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**PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO EN LENGUA  
INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE  
SISTEMAS EDUCATIVOS EN T.E.F.L**

**THEME**

**DIDACTIC GAMES TO ENHANCE 10<sup>TH</sup> GRADERS' ORAL  
PROFICIENCY AT UNIDAD EDUCATIVA INVESCIENCIAS IN  
GUAYAQUIL-ECUADOR DURING THE SCHOOL YEAR 2017-2018**

**TUTOR**

**MSC. MARIO MEJÍA**

**AUTHORS**

**JORGE DANIEL BARRERA MONCADA**

**IVELISSE ELIZABETH JIMENEZ RODRIGUEZ**

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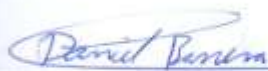
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Autores:



JORGE DANIEL BARRERA MONCADA

C.I. 0917392995



IVELISSE ELIZABETH JIMÉNEZ RODRÍGUEZ

C.I. 0952202018

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En mi calidad de Tutor del Proyecto de Investigación **"DIDACTIC GAMES TO ENHANCE 10<sup>TH</sup> GRADERS' ORAL PROFICIENCY AT UNIDAD EDUCATIVA INVESCENCIAS IN GUAYAQUIL-ECUADOR DURING THE SCHOOL YEAR 20017-2018"**, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Jorge and Ivelisse

## DEDICATION

This thesis is dedicated to  
my mom Linda Marisol Moncada Muñoz  
and my dad Jorge Eduardo Barrera Moncada.

Thank you for always believing in me.

Jorge Daniel Barrera Moncada

This academic achievements is dedicated  
to the memory of my beloved father Frank Jimenez,  
a wonderful man, who I miss every day.  
To my mother América Rodríguez  
Who always encourages me to go on every adventure,  
especially this one.

To my little son Daniel Eduardo Barrera

for all that he is,  
all that he has been,  
and all he is yet to be.

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## TABLE OF CONTENT

<b>LIST OF FIGURES.....</b>	<b>xii</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>CHAPTER I.....</b>	<b>3</b>
<b>STUDY APPROACH.....</b>	<b>3</b>
1.1.    Background of the problem.....	3
1.2.    Statement of the Problem .....	9
1.3.    Systematization of the Problem .....	10
1.4.    Broad Objective .....	10
1.5.    Specific Objectives.....	10
1.6.    Justification of the Study .....	11
1.7.    Scope and delimitations of the study .....	12
1.8.    Research Questions .....	13
1.9.    Identification of Variables.....	14
1.10.   Operationalization of Variables .....	14
<b>CHAPTER II.....</b>	<b>17</b>
<b>THEORETICAL FRAMEWORK.....</b>	<b>17</b>
2.1    Literature Review .....	17
2.2    Theoretical Review .....	19
2.2.1    Games.....	19
2.2.2    Characteristics of Games. ....	19
2.2.3    Types of Games. ....	20
2.2.4    Gaming and cognition.....	21
2.2.5    Oral proficiency.....	22
2.2.6    Aspects of oral proficiency.....	23
2.2.7    Models of oral production. ....	25
2.2.8    Oral Understanding Process.....	28

2.2.9	Oral Production.....	28
2.2.10	The role of teaching oral proficiency in the communicative process.....	29
2.2.11	Games and oral Proficiency. ....	30
2.3	Legal Framework .....	31
2.4	Conceptual Framework.....	33
<b>CHAPTER III.....</b>		<b>35</b>
<b>RESEARCH METHODOLOGY.....</b>		<b>35</b>
3.1	Type of research description.....	35
3.2	Methods, techniques, research instruments .....	35
3.3	Research population and sample.....	39
3.4	Sources, resources and timeline.....	40
3.5	Processing, Presentation and Analysis of Results.....	42
3.5.1	Class observation forms .....	42
3.5.2	Class observation guide (to the teachers). ....	42
3.5.3	Class observation guide (to the students).....	43
3.5.4	Pretest .....	44
3.5.5	Survey for the students.....	52
3.5.6	Questionnaire for teachers .....	62
3.6	Preliminary conclusions .....	72
<b>CHAPTER IV .....</b>		<b>73</b>
<b>PROPOSED PROJECT PLAN .....</b>		<b>73</b>
4.1	Title.....	73
4.2	Justification .....	73
4.3	Broad Objective .....	73
4.4	Specific Objectives.....	74
4.5	Content Framework of the Proposed Project Plan.....	74
4.5.1	The Language Skills and its Components .....	74
4.5.2	The Development of the Speaking Skill to Enhance Oral Proficiency.....	75



4.5.3	Games which have been used to Improve Listening and Speaking Skills .	75
4.5.4	How to Use Games in Class.....	86
4.5.5	Advantages of Using Didactic Games .....	87
4.6	The Proposed Project Plan .....	89
4.7	Validation of the proposed project plan.....	91
4.8	Impact of the proposed project plan.....	94
<b>CONCLUSIONS.....</b>		<b>95</b>
<b>RECOMMENDATIONS.....</b>		<b>97</b>
<b>REFERENCES.....</b>		<b>98</b>
<b>APPENDICES.....</b>		<b>101</b>

## LIST OF TABLES

Table 1 Weekly Schedule from Prekinder to second grade.....	4
Table 2 Schedule for forty weeks from prekinder to second grade .....	5
Table 3 Weekly schedule from third grade to sixth grade.....	5
Table 4 Schedule for forty weeks from third to sixth grade.....	6
Table 5 Weekly schedule from seventh to tenth grade.....	6
Table 6 Schedule for forty weeks regular program.....	7
Table 7 Intensive program: weekly schedule .....	7
Table 8 Intensive program: Forty-hour schedule .....	8
Table 9 Conceptual definition, Operative Definition, Dimensions, Indicators and Instruments for the Independent Variable .....	15
Table 10 Conceptual Definition, Operative Definition, Dimensions, Indicators and Instruments for the Dependent Variable.....	16
Table 11 Evaluation criteria used in the pretest .....	38
Table 12 Sources .....	40
Table 13 Rsources .....	40
Table 14 Timeline.....	41
Table 15 Results gotten by the students in the pretest.....	45
Table 16 Results gotten by the students according to each aspect of the oral skill.....	46
Table 17 Analysis of Accuracy .....	47
Table 18 Analysis of Content .....	48
Table 19 Analysis of Fluency .....	49
Table 20 Analysis of Pronunciation .....	50
Table 21 Analysis of Vocabulary .....	51
Table 22 Question 1: Do you like to speak English? .....	52
Table 23 Question 2: Do you feel comfortable when speaking English during the class? .....	53
Table 24 Question 3: Do you understand when your teacher speaks English? .....	54
Table 25 Question 4: Do you speak Spanish in class? .....	55
Table 26 Question 5: Do you think the activities in class are fun? .....	56

Table 27 .....	57
Table 28 Question 7: Do you practice English at home?.....	58
Table 29 Question 8: Do you like learning English by playing? .....	59
Table 30 Question 9: Do you think classes would be better by using games? .....	60
Table 31 Question 10: Would you like to improve your speaking skill? .....	61
Table 32 Question 1: How long have you been working as an English teacher? .....	62
Table 33 Question 2: How long have you been teaching teens? .....	63
Table 34 Question 3: Where did you learn English? .....	64
Table 35 Question 4: What kind of educational degree do you have? .....	65
Table 36 Question 5: What is your level of English proficiency? .....	66
Table 37 Question 6: How do you consider yourself as a teacher? .....	67
Table 38 Question 7: How would you evaluate yourself regarding your management skills? .....	68
Table 39 Question 8: Have you participated in any workshop or seminar in TEFL lately? .....	69
Table 40 Question 9: How often do you use the target language in class? .....	70
Table 41 Question 10: How often do you use games in class? .....	71
Table 42 <b>Timetable proposed project plan</b> .....	89

## LIST OF FIGURES

Graphic 1 Results gotten by the students according to each aspect of the oral skill .....	46
Graphic 2 Analysis of Accuracy .....	47
Graphic 3 Analysis of Content .....	48
Graphic 4 Analysis of Accuracy .....	49
Graphic 5 Analysis of Pronunciation .....	50
Graphic 6 Analysis of Vocabulary .....	51
Graphic 7 Question 1: Do you like to speak English? .....	52
Graphic 8 Question 2: Do you feel comfortable when speaking English during the class? .....	53
Graphic 9 Question 3: Do you understand when your teacher speaks English? .....	54
Graphic 10 Question 4: Do you speak Spanish in class? .....	55
Graphic 11 Question 5: Do you think the activities in class are fun? .....	56
Graphic 12 Question 6: Is English important to you? .....	57
Graphic 13 Question 7: Do you practice English at home? .....	58
Graphic 14 Question 8: Do you like learning English by playing? .....	59
Graphic 15 Question 9: Do you think classes would be better by using games? .....	60
Graphic 16 Question 10: Would you like to improve your speaking skill? .....	61
Graphic 17 Question 1: How long have you been working as an English teacher? .....	62
Graphic 18 Question 2: How long have you been teaching teens? .....	63
Graphic 19 Question 3: Where did you learn English? .....	64
Graphic 20 Question 4: What kind of educational degree do you have? .....	65
Graphic 21 Question 5: What is your level of English proficiency? .....	66
Graphic 22 Question 6: How do you consider yourself as a teacher? .....	67
Graphic 23 Question 7: How would you evaluate yourself regarding your management skills? .....	68
Graphic 24 Question 8: Have you participated in any workshop or seminar in TEFL lately? .....	69
Graphic 25 Question 9: How often do you use the target language in class? .....	70
Graphic 26 Question 10: How often do you use games in class? .....	71

## LIST OF APPENDICES

APPENDIX A Class Observation (teacher) .....	101
APPENDIX B Class Observation guide (to the students) .....	103
APPENDIX C Pretest .....	104
APPENDIX D Survey for students.....	108
APPENDIX E Questionnaire for teachers.....	109

## ABSTRACT

The present research attempts to investigate the enhancement of students' oral proficiency through the use of games. The main problem resides young students' inability to carry on a spontaneous conversation either in the classroom or in any natural setting. It is expected through the use of games that 26 students of 10th grade at Unidad Educativa Invesciencias in Guayaquil enhance their communicative proficiency. This is an exploratory and theoretical research. It is also a field research because the data was collected in the same place where the events occurred. Class observations to the students and teachers evidenced a pedagogical problem related to teaching English as a foreign language. Additionally a pretest was administered to the students to measure different aspects of the students speaking abilities; it was assessed through a rubric based on the following evaluation criteria: fluency, accuracy, pronunciation, content and vocabulary. A survey for the students and a questionnaire for the teachers helped to lead the research and it was concluded that oral production is not really promoted in this grade, the students are not able to speak fluent, pronounce properly and make an accurate use of their speaking skill, that is why the proposal of incorporating didactic games in the English classroom was considered. The researchers implemented didactic games as a strategy to enhance oral proficiency for 2 weeks. After the implementation of the proposal, the benefits of using didactic games for the improvement of oral proficiency in English were analyzed. The process of teaching and learning became more communicative and learning anxiety reduced. The students were not ashamed of asking questions to the teachers and answering their questions. During the games the students looked more competitive. Finally it could be observed how the teacher-student relationship improved, as well as social relations among students, promoting a climate of calm and confidence in the classroom.

**Keywords:** Oral proficiency, games, language acquisition, speaking and listening, EGB.

## INTRODUCTION

This field research took place at Unidad Educativa Invesciencias in Guayaquil during 2017-2018 school year. At this school, some problems like poor communication in the target language, lack of oral participation in class activities, lack of students' interest and motivation revealed the students had difficulties to communicate orally in the English language.

Regarding this situation, numerous researches have been conducted to help English learners to develop their speaking skill using different methods, but in real life little attention has been given to the use of those techniques in the classroom to develop this skill, especially in teenagers. In high school, most of teachers base their language lessons on traditional methods like books instead of using motivational resources.

Therefore, changing from traditional to recreational teaching can be an appropriate strategy for teaching English as a foreign language, since it adapts to the characteristics of the students, considering the use of entertaining activities in the classroom encourage the interaction between the students while their language learning requirements are satisfied. This interaction helps the students improving their language skills in an easier and fun way.

Thus, this study is focused on using games to enhance the development of speaking skill in the English language of 10<sup>th</sup> graders of Educación General Básica (EGB). According to the Common European Framework of Reference for Languages the goal for 10<sup>th</sup> grade language students is to achieve a B1 level of proficiency, which will allow them to communicate effectively as independent users of English, so the development of the speaking skill is essential.

The research study is focused on qualitative and quantitative methods and the data was obtained by observing the class, the conduction of a pretest, and the administration of a survey for the students and, a questionnaire for the teachers. The implementation of

games in class and the results gotten with application of this technique will give the reader the chance to validate the objectives.

The study is structured as follows:

In the first chapter, the problem contextualization, research questions, general and specific objectives and justification are described.

In the second chapter, the literature, the theoretical review, and some of the most remarkable psychological gaming theories that influence learning have been reviewed and have helped the researcher determine the foundations of this research study.

In the third chapter, the research design, the type and level of research, the population and sample, the research instruments, results and data analysis are presented.

Finally, in the fourth chapter, the proposed project plan, justification, objectives, content and implementation can be found along with the conclusions and recommendations given by the researcher.



# CHAPTER I

## STUDY APPROACH

### 1.1. Background of the problem

Unidad Educativa Invesciencias is located in Guayaquil, Ecuador, its address is: Guayacanes Mz 126 v35 and it belongs to district five of the Ministry of Education. This school is well known for raising students to form his spirit in observation, reflection, and the finding of true values.

In nineteen eighty-six a pre-school and elementary school had its own place in Guayacanes. Next in all classrooms the different pedagogical theories were applied to make learning a fun way to study, so that the students learn better.

Little by little, Invesciencias as a project, started growing and in nineteen ninety-nine the bilingual education was implemented, at the same time eighth grade was created. After that in the following years the project continued growing, ninth, and tenth grades were opened. Nowadays, this educational institute has a recognized prestige in the community, one of the reasons is that the students who graduate from basic education, have an outstanding performance in the different high schools. At the present time, this educational institute has 30 teachers and 380 students in its different sections. In the English area, there is a coordinator and five English teachers.

There are two programs for students; the first one is called a regular program which is given from kinder to tenth grade. The second program is called an intensive program which consists of four levels, for students from seven to tenth grade. In this school a communicative methodology is applied, this is based on an eclectic philosophy, and humanist, functional, principles; looking forward to significant learning and always having as a premise that the main purpose of a language is to communicate with effectiveness.

Their perspective as a school is to become an institution that leads the teaching–learning process of English in primary and intermediate levels in a period of four years, with high standards and academic quality, considering the ages and interest of the students, in a nice, warm classroom atmosphere, with values, working together as a team with the authorities, teachers, students and parents with the purpose that all students can communicate in the foreign language, by dominating its skills, and competences, so in this way they can take the challenge that the Ecuadorian society presents.

The regular program is divided into three stages. The first one starts from Prekinder to second grade. In this stage the students learn in a playful way. The kids internalize the new language through games, storytelling, and songs.

### **Weekly schedule**

**Table 1**

*Weekly Schedule from Prekinder to second grade*

<b>SUBJECTS</b>	<b>PREKINDER</b>	<b>KINDER</b>	<b>FIRST GRADE</b>	<b>SECOND GRADE</b>
<b>ENGLISH</b>	1	1	4	4
<b>SONGS AND GAMES</b>	1	2	1	1
<b>TOTAL</b>	2 periods	3 periods	5 periods	5 periods

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Schedule for forty weeks.**

**Table 2**

*Schedule for forty weeks from prekinder to second grade*

<b>GRADES TOTAL PERIODS</b>	<b>DE</b>	<b>TOTAL OF PERIODS 40 MIN.</b>	<b>TOTAL OF REAL PERIODS - 15%</b>	<b>TOTAL HOURS 60 MIN.</b>	<b>OF LEVELS</b>
<b>PREKINDER</b>		80	78	52	PRE AI-A
<b>KINDER</b>		120	102	68	PRE AI-B
<b>FIRST GRADO</b>		120	102	68	A1-A
<b>SECOND GRADO</b>		120	102	68	A1-B

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

The second stage starts from third to sixth grade. The name of the subject is Integrated Language Skills (I.L.S.) which is complemented with Reading. This develops the four abilities of the language: listening comprehension, oral production, reading comprehension, and writing.

**Weekly Schedule**

**Table 3**

*Weekly schedule from third grade to sixth grade*

<b>SUBJECTS</b>	<b>THIRD GRADE</b>	<b>FOURTH GRADE</b>	<b>FIFTH GRADE</b>	<b>SIXTH GRADE</b>
<b>I.L.S*</b>	5	5	5	5
<b>READING</b>	2	2	2	2
<b>TOTAL</b>	7 periods	7 periods	7 periods	7 periods

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

## Schedule for forty weeks

**Table 4**

*Schedule for forty weeks from third to sixth grade*

<b>GRADES TOTAL PERIODS</b>	<b>OF</b>	<b>TOTAL OF PERIODS 40 MIN.</b>	<b>TOTAL OF REAL PERIODS - 15%</b>	<b>TOTAL HORAS 60 MIN.</b>	<b>OF</b>	<b>LEVELS</b>
THIRD		280	238	158		A2 –A
FOURTH		280	238	158		A2-B
FIFTH		280	238	158		B1-A
SIXTH		280	238	158		INTRO- BILINGÜE

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

The third stage starts from seventh to tenth grade, including subjects such as Language, Audio and Oral Proficiency.

## Weekly schedule

**Table 5**

*Weekly schedule from seventh to tenth grade*

<b>SUBJECTS</b>	<b>SEVENTH GRADE</b>	<b>EIGHTH GRADE</b>	<b>NINTH GRADE</b>	<b>TENTH GRADE</b>
LANGUAGE	5	5	5	5
AUDIO	2	2	2	2
ORAL PROFICIENCY	2	2	2	2
TOTAL	9 periods	9 periods	9 periods	9 periods

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

Regular Program does not include Reading.

**Schedule for forty weeks.**

**Table 6**

*Schedule for forty weeks regular program*

<b>LEVEL OF ENGLISH INVESCIENCIAS</b>	<b>OF IN</b>	<b>EUROPEAN FRAMEWORK LEVEL OF LANGUAGE</b>	<b>GRADES</b>	<b>TOTAL OF PERIODS 40 MIN.</b>	<b>TOTAL OF REAL PERIODS -15%</b>	<b>APROX. TOTAL OF HOURS (60 min.)</b>
NIVEL 1		A1(A)-A1(B)	SEVENTH	360	306	204
NIVEL 2		A2(A)- A2(B)	EIGHTH	360	306	204
NIVEL 3		B1(A) – B1(B)	NINTH	360	306	204
NIVEL 4		B2 (A)- B2(B)	TENTH	360	306	204

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

The Intensive program is designed for selected students based on their grades, especially for those who want to obtain an international “Bachillerato” in the future.

