



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS – INGLÉS

RESEARCH PROJECT:

**THE INFLUENCE OF GAMES ON THE DEVELOPMENT OF SPEAKING SKILLS
IN STUDENTS OF EIGHTH-YEAR AT UNIDAD EDUCATIVA BALTASARA
CALDERON DE ROCAFUERTE.**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

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

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GUAYAQUIL

2015

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Ciencias de la Educación- Escuela de Lenguas-Inglés.

CERTIFICO

Yo, MTEFL Janeth Mora Zapater certifico que el Proyecto de Investigación con el tema: “THE INFLUENCE OF GAMES ON THE DEVELOPMENT OF SPEAKING SKILLS IN STUDENTS OF EIGHTH-YEAR AT UNIDAD EDUCATIVA BALTASARA CALDERON DE ROCAFUERTE”, ha sido elaborado por la señorita Allison Ramírez Pazmiño y por el señor Byron Quinde Macías, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTORA

MTEFL Janeth Mora Zapater

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

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ACKNOWLEDGEMENT

First, I would like to thank Almighty God who gave me strength and knowledge to be able to accomplish this requirement. I would also like to extend my deepest appreciation to those who have helped and supported me throughout this period. Thanks to all my teachers of the School of English from first to fourth course because they inspired me to be a dedicated English teacher, especially to Msc. Rebeca Vera and Msc. Christian Torres.

Finally, thanks to my tutor teacher, MTEFL. Janeth Mora for her guidance, effort, fondness, and concern. I also express special thanks to MTEFL. Xavier Torres who pushed us to do this research.

Byron Quinde M.

ACKNOWLEDGEMENT

This project would not have been possible without the support of many people. Many thanks to our advisor, MTEFL. Janeth Mora, whose genuine guidance, support and feedback enabled us to expand an understanding of the subject throughout the development of the thesis. We would also like to express our regards and blessings to MTEFL. Xavier Torres Freres, who offered guidance and support during the development of our thesis and invaluable constructive feedback.

We are so grateful to “Universidad Laica Vicente Rocafuerte” the institution that shaped us as professionals. Furthermore, we are also thankful God, my parents, and whole family who endured this long process with us, always offering support, finance and love. And finally, we would like to thank the participants who contributed to this study. We bring our apologies to the people who are not mentioned here, but live forever in our heart.

Allison Ramirez P.

DEDICATION

I dedicate my research project to my family. A special feeling of gratitude to my loving mother, Norma Macias and my sister, Paola Lopez who has supported me throughout the process of my life. I will always appreciate all they have done. To my sweet partner and friend Allison, who always was patient with me to make this project come true.

Byron Quinde M.

DEDICATION

This thesis is dedicated to my parents; to my beloved mother Lidia Pazmiño, and my father Ernesto Ramírez who with rigorous principles always gave me unconditional love, support, and taught me that the best kind of knowledge is learned for its own sake. I appreciate everything they had done for me. It is also dedicated to my family and my friend Byron Quinde, who taught me that even the largest task can be accomplished if it is done one step at a time. Thank you.

Allison Ramirez P.

ABSTRACT

In teaching a foreign language, it is essential to provide students with the opportunity of having an oral communication in order to help students learning English when they are put into real-life situations on the game-like activities in which the learners interact at the moment of speaking. Games help as an important tool to practice the language learning. At the same time, the communicative competence can help a lot. Games also give to the students the opportunity to express the language what they have learned. The private school, “Unidad Educativa Baltasara Calderon de Rocafuerte,” located in the south of Guayaquil gave us the appropriate conditions to analyze through a qualitative research, the students’ reaction to the implementation of the games in class, and the influence of certain activities in the students. To develop our project we used video recordings, interviews, surveys, and questionnaires answered by the participants. The results showed that students felt better, free, confident and excited when they produced oral tasks, especially in games. We saw a positive attitude to perform these games showing collaboration, solidarity and interaction, of course, among them. The findings of this study demonstrate when realizing the use of games in an English class, the students get engaged with the class and they have the opportunity to improve their speaking. Moreover, this study proposes that taking out game-activities in class can help the students to motivate to move to another step. It means that learners can move from the step of imitation step to the speaking-production step.

CHAPTER I

1. INTRODUCTION

1.1. BACKGROUND AND STATEMENT OF THE PROBLEM

The goal of this study is to determine how games, used in class by English teachers, achieve better results of the speaking skill of the students in eighth year of basic education at Unidad Educativa Baltasara Calderon de Rocafuerte.

Nowadays, students who present problems in using the target language in a communicative way in eighth basic have many bad reasons for not producing the target language. If students do not have enough productive activities such as games, they will not be likely to develop communicative competence, which is crucial to enable them with the adequate proficiency for the next level. The activities in this project are games that help to improve the speaking production of these students who want to absorb the language.

According to the project of the Ministry of Education of Ecuador (MinEduc), all Ecuadorians attending formal education have to get a functional level of the use of English language (Fortalecimiento Del Ingles, 2014). As researchers, we are interested in our students getting a good level of English, and we looked at that as a contribution to achieve that goal at least in part. We considered that implementing games in our classes could be a helpful proposal for developing some speaking skills

in an EFL stage for eighth year students in a high school. English is the language of business, trade, education, politics, entertainment, medicine among others that is why it is necessary to speak it in an accurate way; therefore, it is not significant to speak it fluently, but accurately. Accuracy is what really matters because the words organized in the proper way let us get the message and communication flows smoothly.

This study is concentrated on describing the influence that the application of these games has on the speaking skills of English language students. According to Mora & Lopera (2001) the use of games in class helps to the development of a series of language skills and competencies. They consider that using games in class can be advantageous and essential since games encourage interaction and group work among students.

According to the British Council, when we speak English with a high level of accuracy, it means we speak correctly, with very few mistakes and when we speak fluently, it means you speak easily, quickly and with few pauses. It also says that the ideal would be to speak accurately and fluently but that takes lots of practice, therefore the important thing is to have a balance between accuracy and fluency.

It needs to be considered that finding the best way for teaching a foreign language has been a permanent concern for teachers during years. Different methodological strategies have prevailed all these years, attempting that each student should be able to use language with a communicative purpose knowing every step of the communicative principles. Then it is the teachers' objective that the students

continue developing abilities to use the English language for social interaction and also to get and give any kind of information.

Among the methodological strategies to teach speaking we need to mention the following: to use minimal responses, to recognize scripts, and to use language to talk about it which they can use to help themselves expand their knowledge of the language learning and their confidence in using it and feeling at ease while applying this strategy. We as teachers need to help students to learn to speak so that they can use speaking to learn.

1. Using minimal responses.- Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing scripts. - Some communication situations are associated with a predictable set of spoken exchanges. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow

patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

We as teachers can help students develop speaking ability by making them aware of the scripts for different situations, so that they can predict what they will hear and what they will need to say in response. Through interactive activities, teachers can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about it. - Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. We as teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. All teachers can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

According to Principles of communication we need to say that communication is a two-way process of giving and receiving information through any number of channels. Whether one is speaking informally to a colleague, addressing a conference or meeting, writing a newsletter article or formal report, below there are some basic communication principles:

- Know your audience.
- Know your purpose.
- Know your topic.
- Anticipate objections.
- Present a rounded picture.
- Achieve credibility with your audience.
- Follow through on what you say.
- Communicate a little at a time.
- Present information in several ways.
- Develop a practical, useful way to get feedback.
- Use multiple communication techniques.

Communication is complex. When listening to or reading someone else's message, we often filter what is being said through a screen of our own opinions. One of the major barriers to communication is our own ideas and opinions.

There is an old communications game, telegraph that is played in a circle. A message is whispered around from person to person. What the exercise usually

proves is how profoundly the message changes as it passes through the distortion of each person's inner "filter."

1.1.1 ENVIRONMENTAL FACTORS

Communication can be influenced by environmental factors that have nothing to do with the content of the message. Some of these factors are:

The nature of the room, how warm it is, how much light it has and the comfort of the chair among others.

Outside distractions, what is going on in the area.

The reputation/credibility of the speaker/writer.

The appearance, style or authority of the speaker.

The listener's education, knowledge of the topic, etc.

The language, page layout, design of the message.

Oral communicative competence is essential for students. It is one of the most important language skills for demonstrating their language abilities. The last goal of the development of the speaking skills should be the achievement of oral communicative competence, i.e., the capacity to speak correctly.

According to the Longman Dictionary of Applied Linguistics, communicative competence involves:

- Knowledge of the grammar and vocabulary of the language.
- Knowledge of the rules of speaking (knowing how to begin and end conversations, what topics may be talked about in different types of

speech events, which address forms should be used with different persons in different situations, etc.).

- Knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks, and invitations.
- Knowing how to use language appropriately.

Speaking in a foreign language is often associated with being able to speak a language; it demonstrates the central role that oral expression has when learning a foreign language. Students most of the times think that speaking a foreign language is the result of language learning, but speaking is also a very important portion of the language learning process. Good teachers teach students speaking strategies using minimal responses, recognizing scripts, and using language for different purposes in order to enlarge the language that they can use to expand their knowledge and the confidence to do so. These teachers help students learn how to speak, so that the development of this skill is useful to learn (Banks, 2000).

Teachers that like to develop spoken-language skills are always in a contradictory situation. There seems to be a conflict between the students' perceptions on that the fluency and naturalness in spoken English are a preeminent mark of success in learning the language and their disinclination to be involved in activities designed to improve the speaking skills. It is satirical that in the one skill area where we might pay real interest and attention, i.e., speaking skills, we have

difficulties. This proposes a need to reconsider our preparation to see how we can exploit the learners' interest to speak English.

Part of students' situations is in to exchange information they need to produce long exchanges of speech, which are harder to plan and produce than the short turns common chats. The longer the turn, the more planning the speaker is compulsory to do. Learners may be very competent in producing conversation, including long interactions where the transmission of content is put in a second place to the formation of a friendly, supportive environment. However, when it is necessary to communicate more complex material, as in stating their own opinions, contradicting an argument, or giving an explanation on how something works, the necessity to plan and organize what they must express often results in an instant drop in fluency and sureness. That is why the development of the speaking skills is essential for the communication and the communicative competence.

A common approach used by teachers to inspire students to speak is to give a topic and ask them to debate it or to come up with a small conversation. These debates, which do not guide the students to any outcome apart from the talk itself, threaten most learners. This method undertakes that the learners are highly coherent and able to discuss and talk in rapid and understandable language. Most of the times, these debates sessions are boring and talk quickly loses its essence. Student participation disappears due to the fact they have nothing else to express or discuss but repeating the language constantly. The original problem is that learners have idea to add something else. We must distinguish that we cannot think that students will be

able to produce long talks by merely providing them topics for discussions. We need to make them talk about something they feel important, necessary and comfortable with, and essentially, something they feel useful to improve their knowledge on the language and background. This doesn't mean asking the students to create talk without any reason in a given amount of time.

Learners can not identify the purpose of the activity. Then, the result is lack of interest and motivation towards the activity they were asked to do. For all exposed before, teachers have to plan carefully the speaking activities, in order to make each one of them something that the students can enjoy and develop at the same time (Thomas & Thomas Hawes , 1994).

Language is primarily oral; thus, oral communication is paramount to assure a better understanding. When one looks at the history of language teaching it is soon noticed how important oral communication has been.

To contribute to the development of oral communication in foreign languages, much research has been done: Littlewood, W. 1981; Finochiaro, M. 1983; Brumfit, Ch. 1985; Byrne, D. 1989; Plattor, D. and others, 1989; Yule, G. 1990; Richards, J. 1997; Rivers, W.M. 1997. These authors have offered important criteria for the development of English oral communication.

Through the observation of the students' performances when dealing with the speaking skills at "Unidad Educativa Baltasara Calderon de Rocafuerte", as well as, the results obtained from surveys applied to the English teachers and the eighth-year

students, the authors of this research work become aware of the potentialities of the English lessons to develop good habits on communication, and the formation of cultural value. Most of the time, the students are able to express themselves up to a reproduction level.

It was also noticed, that there are insufficiencies presented in the teaching-learning process of English:

- Most of the teachers do not emphasize on the students' oral expression and do not use real situations for making the development of the speaking skill easier.
- Most of the teachers do not use the contents of the textbook as a way to favor the development of the speaking skill.
- The exercises do not fulfill the objective of the lesson.
- The English lessons do not satisfy the students' necessities, and expectations.
- The content used is not functional and far from being related to the students' subjects, disregarding the importance of motivation.

Taking into account the previous analysis it was determined as a Problem:

How to develop speaking skills in eighth year students at Unidad Educativa Baltasara Calderon de Rocafuerte?

1.2. OBJECTIVES: BROAD AND SPECIFIC

1.2.1. BROAD OBJECTIVE

- To develop speaking skills through the use of games for eighth year students at Unidad Educativa Baltasara Calderon de Rocafuerte.

1.2.2. SPECIFIC OBJECTIVES

- To characterize the development of the speaking skills and the use of games within the teaching learning process of English.
- To analyze the theoretical elements concerning English speaking skills in eighth year students at Unidad Educativa Baltasara Calderon de Rocafuerte.
- To elaborate a set of games to favor the development of the speaking skills in eighth year students at Unidad Educativa Baltasara Calderon de Rocafuerte.
- To corroborate the effectiveness of the set of games in the development of the speaking skills in eighth year students at Unidad Educativa Baltasara Calderon de Rocafuerte.
- To implement communicative games to increase students' production and authentic communication in eighth year students at Unidad Educativa Baltasara Calderon de Rocafuerte.

1.3 SIGNIFICANCE OF THE STUDY

Communication is an indispensable condition for man's existence, and it is one of the most important factors in his personal development. In other words, an interaction takes into consideration cognitive elements and affective-motivational aspects. English is one of the most used languages worldwide and it is the official language or has special status in 75 territories around the world (British Council magazine, 2006). The most important language in our society to have a better status in all of the aspects is English. It is becoming one of the most used languages all over the world, which is why it is important for our learners to have a proficiency of it. Speaking is highly difficult to be learned in a foreign language since the correct meaning conveyed in the oral interchange determines its success. That is why it should be the role of the teacher to have his/her students express themselves freely and appropriately according to carefully sequenced communicative situations. On the other hand, the motivation towards the acquisition of a second or foreign language is quite important at the time of developing the habits and abilities this involves; the use of games to motivate students is very common. This gives English teachers many benefits when using them in the process of teaching. One of these benefits is that teachers keep learners motivated to study and practice the language when they are in a game. Therefore, the students are engaged with the language and they start acquiring it more. In short, games improve students' interest in classroom events and as a result, students become motivated and enthusiastic to learn.

The aim of this research project is to facilitate new methodological strategies through Club hour, which will help the correct student development of the four English skills. It is therefore advisable to make students aware of their own learning of a new language, not just learn grammar and memorize structure of the sentences, but also important to develop each one of the skills, enhancing oral production. All skills are important, because sometimes students feel fear of speaking in public and in a classroom where they have their best friends, peers, etc. All this tends to contribute to students feeling embarrassed about their inability to speak English fluently. Or perhaps they are just shy. Besides, they should know that they have not developed the skill of oral communication, which helps to have a successful English. It is an international language that has become a necessary tool and we can adapt to the cultural and social settings of our country.

1.4. SCOPE AND LIMITATIONS OF THE STUDY

Scope

The scope of this study refers to the parameters under which the study will be operating. These points may be helpful to you in improving communication skills: clarity of thought on what you want to communicate. Unclear communication has led to many unnecessary arguments between teachers – students or students – teachers, to avoid this when you are communicating when the learners try to have a sequence with the topic logically. Therefore, students notice that you really know the things that are talking about. Clear communication is something that takes too much practice. It is a good skill that learners can develop and acquire over time. Students

may struggle with it now but with practice and continued effort, they will likely improve. Join a debate club. Debate clubs often foster skills such as articulating logical arguments and developing clarity of thought. Public speaking helps to encourage an examination of our thoughts and beliefs and thus may lead to clarity of thought. Listen or read carefully while responding so that you know the topic correctly and it shall enable you to give correct response. This allows to argument what the students are referring to. Speak slowly and clearly so that the ESL student will understand. Teachers should choose words that are easier for them to grasp. Use visuals whenever possible so that students can also read the directions at the same time. Teaching with two or more modalities heightens understanding and learning. Offer repetition and review until your students have mastery. Always be positive toward them, and continue to praise them for speaking to encourage more speaking. Develop a strong, open and caring relationship toward each of students, and in turn, they will strive to be the best students possible. Use correct gestures while talking or discussing, this helps to understand what the teacher says and the learners follow the example and they apply it when they are communicating. Of course, you must use a good and correct language. Use formal language instead of junk words that maybe students learn those ones in lyrics songs, watching movie, a play station game off or surfing on internet. The most important thing to remember is that your students need to be speaking English as much as possible. The more they practice, the better they speak. The better they speak, the more confidence they will gain. Provide High-Interest Engagement means we all learn more when we are engaged. Think of times when learning was the most enjoyable for us. Try to emulate those teaching styles.

