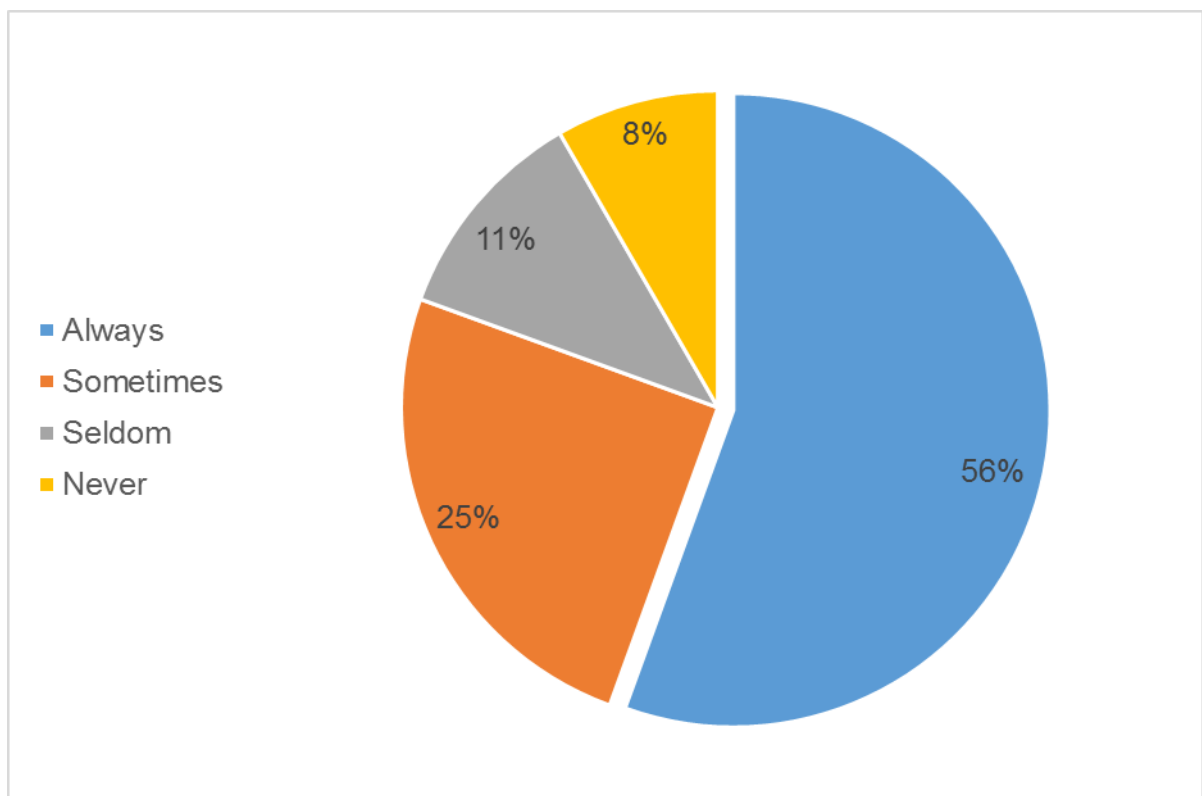
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question seven that 56% of students would always like to chant the rhythms. The 36% of students would sometimes like to chant these particular rhythms. The 3% of the students seldom would venture to do it, and the 6% of students never venture to do so. It shows a high average of acceptance to chant the traditional games' rhythms. A lower percentage would not participate in the activity but the different variants can give them more choices and commitment.

Table 11. Question 8. Traditional games and learning preferences

8. Would you occasionally prefer learning English with games?			
Code	Category	Frequency	Percentage
	Always	20	56%
	Sometimes	9	25%
Question 8	Seldom	4	11%
	Never	3	8%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 13. Results

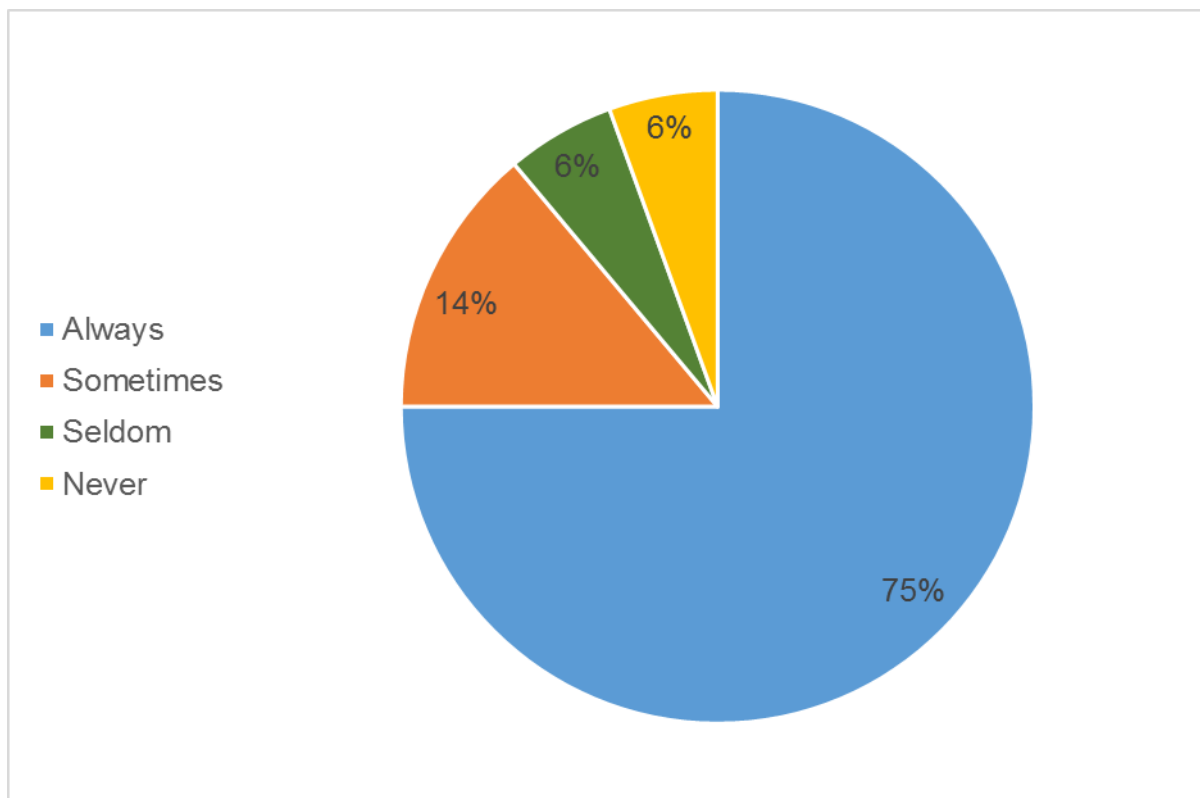
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question eight that 56% of students would always prefer to learn with games. The 25% of students would sometimes like to use games to learn. The 11% of the students seldom would prefer games, and the 8% of students would never prefer games to learn English. It magnifies the productive influence of games on students to learn English, and it shows the main learning preference, too.

Table 12. Question 9. Active and collaborative class

9. Do you always learn English better collaboratively and actively?			
Code	Category	Frequency	Percentage
	Always	27	75%
	Sometimes	5	14%
Question 9	Seldom	2	6%
	Never	2	6%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 14. Results

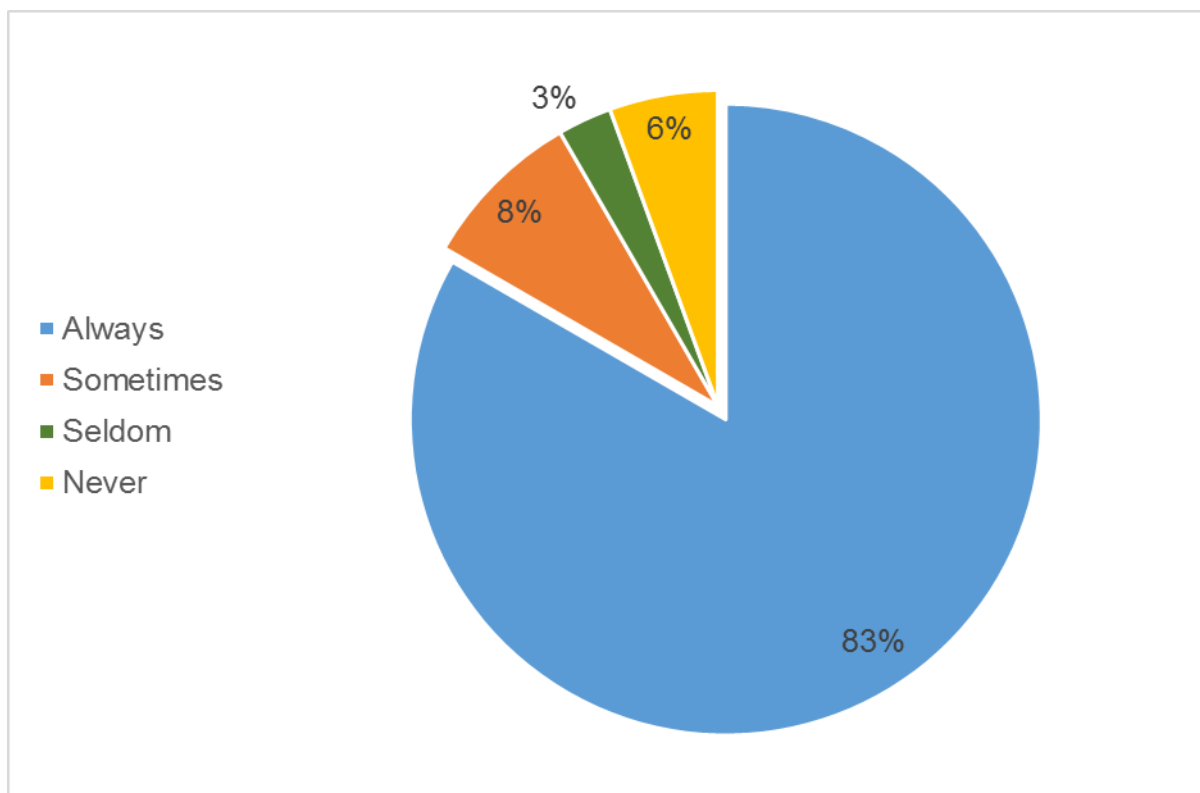
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question nine that 75% of students would always like to learn in a motivating environment that can promote collaboration and interaction. The 14% of students would sometimes learn in this way. The 6% of the students seldom would take advantage of this, and the 6% of students would never learn with these methods. It certainly affirms that the games can provide an encouraging environment to learn.

