UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION CARRERA
DE LenguAS Y LINGÜíSTICA
EDUCATIVE PROJECT

PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:
PEDAGOGICAL GAMES AS A RESOURCE TO DEVELOP SPEAKING PRODUCTION IN THE ENGLISH LANGUAGE

PROPOSAL:
DESIGN OF A HANDBOOK THAT IMPLEMENTS PEDAGOGICAL GAMES IN THE LEARNING PROCESS TO STRENGTHEN THE COMMUNICATIVE COMPETENCES AND STIMULATE THE ENGLISH LEARNING IN THE STUDENTS OF 8TH GRADE OF THE UNIDAD EDUCATIVA FISCAL VEINTIOCHO DE MAYO

CODIGO: LL-T-GY-0008

WRITTEN BY:
REGATTO DROUET GLORIA CARLOTA
SALAZAR LLERENA ALICIA ELENA

PROJECT ADVISOR:
DR. EDUARDO TORRES VIVAR

GUAYAQUIL - ECUADOR
2017
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

DIRECTIVES

MSc. SILVIA MOY-SANG CASTRO  MSc. WILSON ROMERO
DECANA  SUBDECANO
FACULTAD DE FILOSOFÍA  FACULTAD DE FILOSOFÍA

MSc. ALFONSO SANCHÉZ ÁVILA  MSc. LARRY TORRES VIVAR
DIRECTOR ESCUELA DE LENGUAS  SUBDIRECTOR
LENGLUAS SEMIPRESENCIAL

ABG. SEBASTIAN CADENA
SECRETARIO GENERAL
De mis consideraciones,
En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: **LENGUAS Y LINGÜÍSTICA**.

Tengo a bien informar lo siguiente:

Que los integrantes **Gloria Carlota Regatto Drouet** con C: C: 0911248250 y **Alicia Elena Salazar Llerena** con C: C: 0908923782 diseñaron el proyecto educativo con el:

**Topic:** *Pedagogical games as a resource to develop speaking production in the English language of students from eighth basic grade at UNIDAD EDUCATIVA FISCAL VEINTIOCHO DE MAYO.*

**Proposal:** *Design of an educational handbook that implements pedagogical games - in the learning process to strengthen the communicative competences and stimulate the English learning*

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pone a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente,

**DR. EDUARDO TORRES VIVAR**
DEDICATION

This project is dedicated with love to my husband, daughters and son who encouraged and supported me all these years to make my dream of becoming a professional come true. They gave me the strength to continue and overcome any adversity.

ALICIA SALAZAR LLERENA
DEDICATION

This project is dedicated to my family, especially my children: Peter, Daniela, Gabriela and Kevin; Because they were always my inspiration and strength to keep me in mind, they gave me love and encouragement so that I could go ahead and understand my absence with them so that I could reach the goal I had set for my beautiful mother Lcda. Gloria Drouet, for giving me love and security to get my profession. I also dedicate to my teachers and all those people who contributed in one way or another in my professional training.

GLORIA REGATTO DROUET
ACKNOWLEDGEMENT

I thank my husband Agustin Rendón, my daughters Ma Daniela, Andreita, Vicky and my son Agustin for their love supporting me in every moment in order to reach the goal that I set in my mind many years ago. I also thank God for all his blessings and for put in my way excellent teachers and a group of solidarity classmates that after these years of studies are my friends. My special thanks to my tutor for his patience and dedication.

ALICIA SALAZAR LLERENA
ACKNOWLEDGEMENT

I especially thank God for the blessings received from day to day. I also thank my husband Abg. Peter Concha Barzola and my precious children Peter, Daniela, Gabriela and Kevin for always being a constant support to achieve my professional objective. Thanks to my sister Lcda. Aurora Regatto Drouet and my mother Lcda. Gloria Drouet for being my example of overcoming and bravery not to detach. Thanks, I love you.

GLORIA REGATTO DROUET
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTIVES</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>REPOSITARIO</td>
<td>xiv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xv</td>
</tr>
<tr>
<td>RESUMEN</td>
<td>xvi</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER 1: THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER 2: THE THEORETICAL FRAMEWORK</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER 3: METHODOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>CHAPTER 4: THE PROPOSAL</td>
<td>2</td>
</tr>
<tr>
<td>CHAPTER I</td>
<td>3</td>
</tr>
<tr>
<td>THE PROBLEM</td>
<td>3</td>
</tr>
<tr>
<td>Research Context</td>
<td>3</td>
</tr>
<tr>
<td>Investigation Problem</td>
<td>4</td>
</tr>
<tr>
<td>Conflict Situation</td>
<td>4</td>
</tr>
<tr>
<td>Scientific Fact</td>
<td>5</td>
</tr>
<tr>
<td>Causes</td>
<td>5</td>
</tr>
<tr>
<td>Formulation of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Objectives</td>
<td>5</td>
</tr>
<tr>
<td>General Objective</td>
<td>5</td>
</tr>
<tr>
<td>Specific Objective</td>
<td>5</td>
</tr>
<tr>
<td>Justification</td>
<td>7</td>
</tr>
<tr>
<td>CHAPTER II</td>
<td>9</td>
</tr>
<tr>
<td>THEORETICAL FRAMEWORK</td>
<td>9</td>
</tr>
<tr>
<td>Dependent Variable</td>
<td>11</td>
</tr>
<tr>
<td>Speaking Production: Definition</td>
<td>11</td>
</tr>
<tr>
<td>Importance of the Speaking production</td>
<td>12</td>
</tr>
<tr>
<td>Stages</td>
<td>13</td>
</tr>
<tr>
<td>Difficulties on developing English production</td>
<td>14</td>
</tr>
<tr>
<td>Speaking production strategies</td>
<td>15</td>
</tr>
<tr>
<td>Memorization strategies</td>
<td>15</td>
</tr>
<tr>
<td>Cognitive strategies</td>
<td>15</td>
</tr>
<tr>
<td>Compensation strategies</td>
<td>16</td>
</tr>
<tr>
<td>Affective strategies</td>
<td>16</td>
</tr>
</tbody>
</table>
INDEX OF TABLE

Table 1: Population ........................................................................................................31
Table 2: Population 2 ......................................................................................................32
Table 3: Sample ................................................................................................................32
Table 4: Operationalization of Variables .......................................................................33
Table 5: Survey to the students .......................................................................................36
Table 6: CHI SQUARE TEST ..........................................................................................39
Table 7: CHART OF FREQUENCY 1 ..............................................................................40
Table 8: CHART OF FREQUENCY 2 ..............................................................................41
Table 9: CHART OF FREQUENCY 3 ..............................................................................42
Table 10: CHART OF FREQUENCY 4 .............................................................................43
Table 11 CHART OF FREQUENCY 5 ..............................................................................44
Table 12: CHART OF FREQUENCY 6 .............................................................................45
Table 13: CHART OF FREQUENCY 7 .............................................................................46
Table 14: CHART OF FREQUENCY 8 .............................................................................47
Table 15: CHART OF FREQUENCY 9 .............................................................................48
Table 16: CHART OF FREQUENCY 10 .........................................................................49
Table 17: Analysis of Results .........................................................................................50
Table 18: Conclusions and Recommendations ................................................................51
INDEX OF GRAPHIC

Illustration 1: Graphic # 1 Survey to the students.................................................................40
Illustration 2: Graphic # 2 Survey to the students.................................................................41
Illustration 3: Graphic # 3 Survey to the students.................................................................42
Illustration 4: Graphic # 4 Survey to the students.................................................................43
Illustration 5: Graphic # 5 Survey to the students.................................................................44
Illustration 6: Graphic # 6 Survey to the students.................................................................45
Illustration 7: Graphic # 7 Survey to the students.................................................................46
Illustration 8: Graphic # 8 Survey to the students.................................................................47
Illustration 9: Graphic # 9 Survey to the students.................................................................48
Illustration 10: Graphic # 10 Survey to the students...............................................................49
**TITULO Y SUBTITULO:** Pedagogical Games as a resource to develop speaking production in the English language

**Proposal:** Design of a handbook that implements pedagogical games in the learning process to strengthen the communicative competences and stimulate the English learning in the students of 8th grade of the Unidad Educativa Fiscal Veintiocho de Mayo.

**AUTORES:** Gloria Carlota Regatto Drouet y Alicia Elena Salazar Llerena

**INSTITUCION:** UNIVERSIDAD DE GUAYAQUIL

**FACULTAD:** FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

**CARRERA:** Licenciatura en Idioma Inglés

**ÁREAS TEMÁTICAS:** Pedagogical games to develop speaking

**PALABRAS CLAVE:** pedagogical games stimulation communicative competences

**RESUMEN:** The objective of this project is to implement pedagogical games in the learning process to strengthen the communicative competences and stimulate the english learning in eighth-year students in the "Unidad Educativa Veintiocho de Mayo". The big problem that exists in many public schools specifically in the English area is the lack of fun or playful strategies that encourage students to lose their fear and develop the enthusiasm to learn more words to speak fluently. We have put more emphasis on this issue, since it is one of the most important. In the field investigation, we realized that the students of the "Unidad Educativa Fiscal Veintiocho de Mayo", located at Av. Carlos Julio Arosemena, have a lack of motivation to speak in English since their classes are boring, monotonous and without any creativity that make learning interesting. Therefore, our proposal is innovative, since it has a profile in which the student feels motivated and wants to be present in each class, with playful exercises, songs, physical movements, what students need to obtain a high level in the English language so they are able to understand the information much better and learn faster.

The "Unidad Educativa Fiscal Veintiocho de Mayo" is the center of our research work and our goal is to help in the formation of an interactive and meaningful learning for the eighth year students in the English course in order to develop a great Interest to speak in english language.