Was it how the teacher interacted with the class and how you were treated with respect, fairness, patience and acceptance? Maybe the teacher planned lessons that involved more than just passive learning. Perhaps there were learning activities with movement, which allowed for maintaining the students' attention levels and increasing their classroom participation. Did you have a creative teacher who used a variety of materials like flashcards, games, magazine and newspaper articles, pictures, photos, fieldtrips, projects, technology, role-plays, guest speakers, simulations or question-and-answer sessions? Now, we know that it is a good idea to apply these varieties of materials in our class to reach our goals in our entire single classroom. Learners learn a lot when those activities came to work individually, in a small group or whole class instruction. Obviously, performing these interactive activities we must keep eye contact with our students. Holding one hand in the air, and making eye contact with students is a great way to quiet the class and get teacher's attention. Teachers must know how to deal with discipline so it takes a while for students to get used to this as a routine, but it works wonderfully. With eighth students, try clapping the hands three times and teaching the learners to quickly clap back twice. This is a fun and active way to get their attention and all eyes on you. Be sure to address an issue between teacher and a student or between two students as quickly as possible. Bad feelings -- on teacher's part or the students -- can so quickly grow from molehills into mountains.

Now, for handling those conflicts wisely, teacher and the student should step away from the other students, just in the doorway of the classroom perhaps. Wait

until after instruction if possible, avoiding interruption of the lesson. Be polite if there is a student who wants to bother the class. Act as if you do care, even if you have the opposite feeling at that moment. The student will usually become disarmed because he/she might be expecting you to be angry and confrontational.

In addition, if you must address bad behavior during your instruction, always take a positive approach. Say, "It looks like you have a question" rather than, "Why are you off task and talking?". Remember to keep eye contact at the moment of you are speaking with that student.

When students have conflicts with each other, arrange for the students to meet with you at lunch, after or before school. Use neutral language as you act as a mediator, helping them resolve the problem peacefully or at least reach an agreeable truce. Teaching them to keep calm in these situations to have a good environment during the class.

Learning a language is developmental. There are endless factors in acquiring a language, so it is important that you put this in perspective. When you talk to a student, allow wait time for the response. When they struggle with a certain skill or concept, help them over this hurdle. Everyone learns in different ways; we have different kind of intelligence, and once you embrace this idea, you and your students will be more apt to enjoy the learning process together.

Limitations

Although this research is carefully prepared, we are still aware of its limitations that could affect the smooth development of this research project. We can name the following factors:

- Students' absence: Do you wonder what your students are thinking when they skip your classes? If you said "yes" to either question, you will be interested in the following factors on their attitudes toward attending classes. Including the students' general attitudes about lecture attendance; the importance of various factors they consider in deciding whether to attend; the thinking process they use to make those decisions.
- Teachers' demotivation: In taking part of the project. This can be a big problem to develop this research. Here you have some factors that can be affect to the implementation of games such as:
 - Teachers' personalities, commitments, competence, and methods.
 - Inadequate school facilities.
 - Reduced self-confidence due to failure or lack of success.
 - Negative attitude with the authors of the project.
- Compulsory nature of the language study.
- Interference of another foreign language now of applying the games that learners are playing.
- Bad Attitudes of group students.

- Limitation in English lab: There are no any computers to practice with the students. The only thing, teacher has his/her own laptop so, he/she can present some activities by using technology.
- Limitation in internet access: We have now, at our disposal, a very wide array of high-tech devises (such as laptops, digital cameras or mobile phones, among others) that can help integrate new innovative activities and lesson plans in the classroom. This revolution is affecting the way in which teachers can perform lesson activities as they can use these new gadgets in laboratory experiments, by developing new hands-on activities, when organizing field trips, etc. In contrast, teachers can no use technology in class because this school does not facilitate all the resources to use it. Therefore, if we had technology in the classroom; students will be active participants instead of only passive listeners. As a matter of a fact, teachers today is classrooms are facing “digital natives” students: pupils that have grown up with technology and often happen to be more skillful with it than the teachers are. In conclusion, it is important to have and manage technology in our classroom applying online games in order to have a good learning.

Chapter II

2. LITERATURE REVIEW

2.1 INTRODUCTION

At this moment, we live in a globalized world in which boundaries and language barriers are overcome by technology using electronic devices such as computers, laptops, tablets, ipad's, cell phones, media, entertainment and education. Our students have instant access to any kind of information from anywhere in the world such as at home, library, cyber, shopping center or at school with the help of the innumerable tools that foster communication, and diverse forms of interaction. This includes our students being able to interact with English speaking environments, possibly and probably through the internet, social networks, chats, games, music, videos, etc. There is a need therefore in any individual to build communicative competence in English to be able to survive the world in which frontiers are progressively disappearing.

It is very common to hear adolescents or children talking in English a few words or phrases in this language that are not typically learned at school environments, such as songs from their favorite artists or group band, names of TV

programs in English, names of Hollywood movies, or even phrases they have picked up playing video games off or online.

But teenagers and children are not the only ones who are exposed to second language. Many adults who have never studied English in his/her life have contact with this international language for many reasons. Many work environments present the need of basic knowledge or vocabulary about second language. If you go to a supermarket, you can see many English words posted around the place such “Entrance”, “No dogs”, “Exit Only”, “Fruit & Vegetables”, “Meat”, “Frozen food”, “Cosmetics”, etc.

More and more professionals nowadays have been forced to study second language given the circumstances and necessities at their workplaces. Of course, employees give the workplace someone who is good at English. Interviews are taken in English in some places. Even if we look at university education, we will notice the importance that is giving to learning English in all careers students might choose. They have to finish all the courses to complete one more step to get the diploma.

Now, people know how important is to learn this language, English. This need is widely recognized by our society. It is well known that whoever is considered bilingual in this context, will have better opportunities at hand to reach many benefits such as better work positions, scholarships, salary raise, graduate studies, travel and many others excellent aspects.

However, this need or reality is divorced from education systems. More specifically from the English learning system in many schools in which students receive book-driven classes, and their success is measured in terms of linguistic knowledge which is evident upon completion of exercises similar to the ones in their main textbook. This has made classes test-driven, which is, teachers teach to the test rather than provide students with the adequate opportunities to build communicative competences. Traditional English teaching has become the norm when we look at the way different institutions, specifically high schools, where English teachers give their lessons placing great emphasis on accuracy rather than on fluency.

This can be attributed to a number of factors. First, and mainly, is the lack of well-trained teachers provided with the adequate professional development opportunities in order to keep updated with the latest methods and techniques. Another situation to take into account is the regularly large size classes they have to deal with. Usually teachers in high school, and more specifically those in eighth Basic, which is a grade normally crowded in all schools, have to lead the learning of at least 30 students or more. This reduces the opportunities of teachers implementing communicative or dynamic activities, since numerous groups of students develop in lack of discipline or classroom management problems because activities are not easily monitored.

Having this clear idea in mind, one thing that teachers are willing to do is the implementation of extra interesting activities or adapt the existing ones in their lesson plans in order to get engaged student communication in second language. Nowadays,

teachers are also under pressure; it means they carry over time to cover the syllabus content and give positive results in assessing students, which does not promote to teaching communicatively. Teachers feel in a way forced to cover the syllabus running a race against time, students' "learning" and the system.

The mission of an English as a foreign language teacher is to offer high quality education to students. In ELT this means to teach English based on students' needs. An ELT course objective is to develop students' proficiency in the target language. According to Longman Dictionary, ELT means the teaching of the English language to people whose first language is not English. A foreign language teacher should have the following abilities and skills:

Language. - You must be a fluent and English speaker; it is a great help, but his/her alone does not make you into a successful teacher. In fact, many teachers of English are people whose own command of the language is quite limited. This is because these teachers try to understand students' difficulties better than native ones of the language do. Teachers should go on learning more throughout their careers. There are many ways non-native teachers can develop their own language skills: In private, in groups, with help.

Talents.- A teacher should be a great performers and storytellers that rivet their students' attention. A teacher must posse patience, creativity, and adaptability. "Patience is a virtue," not everybody has this gift to have the patience to work with a large group of children, whose needs and abilities range at different levels and needs.

Everyone becomes frustrated during his/her profession, but a really teacher must have the ability to hide those frustrations so the happiness of every student will be ensured.

Most people associate creativity directly to artists and musicians because of their natural born talent. Not all teachers can draw or sing, however their minds are creative. Teachers are given a curriculum full of skills and concepts that their students must master by years end. There, it is the responsibility of an educator to engage the children in as many exciting and fun learning experiences as their imaginations can foster.

Specialist knowledge.- Students get engaged with the class when teachers really know a certain topic such as history or geography, literature, science or technology and this really helps you to introduce your class, so students use a real language words with a communicative purpose.

General knowledge of an English –speaking country.- You can use ‘realia’ in your class such as photos, posters, books, souvenirs, newspapers, postcards, flashcard, videos, power point presentation may all be used to help breathe life into lessons, and help provide interest about the topic.

Teaching skills. - The teacher should know the strategies, methods, instruments, assessment and theories of learning and know how to teach the four important language skills. Writing and speaking are productive skills; they involve responding to language rather than producing the language. Writing involves communicating a message by making signs on a page. Speaking involves using speech to communicate meanings to other people. On the other hand, reading and listening are receptive skills; they involve producing language than receiving it.

Reading involves making sense of written text. Listening involves making sense of the meaningful sounds of language. We do this by making use of context, language and our knowledge of the world. All of these skills involve communication but in different ways.

Attitude to discipline. - Teachers must learn how to manage a classroom and that is not only learned, that is practiced frequently living in a classroom. Every day you learn something in management a classroom. (Underwood, Mary: 1992: 7-8)

Beneath this lies the strong belief that we learn a language, in this case English, to communicate effectively. This can be measured by achieving competences that give evidence of students' meaningful learning. The aim is to help students achieve communicative competence that includes knowing how to use language for a range of different purposes, contexts and functions, using appropriate register in communication, knowing how to produce and understand different types of texts, knowing how to maintain communication effectively applying diverse strategies. (Richards 2006)

Effective learning experiences that are meaningful and memorable to students are based on hands on, interactive activities that trigger their motivation and enhance their participation, giving students self-awareness of their learning. One current theory emphasizes that Constructivism states when "people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences." (Werner & Writer, 2004)

Implementing communicative activities to enhance students' communication proves that students have to emulate the experience of real life and situations in which they have to put English into practice. This would hopefully make their learning experience more significant and remarkable. Jeremy Harmer, 2009 bilingual education expert specialized in English language teaching, in his book "How to Teach English," states that teachers must create an environment in which the student is willing to learn. He mentions that in order to be motivated to learn, students need to have a purpose. For example, when someone learns how to dance, that motivation is to be a good dancer, or if you decide to learn how to drive a car, it means you want to be good at driving. Similarly, we must contextualize learning English. If learning is to get something done, that is, have a specific purpose, it will generate a desire to participate or learn.

The objective of this study goes hand in hand with the above, as it seeks to motivate the desire to participate and interact by the student through interactive activities with a specific purpose. Here, you will find different interesting games that are based on specific methodological strategies that will increase the interaction of students with a communicative approach, in order to improve the communicative competence among eighth year students. The different games activities described in this work project have been carefully chosen and analyze them in order to comply with the communicative competence building in student's language learning, taking into account their age, interests, level and needs. Many educators often disregard this. We must not forget that in order to learn anything students need to be motivated and

interested with the class to get what we want in our class. If we only teach, the classes day by day centered on the book and the exercises or just talk and talk, our lessons are going to turn monotonous, and thus, motivation will be compromised, as well as interest on the subject: English.

Harmer (2009) also comments the balance of the time in which teachers and students speak in class. The author believes that the students are the ones who must have more oral production than the teacher as they are the ones who need to practice oral communication in the language. Sadly, in a lot of English language classes we can see that teachers do most of the talking, following the traditional model of teaching, in which the teacher is the center of the class and students are passive recipients of information or knowledge. This goes against a principle that must seem as a logical one: in order to speak a language and communicate students have to practice. Teachers have to increase students' oral communication instead of teachers' talking time. However, traditional methods, large classes and teachers that lack the adequate training or professional development opportunities contribute to this old school model.

The activities presented are supported by communicative, functional methodological strategies, such as constructivism, communicative language teaching, and integration of skills. These strategies show a methodological platform and dynamic communication games as a valuable resource to foster meaningful communication among students. These models of student-student interaction intends

to foster meaningful, memorable learning, as well as increase student talking time, which will eventually and gradually result in developing oral proficiency.

This study presents the rationale for implementing communicative games in the classroom based on different methodological approaches and methods, as well as a practical guide with alternative activities in order to show an option for teachers who would like to enhance communication in their eighth basic students. This is a very important age group, since they are emerging as secondary school students and this course will provide the basis for their following learning experiences.

In our country, through the Ministry of Education, it is stated that students nationwide have to handle another language, in this case English, raising the level of education. This is why through Regulation of LOEI (*Ley Orgánica de Educación Intercultural*), which is implemented on the coastal region since the academic year 2014 – 2015. According to the agreement form, the ministerial office of Minister of Education establishes in (Art. 1) that inside of the curriculum there are three hours of Club from second basic grade of students to tenth year.

According to the Art. 2 from the agreement in the ministerial office of Minister of Education (LOEI) states the school is free to choose the hour club in any kind of the following field of action:

- Artistic – cultural
- Sports
- Scientific

- Social interaction and practice life
- Languages

Considering these articles and the way in which education is carried out in our country, this project is designed for taking into account in Club hours, and in their English classes, which are allowed by the regulations. In this way, students can improve their learning process through the techniques suggested to teachers, eliminating discrimination of students because of their lack of knowledge of English and work more effectively in groups within the classroom.

2.2 THEORETICAL REVIEW

Games are an inseparable part of person's life and they accompany him or her since the birth. They are primarily associated with positive aspects of life such as childhood, friendly competition, relaxation or simple playing with toys.

The search for the ideal method started in the 1800s with an author by the name of Francois Gouin, who published methods he recommended to use in order to teach foreign languages. This approach was followed by Charles Berlitz, with the Direct Method or Berlitz Method. This method had the core beliefs that in order to learn a language, learners had to be exposed to it the most natural way as possible. The basic premise of the Direct Method was similar to that of Gouin's Series Method, specially, that second language learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis or no analysis of grammatical rules.

Richarad and Rogers (1986: 9 -10) the principles of the Direct Method are the following: Classroom instruction are exclusively in the target language. It means that teachers must speak in English, so students acquire the new language. Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small, intensive classes. It has the following principles: “Never translate, demonstrate; never explain, act; never make a speech, ask questions; never imitate mistakes, correct; never speak with single words, use sentences; never speak too much, make students speak much; never use the book, use your lesson plan; never jump around, follow your plan; never go too fast, keep the pace of your students; never speak too slowly or quickly, speak naturally; never be impatient, take it easy.” (Theodore S. Rodgers 2014)

The Direct method placed much weight on its success on the teachers’ skills. They had to be native or near native speakers of the language; here, the book or other resources were considered secondary, and the drawback was that some teachers were not able to cope with the required profile; hence there was a clear limitation. (Rodgers, 2014)

The activities shown on this project avoid teacher talking time (TTT) all the time during the class. It means that the teacher gives the opportunity to the learners to practice the second language in the classroom. Because some teachers just uses the English language at all times for instruction and never uses the student’s native language and uses mimics, real-life objects, and other visual materials such as

pictures or flashcards to teach English concepts and vocabulary to students. In addition, not only new teachers have this tendency. All language teachers can get into the habit of talking too much in lessons, particularly in the following four ways. After that, the students start working according to what the teacher indicates.