Table 13. Question 10. Dynamic English class

10. Would you like your English classes to be more dynamic?			
Code	Category	Frequency	Percentage
	Always	30	83%
	Sometimes	3	8%
Question 10	Seldom	1	3%
	Never	2	6%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 15. Results

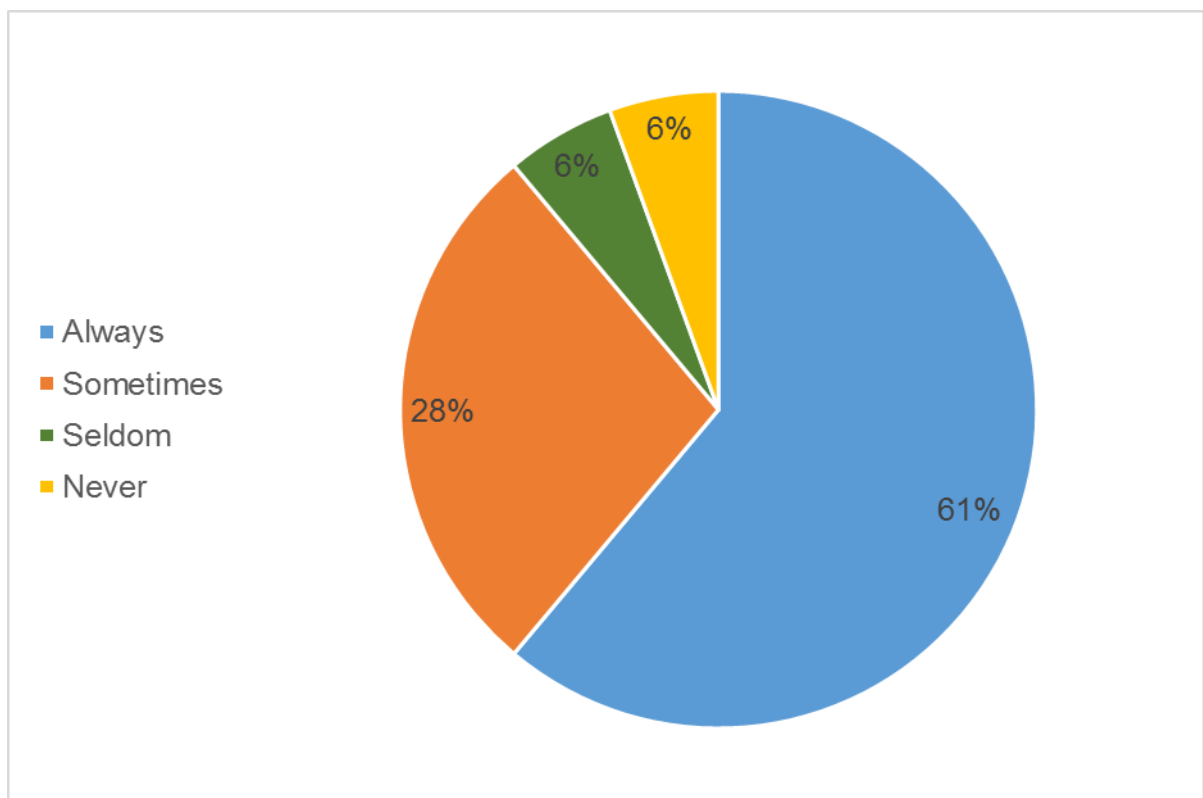
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question ten that 83% of students would always like a dynamic class. The 8% of students would sometimes consider it. The 3% of the students would seldom like dynamic in the class, and the 6% of students would never prefer an energetic class. The high percentage shows that a dynamic class is more engaging. It certainly can help them to learn faster, and it put into practice the theory.

Table 14. Question 11. Traditional games in English language

11. Would you play with the traditional games using English language?			
Code	Category	Frequency	Percentage
	Always	22	61%
	Sometimes	10	28%
Question 11	Seldom	2	6%
	Never	2	6%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 16. Results

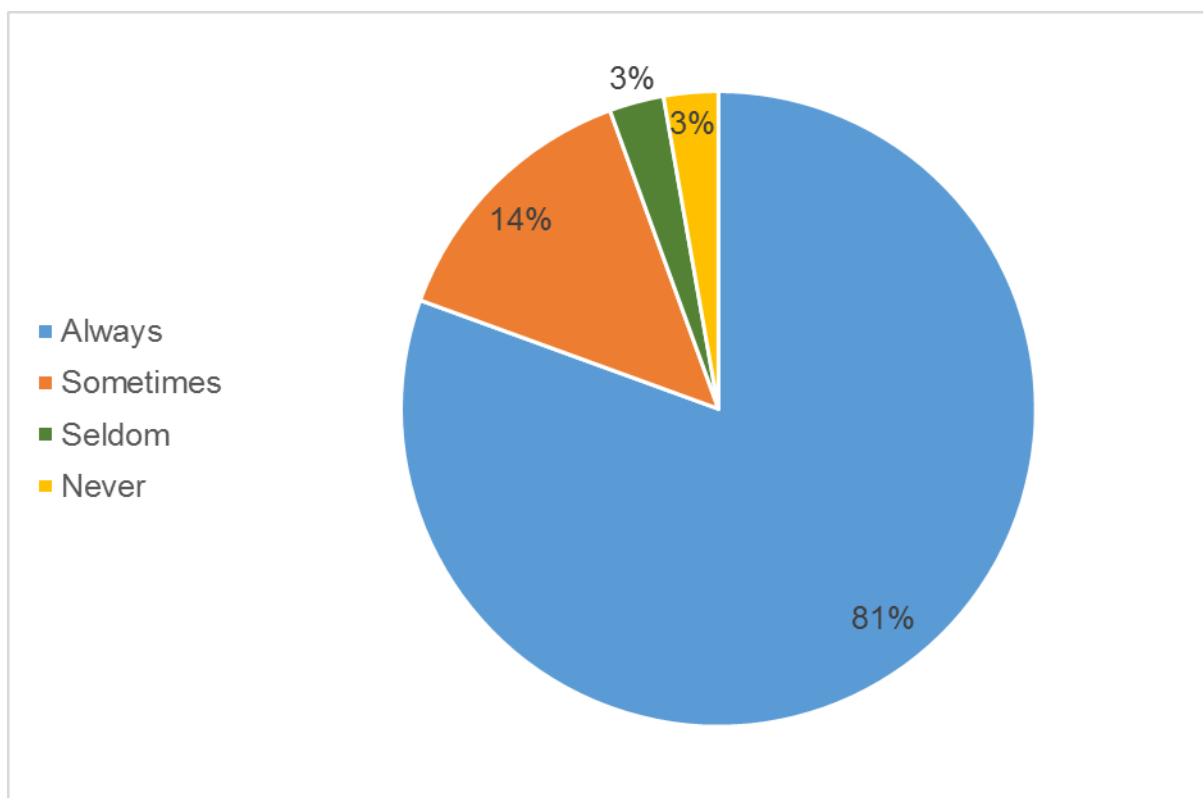
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question eleven that 61% of students would like to play the traditional games using English vocabulary. The 28% of students would sometimes consider it. The 6% of the students would seldom like the activities, and the 6% of students would never play the games using English vocabulary. It highly demonstrates the students' will to learn new vocabulary so that they can play the games using the English language.

Table 15. Question 12. Traditional games “open house”

12. Would you participate in an “Open house” of traditional games?			
Code	Category	Frequency	Percentage
	Always	29	81%
	Sometimes	5	14%
Question 12	Seldom	1	3%
	Never	1	3%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 17. Results