**CONTACTO CON AUTORES/ES:**
- **Teléfono:**
- **E-mail:**

**CONTACTO DE LA INSTITUCION**
- **Nombre:**
REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO de tesis

TITULO Y SUBTITULO: Tema: Juegos pedagógicos como recurso para desarrollar la producción oral en inglés
Propuesta: Diseñar un manual que implemente juegos pedagógicos en el proceso de aprendizaje para fortalecer las competencias comunicativas y estimular el aprendizaje del inglés

AUTOR/ES: Gloria Carlota Regotto Drouet y Alicia Elena Salazar Llerena

INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL
FACULTAD: FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA: Licenciatura en Idioma Inglés

FECHA DE PUBLICACIÓN:
N. DE PAG:

AREAS TEMATICA: Juegos pedagógicas para desarrollar la producción oral

PALABRAS CLAVE:

RESUMEN: El objetivo de este proyecto es implementar juegos pedagógicos en el proceso de aprendizaje para fortalecer las competencias comunicativas y estimular el aprendizaje del inglés en estudiantes de octavo año en la Unidad Educativa Veintiocho de Mayo. El gran problema que existe en muchas escuelas públicas específicamente en el área de Inglés es la falta de diversión o estrategias lúdicas que animan a los estudiantes a perder su miedo y desarrollar el entusiasmo para aprender más palabras para hablar con fluidez. Hemos puesto más énfasis en este tema, ya que es uno de los más importantes. En la investigación de campo, nos dimos cuenta de que los alumnos de la "Unidad Educativa Fiscal Veintiocho de Mayo", ubicados en la Av. Carlos Julio Arosemena, tienen una falta de motivación para hablar en inglés ya que sus clases son aburridas, monótonas y sin ninguna creatividad que hacen que el aprendizaje sea interesante. Por lo tanto, nuestra propuesta es innovadora, ya que tiene un perfil en el que el estudiante se siente motivado y quiere estar presente en cada clase, con ejercicios lúdicos, canciones, movimientos físicos, lo que los estudiantes necesitan para obtener un alto nivel en el idioma Inglés para que Son capaces de entender la información mucho mejor y aprender más rápido.

La Unidad Educativa Fiscal Veintiocho de Mayo es el centro de nuestro trabajo de investigación y nuestro objetivo es ayudar a la formación de un aprendizaje interactivo y significativo para los estudiantes de octavo año en el curso de Inglés con el fin de desarrollar un gran Interés para hablar en idioma en Inglés
The objective of this project is to implement pedagogical games in the learning process to strengthen the communicative competences and stimulate the English learning in eighth-year students in the "Unidad Educativa Veintiocho de Mayo". The big problem that exists in many public schools specifically in the English area is the lack of fun or playful strategies that encourage students to lose their fear and develop the enthusiasm to learn more words to speak fluently. We have put more emphasis on this issue, since it is one of the most important. In the field investigation, we realized that the students of the "Unidad Educativa Fiscal Veintiocho de Mayo", located at Av. Carlos Julio Arosemena, have a lack of motivation to speak in English since their classes are boring, monotonous and without any creativity that make learning interesting. Therefore, our proposal is innovative, since it has a profile in which the student feels motivated and wants to be present in each class, with playful exercises, songs, physical movements, what students need to obtain a high level in the English language so they are able to understand the information much better and learn faster.

The "Unidad Educativa Fiscal Veintiocho de Mayo" is the center of our research work and our goal is to help in the formation of an order to develop a great interest to speak in English language interactive and meaningful learning for the eighth year students in the English course in Order to develop a great interest to speak English language.
El objetivo de este proyecto es implementar juegos pedagógicos en el proceso de aprendizaje para fortalecer las competencias comunicativas y estimular el aprendizaje del inglés en estudiantes de octavo año en la Unidad Educativa Veintiocho de Mayo. El gran problema que existe en muchas escuelas públicas específicamente en el área de Inglés es la falta de diversión o estrategias lúdicas que animan a los estudiantes a perder su miedo y desarrollar el entusiasmo para aprender más palabras para hablar con fluidez. Hemos puesto más énfasis en este tema, ya que es uno de los más importantes. En la investigación de campo, nos dimos cuenta de que los alumnos de la "Unidad Educativa Fiscal Veintiocho de Mayo", ubicado en la Av. Carlos Julio Arosemena, tienen una falta de motivación para hablar en inglés ya que sus clases son aburridas, monótonas y sin ninguna creatividad que hacen que el aprendizaje sea interesante. Por lo tanto, nuestra propuesta es innovadora, ya que tiene un perfil en el que el estudiante se siente motivado y quiere estar presente en cada clase, con ejercicios lúdicos, canciones, movimientos físicos, lo que los estudiantes necesitan para obtener un alto nivel en el idioma Inglés son capaces de entender la información mucho mejor y aprender más rápido.

La Unidad Educativa Fiscal Veintiocho de Mayo es el centro de nuestro trabajo de investigación y nuestro objetivo es ayudar a la formación de un aprendizaje interactivo y significativo para los estudiantes de octavo año.
en el curso de Inglés con el fin de desarrollar un gran interés para hablar en idioma en Inglés
INTRODUCTION

Nowadays to speak English is considered a necessary tool both business and personal life. It is one of the most spoken languages in the world by people of different countries.

In the past there was a bad management of some administrators who did not have the vision to develop education. The Government has now established a scholarship program for the English teachers in order to improve their knowledge of the language. It is also giving refresher seminars to use modern strategies and techniques according to the needs of the students.

The present research aims to make known the good use of methodological strategies in the teaching learning process of English, specifically in the acquisition of the speaking production.

CHAPTER 1: THE PROBLEM

Research Context, Conflict situation, scientific fact, Causes, Formulation of the problem, General objective, Specific objectives, interrogatives Justification.

CHAPTER 2: THE THEORETICAL FRAMEWORK

Antecedents, Dependent Variable, Speaking production definition, Importance of speaking production, Stages, Difficulties on developing English production, Speaking production strategies, Memorization strategies, Cognitive strategies, Compensation strategies, Affective strategies, Social strategy, Types: Interactive, Partially interactive, Non interactive, Methodology, Results, Conclusions, Recommendations, Glossary
CHAPTER 3: METHODOLOGY

Design of the methodology, Types of investigation, Population and sample, Investigation instruments, Survey to the students, Interview to the English teachers, Interview to the Directives. Analysis and results, Conclusions and recommendations.

CHAPTER 4: THE PROPOSAL

Antecedents, Justification, Objectives of the proposal, Theoretical Aspects, Feasibility of its application, Description of the proposal, Conclusions
CHAPTER I
THE PROBLEM

Research Context

Nowadays we are immersed in technology and it is so easy to communicate with people from other countries through the internet. This has made people be able to actively participate in different fields in society. This has settled the importance of learning a foreign language, in this case English.

According to what we observe through our teaching career private educational institutions in Ecuador apply different English teaching strategies since children are in preschool. We think this is absent in the public education system, as a foreign language, English is not taught in elementary school, students start learning a new language at middle school.

For us speaking is the most important language skill that should be handled properly by the student learning a foreign language, because is a key to communicate. It is necessary that the teacher carefully examines the factors, conditions and components that help having an effective speaking production.

We are developing our project with 8th basic students from “UNIDAD EDUCATIVA FISCAL VEINTIOCHO de Mayo”. It is important to highlight that all state institutions should complete an English text provided by the Government. The school has a laboratory that can be used as support for the teaching process. We have identified the following problems and shortcomings:

- One hour a day of classes is not enough time to improve verbal, grammatical and oral production.
• The techniques used by teachers in class are deficient. Not all the teachers get effective strategies to transmit the knowledge to their students because they do not have a previous training. The authorities of the school don’t have a proper follow up.

• The teaching strategy used by the teacher was flat and this made the students bored and not interested in learning English.

Teachers should consider these problems before preparing the lessons. They should use proper techniques and provide students with appropriate support material to create a positive environment in the classroom making English their favorite subject.

Investigation Problem

Conflict Situation

The 8th grade of the “Colegio Nacional 28 de Mayo” has 47 students. There are 20 boys and 27 girls. They belong to a low socioeconomic status and half of them are from Guayaquil. There are several factors that interfere with children’s ability to learn a foreign language, like the high number of students per class and the few hours per week to teach English language, also the work plan to be followed to complete the mandatory book. Under these conditions, it is not easy to make an effective practice of speaking English.

For this reason, our students have shown great difficulty expressing themselves in English. Additionally, when they try to speak, they do not know the meaning of the words that they try to use and this creates many difficulties when trying to communicate effectively.

For students to develop their English-speaking skills and overcome any difficulty it is important to practice in a fun and entertaining way.
This is why the employment of pedagogical games will help us solve a big problem in this school, the low level of students able to speak in English.

**Scientific Fact**

Deficient level in oral production in English of the students from 8th grade of the “Unidad Educativa Fiscal Veintiocho de Mayo”, city of Guayaquil, Parroquia Tarqui, 2015.

**Causes**

- The old-fashioned methodology for teaching English as a subject.
- Lack of motivation of students to improve their speaking skills.
- Limited participation of students in classes.
- Lack of educational games as a teaching resource.

**Formulation of the Problem**

In what way does the use of pedagogical games influence in the development of speaking production in the students of 8th grade at Unidad Educativa Fiscal Veintiocho de Mayo, Guayaquil, 2015 to 2016.

**Objectives**

**General Objective**

To examine the influence of pedagogical games in the development of speaking production through statistical and field analysis, achieved with the design of a handbook with pedagogical games in Unidad Educativa Fiscal Veintiocho de Mayo, Guayas. Guayaquil, from 2015 to 2016, following the improvement of English speaking abilities in the students.