**Intensive program: weekly schedule**

**Table 7**

*Intensive program: weekly schedule*

<b>SUBJECTS</b>	<b>EIGHTH GRADE</b>	<b>NINTH GRADE</b>	<b>TENTH GRADE</b>
<b>LANGUAGE</b>	5	5	5
<b>AUDIO</b>	2	2	2
<b>READING</b>	2	2	2
<b>ORAL PROFICIENCY</b>	2	2	2
<b>WORLD HISTORY</b>	-----	2	2
<b>TOTAL</b>	11	13	13

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

## Intensive program: Forty-hour schedule

**Table 8**

*Intensive program: Forty-hour schedule*

LEVELS OF ENGLISH IN INVESCIENCIAS	EUROPEAN FRAMEWORK LEVELS OF LANGUAGE	GRADES	TOTAL OF PERIODS OF 40 MIN.	TOTAL OF REAL PERIODS-15%	APROX. TOTAL OF HOURS (60 min.)
NIVEL 1	A1(A)-A1(B)	SEVENTH	360	306	204
NIVEL 2	A2(A)- A2(B)	EIGHTH	440	374	249
NIVEL 3	B1(A) – B1(B)	NINTH	520	408	269
NIVEL 4	B2 (A)- B2(B)	TENTH	520	408	269

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

In the classroom, the foreign language must be used all the time, being this one of the rules that has to be followed by teachers and students. The book the students use for language is Prepare 4, for Oral Proficiency, Let's Talk 3, for Audio, Let's Talk 3, History World Cultures, and Reading.

The European Framework has been used as a reference to divide students into two big groups. A Basic users, and B Independent Users, these two groups have been sub-divided into four levels:

### A Basic user

A1 Breakthrough or beginner

A2 Waystage or elementary

### B Independent User

B1 Threshold or intermediate

B2 Vantage or upper intermediate

When students finish 10<sup>th</sup> grade they will reach a B2 level.

In tenth grade there are fourteen students, in the class there are eight girls and six boys. The average age of the students is fourteen years old. Students like to work in groups. They always want to create dialogues between them to role play what they wrote. Most of the students have a linguistic intelligence and bodily-kinesthetic because they enjoy writing, but also speak and act what they have done.

During this school year, a direct class observation evidenced the following complications in the English class:

- Constant use of L1 by teachers and students
- Poor communication in the target language.
- Irrelevant classroom activities.
- Discussion of uninteresting topics.
- Lack of students' interest and motivation.
- Lack of participation in class activities.
- Lack of confidence

All of these facts that were observed led us to think about the existence of Oral Proficiency problems in tenth grade students. It was decided then to prove the existence of the problem by giving the students a diagnostic test in order to evaluate their oral proficiency.

## **1.2. Statement of the Problem**

### Main Problem

- What types of games would be appropriate, to improve English oral proficiency, in 10<sup>th</sup> grade students at Unidad Educativa Invesciencias in Guayaquil, during the school year 2017-2018?

### **1.3. Systematization of the Problem**

Some questions that arise from the main problem in this research project are the following:

Sub-Problem 1:

- What are the characteristics of the proposed project plan for the solution of the problem?

Sub-Problem 2:

- What are the theoretical foundations of the research project variables?

Sub-Problem 3:

- How would the didactic games be applied in the classroom?

Sub-Problem 4:

- What would the roles of the students and the teacher be during the application of didactic games?

### **1.4. Broad Objective**

- To propose didactic games, in order to improve English oral proficiency, in 10<sup>th</sup> grade students at Unidad Educativa Invesciencias in Guayaquil, during the school year 2017-2018.

### **1.5. Specific Objectives**

- To conduct a diagnosis of English oral proficiency in 10<sup>th</sup> grade students at Unidad Educativa Invesciencias during the school year 2017-2018.
- To elaborate a proposal, containing games that can be used by 10<sup>th</sup> grade students, to help them improve their oral proficiency in English.
- To establish the theoretical framework of the research variables: Didactic games and English oral proficiency.



## **1.6. Justification of the Study**

This project has been developed to enhance tenth grade students' oral proficiency at Unidad Educativa Invesciencias, since some drawbacks have been detected during the research process. The problem was evident when a previous classroom observation was conducted and a diagnostic was applied to the target population.

Some of the factors that prevent the correct development of oral proficiency in tenth grade students may be: their lack of confidence, motivation and the constant use of the mother tongue in class. In order to solve this problem, we would like to show and apply didactic games in order to help them to improve their oral proficiency in a better way.

### **a. Theoretical aspects**

From the theoretical point of view, this research applies gaming theories and their relationship to learning. From these theories a useful group of strategies and activities are proposed for keeping the students motivated and interested in learning a foreign language. Particularly, as Erikson (1982) states, the use of games as authentic material motivates students to learn more than traditional materials like books or exercise sheets. In addition, gaming theories indicate that didactic games promote interaction and the development of the four language skills. It means that this research is backed up from different theories that validate and suggest the use of games as a valuable and effective language teaching and learning resource.

### **b. Methodological aspects**

From the methodological perspective a ludic approach is used. The use of this approach is important since will allow the students to know the pedagogical use of games to help them to improve their speaking skill in order to facilitate the oral interaction in communicative situations. Moreover, this methodology will help teachers to go deeper in the development of learning strategies. In this way, the use of pictures, storytelling with visual support, flashcards, posters, descriptions, guessing games, role-plays, memorization of vocabulary and some others,

combined with teacher's intervention in the classroom using the English language as a means of communication, will create the adequate methodological basis. The continued use of the English language, through diverse activities related to the class content, will help students to enhance their oral proficiency. In the case of EFL teachers, this research methodology will provide them with propitious strategies to carry out their lessons and guarantee a dynamic teaching and learning process. And to other researchers who are interested in working with games and teaching or learning this study will guide them on the use of a ludic methodology.

#### c. Practical aspects

##### The institution

The benefit of the institution will be that the students will have better communicative skills. Also the teachers will have more tools to teach oral proficiency.

##### Teachers

Teachers will have new ways to teach oral proficiency. The class will be a lot more fun for the teacher because they have cool games to play. Teachers will have a variety of games to play according to the activity they will do in class.

##### Parents

The benefits of the parents are that their kids will speak a foreign language and have an accurate fluency. Also the kids can communicate with people that speak English. Finally they can also use these games to help them practice their oral proficiency.

##### Students

Some of the benefits for the students is that through the application of appropriate didactic games, they will feel more motivated to participate in the class activities and will be much more confident when they communicate with their classmates and teachers not only inside but also outside the class.

### **1.7. Scope and delimitations of the study**

Unidad Educativa Invesciencias is the school that has been chosen to develop this study, it is located in Guayaquil, Ecuador, and its address is: Guayacanes Mz 126

v35. This is a place where teachers and students must speak English in class all the time.

This study was delimited to the preparation, and implementation of didactic games in order to improve tenth graders' oral proficiency, for this purpose, it is necessary that English teachers use suitable games in class to improve this language skill.

Furthermore, the use of them will help students to feel motivated and willing to speak. If we do not do this, they will feel bored and not motivated to speak in class.

We decided to conduct this project because we want students to improve their oral proficiency by playing games. This will make lessons more interesting and more fun and also will help them to pronounce words in the foreign language in a much better way and help them gain confidence to express themselves.

The following study involves a class of students from Tenth Grade Intensive at Unidad Educativa Invesciencias. There are 14 students in the classroom, and all the teachers are well prepared to improve their oral proficiency skill.

This project is meant to develop oral proficiency and listening comprehension skills through didactic games, because these two skills that always work together. The two skills that are not covered are reading and writing because the project is focused only in the development of the students' oral proficiency' so they can be able to communicate in this foreign language.

It's important to state that during the time this project develops all the materials, questionnaires, diagnostic test, and the fun games for the age of the tenth graders are included.

### **1.8. Research Questions**

- What are the most important aspects to be considered in the selection of didactic games?
- How can the application of didactic games be successful in the classroom?
- What is the teacher's role during the implementation of the games in the classroom?

## **1.9. Identification of Variables**

Independent Variable:

- Didactic Games

Dependent Variable:

- Oral Proficiency

## **1.10. Operationalization of Variables**

**Table 9***Conceptual definition, Operative Definition, Dimensions, Indicators and Instruments for the Independent Variable*

Source: Unidad Educativa Invesciencias

Independent Variable	Conceptual Definition	Operative definition	Dimensions	Indicators	Instruments
Didactic games	A Didactic game is a device designed to teach humans about a specific subject and to teach them a skill.	A didactic game is a useful pedagogical device, that the teacher can implement in class to teach, reinforce or enhance a specific language skill or subskill	Students' Factors in the Application of the Technique	Previous knowledge <ul style="list-style-type: none"> <li>- Proficiency level</li> <li>- Interests</li> <li>- Age</li> <li>- Motivation</li> <li>- Learning styles</li> <li>- Multiple intelligences</li> </ul>	Document Analysis
			Teacher's Factors	<ul style="list-style-type: none"> <li>• Teacher's academic preparation</li> <li>• Teacher's experience and background</li> <li>• Professional development</li> <li>• Proficiency Level in the target language:</li> <li>• Classroom management</li> <li>• Skills</li> <li>• Number of students in each class</li> <li>• Classroom facilities</li> <li>• Provision of educational aids</li> <li>• Supervision</li> <li>• Educational policies</li> </ul>	
			Institutional Factors		

Elaborated by: Daniel Barrera and Ivelisse Jimenez

Note: Table 2 includes some of the aspects to be analyzed in the independent variable

**Table 10***Conceptual Definition, Operative Definition, Dimensions, Indicators and Instruments for the Dependent Variable*

<b>Dependent Variable</b>	<b>Conceptual Definition</b>	<b>Operative Definition</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Instruments</b>
English Oral proficiency	Oral proficiency is the ability of an individual to communicate in a target language.	Tenth graders' ability to communicate their ideas, thoughts, and opinions in English	Components of Oral Proficiency	Students 'performance in the target language: their ability to communicate	Rubric
			The Phonological Component	<ul style="list-style-type: none"> <li>• Ability to understand and pronounce English words correctly.</li> </ul>	
			The Semantic Component	Ability to combine suitable sounds in L2	Class observation form
			The Syntactic Component	<ul style="list-style-type: none"> <li>• Ability to convey meaning</li> <li>• Ability to combine morphemes into sentences.</li> </ul>	
			Pragmatics	<ul style="list-style-type: none"> <li>• Ability to use L2 according to specific situations.</li> <li>• Ability to speak easily, reasonably quickly and without having to stop and pause a lot.</li> </ul>	Diagnostic test
			Fluency		

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

Note: The most important components of oral proficiency as well as ways in which they will be assessed are shown in this table

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

In this section of our research project, we checked some studies related to the development of oral proficiency. We analyzed the work of these researchers and saw what methods or techniques were used for that purpose, and their findings. It was important to mention previous researches related to our study, because it helped us to do a comparative analysis. We found several research projects to guide us on our work. They are mentioned below.

#### **2.1 Literature Review**

Lia Amalia Nirmawati from Yogyakarta State University - Indonesia, in her research project "Improving Students' Speaking Skills through Speaking Board Games of Grade VIII Students of SMP N 13 Yogyakarta" (2013-2014), states that using board games in language learning gives a lot of benefits. One of them is that board games are flexible. It also confirms that there are two ways of classifying language. It explains that board games involve moving markers along a path. Almost all board games are the imitations of situations in real life. Board games have also been used to teach children basic facts and information about the world in which they live. (Provenzo, 1981: 2). The main data of this study was obtained from three different sources. The first one was a classroom observation. After this an interview was done and the results were supported by other data such as photographs and videos. The last source was the students' scores which were analyzed quantitatively using descriptive statistics. For this investigation a pre-test was used and the results of it showed that there was improvement of the students' speaking skills in some aspects, such as pronunciation, vocabulary, accuracy and fluency.

William Urrutia Leó and Esperanza Vega Cely from Federico García Lorca School, Colombia in their research "Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School" (2009) stated that using games would improve students' speaking skills, to accomplish this goal, the authors implemented

activities focused on oral games, so they used different techniques in order to develop this project. The following techniques were used: video recordings, teacher's journal, and questionnaires. William and Ezperanza applied video recordings because they wanted to analyze features of students' oral production in games as well as to record students' impressions, feelings, and attitudes towards the games applied during the lesson. After this a teacher's journal was used to show impressions, descriptions and processes in students' work while the research activities were being carried out. It is important to mention that questionnaires were an important tool because the authors could know by written how the students felt after the games were applied. The researchers chose all of these techniques to provide validity and reliability to their action research. Finally the results showed that by playing these games the students improved their speaking skills and also learnt more vocabulary words, and idiomatic expressions.

Nurul Nazira BT Hamzah "A Case Study Of Using Communicative Language Games For UMS ESL Undergraduate Students in Developing Participation in Speaking Skills" Malaysia (2015) affirmed that games help students to engage in learning activities based on motivation theory, involving various educational strategies, including game-based learning, collaborative learning, and context-aware learning. The researcher aimed to understand how language games influence oral English learning in terms of participation and motivation through context-aware learning environment. A group of 29 students participated in the game learning activities, the game consisted of four learning activities: "Quick Quiz", "Mind Your Head", "Time's Up!" and "Spontaneous Story Telling". During the game activities, observations and interviews were done by the researcher, and the results revealed that incorporating games in the English classes improve their oral English learning outcomes.

"Assessment Techniques And Its impact On the Development of the Speaking Skill of the Student of Fourth, Fifth And Sixth Grade of Basic Education In the Instituto Particular Mixto León Becerra Of Ambatocanton, Tungurahua Province". This research project is part of the\* quantitative and qualitative design that seeks to generate interest and importance through research, study and analysis of the topic



developed, with the implementation of tools properly selected. his research is feasible by the livelihood that has developed in its aspects and by the analysis obtained in the surveys used in the field of fact investigated to teachers and lecturers of the establishment, making it possible to establish a guide to techniques that take into account the need of speaking as an evaluation technique essential to strengthening the language.

We have analyzed the four research projects related to our topic, and all of the projects had achieved their objective. We are applying didactic games to a specific area which are tenth graders. The games chosen to be implement are fun to play and easy to follow. Also our games take short time to be executed during class and materials are easy to get. By applying these games students will have a better pronunciation and will feel confidence to speak the foreign language.

## **2.2 Theoretical Review**

### **2.2.1 Games**

Byrne defines games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game (Byrne, 1995). A game, is defined by Hadfield, as an activity with “rules, a goal and an element of fun” (Hadfield, 1990), and if employed correctly, is a great tool for stimulating language use in class. For Fingerman (1970) the game is a factor of social development in the individual. Through the game, not only social trends are exercised, but the cohesion and solidarity of the group is maintained with meetings, parties and other many acts of popular character.

### **2.2.2 Characteristics of Games.**

According to Klaur (1998), games have many characteristics, they are:

1. A game must have rules because these are important.
2. A game has objectives. The main goal is to achieve an objective.

3. A game is a closed activity.

### **2.2.3 Types of Games.**

According to Klauer (1998), there are four types of games.

1. A cooperative game. This activity try to reach the aim in cooperation. This type of game is excellent to encourage the nervous students, since it needs the participation of all the members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things. Students are involved in the interchange of information to complete the task and in giving and following instructions
2. Competitive games: In this type of game, there is an obvious competition between teams. However, the game can be individuals against other individuals. The main idea of this game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding consequences. The rules may need the students to produce correct language as part of the game and force students to draw conclusions more quickly.
3. Communication Games: the main objective in this type of game is receiving the message over to the other players and reacting appropriately to their messages. For example, when giving instructions, the player giving them must be clear, and the player following them must do exactly what he is required to. The tasks are usually xxxix practical, like following instructions, drawing, persuading other players, etc. This means that players will concentrate on the task rather than on the language, besides, students can see the results of their use of language at once which will help to build students confidence.
4. Code-control games: This type of game needs that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the students of the team win points

#### **2.2.4 Gaming and cognition.**

There are some theories that explain the nature of game and its relation to learning and the development of cognitive processes. Among them we can find the following:

##### ***Theory of excess energy (evolutionists).***

Its representative Spencer (1855) thinks that the game is a tool that helps to release and gives freedom to the energy that owns the child, since it does not perform any type of activities. In this way, play in an infant, would be demonstrated as a way to regularize a daring that does not use, as their shortcomings are compensated by other people.

##### ***Theory of Recapitulation.***

Hall (1904) expresses that at first, he behaves like an animal, because he likes to climb trees, walls, then behaves like a savage because he plays hide and seek (the hiding place reproduces the search for prey), until he reaches more complex situations. These theories above give an evolutionary view to the explanation of the nature of the game. Fortunately, they are out of date with respect to early childhood education; they only serve to reflect on the importance of play in the child's life.

##### ***Modern Theories: Theory of self-expression (Psychoanalytic).***

These theories see gambling as the means of expressing their needs and satisfying them. Freud (1975) considered that the game is the expression of the drives, like that of pleasure, and through it expresses what is conflicting. There is expression of the instincts while playing, and it is here that Freud links the game as an instinct of pleasure. Through playful actions the child manifests his unconscious desires and can relive his traumatic experiences, channeling the anguish of real experiences, reconstructing what happened; So it can dominate events and solve these conflicts.

### ***Piaget's Cognitive Theory.***

According to Piaget (1961) through playful actions, the child manifests his unconscious desires and can relive his traumatic experiences, channeling the anguish of real experiences, reconstructing what happened; so, it can dominate events and solve these conflicts.

### ***Theory of Vygotsky and Elkonin.***

Vygotsky (1966) and Elkonin (1985) explain that games constitute an impulse for development, facilitating the establishment of lines of upcoming development, which are mentioned in the theory of the first author (Vygotsky). The games are formed from situations that have not been completed but can be solved. In the same way, the game allows the child to self-know, as well as to know the others, since this is a purely social activity.

#### **2.2.5 Oral proficiency.**

When we are talking about speaking, it is dealing with proficiency. According to Longman Dictionary (2010), proficiency is a good standard of ability and skill. In harmony with that, Oxford dictionary (2008) says proficient means doing or able to do something in a skilled or an expert way because of training and practice.