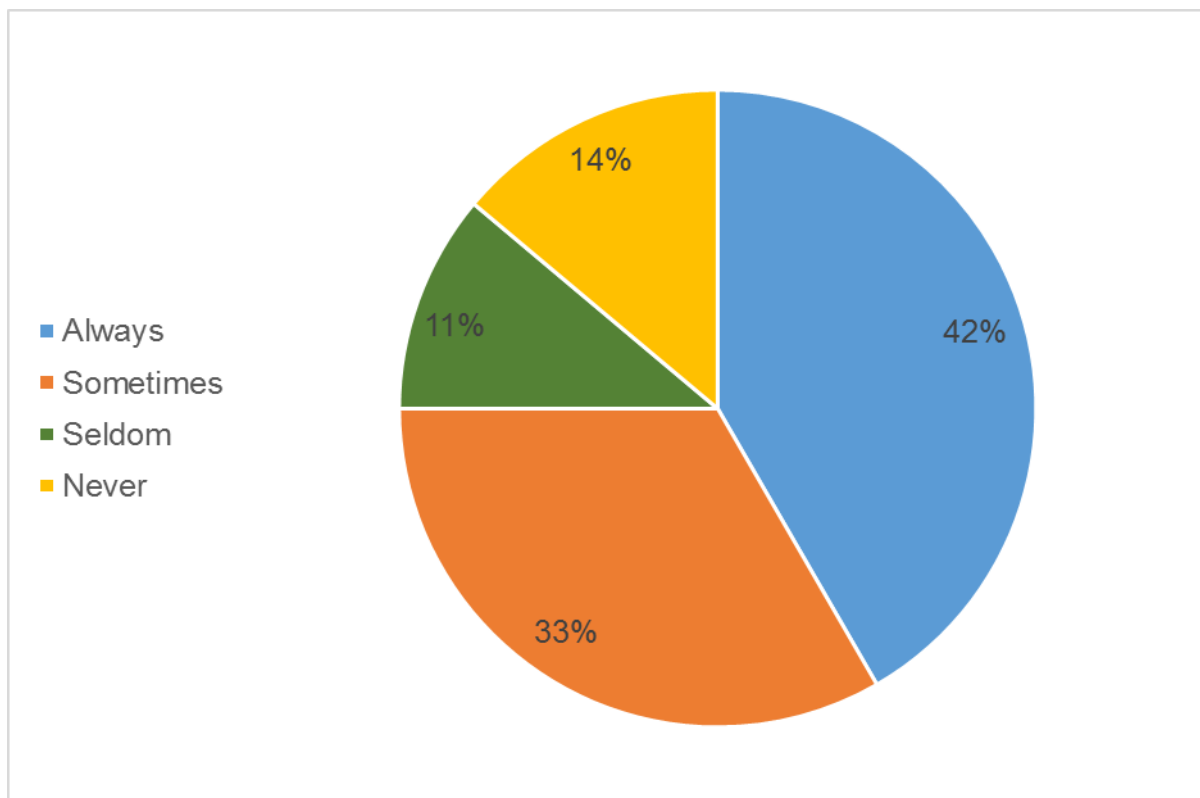
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question twelve that 81% of students would always participate in an “open house” about the games. The 14% of students would sometimes join. The 3% of the students would seldom participate, and the 3% of students would never involve in these matters. The high percentage contributes to the possibility of hold an event as such, and to involve students in different activities and responsibilities.

Table 16. Question 13. Elders and information about traditional games

13. Would you ask an elder for information about the traditional games?			
Code	Category	Frequency	Percentage
	Always	15	42%
	Sometimes	12	33%
Question 13	Seldom	4	11%
	Never	5	14%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 18. Results

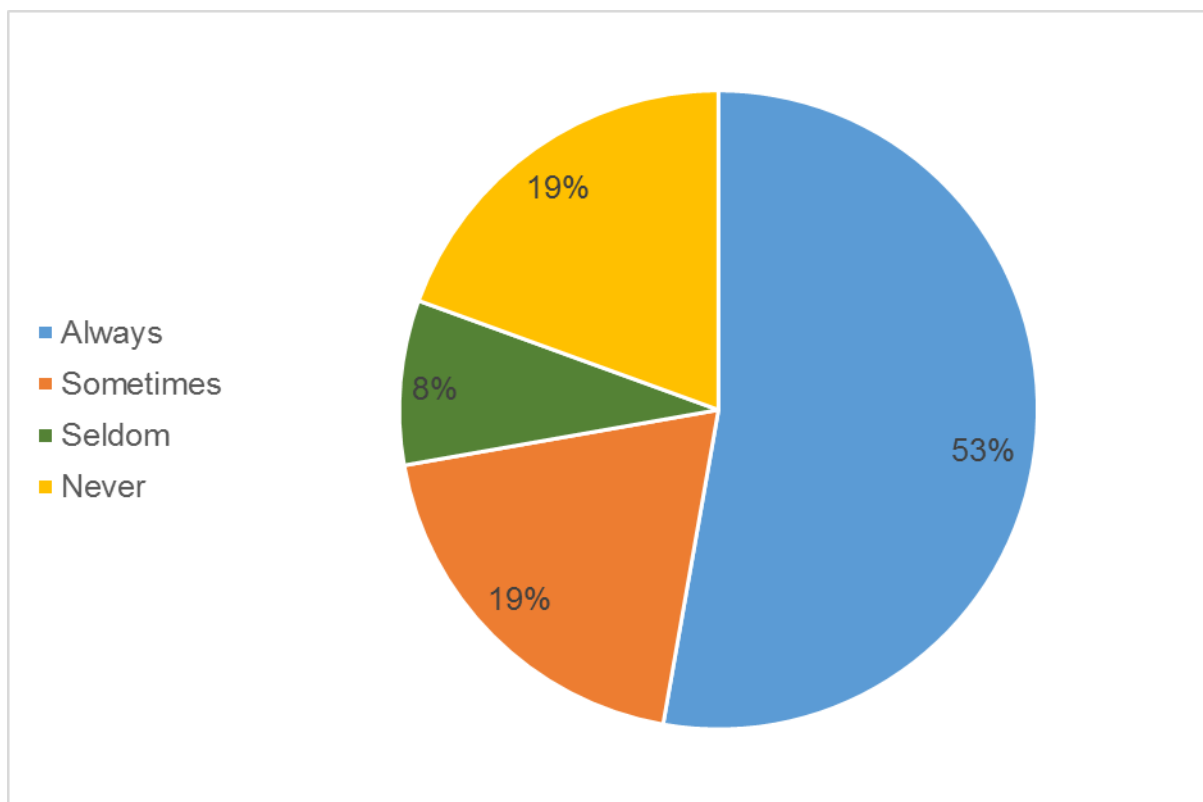
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question thirteen that 42% of students would always ask their elder about the .games the 33% of students would sometimes ask about it. The 11% of the students would seldom talk to them, and the 14% of students would never ask for information about the traditional games. It demonstrates the students rely on their parents as a source of information. On the other hand, another percentage prefers to look for it on the internet because it is more accurate.

Table 17. Question 14. Share the traditional games

14. Would you tell a foreigner about the Ecuadorian traditional games?			
Code	Category	Frequency	Percentage
	Always	19	53%
	Sometimes	7	19%
Question 14	Seldom	3	8%
	Never	7	19%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 19. Results

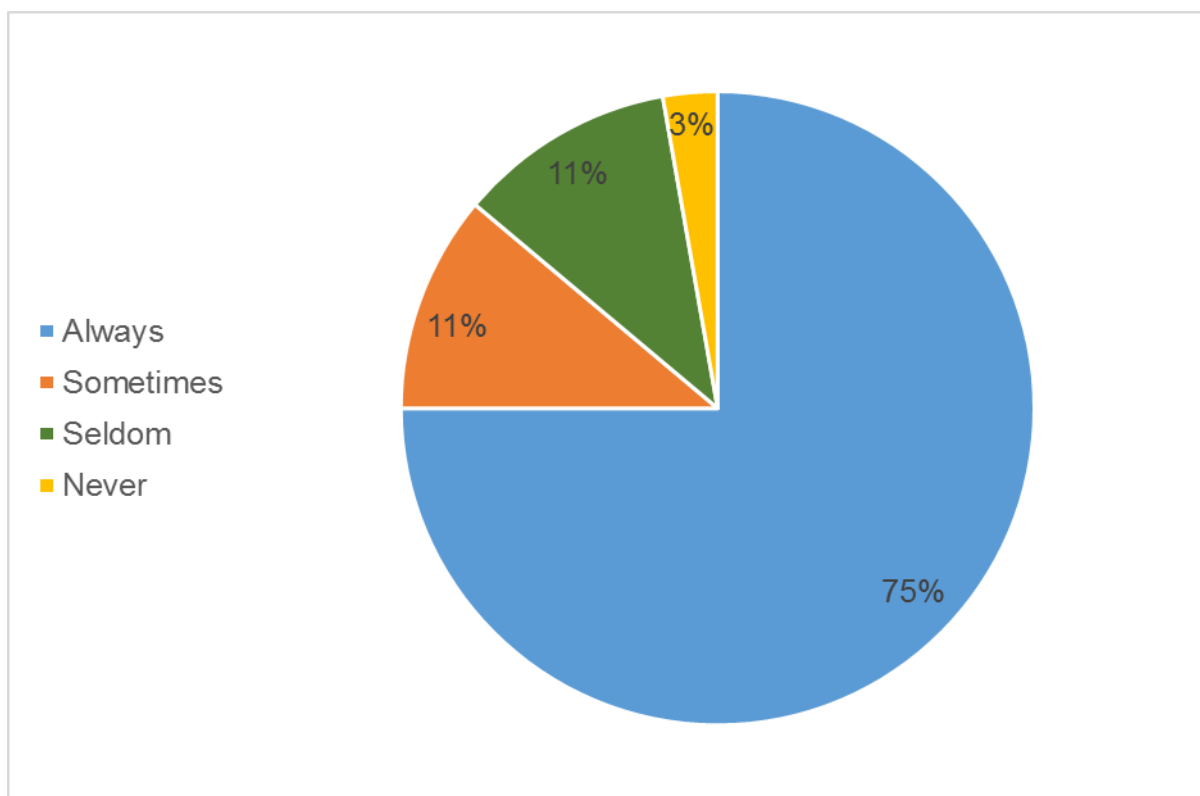
Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question fourteen that 53% of students would always say about the traditional games. The 19% of students would sometimes share this information. The 8% of the students would seldom say something about it, and the 19% of students would never say a word. It uncovers the enthusiasm to learn by different means in order to convey a message. It briefly demonstrates the lack of practice and self-doubt.

Table 18. Question 15. Traditional games as a matter of importance

15. Do you consider the traditional games an important matter in a school?			
Code	Category	Frequency	Percentage
	Always	27	75%
	Sometimes	4	11%
Question 15	Seldom	4	11%
	Never	1	3%
Total		36	100%

Source: Unidad Educativa José María Egas
By: Angel Fajardo

Figure 20. Results

Source: Unidad Educativa José María Egas
By: Angel Fajardo

The survey shows in question fifteen that 75% of students consider always these games very important within the schools. The 11% of students consider sometimes the games as a matter of importance. The 11% of the students seldom consider it, and the 13% of students never consider this relevant. The high percentage demonstrates that there is a social awareness of the games. However, it does not prove that the students use the games as an outdoor activity.