**Specific Objective**

To identify the influence pedagogical games have in the development of students English vocabulary, by approaching a literature review analysis and a statistical and field analysis.
To evaluate the oral production of the English language of the students to determine the level of knowledge they have.

To determine the most important aspects of the research to design a handbook with pedagogical games that can be use according to the reality of the institution to ensure good knowledge

**Interrogatives**

1. Do you know any pedagogical games that may contribute to the development of speaking production in English?
2. Would it be worthy to increase the hours of English classes?
3. How does the application of different teaching strategies will motivate students to learn English?
4. Why is it important to motivate students through games to develop their speaking production in English?
5. In what way does the design of an educational handbook will strengthen student´s speaking production?
6. For how long does the educational handbook would be implemented in the process of teaching?
Justification

The development of a person’s language is an essential component to access information and break the barriers of different cultures, access to better employment opportunities and a way to communicate effectively with people from other countries.

Bilingual and multilingual education refers to the use of two or more languages as teaching aids (United Nations Educational, Scientific and Cultural Organization, 2011). In much of the literature, both types are subsumed in the term “bilingual education”. However, UNESCO, 30 C / 12 adopted by the General Conference in 1999, adopted the term “multilingual education” to refer to the use of at least three languages in education: the mother language, a regional language and an foreign language. In this resolution, the view that multilingual education is the only way to meet the requirements of participation in the global and national levels are defended as well as the specific needs of different communities in their culture and language.

The Ministry of Education by decree 0016-13 agrees to issue regulations to implement the National Training System in language skills with English teachers and in the article 2.1.1 states to increase their English language proficiency through an intensive training program to obtain the b2 level of proficiency in the English language according to the Common European Framework (2016).

The inability to communicate verbally of the students from 8th grade of the “Colegio Nacional 28 de Mayo” led us to develop this project. Students of this course have demonstrated serious limitations to communicate orally in English.

The use of pedagogical games and resources to develop the speaking production in the English language is very beneficial for students
because they can speak more fluently, increase their vocabulary and will communicate more effectively. One of the techniques that teachers can apply is a pedagogical game, because games are potential activities that give the student freedom of expression (Dwiyanti, 2009).

This project is beneficial to students because it will improve their speaking production and communication and it is important for educators to apply it and find a more efficient way for teaching English.

The school benefits from implementing this project because it improves the quality of education. This study contributes to develop the speaking production by designing an educational handbook to help increase the academic level of 8th graders from COLEGIO NACIONAL 28 DE MAYO, Guayas, Guayaquil, 2015-2016.
CHAPTER II
THEORETICAL FRAMEWORK

According to the USC University of California (2016), a theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered (2016).

The theoretical framework is not something that readers can find immediately within the literature (2016). Before, you must check and review course readings and pertinent research studies for theories and analytic models that are relevant to the research problem you are investigating (2016). Selecting a theory should depend on its appropriateness, ease of application, and explanatory power.

The study is strengthened by the theoretical framework in the following ways:

1. An explicit statement of theoretical assumptions permits the reader to evaluate them critically.
2. The theoretical framework connects the researcher to existing knowledge. Guided by a relevant theory, you are given a basis for your hypotheses and choice of research methods.
3. Having assumptions in a research study forces you to address questions of why and how things happen. It permits you to intellectually transition from simply describing a phenomenon you have observed to generalizing about various aspects of that phenomenon.
4. Having a theory helps you identify the limits to those generalizations. A theoretical framework specifies which key variables influence a phenomenon of interest and highlights the need to examine how those key variables might differ and under what circumstances.

According to the Statistics Solutions (2016), we have to consider the theoretical framework as a conceptual model that establishes a sense of structure that guides your research. It provides the background that supports your investigation and offers the reader a justification for your study of a particular research problem. It includes the variables you intend to measure and the relationships you seek to understand. Essentially, this is where you develop a “theory” and build your case for investigating that theory. The theoretical framework is your presentation of a theory that explains a particular problem.

Nowadays English has displaced other languages and became the leading means of communication worldwide. As its domination continues to extend, the world demands a good knowledge of spoken English and that’s why we are developing this project, to improve English speaking production in children. This research will be applied to the students of the Unidad Educativa Fiscal Veintiocho de Mayo, in Guayaquil, 2015-2016.

This project has the appropriate authorization from the relevant administrative staff and the support from the teachers of the institution in order to improve the English-speaking production of students.

This investigation was created due to the deficiency of speaking production of students associated to the lack of pedagogical games in the classroom. Students in Unidad Educativa Fiscal Veintiocho de Mayo are required to use a handbook issued by the government to learn English. According to the new educational laws, students in public schools won’t
start learning a foreign language until they reach 8th grade, so they require a more effective approach to develop an acceptable English speaking production in a proper amount of time.

The pedagogical value of games in learning at all levels has been well documented around the world. As far as this institution, there are not projects implemented to improve English speaking production.

We plan to apply pedagogical games that allow students learn through their participation.

Our study plan encourages students to interact and talk to each other, starting by asking them to introduce themselves to each other and what they would like to learn in this course. Moving on to more complex conversations making students think of a question on their own, and then discuss it. Also, Problem-based learning, debates and role plays are a fun and interactive way to learn.

**Dependent Variable**

**Speaking Production: Definition**

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long-written tradition (Bueno & McLaren, 2006).

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney & Burk., 1998). We think that to speak English well, students need to be able to do several things at the same time, like know suitable vocabulary, use the correct grammar, and produce the correct sounds.
Because of the significant role of speaking, we propose that the use of pedagogical games to enhance speaking production is the best choice. A good student at listening and writing is not necessarily a fluent speaker. The speaking production should be trained and developed. Each activity that gathers the attention of students will show progress and helps them focus on key concepts and ideas.

Nowadays the goal of teaching speaking should be to improve students' communicative skills, because, that way, students can express themselves and learn how to follow the social and cultural rules.

In our opinion we can approach a better quality of speaking process by applying pedagogical games in the teaching technique. It's important to make lessons interesting, bored students won't remember much of the lesson.

**Importance of the Speaking production**

Speaking is one of the most important skills to be developed and enhanced as means of effective communication (Burns & Joyce, 1997). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994).

The speech produced by the student should be controlled at first by the teacher. The use of exercises and presentations will help the student develop his/her ability. Typical strategies include listening to fluent English constantly in situations they enjoy like music and movies, building vocabulary through repetition and schema building, using gestures, and reading out loud.

Speaking implies the interaction with other person and is as much talking as listening.
Nonverbal communication is also important, even for natives. Students should be able to use gestures, body language and facial expressions to emphasize what they are saying.

We speak for many reasons— to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay & Knight, 2006).

**Stages**

We as teachers should control each activity carefully and give specific feedback if learners have done well or if they have any errors.

According to Lindsay and Knight (2006), learners need encouragement and they need to know when they are making mistakes that might cause other people not to understand or misunderstand them. Teachers should also use the opportunity to praise learners for getting something right, doing something well, trying hard, and showing a positive attitude towards learning. This could be when they produce an accurate sentence, do an amusing role-play, make an interesting contribution to a discussion, or show that they can use a new item of vocabulary. It is more difficult to decide when to correct. Teachers can choose to correct as soon as the mistake is made or at the end of the activity or class. The advantage of immediate correction is that the learner can correct the error and use the corrected language for the rest of the activity. The disadvantage is that it can break the flow of communication and possibly demotivate or embarrass the learner (Lindsay & Knight, 2006).

To check the student’s progress, we have to consider three stages: At the beginning of the course, throughout the course and at the end. This
way of assessment is very important because we as teachers can have an idea of how our students are progressing.

**Difficulties on developing English production**

Here in Ecuador, students from public schools start to learn English at 8th grade, so for them to learn to speak in English at the same time they are studying other subjects represents a lot of work, so they present difficulties.

The most common problems that speaking production present are frequently of linguistic and/or psychological character.

Some of the linguistic difficulties that students show are speaking slowly, making a lot of pauses, use fillers, taking too much time to organize ideas, articulating incomplete or disorganized sentences, making grammatical mistakes regularly, lacking vocabulary and contractions and pronouncing incorrectly.

On the other hand, the psychological problems involve fear of being mock of, embarrassment, lack of a trustworthy environment and inadequate techniques of teachers for correcting mistakes. This may lead to anxiety, insecurity and shame.

English students may also experience other difficulties according to Dr. Alba Ortiz, from the University of Texas there are different types of conditions that may lead students of a foreign language to present difficulties.

1. Classroom conditions that don't encourage oral activities. The students may not have a proper learning environment; the access to the proper material may be limited.
2. Lack of emphasis on speaking production. Students don't have the proper help they need to develop their skills. The size of the class difficulties/limits participation of students.
3. Limited opportunities to practice outside the classroom.
4. Learning disabilities, or learning disorders

**Speaking production strategies**

Teachers must provide the necessary tools for students to develop their learning potentials. There are numerous strategies when it comes to speaking production; our project seeks to prove the validity of social strategies in 8th grade children.

**Memorization strategies**

Speaking is an imperative part of a foreign language learning and teaching. Regardless of its importance, teaching speaking has been underestimated and English language teachers have continued to teach speaking just as repetition or memorization of dialogues.

The memory strategies help students to learn more vocabulary. It works if you create mental connections to put new words in a context, to remember a word is easier if you learn its meaning and use it in a conversation.

Children require multiple exposures to words in order to develop a rich understanding of their meaning and use. Teachers should make a point of introducing interesting new words for children to learn into each classroom activity (Tabors, 2008).

**Cognitive strategies**

Cognitive strategies allow students to understand, manipulate and create new information on different ways. They include practicing, reclining and transmitting messages, analyzing and reasoning, taking notes and resume.
Compensation strategies

Spite the student’s difficulties and limitations in speaking production, compensation strategies help students comprehend and produce a message by using linguistic clues for them to guess intelligently.