Topics provide by the teacher in which students open a brainstorm and start forming some short or long dialogues or conversations and an idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies...etc.) that help students to memorize which utterance is suitable for each situation, and the learners can apply the topics that they have covered with the teacher. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress, and rhythm usage. Brown (2001, p.23) stated that the audio-lingual method was firmly grounded in linguistic and psychological theory. Some characteristics of the Audio-lingual method may be summed up in the following list (adapted from Prator and Celce-Murcia, 1979)

Later on, there was a burst of innovation and several more appeared, such as the Community Language Teaching, the Silent way, Suggestopedia, Total Physical Response, among others. (Richards, 2002).

One method that was strongly acknowledged was the Grammar Translation Method, here, the goal of study was to learn about the language to be able to

understand its literature and benefit from learning another language patterns and structures.

All methods reflect in an implicit way the learning theories that account for the cognitive, personal, interpersonal, and social processes learners need in order to acquire a language. There are different learning theories underneath this process. These include: Behaviorism, Cognitive Code Learning, Creative Constructive Hypothesis, Interactional Theory, Constructivism, and Individual factors.

Behaviorism states that individuals respond to specific stimuli, and that that response will be reinforced if there is a reward for it. Through the observation applied on this project, it is visible that teachers need to give more positive reinforcement to the students and provide the stimulus that they need to feel motivated in order to create a better environment into the classroom.

Cognitive Code learning emerged later on as a response to Behaviorism; it emphasized that learning a language involves a set of cognitive processes that include both inductive and deductive learning as well as practical activities meaningful to students.

Creative constructive hypothesis is a theory that claims learning is a creative process that has common features regardless of the language learners speak. Errors in this model are seen as positive, since they reflect the fact that they are acquiring L2 little by little. This is a principle that prevails in Communicative Language Teaching, where meaningful communication is favored over precise grammar production. This

principle is also implicit in Task Based Learning. Skills learning state that skills are to be practiced in an integrated way. This model sees performance as a whole and not by separating it into different skills. Many teaching methods include this approach. In this project there are some activities where students could identify themselves immediately, using their own life experiences in order to take some ideas to create dialogues or debates, as their level of English increases during the school year.

Interactional theory describes learning as an interactive process in which learners have to work together and communicate among one another in order to learn meaningfully. The main aspect of this theory is the way learners negotiate meaning and give feedback to one another. Using aspects of this theory could help us in the development of activities that promote communication in the learners.

Constructivism is a theory that is strongly present in many teaching methods and theories for second language learning. Here, learning is seen as an internal construction of meaning that is built upon scaffolding and experiencing the language in linguistic and socio-cultural dimensions. Here, students are supposed to be the center of attention in class, and the teacher would act as a facilitator to support and help students' process. These principles are apparent in Communicative language teaching as well, in order to trigger students' meaningful interaction and production. (Rodgers, 2014)

We can mention the *Social Constructivism* which is about how the individual learner understands things, in terms of developmental stages and learning styles.

According to Piaget, in a classroom must provide a variety of activities to challenge students to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge.

"To give students tools that allow them to create their own procedures to solve a problem, means to change their way of thinking and promote continuous learning." (Piaget and Constructivism). Helping our students is not simply providing them with the correct answers. We must direct them to achieve their aims; giving them guidelines with which they can continue to build that ladder of success that every human being should aim at involves commitment and responsibility. This is solely not to feel good about yourself, but also to bring positive things to the world around us. Bringing this concept to our lives, makes us realize that we are all important pieces to build on the self-esteem and generate positive results and contribute to make the environment we interact with full of harmony, peace and security.

We also have the Communicative Language Teaching (CLT) that is an approach to the teaching as second and foreign languages that emphasize interaction as both the means and the ultimate goal of learning a language. "Learning a second language allows people to explore a culture, often completely different from their own." (*Washington State University*)

The development of communication skills also enables learners to transfer those skills to diverse contexts or situations of the same nature. Talking about communication skills developed by an individual include a peculiar way of solving

tasks or solving problems in certain activities. The four English skills are listening, speaking, reading and writing, which will be referred to in detail. We will also address challenges or weaknesses when dealing with those in the classroom, in order to obtain optimal results.

One of the most complicated skills when teaching a second language is speaking. Students should be exposed to speaking between 65 and 90% of the time from pre-school through junior high. This concern resulted in the inclusion of more activities related to speaking in textbooks. If a variety of strategies to work on speaking skills are used, the student will surely improve this skill.

In this research project among the activities that are presented we have: Conversation grids, questionnaires, games, information-gap activities, problem-solving activities, discussions and role plays.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory that they also see as compatible with CLT – a skill – learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and behavioral aspect. The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system; they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This

occurs mainly through practice in converting these plans into performance. (Littlewood 1984: 74). This theory thus encourages an emphasis on practice as a way of developing communicative skills.

Speaking English is usually the main target of whoever decides to study English. Developing this skill will benefit the development of other skills. The sum of the four skills will give the best result and in terms of having an extensive vocabulary and culture provided by the development of reading and writing; hence, verbal communication will be much more efficient and appropriate. Speaking English at this time has become a need rather than an obligation as it is vital to one's personal and intellectual development; not only does it help expand one's knowledge but it also helps achieve one's ideals and goals. More and more often we hear competition in the professional field is much stronger; the demands of society and work are also increasing. Many companies who are proficient users of English assure the possibility of making business with foreign countless large companies. Today even the most trained person must compete with others to get at least a chance at some jobs. The importance of knowing English as a professional is very apparent for several reasons. There are about 20 different major languages around the world; and the United States leads the list since it has become one of the most influential world powers in recent years. The second major reason is that globalization every day is responsible for unifying markets, societies and cultures through a series of economic, cultural and political exchange and interaction. These interactions and flow of information profoundly affect individuals, nations and companies; for this and many other reasons

to master the English language in any career is going to be an invaluable tool. You can bring many things from communication with people from other places and customs which lets you know and learn about other cultures to enrich your life and learn from them. Lord Dearing in his report “Higher Education in the learning society” (1997) said: "For young people today, languages matter: they are an investment that can enrich their social, cultural and working lives. For students who are restricted to a monolingual mono-cultural education there is a significant danger, since they cannot deal with the increasingly complex demands of our society. We will explain further ahead how L2 will help individuals in a social, cultural and professional way.

In the social aspect, for those who travel a lot, it is essential to know English to communicate, even things as basic as taking a train, going shopping, taking a cab or bus without getting lost or asking for the bill in a restaurant; all these require the ability to speak English. No matter the place to go, if you speak English, you can find other people to communicate with. L2 helps us to communicate with foreigners abroad where English is the official language and thus, not feel the culture shock that many people experience when they do not know the language. Additionally, how many songs do we hear on radio or television that are sung in English? And on the Internet, much of the content is written in English. English is extremely important in technology as well. It is true that today most user applications are available in Spanish, but many sub-applications and less known programs are commercially available only in English. In the world of the Internet, the amount of information in

English exceeds many times the information available to Spanish speakers. Therefore, the knowledge of this language to their understanding becomes indispensable.

In the professional aspect, today for access to certain job positions, it is essential to speak English. GLBX Foundation (2014) says that 75% of posts aimed at senior manager's work indispensably require proficiency in a second language, usually English. The dominance of Anglo-Saxon language is a requirement of 58% of tenders for new graduates of the degree. Furthermore, 65% of middle management hierarchies require knowledge of the language, obviously people who speak English could earn more salary than those who do not. Some time ago, knowing English in the workplace was not a requirement. However, English has been gaining strength as the dominant language in business and has become a fundamental requirement that determines career success. The knowledge and language proficiency increases the chances of finding a good job in less time. Today's world offers a number of opportunities to learn the language, so there is no excuse for not knowing English. One of the reasons why English has taken great importance in the workplace is because companies are becoming less local and more global. Businesses are no longer limited to interact and do business within a country but are crossing borders. Often international conferences are held in English and worldwide jobs and technological and scientific developments in the English language to enable them to make themselves known to the largest possible number of people are published. In this sense, English has become the language of business. Negotiations are usually

conducted in English, a language which is dominated by companies, simplifying business transactions.

In the cultural aspect, fluency in English covers not only writing, but fluency in oral expression. Being able to function in a real conversation is very valuable. For this, the appropriate use of idiomatic expressions, together with proper grammatical structure are important tools in the domain of the language. Knowledge of the English language not only influences the culture of the student but also opens doors in different areas. Thus learning English helps them handling these factors with ease. Tourism is another area in which the English language plays a prominent role much information Tourism, as tour guides, video recordings, posters and visual signals in airports and tourist locations are presented in English. The same people who are in charge of receiving tourist groups are tour guides, taxi or bus drivers and hotel staff often communicate with some proficiency in English; the same condition is extending to staff in restaurants, bars and cafes. For these reasons, current demand to acquire the English language is very important for a better development in the different areas mentioned above. Interacting with people from other countries, we can get to know new cultures.

Better courses, better curricula, more, more teaching machines will never solve the root of our problem. We must find ways to develop, within the educational system as a whole and in each component, a climate that fosters personal development, where innovation is not frightening, where the creative capabilities of

principals, teachers and students will allow them to express themselves and be stimulated instead of being extinguished.

We can say also the teaching strategies that are used in class where the teacher makes decisions about a course, individual class, or even an entire curriculum. The process of planning a class is not easy. The teacher needs to take different options to present the topics in many different ways with pedagogical methods. You may want your students to gain the ability to work with others to solve a complex problem, but if the students do not have basic teamwork skills, they may need training in that area before they can accomplish the objective. Greenberg – Davila – HARVARD MIT.

2.3 CONCEPTUAL FRAMEWORK

Being able to speak English will demonstrate a level of intelligence to others, especially if spoken fluently without hesitation or the need to search for words. The fact that you may have an accent really does not matter whatsoever as long as your pronunciation is good enough to be understood. In fact, accents are thought of as quite charming by most native speaking English people.

Let us briefly consider these precedents to Total Physical Response (TPR) which is a language teaching method built around the coordination of speech and action. TPR attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by

Harold and Dorothy Palmer in 1925.. Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals, which share the belief that (a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress. The teacher can ask the students to form groups and choose a person that can act out the words that the teacher has already chosen in advance. Teacher must get their students to move in ways that respond to his instructions. Include some numbers. If they follow your instructions successfully, they are demonstrating their understanding of the language. Do not forget that the teacher should first model the activity with a student in order to help the students realize what they have to do. Some prompts on the board can be helpful too to guide the students in the speaking process.

Speaking is a productive aural / oral skill that consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Through speaking, the students are able to communicate and express feelings and opinions. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. Speaking English immediately opens up opportunities regardless of your ethnicity, color, or background. Teachers must be aware of the

importance of teaching speaking, in order to help the students to communicate properly. English speakers in the United States earn more money than non-English speakers. Sometimes it is a difficult job to try to make the students speak in the classroom, but a teacher must find the ways or strategies to achieve his or her goal that, in our case as English teachers, is to make our students use the language in any situation. Students often think that the ability to speak a language is the product of language learning, but speaking is only part of the language learning process.

Effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language - which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communicative situations that they may encounter outside the classroom.

Polling is a strategy that can also be useful to practice a controlled speaking activity. In this activity the students use surveys in order to interview each other. For example, students can design different kinds of questionnaires in which they want to obtain specific information about a topic (sleeping habits, favorite leisure activities, TV programs, etc.) Polling can also be used as a pre and post assessment device, to

determine whether and how students' opinion have changed in response to class discussions and assignments because students are more likely to have opinions on some matters than others, and because opinions play a larger role in some disciplines than in others.

The use of realia is only limited by your imagination and possibly practicality too. Using realia stimulates the mind, and makes the vocabulary more memorable than a picture would. Students can, touch, smell, and with a food item, taste it. Realia saves time, as recognition of an object is often immediate; elicitation of vocabulary becomes much easier as simply holding up the object with a raised eyebrow, will usually result in the desired word being spoken. Realia breathes life into new vocabulary, and the chances of your students remembering the new words you have taught them, increases. Take the word, biscuit: the probability of remembering the word becomes much higher after experiencing the taste, touch and smell of the object. Realia does not have to be limited to food or drink. Timetables, tickets, newspapers, and clothes may all be used to help breathe life into lessons, and help provide interest. Bringing realia to the class can help teachers to promote discussion and expectations from the students in different ways. The use of realia brings a welcome change in the class, a break from typical class activities like reading and writing. The unexpectedness of having to suddenly interact with real objects will keep students on their toes; it will create excitement, and they will have fun. Students have the chance to practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone

who speaks fluently that will help them to get it right. Once they hit the street, they will feel more confident in speaking the language with the locals. Students will clearly understand the reason they are learning a particular ESL component. Instead of wondering when and where they might have use for a particular language element, they will know the reason. When it comes to using realia in the classroom the sky is the limit! The best part is that your students will learn, have fun, but you will also enjoy your classes freely.

Young learners like nothing better than playing with plastic toys. Use this to your advantage. If you cannot include real food and drink, then take along a plastic tea-set. Learning animal names? Then take along some soft toys. It is not probably going to be possible to bring along a giraffe, but plastic toys work beautifully! Bring in fruit, vegetables, and lots of toys. Get your young learners moving animal about, create a mini farmyard, and move those animals into the field, the barn, or the farmyard. If this sounds like too much work, then make it a class project! Children love making things, and this would be one method of learning vocabulary, which your children will not forget! Realia can also be used to demonstrate grammatical structures. Use realia for counting objects, for demonstrating the difference between ‘The rabbit is on the chair’ and ‘The rabbit is under the table.’ Use realia to demonstrate the difference between ‘is’ and ‘are’ (There is one sweet, there are two sweets).

There have already been some attempts to introduce a guide to making up a role play (Shaw, Corsini, Blake & Mouton, 1980; Milroy, 1982; Livingstone, 1983; Rodriguez & White, 1983; Horner & McGinley, 1990). Scholars suggest different

steps and various successions in applying role play in teaching. As we have discussed, role play normally “involves simulating processes in real language use particularly in transferring information and decision making” (Johnson, 1996, p. 173). This is possible because given different (preferably authentic) situations, students are made to practice speaking in the target language and they are forced to exchange information while carrying out the aims of the task. Due to this, the main language skill focused on by role play is speaking and to a lesser extent listening. As Crookes and Gass (1993) observed, role play is indeed a good way to get second language learners to speak and interact. This is also agreed upon by Scarcella and Crookall (1990) whose research have shown that role play assists second language acquisition by helping students.

Now that we have a general idea of what role play is about, it would be helpful to consider the actual form that role play takes. According to Lee (1986), role play is an aspect of simulation and it could contain within it different language tasks like information-gap, debate, drama, discussion and decision making. Due to this common presence of other language tasks within the technique, it would be more helpful for us to divide role play into six sub-types:

Role play controlled through cued dialogues, role play controlled through cues and information, role play controlled through situation and goals, scripted dramatizations, role play through debate and discussion, large scale simulation activities like improvisation and unscripted dramatizations (Bygate, 1997, p. 69). The existence of these sub-types means that role play is often confused with other activities. Bailey

(2005) for example, found that some classroom activities that are commonly confused with role play include play acting, group discussion, and dialogue work between pairs of students. In addition, Doff (1990) argues that through role play, students will need to visualize a role, a context, or sometimes both, before creating a conversation. The context is often pre-determined, whereas the dialogue is built on as the students work on the task.

Post speaking strategies are the ones that allow the students to practice using all of the language they know in situations that look like real settings. In these activities, students must work together to develop a plan, solve a problem, or complete a task. Some of the strategies that can be used are the following:

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Davidson (1996) wrote that "with practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments."

Before the debate, it is essential that the purpose of the debate activity is set by the teacher. In this way, the discussion must focus on relevant points, so that students do not lose the objective of the discussion. All debates start with a *topic*, or *resolution*. Often, this resolution is a proposed course of action that one team will argue for and another will argue against. Students share their opinions, gain critical thinking skills, and develop critical thinking skill. One of the ways that the teacher

could work this kind of strategy is forming groups of 4 or 5 and the teacher provides the topic. *An interesting topic* is anything your students enjoy discussing: *sports; fashion; science; politics*; anything that seems to energize your students when talked about, listened to or read about or more serious (*the U.S. government should reform its visa application process*). In any case, be sure that your students understand the issue and any specialized vocabulary that goes with it.