Webster (1994) states that speaking is an act to express idea, feelings, and thought orally. It is also called oral communication. Speaking proficiency is a part of language proficiency which can be developed through using learning strategies. Since fluency and accuracy are two essential factors in speaking, the choice of teaching strategy helps language learners become competent speakers (Rashtchi & Khani, 2010)

According to Bygate (1987) the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be

understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation

In this study the researchers intended to propose the use of games in order to improve oral proficiency in 10<sup>th</sup> grade students at Unidad Educativa Invesciencias, located in the city of Guayaquil

### **2.2.6 Aspects of oral proficiency.**

Aspects of oral proficiency occur when a speaker engages in significant contact and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Accuracy is one of those aspects and means that the speakers are required to use the correct vocabulary, grammar, and pronunciation (Richards J. , 2006). Additionally, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. That pause is an aspect of fluency which may be long but not frequent (Nunan, 1999). Then, Nunan (1999) also asserts that accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. It uses correct example of language use.

According to Richards (2006) the differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows.

- a. Activities focusing on fluency
  - a) Reflect natural use of language
  - b) Focus on achieving communication
  - c) Require meaningful use of language
  - d) Require the use of communication strategies

e) Produce language that may not be predictable f) Seek to link language use to context

b. Activities focusing on accuracy

- a) Reflect classroom use of language
- b) Focus on the formation of correct examples of language
- c) Practice language out of context
- d) Practice small samples of language
- e) Do not require meaningful communication
- f) Control choice of language

Furthermore, Harmer (2001) proposes four language features that are necessary for spoken production. They are connected speech, expressive devices, lexis and grammar, and negotiation meaning.

The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech.

The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, 22 such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices.

The third feature is the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions.

The last feature is the use of negotiation. The negotiation is used to seek for clarification. The speakers need to ask for clarification when they are listening to someone else especially when they know that their talks are not being understood. Students choose language forms provided to ask for clarification.

### **2.2.7 Models of oral production.**

Another way of distinguishing communication from oral practice is in terms of their different cognitive processes and requirements.

#### ***Levelt's Psycholinguistic Model .***

One of the most influential psycholinguistic models of oral production comes from Levelt (1989). This model breaks oral production into four separate cognitive processes:

***Conceptualization:*** The processes of conceptualization (also known as message level processes of representation) involve determining what to say. Speakers construct a preverbal message through conceiving an intention and selecting relevant information from memory or the environment in order to prepare for the construction of an utterance.

Conceptualization processes involve macroplanning and microplanning. In macroplanning, a communicative goal is elaborated into a series of sub goals and the retrieval of appropriate information. Microplanning, on the other hand, assigns the right propositional shape to these chunks of appropriate information and involves decisions on matters such as what the topic or focus of the utterance will be.

***Formulation:*** The processes of formulation involve translating the conceptual representation into a linguistic form. There are two major components of formulation which are lexicalization and syntactic planning. In lexicalization, speakers select the

words that they want to say and in syntactic planning, they put the words together to form a sentence.

### ***Encoding/Execution***

The processes of phonological encoding/execution involve detailed phonetic and articulatory planning. These processes involve turning words into sounds. The sounds are produced in the correct sequence and specify how the muscles of the articulatory system must be moved.

Speaking as a communicative activity requires all four processes. However, much oral practice in the classroom merely requires the repetition of prefabricated phrases that does not entail the first two cognitive processes.

### ***Garrett's Syntactic Planning model.***

According to Garrett's model (1975), speech is produced in a linear manner and that only one thing is processed at any one stage. At any one time in the course of a conversation there would be more than one process taking place such as when one is planning to what to say next while one is speaking. However, these different speech processes that occur concurrently are independent of one another and do not overlap.

There are two major stages of syntactic processing according to this model. One is at the functional level while the other is at the positional level. At the functional level, word order is not yet explicit. Words are semantically chosen and assigned syntactic roles such as subject and object. At the positional level, words are explicitly ordered. Syntactic planning is dissociated from lexical retrieval because function and content words have different roles in language production and are selected at different levels of the process. Content words are chosen at the functional level whereas the selection of function words is made at the positional level.

### ***Fromkin's Utterance Generator Model.***

There are six stages of which different representations of utterance occur in this model (Fromkin & Ratner, 1998).



### ***Stage 1 meaning to be conveyed is generated***

Although very little is known about the form of the conceptual message, it is believed that “competing plans” occur at this level as there could be the more than one message generated at this stage that could be mapped onto one or more syntactic structures in Stage 2. This could lead to syntactic errors such as syntactic blending – How long does that has to – have to simmer?

### ***Stage 2 The Message is mapped onto a Syntactic Structure***

A syntactic outline is created for the message. The syntactic structure determines the form and grammatical category of the words that may be chosen.

### ***Stage 3 Intonation Contours***

Sentence and Phrasal Stress are generated on the basis of the Syntactic Representation Intonation for the sentence is assigned before the lexis is selection.

### ***Stage 4 Words***

Words are selected from the Lexicon Lexical items are now selected based on their semantic features and syntactic categories. At this stage, errors may occur in which semantically or phonologically similar words may be selected instead of the intended words. In addition, it is also possible that when mapping the words into the syntactic structure that the words are dislodged out of their specific sequential places.

### ***Stage 5 Phonological Specification***

Phonological pronunciation rules apply and produce fully specified phonetic segments in syllables as the output

### ***Stage 6 Generation of the Motor Commands for Speech***

The phonetic feature bundles of segments or full syllables are mapped onto motor commands to the muscles of the vocal tract to produce the intended utterance.

### **2.2.8 Oral Understanding Process.**

Fernandez (2008, p. 24) believes that “the process of listening comprehension is not simply listening to listen but rather understanding the message by launching a process of construction of meaning and interpretation of a speech.”

The process of oral comprehension is directed to the development of knowledge, skills and habits that allow the effective and appropriate emission, reception and negotiation of the messages contained in the acts of communication, through verbal language and not verbal (Fernández, 2008).

In the communicative process, people must understand what is heard, or what is said, in order to produce (Guerrero, 2011). Intonation and pronunciation are essential for understanding. It is important to pay attention to the regional variations of English speaking people from the different countries such as the UK or USA and some others; therefore, it is significant to practice with natives.

Oral understanding is relevant for this research since it is very important for the students to understand what other people say, in order to respond properly and establish a fluent conversation, during the English class or in another situation that can take place in real life.

### **2.2.9 Oral Production.**

This term means the verbal expression of the thought, is also, a skill that allows using the oral language that gives the communicative process between the people. Guerrero (2011) states that being able to converse is one of the pleasures that human beings have by sharing ideas, conversations, that is to say, there is understanding between people.

It should not be forgotten that,

Oral production is an interactive process where the listener has the ability to listen and understand the message that is transmitted, and then reproduce the information transmitted verbal or written, to take an active part in the

communication process, not only listening, but Also interpreting the information.  
(Pavesi, Vertocchi, Hoffmannová, & Kaz, 2001, p. 55)

The following study targets at the oral production of the students of the 10th grade at Unidad Educativa Invesciencias since it has been observed that their level of oral production is very deficient.

### **2.2.10 The role of teaching oral proficiency in the communicative process.**

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills is enormous for the learners of any language. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment.

In order to become a comprehensive communicator one needs to be skillful in each of the four language skills, listening , speaking, reading and writing, but the ability to speak proficiently, provides the speaker with the advantages to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves.

For most people, the ability to speak a language is synonymous with knowing that language. An effective speaker can get the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life. Speakers use language according to their purpose and

it is necessary for there to be a listener and a speaker for effective communication (Harmer, 2001).

In relation to the activities in order to develop the speaking skill and strengthen the communicative process, there are many ways to promote oral skills in the classroom. Discussions, speeches, role-play, games, among others, are the most typical speaking activities.

Many English teachers state that the best way to acquire speaking skills is by interacting. This aim is fulfilled by means of communicative language teaching and collaborative learning. Communicative language teaching is based on real-life situations that require communication. Following this method in foreign language classes, there will be opportunities for the students to communicate with their partners in the target language. It is teachers' task to create situations in class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice oral language and enhance oral proficiency.

Games are the strategy proposed in this research in order to enhance oral proficiency to help students to communicate properly in the English language.

### **2.2.11 Games and oral Proficiency.**

Based on the previous underlying theory, we assume that using games can enhance 10th graders' oral proficiency. There are several reasons why games can improve students' oral proficiency, such as:

Games are also kinds of activities that encourage learners to speak. In monolingual classes, shyness and lack of williness to speak English in front of peers is a very common problem. Games also can be used to provide the learners with opportunities to use language rather than simply practice it. This game concerns in fluency. Using games, the learners have the opportunity to express their ideas, feelings, and thought orally. By using games, it encourages students to interact and communicate, as the writer said the goal of teaching speaking is communicative efficiency.

Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations (Fajariyah, 2009).

All issues described above are directly linked to the research since they support the data analyzed in the next chapter, offering an extensive and objective view of the theories that are handled in this study related to the improvement of oral proficiency through the use of educational games for 10<sup>th</sup> grade students at Unidad Educativa Invesciencias, located in the city of Guayaquil, during the academic period 2017-2018.

### **2.3 Legal Framework**

Ecuador has the English Language Learning Standards where it refers the important level that students must be able to speak (Ministerio de Educación, 2014).

Teaching English as a foreign language in tenth grade students in Ecuador is based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods.

The European Framework has been used as a reference to divide students into two big groups. **A Basic users, and B Independent Users**, these two groups have been sub-divided into six levels:

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,
- C1-C2: proficient users of the language.

However, since the goal of the curriculum guidelines is for students to achieve a B1 level of proficiency, allowing them to communicate effectively as independent users of English, a detailed description of only three levels will be provided to understand what the overall goals at each stage are in the following paragraphs:

- Level A1: This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level, for example, learners are able to introduce themselves and introduce others and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly.
- Level A2: This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs.
- Level B1: This is accomplished when the language learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities. Additionally at this level, learners are able to (1) communicate effectively<sup>4</sup> while traveling in countries that use the target language, (2) write simple, coherent essays about familiar topics, personal interest, experiences, events, and desires, and (3) justify their opinions (i.e. by giving simple, brief reasons) and explain their future plans.

According to the reference levels in the Ecuadorian Educational System (Ministerio de Educación, 2014), when students finish 10<sup>th</sup> grade they will reach an A2.1 level.

As shown as follows, each CEFR level (A1, A2, and B1) has been divided into two parts:

A1.1 or level A1 in progress which implies that level A1 language competence is being developed (for 8<sup>th</sup> GB)

A1.2 or true level A1 which implies that the language competence of a basic user level A1 has been achieved (for 9th EGB)

A2.1 or level A2 in progress which implies that level A2 language competence is being developed (for 10th EGB)

A2.2 or true level A2 which implies that the language competence of a basic user level A2 has been achieved (for 1<sup>st</sup> BACH)

B1.1 or level B1 in progress which implies that level B1 language competence is being developed (for 2<sup>nd</sup> BACH)

B1.2 or true level B1 which implies that the language competence of an independent user level B1 has been achieved (for 3<sup>rd</sup> BACH)

In this study, we worked on two of the four language skills, listening and speaking. On the other hand, this study is supported by the Ley Orgánica de Educación Intercultural (LOEI) of Ecuador (Asamblea, 2016), according to article 3 the teaching and learning of a foreign language is promoted because it is important for people in order to communicate with non-Spanish speaking people, doing investigation using resources in other languages, etc. And article 19 states the importance of optimizing education taking into account linguistic criteria that in this case refers to the teaching and learning of a foreign language.

## **2.4 Conceptual Framework**

**Accuracy:** refers to the ability of the learner to produce grammatically correct sentences.

**Didactic:** intended primarily to teach rather than to entertain.

**Fluency:** refers to a level of proficiency in communication.

**Fun:** behavior or an activity that is intended purely for amusement and should not be interpreted as having any serious or malicious purpose.

**Learning:** Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes.

**Listening:** is getting language through the ears. It means, to identify the different sounds of speech and processing information.

**Motivation:** is having the desire and willingness to do something. It is some kind of force, stimulus or influence that moves a person, or indeed any organism, to act or respond.

**Pronunciation:** refers to the way in which a word or letter is said, or said correctly, or the way in which a language is spoken.

**Speaking:** to say words, to use the voice, or to have a conversation with someone.

**Teaching:** is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Type of research description**

According to the type of previous knowledge that serves as a starting point, this is a scientific study since the researcher applies a theoretical framework which is derived from science. In relation to the nature of the object of study this research is factual since it is based on observable facts in real life.

On the other hand, this is an exploratory research because it attempts to find out the reasons why students are not proficient in oral speaking and then it seeks to provide information about how they can improve their oral proficiency through the use of didactic games.

In line with the statement of the problem, this is a theoretical research because it is oriented to provide to the problem which has been stated, with the theoretical and conceptual framework. Concerning the number of variables this is a bivariate research because it has two variables a dependent and an independent one.

According to the environment, the research is bibliographic because it is well documented. A bibliographic reference is an essential element since it presents previously published works that support the research. Bibliographical sources guarantee the comparison with the results and validate the research. It is also a field research because the data was collected in the same place where the events occurred, at Unidad Educativa Invesciencias in Guayaquil, without manipulating or controlling the study variables.

#### **3.2 Methods, techniques, research instruments**

Regarding the study method this research is focused on qualitative and quantitative methods. The qualitative analysis will be used to interpret the results of the observations in order to understand and draw conclusion. It is quantitative since it focuses on the objective purpose and measure the variables of the research through

statistical, mathematical, or numerical analysis of data collected through tests, questionnaires and surveys.

The methods used seek to create the bases for the development of a proposal that will help improve the learning of English in the 10<sup>th</sup> grades and improve their oral proficiency. It seeks through games, to improve the oral proficiency of English, in the 10<sup>th</sup> grade students of the Unidad Educativa Invesciencias, in the city of Guayaquil.

All of the steps of the Scientific method were followed in this study:

- a. Observation: class observations evidenced a pedagogical problem related to teaching English as a foreign language: Students at Unidad Educativa Invesciencias Unidad located in Guayaquil did not speak in the class using the foreign language. Additionally, they revealed speaking and comprehension problems and poor interaction among students and teachers.
- b. These problems made the researcher ask themselves the following questions: - What are the most important aspects to be considered in the selection of didactic games?" –“How can the application of didactic games be successful in the classroom?" – “What is the teacher’s role during the implementation of the games in the classroom?"
- c. To answer these questions, the research hypothesis arose “The use of didactic games will enhance oral 10<sup>th</sup> graders’ oral proficiency at Unidad Educativa Invesciencias in Guayaquil-Ecuador during the school year 20017-2018”
- d. Finally by using class observations, a test and questionnaires, valuable information was obtained, analyzed and interpreted which led the author of this research project to the final conclusions and recommendations

The data was obtained applying the following instruments:

- a. **Class observation guide (to the teachers):** To identify the kind of methodology and techniques that the teacher uses in class and how students respond to that methodology in order to identify any issue and give the appropriate solution to it (See appendix A).
  
- b. **Class observation guide (to the students):** To collect the information necessary to discover the strengths and weaknesses of the class. It is worth mentioning that this class observation was conducted before the application of this research proposal (See appendix B).
  
- c. **Pretest:** To measure different aspects of the students speaking ability. The pretest, which included 3 tasks, was given to the students at the beginning of the school year and it allowed finding out possible weaknesses and strengths in the speaking skill. It was an oral test, and lasted approximately 10 minutes. It was assessed through a rubric based on the following evaluation criteria: fluency, accuracy, pronunciation, content and vocabulary (See appendix C). Student's assessment was referred from the following scales:

Poor 0-4

Fair 5-6

Good 7-8

Very good 9

Excellent 10

The evaluation criteria will be described in the table below:

**Table 11**  
*Evaluation criteria used in the pretest*

<b>Criteria</b>	<b>Definition</b>	<b>Application</b>
<b>Accuracy</b>	The ability to produce grammatically correct sentences. (Richards J. P., 1985)	Grammar, syntax and general structures
<b>Content</b>	The ideas that are contained in a piece of writing, a speech or a film. (Richards J. P., 1985)	Precision and length in describing the subject matter and picture and text elements.
<b>Fluency</b>	The features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. (Richards J. P., 1985)	Speed, naturalness, lack of hesitation
<b>Pronunciation</b>	The way a certain sound or sounds are produced. (Richards J. P., 1985)	Stress, rhythm, intonation patterns
<b>Vocabulary</b>	A set of lexemes, including single words, compound words and idioms. (Richards J. P., 1985)	Use of words, expressions, from studied units, course for the pictures' description.

Source: Unidad Educativa Invesciencias  
Elaborated by: Daniel Barrera and Ivelisse Jimenez

- d. Survey for the students:** A ten (10) questions survey was designed with the purpose to identify students' preferences in their English classes in order to propose them with a dynamic and interactive way to learn to communicate in English by enhancing their oral proficiency. It contained different aspects such as comprehension, interactions, dynamism and their opinions (See appendix D).
  
- e. Questionnaire for teachers:** A ten (10) questions questionnaire was designed to collect important information about teachers' education to support students success in relation to the enhancement of the students' oral proficiency .

### **3.3 Research population and sample**

According to Palella & Martin (2015), the population is the totality of the phenomenon to be studied, where the population units possess a common characteristic, which is studied and gives origin to the research data. This population represents the group for whom the conclusions are valid.

The sample, for its part, is a portion of the population that is taken to carry out the study. A sample of five (05) teachers and 26 students was selected from the 10<sup>th</sup> grade at Unidad Educativa Invesciencias located in Guayaquil, Ecuador. The average age of these students was fourteen years old.

### 3.4 Sources, resources and timeline

**Table 12**  
*Sources*

<b>Sources</b>	<b>Requirements</b>
<b>Laptop</b>	To organize the research project.
<b>Internet Services</b>	To search for information about the project and also to look for the games that were applied.
<b>Printer</b>	To print the pre-test, the surveys, and the draft of the research project.
<b>Papers</b>	To print the pre-test, the surveys, the games, and to make photocopies of them.

Source: Unidad Educativa Invesciencias  
Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Table 13**  
*Resources*

<b>Description</b>	<b>Number</b>	<b>Price</b>	<b>Total</b>
<b>Internet</b>	1 year	\$30, 00	\$360, 00
<b>Pen Drive</b>	1	\$10, 00	\$10, 00
<b>Printing color Paper</b>	60	\$0, 25	\$15, 00
<b>Copies</b>	300	\$0, 02	\$6,00

Source: Unidad Educativa Invesciencias  
Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Table 14**  
*Timeline*

Nº	Activities	2017						2018						
		July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
1	Presentation of the topic research	Yellow												
2	Elaboration of the research proposal	Yellow	Yellow	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
3	Elaboration of Chapter I		Yellow	Yellow										
4	Literature Review	Grey	Yellow	Yellow	Yellow	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
5	Conduct research				Yellow	Yellow								
6	Data analysis	Grey	Grey	Grey	Grey	Grey	Yellow	Yellow	Grey	Grey	Grey	Grey	Grey	Grey
7	Findings and Conclusions							Yellow	Yellow					
8	Proposal	Grey	Grey	Grey	Grey	Grey	Grey	Yellow	Yellow	Grey	Grey	Grey	Grey	Grey
9	Project Revision									Yellow	Yellow			
10	Project corrections	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Yellow	Yellow	Grey
11	Submission													Yellow

### **3.5 Processing, Presentation and Analysis of Results**

Once the research data have been collected, data analysis is often a research procedure that refers to shifting, organizing, summarizing and synthesizing those data. After the observations and the administration of the pretest and the questionnaires, the results obtained from the participants and the teachers were analyzed as follows.