Affective strategies

To help students regulate their emotions an attitude, teachers should motivate them constantly. Teachers must deal with low self-stem and anxiety.

To reduce anxiety teachers may use music or breathing/meditation exercises. Always encourage students by giving them positive feedback. Other ways may be making students carry a language journal, discuss their feelings with others and using check lists to make them more secure.

Social strategy

It helps students learn through interaction with the each other, asking questions, cooperate and have empathy to develop cultural understanding.

During group activities, pair students with children who have strong English language skills (Barone & Xu, 2008).

Types

Interactive

By exchanging ideas, speaking production improves. In this situation, students have conversations with each other in which they practice their listening and speaking skills.

Partially interactive

These situations include giving a speech to a live crew in which the audience can't interrupt the speech but the speaker can judge the crew by their expressions.
Non interactive

In this case we are referring to a situation that doesn't allow interaction with people around you. Like recording a speech for a radio broadcast.

In our opinion to improve English speaking production it is necessary to follow the next steps

1. Establish reachable goals
2. Encourage students to speak to each other in English with group projects.
3. Control the proper speech production and correct them when they are making a mistake.
4. Implement pedagogical games to the classroom.
5. Help students to lose the fear of speaking by making them give presentations to small audiences.
6. Make students debate about topics they are inspired on. They should commit to their opinion and defend it.
7. Let students develop their opinion and give them the proper time to articulate the sentences on their own.
8. Make students participate in class by asking questions constantly.
9. Let students enjoy the class; fun role games may give them a few laughs and help them learn.
10. Encourage students to get involved with the community by doing interviews, let them lose the fear of speaking.
11. Develop teamwork in students.

Methodology

This study was conducted in the Unidad Educativa Veintiocho de Mayo, in Guayaquil, 2015-2016. The respondents were students taking English classes. At the time of the study, 35 students were selected from 8th grade. There were 17 males and 18 females, from ages 11 to 13. In our
research, we complemented our English classes with pedagogical games for two months. We implemented cooperative active learning exercises such as:

- Speak English constantly
- Interviews
- Current Events
- Role Play
- Debates
- Fairs
- Case Studies
- Think and share
- Team competition
- Movies and music

Encouraging them to speak English constantly: Using common social greetings and every time they address the teachers.

Interviews: We assign each student an interview with their parents, they needed to record it with their cellphones and present them in a cd so we could evaluate their English skills, they needed to ask them about their life’s and jobs, if their parents didn’t speak English they could interview someone else, or even a teacher. Due to their basic level of English speaking, they were told to develop easy understanding questions, such as: *where are you from? Where do you work? What are your hobbies?*

Discussing current events or subjects they were interested in: Each student had to bring news from the newspaper and talk about it in class.

Role play: There was a job assign to everyone in the classroom and they had to embrace their characters and act like them.

Debates: students had to pair up and pick a topic to debate on.
Fairs: In groups of 5 students each they had to develop small research projects and present them to us.

Case studies: Students had to think and share their opinion on what they would do in different situations.

Think and share: students have to develop a question on their own, and then discuss it in pairs, and finally together with the whole class.

**Team competition:** Students are grouped into teams to solve a problem or analyze a reading. Each team completes different part of the work and then we discuss it with the whole class, the first team to finish the assignment completely and correctly win.

Movies and music: Encourage students to listen to music and watching movies in English to adjust their ears to the language, this will help their pronunciation and understanding. Make students choose a song they like and sing it with a partner in class.

Working together, learning from each other, and sharing and critical analyzing a diversity of ideas is the key of mastering speaking production.

After the two months, the examinees underwent a 2 minute survey. The questions were distributed to the respondents after the proper explanation of the class and were collected by the researcher right after they finished answering. Data information was collected and tabulated. Statistics were used to analyze the data.

**Results**

According to the results, the institution does not provide the necessary didactic materials for students. Students think that the use of pedagogical games helps them improve their speaking production and all teachers should include them in class. If you are teaching a large class
and if your students are used to language lessons which focus more on the written language than on speaking teaching English is a challenge. That’s why teachers should apply speaking activities to the classroom which will make students want to participate and to interact with one another.

Playing games in English makes the students speak with each other and help them improve vocabulary. Vocabulary deficiency interferes in the students speaking skills. The use of pedagogical games makes students like English more and motivates them to practice English skills.

**Conclusion**

Once tabulated analyzed and interpreted the results of the research developed through the application of a survey of students and teachers and an interview to the highest authority of the Unidad Educativa Veintiocho de Mayo, finally the conclusions and recommendations below are established.

- The use of pedagogical games helps students improve their speaking production in English
- The teacher should include pedagogical games in his/her English class.
- The use of pedagogical games in English makes students talk to each other in a foreign language.
- The use of pedagogical games helps improve vocabulary
- Poor vocabulary interferes with the ability of the students to speak.
- The use of pedagogical games helps students to like English more.
- The use of pedagogical games in English encourages students to practice their abilities in English.
- The institution does not provide the necessary teaching materials to improve English speaking production of students.
PEDAGOGICAL FOUNDATION

DEFINITION

Pedagogy is the science and art of education. Education is the process and result of assimilating a system of knowledge and of developing skills and habits, eventually ensuring a certain level of development of a person's cognitive needs and capacities and his ability to perform some kind of practical activity.

General education provides each person with the knowledge, skills, and habits he needs for overall development. These are the basis for a subsequent specialized education, whose goal is preparation for professional work. In level and scope, both general and specialized education may be primary, secondary, or higher.

Pedagogy is the act of teaching together with its attendant discourse. It is what one needs to know, and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted. (Robin, 2003)

Pedagogy is essentially a combination of knowledge and skills required for effective teaching. It makes a difference in the intellectual and social development of students.

Good pedagogy requires a broad repertoire of strategies and sustained attention to what produces student learning.

SOCIOLOGICAL FOUNDATION

The Sociological Foundation of Education has added a new dimension to education as an interdisciplinary approach. Man not only lives in a society, he grows and functions in a social context and various factors contribute to the growth of an individual.

Sociology which involves the study of society, social process and
social change is a growing science. School is a miniature society and what happens in a society also happens in a school situation. Like parents in a family, teachers take important roles in a school. The factors which are dealt with in a social context may be classified under human, environmental and organizational factors.

“Sociology is the study of human social life, groups and societies. It is a captivating and engaging company, having our own behavior as objects like human beings”. (Giddens, 2007)

The sociology means the science of society as a collection of individuals united by certain relations or mode of behavior which mark them off from others who do not enter into these relations or who differ from them in behavior.

SOCIOLOGY OF EDUCATION

Sociology of education is the scientific analysis of the social processes and patterns involved in the educational system. Education prepares young people for entry into society and is thus a form of socialization. Sociology of education looks at education as evolving form and altering the social environment. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and values to young people for adult social roles.

Sociology of education is part of social science largely concerned with the mass educational systems of modern societies. It covers sociological issues such as social stratification, socialization, economic development and culture.

SOCIOLOGY IN THE CLASSROOM

A classroom, like any other social group, requires all the members to participate and interact with each other for a common goal. A teacher as a leader in the classroom can make sure that there is interaction
among his/her students by forming study groups or circles.

“We can identify our character strengths, build strong relationships, and foster enabling social environments to be our best self and to be able to give to others”. (Mooney, 2003)

In these groups members are in face to face interaction with each other and there are a small number of participants, this encourages the students to speak out their minds on a given topic. This is so because in a small group every student is given a chance to express himself/herself as compared to the whole class. This gives a chance to some students who cannot express themselves fully when there are many people around them. This helps students to build self-confidence since their views can be heard by their peers. It also builds a habit of doing things together as a result there is unity among members of the group

LEGAL FOUNDATION

The regulation to develop the design and execution of educative projects was approved in session of the Honorable Directive Council on January 15th, 1999 and ratified on February 9th of the same year.

The Directive Council arranged that the educative projects must be performed until by two under-graduates.

Among the objectives of the regulation, we have:

- To design and execute the educative projects by applying the scientific method to contribute the improvement of the education quality.
- To contribute the integral, harmonic and permanent development of the future professionals.
- To guarantee the research through technical resources to make an efficient investigation
Constitution of the Republic Title 2 Rights

First chapter

**Early application of rights:**

Art. 27.- Education should be centered on the human being and ensure their holistic development, within the framework of respect for human rights, sustainable environment and democracy; will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth, will promote gender equality, justice, solidarity and I to peace; stimulate critical thinking, art and physical education, individual and community initiative and the development of skills and abilities to create and work.

Organic Law of Intercultural Education (LOEI) Title 1

**The general principles**

Single chapter the scope also principles and purposes.

G. Permanent Learning. - The concept of education as a lifelong learning, which develops throughout life.

N. Learning. - Community Education is among those concepts that society recognizes as an entity that learns and teaches and is based on the learning community among teachers and learners, considered as spaces for social and intercultural dialogue and exchange of learning and knowledge.

**Recommendations**

- We recommend that the authorities of the *Unidad Educativa Veintiocho de Mayo* to implement this project permanently.
- English teachers should include pedagogical games in their classrooms.
- It is necessary to motivate the speaking production and participatory development of students.
- It is necessary to motivate speaking English constantly to increase students' vocabulary.
- We recommend that students be motivated by using participatory learning and pedagogical games to decrease vocabulary deficiency.
- It is necessary to implement this project since the use of pedagogical games makes students enjoy English.
CHAPTER III
METHODOLOGY

Design of the methodology

The word methodology comes from the French méthodologie and the modern Latin methodology in the early 19th century. Methodology is the theoretical and systematic analysis of the models applied to any study branch. It is also used to determine problems with specific items as the theoretical framework; it consists of techniques classified into quantitative and qualitative.