Brainstorming is one of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include: Select a problem or topic and react to it quickly, designate one person in the group as the recorder of ideas, accept and record all ideas or suggestions, build on other people's ideas, do not criticize anyone else's ideas. The teacher records the ideas for the whole class at the chalkboard to model the role of the recorder and may begin to evaluate some of the ideas in terms of their effectiveness in solving the initial problem. Remember that, initially, quantity of ideas is more important than quality. Many teachers are familiar with brainstorming but do not utilize it effectively or frequently enough, so the teacher should plan to make the brainstorming strategy part of his teaching practices.

Interviewing or asking someone for information or opinions is another option for teachers. Donald Graves recommends teaching young children about interviewing by having them poll their fellow classmates for information. In this simple polling

technique, students choose a different interview or polling question to ask their classmates each day. (Which is your favorite meal—breakfast, lunch, or dinner? What is your favorite color?) After polling, a bar chart could be made to show the results of the survey.

Most students are familiar with interviews because of the many that are shown on television. You could show models of good interviews and analyze them as a class. Interviewing is an important strategy for gathering information and conducting research on many topics. However, you must eventually tie interviewing to real projects so that students can see a relevance to the research they are doing.

Conversation and Discussion strategies are other options for teaching speaking. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally. To practice conversation, a teacher could schedule several "talking times" each week. During these times, several students get in a circle and talk about whatever interests them. This is the "inner circle." Sitting around them in the "outer circle" are the rest of the students who listen and observe. At the next "talking time" groups are switched.

In the discussion strategy, sticking to the point is essential. The goal of a discussion is to reach a conclusion or solve a problem. Before starting the discussion, the topic

should be clearly defined and understood by everyone. Great discussion topics come from literature, school events or problems, experiences, current news, etc. Students discuss the topic and try to reach some sort of consensus.

The teacher can introduce vocabulary in an attractive manner using each of them or combine them for a fun class which can wrap students to capture their full attention and in this way to learn effectively.

Another fundamental aspect that the teacher should keep in mind to teach their classes is team work. All teachers have had the experience of working as a team in the school or assign group work. Collaborative teams are the best to implement projects.

Increasing collaborative activities, i.e., working in teams and the dividing roles within these teams in a balanced way will enhance learning. Students will become competent to listen, propose, argue, exchange information and continue or give precise instructions to accomplish the purposes of the task. They learn to be tolerant, relate harmoniously both personal and emotionally, they help act democratically. Therefore, teamwork is very important. In addition to contribute to the development of knowledge and skills, it promotes the values and attitudes to successfully face different tasks. Here, students will face different ways of solving a problem. They can make posters, wall newspapers, etc. There are an endless number of activities that we may mention to work collaboratively.

Let us not forget that today the teacher is a guide, a shaper of communication and social skills of students, that is why teachers should choose and vary on the essence of class and goals to achieve, students must participate in their own process of learning and of others through communication and cooperation that implies that they help each other by means of the teamwork.

The parents or legal representatives of learners are an essential tab within the teaching-learning process, because they are the ones who build the basis stone of this important building of knowledge that will be the future of every human being. They are the first that can arouse interest in the knowledge of English. Their participation and that of the community are important, it helps teachers reach their goals to improve the achievement of the students and create a good relationship among them.

Students in a classroom have harmony, cooperation and respect, which help create confidence in the student and open possibilities of feeling comfortable to develop a positive learning environment. Students depend on attitude, effort and commitment with which the teachers perform in this important and unique work. We should take into account the following points to create a positive atmosphere within the classroom:

- Be kind in their conduct and language.
- Have empathy about the needs of the students.
- Allow the students to express their ideas freely.
- Refer to students in public or private on their demonstrated skills.

2.4 RESEARCH QUESTIONS

This project attempts to answer the following questions:

- What learning difficulties students have when developing speaking skills?
- What are the causes of students' low proficiency and performance?
- How can teachers improve the level of students' participation?
- What communicative games enhance oral production?
- How can teachers increase motivation and interest in?

2.5 HYPOTHESIS

There will be a significant learning on using games in which innovative teaching strategies are developed to have a successful development of the skills.

At Unidad Educativa Baltasara Calderon de Rocafuerte, as every educational institution, the authorities want their students to succeed academically, to find more professional fields in their future. They have some ways of doing this, especially working by levels. This method helps grouping students according to specific needs. However, students promoted to other years of study, will still have gaps, but they can be filled with extracurricular activities. This will bring improvement in the grades, and the satisfaction of achieving compliance of goals within students' lives, and later in their career.

2.6 VARIABLES AND INDICATORS

HIPOTHESIS	INDEPENDENT VARIABLE	INDEPENDENT VARIABLE INDICATORS		DEPENDENT VARIABLE	DEPENDENT VARIABLE INDICATORS	
<p>There will be a significant learning on using games in which innovative teaching strategies are developed to have a successful development of the skills.</p>	<p>Using the communicative games</p>	<p>TRAINING</p>	<p>CLASSES TAUGHT DURING THE SCHOOL YEAR</p>	<p>Optimal development of L2 in speaking skill</p>	<p>DEVELOPMENT OF SPEAKING SKILL</p>	<p>NUMBER OF STUDENTS WHO DEVELOPED THE SPEAKING SKILL</p>
			<p>TOTAL PLANNED DURING THE CLUB HOURS</p>			<p>TOTAL STUDENTS IN CLUB HOUR</p>

Table 1 Variables and Indicators

2.7 DEFINITION OF TERMS

GLOBALIZATION: It is the relationship, communication, interaction and change societies, customs and everything related to social, cultural and other aspects related to human.

MEANINGFUL LEARNING: Here prior knowledge is crucial, supplemented with new information that enriches it and has more value than memoristic learning, because teachers help correct strategies for students to develop their own ideas on the subject and not just memorize what is said.

COMPETITION: it refers to a combination of skills, knowledge, skills and attitudes, and including willingness to learn also common knowledge. (European Commission)

DEFICIENCY: Lack of certain feature, which hinders the development of activities either intellectual or physical.

SKILL: Capacity someone has to develop an activity in a smarter way another individual. This is improved with exercise, achieving optimal development of it.

IMPLEMENTATION: Process performed by one or more persons where projects, investigations, etc. are carried; to obtain positive and consistent quality results.

INNOVATION: Creating new ways to use things, methods, activities, etc, which are fully believed and explored, helping people discover their tastes and talents and use them depending on the group needs.

FORECAST: It is an estimate of what will happen about some goal, research project or plan to be fulfilled in the near or distant future.

ACADEMIC PERFORMANCE: It is reflecting what the student learned during the training process either good or bad, which can be measured by assessments.

ACADEMIC REINFORCEMENT: A set of strategies that strengthen, complement or enrich the ordinary and principal educational activities that require more individualized attention to help achieve or optimize curriculum objectives and / or sharing processes.

FEEDBACK: Reports that describe where individuals' competencies during an activity. It can continually evolve to analyze the positive or negative changes reflected during a given period.

EXTRACURRICULAR TUTORING: It is the help or systematic orientation offered to a student or a group, given by a tutor in a parallel way to his own actions as a teacher. Tutoring equals an orientation process along the entire education system so that learners design their professional profile, exceeding academic performance, and giving solution to their learning difficulties. Tutoring enhances work habits, study, reflection and social interaction that guarantees proper use of responsible freedom and participation.

2.8 SUMMARY

Learning English can be challenging and time consuming, we can see that is also a very valuable to learn and can create many opportunities too. For that reason we cannot ignore that English is the most common language spoken everywhere. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford, 1996)

There are a lot of important reasons that we should know to practice good communication even in our day to day life such as improving relationships, maximizing productivity, etc. Students find that speaking English is one of the most value skills they need to develop during their learning process, but teachers often find it the hardest skill to teach. Teachers should also be aware of the areas of knowledge that speaking compasses if they develop appropriate activities, lesson or task around speaking.

The idea of this project is that students realize the importance of learning a foreign language. Many students believe that learning will not do anything for the

future, which is a misconception, therefore offering innovative classes will get better learning outcomes during the school year.

The teacher is one of the principal elements that can change the way the students see the knowledge received, and he should look for ways to involve them in the class that is taught. The teacher learns during his years of study different pedagogical teaching approaches, but it is within the experience where many problems are discovered.

For that reason, it is important how the classes are planned, and whether or not students are requested to use the target language in their English classes. Thus, the purpose of this research project is to develop a set of innovative communicative games to provide students with meaningful learning which will be used by teachers of eighth basic education at Unidad Educativa Baltasara Calderon de Rocafuerte, taking advantage that this institution has already worked with Club program in the classes where students have three hours per week to practice the lesson given by the teacher during the week. Students will attend English tutorials too, and through the use of all the ideas given in this project, it would be easy to see that the teacher's work has been excellent and is reflected in students' achievements.

CHAPTER III

3. METHODS AND TECHNIQUES

3.1. METHOD

As we know, speaking is one of the productive skills that we need to improve in our students to communicate with others, even though this skill is one of the most difficult to develop because the methods applying in this area are less effective, therefore we have the necessity to perform different techniques insomuch as not all the students learn in the same way. For that reason, we have researched some information about how students learn better through other kind of studies like games. We found that we have better results when we teach through games instead of drilling and memory activities because they really focus in learning, and also how to improve themselves only applying this simple resource that include interactive activities (games). Nowadays, all the resources for teaching our students are invented, but some teachers only focus in teaching not in how students want to learn a new language. It is difficult to understand students' minds but why we do not use a different method?

Therefore, we consider that the research method applied in this project is quantitative because it gave us precise information in terms of grades of the students. In the meantime, the qualitative research measured the performance of the students, that is;

if they acquired the specific knowledge needed to pass or fail without taking into consideration grades. So, that is why we consider our research project as quantitative.

3.2. RESEARCH POPULATION AND SAMPLE

The research population and sample was taken in a private school located in the south of the city. We chose this institution because we have the facilities given in order to fulfill this project such as permissions, resources, as one of the researchers worked there and it allowed using a flexible schedule to achieve and perform the activities planned. We could apply our research study in a private school because of the collaboration from this institution due to the tight schedule they have. For that reason the private school was the most acceptable place to begin our project.

Based on the learning problems found in it we had some courses as options to develop our research, but we decided to select eight year of basic education as the subjects of our study, some of them liked to learn through visual aids while others found this boring, creating misbehavior and lack of attention during classes getting as a result low participation during the process of learning.

The participants involved in these project were the English teacher which was the main researcher of this paper, one coordinator who guided us and observed the process to be carried out during the current course, the principal of the institution who allowed us to develop our study with all the facilities and support, and finally, the students who showed a good attitude and collaboration at the moment of performing this paper.

The population for the current research comprises 650 students, and the sample selected is composed of 65 students of eighth year of basic education, that represent the 10% from the actual population. Their ages range between twelve to thirteen years old whose main likes and dislikes are related with the way they learn. The sample is considered as an intact group because we took the total of the class as an experimental group.

First of all, we need to know if the students have deficits in English as a second language for that reason we took a diagnostic test for to know in which skills students were failing for handle our theory, the following chart was based on the diagnostic test we can see that we had as a result an elementary basic level. It was over 40 and here we have the students score.

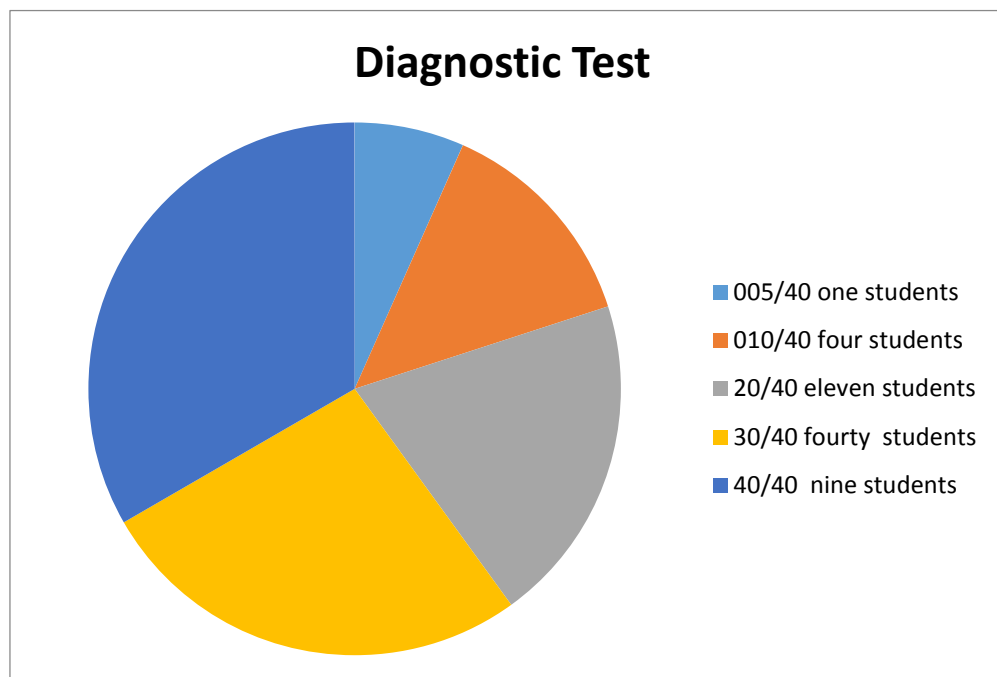


Tabla 1 Diagnostic Test Results

Figure1. - Based on the results the graphic of the diagnostic test indicates that 9 students are in the range of 40 that's mean this students do not have problems with the language meanwhile 40 students have some difficult in grammar , the others 11 students have some difficult in writing and speaking skills, 5 students are bad in grammar, speaking and reading.

3.3. RESEARCH INSTRUMENTS

Teachers' Questionnaire
Students' Questionnaire
Pre-Test
Post-Test

Table 2 List of Resources

Their search instruments used to perform this project were the following. A questionnaire for identifying the teacher's opinions according to the topic. This survey also helped us to determine how teachers feel about using games in their classes- tutorials and how often they use games. Another instrument is the pre-test taken before the application of games in the lessons.

Other instrument selected were the games that we use. The last instrument was the post-test which was taken after the application of the games that we applied during the whole project. In addition, the pre-test and posttest had two questions, which one was a description and easy question, and the question two is based in questions according to a

specific topic that students learn. The unit lesson plan contained the different types of games that we use according to the necessity of the lesson.

3.4. RESULTS/FINDINGS AND ANALYSIS

3.4.1. RESULTS OF THE PRE-TEST

This section shows the results of the analysis in the pre-test basic in speaking skills.

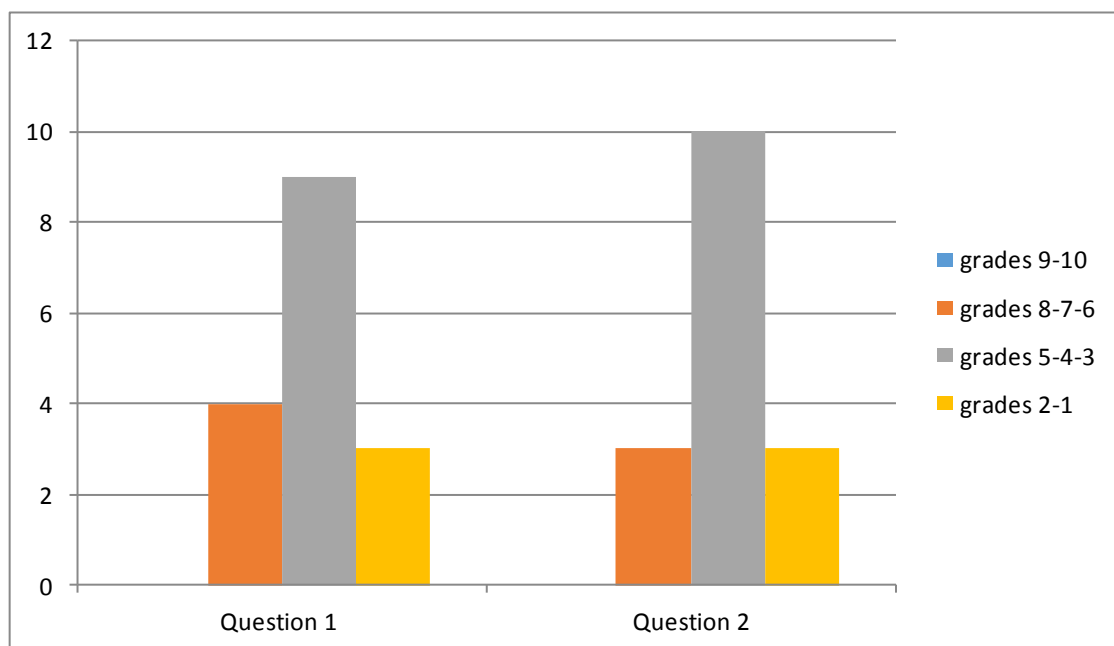


Table 3 Results of the Pre-Test

Figure 1. In this chart we observe that children do not develop their speaking skills in question one four students had grades of 8-7-6, nine students had grades of 5-4-3, and three students had grades of 2-1. In question two, three students had grades of 8-7-6, ten students had 5-4-3, and three students had grades of 2-1.

