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In Education Sciences major in the English Language and Linguistics**

TOPIC

**THE DEVELOPMENT OF THE LUDIC TECHNIQUES TO
IMPROVE THE ORAL EXPRESSION**

PROPOSAL

**DESIGN OF A PAMPHLET WITH INNOVATIVE STRATEGIES
TO IMPROVE THE ORAL EXPRESSION
RESEARCHERS**

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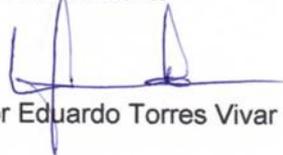
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THE DEVELOPMENT OF THE LUDIC TECHNIQUES TO IMPROVE THE ORAL EXPRESSION. PROPOSAL: DESIGN OF A PAMPHLET WITH INNOVATIVE STRATEGIES TO IMPROVE THE ORAL EXPRESSION.

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

Las participantes han cumplido y ejecutado las diferentes etapas constitutivas del proyecto, por lo que se procede a la APROBACIÓN y pongo a vuestra consideración para los fines legales correspondientes.

Atentamente



Doctor Eduardo Torres Vivar

PROFESOR – ASESOR

DEDICATION

The present project is dedicated in first place to God for being the driving force in my life, to my husband and my children Teddy Alexis and Diego André for all the hard work and the effort that we have spent together.

To my friends, who with their good wishes and advice have been present in my life.

This project is most respectfully dedicated to the students of Eight year of basic education, for they find a funny key in the teaching-learning process of the English language

Susana

DEDICATION

This project is dedicated to my son, my husband and all those people who became a support, to God for his blessings and also to my parents for encouraging me with their preach.

Jessica

THANKFULNESS

Gratitude is the value that allows us to appreciate what others do for us; that is why we express our gratitude to the State University of Guayaquil that provided us with the tools for our professional training. In addition, we express our sincere gratitude to the authorities, teachers and friends who supported us at all times.

We also especially thank Dr. Eduardo Torres Vivar, our Project Counselor, who has been able to guide us in the present research project with his knowledge and motivation.

Also to the "Unidad Educativa Monseñor Leonidas Proaño". For providing us with all the help needed to carry out this project.

Abstract

Teaching has not only become a strategy for getting along with learning, from many years, it has changed with techniques and position that have transmitted the learning in a very enthusiastic way of getting to the learners more assertively. This study is a research on ludic techniques for the development of oral expression in the English language for the students of eighth grade from the school Monseñor Leonidas Proaño. Existing researches were analyzed. They revealed the importance of the current research, because they proved that a change in education is needed. This change involves the use of ludic techniques by teachers for the development of the oral expression of the English language. A qualitative and quantitative approach was used. This project is a descriptive study, because it includes a feasibility study based on the analysis of the results obtained through the surveys completed by teachers and students. The ludic techniques frequently used in English classes to improve oral expression of students were identified.

Keywords: Ludic techniques, oral expression, pamphlet.

RESUMEN

La enseñanza no sólo se ha convertido en una estrategia para llevarse bien con el aprendizaje, desde muchos años, ha cambiado con las técnicas y posiciones que han transmitido el aprendizaje de una manera muy entusiasta de llegar a los estudiantes más asertivamente. Este estudio es una investigación sobre técnicas lúdicas para el desarrollo de la expresión oral en el idioma inglés para los estudiantes de octavo grado de la escuela Monseñor Leonidas Proaño. Se analizaron las investigaciones existentes. Ellos revelaron la importancia de la investigación actual, porque demostraron que se necesita un cambio en la educación. Este cambio implica el uso de técnicas lúdicas por los profesores para el desarrollo de la expresión oral de la lengua inglesa. Se utilizó un enfoque cualitativo y cuantitativo. Este proyecto es un estudio descriptivo, ya que incluye un estudio de viabilidad basado en el análisis de los resultados obtenidos a través de las encuestas realizadas por profesores y alumnos. Se identificaron las técnicas lúdicas frecuentemente utilizadas en las clases de inglés para mejorar la expresión oral de los estudiantes.

Palabras claves: Técnicas lúdicas, expresión oral, folleto.

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INTRODUCTION

The present research is focused on the use of ludic techniques in the development of Oral Expression in English at the school Monseñor Leonidas Proaño. Since, students can't interact verbally with their classmates or with the outside world.

It is necessary for students to develop their oral expression with fluency and clarity, with optimum pronunciation and intonation, that use with pertinence and naturalness nonverbal gestures such as mimicry, gestures, body movements. It also implies knowing how to listen to others, respecting their opinions. Indisputably; these parameters will be useful so that the students can interact in the academic world, of work and in the citizen life respectively.

The present investigation is demonstrated in four chapters, the same that are detailed as follows:

In Chapter I: The Problem formed by the context of the problem, formulation of the problem, guiding questions, general objective and specific objectives, justification.

Chapter II: The Theoretical Framework contains antecedents of the problem, theoretical foundation, pedagogical foundation, epistemological foundations and the characterization of variables.

Chapter III: The Methodology that describes the design of research, population and sample, the operationalization of variables, techniques and data collection instruments, the validity and reliability of the instruments, techniques for processing and analysis of data.

The Analysis and Results that detail the results of the diagnostic instrument that includes the tables of each question of the survey with the respective statistical graph, Conclusions and Recommendations.

In Chapter I V: The proposal contains the presentation, justification, Rationale, general objective, specific objectives, seminar programming, content of the proposal covered by different Play Games specifically in the development of Oral Expression of the English language. Finally the References and Annexes are presented.

CHAPTER I

THE PROBLEM

CONTEXT OF THE PROBLEM

English learning in public institutions has decreased the scope of being important; its teaching does not almost succeed because of the incorrect management of the process and the scarce application of proper techniques for getting along with a good English teaching process.

Dealing with the students of 8th year at Monseñor Leonidas Proaño public school, the problem has to do with the poor assimilation of the language, the typical teaching involves many situations as the management of the curriculum with such an extensive procedures, that does not permit to orient the correct teaching of the English language, because of the lots of unnecessary applications to be filled in class that only stops the process and does not enable to getting along with it. On the other hand, the poor control of the sequence of teaching that has to do with the oral production is not being well taken. It is not only necessary that the students like the English language but pay attention and pay interest in doing activities of speaking, a skill that is prime in lower levels as an induction for the further ones of the English learning.

At first, during our observation at this school, it was easy to comprehend that the students did not pay attention or cooperate with interest in the oral activities, also the application of extra activities or the same oral practices that were not shown in class, only the repeated and dull classes proposed by the teacher that did not even stimulate to pay any interest in the students who wanted to have a productive English teaching. This concern took us to the necessity of creating a new way of teaching the English Language, that is a brochure with innovative ludic

activities for which we long big expectation since it will little by little create new alternatives for teaching and practice oral exercises that will make the students feel better and also learn that it is possible to have a new trend of learning the English language.

With all this initiative, it was possible to have a appointment with the main man of the institution who with attention and pleasurable, gave us all the support for starting the design of a proposal which will have the aim of solving the problem of the speaking ability of the students.

It is worth mentioning that this concern caused impact on other staffs that in that moment were in charge and gave us the chance of assuming the duty of a proposal with solutions and with the restlessness of searching new alternatives for assisting the priorities of the graders at Monseñor Leonidas Proaño public school.

CONFLICT SITUATION

Despite the Ecuadorian curricular reform is being updated with changes that strongly admit the English learning process as a subject of priority in basic education, since it is at this age where early students can learn better and with no difficulty, the poor attention to extra activities, the absence of audiovisual material and technology, do not permit the correct process of the teaching-learning process.

Teachers here, do not prepare their activities with motivation, they do not feel prepared and one of the main reason is that they are not updated constantly and adequately also, the traditional way of teaching does not enable to establish a good performance when teaching the oral skill. Furthermore, the institution does not count with a room for helping the students to get along with the English teaching properly and also, there is

not a plan in the curriculum that can give the students the opportunity of learning and being precise when dealing with the oral communication.

SCIENTIFIC FACT

The problem here has to do with the deficiency of the oral expression of the students of 8th grade at “Unidad Educativa Monseñor Leonidas Proaño” located on the south of Guayaquil city, parroquia Ximena. It educationally belongs to zona 8, District 2, Circuit 5 of the province of Guayas.

According to the British council, within a survey they realized for measuring the level of spoken English, they concluded that the largest quantity of students felt confident in their English speaking skills, they assumed that it was due to social and cultural factors such as watching English language films and television (29%), listening to music with English lyrics (22%) and speaking English with friends (15%) and at work (15%). (Malik, Esaki-Smith, Lee, & Ngan, 2015).

On the other hand, only the 5 per cent gave credit to teachers for their strong English speaking skills, while 14 per cent attributed them to the curriculum. This highlights the importance for Ecuadoreans of engaging with the English language in various aspects of life outside of education. (Malik, Esaki-Smith, Lee, & Ngan, 2015).

Consequently, the British Council asserts that the

“SENESCYT is providing full scholarships for study at institutions where English is the teaching medium(...)This has caused concern as B1 English is not usually sufficient for the SAT or for entry to top universities in English-speaking countries, meaning that scholarships are likely to benefit students that achieve higher than

B1 English through additional means, such as private lessons.”
(Malik, Esaki-Smith, Lee, & Ngan, 2015)

The information assorted in the prior block by the British Council, indicates that it is important to pay attention to the education of the speaking skill that in this project is the oral expression. Therefore as the British council quotes, that practice and comprehension are really important, the lack of this ability, takes to think that the oral production is really missing in a person. Speaking is the first means for communication, with it, can be denoted pain, suffering, discomfort as well as a high culture of knowledge and basic information at any moment that is required.

CAUSES

- The interactive activities are not performed according to the necessity of the necessity of the topic to be learn.
- Didactic material is not well used.
- Teachers are not well update with new trends, they follow the old school and they themselves get bored.
- The teacher does not stimulate the students' participation.
- Lack of audiovisual activities and techniques.

APPROACH TO THE PROBLEM

What would be the incidence with the Design of a Pamphlet with innovative Ludic Techniques to improve the Oral Expression of the students of 8th grade of basic education at “Unidad Educativa Monseñor Leonidas Proaño” zona 8, Distrito2, Circuito 5 in Provincia Del Guayas, in Guayaquil, parroqui Ximena, School year 2015-2016?

VARIABLES

INDEPENDENT:

- Ludic Techniques.

DEPENDENT:

- Oral expression

OBJECTIVES

GENERAL

To establish why the utilization of innovative ludic activities, are essential to improve the Oral Expression of the students, by assuming all the necessary methods for teaching the English language to design a pamphlet with innovative strategies to improve the oral expression.

SPECIFICS

- To diagnose if any ludic materials is being used in the institution by means of a survey, interview and questionnaire that will be sustained to the students and staff.
- To identify if the ludic techniques to employ motivate to process of teaching oral expression in the students of 8th grade at Monseñor Leonidas Proaño public high school.
- To establish that the pamphlet with innovative ludic techniques is a good advantage for the improvement of the oral expression as well as applicable and sustainable if it is encouraged to the students by means of assertive didactic techniques.

QUESTIONS OF THE RESEARCH

- What is the cause for what the students are not well stimulated to speak fluently?
- Why is it necessary to pay attention to the problem?
- Why is it a good option to apply Ludic Techniques to the students of 8th grade at Monseñor Leonidas Proaño public School?
- How is the methodology of this research going to be carried out at Monseñor Leonidas Proaño public School?
- To whom will the project and its activities be applied at first before being adjusted for the students?
- How will the project be applied to the students of 8th grade at Monseñor Leonidas Proaño public School?
- How long will it take to apply this project?

RATIONALE

CEFR (2001) the communicative language competences are divided into linguistic, sociolinguistic and pragmatic competences. Similarly to Canale and Swain's grammatical competence and Bachman and Palmer's organizational knowledge, linguistic competence is concerned with the form of language. CEFR's definition for linguistic competence is the knowledge of, and ability to use, the language system so that the user is able to create meaningful and well-formed messages (Cambridge University Press, 2001). It is divided further into lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence and orthoepic competence.

Assuming the position of the CEFR, the importance of the oral expression is necessary to strengthen the possibilities of interacting assertively with others, in order and well formed messages. With this, it is imperative to implement specific strategies according to the necessity of elevate the interest of the students to speak and also give them a tiny portion of confidence and so raise the self-esteem.

With this, both students and teachers will be able to create a good ambiance of constant interaction. By using the brochure proposed herewith, the interest to learn and teach English will increase systematically.

On the other hand, a social change among parents, community and students, will be easily noticed because the students will take the new trends back into their houses, letting their parents know about how successful the proposal is. The community will acquire another tone, since their children will show contemporaneous people from the surroundings that with interest a person can easily succeed.

Finally, this project work will bring many benefits for students of 8th grade at Monseñor Leonidas Proaño public School because the main aim is to increase the English teaching in a proper way and improve the student's knowledge for their own benefit.

CHAPTER II

THE THEORETICAL FRAME

For any research the most important thing to be considered is the conceptual framework, it is the only part of a research that can give a good perspective when finding the best information to be contrasted with other information that can be held as empirical for then become scientific.

The more literature we have, the more advantageous become our position, for getting the main aim of this work. The conceptual frame enables to show and comprehend concepts that at any time were essential for our concern. It is worthy to remark that former data could not be important for such a changing world with plenty of new things that can be assumed to contrast for giving quite enough points of view to the necessity of this project.

A literature search is “a systematic and through search of all types of published literature in order to identify as many items as possible that are relevant to a particular topic”. (Gash, 2000)

You can use the literature to support your identification of a problem to research or illustrate that there is a gap in previous research that needs to be filled. The literature review, therefore, serves as the driving force and the jumping off point for your own research investigation. (Ridley, 2008)

Then the conceptual or theoretical framework is not it that can be found easily, a good researcher should first find verifiable data that can be relevant for analyzing the context of a phenomenon and so pick the best options for a vital and sustainable project with good scaffolding for any project work.

BACKGROUND

After reviewing various sources of research, it is evident to observe these problems in Ecuador. Specifically in educational institutions of the City of Guayaquil, for which is notorious the need to promote playful learning techniques and to make it meaningful.

within the reviewed background it was observed that in December 2016 the work was presented at the Central University of Ecuador; ludic techniques in the development of the writing of the English language, by Neira Rodriguez, Patricio Guachamin; shares certain characteristics with this research.

This work helped to improve the quality of learning in the students, with regard to play techniques, as they gained greater understanding at the time of developing the techniques, because the learning situations were addressed through a series of learning strategies, in the same similarity of the objectives to be achieved with this study and with greater emphasis with its proposal.

In fact, this work of Narcisa Schwarz presented in 2014 is related with the research, because proposes alternative resources to make use of creativity challenging and efficient. (Schwarz, Laura, & Husar, 2014)

For this reason the elaboration of this work is oriented to identify, appropriate techniques to develop the oral expression learning in 8th grade students at Monseñor Leonidas Proaño public high school.

In order to have relevance in the request and research of information for the veracity and comparison as well as the contrast with some education programs, this investigation is going to have the support of the following foundations: Theoretical, Pedagogical, psychological and Sociological and legal.