#### **3.5.1 Class observation forms**

During the observation period, the researchers could determine that the time spent on developing speaking skills was very poor; the students were mostly listeners as they spent most of their time in listening to the teacher, they used the mother tongue very frequently. This is in fact a low indicator that in the English class, students spend lot of time in listening and reading too.

#### **3.5.2 Class observation guide (to the teachers).**

The class observation to the teacher conducted by the researchers gave the following results:

- The teacher who was observed is proficient in English language, he showed domain of the different language skills, however he did not put into practice (as teacher) all that knowledge, especially in the development of the students' speaking and listening abilities.



- Regarding to the organization, the teacher planned the lessons, set always the objectives at the beginning of the class and established all the instructions clearly.
- In relation to the interest of the students it was observed that the teacher sometimes did not take into account their concerns, most of the activities were based on the programs of the class and the students sometimes proposed the teacher to do some activities according to their preferences. They asked him to do some dynamic activities, to work in groups.
- The teaching methods employed were the traditional ones: books, flashcard, writing grammar rules in the whiteboard, in the lesson, students practiced reading and writing and they did not do enough exercises to develop their oral proficiency.
- The interaction between the teacher and the students was a little limited because the he did not use adequate strategies to help them to communicate orally in the target language.
- It was evident that the teacher had a good classroom management, the discipline was good, he set the rules and the students followed them from the beginning until the end of the class.

### **3.5.3 Class observation guide (to the students).**

- The students participated in all the lesson, did all the activities, although sometimes they showed lack of comprehension the teacher spoke in English to them or when he asked them to do something. They needed the expressions to be translated. When they worked in groups they did not use

English to communicate, sometimes when they worked in pairs they tried to speak English with the partner although they made a lot of mistakes.

- The students were more proficient in reading and writing; they understood some readings from authentic contexts and learned new vocabulary from them. They were also able to write correct sentences in the target language.

#### **3.5.4 Pretest**

Students' oral proficiency was assessed based on the students' fluency, accuracy, pronunciation, content and vocabulary. The results obtained were as follows.

##### ***Pretest results.***

**Student:** (Sx)

**Criteria:** Accuracy, Content, Fluency, Pronunciation, Vocabulary.

**Assessment scales:** Poor 0-4, Fair 5-6, Good 7-8, Very good 9, Excellent 10

**Table 15***Results gotten by the students in the pretest*

	<b>Accuracy</b>	<b>Content</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Vocabulary</b>	<b>Total</b>	<b>Scale</b>
<b>S1</b>	3	4	3	4	4	3,6/10	P
<b>S2</b>	3	4	3	3	4	3,4/10	P
<b>S3</b>	3	4	4	3	3	3,4/10	P
<b>S4</b>	10	10	10	9	10	9,8/10	VG
<b>S5</b>	6	5	6	5	6	5,6/10	F
<b>S6</b>	3	5	3	4	3	3,6/10	P
<b>S7</b>	4	4	5	4	6	4,6/10	P
<b>S8</b>	3	4	4	4	4	3,8/10	P
<b>S9</b>	8	7	8	8	8	7,8/10	G
<b>S10</b>	6	5	5	5	5	5,2/10	F
<b>S11</b>	9	9	9	8	9	8,8/10	G
<b>S12</b>	10	10	10	10	10	10/10	E
<b>S13</b>	3	3	3	3	3	3/10	P
<b>S14</b>	6	6	7	6	6	6,2/10	F
<b>S15</b>	3	3	3	3	2	2,8/10	P
<b>S16</b>	3	4	4	3	4	3,6/10	P
<b>S17</b>	6	5	5	6	6	5,6/10	F
<b>S18</b>	3	3	4	3	3	3,2/10	P
<b>S19</b>	4	5	4	4	4	4,2/10	P
<b>S20</b>	7	8	7	8	8	7,6/10	G
<b>S21</b>	4	5	4	4	5	4,4/10	P
<b>S22</b>	9	9	10	10	9	9,4/10	VG
<b>S23</b>	5	5	4	5	6	5/10	F
<b>S24</b>	4	5	5	4	5	4,6/10	P
<b>S25</b>	3	3	4	4	4	3,6/10	P
<b>S26</b>	4	5	5	5	6	5/10	F
<b>Total</b>	132	140	139	135	143	137,2	
<b>%</b>	50.7%	53.8%	53.4%	51.9%	55%	52.9%	

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

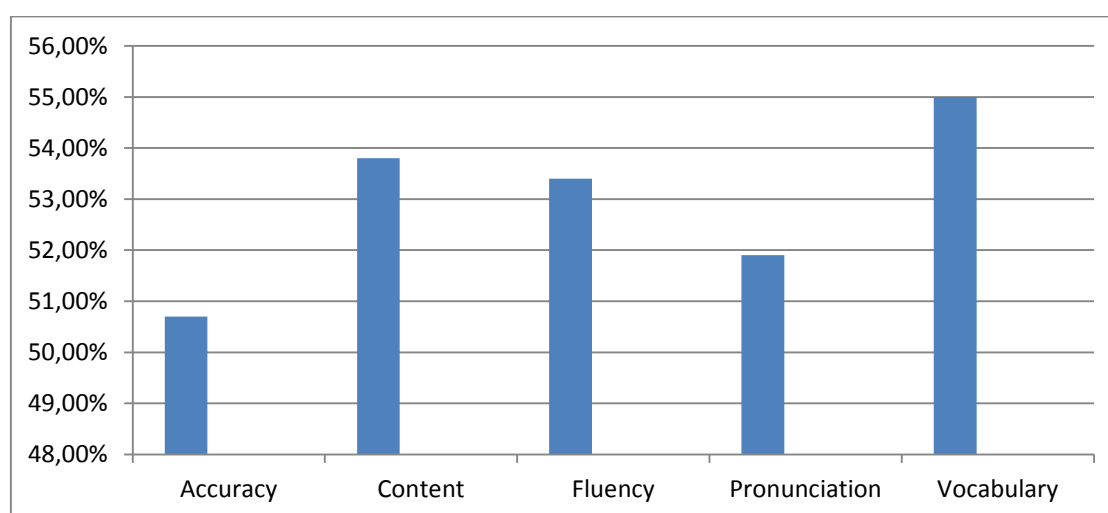
**Table 16**

*Results gotten by the students according to each aspect of the oral skill*

<b>Description</b>	<b>Percentage</b>
<b>Accuracy</b>	50.7%
<b>Content</b>	53.8%
<b>Fluency</b>	53.4%
<b>Pronunciation</b>	51.9%
<b>Vocabulary</b>	55%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 1 Results gotten by the students according to each aspect of the oral skill

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

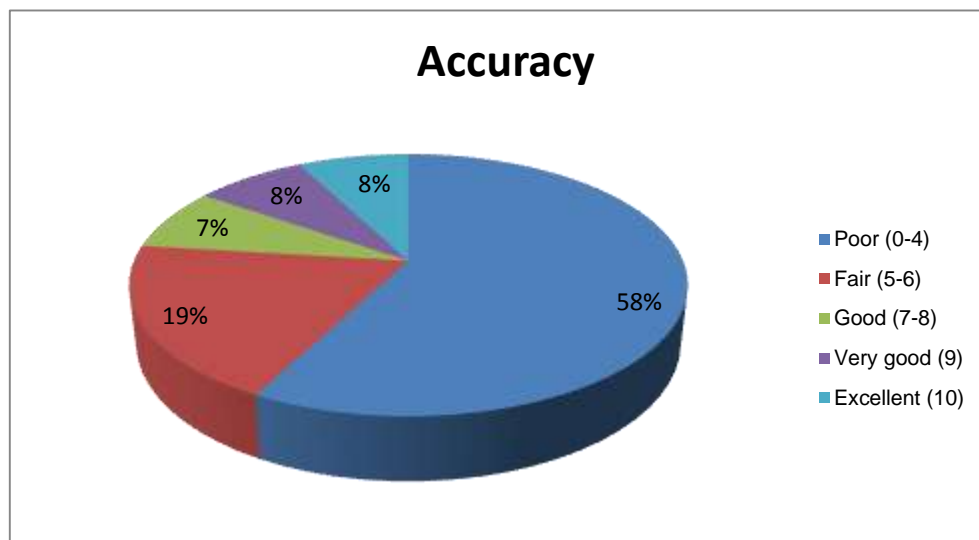
## **ANALYSIS**

This graph shows that in a population of 26 students, their total average in oral proficiency is low. It is observed that the level of the students is below 55 percent. In this context, the graph also shows that the students' highest percentage are in vocabulary and content. Accuracy and pronunciation are the lowest percentages. This gives us enough evidence that there is a problem in this area which has to be solved for the benefit of the students. Next, graphs will be shown to give us an idea of how students did on each sub-skill of oral proficiency.

**Table 17**  
*Analysis of Accuracy*

Description	Frequency	Percentage
<b>Poor (0-4)</b>	15	58%
<b>Fair (5-6)</b>	5	19%
<b>Good (7-8)</b>	2	7%
<b>Very good (9)</b>	2	8%
<b>Excellent (10)</b>	2	8%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias  
 Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 2  
 Source: Unidad Educativa Invesciencias  
 Elaborated by: Daniel Barrera and Ivelisse Jimenez

### Analysis

As observed in the graph above, the students have difficulties in the ability to produce grammatically correct sentences. It might be due to little practice done in the classroom or because of lack of corrections or reinforcement. Students are required to practice more listening and grammar rules in order to get familiar with the correct expressions and later they must start to reproduce what they have learned.

## Content

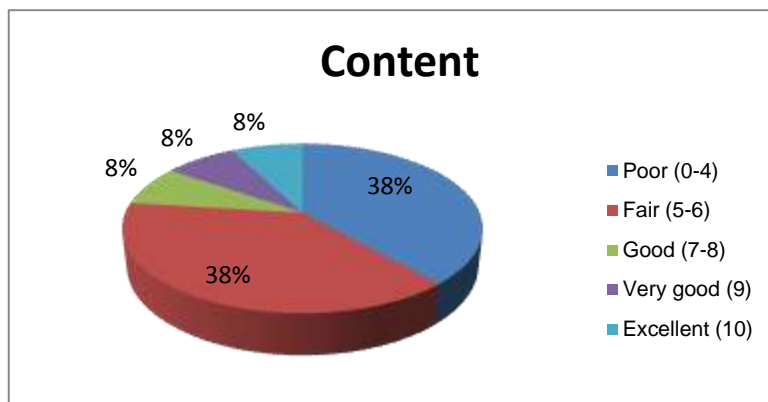
**Table 18**

*Analysis of Content*

Description	Frequency	Percentage
Poor (0-4)	10	38%
Fair (5-6)	10	38%
Good (7-8)	2	8%
Very good (9)	2	8%
Excellent (10)	2	8%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 3

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

## Analysis

The graph above shows that a high percentage of students have difficulties to be creative when communicating with the language. They are not aware that the speech message is the content, one central idea, clearly defined, supported by evidence, illustrated with words and phrases. This leads to poor communication and shows evidences that they need extra support in these tasks. This lack of creativity might be caused for little motivation from the teacher to promote his students' curiosity in how to talk about different situations from authentic contexts.

## Fluency

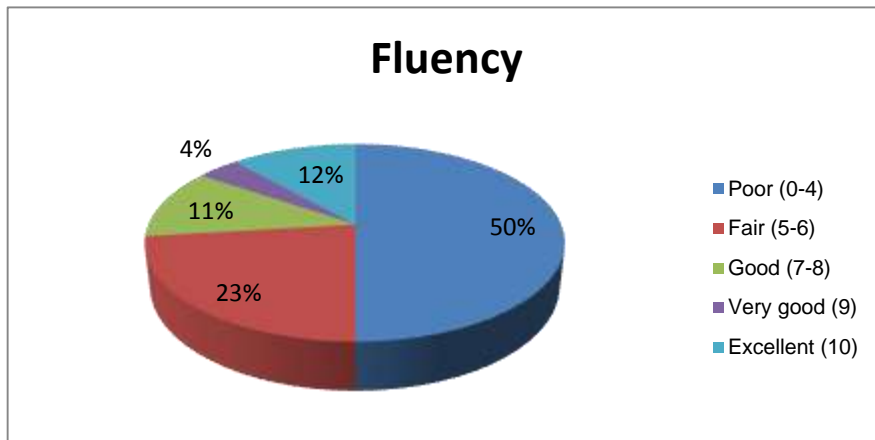
**Table 19**

Analysis of Fluency

Description	Frequency	Percentage
Poor (0-4)	13	50%
Fair (5-6)	6	23%
Good (7-8)	3	11%
Very good (9)	1	4%
Excellent (10)	3	12%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 4

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

## Analysis

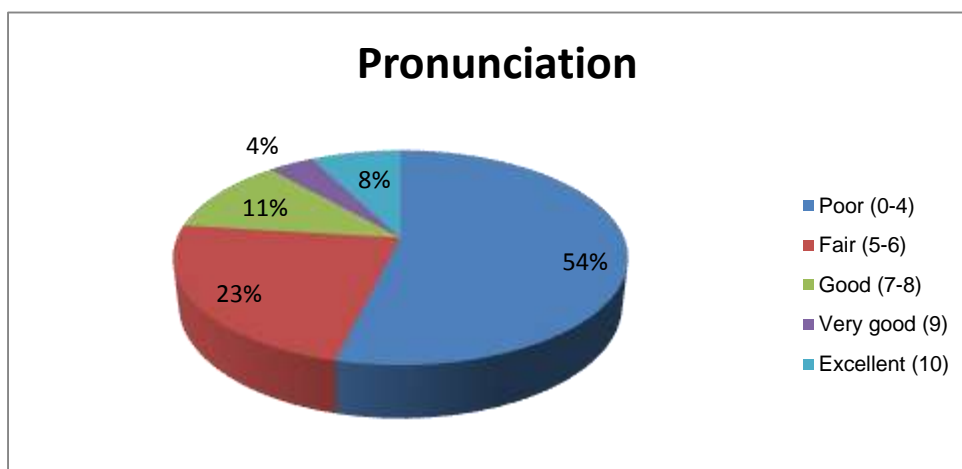
This graph shows that most of learners are not able to communicate in the English language without interruption. It might be caused by the lack of speaking activities and sometimes the students do not feel confident about speaking English in the class. In this case teachers must help the students to feel comfortable and be careful with corrections because they may interfere with the flow of conversation. This last situation can interrupt their learning process and limit their oral production.

## Pronunciation

**Table 20**  
**Analysis of Pronunciation**

Description	Frequency	Percentage
Poor (0-4)	14	54%
Fair (5-6)	6	23%
Good (7-8)	3	11%
Very good (9)	1	4%
Excellent (10)	2	8%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias  
Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 5  
Source: Unidad Educativa Invesciencias  
Elaborated by: Daniel Barrera and Ivelisse Jimenez

### Analysis

According to this graph, a few percentage of students can communicate well by pronouncing words clearly when they are speaking. The rest of the students find pronunciation difficult this is partly because teachers do not know how to integrate the teaching pronunciation in the communicative approach, because they do not have proposals for integrating pronunciation in these approaches or the existing manuals or activities do not unlink pronunciation of phonetic correction and therefore, its integration in the communicative class is difficult. But with regular practice and speaking activities, learners will improve their performance and feel confident.



## Vocabulary

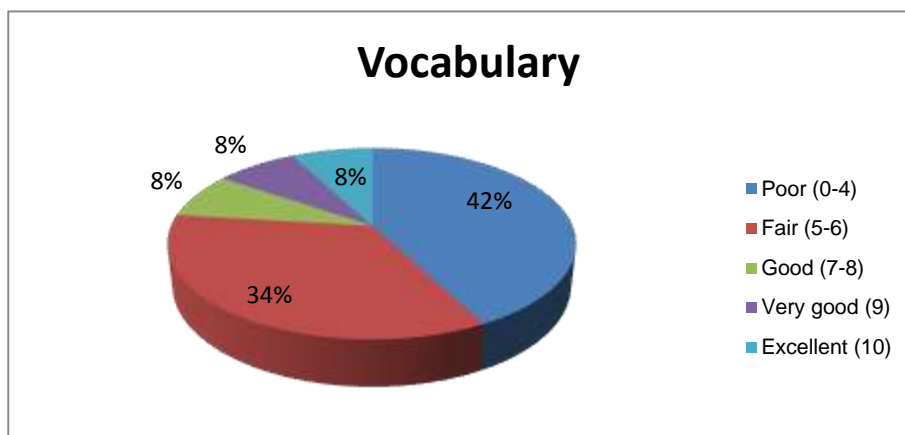
**Table 21**

*Analysis of Vocabulary*

Description	Frequency	Percentage
<b>Poor (0-4)</b>	11	42%
<b>Fair (5-6)</b>	9	34%
<b>Good (7-8)</b>	2	8%
<b>Very good (9)</b>	2	8%
<b>Excellent (10)</b>	2	8%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 6

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

### Analysis

The graph below shows a high percentage of the students who have problems in vocabulary. It might be caused by poor motivation or the use of techniques that are not suitable to students' likes and interests. Students are not encouraged enough to ask their teacher or do research about vocabulary words. This situation can interrupt their learning process and limit their oral production. Having an extended vocabulary will help students to express their ideas better and help them communicate easily, on the other hand, a small part of learners demonstrate to know enough vocabulary to complement and express their ideas.