3.4.2. QUESTIONNAIRE TO IDENTIFY TEACHER'S NEEDS.

According to the survey for teachers the results of the statements were the following.

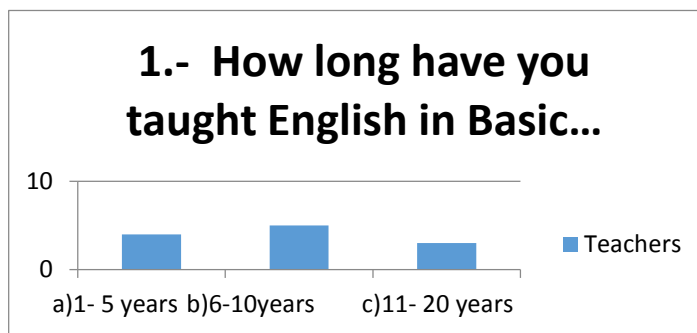


Table 4 How long have you taught English in Basic Education for?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 1, three teachers had taught for more than eleven years, five teachers for more than six years, three for more than one years.

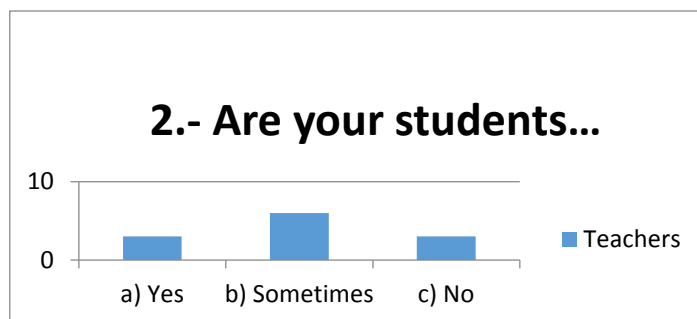


Table 5 Are your students interested when you use these methods?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 2, shows the most common method that the teachers used It was conversation with and specific topic, as a result of that questions, six teachers answer sometimes, three yes and three not.

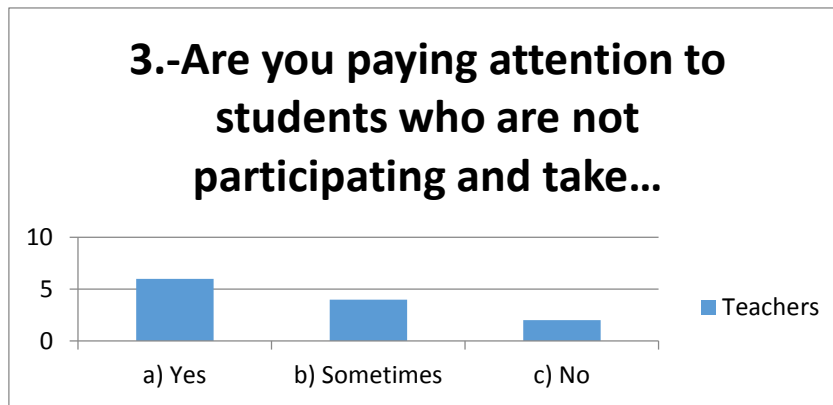


Table 6 Are you paying attention to students who are not participating and take measures to get them on task?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 3, six teachers answered yes, four answered sometimes and two answered no.

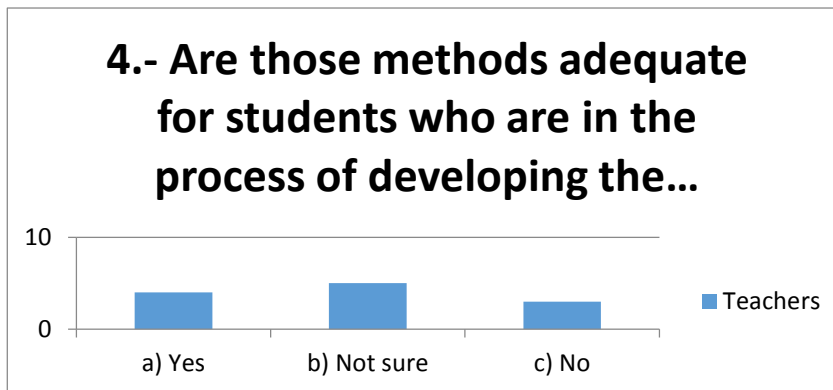


Table 7 Are those methods adequate for students who are in the process of developing the speaking skills?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 4, four teachers answered yes, five answered not sure and three answered no.

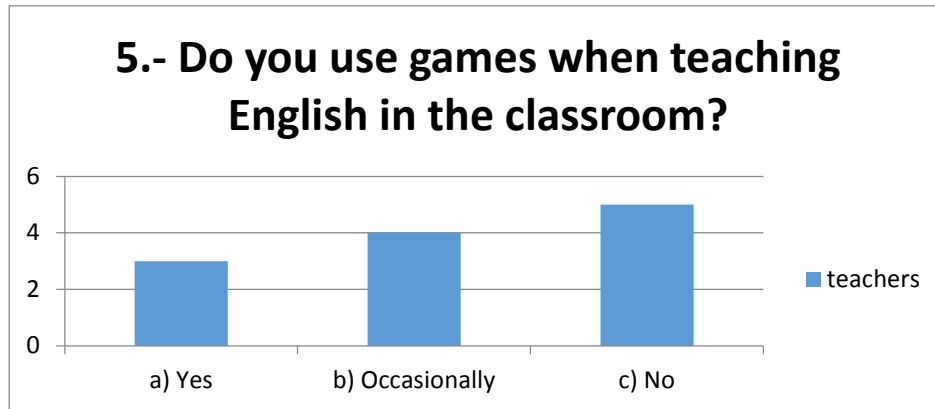


Table 8 Do you use games when teaching English in the classroom?
 Source: Teachers' Questionnaire
 Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 5, five teachers answered no, four occasionally, and three no.

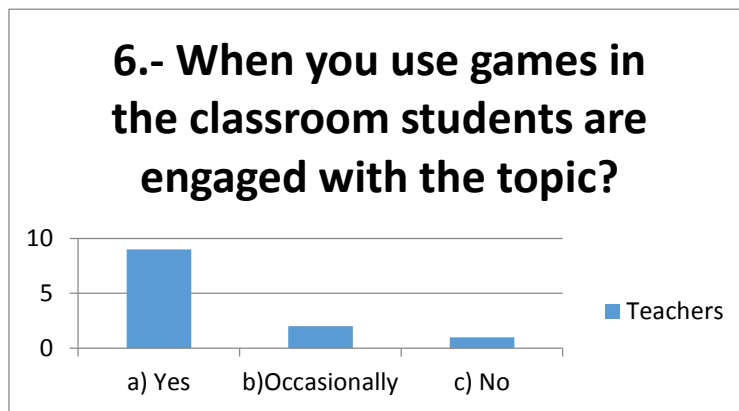


Table 9 When you use games in the classroom students are engaged with the topic?
 Source: Teachers' Questionnaire
 Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 6, nine teachers answered yes, two teachers answered occasionally, and one teacher answered no.

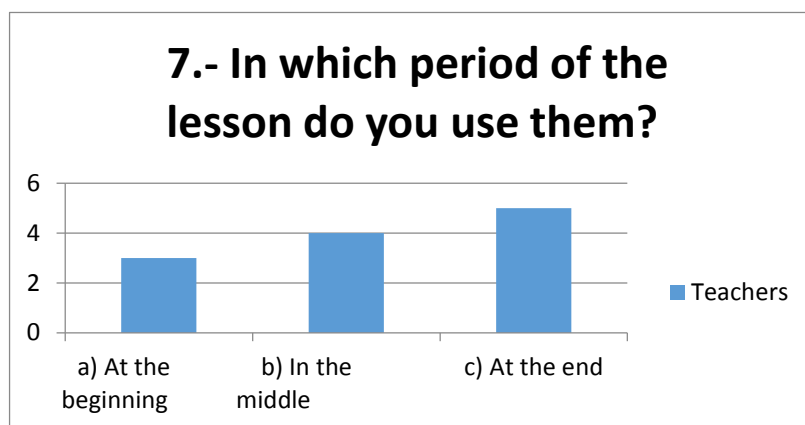


Table 10 In which period of the lesson do you use them?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 7, five teachers answered at the end, four answered at the middle and three teachers answered at the beginning.

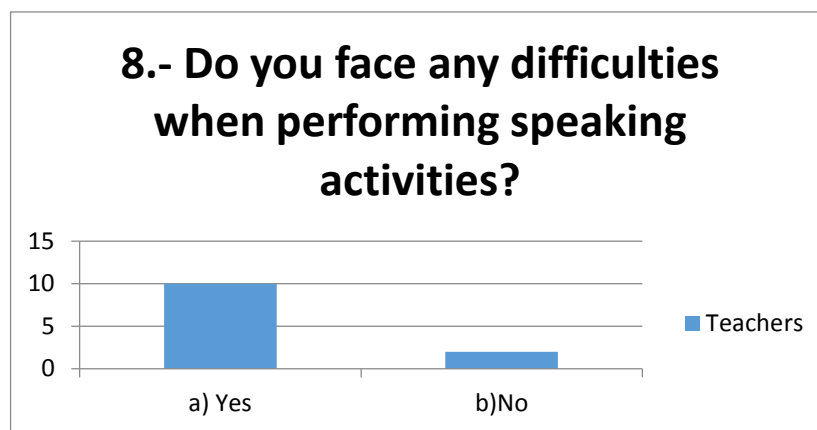


Table 11 Do you face any difficulties when performing speaking activities?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure -, statement 8, eighteen students answered yes and four students answered no, also teachers answered that they use games for made lessons attractive for the students because the problem that teachers have when they used others activities was that the student don want to speak in front of their classmates and teacher .

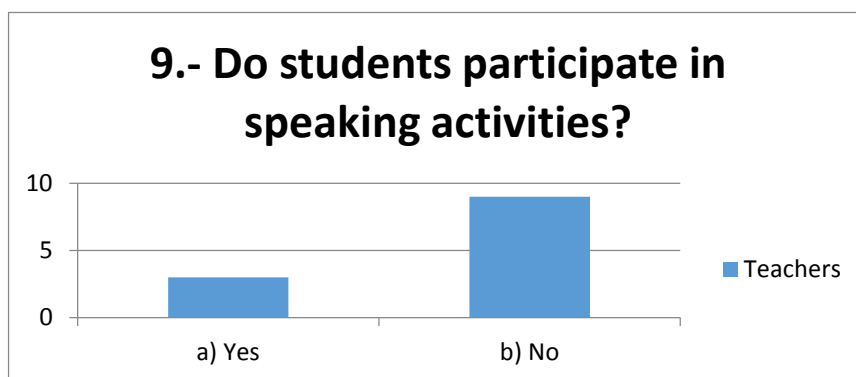


Table 12 Do students participate in speaking activities?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure.- statement 9, nine teachers answered no and three answered yes.

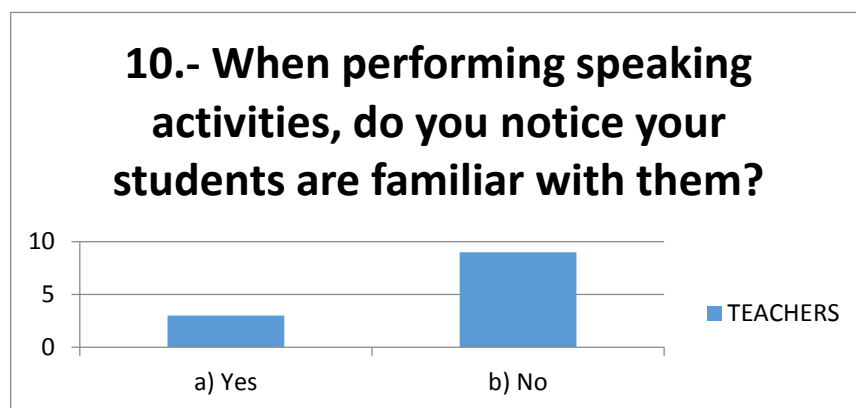


Table 13 When performing speaking activities, do you notice your students are familiar with them?

Source: Teachers' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 10, nine teachers answered no and three teachers answered yes.

3.4.3. QUESTIONNAIRE TO IDENTIFY STUDENT'S NEEDS.

According to the survey for students the results of the statements were the following.

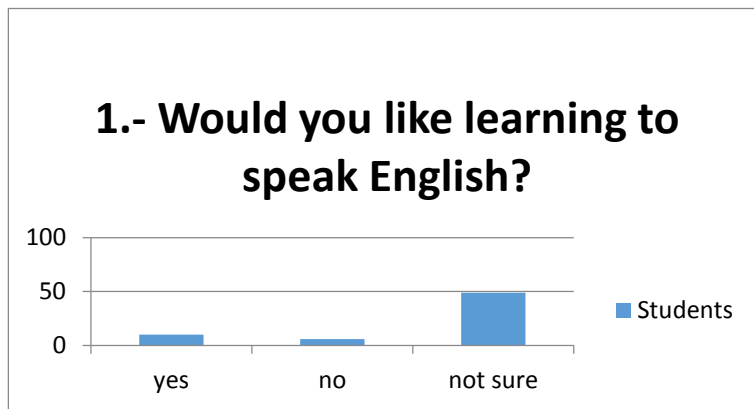


Table 14 Would you like learning to speak English?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 1, forty nine students answered not sure, ten students answered yes and six students answered no.

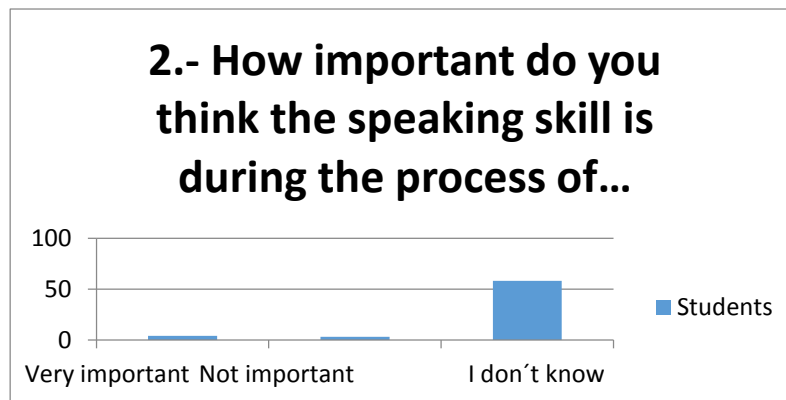


Table 15 How important do you think the speaking skill is during the process of learning a foreign language?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 2, fifty eight students answered I don't know and four answered very important and three answered not important.

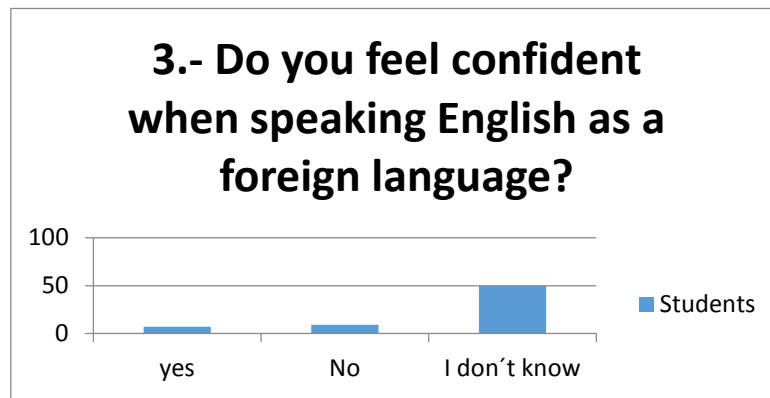


Table 16 Do you feel confident when speaking English as a foreign language?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 3, fifty students answered I don't know, nine students answered no and seven students answered yes.