THEORICAL FOUNDATION

The ludic allows a form of learning that through it include participatory activities, which will be used in a timely manner based on the creativity and pedagogy that is established in the classroom. This learning methodology comes from the use of the game and didactic exercises established to generate in the student a meaningful learning, by means of the same one forms a relation with the knowledge, the abilities and the incorporation of the values.

ACEBEDO, (2005) indicates that the play strategy involves planning effort, because in order to have fun and learn it is convenient to know, understand the rules of the game, with the skills and programmatic knowledge involved and clearly focused on defined objective of abilities and skills.

The ludic strategy depends on the processes teaching-learning procedures, focused on the goals that are to be achieved in the development of learning of students

LUDIC TECHNIQUES

DEFINITION

For the (UNESCO, 1980) play is furthermore than any other educational activity, it indicates that therefore it deserves all the rights and acknowledgment in formal schooling.

The game is a voluntary action or activity, performed within certain fixed time and space limits according to rules freely accepted but binding and an end in themselves; bound up with feelings of tension and joy and the awareness of its being different from real life. (UNESCO, 1980)

With this, play in education could be the utmost part of taking a class forward, whatever the name is to mention this activity as our research takes shape, we can call them ludic, games or edutainment, for this purpose, we are going to use ludic techniques as far as our concern in this research. With games, many moods and behavior are immersed to bond with education, from the very beginning where children love playing, it should be taken as an advantage since for the English lessons, when teaching grammar, vocabulary or other structure, games can be the best way for children to learn.

To sum up, a ludical technique is an activity that is especially indicated to create joy and pleasure whatever for young children or upper ones, even for adults result a good thing for learning any other category in life. Therefore games at school should be taken for learning and should not be included as a free time exercise or a game only. (Schwarz, Laura, & Husar, 2014)

The worst way to learn anything is to just keep on relentlessly working your way through a text book, hour after hour. Even the most motivated people struggle to maintain their enthusiasm. One of the key things to remember about how to learn English grammar is to make

sure you find some ways that let you have fun and be creative.
(Schwarz, Laura, & Husar, 2014)

Assuming (Schwarz, Laura, & Husar, 2014) books could not take place in modern education, the use of ICTS, could take us and not only bring games to a classroom but to immerse students into technology in order to acquire other kind of games like videos and others that children like the most to take part in.

For (Schwarz, Laura, & Husar, 2014) Teaching English grammar can be hard going for the teacher and the students. It does not have to be difficult or painful, however, you can teach English grammar using fun learning games and before you know it your students will be more than willing. How does it work? You will ask. Well, there has been a movement away from the traditional methods of teaching English grammar through writing, rewriting and worksheets to using a more active, communicative and enjoyable approach through games.

According to (Schwarz, Laura, & Husar, 2014), “the teaching of English cannot be only typical or difficult, games can be part of it whenever requires. In grammar, writing, reading or speaking, it is up to the teacher that can promote games”. (p.1).

Here is where ludic techniques come, they are not a norm or a law, they are the necessity of a concern teacher that wants to impulse his or her class in a different way. Games are through well-established techniques that permit the learner to fascinate what it is being learnt. In conclusion, it is up to the imagination of the teacher who wants to profit the class with enchanting and joy for the students.

IMPORTANCE

(Ersoz, 2000) claims that learning a language requires constant effort and that can be tiring. Schwarz insists on Ersoz who says that games can counter tiredness because they are amusing, provokes challenging and are highly motivating. Mentioned by (Schwarz, 2014, p.2)

According to (Saricoban & Metin, 2000), “the main reason to use games is that the use of such activities both increases the cooperation and competition in the classroom.”

One can use games to add excitement through competition or games which create bonding among students and teacher. The spirit of competition makes them participate enthusiastically. In fact, they master language structures, without being aware of the fact they are doing so. As modern language experts say, language is best learnt when the focus is not on language, but on meaning. (Schwarz, Laura, & Husar, 2014).

For the (UNESCO, 1980), the activity of playing, is such an important of the student’s part of their lives, that one is inclined to see it as the *raison d’être* (reason to be) of childhood. Indeed, play is vital; it conditions the harmonious physical, intellectual and affective development of a child. A child who does not play is a sick child, the one that is prevented from playing will fall ill physically and mentally.

Assuming the prior block, it is clearly shown that children need to play and that the teaching of English should be a gratifying reason for learning it. By encouraging them, into learning with games, the class would turn radiant and full of mind, something that would become a productive source of advantages for getting along with a good English teaching process.

For (Schwarz, Laura, & Husar, 2014), games help the teacher to create contexts in which the language is useful and meaningful. While playing the game it is necessary for learners to listen to and understand what others say and also speak. In other words, games provide meaningful practice in real life contexts. (p 2).

This position by (Schwarz, Laura, & Husar, 2014) can be assumed as important since, if the objective of games is to create a new concept or a new context, then teachers should take advantage of it. It is true that children learn in many ways and with playing, they learn the most, depending on how the teacher manages the class.

Ludic techniques provide benefits in all the skills, that is why games are productive and can be used in any scenarios of teaching. Since with games everyone in class is involved, they can give information of the best performance of the students for getting results of strength and weakness, something that can be valuable for scaffolding other techniques for a better exposure in other categories.

Games also provide a great personal way to learn the language without any fear of making mistakes with the language in public. You can refine your skills with pronunciation, spelling, grammar and syntax all at your leisure. In the game-orientated context, you engage with the language in several ways by writing, listening, speaking and understanding. (Curry, 2014)

This position by (Curry, 2014) represents the easiness with what one can count on games for learning English. Not only a skill but all of them can be immersed in the use of games, very essential in modern English teaching process.

Games are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process. (Sigridur, 2010)

Games do not only have to be seen as playing, the condition of its utilization for education, makes them turn into real activities that are well programmed for any specific instruction for what despite for students it causes joy, for the teacher is a serious performance (Jarvin, 2015). With this, games become serious as Jarvin indicates when they are designed for educational purposes.

She remarks that: Serious games are either designed specifically for educational purposes to foster deeper learning by addressing the higher levels of Bloom's taxonomy, or they are off-the shelf games designed for entertainment that are used in support of teaching (Newton, 2014). As pointed out by Sawyer (2009), serious games are not only for learning, but they are also games. (Jarvin, 2015)

CHARACTERISTICS

When getting acquainted of the work play, it is important to activate the understanding that it involves any activity that physically is active, that it is engaged with the environment with movement, and motion energy.

It may also involve mental activity such as in imaginative play or play with words. Often both physical and mental activity will be involved. (Kernan, 2007, p.9). To involve games with physical activities, correspond to the teacher the best of the activities prepared in advanced, teachers beyond the advantage of having fun, should be aware that students do not only need to learn playing but playing and learning at the same time.

For (Martínez, Pérez, & Portillo, 2007), the use of games can be flexible, that they can be used for teaching any aspect of the language. He considers that it is just a matter of adaptation considering the students' level and the objective of the class.

Games make the lesson less monotonous, as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored(...) games raise the students' motivation" in such a way that students enjoy their learning so much that they might not realize they are doing so(...) games make students produce language subconsciously. Carrier, (1980) as cited by (Martínez, Pérez, & Portillo, 2007)

Assuming the prior block, games are part of the many tools a teacher should have for boosting the interest of the students and so make it more easy for the learners, especially referring to a new language, teachers can make use of games as many time as possible to sustain a creative and pleasant learning, not only as a complementary task. Learning should be attractive all the time, no matter the rigidness of any teaching control that makes it feel less flexible.

The basic aim of educational games should go beyond the role of education itself, if it is well applied to learners, not only a new subject can be taken in successfulness. In our country, secondary education is being gripped by new tendencies of drugs and other fashion that involve students to underestimate education. Here is where and how games and other activities that has to do with ludicity, could be a good approach for engaging learners into a concrete change for even rescuing them from drugs.

The Ludical Techniques are so important because I consider them as the Gateway of the significant learning and they should always be applied to achieve excellent results in an integral teaching.

It is important to recognize that Ludicer has been used in antique civilizations and has been considered as a strategical method to reach to pupils to get to any specific learning.

By means of the use of games, the teacher can involve himself and also take part in the activities in order to know if that was the appropriate one or not, and so make the necessary adjustments to improve it. Games can not also be physically but didactic into the class with extra material created by the teacher and students if he would like them to take part in the creation of the new activities. Aches students to make decisions about the problems that may arise in their lives, ensure the possibility of acquiring practical experience of collective work and analysis of the organizational activities of the students.

It can be useful within a variety of purposes inside the learning context because it constructs self-confidence and increases the motivation of the students. It is an effective method that fosters the significant of what it is being learnt.

For (Larsen, et al., 2012) Games provide an environment for authentic and relevant assessment. It is important to note that by definition, games are inherently assessments. Games and traditional assessments share underlying characteristics that provide a means for quantifying knowledge and abilities. The two environments use complimentary technologies that can combine to create more accurate models of student knowledge, skills, and behaviors.(...)games provide opportunities for authentic and appropriate knowledge representation of complex ideas, many

of which seem under-represented in traditional assessments (Behrens, Frezzo, Mislevy, Kroopnick, & Wise, 2007). Cited by (Larsen, et al., 2012)

For (Larsen, et al., 2012), games are a means of also assessing learners as their actions as games can show what they have learnt during a teaching process, they indicate that a feedback is necessary and the only way to be part is by games. “The assessment process occurs as the game engine evaluates players’ actions and provides immediate feedback”. (p.3).

The fact of making students take part in games is necessary for a better evaluation, with it; the teacher can interpret if the student can reliably go to an upper level. This is when games and other artifices, friends of learning can serve for a better back up for learners. Taking advantage of games as ludic techniques for learning English.....

Under the context of Ash (2011), as cited by (Larsen, et al., 2012) within games, players should make progress. By means of games expressed in the ludic techniques organized and delivered systematically to the learners, it is easier to diagnose if a student has learnt or has stayed behind. If they have acquired what was intended so, they can go to the next level, here, the challenge is being assessed properly, measured in knowledge, and skills obtained. With this, it is important to highlight that methods and settings are a good form for taking games into a class for assessing students.

This connection between learning, behavior, and setting provides support for the validity of what is being assessed. (Larsen, et al., 2012).

Assimilating Kittler (2013), who indicates that ludic techniques are instructive, departing that learners start to think and act in different environment, similar context can be of great help and with a pedagogical

purpose, the teacher can take advantage of it for getting them through a specific learning.

Within the application of ludic techniques, learning turns a reliable activity where difficult situations can become accessible since it makes difficult situations become into friendly ones, even imaginary contexts into real ones, making the teaching-learning process a pleasure.

(Richardson, 2010) Indicates that ludic techniques are participatory and in education, it is a good tool for the development of the students. This assumption by Richardson, points out those games permit the acquisition of information more vividly for the learner. With this and with a good organization, the learner can easily conceive information and relate it for becoming knowledge, which means that it permits to use a wide range of activities for training students in making decision for later learn how to give solution to problems.

Games are activities that naturally increase the intellectual and the personality of the learner as well as the creativity. Therefore, it has an important contribution to the development of creative abilities, since it affects behavioral, affection and also motivation, then educational games should correspond to the prime objectives, of any teaching process and teaching methods to be adapted as the best option for learning, even in assessment and school organization.

TYPES OF GAMES

Games are playful and motivational activity that allows potentiates the linguistic and communicative skill that the students has, this becomes a useful tool to achieve the transmission of knowledge.

A game must be more than just fun. It should involve "friendly" competition and keep all of the students involved and interested. It encourages students to focus on the use of language rather than on the language itself and also give students a chance to learn, practice, or review specific language material. (Tyson, 2000)

For getting along with the types of games, it is important to remark that they are definitely part of the creativity of the teacher and the way he or she organizes the techniques for the students. In this case, the teacher should not only be the one that grasp techniques from the web or from books, which would let understand that no imagination is involved in the teaching process. (Weigel, 2013)

The teacher is the one that can take part of the best way of teaching or transmitting information to the students, the ability, the experience, the leading position could take learners to other levels of learning. By the application of the constructivism as an involvement trend, activities should be organized by both teachers and students where the harmony and the inclusion of the learners' concern would be the best option for boosting a good teaching process.

The game requires the participation of one or more individuals for its development. There are different types of games:

TRADITIONAL GAMES

Are those that are transmitted from generation to generation? They come from a specific country or region; however the rules are similar regardless of the territory in which they are carried out. Traditional games have the peculiarity that their beginnings are linked to the history and culture of the people of origin, so the material used to develop them is

specific to the region where it is practiced. For example the Canarian fight, typical sport of the homonymous Islands.

TABLE GAMES

This kind of games requires the use of a board where the action is established, and most of the time involves the participation of two or more players. Although many of these games involve chance in development, there are others that involve strategy and logic to achieve success. Examples of these are chess, ludo, monopoly, etc.

ROLE GAMES

Refers to those games where participants play a certain role, according to the characters of the game. During the course of the action players must represent the dialogues or actions carried out by their character, without the need for a specific script, which will lead to improvisation on repeated occasions. Some examples are: Stranger, Gothic, Never winter Nights, etc.

DIGITAL LEARNING

(Weigel, 2013) Indicates that constructivism can be utilized with digital learning as the best option to approach students into a modern learning.

Constructivism, or learning by doing, is a classic approach to educational instruction that has generated renewed interest in the digital era (...) Digital learning tools has the potential of being customized to fit the abilities of individual students and can engage

them with interactive tasks and simulate real-life provoking learning situations. (Weigel, 2013)

As a kind of games, digital ones are the best option in the XXI century, the teacher with the assistance of constructivism and the facility of technology, should involve directly in the same way students are involved. It is important to show that nowadays teachers do not even remember the games or funny activities they used to play when young, therefore teachers should know what the interest of the students to apply games are for not committing tiredness or confusion when fostering games that learners are not accustomed to.

One approach to digital learning is to harness the broad appeal of video games for educational purposes (...), certain video games have been shown to improve brain functions, while others have the potential of reversing cognitive loss associated with aging. These “serious games” require players to make decisions to drive its progress, and they can range from the simple to the sophisticated. (Weigel, 2013)

(Weigel, 2013), indicates that electronic games are a promising tool for educating people and changing behavior(...) the new trend is to integrate learning and fun. One of our primary goals is that more researchers and funding sources will emerge to take on the task of developing and rigorously testing evidence-based electronic games to find the best ways to encourage healthy behaviors among young people. (p.35)

Digital learning is the current learning at school, the teacher in accordance with the students have adapted or taken technology into the classroom that is the way in how education is transformed into digital

education. Bookstores lately have introduced many facilities for students and teachers so they can get along with the new trends and technology, from platform for exercises to games, extra activities that involve last movies in town or video games that are inclusive used for learning in front of a tablet or a PC at home. The utilization of flipped classroom permits the students to interact directly with technology, it is advantageous that both teachers and students can get along, one for assessment and the others for extra practice.