### 3.5.5 Survey for the students

A short survey was administered to the 26 participants in order to collect valuable data in order to propose them with a dynamic and interactive way to learn to communicate in English by enhancing their oral proficiency. The results as well as a brief interpretation of them are shown below:

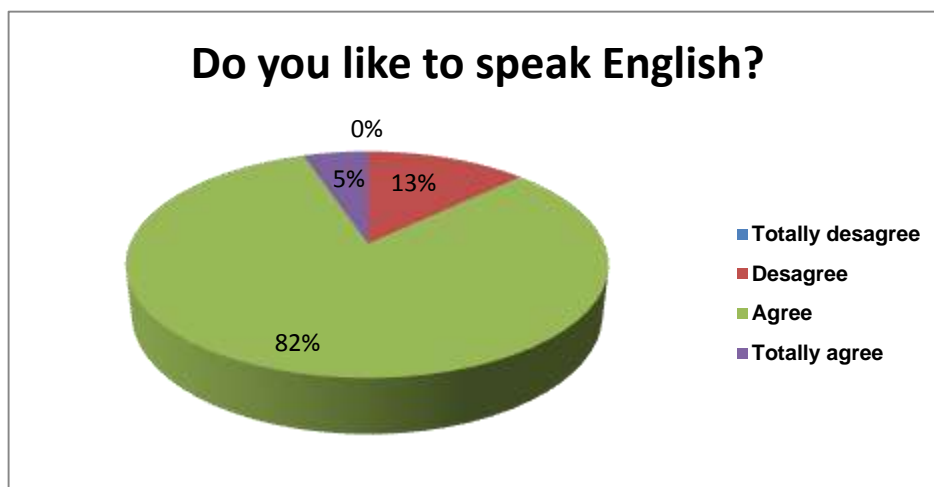
**Table 22**

*Question 1: Do you like to speak English?*

Description	Frequency	Percentage
Totally disagree	0	0%
Disagree	3	13%
Agree	19	82%
Totally agree	4	5%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 7

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

#### **Question 1: Do you like to speak English?**

According to this graph, most of the students agree they like to speak English; this is an advantage for the teacher because they are interested in learning. The last 13% express they do not like to speak in the language. These results evidence the grade of personal motivation that the students have regarding the oral use of the foreign language.

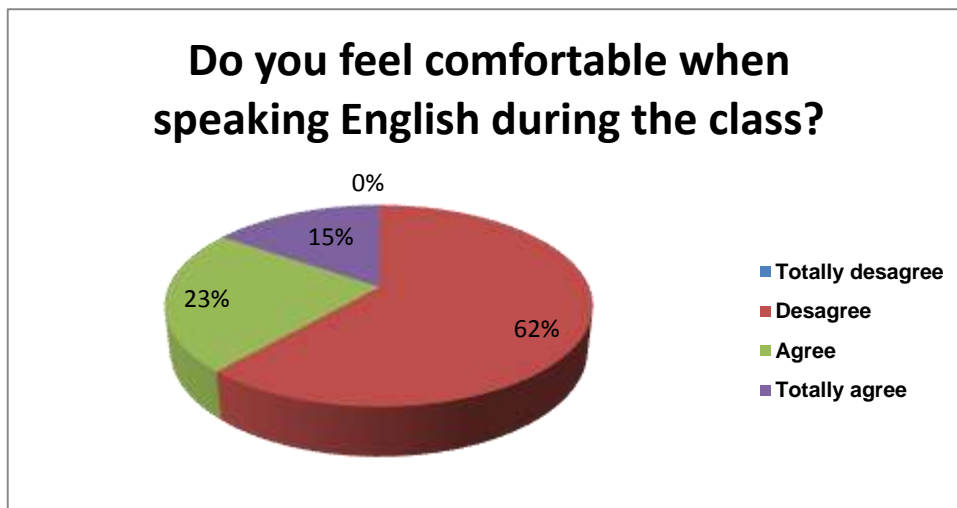
**Table 23**

*Question 2: Do you feel comfortable when speaking English during the class?*

Description	Frequency	Percentage
Totally disagree	0	0%
Disagree	16	23%
Agree	6	62%
Totally agree	4	15%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 8

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 2: Do you feel comfortable when speaking English during the class?**

In agreement with the graph, most of the students express their disagreement with this item; they do not feel comfortable when they speak English in class. This is maybe because the teachers do not create a warm atmosphere where the students feel comfortable and confident. It is important to motivate students to speak in class through fun and dynamic activities; since speaking is one of the most important language skills.

**Table 24**

*Question 3: Do you understand when your teacher speaks English?*

Description	Frequency	Percentage
Totally disagree	2	8%
Disagree	14	54%
Agree	6	23%
Totally agree	4	15%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 9

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 3: Do you understand when your teacher speaks English?**

According to this graph, 54% of the students state they do not understand when their teacher speaks English that means that listening activities are not put into practice as they must be, since students find difficulties in the development of their comprehension. If the students cannot understand the language it will be more complicated or impossible to speak or communicate with other people. Another group of the students declare they are able to understand what the teacher says. In this case it is important to keep students practicing listening and speaking activities.

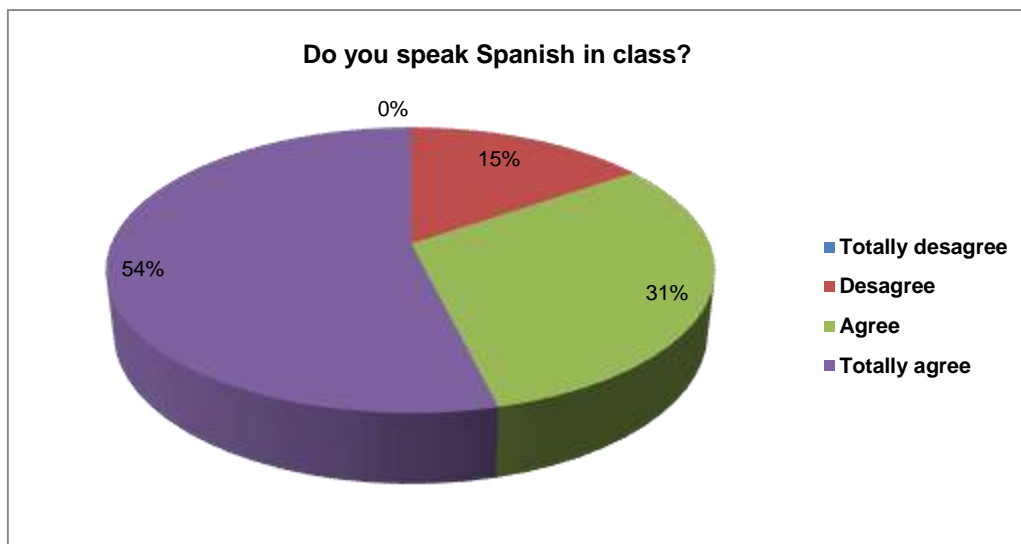
**Table 25**

*Question 4: Do you speak Spanish in class?*

Description	Frequency	Percentage
Totally disagree	0	0%
Disagree	4	15%
Agree	8	31%
Totally agree	14	54%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 10

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

#### **Question 4: Do you speak Spanish in class?**

As cited in the previous chart, most of the students affirm they speak Spanish in class, which is something negative in the teaching and learning process since the students live in a Spanish speaking environment and it is just probably the English classroom, the unique place where they can practice and speak English, so they should do their best and try to speak English during the class, but in order to do this, it is necessary that the teacher supports the students in this process.

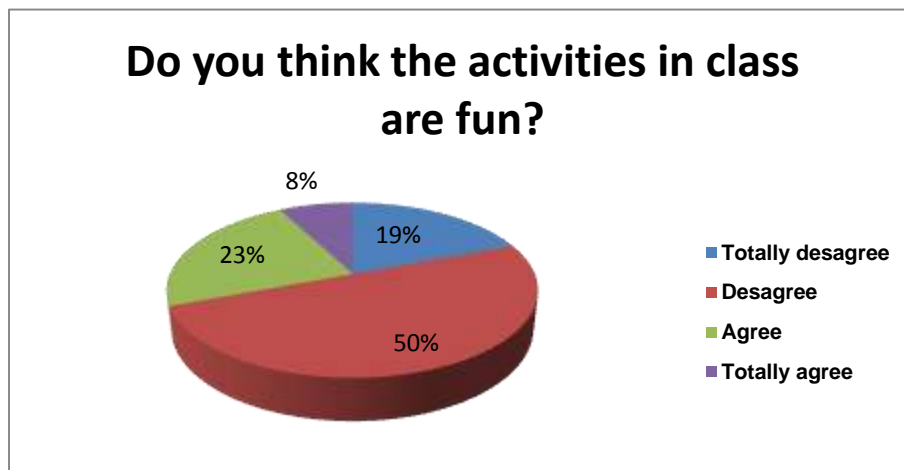
**Table 26**

*Question 5: Do you think the activities in class are fun?*

<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Totally disagree</b>	5	19%
<b>Disagree</b>	13	50%
<b>Agree</b>	6	23%
<b>Totally agree</b>	2	8%
<b>TOTAL</b>	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 11

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 5: Do you think the activities in class are fun?**

This graph shows that most of the students disagree with the activities done in class; they think activities are not fun, which makes learning boring and slow. Using traditional methods to students of the new era have some disadvantages since they need to be active and being taught with different strategies such as: didactic games, songs, videos and so on.

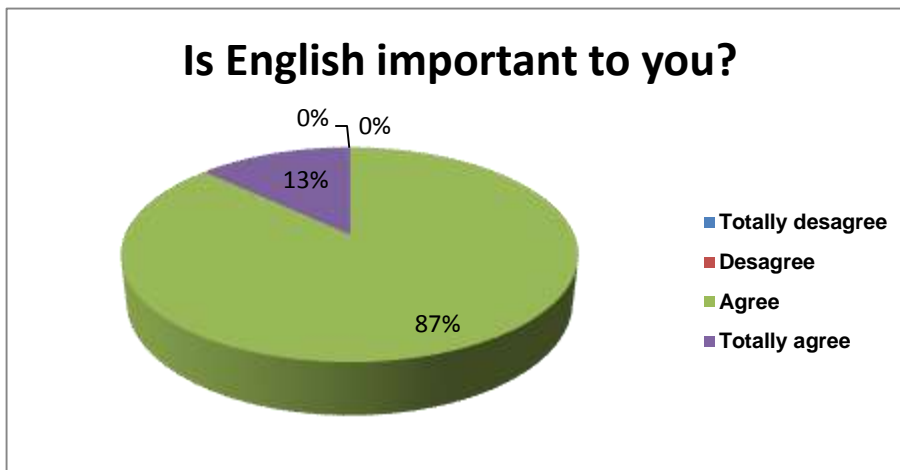
**Table 27**

*Question 6: Is English important to you?*

Description	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Agree	8	13%
Totally agree	18	87%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 12

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

### **Question 6: Is English important to you?**

As reported by this chart, all of the students agree that learning English is important for them. Nowadays, globalization and technology are an important part of the students' lives so, English as the universal language is everywhere, in books, in songs, in the internet, if they travel to another country it is mandatory to know at least Basic English in order to defend themselves and communicate with people from those countries.

**Table 28**

*Question 7: Do you practice English at home?*

Description	Frequency	Percentage
Totally disagree	5	22%
Disagree	9	39%
Agree	8	34%
Totally agree	4	5%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 13

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

### **Question 7: Do you practice English at home?**

The chart demonstrates that most of the students do not practice English at home, this may be due to their lack of interest about learning it. Even though they consider English as an important language they do not make any effort to learn it and, from the school it is essential that teachers ask the students to do different assignments to keep them practicing English, even when they are at home.



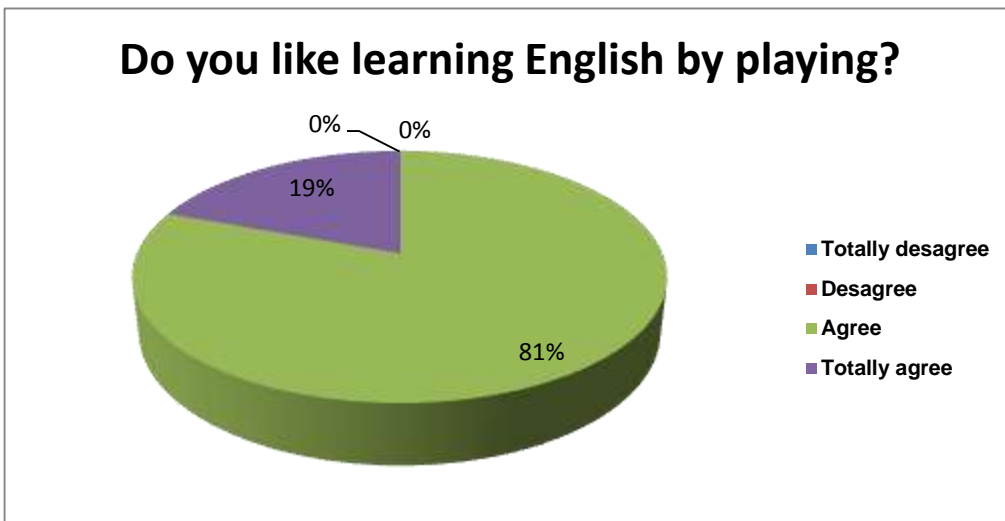
**Table 29**

*Question 8: Do you like learning English by playing?*

<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Totally disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Agree</b>	5	81%
<b>Totally agree</b>	21	19%
<b>TOTAL</b>	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 14

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

### **Question 8: Do you like learning English by playing?**

By observing the chart above, it is easy to perceive that all of the students agree with the fact of learning English by playing. It is an excellent exercise that motivates students to learn a new language. Through games students are able to develop all of the language skills, by using the adequate gaming strategies, setting the rules from the beginning is part of the success of this teaching strategy.

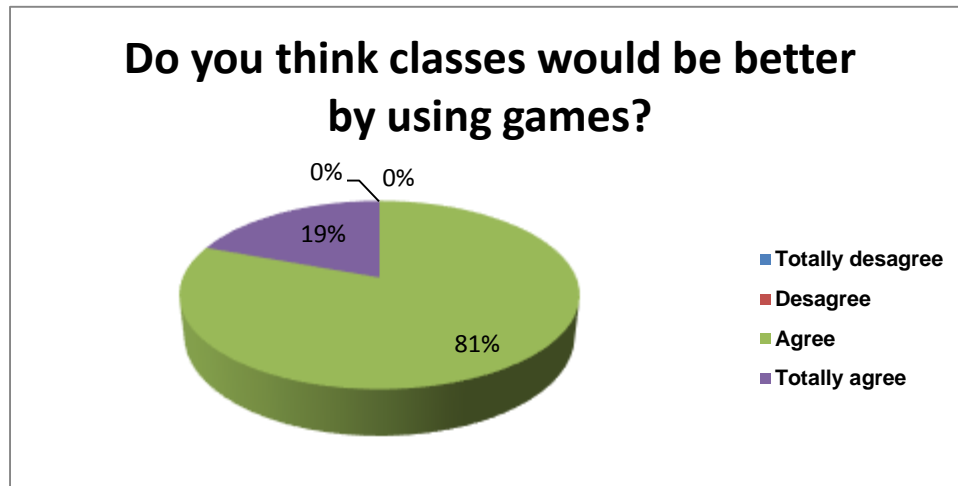
**Table 30**

*Question 9: Do you think classes would be better by using games?*

Description	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Agree	5	81%
Totally agree	21	19%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 15

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 9: Do you think classes would be better by using games?**

The previous chart showed students' agreement regarding the use of games compared with other teaching methods or strategies. For them, using games in class is better than using any other strategy. Using games in the classroom helps create a friendly and positive atmosphere. Games also play a big part in helping participants build relationships, and to feel equal. Games break the usual routine of the language class; they entertain, teach, encourage, promote fluency and provide language practice in the four skills: speaking, writing, listening and reading. Games are recommended to be used because they help students see the fun in a foreign language.

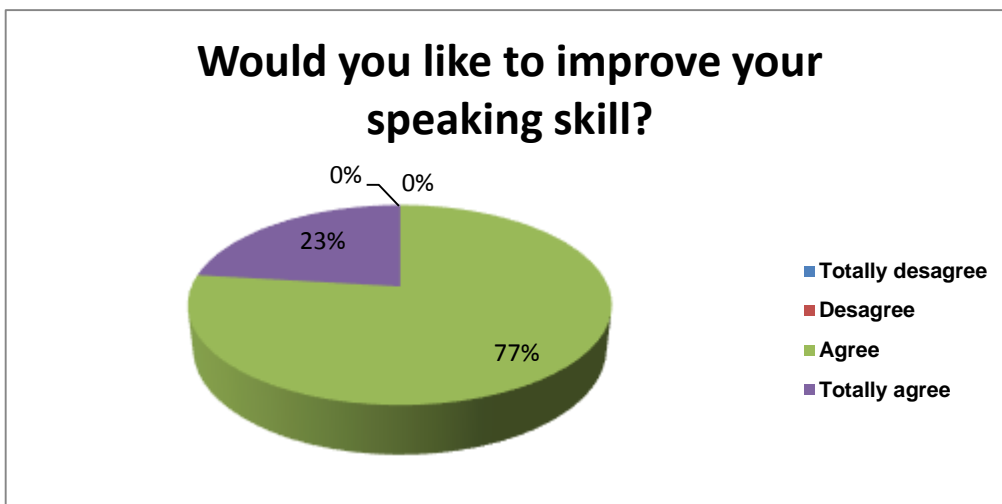
**Table 31**

*Question 10: Would you like to improve your speaking skill?*

Description	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Agree	4	77%
Totally agree	22	23%
TOTAL	26	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 16

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 10: Would you like to improve your speaking skill?**

The graph shown above that all the students want to improve their speaking skill. Developing this skill makes the world easier for the student since the goal of speaking a language is to communicate. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; express and clarify their thoughts, feelings, and opinions. Listening and speaking skills are essential for interaction at home, at school, and in the community.

### 3.5.6 Questionnaire for teachers

A short questionnaire was given to 5 teachers in order to collect information concerning to their teaching experience and professional background. The results as well as a brief interpretation of them are shown below.

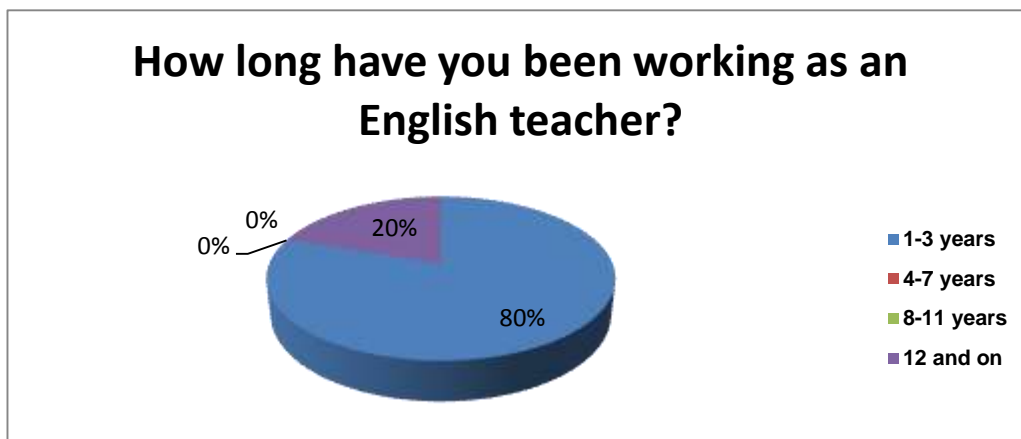
**Table 32**

*Question 1: How long have you been working as an English teacher?*

Description	Frequency	Percentage
1-3 years	4	80%
4-7 years	0	0%
8-11 years	0	0%
12 and on	1	20%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 17

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

#### **Question 1: How long have you been working as an English teacher?**

By observing the chart above, most of teachers' experience varies from 1 to 3 years. The researcher can infer, that teachers are starting their teaching careers and their first experiences have been with teenagers of this new era, consequently, they will understand that there is a difference between traditional teaching and nowadays' teaching and techniques. One of the main differences to be considered is that teenagers from this generation are exposed to the changes that globalization brings, the development of new technology and the enhancement of new educational theories.