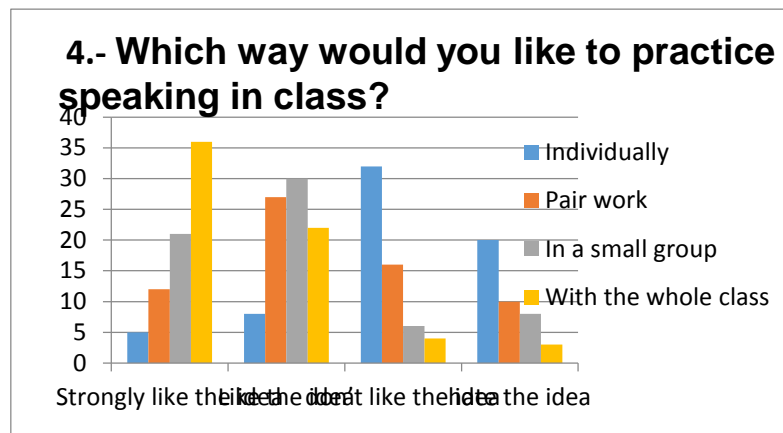


Table 17 Which way would you like to practice speaking in class?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 4, five students strongly like the idea, eight students answered like the idea, and three students answered thirty two in a don not like the idea. And twenty answered hate the idea in an individual way. Twelve students answered strongly like the idea, twenty seven answered like the idea, sixteen students answered do not like the idea, and ten students answered hate the idea in pair work. In small group twenty one students answered strongly like the idea, thirty students answered like the idea, six

students answered do not like the idea, and eight students answered hate the idea. Students like practice speaking activities with the whole class thirty six students answered strongly like the idea, twenty two students answered like the idea, four students answered do not like the idea, three students answered hate the idea.

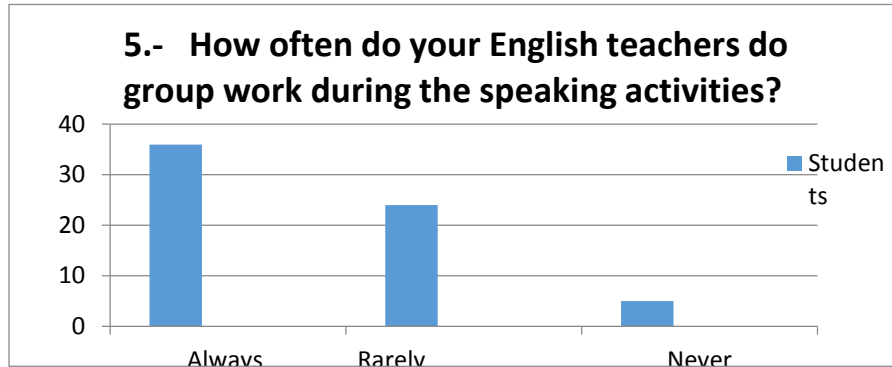


Table 18 How often do your English teachers do group work during the speaking activities?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 5, thirty six students answered always, twenty four students answered rarely and fifteen students

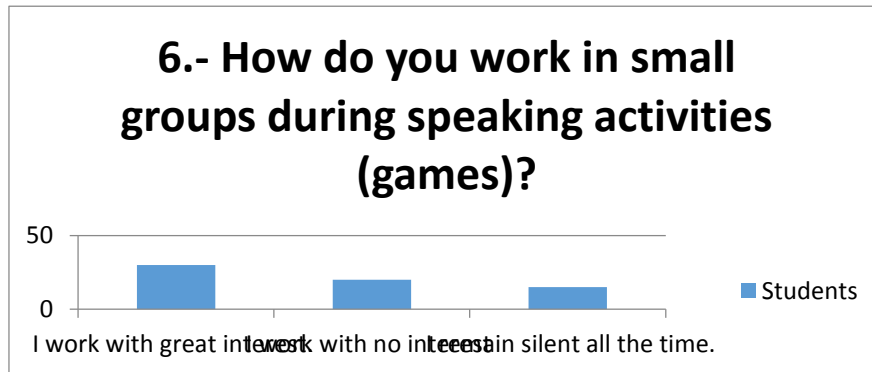


Table 19 How do you work in small groups during seaking activities (games)?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 6, thirty students answered I work with great interest, twenty students answered I work with in interest and fifteen students answered I remain silent all the time.

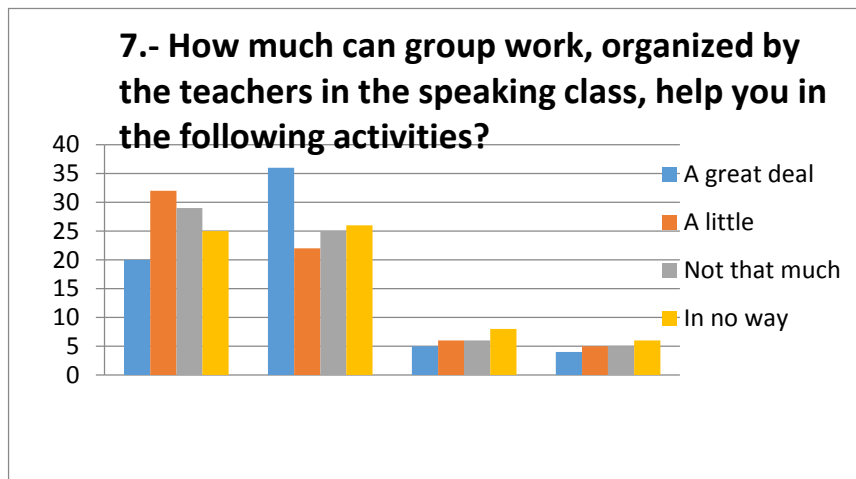


Table 20 How much can group work, organized by the teachers in the speaking class?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 7, for speaking in English twenty students answered is a great deal, thirty two students answered a little, twenty nine students answered not that much, and twenty five students answered in no way. For feel more confident twenty students answered is a great deal, thirty two students answered a little, twenty nine students answered not that much, twenty five students answered in no way. For a get more opportunities for exchanging ideas twenty students answered is a great deal, thirty two students answered a little, twenty nine students answered not that much, and twenty five students answered in no way. For learn from others four students answered is a great deal, five students answered a little, five students answered not that much, six students answered in no way.

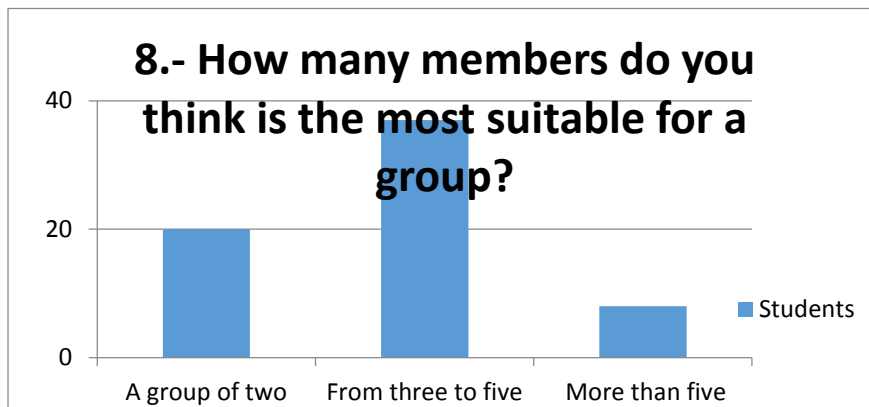


Table 21 How many members do you think is the most suitable for a group?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 13, twenty students answered a group of two , thirty seven students answered from three to five, eight students answered more than five.

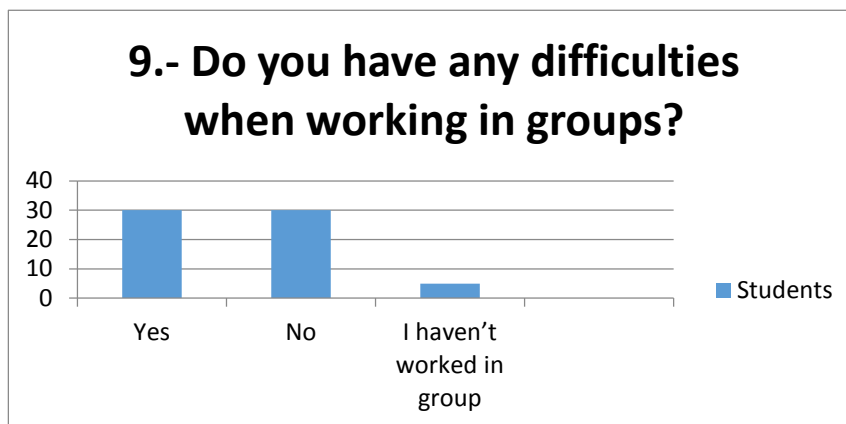


Table 22 Do you have any difficulties when whorking in groups?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 9, thirty students answered yes, thirty students answered no, five students answered I haven't worked in group.

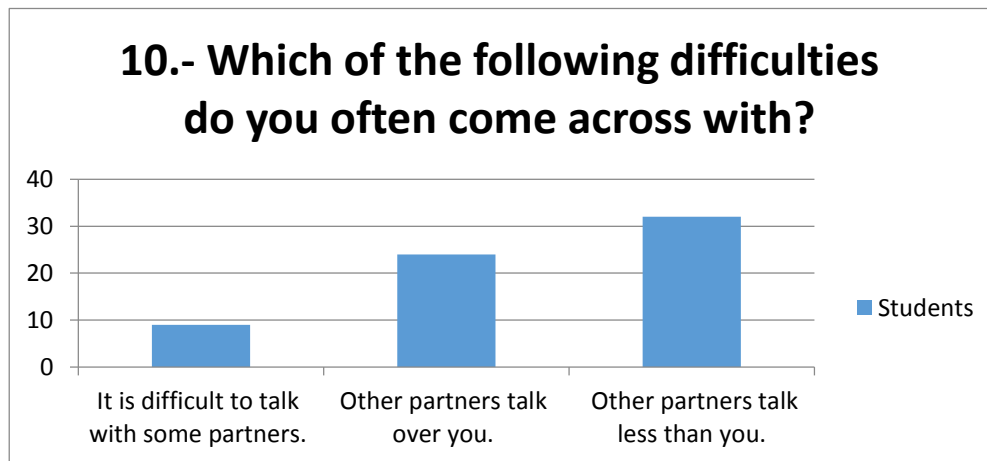


Table 23 Which of the following difficulties do you often come across with?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 10, nine students answered it is difficult to talk with some partners, twenty four students answered other partners talk over you, thirty two students answered other partners talk less than you.

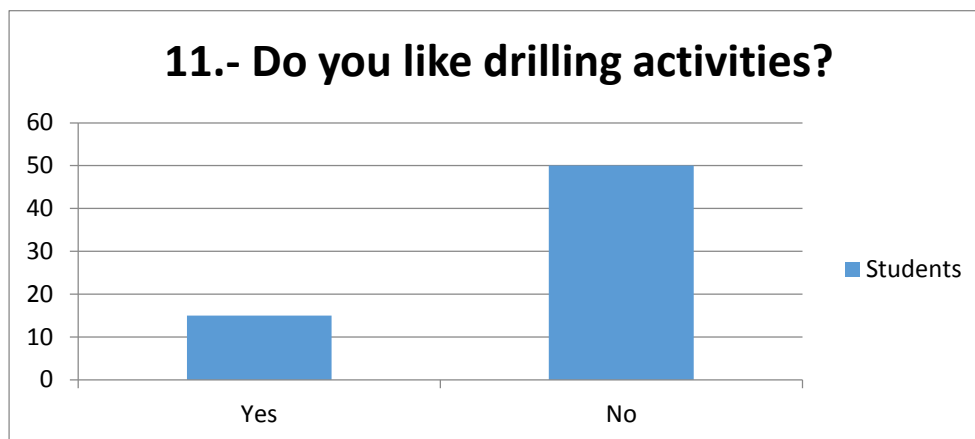


Table 24 Do you like drilling activities?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 11, fifteen students answered yes, fifty students answered no.

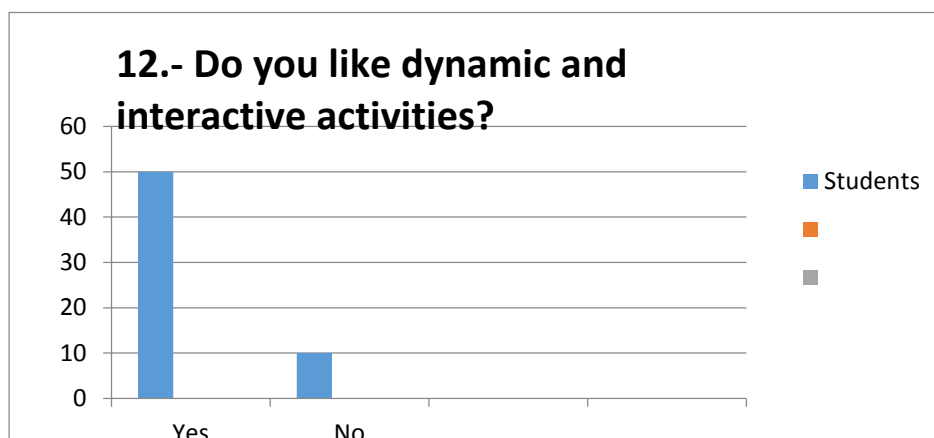


Table 25 Do you like dynamic and interactive activities?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 12, fifty students answered yes, ten students answered no.

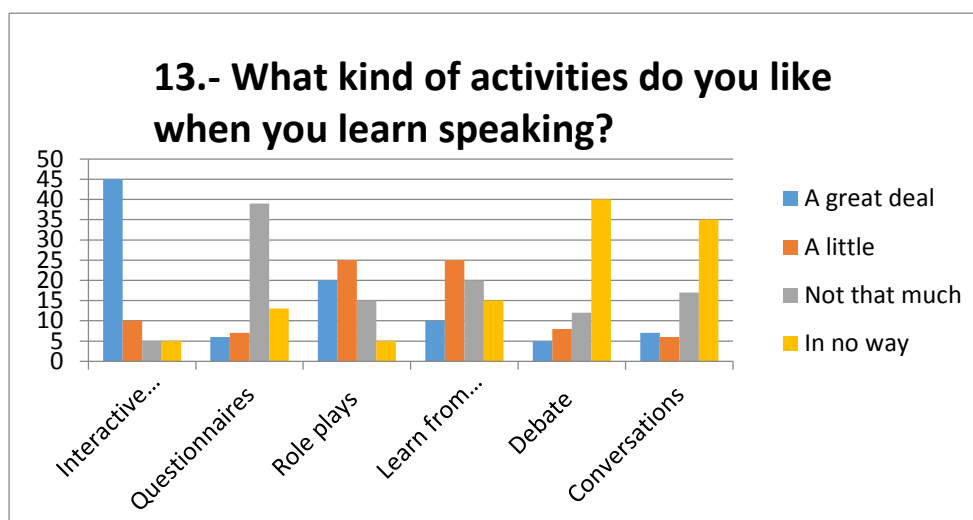


Table 26 What kind of activities do you like when you learn speaking?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 13, forty five students answered a great deal, ten students answered a little five students answered not that much, and five students answered in

no way for interactive games. Six students answered a great deal, seven students answered a little, thirty nine students answered not that much, thirteen students answered in no way for questionnaires. Twenty students answered a great deal, twenty five students answered a little, fifteen students answered not that much, five students answered in no way for role plays. Ten students answered a great deal, twenty five students answered a little, twenty students answered not that much, fifteen students answered in no way. Five students answered a great deal, eight students answered a little, twelve students answered not that much, forty students answered in no way for debates. Seven students answered a great deal, six students answered a little, seventeen students answered not that much, thirty five students answered in no way for conversations.