On the other hand, far from digital learning, the new trends confront digital games and learners that put them face to face with reality making education become a digital process. This can be seen as the revolution for education but it does not, in spite of making more interpersonal, it makes it more inter digital that causes in short a discouragement especially if the activity is not well headed. This is not a contrast; it is a real position that however should be taken into account for making the teaching process more modern and more interactive.

DIGITAL GAMES

Digital games, as opposed to traditional board games, are that their rules are implicit and built in to the game (Newton, 2014). In other words, part of the player's task is to understand the underlying system, which could explain why games can be effective learning tools for fostering deep understanding. Success depends not on rote memorization of rules, but on analysis and deduction (Bogost, 2010), which make serious games more suitable for teaching higher order thinking skills than their edutainment ancestors. Rice (2007) quoted by (Jarvin, 2015)

IT is clear that today's educators must be researchers of the educational environment and establish the needs of students in order to

plan educational activities to meet those needs and to collaborate with the development of the individual, offering them tools that promote their learning. (Jarvin, 2015)

VIDEO GAMES

Games can go yonder of what imagination can just get, with technology; every kind of games can be affordable for an elite learning. At current, E-games have become visual more than physical directed; they offer interactive programs where a learner is encouraged to get through it, starting with the language in which it is provided. About this (Malykhina, 2014) refers to video games, she says that “Some educators swear by them as valuable high-tech teaching tools but little is known about their impact on learning”

video games are playing an increasing role in school curricula as teachers seek to deliver core lessons such as math and reading(...)Some herald this gamification of education as the way of the future and a tool that allows students to take a more active role in learning as they develop the technology skills they need to succeed throughout their academic and professional careers. (Malykhina, 2014)

If educational video games are well executed, they can provide a strong framework for inquiry and project-based learning(...) “Games are also uniquely suited to fostering the skills necessary for navigating a complex, interconnected, rapidly changing 21st century,”. Alan Gershenfeld as cited by (Malykhina, 2014)

In fact, assuming (Malykhina, 2014), games can be a way to explore other fields for learning adequately; it permits to go-for-it and return proudly. The reason of technology is to get involved in the 21th

century, with challenge and occurrence that permits the learner to establish a different between ancient and current education.

Perhaps the biggest impact of video games will be on students who have not responded as well to traditional teaching methods. Nearly half of the teachers surveyed say it is the low-performing students who generally benefit from the use of games, and more than half believe games have the ability to motivate struggling and special education students. (Malykhina, 2014)

Digital games, as far as this research takes shape, are what in modern societies are being used. Technology must be at hand with education and there should not be a divorce between each other but a bond. Since ESL learning comprises many competences that are well known by English teachers, each and every one can be taught and directed in many ways depending on the teacher that is managing a class. The following information taken from a blog, has been considered for these researchers appropriate because it suggests games got from the internet and especially as applications for tablets or smartphones, that with a good direction by the teacher, can cause impression of interest for a young learner who is mostly with this use.

THE ROOT

With this game, a learner can learn new English words, practice grammar and even draw regarding to English, of course. Great, quality games that are fun to play and you really will not realize how quickly you learn. (Koltai, 2013)

Is crucial in a child's education as it not only help carry spelling skills over to reading fluency but also greatly increases general comprehension

skills, reading or otherwise. A fun way for kids to build their repertoire of root words is by playing online root word game.

PUZZLE

It is the proven word puzzle game. It is very interactive. The learner will have to make his brain work a lot, but by the end you will have learnt a lot of new English words. The game's uniqueness is in the community and your learners' friends. As a digital game, it is connected to Facebook and Twitter, thus the teacher can enlist their students at any time. This game comes with mobile versions. Available on the App Store and on Google Play. (Koltai, 2013)

BABEL

During testing, I stumbled upon a number of good-looking games that did not work well or worked very slowly. This can't be said about Babel. Their ESL game is super simple and thus very enjoyable. You just click and click, carry the moment. When you realize you learn new words and come across new and interesting phrases. (Koltai, 2013)

FREE RICE

Free Rice is a very exciting ESL game. The absolute peculiarity of the game is that with each correct answer you donate 10 grains of rice to the people living in poor countries. It is exciting. (Koltai, 2013)

It is a super EsL game to "Speak English with Confidence", the quality of the game is amazing. The design is very much friendly and amusing. What you can do here is to talk to Supiki and it will talk back. You will practice the conversation and learn new words. (Koltai, 2013)

EXPLORATORY GAME

Students find the functions of the material through the sensations.

CONSTRUCTIVE GAME

The cognitive process is used to create, assimilate and figure out solutions through the manipulation of objects to make things in the

CREATIVE GAME

The use of open-ended objects motivates in the flow, flexibility, imagination, etc.

SOCIO-DRAMATIC GAME

Takes place when students are invited to interpret different roles and figure out events in order to interact and practice verbal communication.

PHYSICAL LOCOMOTOR GAME

Allows implementing all the movements necessary to develop fine or gross motor skills.

Education is involved in many challenges where ESL learning, has been well endowed in all its necessities, departing from vocabulary, the four skills and others, such as the management of technology and modern resources specifically applied for learning a new language.

Using games enhance and stimulate the creativity of both children and teachers, that is why they, teachers, should get filled of imagination and for that, they would need to attend to seminars and workshops that

are sponsored by the authorities of any institution, in order to have their constant support. The 21st century demands lots of technology education for boosting and submerging the learners close at hand with modern situation and challenges.

With the application of technology, not only digital games can be part of a class, because in combination with typical games, the teacher would benefit the students by making part of a physical-visual game and then a brain training for reinforcing what has just learnt.

DEPENDENT VARIABLE

THE ORAL EXPRESSION

Speaking, recognized as a productive skill, is the most important one since it has to do with the oral communication or oral expression, that does not only consist of speaking or emitting sounds for communicating.

Speaking surrounds a great field of other subsequent abilities that make it important because in it, many elements such as the processing of information, reasoning, reflection and accuracy involves a special characteristic for the good speaker, something that a learner should not obviate and teachers would not stop of constantly get along with.

Speaking requires dominium of grammar, phrases, sounds as phonics so a young learner can increase and improve the competence in a right way.

For (Fattah, 2006) speaking is defined as the ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional

purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

The oral competence is not other thing but the correct use of grammar, appropriate vocabulary, and capacity of speech. Any person with a good competence in speaking is due to maintaining any kind of conversations whatever politics, lectures, typical street chats as a good praxis. As speaking is considered as an interactive process, it is because it is immersed in other scenarios especially the cognitive one, that permits a series of compliments for a better result of the production that is, the necessity of other tools to be used in one within.

A good speaking does not only have to do with the gesture of only opening the mouth and emitting sounds, in it, other factors are transcendental for the correct exposition of the speech. To know about the topic of what it is going to be exposed, is very important and with that, grammar and vocabulary. If possible, the preparation of the topic or subject in advance would be a previous strategy for a good speaking session can be accurate and precise.

For (Mart, 2012) “Grammar is important to learn the nature of language.” Grammar helps learners to build comprehensible sentences in speaking. In order to understand how language works, learners should give attention to grammar.

MOMENTS OF SPEAKING

The most important materials for doing good speaking exercises are dramas, plays and dialogues (Mart, 2012). With this, students might find situations in which the words or phrases that have been processed can be utilized in real situations. Mart asserts that dramas, plays and dialogues as exercises in class, are a good advantage for giving the chance to learners

get along with new words and its utilization. The students love participating in this kind of plays where whatever the level is, it gives the opportunity to interact easily with others and so prepare for a real conversation.

Books, magazines and other tools are essential for affirming the reading exercises that at the end become a speaking one. This is evidenced when dealing with specific books according to the necessities or the abilities of the students, if books are ideal for them, it easily becomes an aid for boosting their interest of saying words aloud, in group and with confidence, making this moment an authentic and realistic opportunity to elicit a good speaking performance.

A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. (Lee, 1995). Quoted (Mart, 2012)

At present, dealing with technology, the learners make this tool a useful party for joy. They appreciate technology as the best moment for learning departing from the necessity of play; here is the opportunity to harness this ability for their own good, since it makes the learning funnier and more accessible with facilities that learners love when they get along with it for the very first time. This facility is involved in tablets, internet, video games and applications that can be downloaded as games and teachers should be attentive and aware of new trends of video games to teach skills at hand.

Moment of speech is another advantage that a teacher has as a tool for teaching speaking, the many moments when discussing, affirming, denying, confronting and other realistic moments permit the learner to let go with speaking. Teachers should get noticed of every moment of the class for enhancing the chance he or she has to take advantage for a

special moment of speaking, whatever the instance is the teacher just needs to be smart enough to deal with.

IMPORTANCE

Oral expression has its connotation as the most important of the abilities, without disregarding the other skills that might be taken as alternatives for a better competence when communicating. Speaking does not only mean to express sounds or emit them but, constantly fight with emotions, feelings and most of the time fear when it has to do with a new language, therefore it is necessary to teach this subject with specific motivation for increasing self-esteem and so have students well guided not only in the process of learning speaking but getting along with all kind of stimuli that permits them to act and react in a specific way.

For this come true, it is necessary as it was expressed before to focus on ideal material with specific techniques that permit to carry out a new way to have fun, when learning how to solve spoken challenges.

The compilation of theories and prior experiences taken from books, articles, blogs and other sources permit to be very close of new trends that together with technology, can offer the opportunity of developing the expected oral competence.

(Osborn, Osborn, & Osborn, 2008), considers that a solid communication through speaking, impulse a numberless of advantages for the speakers.

The oral exercise when speaking represents an essential activity that can be easily fostered in interviews, formal approaches and even when it has to do with persuading people when running formal business or informal ones. With speaking another language, one can be successfully

accepted among international world groups of friends, that most of the time deals with fashion and current trends as well as news that in a moment can be useful for interchanging ideas of a happening that could have taken place early and is relevant.

Students who study English as a foreign language, usually have limited opportunities to speak English outside the classroom (Zhang, 2009) cited by (Boonkit, 2010). Contrasting Boonkit, it is not that totally true, because many activities can be held as extra work, including after class; teachers should take advantage of any specific extra time for a better understanding of the class. When teaching English, speaking can be afforded through extra exercise that permit the student to be closer of the language per se, and the best way is to get along with extra time out of the class where when having fun, some can involve others to practice speaking as a game. It is necessary to set that the students learn in different ways, that some learn by reading aloud, other visually, other abstract and others with having fun, which makes this activity more prolific. (Zaremba, 2006), indicates that speaking has been considered as the most important skill for communication.

A speech in front of an audience is more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001). Assorted by (Boonkit, 2010)

The ability to speak skillfully provides the speaker with other advantages, this permits to express one's thoughts, opinions and feelings, in the form of any productive ability in order to put general ideas together in a meaningful way, that make the speaker sustain with these advantages. (Aamer, 2014)

(Patil, 2008), indicated that to arouse the confidence of the students first, the teacher should consider to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials (Songsiri, 2007), quoted by (Boonkit, 2010).

Learners must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. This grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency to develop confidence in speaking. (Boonkit, 2010).

(Fattah, 2006) mentions Sheppard (2004) who argues that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Speaking instruction is important because it helps students acquire EFL speaking skills, thus converse spontaneously and naturally with native speakers.

The four skills are all interconnected, therefore the dominium of skills is necessary to become a good speaker, the ability to speak fluently provides the speaker different advantages departing from the capacity to put words together in a well-organized way and in a few seconds to reflect thoughts, opinions, and feelings providing the speaker special advantages that can be noticed from the beginning.

By orally expressing with clearness and confidence, one can gain the attention of a crowd easily, offering the opportunity for the speaker to make the message is known. A good orator is that who gains and then

holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

Subsequently, modern companies have paid attention to the oral expression ability, where the speaking skills are the basis for a career success, it can foster an individual's life, and can also take a person to a high level position where only by preaching can conquer people and fame.

It is important to boost correctly the ability of speaking in class, the teacher must have the ability to recreate situation where speaking is the main condition. They are the only ones obliged to motivate and harness any situation and propose a good ambience for speaking along the classroom. That is to say if activities are delivered in the right way, the oral exercise can become outstanding to the students, especially those who are not well motivated and depend on other types of stimulation for making the English language class a good place where to have fun and learn.

A language is more spoken in many countries than written; the teacher should create a good balance when teaching the English language by creating more reading activities and with it stimulate the oral expression. In a language class, the workers both teachers and students must have the intention of speaking and express ideas by exercising the brain with the mouth.

One way to do this is to distinguish your classroom from other classrooms in your school by arranging the classroom desks differently, in groups instead of lines etc. or by decorating the walls in English language and culture posters. From day one teach your students classroom language and keep on teaching it and encourage your students to ask for

things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term.

CHARACTERISTICS

According to the Swedish National Agency for Education and the Swedish Schools Inspectorate, quoted by (Selin, 2014) show that Swedish pupils enjoy interacting orally in English, but they sometimes feel embarrassed, because they feel a need to speak in a linguistically correct way.

Assuming (Selin, 2014), it is important to also deal with the prior quote that students want to speak in English but they feel ashamed due to the linguistic they have to deal with. In fact the English language is not only speaking but all those competences that has to do with the emission of words proper and accurately; English has more consonants and vowel sounds that need to be paid attention if it is not wanted another context to be understood. A good oral competence takes place, with many other abilities departing from attitude to a numberless of other positions that determine a domain of new words, and a good pronunciation.

The activity of speaking does not only depend on the competence per se, it also depends on two actioners, the emitter and the receiver, where a good counter position plays an important roll, because if there is a good pronouncer in this case the emitter, the receiver will not have any problem in understanding, on the other hand if the receiver is not a good listener, all the interactivity becomes a mess. So what it is intended to be

said is that in the activity of a good oral expression, two are the main elements that are involved in the speaking competence.

For the (Productive Skills 2004), the development of new vocabulary is an activity which encompasses all the skills of a language and will be an ongoing challenge for all pupils. With this, vocabulary is an encounter with new words with which one can improve preaching and so help students to extend more, saying new words, transforming new ones into critical positions for then do it a practical process by which mental creativity is generated on an issue.

Accuracy when speaking, remarks specific moments of the competence. Bad stress and poor intonation, together with a poor use of phonetics, the language suffers miscues that take the individuals into mingling situations. Therefore, it is important that the teacher is constantly aware of his/her clarity of pronunciation and of correcting/clarifying pronunciation that is inaccurate. (Productive Skills, 2004)

Classroom activities should be headed to pronunciation and intonation for a better domain of the oral expression, the teacher should always be attentive to this concern if he/ she really wants to increase their students' level for performing a better speaking activity as it is the best way to produce an accurate position of dealing with the English language whatever in class or out of it.

Nothing will motivate pupils more than the achievement of communication even if it is accompanied by gesture or involves finding more roundabout means of making a point. It is important, however, that accuracy is reinforced frequently without putting pupils off communicating. (Productive Skills, 2004, p. 13).

Assuming the prior block, accuracy when speaking is the heart of an interaction between two people. If there is no intention when speaking not even gestures or other motions have meaning. Gestures have soul that are expressed in harmonic concordance, if this happens the communication becomes subtle and sweet to both the receiver and the receptor.