The methodology is not used to solve problems but to define what methods or techniques are required to apply in each case by following these steps:

- Analyze the methods applied by a discipline guideline
- The methodology of the study used to implement with a certain discipline
- Defining methods

According to McKenney and Reeves (2014), “field research gives researchers the opportunity to engage in the context of a problem and develop and refine ideas about the causes of different situations. Knowing the facts about a particular subject studied by those involved in this situation makes you feel more related to this problem and solve it”.

MODALITY OF THE INVESTIGATION

It means to investigate, elaborate and develop a proposal which will help to resolve a problem, requirements or necessities of an Institution.
Analysis

Decomposition of all elements of the data, to classify and reclassify the material collected from different points of view to choose the most accurate and representative.

It helped in our project to find the correct way of investigation in order to obtain truthful information for the development of it.

Multivariate Analysis

Simultaneous analysis of two or more variables, either to predict or control of selected factors.

For our investigation, we had taken into consideration several hypotheses that they were discarded with the continuing research, leaving only one at the end, which was the selected for working.

Bibliography

Set of book titles with the topic research.

We applied this modality at the moment of choosing the best tool for the development of our research. We counted with many of them however we only utilized some of them.

Draft

Written by first intention in which displays an organized way the ideas include the final report.

We prepared some reports according to the results obtained in the research, they were made before, during and after of it, it
helped us to clarify the facts.

**Cause**

A variable is considered the cause of another if: it is not null association has chronological priority is not spurious and rational exposition.

We made various proves with the variables, for example, the relationship between them, obtaining good results in the affirmation.

In other words, the way of thinking is related to understand a reality and the meaning that gives the subject to what studies and researches. The management and the meaning ascribed to its subject matter. The intervention made by the investigator.

This is important to note that any form of reasoning if we are aware or not of it-you lies a theoretical basis from which such reasoning is possible; that is, the reasoning intentionally or not configured from elements of theoretical and conceptual, analytical-interpretive perspectives and order, primarily, ways of living and inhabiting the world.

**Type of investigation**

According to Sarah Mae Sincero (2016), “a personal interview survey, also called as a face-to-face survey, is a survey method that is utilized when a specific target population is involved. The purpose of conducting a personal interview survey is to explore the responses of the people to gather more and deeper information”.

Our methodology is based on a field study, survey - interview, in direct contact with the object of study. It is a scientific, bibliographic and descriptive research.
It’s considered bibliographic because of the theoretical foundations, the definition of the research variables and scientific basis. It’s considered descriptive because it establishes a theoretical structure and defines the behavior of the situation under study.

**Population and Sample**

According to Quizlet (2016), “a population is any entire collection of people, animals, plants or things from which we may collect data. It is the entire group we are interested in, which we wish to describe or draw conclusions about.”

In order to make any generalizations about a population, a sample, that is meant to be representative of the population, is often studied. For each population, there are many possible samples. A sample statistic gives information about a corresponding population parameter. For example, the sample mean for a set of data would give information about the overall population mean.

It is important that the investigator carefully and completely defines the population before collecting the sample, including a description of the members to be included.

It is the total number of people living in a country, city, district or area. In an educational project the population refers to everyone in the institution as well as managers, teachers, staff and students. This investigation is applied to the Unidad Educativa Veintiocho de Mayo, in Guayaquil, 2015-2016.

The school has 5600 students divided into two sessions: morning and evening, and a faculty consisting of 209 teachers, staff 8 people, led by the principal and the vice principal.
<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authorities</td>
<td>2</td>
<td>0,06</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>209</td>
<td>3,22</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>5600</td>
<td>96,71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5811</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 1: Population*

Given that the student population is large, we proceed to the taking of a sample to facilitate the investigative process.

**Formula for calculating the sample**

Population: $N$: 5811  
Sample: $n$  
Error margin: 0,5%  
Error margin²: $E^2$: 0,0025

**Sample**

According to Quizlet (2016), “a sample is a group of units selected from a larger group (the population). By studying the sample, it is hoped to draw valid conclusions about the larger group.”

A sample is generally selected for study because the population is too large to study. The sample should be representative of the general to be included population. This is often best achieved by random sampling. Also, before collecting the sample, it is important that the researcher carefully and completely defines the population, including a description of the members.

The concept of statistical population goes beyond what is commonly known as such. A community is a finite or infinite number of people or objects that share common characteristics.
Therefore, to obtain the correspondent information from the student population of 8th year of the Unidad Educativa Fiscal Veintiocho de Mayo, we proceeded to apply the formula previously developed and therefore to extract the sample expressed below:

<table>
<thead>
<tr>
<th>#</th>
<th>Population</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authorities</td>
<td>2</td>
<td>0.028%</td>
</tr>
<tr>
<td>2</td>
<td>English Teachers</td>
<td>22</td>
<td>13.66%</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>5600</td>
<td>86.06%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5624</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 2: Population 2*

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Administrative Staff</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>212</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>237</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

*Table 3: Sample*
### Table 4: Operationalization of Variables

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| **Independent variable**<br>Pedagogical games | Importance | • Improve speaking production conditions, increasing cognitive processes.  
• Interaction, motivation, fun, learning  
• Are games explicitly designed with educational purposes  
• Become an integrated part of learning to develop speaking production; provide enjoyment, structure, motivation, social interaction and emotion  
• Active learning  
  Critical thinking  
  Experimental learning |
| | Types | |
| | Characteristics | |
| | Advantages | |
| | Strategies | |
| **Dependent variable**<br>speaking production | Characteristic | • To communicate with others  
  To express feelings  
  Memorization  
  Cognitive Compensation  
  Affective  
  Social  
  Interactive, partially interactive, non-interactive |
| | Strategies | |
| | Types | |
Investigation Instruments

Techniques for primary sources

The information was obtained directly from the object of investigation, that is to say the specific sample.

We employed the following techniques:

Survey

According to Quizlet (2016), survey methodology studies the sampling of individual units from a population and the associated survey data collection techniques, such as questionnaire construction and methods for improving the number and accuracy of responses to surveys. Statistical surveys are undertaken with a view towards making statistical inferences about the population being studied, and this depends strongly on the survey questions used. Polls about public opinion, public health surveys, market research surveys, government surveys and censuses are all examples of quantitative research that use contemporary survey methodology to answer questions about a population. Although censuses do not include a "sample", they do include other aspects of survey methodology, like questionnaires, interviewers, and nonresponse follow-up techniques.

A survey is an investigation, within the designs of descriptive research (non-experimental) in which the researcher seeks to collect data through a questionnaire previously designed or interview someone, without changing the environment or the phenomenon where it is collected information either to deliver it in the form of triptych, graph or table. The data are obtained by performing a set of standard questions to a representative sample or, often integrated by individuals, companies and institutional entities, in order to make statements of opinion, ideas, characteristics or set of facts to the total study population specific. In our case it was a survey to students the 8th grade of the Unidad Educativa Veintiocho de Mayo de Guayaquil.
The interview

According to MBA School (2016), the interview is the conversation between the interviewer and the interviewee, where the interviewer seeks replies from the interviewee. Interviews are taken in various situations like for selection procedure, recruitment, market research, surveys. Interviews can be of the following types:

- Formal: an interview in a formal setting, as a job interview.
- Informal: it is more of a chat.
- Structured: The interview is organized beforehand. The interviewer knows which points should the interview cover, and takes the interview in a particular direction.
- Unstructured: The interview has no direction or organization, with no pre-decided format.
- Open: The interview questions are not pre-decided. Questions come up based on the conversation.
- Closed: The questions are pre-decided.
- One-on –One interview: There is only one interviewer and one interviewee.
- Group interview: There is panel taking an interview, or a group of interviewees are interviewed together.

The different interview types suit the needs of different situations.

Therefore, an interview is a conversation between the researcher and a person who answers questions aimed at obtaining information required by the specific objectives of a study.
**OBJECTIVE OF THE SURVEY**

To know the students points of view about the importance of the use of didactical games in teaching English.

**SPECIFIC INFORMATION**

Mark an X on the answer you consider the most appropriate on each of the required statements.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.-The use of didactical games helps the students to improve the speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.-The teacher has to include didactical games in the English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.-Playing games in English makes the students speak with each other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.-The use of didactical games helps you to improve vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.-Vocabulary deficiency interferes in the student speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.-The use of didactical games has made you like English more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.-The use of didactical games motivates you to practice your English skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.-Your teacher uses didactical games in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.-This technique used by your teacher makes you increase your vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.-Your institution provides you the necessary didactic materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 5: Survey to the students*
OBJECTIVE
TO KNOW TEACHERS POINT OF VIEW ABOUT THE IMPORTANCE OF USING DIDACTICAL GAMES TO IMPROVE ORAL PRODUCTION IN THE STUDENTS.

1. - Do you think the use of didactical games make the students learn more vocabulary and improve speaking?

_______________________________________________________________________________________________________

2. - Do you think the use of didactical games in class motivate students to speak in English?

_______________________________________________________________________________________________________

3. - Which of the didactical games is more applicable in your daily practice as an English teacher?

_______________________________________________________________________________________________________

4. - How many times a week you use didactic games with your students?

_______________________________________________________________________________________________________

5. - Do you think the implementation of this project will increase the learning of speaking English in your institution?

_______________________________________________________________________________________________________
OBJECTIVE
To know Directive’s point of view about the importance of using didactical games for teaching English.