3.6. CONCLUSIONS

The methods to gather useful information has provided the significant evidence about the classroom environment and the teaching and learning as such. It also demonstrated the disadvantages because of the lack of technology and the non-motivating effect on student learning.

The interview with the director of the school revealed the teachers' lack of training that diminishes an acceptable teaching quality. The technology in the classroom is an important matter to the director, and the teaching methods to approach the students learning. Besides, the didactic materials and dynamic teachers are crucial factors to succeed in teaching a second language. It was also indicated that the Ecuadorian traditional games are not only another teaching tool but also a significant reminder for the new generations.

On the other hand, the interview with the teacher demonstrated the commitment and consistency to do an excellent job. However, the lack of technology decreases the educational process in the school. Nevertheless, the use of games or traditional games can provide more dynamic to teach and learn.

As an additional factor about the teacher, the observation of the class to measure the teacher's performance showed the enthusiasm of the teacher to impart the class. The experience to manage the thirty-seven students in the classroom. However, it also demonstrated the lack of didactic materials, games or any outdoor activity to motivate students, and a real context to put into practice the theory to reinforce the learning.

In this case, the observation class to the students demonstrated the lack of motivation in some students and not commitment towards the subject. It also evidenced a non-active participation in the class let alone a teamwork. The teacher's translation to English into Spanish is a surviving tool that allows students to comprehend the instructions.

In addition to the student's performance, the surveys and the diagnostic test for the students were fundamental to gather a more concise data to the research project about Ecuadorian traditional games. The surveys demonstrated the decreasing usage of traditional games and the rising of technological minds. It also showed that some students care about the traditional games and they still use them to have fun and share with other peers. Additionally, the student's preference to learn and the perfect environment to experience learning.

On the other hand, the diagnostic test demonstrated the lack of speaking skills due to the lack of vocabulary and real practice. Nevertheless, it confirmed and acceptable basic grammar skills on the students. From there, the use of the Ecuadorian traditional games took a significant boost to increase the students' vocabulary and foster their speaking skills.



PROPOSED PROJECT PLAN

ECUADORIAN TRADITIONAL GAMES THAT PROMOTE SPEAKING



CHAPTER IV. PROPOSED PROJECT PLAN

4.1. TITLE

ECUADORIAN TRADITIONAL GAMES THAT PROMOTE SPEAKING

4.2. JUSTIFICATION

4.3. OBJECTIVES

4.3.1. GENERAL OBJECTIVE

4.4. CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN

4.4.1. THE MARBLES GAME

4.4.2. THE HOPSCOTCH GAME

4.4.3. THE JUMPING-ROPE GAME

4.4.4 THE KITE GAME

4.5. THE PROPOSED PROJECT PLAN

4.6. VALIDATION OF THE PROPOSED PROJECT PLAN

4.7. IMPACT / BENEFIT OF THE PROPOSED PROJECT PLAN

4.8. CONCLUSIONS

4.9. RECOMMENDATIONS

CHAPTER IV. PROPOSED PROJECT PLAN

4.1. TITLE

ECUADORIAN TRADITIONAL GAMES THAT PROMOTE SPEAKING

4.2. JUSTIFICATION

Nowadays, the classrooms of the public education system are overcrowded and it limits the development of some skills in the students. The 9th grade of Unidad Educativa José María Egas has thirty-eight students that listen to the teacher carefully. However, the lack of confidence or meaningful activities both do not allow them to show or use their English speaking skills. This project aims at involving the learners in practical and creative activities in order to encourage their social and their speaking skills by using the Ecuadorian traditional games. From here, the significance of the research project by which the students will be able to use the basic commands and chant the rhymes in English to play the traditional games.

4.3. OBJECTIVES

4.3.1. GENERAL OBJECTIVE

The research project attempts to raise the importance of the Ecuadorian traditional games, and the usefulness in teaching and learning English to increase the speaking skills of the students. The methodology supports a more objective view of the use of the traditional games and a validated guidance for the process. On the other hand, the idea that teaching has to allow the students to apply and be creative is more challenging for the teachers. However, the more the students put into practice the theory, the better it provides a realistic use of English for the future. The set of traditional games have been selected in order to fulfill the requirements, which are to improve the quality of speaking skills in ninth grade students at Unidad Educativa Jose Maria Egas.

4.3.2. SPECIFIC OBJECTIVE

- To select some recognized traditional games in which some selected pedagogical strategies will support the use of them in the classroom.
- To demonstrate the efficiency of the traditional games as a didactic tool to expand speaking.
- To evaluate the increase in speaking through the games application.

4.4. CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN

In the public education sector with overcrowded classrooms, the possibility to learn the real use of the English language diminishes dramatically. For these reasons, the main objective of the research project provides a wider range of English vocabulary about Ecuadorian traditional games to foster speaking skills with the following activities.

4.4.1. THE MARBLES GAME

INTRODUCTION

It is a game with more influence on children and adolescents. This seems to be a simple game; however, it contains many variants and the marbles combined with a mix of colors make these mystical objects more attractive to the players. The use of the marbles provide the opportunity to create different variants to the game, and it depends mostly on the imagination of the children

MATERIALS:

Different types of colorful marbles

DIFFERENT VARIANTS

- a) "LA BOMBA" THE RING GAME
- b) "EL PIQUE" OFF THE WALL
- c) "LA LINEA" THE LINE
- d) "EL PEPO Y TRULO"

a) VARIANT ONE "LA BOMBA" THE RING GAME

One frequent practice is to draw a circle on the smooth surface of the ground and place a certain amount of marbles that each player has agreed to previously. Then, in the middle, place the marbles in the desired shapes such as a plus sign, circle, or scattered into the ring. Then, the participants have to draw a line some yards away and stand behind it to start the game.

In order to decide who starts first, the contestants tend to play Rock, Paper, and Scissors. In this way, the game is more fairly for everyone, and it avoids disagreements or disputes among the players. The first player kneels down and flicks his shooter towards the marbles with his thumb. Besides, the knuckles have to touch the ground or at least one of them. If the first player knocks a marble outside the circle, the player picks it up and starts over from where the shooter landed. However, if the marble does not hit any marbles inside the circle, it remains inside and the player loses his shooter and their turn. It happens in order to knock as many marbles as possible outside the circle. The participant who knocks more marbles outside the circle wins the game. Furthermore, the player will not only win the game, but also the marbles who he has knocked out from the circle.

The marbles game to foster speaking skills: This game never loses its attraction and students play this game increasingly in the rural areas of Ecuador and with less

frequency in the big cities. Using this traditional game, the students will have a wider vocabulary repertoire that will benefit students to communicate basic information about this specific traditional game. Besides, this activity prompts collaboration, friendship, and interaction among the payers “shooters” who are involved in the games.

b) VARIANT THREE “EL PIQUE” OFF THE WALL

First, children choose a wall and they dig a hole or draw a line one meter away to play “El Pique”. Then, the children use either the hole or the line to continue with the game, the objective is to throw the marble against the wall and land it the closest to the line or in the case of the whole to land inside it. The players “shooters” continue shooting the marbles against the wall from where the marble landed. If nobody lands the marble on the line or inside the hole, they will give up their turn and continue the game.

c) VARIANT FOUR “LA LINEA” THE LINE

This variant consists of drawing a line on the smooth surface of the ground. From there, four yards of distance approximately and then the shooters draw another line. This is the starting point that will serve to indicate the shooting area. The players “shooters” have to discuss who start first and what order they have to follow. The main objective of the game is to land a marble on the line to win the round. The players have to wait for the other players whether the marble is on the line or close to it so that all players have a chance in the game.

c) VARIANT FOUR “EL PEPO Y TRULO”

This variant of the marbles is most popular among all categories. The Ecuadorian Diary El Telégrafo and the following author (Coello Navarro, 2012) states in an article that, “el Pepo” means to hit the marble with another marble softly to avoid cracks on

the surface of the glass ball. Additionally, the objective is not only to hit the ball but also to remain very close to it in order to form “El Trulo” that allow winning more marbles depending on the agreement of the players. As a result, the game is known as “Pepo y Trulo”; furthermore, when the glass ball does not hit the other, the hand measure comes as “the quarter” or “La Cuarta”. This consists in using the distance between the thumb and the little finger. On the other hand, the measure known as “el Jeme” that consists in using the distance between the thumb and the index finger.

This is another basic form to play the marbles and very entertaining. The players agree on the number of marbles they have to give up for each category, which assures that a previous discussion has to take place so that rules and other details are going to be established to avoid cheating.

MAIN CHARACTERISTICS

Dynamic, collaborative, played by rules, competitive

4.4.2. THE HOPSCOTCH GAME INTRODUCTION

It is a classic game played by children, and it requires a steady balance. This traditional game also allows children to develop their kinesthetic skills and it strengthens the motor skills, too. There is a significant amount of variations that are easily drawn either on the surface of the ground or pavement. Whatever variant is used the purpose is to keep the balance and hop over the lines on one foot without treading on the lines.

MATERIALS:

A chalk and a flat stone

DIFFERENT VARIANTS

- a) THE TRADITIONAL HOPSCOTCH VARIANT**
- b) THE DAYS OF THE WEEK**
- c) THE MONTHS OF THE YEAR**
- d) THE CAT OR THE AIRPLANE LAYOUT**

a) TRADITIONAL HOPSCOTCH VARIANT

The hopscotch layout is a diagram that can take various forms. However, the rules are the same. First, a traditional hopscotch begins by drawing a set of squares on the ground with a chalk. Second, the squares have to be numbered from one to ten until reaching the top of the diagram, and the material is a flat stone to throw into each square. From there, the first participant begins by turn throwing the flat stone in the square number one, but the stone should neither land over the lines nor outside the selected square and if so then the participant loses the turn and starts over until the next round.