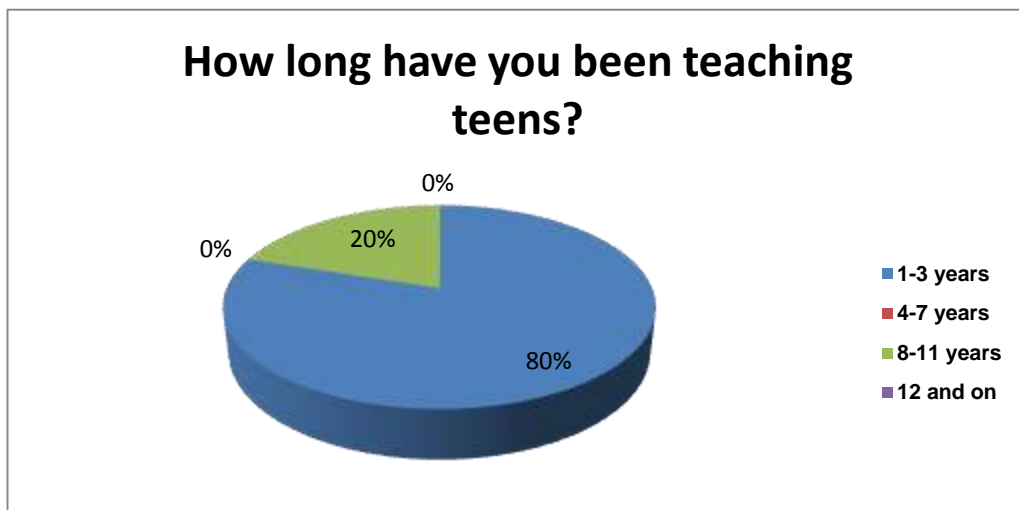
**Table 33**

*Question 2: How long have you been teaching teens?*

Description	Frequency	Percentage
1-3 years	4	80%
4-7 years	0	0%
8-11 years	1	20%
12 and on	0	0%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 18

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

### **Question 2: How long have you been teaching teens?**

The chart above shows that most of teachers' are recently teaching teenagers. In this situation, the rapport built with them is essential for success. Teachers that teach teens must take time to get to know their interests and consider them in the selection of the most suitable class activities. Teachers must be aware that teens get bored easily, so it is important to vary topics, and propose original tasks to break down classroom routine.

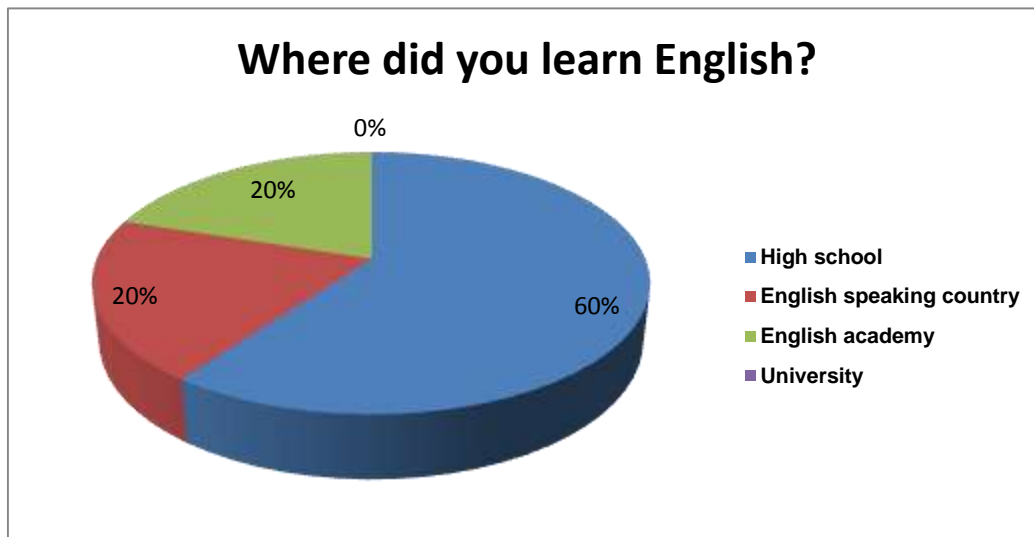
**Table 34**

*Question 3: Where did you learn English?*

Description	Frequency	Percentage
High school	3	60%
English speaking country	1	20%
English academy	1	20%
University	0	0%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 19

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

### **Question 3: Where did you learn English?**

By observing the chart above, it is easy to detect that 60% of teachers learned English in High School. This will be very beneficial for students since the teachers have been exposed to the language from their early life and, since then they have experienced daily life in the language and have kept learning along years until now. And these teachers know the importance of learning English when they were children or teens.

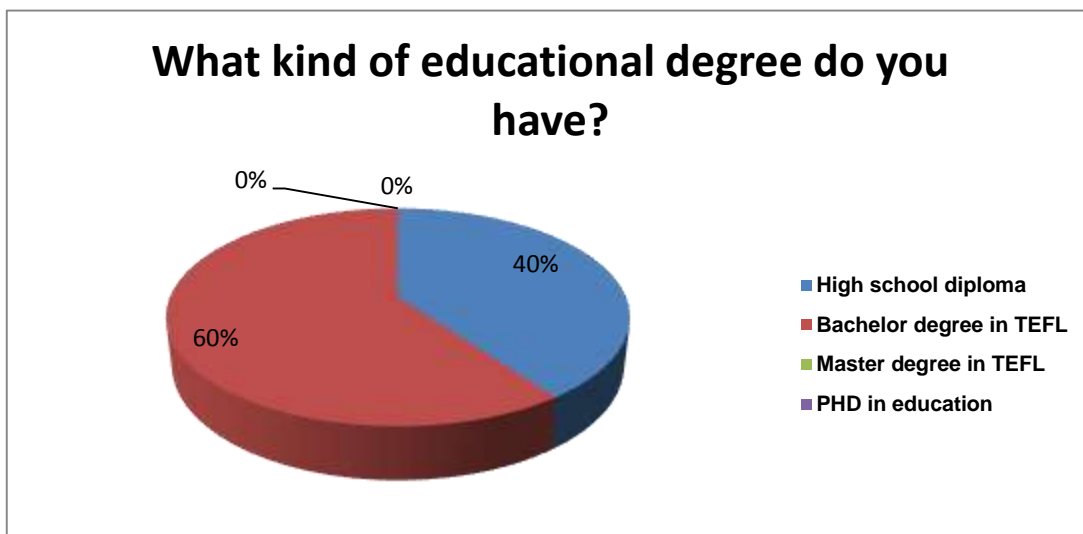
**Table 35**

Question 4: What kind of educational degree do you have?

Description	Frequency	Percentage
High school diploma	2	40%
Bachelor degree in	3	60%
Master degree in TEFL	0	0%
PHD in education	0	0%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 20

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 4: What kind of educational degree do you have?**

The graph below, demonstrates that 60% of the teachers have completed their studies in TFFL which gives the researchers the idea that most of them are familiar with the theories of language learning and therefore will recognize the importance of addressing students' needs by adapting their teaching to them as well as any other adaptations that can be done in the curriculum or in the way teenagers should be taught according to the characteristics of a given group.

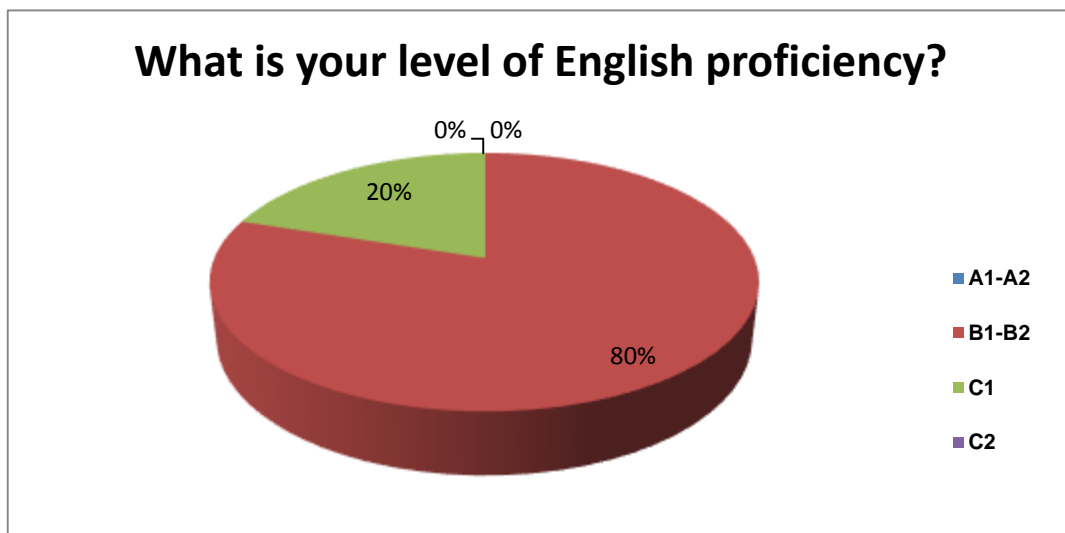
**Table 36**

*Question 5: What is your level of English proficiency?*

Description	Frequency	Percentage
A1-A2	0	0%
B1-B2	4	80%
C1	1	20%
C2	0	0%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 21

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 5: What is your level of English proficiency?**

According to the graph, it is indicated that most of the teachers have between B1 and B2 level of proficiency of English which confirms the idea that students will always be exposed to well-done input by proficient English teachers. It is even better when one teacher has a C1 level since that teacher can support other teachers if they need. As mentioned before, teachers' proficiency will be of great help to students who will be asking questions or looking for new terms to use when communicating with others in the target language.



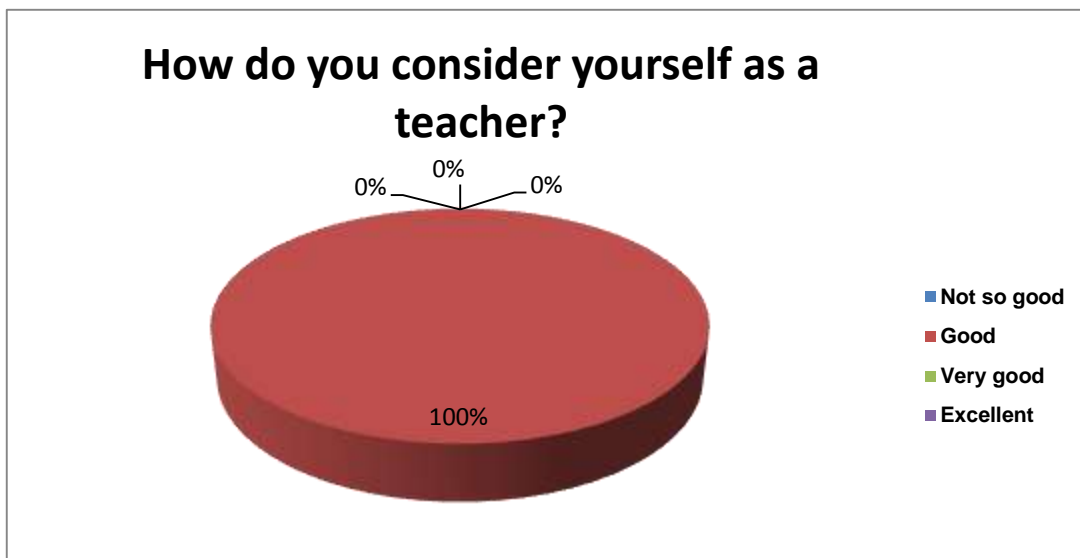
**Table 37**

*Question 6: How do you consider yourself as a teacher?*

Description	Frequency	Percentage
Not so good	0	0%
Good	5	100%
Very good	0	0%
Excellent	0	0%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 22

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

### **Question 6: How do you consider yourself as a teacher?**

By observing the chart above, all the teachers rate their teaching as good; generally a teacher rated as good does not meet all the students' expectations since they are learning the language and they need to be taught by a very good or excellent teacher. However it depends of the level of the students, if they are not advanced students, a teacher with a good level of English can easily teach them, and the teacher must always consider to keep learning and do her/his best every day.

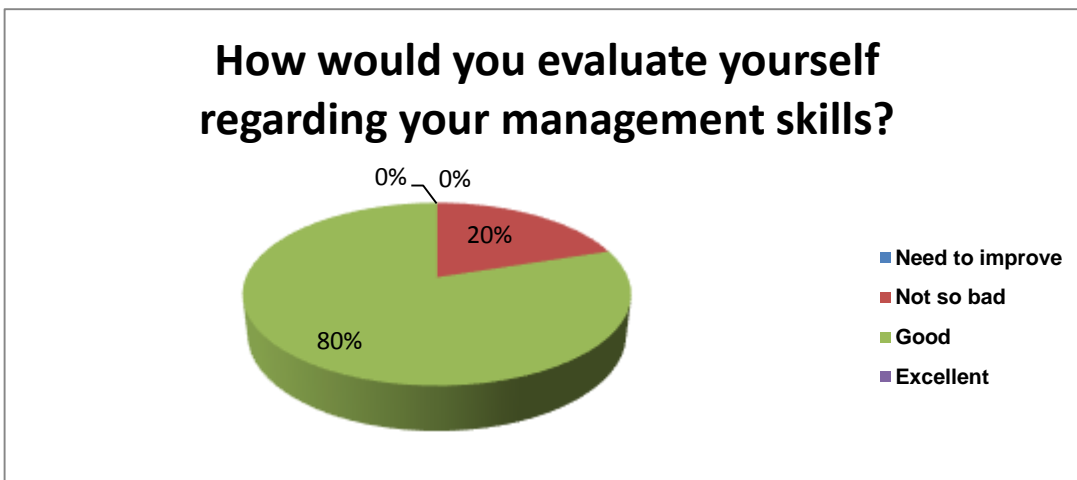
**Table 38**

*Question 7: How would you evaluate yourself regarding your management skills?*

Description	Frequency	Percentage
Need to improve	0	0%
Not so bad	1	20%
Good	4	80%
Excellent	0	0%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 23

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 7: How would you evaluate yourself regarding your management skills?**

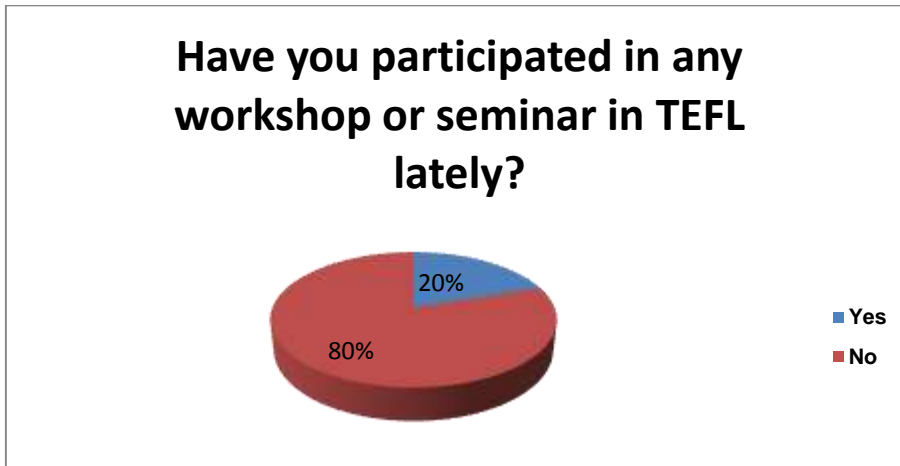
Regarding teachers' classroom management skills, the chart shows that most of them consider they have good classroom management skills. It means teachers know how to handle difficult situations that might take place inside the classroom, regarding students' behavior or know how to adapt their own teaching if learning disabilities or lack of resources are found in the class. In despite of it, there is a 20% of teachers that consider their classroom management skills are just "not so bad".

**Table 39**

*Question 8: Have you participated in any workshop or seminar in TEFL lately?*

Description	Frequency	Percentage
Yes	1	20%
No	4	80%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias  
Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 24

Source: Unidad Educativa Invesciencias  
Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 8: Have you participated in any workshop or seminar in TEFL lately?**

Considering the chart below, the results obtained got the researchers attention since when most of the teachers have got bachelor's degrees and are starting their careers and need more preparation; only 20% of them have attended to seminars in TEFL lately. It might be caused by several reasons as the lack of training offered in topics that teachers consider interesting and linked to their approach of learning, the absence of free training or by the lack of time from teachers to attend workshops and seminars. It seems to be necessary to provide more in-service training to teachers. By attending these seminaries, teachers can learn a bit more about new teaching methods, techniques, procedures and strategies.

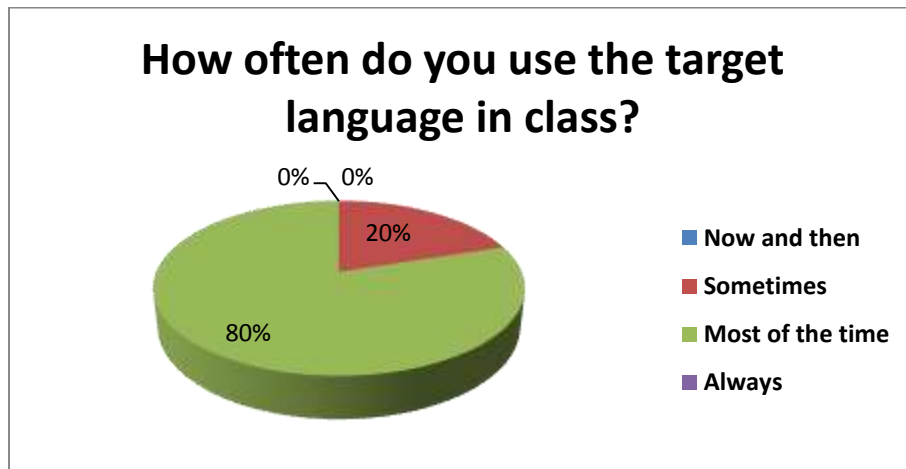
**Table 40**

Question 9: How often do you use the target language in class?