1. Do you think students will improve their oral production by using didactical games?

__________________________________________________________________________________
__________________________________________________________________________________

2. Do you think the use of didactical games in class will motivate students to speak English?

__________________________________________________________________________________
__________________________________________________________________________________

3. Do you think English is a language that is necessary to speak today?

__________________________________________________________________________________
__________________________________________________________________________________

4. Do you think the implementation of this project in this Institution will help your students to learn more English?

__________________________________________________________________________________
__________________________________________________________________________________

5. Do you recommend the Directors of other Institutions to implement this project?

__________________________________________________________________________________
__________________________________________________________________________________
CHI SQUARE TEST

With the application of this test we want to demonstrate the relationship that exists between the independent variable and dependent variable.

STATEMENT 1: The use of didactical games helps the students to improve the speaking

<table>
<thead>
<tr>
<th>Row variable</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>33</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>R2</td>
<td>0,94</td>
<td>0,06</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>33,94</td>
<td>2,06</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row variable</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>32,9972222</td>
<td>2,00277778</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>R2</td>
<td>0,94277778</td>
<td>0,05722222</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>33,94</td>
<td>2,06</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

Data

<table>
<thead>
<tr>
<th>Level of Significance</th>
<th>0,05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Rows</td>
<td>2</td>
</tr>
<tr>
<td>Number of Columns</td>
<td>4</td>
</tr>
<tr>
<td>Degrees of Freedom</td>
<td>3</td>
</tr>
</tbody>
</table>

Results

<table>
<thead>
<tr>
<th>Critical Value</th>
<th>7,8147279</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square Test Statistic</td>
<td>0,00014711</td>
</tr>
<tr>
<td>p-Value</td>
<td>0,99999953</td>
</tr>
</tbody>
</table>

Do not reject the null hypothesis

Table 6: CHI SQUARE TEST
Analysis of results: Survey to the students

Sample: 35 students  
Course: 8th

STATEMENTS 1: The use of didactical games helps the students to improve the speaking.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>33</td>
<td>94%</td>
</tr>
<tr>
<td>Usually</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 7: CHART OF FREQUENCY 1

Source: Unidad Educativa “Veintiocho de Mayo”

ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

ANALYSIS: According to the results of students think that the use of didactical games help them to improve the speaking; for that reason, we will recommend the principals of Unidad Educativa “Veintiocho de Mayo” to continue applying this project.
Analysis of results: survey to the students

Sample: 35 students
Course: 8th

STATEMENTS 2: The teacher has to include didactical games in the English class.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>32</td>
<td>91%</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 8: CHART OF FREQUENCY 2

Source: Unidad Educativa “Veintiocho de Mayo”
ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

ANALYSIS: According to the results of students think that the teacher has to include didactical games in the English class; for that reason, we will recommend the English teachers of Unidad Educativa “Veintiocho de Mayo” to include didactical games in their English class.
Analysis of results: survey to the students

Sample: 35 students  
Course: 8th

STATEMENTS 3: Playing games in English makes the students speak with each other.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>25</td>
<td>71%</td>
</tr>
<tr>
<td>Usually</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 9: CHART OF FREQUENCY 3

Source: Unidad Educativa “Veintiocho de Mayo”

ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

**Graphic # 3**

Illustration 3: Graphic # 3 Survey to the students

ANALYSIS: According to the results of students think that playing games in English makes the students speak with each other; for that reason, it is necessary to motivate the speaking production of the students.
Analysis of results: survey to the students

Sample: 35 students  
Course: 8th

STATEMENTS 4: The use of didactical games helps you to improve vocabulary.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>30</td>
<td>86%</td>
</tr>
<tr>
<td>Usually</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 10: CHART OF FREQUENCY 4*

Source: Unidad Educativa “Veintiocho de Mayo”
ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

**Graphic # 4**

ILLUSTRATION 4: Graphic # 4 Survey to the students

ANALYSIS: According to the results the students think that the use of didactical games helps to improve the vocabulary; for that reason, it is necessary to motivate the language process all the time to make students increase their vocabulary knowledge.
Analysis of results: survey to the students

Sample: 35 students  
Course: 8th

STATEMENTS 5: Vocabulary deficiency interferes in the student speaking skill.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Usually</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 11 CHART OF FREQUENCY 5

Source: Unidad Educativa “Veintiocho de Mayo”
ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

Graphic # 5

Illustration 5: Graphic # 5 Survey to the students

ANALYSIS: According to the results of students think that the vocabulary deficiency interferes in the student speaking skill; for that reason, we recommend the motivation of the students with didactical games to decrease the vocabulary deficiency.
Analysis of results: survey to the students

Sample: 35 students

Course: 8th

STATEMENTS 6: The use of didactical games have make you like English more.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>32</td>
<td>91%</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 12: CHART OF FREQUENCY 6

Source: Unidad Educativa “Veintiocho de Mayo”

ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

ANALYSIS: According to the results of students think that the use of didactical games has make you like English more; for that reason is necessary to implement this project because the use of didactical games make students like English.
Analysis of results: survey to the students
Sample: 35 students  
Course: 8th

STATEMENTS 7: The use of didactical games motivates you to practice your English skills.

### CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>26</td>
<td>74%</td>
</tr>
<tr>
<td>Usually</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 13: CHART OF FREQUENCY 7*

Source: Unidad Educativa “Veintiocho de Mayo”

ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

### Graphic # 7

*Illustration 7: Graphic # 7 Survey to the students*

ANALYSIS: According to the results of students think that the use of didactical games motivates them to practice their English skills; for that reason, we recommend the use of didactical games.
Analysis of results: survey to the students

Sample: 35 students  
Course: 8th

STATEMENTS 8: Your teacher uses didactical games in class.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>32</td>
<td>91%</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14: CHART OF FREQUENCY 8

Source: Unidad Educativa “Veintiocho de Mayo”
ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

ANALYSIS: According to the results of students think their teacher use didactical games in class; for that reason, we think that is not difficult to implement this project.
Analysis of results: survey to the students

Sample: 35 students  
Course: 8th

STATEMENTS 9: This technique used by your teacher makes you increase your vocabulary.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>29</td>
<td>83%</td>
</tr>
<tr>
<td>Usually</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 15: CHART OF FREQUENCY 9

Source: Unidad Educativa “Veintiocho de Mayo”
ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

Graphic #9

Illustration 9: Graphic # 9 Survey to the students

ANALYSIS: According to the results of students think that this technique used by the teacher makes them increase their; this proves that this technique is effective.
Analysis of results: survey to the students

Sample: 35 students  
Course: 8th

STATEMENTS 10: Your institution provides you the necessary didactic materials.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Usually</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Never</td>
<td>29</td>
<td>83%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 16: CHART OF FREQUENCY 10

Source: Unidad Educativa “Veintiocho de Mayo”

ELABORATE BY: Alicia Salazar Llerena y Gloria Regatto Drouet.

ANALYSIS: According to the results of students think that the institution provides the necessary didactic materials; for that reason, we highly recommend the school acquires these materials.
Analysis of Results

The best way to identify the different educational problems that the students of 8th GRADE, BASIC EDUCATION AT UNIDAD EDUCATIVA FISCAL VEINTIOCHO DE MAYO have been experimenting during their learning process is thorough direct observations, interviews and surveys to authorities, teachers and students. This population was chosen to gather information, collect data, and select the appropriate scientific methods to facilitate four different alternatives, a) always, b) usually, c) sometimes, d) never, were very helpful to establish conclusions and recommendation.

SURVEY TO THE STUDENTS

RESULTS

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.-The use of didactical games helps the students to improve the speaking.</td>
<td>33</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>2.-The teacher has to include didactical games in the English class.</td>
<td>32</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>3.-Playing games in English makes the students speak with each other.</td>
<td>25</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>4.-The use of didactical games helps you to improve vocabulary.</td>
<td>30</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>5.-Vocabulary deficiency interferes in the student speaking skill.</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>6.-The use of didactical games have make you like English more.</td>
<td>32</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>7.-The use of didactical games motivates you to practice your English skills.</td>
<td>26</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>8.-Your teacher uses didactical games in class.</td>
<td>32</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>9.-This technique used by your teacher makes you increase your vocabulary.</td>
<td>29</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>10.-Your institution provides you the necessary didactic materials.</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>29</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 17: Analysis of Results

Source: Unidad Educativa “Veintiocho de Mayo”

ELABORATED BY: Alicia Salazar Llerena y Gloria Regatto Drouet.
Conclusions and Recommendations

After we tabulated and analyzed the surveys applied to the students of 8th Grade basic education at “UNIDAD EDUCATIVA FISCAL VEINTIOCHO DE MAYO” WE CAN CONCLUDE AND RECOMMEND THAT:

<table>
<thead>
<tr>
<th>CONCLUSIONS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The use of didactical games helps the students to improve the speaking.</td>
<td>• We will recommend the principals of Unidad Educativa “Veintiocho de Mayo” to continue applying this project.</td>
</tr>
<tr>
<td>• The teacher has to include didactical games in the English class.</td>
<td>• We will recommend the English teachers to include didactical games in their English class.</td>
</tr>
<tr>
<td>• Playing games in English makes the students speak with each other.</td>
<td>• It is necessary to motivate the speaking production of the students.</td>
</tr>
<tr>
<td>• The use of didactical games helps you to improve vocabulary.</td>
<td>• It is necessary to motivate the language process all the time to make students increase their vocabulary knowledge.</td>
</tr>
<tr>
<td>• Vocabulary deficiency interferes in the student speaking skill.</td>
<td>• We recommend the motivation of the students with didactical games to decrease the vocabulary deficiency.</td>
</tr>
<tr>
<td>• The use of didactical games has made you like English more.</td>
<td>• It is necessary to implement this project because the use of didactical games make students like English.</td>
</tr>
<tr>
<td>• The use of didactical games motivates you to practice your English skills.</td>
<td></td>
</tr>
<tr>
<td>• The Institution doesn’t use the necessary materials and techniques to improve the speaking production of the students.</td>
<td></td>
</tr>
</tbody>
</table>

Table 18: Conclusions and Recommendations

SOURCE: Unidad Educativa “Veintiocho de Mayo”
CHAPTER IV
THE PROPOSAL
HANDBOOK THAT IMPLEMENTS PEDAGOGICAL GAMES IN THE LEARNING PROCESS

To speak English is very difficult for most students because they feel insecure of themselves and in several occasions they feel ashamed and afraid of mispronounce words. For this reason we have felt the need to introduce and develop a handbook with a great variety of activities and pedagogical games for the students to help them to improve their speaking production in the English language.