When the player throws the flat stone correctly, this person hops on one foot all the empty squares except the square in which is the flat stone until the top. Then the player has to go back jumping each square and lean down to reach the flat stone without treading the lines. When the course is completed, the player gives the flat stone to the other participants. The objective of the game is to go through number one until ten without losing turns. The person who has good balance and manages to play without falling will have more possibilities to win.



Figure 21. The hopscotch game

Source: Unidad Educativa José María Egas
By: Angel Fajardo

The hopscotch game to foster speaking skills: In this game, students have to learn basic commands, numbers, and geometric shapes that will facilitate the performance of each player in the game. Applying this traditional game will allow students to increase their vocabulary in this way to manage certain commands of the game in the English language. Consequently, it will enable students to communicate a basic range of ideas of the hopscotch game.

VARIANTS OF THE HOPSCOTCH DESIGN

There are different designs to play the hopscotch game. For example:

b) THE DAYS OF THE WEEK LAYOUT: this design has seven squares that represent the days of the week. It has a rectangular form, and the days of the week are in each square. The players can only use both feet on Sunday.

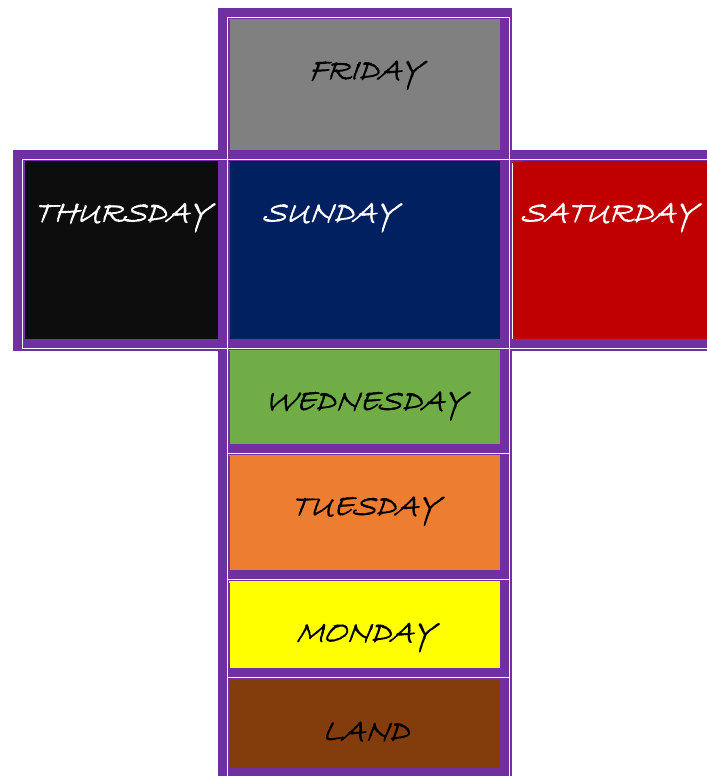


Figure 22. The hopscotch game of the days of the week

In this hopscotch layout, the rules are the same and the difference is only the additions of the days of the week. The player can say the days of the week loudly to make the game harder and funnier. Furthermore, in order to make the hopscotch game more challenging, they have to keep the balance, spell the days, not touch the lines or fall down. In order to continue, they have to grab the flat stone. The player has to keep in mind that the Sunday allows placing both feet to rest. Certainly, it makes the game more interesting and difficult.

c) **THE MONTH OF THE YEAR LAYOUT:** this design has twelve squares and a rectangular shape.

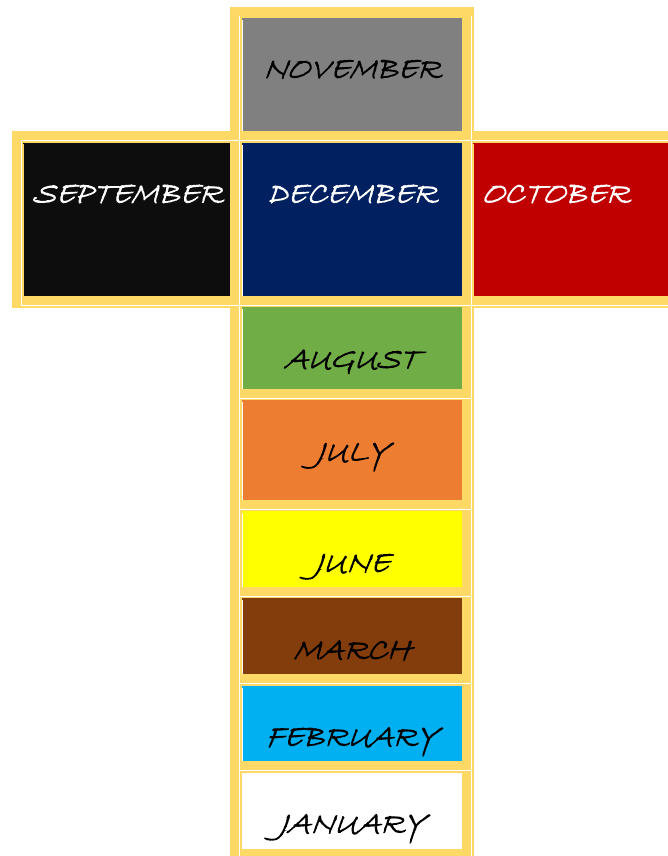


Figure 23. The hopscotch game of the months of the year

In this hopscotch layout, the months of the year are the only change. However, the layout can completely vary in another model such as a cat, snake, or plane, etc. The essence of the game is the same and the different layouts provide a more challenging view of each player. The students can practice spelling or pronunciation in this layout, and they can decide the square to place both feet and rest.

d) THE PLANE OR ROCKET LAYOUT

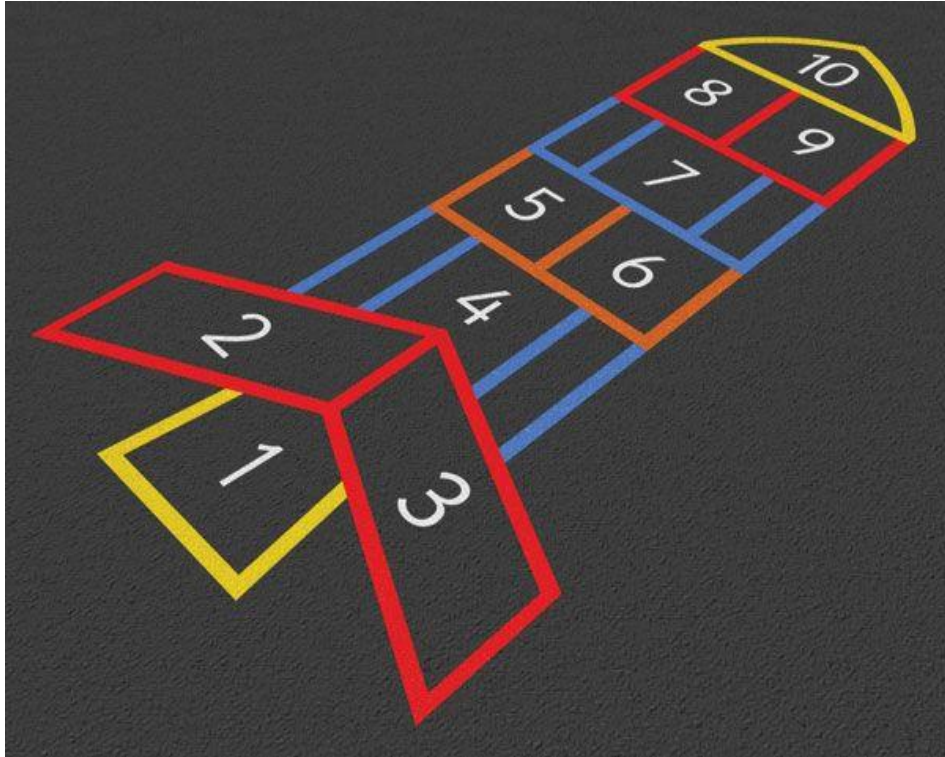


Figure 24. The hopscotch game with the layout of a rocket <https://www.pinterest.com>

This is an interesting layout that the students find appealing and different. The rules are the same for this layout and the objective is to keep the balance and go through each square without falling down. In this layout, the teacher can add the basic vocabulary of the parts of a rocket and help the students to practice their pronunciation. Additionally, the teacher can create dialogues to prepare students to interact with their classmates so that they will be able to discuss different topics related to the rockets; such as, general effects, advantages, disadvantages, etc.

The layout of the plane is another type of vocabulary that also involves traffic lights or sings. The more attractive to the eye is the activity, the most appealing the students find learning a second language. All in all, students will always want a game in their classes, and an outdoor activity is refreshing and purposeful.

e) **THE CAT LAYOUT:** this design is popular among the kids.