It is just the same when two lovers have many things in common and the only way they enjoy is talking to each other. This is a very special bond that the oral expression creates when there exists accuracy and feels like.

TYPES OF SPEAKING

When speaking, many situations are involved and many factors are interlaced. This kind of speaking or ways of speaking could be easily seen in the street or at school, in the parliament or at home or even in the neighborhood where one was raised. Speaking has many scenarios that would correspond to the act of a gang, a preacher, a father or a daughter with different moments of acting.

This is the reason why having a good oral expression would make a person be able to interact at any moment in different places. To make an oral expression exercise successful, confrontation and interaction are the best interaction for getting through with a language.

Suárez (2008), characterizes speaking into three large stages, the interactive, partially interactive and non-interactive.

INTERACTIVE

Suarez indicates that the Interactive speaking deals with face to face conversations where the exercise only depends on two, that it depends on the need of getting to know what the other is saying and speaking whichever it is phone or frontal.

PARTIALLY INTERACTIVE

The partially interactive, Suarez deals with when a speaker refers to an audience and the only response one assumes is a gesture of comprehension, acceptance and even toleration, becoming the activity a lonely one. This type also refers to the poor attention and the boredom with which a lecturer carries out a speech. Speeches or coaching at any moment are, need to be motivational so an interaction can take place, if so, a good oral expression is shown on both sides.

NON-INTERACTIVE

Finally, the non-interactive that has to do with just saying words for any reason but not interacting. Within this position are Recording words, reading out loud, telling a poem, and even singing that corresponds to this kind of non-interactive position.

Suarez manifests that non-interactive deals with oneself in this case, no transmission of ideas is being taken place but the execution of an oral practice with consciousness does. This can be a good thing and useful when dealing with a lecture, a serious conversation or formal ones that are in advance. As it has been let known, both ludic techniques and its application in the oral expression are a good bond in the teaching of the ESL students of eighth year at Monseñor Leonidas Proaño public school.

The speaking skill requires of such a gamma of other inner strategies like syntax, semantic and the knowledge of grammar and specific words and even sounds and stress that have to be used opportunely for a better understanding.

This kind of activity should be encourage by the teacher to work together with the students and emphasizes the challenge of adopting this exercise for the good of the students. This exercise can also make the students arouse their attitude for a real communication.

In the class, both teachers and students should maintain a constant interaction in the English language that is supposed to be taught. From easy conversations to little by little complex ones, as dose of remedy drops that will finally get the cure.

Learners should become investigators to improve and learn the English culture that it is necessary to get involved with technology that permit to climb to another level. Finally, with patience and a well-organized pattern, the use of ludic or games or funny activities, are a good motivation for learning a new language, and also a good strategy to involve the children into the oral expression fearless and with aplomb so in the future they can become very competitive in other languages.

THEORETICAL FOUNDATIONS

EPISTEMOLOGICAL FOUNDATION

According to the epistemology required for the student at that school modern, the fact of a correct development of productive communication skills in the English language is ratified, resulting in the search for a resource that allows the student to connect with his real environment in a way playful and entertaining so that the English language learning is carried out in a spontaneous and contextualized way.

In relation to the new model of teaching and learning this vision panoramic part from the identification of the problem of the human being in its two intimately articulated aspects, those that are identified in the educational field as, (the cognoscenti subject and object of knowledge).

Besides mentioned that the epistemological supports the form that knowledge comes to the student, in the interrelationship between science and socio-cultural environment.

Zambrano, 2005 indicates that learning is the preparation, instruction formation of the human being and becomes the basic welfare to keep striving daily.

According to (Shunk, 1997) he let us know that the coordination between learning and students' lives' obstacle is the handcraft of being able to fix situations hard to confront.

The way we learn things and how we get to know about things is what covers the topic of epistemology. the concepts involved in the learning process that include all the logical reasoning, sense of opinions, ideas and emotions gathered in one platform of information to perform in certain task, giving us solutions to solve problems in many cases. The stimulation of the brain and the way we interpret information is some of the results that take place in the epistemological phase showing the different ways that learning plays in the venues of learning.

The tools used in this project are involved in the natural approach and using many techniques. visual aids, teachers' manual, communication activities like word games such as chanton, scrabble, last call, who am i and others to name a few are also involved. These skills will encourage students to reach their own investigation on the topics discuss in the classroom. All students like to be engaged in updated games; especially if

they involved the topics they are common with or can relate to. This booklet is aimed at reaching such objectives in the classroom.

PEDAGOGICAL FOUNDATION.

Education has its methods that are observation, interpretation, experimentation, and comprehension of education reality.

(Zabala, 2000) indicates that the pedagogical intervention has a before and after that constitute the substantial pieces in every educational practice. The planning and evaluation of the educational processes are one inseparable part of the teacher's class performance, that is to say the proper pedagogical intervention. For Zabala (2000), the teacher's personality means that the teacher must be coordinated with the work activity and within the students' ambience. Didactic games contribute to a pleasant learning experience.

According to Pazmiño & Moran, (1997) indicates that

Personalized learning is to achieve a harmonic, balanced interaction between the natural and the social, the internal and external. The activities that are founded in feelings and the person's qualities have a vital importance due to the fact that they propose the subject's interaction within the context of a group. P. 72.

Pazmiño & Moran, (1997) want to express that games are activities that expresses feelings, emotions, sadness whatever, winning or losing which contribute in a positive way to learning.

(According to Frasca, n/d) can be said that ludic means to play, games, to enjoy, have fun, to just do and not worry about the rules that go

with the game. Playing is not bound to a set of rules or regulations; playing means just that it is the best way you know, and have fun while learning.

Ludic activities can rely on such students' dependency due to the amount of different venues that such activities activate the learners' mind when they are at the learning stage in the classroom, looking for new language to be produced by them or of new language to be adapted by them. Thus, teachers should promote language learning at all times, not only in the classroom, but also outside it.

CRITICAL PEDAGOGY

The pedagogical level, the theory of learning denominated as constructivism allows visualize the horizon about the style of teaching and the way to learning. This Project is founded in the constructivism pedagogical theory. According to Pazmiño and Moran (2003), the pedagogical constructivism theory considers that human learning is a transformation of stimulus, knowledge, experience, product of the mental action operations of meaningful learning.

In the previous quotes, the authors express the meaning of activities and exercises that contribute to a practical character, of immediate application for the activities that initial and primary education should always have. The application of games in learning, the ludic activities and didactic resources motivate students to strengthen all the pedagogical task at school.

PSYCHOLOGICAL FOUNDATION

One reality of teaching is that many events occur simultaneously and in rapid-fire succession (McMillan, 1997; Sumara, 2002). Events happen quickly and it is difficult to predict what effect any one action by

the teacher will have on any particular student. Often teachers must make quick decisions that have uncertain outcomes. The complexities of classroom do not allow effective teachers to follow a “one-size-fits-all” approach to teaching (Diaz, 1997). Teachers must master a variety of perspectives and strategies and be flexible in their application. Before we discuss these needs, however, we need to consider some social and ethical matters and the diverse nature of students in our schools. (Christa McAuliffe,n/d,p.6)

Assuming Christa, the teaching learning process is a vulnerable situation that at every moment is changed by fashion and constant tendencies that always transport the scaffolding to other positions for adjusting to the necessity of the learning of the moment. Learners have been able to get, an unimaginable development of learning due to the trends without limiting their learning. In fact this has made that teaching evolves in pair with new trends making a real bond in modern education.

SOCIOLOGICAL FOUNDATION

This foundation refers to the way to reach learning through the social world, that is, society itself plays a very important role in the education of man, based on laws smoke for good living. Regarding this expectation refers Soto González (1990), states that:

... The man learns from his social environment and with the help of the school this learning will be formal, becoming the educator in a guide for the acquisition of knowledge, is the process by which man shapes and defines as a person. p.22

We can say that a sociological school of thought is still modern to the extent to which, in spite of all of the radicalizations of modernity

(rationalism, empiricism, relativism, etc.), it preserves characteristics which makes the social relation the product or emanation of a 'subject'. Modernity, however, 'knows' that the relation is little by little going to 'consume' its own subject (...)sociology is born and still persists on the basis of its appeal to legitimacy as the science for the anchorage, the integration, in brief, the regulation and control of social relations. (Donati, 2011)

For (Donati, 2011) the sociological and the anthropological perspectives can always be complemented as long as the human social nature recognizes the person as a rational being.

(Donati, 2011) sustains that sociology relates to human beings as modernity, that its scaffoldings are such an anchorage and basis that precises the social nature of humanity, it is essential that young learners are acquainted to the reality of sharing culture and what have been learnt with others.

That is why, its objective is the analysis of the transformations, eliminations and appearances of new forms of the relationship that have led to the social transformation, understanding the relationship as "the reference of a subject to another by society (or by culture, style of living, interest and identities) to which the implied subjects belong to in a relationship" (Donati, 2011)

CHAPTER III

THE METHODOLOGY

DESIGN OF THE RESEARCH

Polit and Hungler, (2004) referring to methodology, indicate that it is the way of obtaining, organizing and analyzing data; they remark that it depends on the nature of the research question.

On the other hand, Karfman asserts that it can be considered to be the theory of correct scientific decisions (Karfman as cited in Mouton & Marais 1996,p.16).

Consequently with the utilization of the proper methods for this research, it is necessary to consider the most important and relevant information for getting through the real subject that then finally, will be of great importance to be able to understand, contrast and give other points of view to better understand the best option of the necessity that could be the best opted for the students of 8th grade at Monseñor Leonidas Proaño public High School.

According to the objective, this research work is applicable because, it uses the basic elements of a research and it might have an immediate application.

It will be planned to solve the problem that has to do with the oral expression and the facilities of designing a pamphlet with ludic strategies as a good means to get through a better education of the English language.

Among the procedures of the research, we have the following mechanisms and the necessary criteria for its concrete analysis and well supervised process.

- Formulation of the problem
- Development of the Theoretical Frame
- Application of the instruments
- Analysis of the results
- Conclusion and recommendation of the research

TYPES OF RESEARCH

There are different types of research, none is more important than another; everything depends on the approach that is handled. For the study that is carried out in said institution, a descriptive, quantitative, qualitative and empirical investigation will be applied.

DESCRIPTIVE

In this project, it will be taken into account the Descriptive research since it helps to obtain information right immediately from the place where the problem takes place. For being more specific, Kothary asserts that it

Includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. Most ex post facto research projects are used for descriptive studies in which the researcher seeks to measure such items. (Kothary, 2004)

By describing the before and the meantime of the problem, it has been possible to start this project where will have as a result the solution

of it at Monseñor Leonidas Proaño Public High School. The description has not been only assumed by the researchers but authorities and staff of the same institution.

Within this type of research, we can afford true information that permits the originality of the phenomenon object of this study and with no hesitation convey the data into the project work, to have a palpable source of information to be revised and controlled for the process of this thesis.

The Descriptive research attempts to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say, living condition of a community, or describes attitudes towards an issue.

This type of research frequently aims to describe characteristics of populations based on data collected from samples; it often requires the use of a probability sampling technique, such as simple random sampling. Customer satisfaction surveys, presidential approval polls, and class evaluation surveys are examples of descriptive projects.

QUANTITATIVE

(Kothary, 2004) consequently, referring to the types of methods, indicates that the quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.

In the meantime it is being acquired information, as much as data we have been able to find, has been necessary. With this, we could contrast one to one and one to another for verifying that the information found is the appropriate to be adjusted to the project.

QUALITATIVE

The qualitative research is concerned with quality of information that mostly is taken from the interviews to direct and special people. In this work those people are the staff of teachers and authorities of Monseñor Leonidas Proaño Public High School, who are verifiable and reliable.

This type of research aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Other techniques of such research are word association tests, sentence completion tests, story completion tests and similar other projective techniques. Attitude or opinion research i.e., research designed to find out how people feel or what they think about a particular subject or institution is also qualitative research. (Kothary, 2004)

EMPIRICAL

The empirical research is based on the own experiences that have been felt within the observation during teaching practices that were taken place in the same institution. For (Kothary, 2004) this research relies on experience or observation alone, often without due regard for system and theory. It is data-based research, coming up with conclusions which are capable of being verified by observation or experiment. (p. 3)

POPULATION AND SAMPLE

Samples are selected from populations.

A population is the total of all the individuals who have certain characteristics and are of interest to a researcher. Community college students, race car drivers, teachers, college-level athletes, and disabled war veterans can all be considered populations. "Taken from p71

The population or universe to be taken as a whole corresponds to the 446 people amongst teachers, authorities, school staff, parents and students that count 400 ones.

SAMPLE

(Van Dessel, 2013), asserts that the sample represents a minimal part of a whole, in this case, he remarks that extremes are not good when it refers to getting information from, so it is important to be careful to run a survey to specific samples, he indicates that

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (...) Using a correct sample size is crucial for your research. After all, a sample that is too big will lead to the waste of precious resources such as time and money, while a sample that is too small will not allow you to gain reliable insights. (Van Dessel, 2013)

In this research, the sample corresponds to 44 students of a whole of 446 that will be surveyed at Monseñor Leonidas Proaño public High School. The students correspond to the eighth year and will be asked about the problems and possible solutions.

STRATUM

Table 1: Stratum

Item	Staff	Population	Sample
1	Principal	1	1
2	Teachers	45	3
3	Students	400	44
Total	Whole	446	44

Table 2: Variable operational matrix

VARIABLES	DIMENSIONS	INDICATORS
DEPENDENT VARIABLE: Oral expression	MOMENT SPEAKING IMPORTANCE	OF Permit to express thoughts, opinions and feelings arouse confidence and competence.
	CHARACTERISTICS	Represents an essential activity permit to carry out a new way to have fun. Produce interactivity Encompasses all the skill of a language. Dramas-appreciation of technology Plays
	TYPES OF	Dialogues Interactive Partially interactive Non interactive
INDEPENDENT VARIABLE: Ludic techniques	IMPORTANCE	Require constant effort Provokes challenging Promotes motivation Increase cooperation
	CHARACTERISTICS	It is physically complete can improve mental activity can make class less monotonous it provides referent assessment
	CLASSIFICATION	Digital learning Digital games Video games New words learning

METHODS OF THE RESEARCH

All the procedures in order to get a goal, adapted to improve any necessary concern, is part of a method. In this case for the research for this project work, it has been used different methods for the investigation.

Herewith, the methods that have been used correspond to the necessity and the most applicable ones for a better understanding of the process and its consecutive aim. The beneficiary of this compilation and attribution of methodology is Monseñor Leonidas Proaño Public High School within the students of 8th year.

For its application and for the purpose of this project work, the methods of this research are exploratory, explanatory.

The methods applied to this investigation are explanatory and exploratory since the exploratory seeks to collect the complete data of the subjects about the reality little studied, while the explanatory aims to raise possible relationships between variables.

EXPLORATORY RESEARCH

The exploratory research has enabled us to get through the inner part of the problem; this method offered us the opportunity of formulating the most relevant requests for discussing and analyzing the minimal part of the phenomenon. In the exploratory facet, the characters were the parents of the students of 8th grade at Monseñor Leonidas Proaño public High School who determined unanimously that the institution is not

involved with other kind of techniques for teaching how to speak to the students.