We think it is very important that the student learn to speak in English because this knowledge will help them to communicate with others around the world.

We could realize that the students of the 8th grade of the Unidad Educativa Fiscal Veintiocho de Mayo are not motivated to speak in English and their English class is bored and monotonous.

For this reason, our proposal is innovative because the student will learn to speak English in a funny way with pedagogical games.

According to the results of the survey this proposal is what is needed to strengthen the communicative competences and stimulate the English learning in the students of 8th grade of the Unidad Educativa Fiscal Veintiocho de Mayo.
JUSTIFICATION

According to UNICEF English is the third most spoken language in the world. This is why it is extremely important to encourage children to speak this language.

Unfortunately, in the public schools in our country it is no relevant to teach this language and many teachers are not professionally prepared to teach english.

According to the result of our survey this handbook will help the students to improve their speaking production in english.

We think that the biggest problem that the teacher has when giving his English class at Colegio Nacional 28 de Mayo is the lack of teaching materials and audiovisual aids. They only have a book that is delivered by the government.

The beneficiaries of this handbook will be students of the 8th grade of Colegio Nacional 28 de Mayo and the English teachers. The students because they will learn to speak English in a fun and interesting way, using pedagogical games. And the teachers because they will have a handbook with pedagogical strategies that will help make their class more interesting and their students eager to receive it.

We think that the lack of pedagogical material to support the English teacher's class causes students to become bored and lose interest in learning. This is why our proposal is based on an educational handbook that implements pedagogical games. This handbook will be a very important tool that the teacher will have to improve the speaking production in his students.
Our proposal is totally viable because we design it with the support of the Principal of the Unidad Educativa Fiscal Veintiocho de Mayo and it is based on the reality and the academic needs of the students of 8\textsuperscript{th} grade. Also, we have the economic resource to elaborate this handbook. We received the help of the English teachers to develop this project.

**OBJECTIVES OF THE PROPOSAL**

**General Objective**

To design a handbook that implements pedagogical games in the learning process to strengthen the communicative competences and stimulate the English learning in the students of 8\textsuperscript{th} grade.

**Specific Objectives**

To determine that pedagogical games can be effective in the English Learning process modifying the typical standard of learning at Unidad Educativa Fiscal Veintiocho de Mayo.

To help students learn how to pronounce words correctly and speak fluently with their classmates by using pedagogical games to reinforce teachers class and motivating the students to practice their English skills.

To encourage children to learn by participating and integrating with the class and activating motivational components in the students in order for them to feel comfortable enough to speak in English with confidence.

**THEORETICAL ASPECTS**

**Psychological aspect**

The psychological perspective it’s key to introduce knowledge and motivate students to English Learning. Children learn a new language in a remarkably brief period of time and it’s vital to create an entertaining environment in order for them to enjoy and boost their creativity. To apply psychology in the classroom is important to improve the typical education model and relate to children in order to make and impact on them.
**Pedagogical Aspect**

The art of teaching is a complex task. An effective teacher studies the science of pedagogy and applies it in the classroom. Work integrated learning, experienced-based education and dynamical exercises have proved to be more effective than the typical education model.

For the teacher to work together with the students there must be an integrating environment that allows children to practice English Language with confidence and fun.

**Legal aspect**

The following articles of the constitution of the Republic of Ecuador correspond to Education:

Article 26. Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.

Article 27. Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work.

Education is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development.
Article 28. Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well compulsory attendance of initial schooling, basic education and secondary education or their equivalent.

It is the right of every person and community to interact among cultures and to participate in a society that learns. The State shall promote intercultural dialogue in all of its many dimensions.

Learning shall take place with schooling systems and non-school modalities.

Public education shall be universal and secular at all levels and shall be free of charge up to and including the third level of higher education [post-secondary undergraduate schooling].

Article 29. The State shall guarantee the freedom to teach, academic freedom in higher education, and the right of persons to learn in their own language and cultural environment.

Mothers and fathers or their representatives shall be at liberty to choose for their daughters and sons an education that is in line with their principles, beliefs, and pedagogical options.

**Feasibility of its application**

**Financial**

We have the economic resources sufficient for the preparation of this handbook, the same that will be distributed to the authorities, teachers and students of the eighth grade of the Unidad Educativa Fiscal 28 de Mayo.

**Technical feasibility**

Our handbook will be accompanied by images, exercises, didactic and innovative games that will make children interested in learning
English. Also, there are songs and audio exercises that support the handbook.

It's a complement for the textbook that children use in eighth grade.

**Human feasibility**

This project has been possible thanks to the support of the directors, teachers and students. Also, because of the help of our dear tutor, who put at our disposal the incalculable value of his knowledge, who guided us correctly through this process with his wisdom, support and professionalism.

**DESCRIPTION OF THE PROPOSAL**

**Methodology used in the proposal**

Our proposal will use the method for the English teaching called Audio lingual method and the audio-visual method which includes the use of dynamic exercises in order to encourage children to apply all of their attention to the class.

**Audio lingual method**

This method encourages students in the use of grammatical phrases. This method helps students to respond correctly to stimuli through shaping and reinforcement. It includes songs and audio exercises that help children to practice their pronunciation and fluidness.

**Audio visual method**

This method refers both sound and pictures. The teacher will show visual presentations to the students. All this exercises are in the handbook.

Our proposal will be designed according to the book that is given to the students by the Education Minister because this proposal is to reinforce the speaking production in English language of the students of 8th grade of Unidad Educativa Fiscal Veintiocho de Mayo.
Getting students to use English in the classroom is one of the biggest challenges of teaching. The purpose of this project is to make the English class more interesting and interactive and to encourage students to speak English vividly. If they enjoy the lessons, their attitude to speaking English will improve over time.

CONCLUSIONS

The use of this handbook was aimed at students to improve the development of English speaking production. The proposal was designed according to our reality with the support of managers, teachers, students and parents, who were indispensable for the development of this handbook.

It was made with many fun exercises, crossword puzzles, and other didactic resources; and it will be of great help to support the guide text used by eighth grade children because with these exercises children will be able to understand better and to speak more fluently in order to improve the language. With this handbook children will be able to apply their writing, listening and speaking skills.
References


Reeves, M. a. (2014).


BIBLIOGRAPHY

Brown, J.  *The perfect teaching - learning process*. Boston MA USA.
Cedeño, J. L. *Metodologías para la enseñanza de idiomas*. Celce-Muria.
Harmer, W. *Meaningful Learning*. Ontario CA.
Bounce Now, MacMillan
Appendix 1
Documents
Guayaquil, enero 9 del 2017

Arq. Silvia Moy-Sang Castro

DECANA DE LA FACULTAD DE FILOSOFÍA

Ciudad: -

En su despacho:

Yo, Alicia Elena Salazar Llerena con cédula 0908923782 y Gloria Carlota Regatto Drovet egresadas de la carrera de LENGUAS LINGÜÍSTICA INGLES ITALIANO, Modalidad Semipresencial, Centro Universitario Guayaquil, solicito muy respetuosamente se me extienda una PRORROGA para la finalización y la entrega del Proyecto educativo con el tema:

PEDAGOGICAL GAMES AS A RESOURCE TO DEVELOP SPEAKING PRODUCTION IN THE ENGLISH LANGUAGE. DESIGN OF AN EDUCATIONAL HANDBOOK THAT IMPLEMENTS PEDAGOGICAL GAMES IN THE LEARNING PROCESS TO STRENGTHEN THE COMMUNICATIVE COMPETENCIES AND SIMULATE THE ENGLISH LEARNING IN THE STUDENT OF 8TH GRADE OF THE COLEGIO NACIONAL 28 DE MAYO, GUAYAS, GUAYAQUIL 2015-2016

CODIGO LL-T-GY-0008

Atentamente,

Alicia Salazar Llerena
TELF: 0939571970
aliciasalazarlieren@hotmail.com

Gloria Regatto Drovet
TELF: 0992891631
gloria.regatto@hotmail.com

UNIVERSIDAD DE GUAYAQUIL
Facultad de Lenguas y Línguisticas

10 ENE 2017 H. 12.00
RECEBIDO
OFICIO No. UEFVM-SG-278-2015

Guayaquil, julio 2 de 2015

Licenciado, MSc.
Larry Torres Vivar
UNIVERSIDAD DE GUAYAQUIL.
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION.
DUBDIRECTOR CARRERA LENGUAS Y LINGÜÍSTICA SEMIPRESENCIAL.
Ciudad

De mi consideración:

En atención a su oficio de junio 30 del año en curso, este despacho autoriza a los señores SALAZAR LLERENA ALICIA ELENA Y REGATTO DROUET GLORIA CARLOTA, estudiantes de la carrera de Lenguas y Lingüística para que desarrollen y apliquen el proyecto de investigación para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado (a) en Ciencias de la Educación mencionen en Lengua Inglesa y Lingüística.

Aprovecho la oportunidad para reiterarle los sentimientos de mi más distinguida consideración.