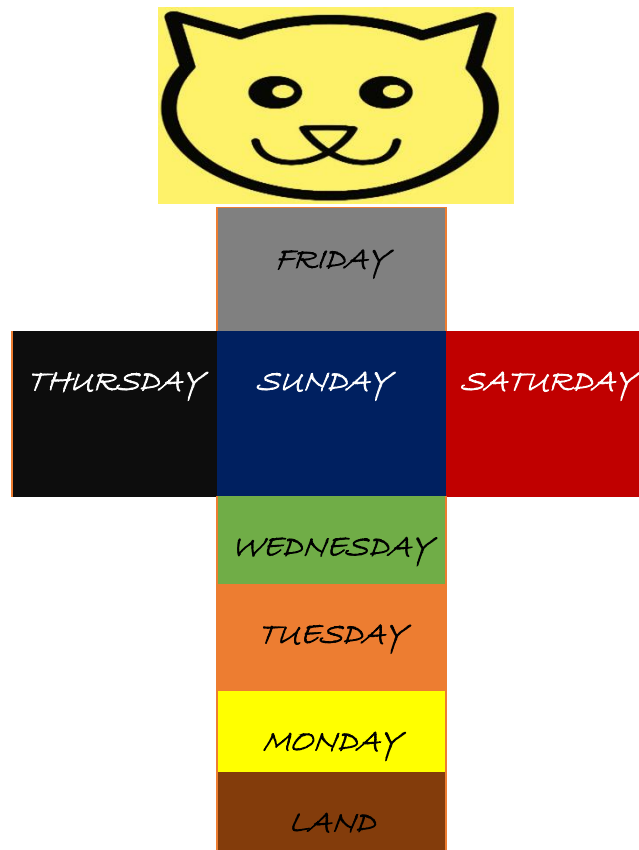


Figure 25. The hopscotch of the cat

The hopscotch game with the layout of a cat is an example of many others layouts. It depends on the teacher to provide the material to the students to create their own layouts. It can also serve as a project that the students will find useful for the future. This traditional game gives an opportunity to practice another type of vocabulary in a different and fun procedure, and it also allows the students to be more inventive.

MATERIALS

A chalk to draw the lines and a flat stone to throw to the squares.

MAIN CHARACTERISTICS

Dynamic, collaborative, played by rules, competitive

4.4.3. THE JUMPING-ROPE GAME

INTRODUCTION

Boys and girls play this traditional game, and they chant some rhymes in a coordinated pace so that the game becomes more entertaining and challenging. It is a very motivating game and encourages boys and girls to synchronize their moves and give their best to win. According to the Ecuadorian newspaper, “El Universo” (Canales, 2004) the game requires around three people, a thin rope, and very energetic and enthusiastic people. Then, two children “turners” grab the ends of the rope and they start turning the rope while one or two children jump the rope skillfully.

The game can turn difficult because the children have to chant jump-rope rhymes and keep the balance while they jump the rope. They all start chanting together a rhyme and the child who is jumping the rope has to finish the rhyme. This rhyme may end up in numbers or the alphabet letters etc. This game helps children to improve the balance and gross motor skills, socialize, and collaborate, and most importantly, the children can invent their own rhymes to chant. Finally, the teacher can use the game to teach students new vocabulary differently, and it enables the teacher to use any rhymes to chant the new vocabulary.

RHYMES

This is a basic rhyme to chant that the children use to play the game. The game starts slowly and it goes faster at the end.

a) VARIANT ONE “single or married”

Nun, single, widow, married, in love, divorced, with children, without children.

How many kids does she/he want to have?

One. two, three, four, five, six, seven.....

MATERIALS

A soft rope

MAIN CHARACTERISTICS

Dynamic, collaborative, played by rules, competitive

RULES AND OTHER CHARACTERISTICS

The child who jumps can not touch the rope because it would disqualify the player from the game.

In this variant, the students use a certain amount of vocabulary at the beginning, and they have to count from one until their strength allow them to continue. They can discuss the rules and other details of the game using the English Language. This variant also allows them to practice counting the numbers, addition, or reverse counting numbers. It depends on the teacher and the reinforcement necessary to the students.



Figure 26. The jumping-rope game <https://juegos.cosasdepeques.com>

b) VARIANT TWO “LITTLE TEDDY BEAR”

Little teddy bear, little teddy bear

Little teddy bear, little teddy bear

Look up.

Jump on one foot.

Little teddy bear, little teddy bear

Little teddy bear, little teddy bear

Look down.

Turn around

Little teddy bear, little teddy bear

Little teddy bear, little teddy bear

Turn to the right.

Touch the ground

Little teddy bear, little teddy bear

Little teddy bear, little teddy bear

Turn to the left.

Say good-bye.

c) Teddy Bear, Teddy Bear (Jump Rope Rhyme)

“Teddy Bear, Teddy Bear, turn around,

Teddy Bear, Teddy Bear, touch the ground,

Teddy Bear, Teddy Bear, show your shoe,

Teddy Bear, Teddy Bear, that will do!

Teddy Bear, Teddy Bear, go upstairs,

Teddy Bear, Teddy Bear, say your prayers,

Teddy Bear, Teddy Bear, turn out the lights,

Teddy Bear, Teddy Bear, say good-night!” American variant

<http://www.loving2learn.com/>

c) Apples, Peaches, Pears, and Plums

“Apples, peaches, pears, and plums

Tell me when your birthday comes.

January, February, March, June, July, August, September,

October, November, December.

<http://www.loving2learn.com/>

d) Coffee and Tea

I like coffee,

I like tea,

I want _____, to jump with me.

(The person jumping calls a name.)

<http://www.loving2learn.com/>

MATERIALS

A soft rope

MAIN CHARACTERISTICS

Dynamic, collaborative, played by rules, competitive

RULES

The child who jumps can not touch the rope because it would disqualify the player from the game.

In this variant, the students can use more names of animals or combine them in order to propose a new rhyme to chant.

e) VARIANT THREE “SPELLING”**What is your name?**

My name is Jose,

That has four letters,

J-O-S-E

What is your second name?

My name is Leonardo,

That has eight letters,

L-E-O-N-A-R-D-O

What is your first last name?

My first last name is Alvarado.

That has seven letters,

A-L-V-A-R-D-O

MATERIALS: A soft rope

MAIN CHARACTERISTICS: Dynamic, collaborative, competitive.

RULES AND OTHER CHARACTERISTICS

The child who jumps can not touch the rope because it would disqualify the player from the game.

In this variant, the students can practice spelling and pronunciation, and it allows the students to practice a range of vocabulary in a very different strategy. The teacher can include as many words as possible and reward students to make this game more challenging and entertaining.

4.4.4 THE KITE GAME

INTRODUCTION

The kite is a very popular traditional game that unites the family. It is a tradition to make the kite instead of buying it. This activity happens more frequently in the countryside where the tradition is common among children. The materials are mostly recyclable and easy to find. However, if someone wants to buy the materials, these are a few and affordable. The summer is a perfect windy season to fly a kite in Guayaquil city.

MATERIALS AND TOOLS

A ruler, scissors, pencil, flexible wooden dowels, nylon rope or fishing line, twine, scotch tape or electrical tape, garbage bags, newspaper or wrapping paper.

The wooden mini stick or dowels can be 12 millimeters thick that will be the crosspiece placed in a horizontal position, and 93 centimeters long, which is for the spine of the kite placed in a vertical position. A roll string is vital, too.

STEPS TO MAKE A DIAMOND KITE

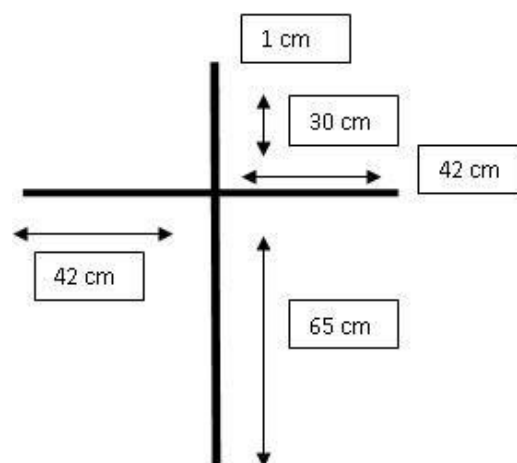


Figure 27. The kite game

First, once the materials are gathered and ready the measurements take a highly significant first step.

Second, form a cross and fasten the two sticks together with twine. Remember, the thick dowel will be the crosspiece and the long one the spine of the kite. Do not forget that the two pieces have to keep a right angle to each other.

Third, wrap around at the top of the spine firmly seven times approximately and use the notches to make it tighter. From there, pick an end of the crosspiece and keep wrapping around with the twine then to the end of the spine. From there, to the other end of the crosspiece and finally at the top of the spine. This is the final knot. Now the frame of the kite is ready

Fourth, now the crosspiece is faced-up and the wrapping paper or newspaper is underneath. From there, start tracing the paper around of the frame in a diamond form or according to the frame of the kite but leaving enough paper to wrap the borders. Then fold the edges carefully and use the electrical tape to make it firm and steady.

Fifth, put the kite face down, mark two points one on the right upside and other on the left down side of the cross area, paste them with an electrical tape and then punch two holes on the marked spots. The use of the tape will not allow the paper to tear apart. From there, pass the string through the holes and make a tight knot. This string will control the kite.

Seventh, the final part is to make the tail of the kite. Use a small piece of paper, fold the paper five times until it shapes like a tube. From there, fasten all the papers all along the tail of the kite. It will give the kite more balance in the windy weather.

4.5. THE PROPOSED PROJECT PLAN

The use of traditional games are a fundamental part of children and these activities help them to grow healthy. In order to face the decrease of English vocabulary and lower spoken English in ninth grade students at Unidad Educativa José María Egas, the traditional games have proven to be useful in terms of improving speaking skills, creativity, social skills, and teamwork.

The students have participated in the indoor and outdoor activities. First, the visual aids provided a wider understanding of the new vocabulary. Thus, the students elicit a response from the pictures and guess the context of the words. Once the new vocabulary has been presented, it is time to check meaning and use. After the proper clarification of meaning, a drilling technique has allowed the students to enhance their pronunciation.

Dialogues benefited students not only to develop a conversation but also to dramatize and participate in class more actively. It also arises the creativity and curiosity to make up their own dialogues and make their classmate dramatize their scripts. The activities help the students to improve their social skills and learn how to work as a team.

The learning of new vocabulary made the students more participative and gave them more motivation towards the subject. More importantly, this new knowledge and learning process both have given them more confidence to speak some basic English and develop group-work activities. The research has provided the teachers and the students a rising awareness about the traditional games. Besides, the wide possibility to keep using the games from time to time. The range of learning has been wide and satisfactory for the students.