“Exploratory research tends to tackle new problems on which little or no previous research has been done” (Brown, 2006)

On the other hand, the exploratory research herein, is considered not as a conclusive block of information, it is just the initial part of this research and indeed, it has been supported by conceptual facts that permitted make use of this appreciation for a better understanding of the process.

In a nameless article it is sustained that

The goal of exploratory research is to formulate problems, clarify concepts, and form hypotheses. Exploration can begin with a literature search, a focus group discussion, or case studies. If a survey is conducted for exploratory purposes, no attempt is made to examine a random sample of a population; rather, researchers conducting exploratory research usually look for individuals who are knowledgeable about a topic or process (...) Data from exploratory studies tends to be qualitative.

EXPLANATORY RESEARCH

Explanatory research attempts to clarify why and how there is a relationship between two or more aspects of a situation or phenomenon. Taken from (RESEARCH METHODOLOGY)

Explanatory studies are characterized by research hypotheses that specify the nature and direction of the relationships between or among variables being studied. Probability sampling is normally a requirement in

explanatory research because the goal is often to generalize the results to the population from which the sample is selected (...) The explanatory research would attempt to understand how different factors are contributing to customer dissatisfaction.

Explanatory investigations are more structured than the other kinds of studies and indeed involve the purposes of them (exploration, description and correlation), as well as providing a sense of understanding of the phenomenon to which they refer. Sometimes an investigation can be characterized as exploratory, descriptive, correlational or explanatory, but not as such.

That is, even if a study is essentially exploratory it will contain descriptive elements, or a correlational study will include descriptive elements, and the same thing happens with each one of the class of studies. Also, as mentioned before, an investigation can be initiated as exploratory or descriptive and then become correlational and even explanatory.

TECHNIQUES AND INSTRUMENTS OF THE RESEARCH

It is of particular importance to grant and not forget the value of the techniques and instruments that will be used in an investigation. Often a work is started without identifying what kind of information is needed or the sources in which it can be obtained; this leads to loss of time, and there is sometimes even the start of new research.

For this reason, it is considered essential to define the techniques to be used in the collection of information, as well as the sources in which it can acquire such information.

Through the study realized at Monseñor Leonidas Proaño public High School, it has taken us to the necessity of effectively apply the instruments of a research for getting true information about the problem. For this, we have adopted the following techniques: survey, interview, population and sample.

In scientific research there is a great variety of techniques or instruments for the collection of information in the field work in a given research. According to the method and type of research to be carried out, some techniques are used. The quantitative research uses the general and the instruments and techniques for the collection of data are the following:

SURVEY

The survey is the most appropriate technique for getting through the real thinking of the students, according to (Scheuren, 2004) the word survey is used most often to describe a method of gathering information from a sample of individuals.

This technique will permit to obtain information from the students with closed questions, applying the Lickert scale for multiple alternatives for then being analyzed and adapted to our program for getting through a real adaptation for our concern.

Survey studies are a descriptive type of study and, therefore, their purpose will be to help describe a given phenomenon.

The survey studies are often, in many cases, a first contact with the reality that interests us to know and of this, later, an in-depth study on the educational phenomenon that has been detected by the survey study is extracted.

And it is in the subsequent study in which other research modalities that are more appropriate to the objective sought in the research will be used.

Thus, the survey studies are typical of the early development of an investigation and with them we collect data that prepare the way for further research.

The instrument that was elaborated was based on the variables of our project, this one consists of 10 questions of closed type with the options: of agreement, total disagreement, totally indifferent, and to obtain the results we used the qualitative-quantitative analysis because the qualitative indicates the opinions of the subjects and the quantitative indicates the percentages obtained

INTERVIEW

Referring to this instrument, (Annum, 2013) quotes the importance of being front to front with the interviewee for a better interaction and the necessary confidence so he or she can elicit the information that is required, as well, it is also essential the questions to be well prepared. He remarks that

Interviews become necessary when researchers feel the need to meet face to face with individuals to interact and generate ideas in a discourse that borders on mutual interest. It is an interaction in which oral questions are posed by the interviewer to elicit oral response from the interviewee. Specifically with research interviews, the researcher has to identify a potential source of information, and structure the interaction in a manner that will bring out relevant information from his respondent. (Annum, 2013).

The interview is going to be carried out to the chairwoman of the institution, with the purpose of obtaining data related to the general accomplishment of the students, and also to the representative of teacher staff and parents.

QUESTIONNAIRE

This research is well sustainable because has used the most important instruments of the investigation.

The Questionnaire we have used has enabled to acquire the necessary material and data for a better understanding and compilation of the most remarkable information for our concern.

(Annum, 2013) indicates that the questionnaire is a data collection instrument mostly used in normative surveys. He asserts that is a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data or information.

The questions here in are clear and comprehensible, they are intended to not cause any moral or discomfort to the interviewed.

Previous to the application of the questionnaire, it was supervised and submitted for its proper validation by specialists and the counselor of this project. In anticipation, the application survey was analyzed to avoiding mistakes by part of the surveyed.

The questions of the questionnaire can be structured or semi-structured, for this research the latter are carried out to obtain qualitative information.

SURVEY OF THE STUDENTS

OBJECTIVE OF THE SURVEY

To know the point of view of the students about the method of teaching in the classroom

SPECIFIC INFORMATION

Write an "X" on the answers you consider the most appropriate on each of the required question.

Table 3: Survey to the students

#	STATEMENTS	Agree	Totally Disagree	Indifferent	Totally Disagree	Disagree
1	The English teacher never uses games during the English class.					
2	The English teacher eventually stimulates the class with creativity during the English teaching process.					
3	The English teacher does not stimulate with games the development of conversations in English during the class.					
4	The school does not count with creative resources to develop the oral expression.					
5	The students do not enjoy the oral exercises and grammar during the English class.					
6	Games are necessary to improve the oral expression.					
7	The students need practice to improve the oral expression constantly.					
8	The students would feel attractive the development of conversations with the brochure we are proposing.					
9	The pamphlet with games activities as motivations is important in class.					
10	The pamphlet to be worked in group works could improve the oral expression.					

INTERVIEW TO THE DIRECTOR

OBJECTIVE OF THE INTERVIEW

To know the point of view of Directors at Monseñor Leonidas Proaño public School about the teaching methods and ludic techniques in the classroom.

1. - Do you think the use of ludic techniques in class will motivate the students to learn English? How?

2. - In what way do you think that the students will develop the oral expression by using activities, games that will be proposed in the brochure?

3. - With the application of this project it will help to motivate the students to oral expression, in what way?

4. - Do you think students would create conversations by using ludic techniques? How?

5. - Why do you think students would use games as a motivation to replace the traditional methodology?

ENTREVISTA AL DIRECTOR

OBJETIVO DE LA ENTREVISTA

Conocer el punto de vista de los Directores de la Escuela pública Monseñor Leonidas Proaño sobre los métodos de enseñanza y las técnicas lúdicas en el aula.

1.- ¿Cree que el uso de técnicas lúdicas en clase motivará a los estudiantes a aprender inglés? ¿Cómo?

2.- ¿De qué manera cree que los alumnos desarrollarán la expresión oral mediante el uso de actividades, juegos que se propondrán en el folleto?

3.- Con la aplicación de este proyecto ayudará a motivar a los estudiantes a la expresión oral, de qué manera?

4.- ¿Cree que los estudiantes crearían conversaciones usando técnicas lúdicas? ¿Cómo?

5.- ¿Por qué cree que los estudiantes usarían los juegos como una motivación para reemplazar la metodología tradicional?

INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE OF THE INTERVIEW

To know the point of view of the English teacher on the implementation of the ludic techniques at Monseñor Leonidas Proaño public School.

1.-Do you think that the students might learn in an easy and funny way?

2.-Do you think that brochure herein would be good to stimulate students in their learning? Why would it be, and how would you support this premise?

3.-Do you think that the didactic material proposed here could help the students in the oral expression? What would be your support?

4.-Do you think that games as an approach to real English teaching is important to improve the oral production? Why?

5.-Do you think that the students could use games and motivational activities to improve their oral expression, what do you think the percentage it will be?

ENTREVISTA AL PROFESOR DE INGLÉS

OBJETIVO DE LA ENTREVISTA

Conocer el punto de vista del profesor de inglés sobre la implementación de las técnicas lúdicas en la Escuela Monseñor Leonidas Proaño.

1.-¿Cree usted que los estudiantes pueden aprender de una manera fácil y divertida?

2.-¿Cree usted que este folleto sería bueno para estimular a los estudiantes en su aprendizaje? ¿Por qué sería así y cómo apoyarías esta premisa?

3.-¿Cree usted que el material didáctico aquí propuesto podría ayudar a los estudiantes en la expresión oral? ¿Cuál sería su apoyo?

4.-¿Cree usted que los juegos como enfoque de la enseñanza del inglés real son importantes para mejorar la producción oral? ¿Por qué?

5.-¿Cree usted que los estudiantes podrían usar juegos y actividades motivacionales para mejorar su expresión oral? ¿Cuál cree que será el porcentaje?

ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

Question 1: The English teacher never uses games during the English class.

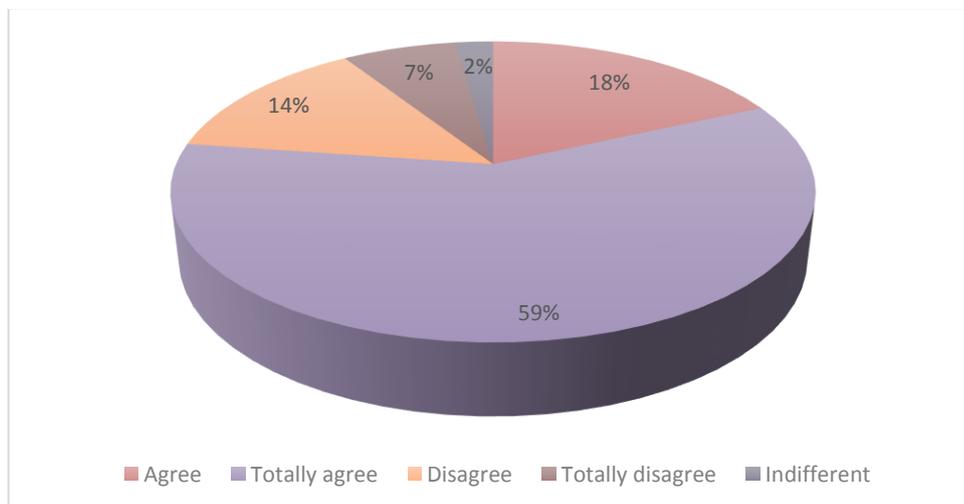
Table 4: Need to use ludic technique

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	8	18%
Totally agree	26	59%
Disagree	6	14%
Totally disagree	3	7%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 1: Need to use ludic technique



COMMENT. - Most of the students assert that the teacher does not apply didactic games for interacting with them. Since didactic games are a necessary tool for engaging and boosting the students' interest, here the teacher does not pay attention to this necessity. With only this motivation, the students could have more interest and learn more dedicatedly.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

Question # 2: The English teacher eventually stimulates the class with creativity during the english teaching process.

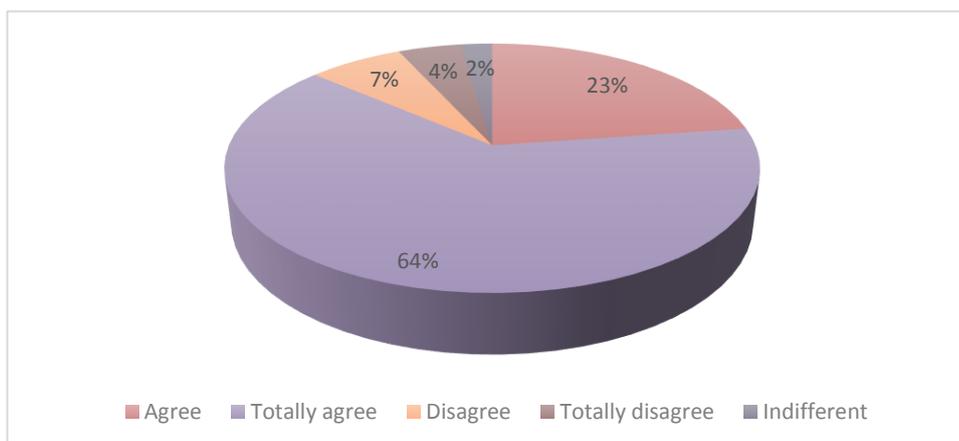
Table 5: desire to stimulate the class with creativity

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	10	23%
Totally agree	28	64%
Disagree	3	7%
Totally disagree	2	5%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 2: Desire to stimulate the class with creativity



COMMENT. - The students indicate that the English language is poor stimulated by the teacher. In most public institution exists this concern, so it is essential that the students have more chances and opportunities to have a well acclimated environment for getting though English language learning.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

Question # 3: The English teacher does not stimulate with games the development of conversations in english during the class.

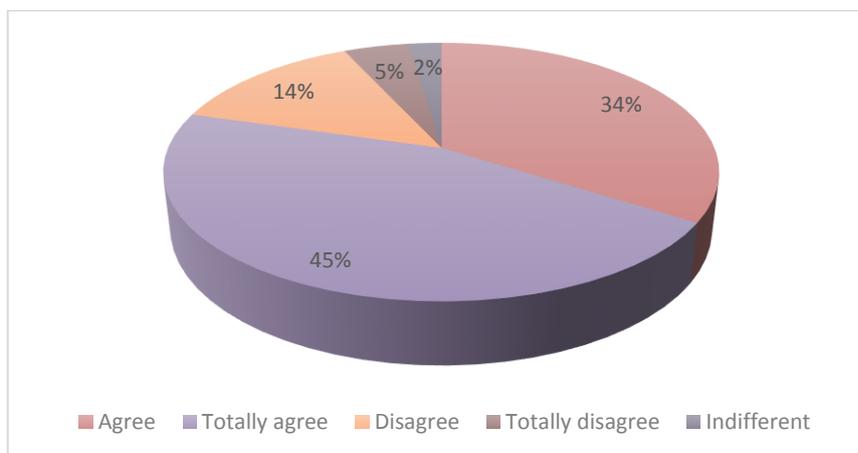
Table 6: Stimulate with games the development of conversations

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	15	34%
Totally agree	20	45%
Disagree	6	14%
Totally disagree	2	5%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 3: Stimulate with games the development of conversations



COMMENT

The students say that the English lessons are not well directed, that they should be more interactive and more productive. This could be taken as a disadvantage because learning English is a practical and inductive process.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

Question # 4: The school does not count with creative resources to develop the oral expression.