Description	Frequency	Percentage
Now and then	0	0%
Sometimes	1	20%
Most of the time	4	80%
Always	0	0%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 25

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 9: How often do you use the target language in class?**

This graph shows that most of teachers use L2 inside the classroom which will promote an “Only-English environment” among students and will support their learning. By making students familiar with this environment, they will improve their oral proficiency skills. On the other hand, 20% of teachers mentioned they use L2 sometimes. This last situation can interrupt students’ learning process and limit their listening and speaking abilities.

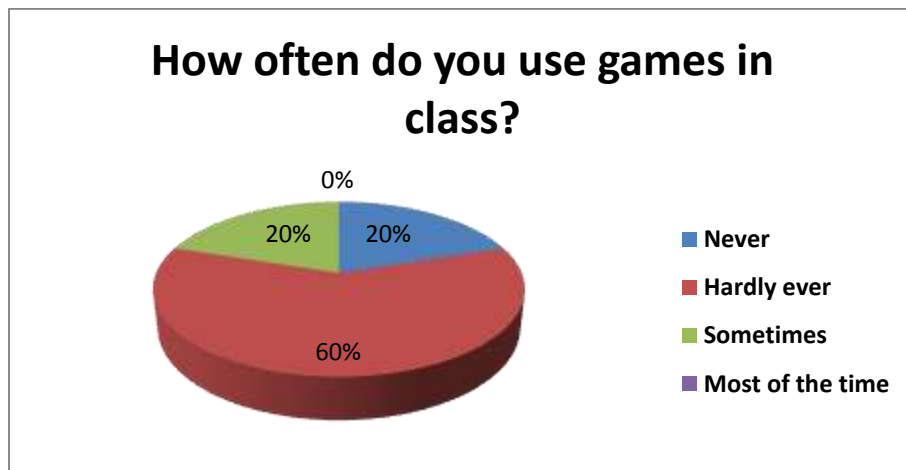
**Table 41**

*Question 10: How often do you use games in class?*

Description	Frequency	Percentage
Never	0	0%
Hardly ever	3	20%
Sometimes	1	60%
Most of the time	1	20%
TOTAL	5	100%

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



Graphic 26

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez

**Question 10: How often do you use games in class?**

According to the results of the graph below, it is observed that most of the teachers hardly ever use games in class. Even though, there is a 20% that sometimes uses them and another 20% that never uses them. Considering the characteristics of teaching teenagers it is very important to include the use of games with didactic purposes. By using games in the classroom, teachers let students feel they are being taught without stress and with fun.

### **3.6 Preliminary conclusions**

According to the techniques and instruments used to collect the data and after analyzing them we can determine that teachers of tenth grade at Unidad Educativa Invesciencias use traditional materials to teach their classes like books, notebooks, white board and they do not really promote oral production or motivation, so the students are not able to speak fluent, pronounce properly and make an accurate use of their speaking skill, that is why we considered our proposal, of incorporating didactic games in the English classroom of the grade mentioned above, as a viable study.

## **CHAPTER IV**

### **PROPOSED PROJECT PLAN**

#### **4.1 Title**

Implementation of Didactic Games to Enhance 10<sup>th</sup> Graders' Oral Proficiency at Unidad Educativa Invesciencias in Guayaquil.

#### **4.2 Justification**

According to the National Curriculum Guidelines of Ecuador (2014), 10<sup>th</sup> grade students are supposed to achieve an A2 level in progress which implies that level A2 language competence is being developed. That means, the student at the end of this course must be able to communicate in English in order to execute simple tasks and routine activities that requires some verbal interaction and in which the information is related to habitual activities. That is why using games in the classroom is necessary since it will expand teachers' perspective about the different ways in which they can promote the development of oral skills to improve students proficiency in the language. The idea of implementing games in the class arises since it has been observed that students are not motivated and consequently are not producing enough spoken language as they should do in the classrooms.

This proposal pretends to demonstrate that didactic games are a motivating strategy to help the students to learn and communicate in English. This proposal is relevant since it will allow new, agreeable and fun ways of teaching and learning English as a foreign language.

#### **4.3 Broad Objective**

To implement didactic games during the English class of 10th grade to help the students to improve oral proficiency.

#### **4.4 Specific Objectives**

To analyze the benefits of using didactic games for the improvement of oral proficiency in English.

To determine the relationship between the game and the development of communicative competence.

To improve the teacher-student relationship, as well as social relations among students, promoting a climate of calm and confidence in the classroom.

#### **4.5 Content Framework of the Proposed Project Plan**

- The Language Skills and Its Components
- The Development of the Speaking Skill to Enhance Oral Proficiency
- Games which have been used to Improve Listening and Speaking Skills
  - Guessing and Speculating Games
  - Role Plays
  - Describing Games
  - Storytelling games
  - Questions and answer games
  - Picture games
- How to Use Games in Class
- Advantages of Using Didactic Games

##### **4.5.1 The Language Skills and its Components**

In English we have four language skills which are: Listening, Speaking, Reading, and Writing. The components of Speaking are: Pronunciation, Vocabulary, Fluency, and Comprehension. In pronunciation the students can communicate well when they have a good intonation and fluency even though they can have a low vocabulary. From this it can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001). Next, having an



extended vocabulary will help students to express their ideas better and help them communicate. After that we have fluency which helps students talk without interruption. The teacher does not correct immediately since too much correction interferes with the flow of conversation. Finally comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

In order to develop this research, speaking is the most relevant skill since we expect the students to enhance oral production, but it is required for the students to work on the oral understanding or comprehension, so that they will be able to speak.

#### **4.5.2 The Development of the Speaking Skill to Enhance Oral Proficiency**

Speaking is a process of interaction in producing and receiving information since human beings start to hear the first sounds and interact with others. In addition, Richards (2006) defines that speaking is a language skill that is developed in child life, which is produced by the listening skill, and at that period, speaking skill is learned. In the same way, Brown (2001, p. 78) states that “listening and speaking are closely intertwined”. These aspects are considered very important in order to develop the ability of interact with others speakers through the oral skill. In this context oral proficiency contains the ability to communicate verbally in a functional and correct way in the target language. Concerning this aspect, games represent an effective activity to help students to enhance their oral proficiency, since they motivate them to be more active in the lessons and participate while they have fun.

#### **4.5.3 Games which have been used to Improve Listening and Speaking Skills**

According to Wright (1997), there are several types of games used to practice listening and speaking, some of them are as follows:

## ***Guessing and Speculating Games***

In guessing and speculating games, one of the students give information and the others must guess what it is. This activity lets us to develop our abilities. However, t depends on different students.

### **Game**

Picture Reveal

### **Materials:**

A Picture (big enough for the class to see)

An envelope or a book to pull the picture out of

### **How to play:**

- a. Put the picture in an envelope or hide it in a book.
- b. Pull over a small part of the picture and ask the students to try to identify it.
- c. Pull out a little more of the picture and ask each one of the students what they think it is now. This makes everyone to participate by using the language and expressing their view. Students must speculate about the content of the partially obscured picture using expressions of uncertainty such as:
- d. I think it is a... , I suppose it is..., I guess it is about..., I'm pretty sure..., If I have to make a guess, I'd say it looks like..., It could be...
- e. Gradually show more and more of the picture. Encourage the drama of different opinions until they guess the picture.

### **Role of the teacher**

- The teacher determines the particular vocabulary and language points.
- He/she shows partially the picture and motivates the development of the game.

## ***Role plays***

Role-play is a game in which players assume the roles of fantasy characters. It is also defined as any speaking activity when players either put themselves into somebody else's shoes, or when they stay in their own shoes but put themselves into an imaginary situation.

There are a whole range of pre-written role plays that can be adapted for the class, or used in their original format. Another interesting challenge would be to have the students design their own one. Often this can help bring out their creative side, and allow them to develop the speaking skills.

Some pre-written role plays can be:

- **Telephone Conversation:** Telephone conversations are good because, unlike ordinary face to face conversations, they require people to listen solely to the words. Normally, the teacher would have the students sit back-to-back and pretend they actually are on the phone. Appropriate telephone manner is then taught during this, such as always saying “hello” when answering the phone (this is particularly important when it comes to business, always answer with “hello”).
- **Going to the Shop:** For this role play, the teacher can teach the basic vocabulary. If students are planning on going abroad soon, then this will allow them to practice dealing with the general public. This role play will also make great use of certain grammatical structures, for example, the difference between: “I would like those” and “I would like that”. Even if the class is sufficiently advanced, this can be helpful for fine tuning specific grammatical errors.
- **Doctor’s Appointment:** A doctor’s appointment will get the students used to particular medical terminology. As you can see, each role play serves a specific purpose when practicing speaking. It allows the student to become more familiar with certain terms.

- **Immigration Office:** Another important one, especially if the students are planning on emigrating any time soon. They will need to know certain vocabulary, and doing a role play of this nature is definitely going to boost their confidence.
- **Looking for Accommodation:** Finding accommodation in another country is tricky. Using this type of role play, one student can act as the realtor and the other can be the prospective buyer or tenant. It might also be a good time to let them jot down some very common terms used when it comes to dealing with getting accommodation such as land lord, lease, etc.
- **Booking a Hotel Room:** For student going on holiday, this will also be helpful. Again, it can be tied in with telephone manner. Try practicing these both as face to face and on the telephone.
- **Job Interview:** This is going to be of particular interest to business students. Job interviews will generally require a lot of business phraseology in order for the interviewee to appear professional to the employer. Even when not learning a language, practicing a job interview can relieve a lot of the stress that comes along with looking for work.
- **Casual Talk:** Integration is another important point when it comes to moving to a new country. Helping the students learn common phrases and even slang in English is going to be just as vital as teaching them “proper” words. Whilst they will have all the knowledge, getting used to various slang words is something which needs to be worked on. A fun class would be to show the differences in accents in English speaking nations from around the world.
- **Talking About a Holiday:** Using a specific topic or theme, depending on what vocabulary one wants to teach on a specific day, can be very fruitful. The students can pretend to be a travel agent and a customer, or simply two friends.

## How to play:

- **Step 1: Identify the Situation:**

To start the process, gather student together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help students to start thinking about the problem before the role-play begins

- **Step 2: Select participants:**

In this step, the characters and their characteristics are identified and students volunteer or the teacher assigns the roles. They should use their imagination to put themselves inside the minds of the people that they're representing.

- **Step 3: Set the stage:**

Set up a scenario in enough detail for it to feel "real."

- **Step 4: Act Out the Scenario:**

Each student can then assume their role, and spontaneously "live" the situation from beginning to end of the situation.

- **Step 5: Discuss and Evaluate:**

When the students finish the role-play, discuss what they have learned, so that the students involved can learn from the experience.

## Role of the teacher:

Some of the possible teacher roles are:

- **Facilitator:** students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- **Spectator:** The teacher watches the role-play and offers comments and advice at the end.
- **Participant:** It is sometimes appropriate to get involved and take part in the role-play yourself.

## ***Describing Games***

A solid descriptive vocabulary is an important tool for many English language students because it allows them to communicate information about people or items they may not know the correct term for.

### **Game**

Describe and draw

### **Materials**

A picture

A blank piece of paper

### **How to play**

- a. The students work in pairs.
- b. Students are going to do a picture dictation. One student describes the picture to his/her partner and the partner draws what he/she hears.
- c. The student must describe one object at a time slowly and to repeat each description two or three times.
- d. The student will give enough time to his/her partner to finish drawing one object before he/she moves onto the next object.
- e. The student who drew the picture must describe orally the picture afterwards.
- f. Then they swap roles and afterwards they compare the pictures they drew with their original drawings pointing out the differences.

### **Role of the teacher**

- Before starting the teacher must teach vocabulary that the students will need to know for the activity, such as 'in the middle of the piece of paper', 'in the top/bottom/right-/left-hand corner of the piece of paper', 'in front of', 'behind', 'on top of', etc.

- The teacher walks around and looks at the students' drawings as they work on them he/she can see how well they understand the descriptions and then he/she can adjust them accordingly and give them any support they need.

### Picture of the game



### ***Storytelling games***

In this type of games, two or more people collaborate on telling a spontaneous story. Usually, each player takes care of one or more characters in the developing story.

### **Game**

Stories and pictures

### **Materials**

A picture of the student's favorite star

### **How to play**

- a. Students bring in cut-out magazine pictures of their favorite stars.
- b. The teacher write different words on the board such as love, jealousy, fame, travel, murder, marriage, luxury hotel, boat, fast car, money, big dark house, family, friends, accident, disappearance, theft, adventure, suspicious, secretive, treasure, jewels, fortune, etc.

- c. Then the students will have 10-15 minutes to make up an interesting story about their favorite stars. The students can use any vocabulary or grammar that they want to but that they must use at least five words from the board.
- d. Students then make up their stories and tell the rest of the class their stories.

### **Role of the teacher**

- The teacher incorporates his/her own stories, recognizes how they are connected with students stories.
- The teacher provides students with vocabulary to tell their own stories.

### ***Question and Answer Games***

In this section a variety of games are designed to create contexts in which the learner want to ask questions in order to find something out.

### **Game**

Guess the word

### **Materials**

Worksheet for each pair of the students

### **How to play**

- a. Divide the students into pairs (A and B) and distribute the worksheets. Tell the students not to show their partner the worksheet.
- b. Give the students time to go through the words on their sheet and think of some possible questions.
- c. When everyone is ready, give the students a five-minute time limit and let them begin the activity.
- d. Student A asks questions to their partner to elicit as many words from the box on their worksheet as possible.
- e. When Student B says a word from the worksheet, Student A puts a tick next to the word. If Student B cannot guess the word after a few questions, Student A puts a cross.



- f. After five minutes, the students stop and swap roles.
- g. The process is then repeated with Student B asking the questions.
- h. When everyone has finished, pairs add up their points. The pair with the highest combined score wins the game.

### **Role of the teacher**

- The teacher leads students into thinking.
- The process of teaching students to ask their own questions allows teachers to communicate what they need around curriculum.

### ***Picture Games***

It means that these games comparing and contrasting pictures in order to establish relationship between pictures.

### **Game**

Compare and contrast

### **Materials**

A picture to compare (to tell how two or more things are similar or the same)

A picture to contrast (to tell how two or more things are different)

### **How to play**

- Students work in pairs.
- Student A looks at the first picture and tell the similarities of the people in the picture using comparatives and superlatives and comparison words and phrases such as: also, as well as, both, in common, in comparison, like, too, same as, similar, similarly.
- Student A looks at the second picture and tell the differences between the people in the picture using contrasting words and phrases such as: as opposed to, but, contrary to, differ, different from, however, on the other hand, unlike, while.

- Student A looks at the flags and compares and contrasts them.
- The students stop and swap roles.
- The process is then repeated with Student B

### Role of the teacher

- The teacher provides students with vocabulary to compare and contrast.
- The teacher is continually monitoring the progress and achievements of the learner.
- The teacher needs to be aware of every student's progress within their setting. Gathering evidence and developing a full picture of each student is important, in order to understand their individual needs.

### Picture of the game:

#### Compare

Student A:



Student B:

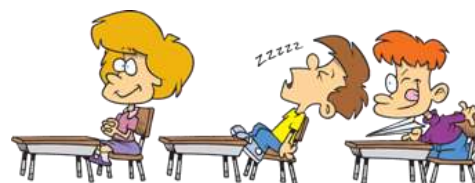


#### Contrast

Student A:



Student B:



## Compare and contrast

Student A:

United States of America Flag vs. United Kingdom flag



Student B:

Ecuador Flag Vs. Venezuela Flag



All the previous games were chosen to be used in this proposed plan, considering they are appropriate for practicing understanding and speaking in the English language.

Didactic games are educational tools which follow didactic aims. They have their rules; they demand continuous management and final evaluation. They are ranked into innovative educational tools. Didactic games can be used during lessons to explain, prove, and produce knowledge as well as to enrich the lessons and motivate students, It is possible to use them after lessons (in school clubs, during free time activities organized by school etc.), or at home to practice, fixing or studying of new knowledge. Games of high quality are played spontaneously. It can activate pupils' previous knowledge, hold their attention and interest for long time and force them to higher performance. For the implementation of didactic games is necessary to consider the students' ages and follow the tasks of educational work and educational topic.

#### **4.5.4 How to Use Games in Class**

Games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using games in class is to help students learn and have fun. However, to use games in classrooms, it is equally important that before playing, the rules of the games are clearly explained and well understood by the students. There should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help students understand the game and help them follow the rules. Otherwise, they will misunderstand the purpose of the game and they may not get the benefits they should from the game. Dobson (1997) enumerates thirteen suggestions to help ensure the greatest success of using games during the class:

- a. Make thorough preparations for the game. The teachers should know the rules of the game, gather materials, and plan how to direct conversation during or following the game.
- b. Before introducing a game to a class, ask the students if they think they would enjoy this kind of activity. When it does not happen so, it is better to change a game, or abandon it for some time.
- c. Choose a game that allows as many students as possible to participate. It is vital to care if all students are engaged sufficiently as active participant instead of idling their time as observers only.
- d. Be sure that the game you select is within the range of your students' ability. Otherwise, they can be easily discouraged and the opposite outcome can be achieved.
- e. Do not play a game at the beginning of the conversation period. Somewhere between the middle or the end of the lesson is a more appropriate moment for changing a pace of the lesson.
- f. Give the directions to the game very clearly; making sure that everyone understands exactly how to play. It is advisable to play some "trials" to make sure if rules of a game are intelligible.

- g. Direct the game yourself. Dobson (p.109) advises the teacher to stand in front of the class to act as the leader or referee.
- h. Be sure to follow the rules of the game exactly. If all students cling to the rules, there is little space for cheating, tricking, and breaking rules.
- i. Keep the game well under control. What is needed to prevent disintegration during the game is a pleasant but firm tone and necessary minimum of discipline in the classroom.
- j. Observe how the individual players react to the game. Proper encouragements and no discouragements are concerned, therefore the teacher should “see” which students get disheartened or even ashamed and ought to take steps to stop his withdrawal into him/herself.
- k. In team games, try to have in each team an equal number of more proficient students and less proficient students. Thanks to such a power balance the play or game is fair and every team feels appreciated. As Dobson (1997) emphasizes “some methodologists recommend that you set up permanent teams”.
- l. If a game does not seem to be going well, try a different game. Not every game appeals to every student, therefore, the teacher should have a sound repertoire of games at his/her disposal.
- m. Always stop playing a game before the students are ready to quit. Dobson’s recommendation is neither to play a game so long that it begins to bore participants, nor to play the same game too frequently.

A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching method along with other methods.