4.6. VALIDATION OF THE PROPOSED PROJECT PLAN



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

THE USE OF ECUADORIAN TRADITIONAL GAMES TO FOSTER
SPEAKING SKILLS IN NINTH GRADE AT UNIDAD EDUCATIVA JOSÉ
MARIA EGAS”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

El proyecto resultó de gran importancia para los niños, niñas y adolescentes, además para rescatar los juegos tradicionales y ponerlos en práctica en los recreos.

Name:	Msc. Patricia Píera Rojas
Occupation:	Viceministra
Phone number	09 8635 8237

Signature

Unidad Educativa JOSÉ MARÍA EGAS

WICERRECTORADO

Guayaquil - Ecuador



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

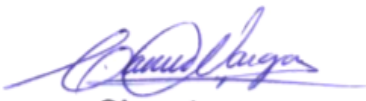
THE USE OF ECUADORIAN TRADITIONAL GAMES TO FOSTER
SPEAKING SKILLS IN NINTH GRADE AT UNIDAD EDUCATIVA JOSÉ
MARIA EGAS"

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Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

Very valuable proposed activities to develop speaking skills while working with enthusiasm and creativity. Ecuadorian Culture enhancement.

Name:	Carmen Vargas Aguirre	 Signature
Occupation:	English Professor	
Phone number	0991598107	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

THE USE OF ECUADORIAN TRADITIONAL GAMES TO FOSTER
SPEAKING SKILLS IN NINTH GRADE AT UNIDAD EDUCATIVA JOSÉ
MARIA EGAS”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

This project is very interesting and aplicable. Through these games students can play and know about traditional one and practice English. Congratulations.

Name:	Msc. Maritza Mejía A.	 Signature
Occupation:	Teacher	
Phone number	0993154001	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN


THE USE OF ECUADORIAN TRADITIONAL GAMES TO FOSTER
SPEAKING SKILLS IN NINTH GRADE AT UNIDAD EDUCATIVA JOSÉ
MARIA EGAS”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	X				
Scientific aspect		X			
Social impact	X				
Feasibility					
Relevance	X				
Originality		X			
Language	X				
Comprehension	X				
Creativity		X			

Comments

Conozco el tema y es una propuesta que puede ayudar a la promoción de las habilidades relacionadas con el habla en idioma inglés, rescatando los juegos tradicionales ecuatorianos, donde radica en mayor medida

Name:	Margareta León Garza	 Signature
Occupation:	Docente-investigadora	
Phone number	0979177020	

C.C. 0960023711

4.7. IMPACT / BENEFIT OF THE PROPOSED PROJECT PLAN

The traditional games have had a significant effect on the students of ninth grade at Unidad Educativa José María Egas. The students have more openness towards the English subject, and they recognize the importance of the traditional games as a part of the learning process. Additionally, an evident change in attitude and behavior that has led the English hour to be more productive and efficient. The traditional games have had a positive influence on the students and these games have encouraged more cooperation and interaction among the learners during the activities.

Undoubtedly, the increase in the student's communicative activities through the traditional games have resulted in a constant speaking practice that benefited students completely. Besides, the use of the jumping-rope game and the visual aid about the rhymes to chant are two main advantages to play the games and learn some additional rhymes. Through these rhymes, the students practice the pronunciation by chanting them. In addition, these social activities keep them on the right path and increase their moral values.

These games will shape the students' character and provide more positivism in different circumstances as the students participate in creative and productive activities. Thus, they will follow the same way in order to find success in their own way in society. These games will link some children more strongly with their parents due to this subject is to ask the parents more about these activities. There is no doubt that this proposed project can make an appropriate impression to continue with this current of knowledge delivering.

CONCLUSIONS

After imparting some classes with the traditional games, the students felt motivated in the class due to the practice of the games at the schoolyard twice a month at least. They enjoy the didactic material to learn the new vocabulary. These activities prove to be a useful teaching and learning tool and a helping activity to learn new vocabulary and foster the speaking skills.

The lack of teaching aids diminish the student's development of their competencies and lead them to fail in learning the language. However, the traditional games provided another perspective to learn English. For example, a change took place during the research project in which students not only improve their group relationship but also creative skills. Consequently, the classroom environment had a positive change that is reflected in the activities that bring out the students commitment towards the English subject.

A positive change in motivation and enthusiasm towards the subject was noticeable, and the will to develop dialogues to practice their English language have provided the students more confidence. Besides, the opportunity to play the traditional games using English language and have fun both are perfect for the students. Finally, it can be said that these traditional games influenced the student's learning and make them more conscious about the simplicity in learning a second language.

RECOMMENDATIONS

Based on the conclusions and the objective information of the research project the following recommendations are established.

- Teachers should apply more games in general to teach English, in which students can enhance their skills and enjoy the process of learning a second language. Besides, the integration of students into social community activities to motivate them and promote basic but fundamental values.
- Teachers should use more ludic activities in order to improve the student's involvement in the English class. These activities can make students more participative and progressive English speakers. Teachers should look for activities to promote English speaking skills in the classroom and replace the lack of a projector.
- Teachers must attend different types of seminars that can help them to know the latest updates about teaching English and the best methods, too. Teachers have to invest in their training and personal enhancement as professionals.
- It is of vital importance to apply the traditional games to empower the students learning, experience, and enrichment of the English as a second language. The teacher should foster the chanting to the rhythms in English while they play traditional games such as the jumping rope.
- The English teacher provided all the comfort to work on the project and decided to use the activities to teach to the other grades.

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ANNEXES



CLASS OBSERVATION

Teacher's name: _____ school: _____

Date: _____

INDICATORS	1	2	3	4
DOMAINS				
Domain 1: Planning and Preparation				
Demonstrating Knowledge of Content and Pedagogy				
Demonstrating Knowledge of Resources				
Designing Coherent Instruction				
Designing Student Assessments				
Domain 2: The Classroom Environment				
Creating an Environment of Respect and Rapport				
Establishing a Culture for Learning				
Managing Classroom Procedures				
Managing Student Behavior				
Organizing Physical Space				
Domain 3: Instruction				
Communicating With Students				
Using Questioning and Discussion				
Engaging Students in Learning				
Using Assessment in Instruction				
Demonstrating Flexibility and Responsiveness				
Domain 4: Professional Responsibilities				
Reflecting on Teaching				
Maintaining Accurate Records				
Showing Professionalism				

INDICATORS

1. Requires improvement 2. Developing 3. Good 4. Excellent



OBSERVATION CHECKLIST TO THE STUDENTS PERFORMANCE

Objective: To obtain information about students' performance and engagement within the classroom in ninth graders at Unidad Educativa Jose Maria Egas. The evidence collected will be only with the purpose of the research project and it does not include personal information.

Questions	Always	Sometimes	seldom	Never
1. The students feel motivated to participate in class				
2. Everybody participates spontaneously taking turns				
3. Students feel confident enough with the teacher				
4. Each student understand the instructions				
5. There is a successive teacher-students' interaction				
6. The students behave properly toward the teacher and one other.				
7. The students disregard instructions of the teacher because they are bored				
8. The students are talkative in the class				
9. They often enjoy working in groups				
10. the students demonstrate proper understanding during the class				



SURVEY FOR THE STUDENTS

Objective: To obtain information about Ecuadorian traditional games and the possible effect on speaking skills in ninth graders at Unidad Educativa Jose Maria Egas.

The evidence collected will be only for the purpose of the research project and it does not include personal information.

Write an "x" in the box according to your opinion.

<u>Questions</u>	<u>Always</u>	<u>sometimes</u>	<u>seldom</u>	<u>never</u>
1. Do you frequently learn English better by using games?				
2. Do you often use traditional games as an outdoor activity?				
3. Do you consider the English language as an important subject?				
4. Can the traditional games help you to increase your English skills?				
5. Would you like to discuss the traditional games in class?				
6. Would you like to use traditional games to learn English once a week?				
7. Would you like to chant the traditional games' rhythms?				
8. Would you occasionally prefer learning English with games?				
9. Do you learn English better collaboratively and actively?				
10. Would you like your English classes to be more dynamic?				
11. Would you play the traditional games using the instructions in English?				
12. Would you like to participate in an "Open house" of the traditional games?				
13. Would you ask an elder for more information about the traditional games?				
14. Would you tell a foreigner about the Ecuadorian traditional games?				
15. Do you consider the Ecuadorian traditional games an important matter in a school?				



TEACHER'S INTERVIEW

1. What is Speaking competence?
2. How would you foster speaking skill in your students?
3. How do you motivate your students to speak in the classroom using L2?
4. Do you think that Ecuadorian traditional games can foster speaking skills on your students?
5. What kind of Ecuadorian traditional games would you use to foster speaking skills?
6. Do you speak frequently in English to your students?
7. Do you consider that your students enjoy working in groups or individually?
8. From your viewpoint, what kinds of activities your students enjoy the most and why?
9. Would you recommend the use of Ecuadorian traditional games to improve speaking skills?
10. Do you consider relevant the use of Ecuadorian traditional games to teach English?
11. Do you consider promoting collaboration and interaction through traditional games among students?
12. Would you agree on organizing an "Open House" to present the Ecuadorian traditional games?



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VICENTE ROCAFUERTE
de Guayaquil

PRINCIPAL'S INTERVIEW

1. What do you think about the use of Ecuadorian traditional games to foster speaking skills?
2. Do you consider “speaking skill” important in the process of learning the English Language?
3. How can the educational institution encourage the teachers to improve their teaching skills?
4. The use of technology is having different effects on the youth; as a teacher do you believe that the Ecuadorian traditional games can facilitate more outdoor activities?
5. Do you consider that the use of Ecuadorian traditional games can help students in the learning process of English Language?