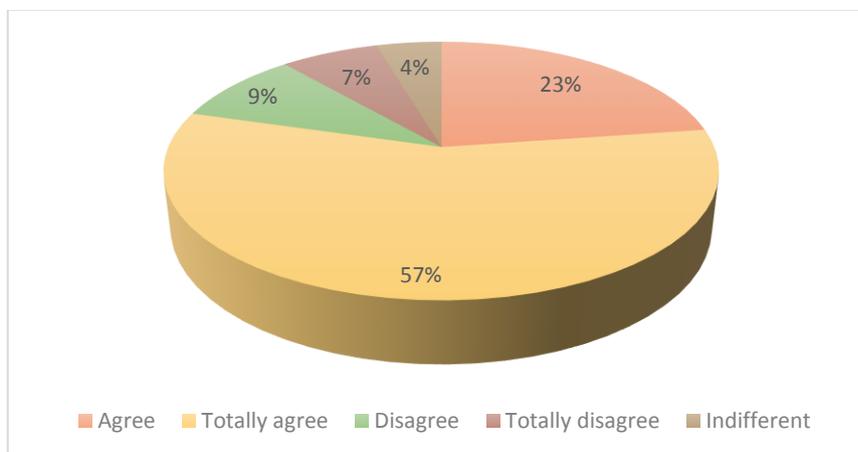
Table 7: There is access to innovative methods and techniques within the institution

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	10	23%
Totally agree	25	57%
Disagree	4	9%
Totally disagree	3	7%
Indifferent	2	5%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 4: There is access to innovative methods and techniques within the institution



COMMENT. The frequency shows how isolated the English area is, the indifference to the necessity of improving this failure is eloquent. When all the education system and all teachers and authorities feel motivated in getting along with the English language, there will be a positive ambience for the students for learning the English language.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

Question # 5. -. The students do not enjoy the oral exercises and grammar during the English class.

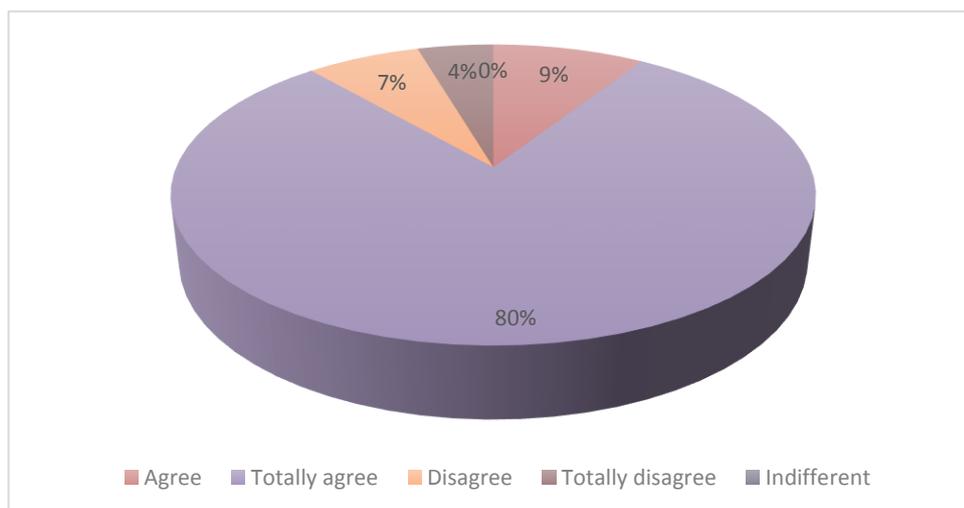
Table 8: Need to reinforce what has been learned

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	4	9%
Totally agree	35	80%
Disagree	3	7%
Totally disagree	2	5%
Indifferent	0	0%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 5: Need to reinforce what has been learned



COMMENT.- The students are in totally agreement dealing with the poor joy they can have when learning. Departing that every strange learning activity should be given with care and systemized application. Young children know how to divert teaching and learning, and with no motivation, it just can become a mess.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

Question # 6. - Games are necessary to improve the oral expression.

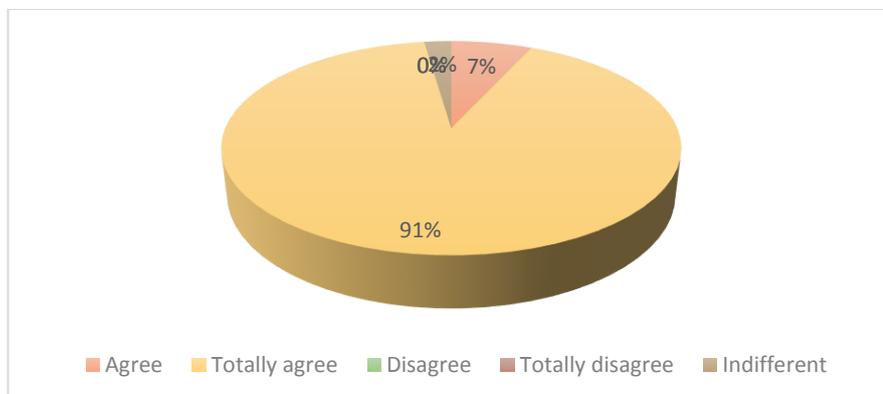
Table 9: Language games resources

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	3	7%
Totally agree	40	91%
Disagree	0	0%
Totally disagree	0	0%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 6: Language games resources



COMMENT. - The students think that teachers should use new methods for teaching the English subject if so, it could be the best experience for the students that they can learn in a profitable way. In fact many former pedagogues have inserted their own experiences for teaching in such a dynamic way which should be taken into account for a better direction of the English learning process.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

Question # 7. The students need practice to improve the oral expression constantly.

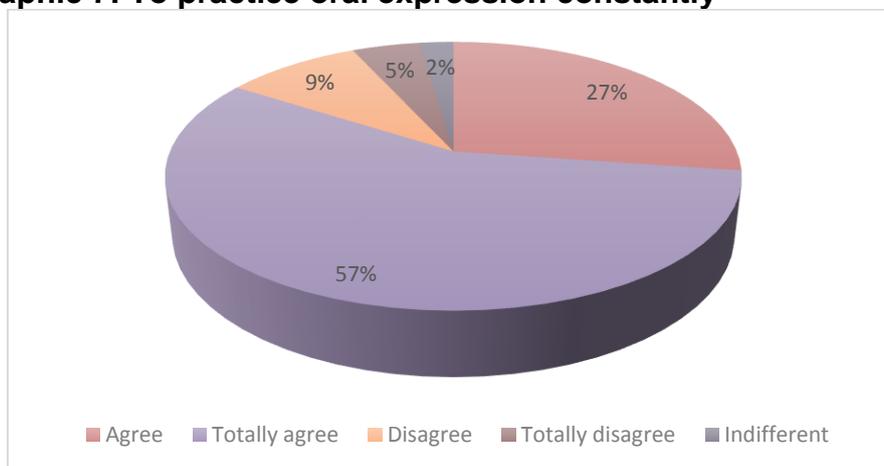
Table 10: To practice oral expression constantly

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	12	27%
Totally agree	25	57%
Disagree	4	9%
Totally disagree	2	5%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 7: To practice oral expression constantly



COMMENT. – For learning to speak, then speaking is what a child needs if he really needs to improve the oral expression. Teacher at school is the first and best guide to take this ability up. This is with the support of authorities and local government that need to highlight this experience for the benefit of the students.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

QUESTION # 8. The students would feel attractive the development of conversations with the pamphlet we are proposing.

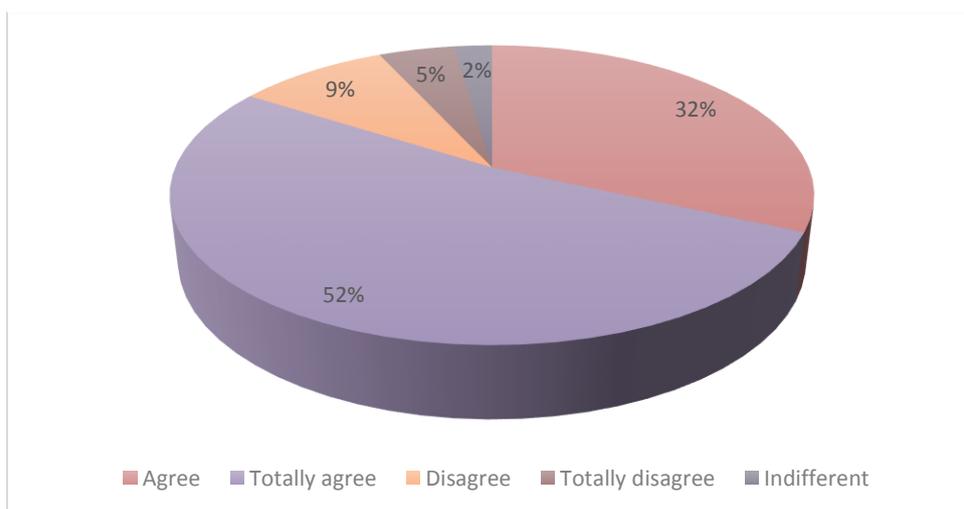
Table 11: Want to know new techniques for oral expression

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	14	32%
Totally agree	23	52%
Disagree	4	9%
Totally disagree	2	5%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 8: Want to know new techniques for oral expression



COMMENT. – Among the students that sustain the agree and the totally agree alternatives, they add the possibility of assuming the facility of learning or improving the oral expression through a pamphlet that permits the students be attentive to the teaching and reinforcement of the speaking skill.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

QUESTION # 9. - The Pamphlet with games activities as motivation is important in class.

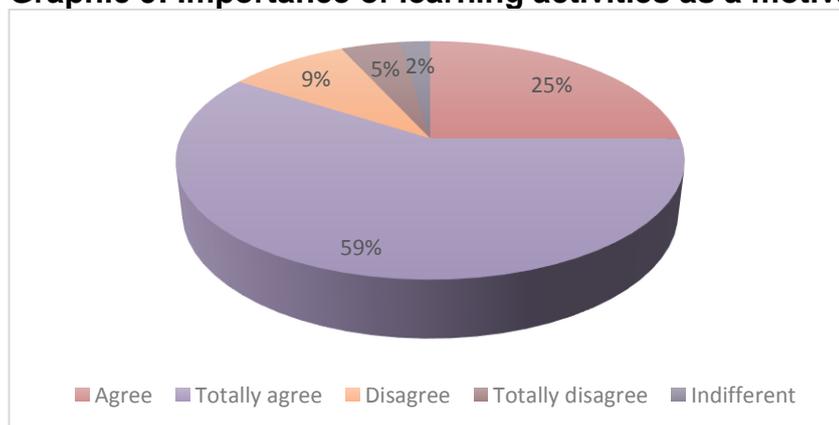
Table 12: Importance of learning activities as a motivation

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	11	25%
Totally agree	26	59%
Disagree	4	9%
Totally disagree	2	5%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 9: Importance of learning activities as a motivation



COMMENT. - A pamphlet would be an essential tool to make students feel more comfortable and with more confidence for speaking. Since it will be conceived for arousing the interest and motivation of the students, it is necessary to be supported with all the interest for a better development of education.

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 44 students

Course: 8th

QUESTION # 10. - The pamphlet to be worked in group works could improve oral expression.

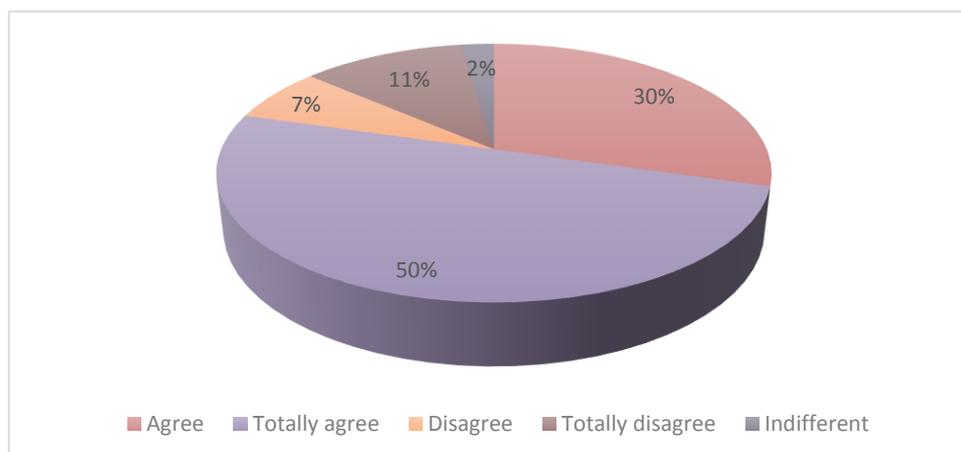
Table 13: Need to learn to work in groups

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	13	30%
Totally agree	22	50%
Disagree	3	7%
Totally disagree	5	11%
Indifferent	1	2%
Total	44	100%

Researchers: Jessica Game Delgado and Susana Moncayo Velez

Source: Monseñor Leonidas Proaño Public High School

Graphic 10: Need to learn to work in groups



COMMENT. – It is important to give a chance to this proposal, it definitely will improve the oral expression in the students since it will have essential exercises aimed to motivate and boost the interest of the students when being used.

Table 14 Chi cuadrado

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/TABLES= oral_expression BY ludic_tecnicas
/FORMAT=AVALUE TABLES PIVOT
/STATISTICS=CHISQ
/CELLS=COUNT ROW COLUMN TOTAL.
    
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Resumen.

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
Didactic materials are necessary to improve the oral expression * The students need practice to improve the oral expression constantly	44	100.0%	0	0.0%	44	100.0%

Didactic materials are necessary to improve the oral expression * The students need practice to improve the oral expression constantly
[recuento, fila %, columna %, total %].

<i>Didactic materials are necessary to improve the oral expression</i>	<i>The students need practice to improve the oral expression constantly</i>					Total
	Agree	Totally agree	Disagree	Totally disagree	Indiferent	
Agree	3.00 100.00% 25.00% 6.82%	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	3.00 100.00% 6.82% 6.82%
Totally agree	9.00 22.50% 75.00% 20.45%	25.00 62.50% 100.00% 56.82%	4.00 10.00% 100.00% 9.09%	2.00 5.00% 100.00% 4.55%	.00 .00% .00% .00%	40.00 100.00% 90.91% 90.91%
Indifferent	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	1.00 100.00% 2.27% 2.27%	1.00 100.00% 2.27% 2.27%
Total	12.00 27.27% 100.00% 27.27%	25.00 56.82% 100.00% 56.82%	4.00 9.09% 100.00% 9.09%	2.00 4.55% 100.00% 4.55%	1.00 2.27% 100.00% 2.27%	44.00 100.00% 100.00% 100.00%

Pruebas Chi-cuadrado.

<i>Estadístico</i>	<i>Valor</i>	<i>df</i>	<i>Sig. Asint. (2-colas)</i>
Chi-cuadrado de Pearson	52.52	8	.000
Razón de Semejanza	17.81	8	.023
Asociación Lineal-by-Lineal	15.65	1	.000
N de casos válidos	44		

CONCLUSIONS AND RECOMMEDATIONS

CONCLUSIONS

- The necessity of creating specific aid for raising the interest of the students is necessary and important for their own benefits; the activities proposed in this project are very convenient for their interest of both students and teachers.
- Every new learning activity that promotes interest and satisfaction ought to be participative. The students could interact motivation if they are leaded with a proper and good material as well as enthusiasm.