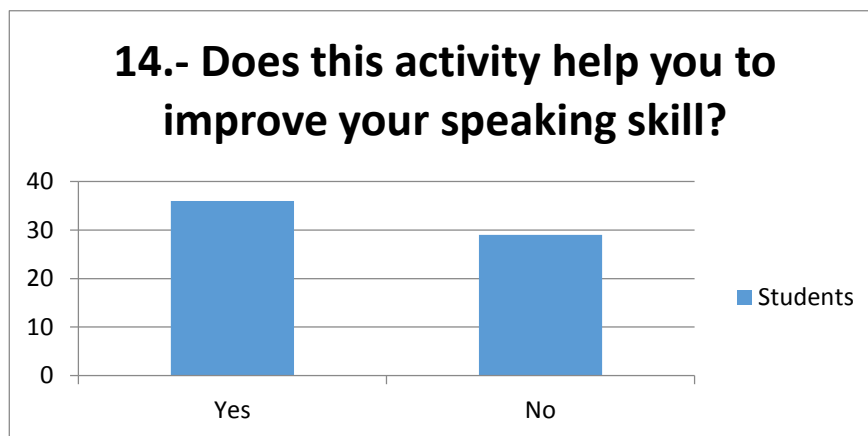
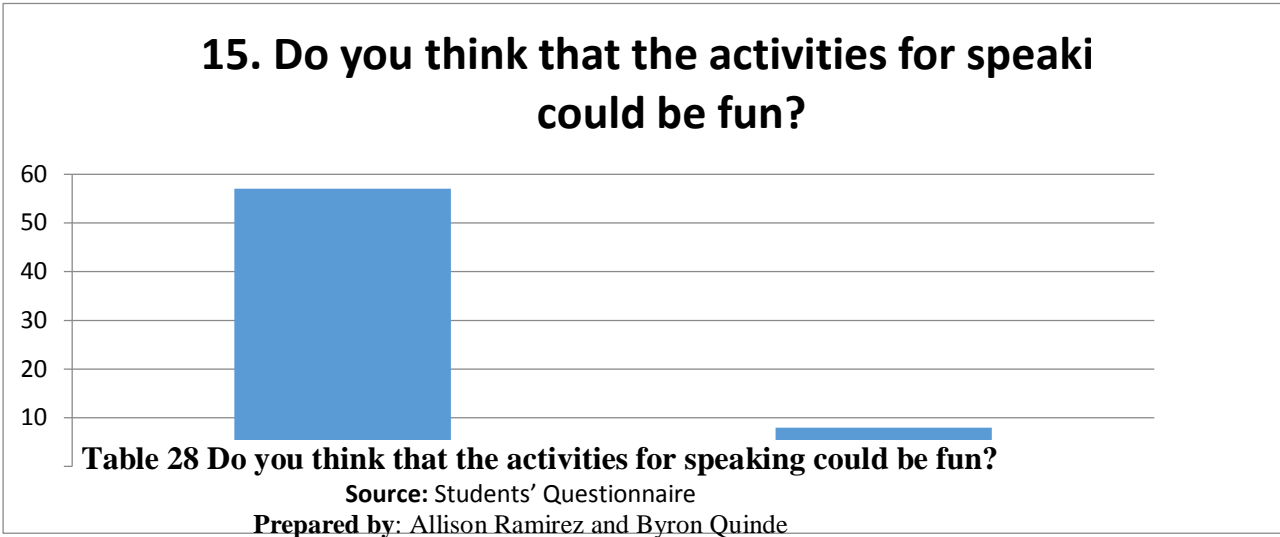


Table 27 Does this activity help you to improve your speaking skills?

Source: Students' Questionnaire

Prepared by: Allison Ramirez and Byron Quinde

In figure - statement 14, thirty six students answered yes, twenty nine students answered no.



In figure - statement 15, fifty seven students answered yes, eight students answered no.

3.4.4. RESULTS OF THE POST-TEST

This section shows the results of the analysis in the post-test basic in speaking skills.

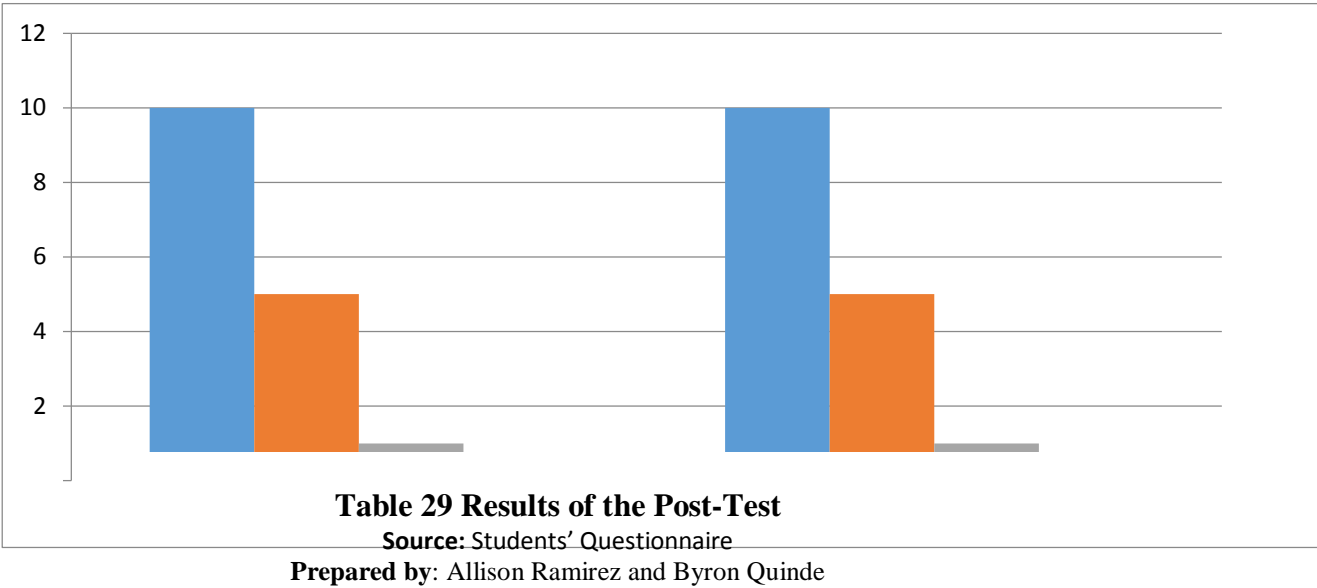


Figure 1. In this chart we observe that children develop their speaking skills in question one, ten students had grades of nine and ten, five students had grades of eight, no one

had grades of seven and six, one students have grades of five, four and three, and any student had grades of two and one. In question two, ten students had grades of nine and ten, five students had grades of eight, any student had grades of seven and six, one had grades of five, no one had grade of four or three, and no one had grades of two or one.

Some of the speaking activities are boring and repetitive that is way students do not like work this skill but what happened if the teacher make their class more interactive this statements demonstrate the students reality they do not like the drilling activities or the individual activities (students and teacher) they feel more confidents if they work with their friends and with funny classes so way the teachers do not get that advantage and apply in our classes even for improve students' knowledge in certain skills in this case speaking.

According to the statements most of the students want to work with interactive games, feel confidents if they work in groups and they feel more comfortable when the speaking classes are funny because students improve himself even if the make a mistakes.

They do not care talk in a wrong way they trying and the teacher correct them in a general way is more easy for the students apply that corrections in their dialogues. In conclusion students prefer more interactive activities (games) when they are in a speaking class though they do not like to speak with their teachers, but they like work with their friends.

3.5 RESOURCES, TIMELINE AND BUDGET

3.5.1 RESOURCES

Materials for the development of the project
• Laptop
• In focus projector
• Scanner
• Worksheet
• Printer
• Copies
• Camera
• Radio
• CD player
• Surveys
• Classroom
• Smart Board
• Games

Table 30 Materials for the development of the project

3.5.2 TIMELINE

COLLECTION OF PRIMARY DATA

Allison and Byron ask for permission at Unidad Educativa Baltasara Calderon de Rocafuerte to apply the different formats to the teachers and students to collect the information necessary to discover the strengths and weaknesses.

ELABORATION OF A QUESTIONNAIRE

Allison Pazmino and Byron Quinde elaborated questionnaires to measure if the activities applied in the classroom are used effectively and both as teachers and students. It was created according to the information that this project need, that means if the teacher used a variety of games in their classes.

QUESTIONNAIRE ADMINISTRATION

The questionnaire was applied to the 8th year basic grade in the middle of the school year in 2014-2015 where students could give details of the classes received before that teachers could use the activities that this project wanted to get.

FINAL COLLECTION OF QUESTIONNAIRE

After the students completed the questionnaire, the results were processed in order to get the results of what they observed during their learning process.

DATA ANALYSIS

The results obtained from the questionnaires, were tabulated and they could show how the learning process was worked.

35.3. BUDGET

CATEGORY	ACTIVITY	TOTAL
1. Travel Expenses		
Gas	Commuting to high school	\$20
2. Equipment		
Laptop	Make the project and worksheets	\$ 150
Printer	Print worksheet and paper for the project	\$80
3. Materials and Supplies		
Paper	Get copies, print the thesis, worksheets and methodological resources (3 000 papers approximately)	\$80
Cardboard	Make flashcards and buy realia	\$25
Markers	Used in the class to write on the board	\$6
Colored markers	Used for decorating and preparing the class	\$12
Total		\$373

Table 31 Budget

CHAPTER IV

4. FINAL CONCLUSIONS

4.1 CONCLUSIONS

It has been proven that giving the opportunity for students to experience the language learning process in a meaningful and hands on way, they will be motivated and therefore will produce more. This is another factor that is motivating for students since we have also selected topics that are age appropriate and that students might be familiar with.

The role of the teacher in this process is really diverse. Teachers have the objective to provide learners with situations or tasks where they can address their needs. The teacher, of course, still is the critical figure in a student's journey through higher education, but is committed to using a variety of methods and tools to ensure that each student is fully engaged in learning. This includes exploring new ideas in teaching, sharpening practices that are effective and broadening the use of technology. The main goal is always going to be to develop students' proficiency in the target language. Therefore, communicative activities cannot be divorced from the classroom activities.

It is necessary that teachers try using other materials as a teaching resource. The language of communication is real-life or authentic and textbook-like in design. By

incorporating hands on projects into their everyday language classroom, teachers are preparing students to enter the real world. Teachers can create a non-threatening environment to encourage both shy and talkative students to participate. In short, teachers can help students catch the passion for learning English.

In this case, teachers have to collect evidence of students' competences. As Jack Richards states, being competent in a language means to know how to use it in different instances, purposes, contexts, etc. selecting well the register for given situations so as to maintain communication effectively through the use of appropriate strategies. (2006)

Teachers should create a progressive learning environment in their classrooms that offer students' opportunities to explore, discover, understand, experiment, and create. The activities begin with focusing thoughts on what comprises a creative and innovative classroom and how teachers can work towards creating one, and then progresses to familiarizing them with the Creative Problem Solving process (CPS) and its application in their classroom.

The results of the post test for the experimental group are better than the controlled one which shows that innovative activities have a good effect on improving the achievement for the students' learning process to create an interactive environment. The use of games and varied activities in teaching English has increased the student's attention and motivation which creates a rich environment full with interaction and stimulations for the students.

With the use of these activities, students have experienced effective meaningful and memorable ways to learn and internalize the language, and to enhance their participation, and developing self-awareness of their learning.

The activities were mainly based on Constructivism, which helped them construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Creativity, understanding and encouragement will go a long way towards establishing rapport with our students and towards learning the English language. Using task-based learning to teach English does not fall into the well-tried comfort zone of traditional teaching. The average teacher feels comfortable with the prescribed textbook. The introduction of task-based learning into the classroom may bring about the fear that 'there is no teaching going on'. This unfortunately denies students the opportunity to immerse themselves in the English language.

Ecuador, with new education projects will improve the performance of their teachers, managers and especially students each day to become a more competitive country, and citizens require more commitment in studies to achieve levels of excellence. Ecuador is able to compete with countries of the first world such as United States, England, etc.

4.2 RECOMMENDATIONS

As we analyzed why many students were not learning what we were teaching, we had to evaluate our own practice for evidence of student talk throughout the day.

We as teachers should not forget that oral language requires focused attention in planning, but before we discussed how to plan lessons that integrate purposeful academic talk, reading, and writing, we had to be clear on our own understanding of exactly what academic oral discourse is.

Thinking of this reason when teachers are working in the learning process by fulfilling these tasks, students had to emulate the experience of real life and situations and put L2 into practice. This made their learning experience more substantial and notable. Jeremy Harmer, in his book "How to Teach English," states that teachers must provide students with the adequate atmosphere so that they feel like learning. This is achieved by giving students a purpose for learning in order to foster a desire to use the language.

The goal of this study was to motivate students making them willing to participate and interact with a specific purpose. The extracurricular activities implemented are based on specific strategies, in order to increase communicative interaction among learners. It is recommended to use games from the beginning of the learning process in teaching a second language since they are helpful for the teacher as a procedure for language acquisition. Teachers need to adapt these techniques to suit their class situation. Furthermore, many of these solutions should be implemented simultaneously so that they can supplement each other in tackling the problem from different angles, creating a better chance that the problem will successfully be solved. Likewise, with this project we see changes and improvements in the area of English, if

it is implemented with dedication and care. The plan is to start with students in the eighth year of basic education, aged 11-13 years.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation. For that reason, it is crucial to keep in mind as educators, that in order to learn anything, students need to be encouraged and involved. If we only teach the classes in a book centered way, monotony and boredom can get to us, and motivation will be lost.

To achieve the goal of having the students using their speaking, the students had to move from the stage where they merely imitate a model or respond to cues to the point where they could use the language to express their own ideas.

Interesting games were used in the project in order to motivate and help students move from the imitation stage to the production stage. The findings of this study show that it is fundamental to have students using the language in order to have a more successful learning, and the implementation of games for the speaking skill allows the students to put in practice speaking as a skill, and also to improve the listening skill at the same time. It is important to say that using games to trigger eighth graders speaking skills is one interesting strategy to be implemented in an EFL classroom scenario.

We faced some difficulties when conducting this study, as students were not always willing to cooperate with the activities that we pretended to develop in class in order to collect data for this research. When leading the game-activities some of the students argued with other students, and other students made fun of the other students' mistakes. Nevertheless it was not an obstacle for our research.

The role of the teacher in this process is really diverse. Teachers have the objective to provide learners with situations or tasks where they can address their needs. The teacher, of course, still is the critical figure in a student's journey through higher education, but is committed to using a variety of methods and tools to ensure that each student is fully engaged in learning. This includes exploring new ideas in teaching, sharpening practices that are effective and broadening the use of technology. The main goal is always going to be to develop students' proficiency in the target language.

Finally, communicative activities cannot be divorced from the classroom activities because it is really important that teachers encourage students to participate and engage in a dynamic class through the use of games.

COMMUNICATIVE AND INTERACTIVE GAMES



Figure 1 Speaking English



Figure 2 Desmotivation

The purpose of this set of games is to put into practice methodological strategies to motivate the desire to participate and interact by the student through active interaction with a specific purpose. These tasks are based on specific methodological strategies, which will increase students 'talking time of students with a communicative approach, in order to improve the interaction among the students. The activities are supported by communicative, functional methodological strategies, such as constructivism, communicative language teaching, and integration of skills. Here are the following activities implemented with students:



Figure 3 Motivation

Are you ready?



Figure 4 Yes, I am

GAME 1: FIND SOMEONE WHO

Objective: To ask questions to find people with defined likes and dislikes

Interaction pattern: groups

Materials: Students, paper, pencil or pen

Duration: 5 to 10 minutes

Methodological strategy: communicative interaction, student-centered.

How it works

1. Review the vocabulary from the unit (Daily Routines and Free time activities)
2. Ask questions of whether or not. Example: Do you like to do exercises?
3. Copy the example on the board and invite a student answer, write the answer on the board.
4. Have students interact around the class asking and answering the questions in the table.
5. Have students write down the name of the folks who answer the questions.