Atentamente,

[Signature]

Autorizado por: Ana A.
Elaborado por: Limbelina
Appendix 2
Surveys and Interviews
FOR THE RESPECTIVE EVIDENCE OF THE SURVEYS MADE TO THE STUDENTS OF UNIDAD EDUCATIVA FISCAL VEINTIOCHO DE MAYO WE PRESENT TEN SURVEYS AND THE LIST OF THE STUDENTS OF 8TH GRADE.
Appendix 3
Photos
The front door of Colegio Nacional 28 de Mayo

Source: Unidad Educativa Veintiocho de Mayo
Elaborated by: Gloria Carlota Regatto Drouet y Alicia Elena Salazar Llerena
The Principal MSC Ana Alvarado Sandoval with Alicia Salazar and Gloria Regatto in the main office

Source: Unidad Educativa Veintiocho de Mayo
Elaborated by: Gloria Carlota Regatto Drouet y Alicia Elena Salazar Llerena
Msc Eduardo Torres Vivar, our dear tutor, with Alicia Salazar and Gloria Regatto at the University office.

Source: Unidad Educativa Veintiocho de Mayo
Elaborated by: Gloria Carlota Regatto Drouet y Alicia Elena Salazar Llerena
Alicia Salazar y Gloria Regatto during the explanation to the students of how to answer the survey

Source: Unidad Educativa Veintiocho de Mayo
Elaborated by: Gloria Carlota Regatto Drouet y Alicia Elena Salazar Llerena
Gloria Regatto y Alicia Salazar interviewing the English Teachers at the teacher lounge.

Source: Unidad Educativa Veintiocho de Mayo
Elaborated by: Gloria Carlota Regatto Drouet y Alicia Elena Salazar Llerena
Appendix 4

The Proposal
CONTENTS

INTRODUCTION ......................................................................................................................................... 77
Lesson N° 1 CARDINAL NUMBERS (1-20) .......................................................................................... 78
Lesson N° 2 THE COLORS ................................................................................................................... 81
Lesson N° 3 CLASSROOM .................................................................................................................. 87
Lesson N° 4 DAYS OF THE WEEK ....................................................................................................... 92
Lesson N° 5 MONTHS OF THE YEAR ................................................................................................... 1
The methodology applied in this handbook was created with dedication, love and dedication for the eighth-grade students of the Unidad Educativa May 28 with the purpose of contributing in the improvement of the pronunciation. Our system will be interaction in the classroom to stimulate an appropriate and entertaining learning through games and thus motivate students and sow knowledge in an entertaining way. Therefore, in each lesson you will find the instructions for the exercises, and the necessary materials.

The purpose of this handbook is adaptable, creative and motivating for the students' taste. It is of great help for the linguistic development of the students and creates the desire of reading and repetition of the pronunciation of the words through singing and games since in this way their catchment is faster and with little effort.
Lesson N° 1 CARDINAL NUMBERS (1-20)

Goal of the class: Students will learn the correct pronunciation of the numbers.

Methodology for the class: Presentation, practice, production.

Instructions: The teacher uses flashcards to teach the correct pronunciation and writing of the numbers.

Skill: The purpose of this class is to develop the speaking skill.
SING THE SONG
Count some more!

1, 2, 3 and 4.
Clap your hands and count some more!
5, 6, 7 now.
Clap your hands, show us how.
8 and 9 and then there's 10.
Clap your hands and start again!

1, 2, 3, and 4.
Snap your fingers and count some more!
5, 6, 7, now.
Snap your fingers, show us how.
8 and 9 and ten's 10.
Snap your fingers and start again!

1, 2, 3 and 4.
Snap your feet and count some more!
5, 6, 7, now.
Stamp your feet, show us how.
8 and 9 and then there's 10.
Stamp your feet and start again!

JOIN THE NUMBERS FROM 1 – 10
EVALUATION

CUT AND PASTE IN THE BOX THAT APPLY

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
</table>
Lesson N° 2 THE COLORS

Goal of the class: Students will learn the names of the colors in English.

Methodology for the class: The Audio-Visual Method.

Instructions: Teacher use flashcards with the colors and She repeat each color with her students.

Skill: Students will be able to pronounce and recognize colors.
SING THE SONG
Sing the colors!
Green, red, pink, orange, yellow, blue.
Green, red, pink, orange, yellow, blue.
Green, red, pink, orange, yellow, blue.
Green, red, pink, orange, yellow, blue.

You can sing the colors, too!
It's a rainbow of fun!
You can sing the colors, too!
Come on everyone!

Green, red, pink, orange, yellow, blue.
Orange, yellow, blue.
Orange, yellow, blue.
Green, red, pink, orange, yellow, blue.

Green, red, pink.
Green, red, pink.
Green, red, pink, orange, yellow, blue.
Green, red, pink, orange, yellow, blue.
WRITE DOWN THE NAMES OF THE COLOURS

THE COLOR TRAIN

GR__N  BL__  R__D  Y_LL__W  __R__NG__

1  3  4  1  2  6  11
2  5  4  1  2  6  11
3  5  4  1  2  6  11
4  5  4  1  2  6  11

10  9  8  11  10  9  8
EVALUATION

1.- READ AND COLOR.

2.- WRITE THE QUESTIONS AND ANSWERS ABOUT THE COLORS.

1. IS IT PURPLE?  
   YES, ___ ___ ___ ___.

2. IS IT ___ ___ ___ ___?  
   YES, IT IS.
3. ___ ___ ___ BLUE? NO, IT ISN'T.
Lesson N° 3 CLASSROOM

**Goal of the class:** Students will identify the pronunciation and relate the objects in the classroom with the images presented and the playful exercises will be a complement to their learning.

**Methodology for the class:** The direct method with the objects in the class.

**Instructions:** Students have to observe the images and relate them to the objects they have in the classroom to repeat each word aloud. They, they have to do exercises of relation of words with the images, through a game also they will cover the image according to correspond to the object given by the teacher. The student who covers all the images of his board faster, will pronounce each one aloud and win.

**Skill:** The purpose of this class is to develop the ability to relate images and pronounce what they observe.
THE TEACHER HOLDS UP A WORD ( OR WRITES IT ON A WHITEBOARD )
AND LEARNERS COVER THE CORRECT WORD FIRST STUDENT TO
COVER ALL THE PICTURES ON HIS OR HER BOARDS WINS!
EVALUATION

1. FILL IN THE MISSING VOWELS FOR EACH OF THE FOLLOWING WORDS.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCH__ __LB__G</td>
<td>SC__SS__RS</td>
</tr>
<tr>
<td></td>
<td>P__NC__L</td>
<td>SH__RP__N__R</td>
</tr>
<tr>
<td></td>
<td>B__ __K</td>
<td>N__T__B__ __K</td>
</tr>
<tr>
<td></td>
<td>R__L__R</td>
<td>__R__S__R</td>
</tr>
<tr>
<td></td>
<td>BL__CKB__ __RD</td>
<td>P__NC__LC__S__</td>
</tr>
</tbody>
</table>

2. MATCH THE WORDS WITH THE CORRECT PICTURES.
Lesson No 4 DAYS OF THE WEEK

**Goal of the class:** Students will learn the pronunciation of the days of the week as they are needed in everyday life

**Methodology for the class:** Audio visual method

**Instructions:** The students are invited to pronounce the days of the week and the teacher explains that they have to order the trucks according to the sequence of the days of the week, it indicates that to put the letters that are missing in the flower they are going to decipher the days of the week and the color they should paint as appropriate.

**Skill:** The purpose of this class is to develop the ability to listen and speak correctly.
PUT THEM IN THE RIGHT ORDER

DAYS OF THE WEEK

WRITE THE MISSING LETTERS
DAY OF THE WEEK

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY
EVALUATION

1.- UNSCRAMBLE AND WRITE THE DAY.

1. U S Y T E A D:

2. A F R Y I D:

3. U A N Y D S:

4. A Y W D E D E N S:

5. N A D Y O M:

2.- WHICH DAY COMES NEXT?

![Diagram of days of the week]

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Saturday</td>
<td>Sunday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
</tr>
<tr>
<td>Saturday</td>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
</tbody>
</table>

WEDNESDAY  SATURDAY
MONDAY  THURSDAY
TUESDAY
Lesson N° 5 MONTHS OF THE YEAR

**Goal of the class:** Students learn the months of the year in order to be used in everyday situations.

**Methodology for the class:** The Audio-Lingual Method

**Instructions:** The teacher pronounces the months of the year and asks the students to repeat after him. Students must write the month of the year in their respective order.

**Skill:** The purpose of this class is to develop the ability to pronounce and speak fluently the order of months.
THE TWELVE MONTHS IN YEAR ARE GIVEN BELOW.

PUT THEM IN THE RIGHT ORDER
1. **FILL IN THE BLANKS WITH THE APPROPRIATE MONTH**

- Halloween takes place in _____________.
  - December
  - October
  - November

- ____________ comes after February.
  - June
  - January
  - March

- The month between August and October is _____________.

November          July          September

- Christmas is celebrated in ___________________.
  January          December         May

- The first month of the year is__________________.
  January          December         February

2. **WHAT MONTH BEFORE AND AFTER**

**MONTHS OF THE YEAR**

<table>
<thead>
<tr>
<th>LAST MONTH</th>
<th>THIS MONTH</th>
<th>NEXT MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTOBER</td>
<td>NOVEMBER</td>
<td>DECEMBER</td>
</tr>
<tr>
<td></td>
<td>AUGUST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FEBRUARY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JUNE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JANUARY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APRIL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>MAY</th>
<th>SEPTEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY</td>
<td>JUNE</td>
<td>OCTOBER</td>
</tr>
<tr>
<td>MARCH</td>
<td>JULY</td>
<td>NOVEMBER</td>
</tr>
<tr>
<td>APRIL</td>
<td>AUGUST</td>
<td>DECEMBER</td>
</tr>
</tbody>
</table>