- The appreciation that during this research has been able to be visualized indicates that students do not feel confident for interacting gratefully with the rest of the students. Teachers should give a hand by stimulating and by using good materials and strategies for getting to the students and for boosting their interest in class.
- Background is convenient for the students that are unlikely to produce English; they pay no interest when a class is not interactive. Therefore teacher should be more involved in investing time in preparing a little funnier class, so the students can be reasonably succeeded in every aspect of education.
- The utilization of new strategies and didactic material could be a good advantage for inaugurating a new teaching-learning process. Students are conscious that English is very important, however their interest is pulled down with typical methodology not at hand any more since technology evolves and with it many other trends that will easily give a hand to modern education.

RECOMMENDATIONS

- It is essential to pay attention to the students' concern. Teacher should profit this chance for enhancing the best of the students.
- It is important to suggest the English teachers to use new innovative material to increase the interest of the students in the English teaching- learning process.
- The teachers are the first called to give solutions and invest time in creating a good environment in class. To apply different types of techniques will arouse the students' interest, for that reason it is

necessary to create new models and curricula for a better English education.

- It would be a good idea to renew and update the didactic material constantly, with this proposal; we are intended to give the English teacher a hint and suggestions of a better technique of teaching English by means of games and role plays that involve the child into the fond of speaking correctly.

CHAPTER IV

THE PROPOSAL

PAMPHLET WITH INNOVATIVE LUDIC TECHNIQUES TO IMPROVE THE ORAL EXPRESSION

RATIONALE

The present project is aimed to orient and give facilities to the old process of teaching English that has involved all the characters into a demotivation, where each other is the real representative of their performance, one as an emitter and the other as a receiver, for that reason, the interaction and the attention should be prime in the classroom.

The creation of innovative strategies spread through a pamphlet, might create expectation for its utilization since it will provide facilities and specific techniques for developing the skill of speaking and also better the low performance within the oral expression of the students of 8th year at Monseñor Leonidas Proaño Public High School.

This proposal that has to do with a pamphlet with innovative strategies has itself the benefit of the improvement of the oral expression, which is a good way to elevate the interest of the students in this important ability. Since the lack of ludic activities have determined the necessity of creating new techniques for getting along a good English learning process. It is essential to pay attention to any kind of support similar to any extra activity with games and interactive situations that permit to come through the English class.

Therefore with the application of this project, with ludic games, with amusing techniques, it will help the students increase their motivation and enthusiasm when learning the English language.

The reason why this project is justified is that the creation of innovative strategies through a brochure can produce expectations for its use as it will provide specific techniques for the development of speaking ability.

Finally, this tool will become of great aid for the learning of English, helping both teachers and students achieve a positive change in their school yield.

OBJECTIVES OF THE PROPOSAL

After having detected and gathered the necessary information for getting through the possibility of elevating the interest of the students of 8th year at Monseñor Leonidas Proaño Public High School, it has been determined the objective of this proposal that is to improve the English learning within the oral expression by taking into account a former behavior, in contrast with the application of the pamphlet, as an oral graded assessment.

To recognize that this proposal is sustainable and worthy and can be utilized in the teaching-learning process as an aid for the teacher and other areas of the English Language.

The aim of this proposal is to measure English learning within oral expression, taking into account previous behavior, in contrast to the application

of the booklet, as a graded oral evaluation. And recognize that this proposal is sustainable and dignified, and can be used in the teaching-learning process as an aid to the teacher and other areas of the English language.

SPECIFIC OBJECTIVES OF THE PROPOSAL

- To promote the level of speaking through of pamphlet with funny activities.
- To provide ludic material that includes ludic games with amusing techniques.
- To elevate the interest of student with games and interactive situation.
- To apply innovative strategies to encourage the interest of students to express for development the oral expression.

THEORETICAL ASPECTS

LEGAL ASPECT

The legal bases of this investigation are represented in the child and adolescence code, where Article 48 is highlighted, when it establishes the right to recreation and rest. - Children and adolescents have the right to recreation, leisure, play, sport and more activities of each evolutionary stage.

It is the obligation of the State and sectional governments to promote and instill in children and adolescents the practice of traditional games; create and maintain safe and accessible spaces and facilities, public programs, and adequate, safe and free entertainment for the exercise of this right.

Educational establishments must have sports, recreational, artistic and cultural areas, and allocate sufficient budgetary resources to carry out these activities.

The Municipalities will dictate regulations on public shows; while the Information and Communication Development Regulation Council will issue regulations on radio and television programs and the use of computerized and electronic games and programs. Having concordance with the Constitution of the Republic of the Ecuador article 24.

However, game, defined by the United Nations as "all forms of physical activity that contribute to physical health, mental well-being and social interaction, such as play, recreation, sport, organized or competitive sports and sports or indigenous games ", allows us to have a healthy, full and even happier life. Thus, in 1978 it was described by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a "fundamental right for all".

Since this proposal is intended to be executed at Monseñor Leonidas Proaño public High school, it is unified and will be ruled under the general rules of the institution.

PEDAGOGICAL ASPECT

Since teaching has to do with the pedagogical area, this proposal is significant because it fulfills with some of the principles of constructivism in order to facilitate the success of the teaching process.

Besides, it contains ludic activities; it can be used as a didactic material guide with the purpose of achieving the significant learning in an easier way.

It is required that students can work and practice with reading activities to improve the oral expression, so they can motivate and improve the scholastic yield.

PSYCHOLOGICAL ASPECT

To obtain a greater percentage of possibilities for the student to achieve the apprehension of knowledge, it is necessary that the student is in a state of tranquility, without exaltations, that is, to orientate them to an attitude and an environment ready for learning. It should be ensured that they remain curious about the new subjects proposed to them, without falling into despair and obstructing the transfer of knowledge.

This is why, in the psychological aspect, the emotions with which the students can present themselves at the time of starting the class should be handled with moderation. In addition, taking into account the cognitive paradigm, it mentions that the internal processes through which the student passes are not regulated by extrinsic factors, but by intrinsic factors, which lead to internal processes of comprehension that will be so strong that they restructure their mind, it must then propitiate the student to face situations derived from the problem learned.

Psychology tells us that learning becomes more effective if factors like motivation and interest are taken into consideration by every teacher. The knowledge of psychology has helped the teacher in modifying her approach to the teaching learning process. The study of educational Psychology has

brought about change in the approach and therefore we have child centered education. Psychological principles are used in formulation curriculum for different stage. Attempts are made to provide subjects and activities in the curriculum which are in conformity with the needs of the students, their developmental characteristics, learning patterns and also needs of the society. (Taken from "Psychology Learning")

As teachers, we interact with students daily, sharing time with them and helping to learn something new with games and social interactions, so it is important to be involved with children all the time and have the responsibility to influence and motivate them positively, giving advices and encourage them to go on with their purpose of study. For that reason it is important to provide an environment where significant learning can be achieved and children can have a good time while learning. With motivation, children are able to put all their effort and interest in their studies, so it can be reflected in optimal scholastic accomplishment.

Psychology guides education in the area of mental health, student development, school organization, learning, behavior and motivation; providing assistance to the needs and particular situations of each student using various methods for this, in education the intervention of psychology is very important as this helps the development of teaching, school guidance and diagnosis.

Cognitive Psychology uses the mind-computer analogy that is constituted as an explanatory metaphor for the functioning of the mind. It involves considering the mind as a system of information processing which, as the computer codes, retains, and operates with symbols and representations. The conception of the human being as an information processor is based on this analogy, and computer programs are adopted as a metaphor for human cognitive functioning.

Psychology in the educational field provides the teacher with the theoretical constructs necessary for the management of the educational process. Their study is vital for understanding the process of formation and harmonious development of the student's personality. Its function is not to point out the ultimate goals of education, but rather helps to define these ends, to show what is possible to achieve, the possible routes to be used and those which are otherwise chimerical because they are incompatible with the laws of mental development.

Therefore, the object of study of Education Psychology is the educational process and the context in which it is developed and its primary objective is to orient the teaching practice from the laws and principles of learning, communication, habit formation and skills, the formation of values and the treatment to give to the cognitive and behavioral difficulties of the students.

FEASIBILITY OF THE APPLICATION

HUMAN FEASIBILITY

This proposal is feasible due to the support of the high school authorities, teachers, parents and other people of the educational community. Their collaboration has determined the execution as well as the feasibility of running such a work. On the other hand the students who have been witness of the process to learn English through games, that is to say, that it has had the essential human resources to reach a solution for the problem, reason of this project work.

AMONG THE PEOPLE MENTION BEFORE WE ALSO HAVE:

- Family Parents
- Tutor
- Researchers
- Librarians
- Cyber Employees
- Computer Specialist

FINANCIAL FEASIBILITY

We have had the minimal required financial resources to develop the pamphlet. Its realization has not been considered a expense for our budget because of the recycling way of presenting the drafts over and over and the assistance of people who gave us a hand or contributed with the development of this proposal.

Among the expenses presented herewith, we can mention the following:

Didactic material	60.00
Dictionaries	25.00
Office supplies	40.00
Photocopies	35.00
Internet	35.00
Prints	35.00
Transportation	40.00
Photos	30.00

Total	\$ 300.00

TECHNICAL FEASIBILITY

The logistics of this proposal have also been acquirable, despite the necessity of researching and having the appropriate information. Since the research has taken place in the same institution, with the support of the school of languages and the faculty of philosophy at Universidad de Guayaquil, knowing that they count with technology and internet, they have facilitated with all the necessary to fulfill with the purpose of this project.

TOOLS AND TECHNOLOGIES

School classroom	Didactic materials
Digital board	Teaching cards
Internet	Digital Camera
Projector	Prints
Computer	Computer
Office supplies	Projector
Charts	Flash memory
Photocopies	Printer
Worksheets	Scanner

DESCRIPTION OF THE PROPOSAL

This proposal consists of the design of a Pamphlet with innovative ludic techniques whose main purpose is to improve the oral expression and so, encourage the students to enhance this ability as good resource for their lives.

The proposal of this project will be run at Monseñor Leonidas Proaño Public High School that is located in the South of Guayaquil on Trinitaria Island, with the students of 8th grade.

This project started with the concern of many people around the institution, especially the teachers who at first hand, gave us all the necessary information for getting through the within of the problem.

The observation and all the instruments of the research enabled us to get to the conclusion that in fact there existed a problem with the application and production skill as one of the most important ability of communication.

During the research and the theoretical information taken and set in chapter two, we could also obtain the most realistic positions about other similar experiences that permitted getting along closely with the problem, getting to know and getting to establish the vulnerable phases of it to confront the most assorted information into the right place for our concern.

The proposal will be performed with the students of 8th grade at Monseñor Leonidas Proaño Public High School

WHO:

This work has been developed with the researcher's material and with the guidance of the class teacher and the participation of all the students.

HOW:

The students will improve their skills through the application of a pamphlet with innovative ludic techniques that will help them to improve, understand and increase their dexterities in the oral expression.

The proposal will be carried out on three different moments.

PHASE I

Presentation of the proposal

PHASE II

Execution of the proposal

PHASE III

Evaluation of the proposal

TIME OF EXECUTION

During the scholar year 2015-2016.

CONCLUSION

To keep constant motivation on the students to elevate their self-esteem and improve their assimilation of the English not only as a second language but as very part of themselves.

Next the institution, because it will get more prestige, since this educational project was performed in the classrooms and will be positively reflected in the way English is going to be taught.

Finally, the teachers because they will have new innovative material available since it has been specifically designed to help students improve their English speaking skills and their overall performance inside the classroom.

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Annex I

Documents

Máster

SILVIA MOY-SANG CASTRO

DECANA DE LA FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

Ciudad.

De mis consideraciones:

Se dirige ante Usted muy respetuosamente Jessica Maribel Game Delgado y Susana Edelmira Moncayo Vélez, egresadas de la Escuela de Lenguas y Lingüística para solicitar se me designe. TRIBUNAL, LUGAR, FECHA, y HORA, para sustentar el proyecto educativo.

Tema:

THE DEVELOPMENT OF THE LUDIC TECHNIQUES TO IMPROVE THE ORAL EXPRESSION.

Propuesta:

DESIGN OF A PAMPHLET WITH INNOVATIVE ESTRATEGIES TO IMPROVE THE ORAL EXPRESSION.

Previo a la obtención del título de Licenciado en Ciencias de la Educación, especialización: INGLES, el mismo que ha cumplido con las diferentes etapas constitutivas, directrices y recomendaciones dadas.

Por la atención que brinde a la presente quedo de Usted muy agradecido.

Muy Atentamente

Image 1: Acceptance of the school “Monseñor Leonidas Proaño” to carry out the project



Image 2 Tutor assignment for the project

Guayaquil, 15 de Diciembre del 2016

MSc. Silvia Moy-Sang Castro

Decana de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.-

De mis consideraciones

En virtud de la resolución del Honorable Consejo Directivo de la Facultad de su acertada dirección, con fecha MARZO 26 DEL 2015 en el cual se me asignó Asesor del Proyecto Educativo de la Licenciatura en Ciencias de la Educación, especialización Inglés, informo lo siguiente:

Que las profesoras **JESSICA GAME DELGADO** y **SUSANA MONCAYO VELEZ**, diseñaron y ejecutaron el Proyecto Educativo con el tema:

THE DEVELOPMENT OF THE LUDIC TECHNIQUES TO IMPROVE THE ORAL EXPRESSION. PROPOSAL: DESIGN OF A PAMPHLET WITH INNOVATIVE STRATEGIES TO IMPROVE THE ORAL EXPRESSION.

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

Las participantes han cumplido y ejecutado las diferentes etapas constitutivas del proyecto, por lo que se procede a la APROBACIÓN y pongo a vuestra consideración para los fines legales correspondientes.

Atentamente



Doctor Eduardo Torres Vivar

PROFESOR – ASESOR

Image 3 Approval of the project topic

**UNIVERSIDAD DE GUAYAQUIL**
ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, 1 de Julio de 2015

MSC.
SILVIA MOY-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFIA, CIENCIAS Y LETRAS DE LA EDUCACIÓN
CIUDAD.-

De mi consideración:

Nosotras, **JESSICA MARIBEL GAME DELGADO**, con C.I. **0918730532**, y, **SUSANA EDELMIRA MONCAYO VELEZ**, con C.I. **0915445365** Estudiante de la carrera Lenguas y Lingüísticas con mención inglés-italiano, modalidad semi-presencial del periodo 2015-2016, nos encontramos asistiendo al Grupo No.1 de Unidad de Titulación.

Nos dirigimos a usted, para solicitar la revisión y aprobación de nuestro tema para el proyecto de titulación para continuar con la elaboración del mismo, en:

Centro de Estudios Unidad Educativa Fiscal Monseñor Leonidas Proaño, **Dirección:** Isla Trinitaria "Coop. Polo Sur" Mz.Ñ, Sl. 1, Calle Angel Rivadeneira y Sgto. Milton Patiño, **ZONA 8, Distrito 2, Rectora:** Msc. Nexi España Rivera.