FIND SOMEONE WHO....	NAME
Likes doing exercises	
Likes getting up late	
Likes watching Tv	
Likes playing video games	
Likes sleeping	
Likes listening to ipods	
Likes going out	
Likes doing homework	

GAME 2: ADDITIONS

Objective: To recognize numbers from One to fifty

Interaction pattern: Pair

Materials: Students

Duration: 5 minutes

Methodological strategy: communicative interaction

Extracurricular activities: mathematics.

How it works

1. The teacher orally practices with students writing and eliciting numbers on the board.
2. Then place the following example on the board:

2 and 2 is...
3. Students say the answer loudly and the teacher will write on the board:

2 and 2 are: 4
4. The teacher puts more examples on the board for students to take turns asking and answering about the additions from the easy to complex level.



GAME 3: HOT SEAT

Objective: To choose one student and the other students help to guess the word by describing it.

Interaction pattern: groups

Materials: Students, chair, marker, and a board

Duration: 5 to 10 minutes

Methodological strategy: communicative interaction, student-centered and encourages competition.

How it works

1. Split the class into 2 teams, or more if you have a large class.
2. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
3. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
4. Continue until each team member has described a word to the student in the Hot Seat.



GAME 4: BANG BANG

Objective: To remind vocabulary words

Interaction pattern: groups

Materials: Students, pictures, or cards

Duration: 5 to 10 minutes

Methodological strategy: communicative interaction, student-centered and encourages competition.

How it works

1. Divide the group into two teams.
2. Explain that they are cowboys and they are involved in a duel.
3. One student from each team comes to the front. Get them to pretend to draw their pistols.
4. Show a picture or a card to say a definition ("What do you call the large gray animal with a long nose?")
5. The first child to give the answer and then "bang bang", pretending to shoot his opponent is the winner. He remains standing and the other one sits down. I give 1 point for the right answer and 5 extra points if they manage to "kill" 4 opponents in a row.



GAME 5: GOOD MORNING BALLS

Objective: To reinforce greetings

Interaction pattern: groups

Materials: Students, colored balls

Duration: 5 to 10 minutes

Methodological strategy: communicative interaction, student-centered

How it works

1. You have three different coloured balls, (they should be very light weight, small balls).

2. Get the class to make a circle.

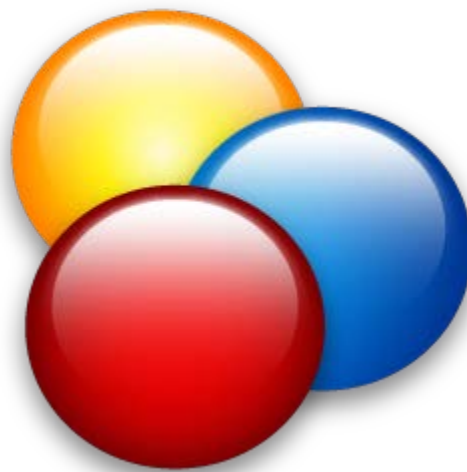
3. Then give three people a ball.

Red Ball - Good Morning

Yellow Ball- How are you?

Blue Ball - Fine thank you and you?

4. The class members pass or gently throw the balls and the person who receives them says the meaning of the balls.



GAME 6: GUESSING DATES

Objective: To ask and answer about important dates

Interaction pattern: pairs

Materials: Students, cards with dates, whiteboard, markers

Duration: 5 to 6 minutes

Methodological strategy: communicative interaction, student-centered .

How it works

1. Review important dates with students.
2. Ask dates for students to respond. Example: (write the examples on the board)

What is on October 9th?

It's Independence Day.
3. Have students sit in pairs.
4. Distribute cards with important dates.
5. Explain to students that they will have to put the pile of cards face down and take turns to pick a card and see the corresponding date to ask your partner: What's on ...? (follow the example of the board)
6. Students take turns saying the corresponding dates.



GAME 7: MIMIC WITH MEANING (MIMING FOR MEANING)

Objective: Guessing vocabulary words

Materials: student, teacher, vocabulary clippings

Time: 3 to 5 minutes

Methodological Approach: Communicative approach, student-centered.

How it works

1. Use cuts of vocabulary words to give you an example to students.
2. Take a vocabulary word card and make a corresponding mime. Have students guess the word.
3. Sit the students in groups of 3.
4. Instruct students to mimic the vocabulary words that are in the cuts with vocabulary words and say them.

television	magazines	video games	skateboard	backpack	Rollerblades
DVD player	MP3 player	bicycle	DVDs	computer	Cell phone

GAME 8: GUESS THE CELEBRITY

Objective: To practice asking and answering identity information to guess the character

Materials, students, teacher, famous photo cards, masking tape or tape

Time: 3 to 5 minutes

Methodological Approach: Communicative approach, student-centered.

How It Works

1. Divide the class into groups of 8 or 10 people.
2. Stick on the back of each student's card with the photo of a celebrity (see photos cutouts in this activity)
3. Tell students that they cannot tell their peers who are
4. Then ask them to describe their celebrity peers so that they guess who they are.

Follow the example below:

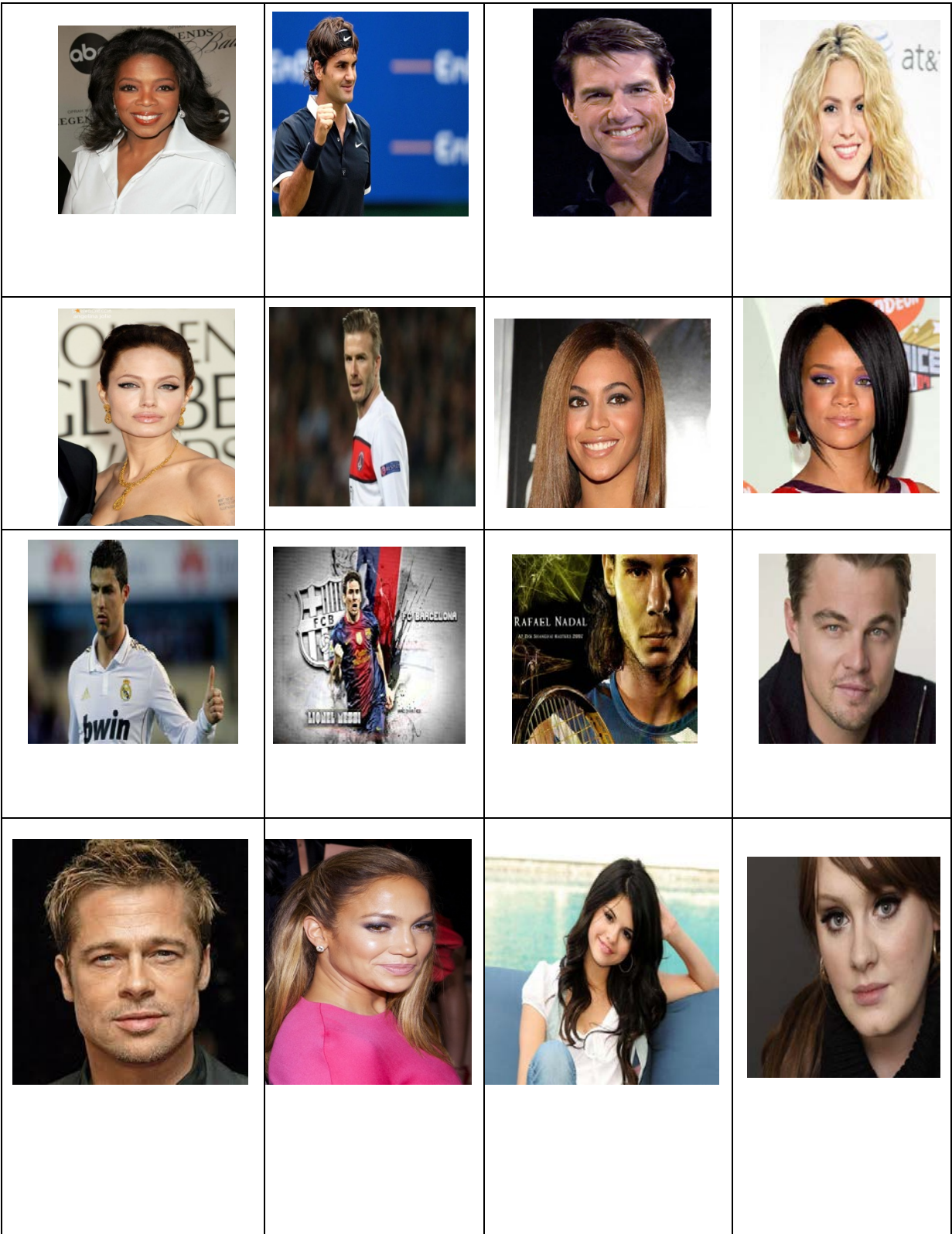
A: You are a host.

- You are 30 years old.

B: Am I.....?

A: Yes, you are / No you aren't.

5. Model the task with a couple of students in front of class
6. Assign the task at all.
7. Monitor and assist students.



GAME 10: HUMAN EXPERIENCE BINGO

Objective: To recognize the vocabulary word.

Interaction pattern: Groups

Materials: Students and worksheet

Duration: 10 to 15 minutes

Methodological strategy: communicative interaction

How It Works

1. Simply get five numbers in a line on a chart. You can use this as a basis for another get to know you game.
2. Work with your class to compile a list experiences that a person might have had. For example, gone scuba diving, made a birthday cake and eaten sushi would all be good experiences. Work together on the list until you have about 30-40 different experiences. (You can also compile the list on your own if you prefer.)
3. Then, give students a blank bingo board (a 5x5 chart) and have them write one experience in each of the boxes.
4. On your word, students mingle and talk to each other to find someone with each experience they have chosen.
5. If a student finds someone who, for example, has gone scuba diving, that student signs the square where your student wrote it on his Bingo board.
6. The first person to get five in a row yells, "Bingo!" Another variation is to arrange students speed dating style: two rows of chairs facing each other.
7. Each pair then gets two minutes to talk with each other. When time is up, the students in one row shift one chair to the right. The game is over once someone has gotten five spaces in a row on their bingo board.



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APPENDIX A



QUESTIONNAIRE FOR TEACHERS

- Answer the following questions according to your experience.

1) For how long have you taught English in Basic Education?

- a) 1- 5 years b) 6-10years c)11- 20 years

2) What kind of method do you usually use when teaching speaking?

3) Are your students interested when you use these methods?

- a) Yes b) Sometimes c) No

4) Are you paying attention to students who are not participating and take measures to get them on task?

- a) Yes b)Sometimes c) No

5) Are those methods adequate for students who are in the process of developing the speaking skill?

- a) Yes b) Not sure c) No

6) Do you use games when teaching English in the classroom?

- a) Yes b) Occasionally c) No

7) When you use games in the classroom students are engaged with the topic?

- a) Yes b) Occasionally c) No

8) In which period of the lesson do you use them?

- a) At the beginning b) In the middle c) At the end

9) Why do you use games?

- a) To make lessons attractive
b) To teach something in an interesting way
c) Just for fun
d) Other reasons. If so, write down one reason on the line below.

10) Do you face any difficulties when performing speaking activities?

- a) Yes b) No

If your answer is yes, write down one reason on the line below.

11) Do students participate in speaking activities?

- a) Yes b) No

12) When performing speaking activities, do you notice your students are familiar with them?

- a) Yes b) No

APPENDIX B



QUESTIONNAIRE FOR STUDENTS

- **Answer the following questions**

1) Would you like to learn to speak English?

a. Yes b. No c. Not sure

2) How important do you think the speaking skill is during the process of learning a foreign language?

a. Very important b. Not important c. I don't know

3) Do you feel confident when speaking English as a foreign language?

a. Yes b. No c. I don't know

4) Which way would you like to practice speaking in class?

Please, tick in the appropriate column how you would like to be organized when performing or practicing the speaking activities, knowing that:

1) Strongly like the idea, 2) Like the idea, 3) don't like the idea, 4) hate the idea

I would like to be organized...	1	2	3	4
1. Individually				
2. Pair work				
3. In a small group				
4. With the whole class				

5) How often do your English teachers do group work during the speaking activities?

- a. Always b. Rarely d. Never

6) How do you work in small groups during speaking activities (games)?

- a. I work with great interest.
 b. I work with no interest
 c. I remain silent all the time.

7) How much can group work, organized by the teachers in the speaking class, help you in the following activities?

Please, tick in the appropriate column knowing that:

- 1) A great deal, 2) A little, 3) Not that much, 4) In no way

Group work can help me....	1	2	3	4
a. Speak in English				
b. Feel more confident				
c. Get more opportunities for exchanging ideas				
d. Learn from others				

8) How many members do you think is the most suitable for a group?

- a. A group of two
 b. From three to five
 c. More than five

9) Do you have any difficulties when working in groups?

- a. Yes b. No c. I haven't worked in group

10) Which of the following difficulties do you often come across with?

- a. It is difficult to talk with some partners.
- b. Other partners talk over you.
- c. Other partners talk less than you.

11) Do you like drilling activities?

- a. Yes
- b. No

12) Do you like dynamic and interactive activities?

- a. Yes
- b. No

13) What kind of activities do you like when you learn speaking?

Please, tick in the appropriate column knowing that:

1) A great deal, 2) A little, 3) Not that much, 4) In no way

Activities that you like....	1	2	3	4
a. Interactive games				
b. Questionnaires				
c. Role plays				
d. Learn from others				
e. Debate				
f. Conversations				

14) This activity helps you to improve your speaking skill?

a. Yes

b. No

15) Do you think that the activities for speaking could be fun?

a. Yes

b. No

APPENDIX C



Universidad Laica VICENTE ROCAFUERTE de Guayaquil

Diagnostic test

Teacher's name: Allison Ramirez P. and Byron Quinde Macias

Student's name: _____

2) Fill in the gaps with the past simple of these verbs. (5 points)

live – have – study- win – become

1. When Nelson Mandela was a child he _____ in a village called Mvezo.
2. He _____ law at Oxford University.
3. Evelyn and Nelson _____ their first child in 1945.
4. He _____ President of the ANC in 1991.
5. Nelson _____ the Nobel Prize in 1993.

3) Look the conversation and fill in the gaps with are, am, or is. (5 points)

David: Where _____ they from?

Molly: They _____ both from Germany.

David: What _____ their names?

Molly: His name _____ Tomas and her name _____ Verena.

David: and where _____ you from Molly?

Molly: I _____ from France and you.

David: I _____ from Mexico.

4) Complete the phrases with will. (7 points)

1. (we / go shopping)_____.
2. (the sun / shine)_____.
3. (Peter/ call/ you)_____.
4. (they / be / there)_____.
5. (it / rain /not / tomorrow)_____.
6. (I/be / not / late)_____.
7. (the bus/ wait / not / for / us) _____.

4) Complete the following sentence with the correct tense (present and past simple) (8 points)

- a. We _____ (go) to the movies last night.
- b. Tom _____ (see) that movie three times already.
- c. I _____ (read) yesterday’s newspaper, but _____ (read, not) today’s.
- d. The students _____ (have) eight exams last month.
- e. The students _____ (have) eight exams this month.
- f. They _____ (practice) for the concert for over three hours now.
- g. _____ you ever _____ (be) to a professional football game?

5) Speaking: Answer the following questions.(10 points)

Questions	Yes	No	Observation
Talk about yourself.			
Describe your family members.			
What do you do in your free time?			

Describe the country you would like to visit?			
What kinds of food are popular in your country?			
Do you prefer reading, newspapers or magazines? (Why)?			
What types of stories do you like to read about? (Why)?			
What sport do you like most? (Why?)			
What types of movies do you like to watch? (Why)?			

- 6) Write about your daily routines. Describe him or her (50 words). It is qualified in this way: ideas - content 1 point, organization 2 points, language 2 points. (5points)**

✎ Write on the back of this sheet

APPENDIX D



**Figure 5 Fill in the questionnaire
Taken by Byron Quinde and Allison Ramirez**



**Figure 6 Fill in the questionnaire
Taken by Byron Quinde and Allison Ramirez**



Figure 7 Work in groups
Taken by Byron Quinde and Allison Ramirez



Figure 8 Interview game
Taken by Byron Quinde and Allison Ramirez



Figure 9 Playing Who's who?
Taken by Byron Quinde and Allison Ramirez



Figure 10 Artist's life
Taken by Byron Quinde and Allison Ramirez