NAME: _____
TEACHER: _____

DATE: _____

Diagnostic test

GRAMMAR

A. Complete the following sentences with *am, is* or *are*. (8 points)

- 1. Paul.....my father’s name.
- 2. My best school friend.....Carla.
- 3. He.....an excellent student.
- 4. I.....a smart learner.
- 5. You.....a great soccer player.
- 6. My mom.....tall and beautiful.
- 7. My classroom.....big.
- 8. The principal.....always busy.

READING

B. Read the conversation and fill in the gaps with *am, is* or *are*. (8 points)

Carla: Hello, how..... you today?

Sam: Hi, Carla, I.....great. I’m with my best friends. We..... at the mall.

Carla: What are you doing?

Sam: We..... eating ice cream.

Carla: it a chocolate ice cream?

Sam: No, It.....a vanilla ice cream.

Carla: I love vanilla ice cream. Tha.....my favorite. I.....going to the supermarket. Goodbye friends.

Sam: We are going to the supermarket, too. See you there.

Carla: Nice! see you there, too.

WRITING

C. Use the words to write the positive sentences with *am, is* or *are*.(8 points)

- 1. Ana / my sister _____
- 2. Miss Martha / my teacher _____
- 3. You and Juan / my best friends _____
- 4. Your father / very funny _____
- 5. My parents / smart and enthusiastic _____
- 6. The teacher / patient and friendly _____
- 7. The bus / broken and old _____

8. English and math / my favorite
subjectcs_____

VOCABULARY

D. Complete the sentences with the correct grammatical tense (present simple) (8 points)

1. I.....(**go**) to the movies every day.
2. She.....(**wash**) the dishes last night.
3. She..... (**teach**) English language three times a week.
4. They..... (**study**) for the exam.
5. He..... (**erase**) the board every class.
6. She..... (**brush**) their tech there times a day.
7. I..... (**play**) soccer yesterday.
8. She..... (**travel**) to United states twice a week.

LISTENING

E. Listen to the conversation and underline the correct answers.

(8 points)

1. Leo _____ the new car

- a) doesn't like
- b) would like
- c) want
- d) see

2. who sells the new car?

- a) Mr. Angel
- b) Juan
- c) Bart
- d) Christian

3. Leo's dad is a _____.

- a) painter
- b) teacher
- c) driver
- d) lawyer

3. who is the main authority in a school?

- a) The teacher
- b) The students
- c) The secretary
- d) The principle



THE HOPSCOTCH GAME VOCABULARY

Name: _____

Date _____

INSTRUCTIONS:

LOOK FOR THE NEW VOCABULARY AND CIRCLE THEM

S	D	H	Q	O	X	S	N	S	C	X	A	Q	P	E
U	G	E	X	R	I	N	W	K	C	F	K	V	J	N
N	K	V	C	N	W	I	T	H	O	U	T	P	G	O
N	K	L	G	R	D	M	W	B	E	N	N	U	I	T
N	J	L	A	O	O	U	W	S	G	V	E	U	T	S
K	E	S	W	H	D	V	S	S	M	K	O	R	N	G
T	U	X	H	D	C	E	I	F	O	Q	A	L	O	A
I	W	C	T	A	E	W	I	D	Q	D	K	U	N	L
R	X	V	I	L	E	P	A	R	I	W	A	N	T	I
G	S	K	W	R	I	H	Z	T	R	U	B	R	N	U
I	H	I	V	U	V	X	I	T	C	A	Q	A	G	C
B	E	Q	J	I	L	O	A	A	A	Y	M	J	X	P
B	B	B	V	X	N	R	O	P	E	F	N	T	Y	E
C	J	Y	H	A	V	E	U	D	Y	M	V	V	X	I
Z	P	E	L	N	E	R	D	L	I	H	C	I	C	E

NUN, SINGLE, WIDOW, MARRIED, IN LOVE, DIVORCED, WITH, CHILDREN,
 WITHOUT, WANT, HAVE, ROPE, STONE, CHALK



THE HOPSCOTCH GAME VOCABULARY

Name: _____

Date: _____

INSTRUCTIONS:

LOOK FOR THE NEW VOCABULARY AND CIRCLE THEM

F	T	E	W	H	Z	D	X	P	V	G	H	T	C	B	X
M	W	S	A	Y	Y	O	U	R	P	R	A	Y	E	R	S
J	T	R	L	G	B	Y	F	X	A	O	M	K	C	Y	E
T	U	R	N	O	U	T	T	H	E	L	I	G	H	T	S
E	M	Z	C	H	P	U	C	O	D	S	T	G	M	Y	J
T	O	W	L	S	A	Y	G	O	O	D	N	I	G	H	T
H	Q	G	A	S	H	O	W	Y	O	U	R	S	H	O	E
A	L	P	M	B	Q	Y	P	X	X	O	D	N	C	K	E
T	P	S	J	R	N	H	B	A	T	M	S	K	Y	C	B
W	G	T	O	U	C	H	T	H	E	G	R	O	U	N	D
I	W	E	H	L	C	N	Z	H	Y	G	S	G	D	Q	D
L	S	T	S	M	N	F	T	I	Y	S	I	H	M	P	N
L	D	N	U	O	R	A	N	R	U	T	W	A	P	P	R
D	D	A	K	U	X	A	J	H	S	I	J	A	L	J	U
O	S	R	I	A	T	S	P	U	O	G	J	H	V	A	T

TURN AROUND, TOUCH THE GROUND, SHOW YOUR SHOE, THAT WILL DO, GO
UPSTAIRS, SAY YOUR PRAYERS, SAY GOODNIGHT, TURN OUT THE LIGHTS.



Name: _____ Course: _____ Date: _____

Read concepts and match each word according to the definitions

Activity

Nun	<u>having a wife or husband.</u>
Married	<u>married in the past</u> but not married now.
In love	a woman whose husband has died and who has <u>not married again.</u>
Divorced	<u>to love someone</u> in a romantic way.
Widow	<u>a children's game</u> that consists on jumping a rope
Single	plural de " <u>child</u> ".
Children	<u>not married</u> , or not having a romantic relationship with someone.
The jumping-rope game	a member of a female <u>religious group</u> which <u>lives in a convent.</u>



Name: _____ Course: _____ Date: _____

Complete the concept chart with the correct definitions with a classmate.

Activity 1.A

Nun	
Married	<u>having a wife or husband.</u>
	<u>to love someone</u> in a romantic way.
Divorced	<u>married in the past</u> but not married now.
Widow	.
Single	<u>not married</u> , or not having a romantic relationship with someone.
	plural de " <u>child</u> ".
The jumping-rope game	<u>a children's game</u> that consist on jumping a rope many times.



Name: _____ Course: _____ Date: _____

Complete the concept chart with the correct definitions with a classmate.

Activity 1.B

Nun	a member of a <u>female religious</u> group which <u>lives in a convent</u> .
Married	
In love	<u>to love someone</u> in a romantic way.
	<u>married in the past</u> but not married now.
Widow	a woman whose husband has died and who has <u>not married again</u> .
Single	
Children	plural de " <u>child</u> ".
The jumping-rope game	



DIALOGUE ACTIVITY

Divide the class into groups and have them practicing to present the games.

Student 1: Good evening, today we are going to present you an Ecuadorian traditional game. “The jumping-rope game”

Student 2: The materials: we need a rope and a traditional rhythm.

Student 3: Now we discuss the rhythm to chant.

Student 4: we decided to chant “**SINGLE OR MARRIED**”

Student 5: This is an Ecuadorian traditional game with rhythm.

Student 6: two classmates grab the ends of the rope and start turning it.

Student 7: Then I have to jump the rope and chant along with my friends.

Student 8: From there, we are ready to play and have fun.

All students Thank you. Goodbye.

DIALOGUE ACTIVITY

Divide the class into groups and have them practicing to present the games.

Student 1: Good evening, today we are going to present you an Ecuadorian traditional game. “The marbles game” – the variant is called the ring game or la bomba.

Student 2: The materials: we need the marbles.

Student 3: first, we draw a circle.

Student 4: then we place some marbles inside the circle

Student 4: we can put in the circle some of our favorite marbles.

Student 5. We draw a line some yards away that will signal the distance of the shootings.

Students 3: everybody has to wait their turn.

Students 1: remember to knock out as many marbles as you can.

All students Thank you. Goodbye.



Figure 28. Students from ninth grade working on concept checking activities



Figure 29. Students from ninth grade working on the activity "find someone who"



Figure 30. Students from ninth grade drawing of the hopscotch game



Figure 31. Students from ninth grade drawing the hopscotch



Figure 32. Visual aid of the Jumping-rope game



Figure 33. Interview with the principal



Figure 34. Interview with the English teacher



Figure 35. Playing the Jumping-rope game



Figure 36. The Jumping-rope game illustration

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO: The use of Ecuadorian traditional games to foster speaking skills in ninth grade at Unidad Educativa José María Egas” during the school year 2017-2018		
AUTOR: Ángel Leonel Fajardo Benítez	TUTOR: MTEFL. Janeth Mora Zapater	
	REVISORES:	
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	FACULTAD: Facultad de Ciencias de la Educación mención Ingles	
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ÁREAS TEMÁTICAS: Humanidades		
PALABRAS CLAVE: Traditional games, speaking, culture.		
RESUMEN: Similar to other games, the traditional games are a fundamental activity in the growth of any individual. The main objective of this research project is to foster speaking skills using the Ecuadorian traditional games in ninth grade students at Unidad Educativa José María Egas. The lack of speaking production due to the poor vocabulary knowledge inspired the research project to determine the proper use of the traditional games in teaching English language. In order to accomplish the main goal, the research instruments such as teachers’ interviews, class observations, students’ surveys, and tests proved to be useful in the process of gathering objective information. This study research also puts forward the use of didactic material, encourages creativity, outdoor activities, and promotes speaking using the traditional games. The students had an enriching experience during the project with these activities. Finally, the specific conclusions of the project allowed the proper recommendations or the institution with the purpose of fostering and enrichment of speaking skills using the Ecuadorian traditional games.		
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