#### **4.5.5 Advantages of Using Didactic Games**

According to Sigurdottir (2010) even though games are often associated with fun they deserve a place in the language classroom, so that we should not lose sight of their pedagogical values, particularly in second or foreign language teaching. Some of the advantages of using didactic games are as follows:

- a. Playing games in the classroom helps create a friendly and positive atmosphere. Games also play a big part in helping participants build relationships, and to feel equal.
- b. Games are amusing, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest.
- c. Games can be a very useful for those people who want to learn a language to use it in real situations, for example when travelling. They can easily be used to recreate various situations from real life and provide students with practice in their fluency.
- d. Language students need to be emotionally involved. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.
- e. Games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class.
- f. Games can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work.
- g. Using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society.

In brief, it can be said games break the usual routine of the language class, they entertain, teach, encourage, promote fluency and provide language practice in the four skills: speaking, writing, listening and reading. Games are recommended to be used because they help students see the fun in a foreign language and not just problems of it.

## 4.6 The Proposed Project Plan

The proposed plan was held from the 30<sup>th</sup> October to the 15<sup>th</sup> November, 2017. 26 students from 10<sup>th</sup> grade participated in the games.

The timetable can be found in table 42:

**Table 42**

*Timetable proposed project plan*

Date	Time	Game	Description	Skills developed
30/10/2017	10:05– 10:45	<b>Guessing and speculating games:</b>  Picture Reveal	In guessing and speculating games, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner and/or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in a more extended, connected way.	Listening, speaking and vocabulary
01/11/2017	10:05– 10:45	<b>Describing games:</b>  Describe and draw	A solid descriptive vocabulary is an important tool for many English language students because it allows them to communicate information about people or items they may not know the correct term for.	Listening, speaking and vocabulary
06/11/2017	10:05 – 10:45	<b>Role plays:</b>  <b>Topics:</b>  Telephone Conversation  Going to the Shop	Is a game in which players assume the roles of fantasy characters. It is also defined as any speaking activity when players either put themselves into somebody else's shoes, or when they stay in their own shoes but put themselves into an imaginary situation.	Listening and speaking

		<p>Doctor's Appointment</p> <p>Immigration Office</p> <p>Looking for Accommodation</p> <p>Booking a Hotel Room</p> <p>Job Interview</p> <p>Casual Talk</p> <p>Talking About a Holiday</p>		
08/11/2017	10:05 – 10:45	<p><b>Storytelling games:</b></p> <p>Stories and pictures</p>	Is a game where two or more persons collaborate on telling a spontaneous story. Usually, each player takes care of one or more characters in the developing story.	Speaking, listening and vocabulary
13/11/2017	10:05 – 10:45	<p><b>Question and answer games:</b></p> <p>Guess the word</p>	In this section a variety of games are designed to create contexts in which the learner want to ask questions in order to find something out.	Listening, speaking and vocabulary
15/11/2017	10:05 – 10:45	<p><b>Picture games:</b></p> <p>Compare and contrast</p>	In this game, students must compare and contrasting pictures in order to establish a relationship between pictures.	Listening, speaking and vocabulary

Source: Unidad Educativa Invesciencias

Elaborated by: Daniel Barrera and Ivelisse Jimenez



## 4.7 Validation of the proposed project plan

“Implementation of Didactic Games to Enhance 10<sup>th</sup> Graders’ Oral Proficiency at Unidad Educativa Invesciencias in Guayaquil”

To fulfill the requirements of this research project we have asked three experts in the field of teaching English as a foreign language to validate the proposed project plan.

### Third Validation

Name: *Mélida Polio Campoverde Méndez*  
Profession: *Teacher*  
Occupation: *University Teacher*  
Address: *34 av. y Camino Destruga*  
Phone Number: *0986103613*

### Rating Scale

Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction	✓				
Objectives	✓				
Relevance	✓				
Sequence	✓				
Presentation	✓				
Depth of Study	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				
Impact	✓				

Comments/suggestions:

*This work is interesting for any student because they like games.*

University:

“Implementation of Didactic Games to Enhance 10<sup>th</sup> Graders’ Oral Proficiency at Unidad Educativa Invesciencias in Guayaquil”

To fulfill the requirements of this research project we have asked three experts in the field of teaching English as a foreign language to validate the proposed project plan.

First Validation

Name: *Janeth Mora*  
Profession: *Teacher*  
Occupation: *Director of English School at ULYR.*  
Address: *Cda. Simón Bolívar*  
Phone Number: *09910536501*

Rating Scale

Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction	✓				
Objectives	✓				
Relevance		✓			
Sequence	✓				
Presentation	✓				
Depth of Study		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				
Impact	✓				

Comments/suggestions:

*a variety of engaging activities*

University:

*Universidad Raimundo  
Falcón Rocafuerte de  
Guayaquil*

*Janeth Mora*

"Implementation of Didactic Games to Enhance 10<sup>th</sup> Graders' Oral Proficiency at Unidad Educativa Invesciencias in Guayaquil"

To fulfill the requirements of this research project we have asked three experts in the field of teaching English as a foreign language to validate the proposed project plan.

Second Validation

Name: *Msc. Rosy Hendrya Cobeña*  
Profession: *Licenciada en Lengua y Lingüística Inglesa*  
Occupation: *Docente de inglés*  
Address: *Villa Club M34 V30 etapa Omega*  
Phone Number: *098 180 2773*

Rating Scale

Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction		✓			
Objectives		✓✓			
Relevance		✓✓			
Sequence		✓✓			
Presentation		✓✓			
Depth of Study		✓✓			
Language		✓✓			
Comprehension		✓✓			
Creativity		✓✓			
Impact		✓			

Comments/suggestions:

*Good project!*

University:



#### **4.8 Impact of the proposed project plan**

The didactic games proposed in this plan for the enhancement of oral proficiency will have a significant impact for both the student and the teacher. On the one hand, these activities will allow the student to enrich their knowledge and promote their emotional and social development while the teacher will facilitate the creation of strategies that stimulate the assimilation of a foreign language.

In the same way this proposal will bring an active impact since the games reduce the affective filter, encourage a spontaneous and creative use of the language, promote communicative competence, motivate and are fun. Additionally this proposal will have a cognitive impact considering games are used to reinforce, expand and focus on grammar in a communicative way. It also has a dynamic impact since the games focus on the students and the teacher acts as a facilitator; they build cohesion in class, encourage the participation of the whole class and promote healthy competition. Finally, games are adaptable since they can be adjusted to any age level, learning speed and capability and all the four skills can be used.

Using games will also have a pedagogical impact since they will make students to detect the formative utility when learning the foreign language. On the other hand, through games, students will learn English in the same way that they have acquired their mother tongue, without being aware that they are studying and learning it. In order to potentiate the benefits of games, teachers must know and be able to ask what kind of game and what dynamics they will have in the foreign language classroom according to the needs and interests of the students. In other words, the effectiveness of the game and its impact on the learning process depends significantly on the didactic as well as the pedagogical objective that the teachers propose, as in this case, the improvement of oral proficiency.

Regarding the benefits of games from the point of view of teaching, teachers can use the games to allow both the controlled practice of the language and their free practice within a creative and recreational context.



## CONCLUSIONS

With the purpose of improving oral proficiency of the tenth grade students of Unidad Educativa Invesciencias Guayaquil-Ecuador during the school year 2017-2018, a research was conducted in order to identify the students' speaking level. The research included a class observation form, a class observation guide (to the teachers), a class observation guide (to the students), a pretest conducted to the students, a survey for the students and a questionnaire for the teachers. After applying those different research instruments the problem could be defined as the lack of sufficient oral proficiency skills in English. This led the research to examine the pretest results and quantify the percentage of students who were having difficulties acquiring this skill.

The observations done provided the researcher with significant information regarding the development of the class. It was concluded that the students used their mother tongue more than the target language. That was one of the main reasons why the students did not improve their speaking skill.

On the other hand, the results of the pretest exhibited that the aspects observed by the researchers during the class observations were real, most of the students demonstrated weaknesses in some of the standards assessed.

In addition, the survey indicated the students did not feel motivated to speak English since they did not understand the language, therefore they preferred to speak Spanish, even when they knew the importance of learning English. In relation to the questionnaire applied to the teachers, it was concluded that they are professional enough to teach English to teenagers.

Considering this situation, a proposal about implementing didactic games was suggested. Thus, the authors implemented didactic games as a strategy to enhance oral proficiency for 2 weeks.

After the implementation of the proposal, the benefits of using didactic games for the improvement of oral proficiency in English were analyzed. The process of teaching

and learning became more communicative and learning anxiety reduced. The students were not ashamed of asking questions to the teachers and answering their questions. During the games the students looked more competitive. This atmosphere also made them concentrate and think intensively during the learning process.

In addition, the relationship between the use of games and the development of communicative competence was established, students demonstrated how to use and respond to language appropriately, and were able to make themselves understood, using their current proficiency to the fullest. It also could be observed how the teacher-student relationship improved, as well as social relations among students, promoting an atmosphere of calm and confidence in the classroom.

To conclude, results of this study further show a great majority of the participants supports the effectiveness of using didactic games to enhance oral proficiency.

## RECOMMENDATIONS

Once the conclusions of the research have been obtained, the researchers would like to propose the following suggestions:

To the School:

The institution has to provide the necessary material as well as the required space to carry out the implementation of the games, so the teachers can improve the quality of teaching English for their students and manage the instructional time in teaching speaking.

To the English teachers:

The teachers can use games during the lessons in order to motivate the students and make them more communicative, and active in joining the lesson. It is important to the teachers to create attractive situations for the teaching and learning processes in order to make students eager to improve their English.

To the students:

Since the strategy of games needs students' participation, they have to be active during the learning process. It has been concluded that this strategy can improve the students' speaking proficiency. Besides, they should encourage themselves to learn more, to ask what they do not know, and to learn as much as possible.

To other researchers

It is expected that the findings of this study will be used as an additional reference for further research in different context which will give valuable contribution to teaching and learning English.

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# APPENDICES

## APPENDIX A Class Observation (teacher)

Date: \_\_\_\_\_

Time: \_\_\_\_\_ to \_\_\_\_\_

	1	2	3	4	5
<p><b>DOMAINS AND SELECTED COMPONENTS</b></p> <p><b>Planning and preparation</b></p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge of content</li> <li>• Demonstrating knowledge of pedagogy</li> <li>• Setting instructional outcomes</li> <li>• Designing coherent instruction</li> <li>• Designing student assessment</li> </ul> <p><b>Classroom environment</b></p> <ul style="list-style-type: none"> <li>• Establishing a culture for learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Using questioning and discussion</li> <li>• Engaging students learning</li> <li>• Using assessment instruction</li> <li>• Demonstrating flexibility and responsiveness</li> </ul> <p><b>Professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Participating in professional community</li> </ul>					

**Key: 1= Unsatisfactory      2= Basic      3= Developing      4= Proficient**  
**5=Superior**

<b>1= unsatisfactory</b>	Indicates limited self-direction or independent action and significantly uneven competence.
<b>2= Basic</b>	Indicates basic self-direction through planning and little independent competence.
<b>3= Developing</b>	Indicates moderate self-direction and developing competence.
<b>4= Proficient</b>	Indicates self-direction and high level of competence.
<b>5= Superior</b>	Indicates highly independent action, much self-direction, and exceptional competence.

---

**Teacher observed**

---

**Evaluator**

## APPENDIX B Class Observation guide (to the students)

Course: \_\_\_\_\_

Observer: \_\_\_\_\_

Date and Time \_\_\_\_\_

<b>Elements observed</b>	<b>Observed</b>	<b>Somewhat Observed</b>	<b>Not Observed</b>	<b>Not Applicable</b>
1. The students are actively engaged in the lesson.				
2. The students demonstrate an understanding of language acquisition				
3. The students experience the language for listening, speaking, reading, and writing.				
4. The students use language individually, in paired groups, in small groups, and in whole-class activities.				
5. The students participate and respond with ease in a variety of communication and learning situation with minimal errors.				
6. The students acquire language through authentic cultural contexts.				
7. The students use language to reinforce their core content knowledge.				
8. The students experience the language for listening, speaking, reading, and writing.				

## APPENDIX C Pretest

STUDENT'S NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_

### Speaking Test Directions

This is a Speaking test. This test includes 3 tasks that will measure different aspects of your speaking ability.

Question	Task	Evaluation Criteria
Task 1	Describe a picture	Fluency
Task 2	Answer the questions	Accuracy
Task 3	Express an opinion	Pronunciation
		Content
		Vocabulary

For each type of task, you will be given specific directions. It is to your advantage to express yourself the best you can. It is also important that you speak clearly and that you answer each question according to the directions.

### **Task 1:**

#### **Describe a picture**

Directions: In this part of the test, you will describe the picture given as much detail as you can.



1. What do you see on the table?
2. Do you see any sunflower in the picture?
3. Is there a person wearing glasses?
4. How many children do you see?
5. What is the man on the left wearing?
6. What is the man on the left doing?

### **Task 2:**

#### **Answer the questions**

##### **Television**

Directions: In this part of the test, you will answer six questions. Speak as fluent as possible, and in complete sentence.

1. How often do you watch television?
2. What kinds of programs do you usually watch?
3. Describe your favorite television program.

4. What did you watch on TV yesterday?
5. What is the purpose of advertising a product?
6. Could you live without TV for a week?

### **Task 3:**

#### **Express an opinion**

Directions: In this part of the test, you will give your opinion about a specific topic..

Question: (Narrator): Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.

1. What is your opinion about taking a job with a low salary that has a lot of vacation time?
2. Do you believe a person with a low salary can afford long vacations?
3. How many times do you think a person with a low salary could go on vacations in a year?
4. Do you think people would be happier if they take a job that does not pay well but have more time off from work?
5. What is your opinion about prioritizing time over money?
6. If you have a family to spend time with, would you take a job with a low salary?



## ASSESSMENT RUBRIC

Criteria	Poor 0-4	Fair 5-6	Good 7-8	Very good 9	Excellent 10
<p><b>Fluency</b> (speed, naturalness, lack of hesitation)</p> <p><b>Accuracy</b> (grammar, syntax and general structures)</p> <p><b>Pronunciation</b> (stress, rhythm, intonation patterns)</p> <p><b>Content</b> (precision and length in describing the subject matter and picture and text elements)</p> <p><b>Vocabulary</b> (use of words, expressions, from studied units, course for the pictures' description)</p>					

## APPENDIX D Survey for students

Dear students.

This survey is a part of a research project which has been developed in order to improve 10<sup>th</sup> grade students' oral proficiency through the application of didactic games at Unidad Educativa Invesciencias. The information provided will be analyzed in a professional way in order to reach the goals of this work.

Thanks for your help.

### Directions:

Read the following questions and write an (X) in the box according to your opinion. Please use the following key:

**1= Totally Disagree      2= Disagree    3= Agree      4= Totally Agree**

	Questions	Totally disagree	Disagree	Agree	Totally agree
1	Do you like to speak English?				
2	Do you feel comfortable when speaking English during the class?				
3	Do you understand when your teacher speaks English?				
4	Do you speak Spanish in class?				
5	Do you think the activities in class are fun?				
6	Is English important to you?				
7	Do you practice English at home?				
8	Do you like learning English by playing?				
9	Do you think classes would be better by using games?				
10	Would you like to improve your speaking skill?				

## APPENDIX E Questionnaire for teachers

The objective of this questionnaire is to collect information concerning to your teaching experience and professional background, as a part of a research project which has been conducted in order to develop students' oral proficiency in English. Please underline the choice that fits you the best. All the information granted will be used for research purposes only.

Thanks for your help.

### **How long have you been working as an English teacher?**

- a. 1-3 years   b. 4-7 years   c. 8-11 years   d. 12 and on

### **How long have you been teaching teens?**

- a. 1-3 years   b. 4-7 years   c. 8-11 years   d. 12 and on

### **Where did you learn English?**

- a. High school   b. English speaking country   c. English academy   d. University

### **What kind of educational degree do you have?**

- a. High school diploma   b. Bachelor degree in TEFL  
c. Master degree in TEFL   d. PHD in education

### **What is your level of English proficiency?**

- a. A1-A2   b. B1-B2   c. C1   d. C2

### **How do you consider yourself as a teacher?**

- a. not so good   b. good   c. very good   d. excellent

### **How would you evaluate yourself regarding your management skills?**

- a. need to improve   b. not so bad   c. good   d. excellent

### **Have you participated in any workshop or seminar in TEFL lately?**

- a. yes   b. no

### **How often do you use the target language in class?**

- a. now and then   b. sometimes   c. most of the time   d. always

### **How often do you use games in class?**

- a. never   b. hardly ever   c. sometimes   d. most of the time

## REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO de tesis

**TITULO Y SUBTITULO:** DIDACTIC GAMES TO ENHANCE 10TH GRADERS' ORAL PROFICIENCY AT UNIDAD EDUCATIVA INVESCIENCIAS IN GUAYAQUIL-ECUADOR DURING THE SCHOOL YEAR 20017-2018

**AUTOR/ES:**  
JORGE DANIEL BARRERA MONCADA  
IVELISSE ELIZABETH JIMENEZ RODRIGUEZ

**REVISORES:**  
MSC. MARIO MEJÍA

**INSTITUCIÓN:**  
UNIVERSIDAD LAICA VICENTE  
ROCAFUERTE DE GUAYAQUIL

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**RESUMEN:**  
The present research attempts to investigate the enhancement of students' oral proficiency through the use of games. The main problem resides young students' inability to carry on a spontaneous conversation either in the classroom or in any natural setting. It is expected through the use of games that 26 students of 10th grade at Unidad Educativa Invesciencias in Guayaquil enhance their communicative proficiency. This is an exploratory and theoretical research. It is also a field research because the data was collected in the same place where the events occurred. Class observations to the students and teachers evidenced a pedagogical problem related to teaching English as a foreign language. Additionally a pretest was administered to the students to measure different aspects of the

students speaking abilities; it was assessed through a rubric based on the following evaluation criteria: fluency, accuracy, pronunciation, content and vocabulary.		
N. DE REGISTRO (en base de datos):	N. DE CLASIFICACIÓN:	
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CONTACTO CON AUTORES/ES: JORGE DANIEL BARRERA MONCADA IVELISSE ELIZABETH JIMENEZ RODRIGUEZ	Teléfono: 0982421351 0968747937	E-mail: <a href="mailto:cuquidanny10@gmail.com">cuquidanny10@gmail.com</a> <a href="mailto:niceiveliss2009@gmail.com">niceiveliss2009@gmail.com</a>
CONTACTO EN LA INSTITUCIÓN:	Nombre: Ab. José Maldonado Moran Teléfono: 2596500 Ext: 221 E-mail: <a href="mailto:jmaldonadomo@ulvr.edu.ec">jmaldonadomo@ulvr.edu.ec</a>	

**Quito:** Av. Whymper E7-37 y Alpallana, edificio Delfos, teléfonos (593-2) 2505660/ 1; y en la Av. 9 de octubre 624 y carrión, Edificio Prometeo, teléfonos 2569898/ 9. Fax: (593 2) 2509054