TEMA: "TECNICAS LUDICAS EN EL DESARROLLO DE LA EXPRECION ORAL"

PROPUESTA: "DISEÑO DE UN FOLLETO CON ESTRATEGIAS INNOVADORAS PARA EL DESARROLLO DE LA EXPRECION ORAL"

Agradezco su atención a la presente, esperando tener una respuesta favorable a la misma, me suscribo.

Atentamente,



JESSICA MARIBEL GAME DELGADO
C.I. **0918730532**



SUSANA EDELMIRA MONCAYO VELEZ
C.I. **0915445365**

REVISADO POR	FECHA	REVISADO POR	FECHA

Comencemos juntos a la excelencia

Image 4 College request from the university

 UG Universidad de Guayaquil	 Facultad de Filosofía Letras y Ciencias de la Educación	 <small>Escuela de Lenguas y Lingüística Guayaquil - Ecuador Teléfono: 2294-888 Email: lmguaq.linguistica.fli@gmail.com</small>
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Guayaquil, 2 de julio de 2015

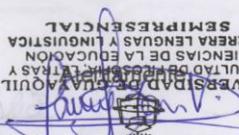
Msc.
Nexi España Rivera
Rector de la Unidad Educativa Fiscal "Monseñor Leónidas Proaño"
Zona: 8 Distrito: 2
Ciudad.-

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad puedan realizar sus prácticas profesionales y de vinculación con la comunidad.

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes: **Game Delgado Jessica Maribel y Moncayo Velez Susana Edelmira** de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que Ud. acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte
 Le anticipo mis reconocimientos.....


Ldo. Larry Torres Vivar Msc.
 Subdirector de la carrera Semipresencial Lenguas Y Lingüística.

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
ELABORADO POR:	Fabricio conforme	DIGITADOR	
REVISADO Y APROBADO	MSc. Larry Torres Vivar	SUB-DIRECTOR	

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 Guayaquil - Ecuador

Image 5 Request to carry out the project at school "Monseñor Leonidas Proaño"

30/6/2015 especie.jpg (560x720)



UNIVERSIDAD DE GUAYAQUIL
ESPECIE UNIVERSITARIA- NIVEL PREGRADO

SOLICITUD

Guayaquil 30 de junio de 2015

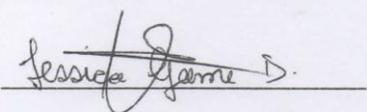
Autoridades
Dra., Nexi España Rivera MCS.
Directora de la unidad educativa Monseñor Leónidas Proaño.

Es su despacho.
Des mis consideraciones:

Yo JESSICA MARIBEL GAME DELGADO C.I. 0918730532, SUSANA EDELMIRA MONCAYO VELEZ CI. 0915445365 Estudiantes de la Facultad De Filosofía de La Universidad Santiago De Guayaquil muy respetuosamente solicitamos que se nos otorgue el permiso para realizar el proyecto de titulación en dicha Institución.

Quedando de antemano muy agradecidas y esperando su pronta respuesta.

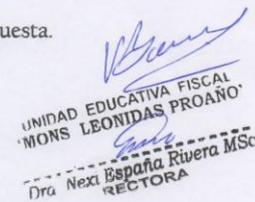
Atentamente.



JESSICA MARIBEL GAME DELGADO
C.I. 0918730532



SUSANA EDELMIRA MONCAYO VELEZ
CI. 0915445365



UNIDAD EDUCATIVA FISCAL
MONS LEONIDAS PROAÑO
Dra. Nexi España Rivera MSc
RECTORA

Image 6 Linkage with society-Game Jessica

 UG Universidad de Guayaquil	 Facultad de Filosofía Letras y Ciencias de la Educación	Departamento de Vinculación con la Colectividad Presencial y Semipresencial
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CERTIFICACIÓN

LA COORDINACIÓN DE VINCULACIÓN CON LA SOCIEDAD DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN, CERTIFICA: Que, vistas las evidencias correspondientes, el (la) Sr (a) (ta.) **GAME DELGADO JESSICA MARIBEL**, con C.I. 0918730532, Carrera **LENGUAS Y LINGUISTICA**, en la modalidad **SEMIPRESENCIAL**, realizó y aprobó la Actividad de Vinculación con la Sociedad, por lo que se le concede el presente certificado.- Guayaquil, 6 de abril del 2016.

Es todo cuanto puedo decir en honor a la verdad.-


MSc. DOMINGO TAPIA AVILÉS
DIRECTOR DE VINCULACIÓN CON LA COLECTIVIDAD
MODALIDAD PRESENCIAL Y SEMIPRESENCIAL



Elaborado por: Lic. Johanna Torres Ruiz, Secretaria de Vinculación Semipresencial
Revisado por: MSc. DOMINGO TAPIA AVILÉS
Autorizado por: MSc. DOMINGO TAPIA AVILÉS

"Caminemos juntos a la excelencia"

C. de la. Universitaria, Av. Kennedy s/n y Av. Delia - www.filosofia.edu.ec

Image 7 Linkage with society-Moncayo Susana

 <p>UG Universidad de Guayaquil</p>	 <p>Facultad de Filosofía Letras y Ciencias de la Educación</p>	<p>Departamento de Vinculación con la Colectividad Presencial y Semipresencial</p>
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CERTIFICACIÓN

LA COORDINACIÓN DE VINCULACIÓN CON LA SOCIEDAD DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN, CERTIFICA: Que, vistas las evidencias correspondientes, el (la) Sr (a) (ta.) MONCAYO VELEZ SUSANA EDELMIRA, con C.I. 0915445365, Carrera LENGUAS Y LINGUISTICA, en la modalidad SEMIPRESENCIAL, realizó y aprobó la Actividad de Vinculación con la Sociedad, por lo que se le concede el presente certificado.- Guayaquil, 10 de junio del 2016.

Es todo cuanto puedo decir en honor a la verdad.-


MSc. DOMINGO TAPIA AVILÉS
DIRECTOR DE VINCULACIÓN CON LA COLECTIVIDAD
MODALIDAD PRESENCIAL Y SEMIPRESENCIAL



Elaborado por: Lic. Angela Yanqui, Secretaria de Vinculación Presencial
Revisado por: MSc. DOMINGO TAPIA AVILÉS
Autorizado por: MSc. DOMINGO TAPIA AVILÉS

Ejercitaremos juntos a la excelencia

Calle Universitaria, Av. Kennedy s/n y Av. Delta - www.filosofia.edu.ec

Image 8 Pre professional practices-Moncayo Susana

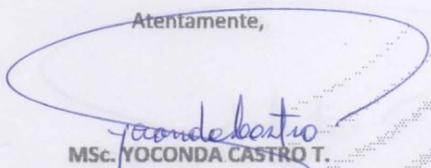
	UNIVERSIDAD DE GUAYAQUIL	
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN		
DEPARTAMENTO DE PRÁCTICA DOCENTE		
"DRA. MARÍA INÉS ARMAS VÁSQUEZ"		
TELÉFONO: 04-2281146		
 CERTIFICACIÓN 		
<p>LA DIRECCIÓN GENERAL DE LA UNIDAD DE PRACTICAS PREPROFESIONALES DEL SISTEMA DE EDUCACIÓN SUPERIOR DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN, CERTIFICA: Que, el (a) señor (a) (ita) MONCAYO VÉLEZ SUSANA EDELMIRA, con documento nacional de identidad N° 0915445365 especialización LENGUAS Y LINGÜÍSTICA, modalidad SEMIPRESENCIAL, realizó y aprobó las Prácticas Docentes Reglamentarias en el COLEGIO FISCAL FRANCISCO ARIZAGA LUQUE, con la calificación VEINTE (20), correspondiente al periodo lectivo 2013 – 2014. Así consta en los archivos que reppsan en esta secretaría, a mi cargo, a los que me remito en caso necesario.- Guayaquil, 21 de junio del 2016.-</p>		
<p>Atentamente,</p>  <p>MSc. YOCONDA CASTRO T. DIRECTORA GENERAL DEPARTAMENTO DE PRÁCTICAS PREPROFESIONALES</p>		
Elaborado por:	Lcda. Graciela Cruz L. - Auxiliar de Coordinación 	
Revisado y aprobado:	MSc. Yoconda Castro t. - Directora	

Image 9 Pre professional practices-Game Jessica

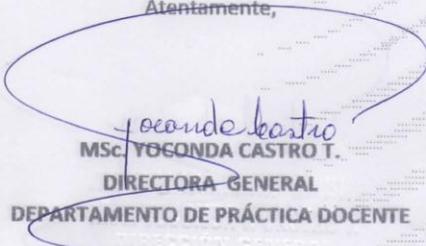
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
DEPARTAMENTO DE PRÁCTICA DOCENTE
"DRA. MARÍA INÉS ARMAS VÁSQUEZ"
TELÉFONO: 04-2281146

CERTIFICACIÓN

LA DIRECCIÓN GENERAL DE LA UNIDAD DE PRACTICAS PREPROFESIONALES DEL SISTEMA DE EDUCACIÓN SUPERIOR DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN, CERTIFICA: Que, el (a) señor (a) (ita) **GAME DELGADO JESSICA MARIBEL**, con documento nacional de identidad N° 0918730532 especialización LENGUAS Y LINGÜÍSTICA modalidad SEMIPRESENCIAL **realizó y aprobó** las Practicas Docentes Reglamentarias en el COLEGIO FISCAL DR. ARMANDO PAREJA CORONEL, bajo supervisión del (a) MSC. OSCAR ANCHUNDIA, con la calificación DIEZ (10), correspondiente al periodo lectivo 2013 - 2014. Así consta en los archivos que reposan en esta secretaria de la Dirección a mi cargo, a los que me remito en caso necesario.- Guayaquil, 30 de noviembre del 2016.-

Atentamente,


MSc. YOCONDA CASTRO T.
DIRECTORA GENERAL
DEPARTAMENTO DE PRÁCTICA DOCENTE

Elaborado por:	Lcda. Graciela Cruz L. - Auxiliar de Coordinación 
Revisado y aprobado:	MSc. Yoconda Castro t. - Directora



UNIVERSIDAD DE GUAYAQUIL

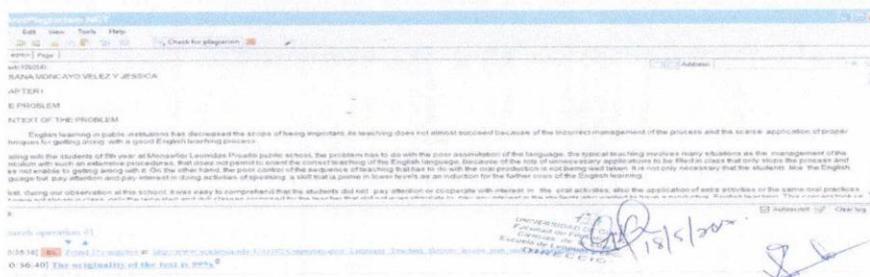
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. Eduardo Torres Vivar, tutor del trabajo de titulación Certifico que el presente trabajo de titulación, ha sido elaborado por **JESSICA MARIBEL GAME DELGADO CON C.C: 0918730532** y **SUSANA EDELMIRA MONCAYO VÉLEZ CON C.C: 0915445365** con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA EN CIENCIAS DE LA EDUCACIÓN en la carrera LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación **THE DEVELOPMENT OF THE LUDIC TECHNIQUES TO IMPROVE THE ORAL EXPRESSION PROPOSAL DESIGN OF A PAMPHLET WITH INNOVATIVE STRATEGIES TO IMPROVE THE ORAL EXPRESSION**, ha sido orientada durante todo el período de ejecución en el programa antiplagio URKUND, quedando el 1% coincidencia.



MSc. EDUARDO TORRES VIVAR

C.C. No. 0911298800

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SANA MONCAYO VELEZY JESSICA

APTER I

E PROBLEM

NTEXT OF THE PROBLEM

English learning in public institutions has decreased the scope of being important, its teaching does not almost succeed because of the incorrect management of the process and the scarce application of proper techniques for getting along with a good English teaching process.

aling with the students of 8th year at Monseñor Leonidas Proaño public school, the problem has to do with the poor assimilation of the language, the typical teaching involves many situations as the management of the curriculum with such an extensive procedures, that does not permit to orient the correct teaching of the English language, because of the lots of unnecessary applications to be filled in class that only stops the process and es not enable to getting along with it. On the other hand, the poor control of the sequence of teaching that has to do with the oral production is not being well taken. It is not only necessary that the students like the English guage but pay attention and pay interest in doing activities of speaking, a skill that is prime in lower levels as an induction for the further ones of the English learning.

irst, during our observation at this school, it was easy to comprehend that the students did not pay attention or cooperate with interest in the oral activities, also the application of extra activities or the same oral practices f were not chosen in class only the repeated and dull practice remained for the teacher that did not even stimulate in our own interest in the students when wanted to have a meaningful English teaching. This means that we

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Facultad de Filosofía y Letras
Escuela de Lengua y Literatura
DIRECCION



Photo 1 Jessica and Susana at the outside at “Mons. Leonidas Proaño” high public school



Source: Outside at “Mons. Leonidas Proaño” high public school
Researchers: Jessica Game and Susana Moncayo Velez

During the application of the proposal

Photo 2 Susana is explaining to the students the pronunciation of some words



Source: Classroom of 8th.basic education “A” at “Mons. Leonidas Proaño”
Researchers: Jessica Game and Susana Moncayo Velez

Photo 3 Susana is checking the realization of the exercises.



Source: Classroom of 8th.basic education “A” at “Mons. Leonidas Proaño”
Researchers: Jessica Game and Susana Moncayo Velez

Photo 4 Jessica is checking the development of the activity.



Source: Classroom of 8th.basic education “A” at “Mons. Leonidas Proaño”
Researchers: Jessica Game and Susana Moncayo

Photo 5 Jessica is checking the development of the activity.



Source: Classroom of 8th.basic education “A” at “Mons. Leonidas Proaño”
Researchers: Jessica Game and Susana Moncayo Velez

Photo 6 Susana and Jessica during the application of the interview to the English teacher Consuelo Toledo.



Photo 7 Susana and Jessica during the application of the interview to the English teacher Consuelo Toledo.



Source: In the English lab at the “Mons. Leonidas Proaño”
Researchers: Jessica Game and Susana Moncayo Velez

Photo 8 Susana and Jessica is giving the teaching pamphlet to the English teacher Lcda. Jeymy Chinga.



Source: Classroom of 8th.basic education “A” at “Mons. Leonidas Proaño”
Researchers: Jessica Game and Susana Moncayo Velez

Photo 9 With the Director and English teacher at “Mons. Leonidas Proaño” high public school



Photo 10 With the Director and English teacher at “Mons. Leonidas Proaño” high public school



Researchers: Jessica Game and Susana Moncayo Velez

Photo 11 MSc. Nexi España Rivera (Rectora) during the process of interview. She is answering the questions of the interview.



Source: In the Principal's office at "Mons. Leonidas Proaño"
Researchers: Jessica Game and Susana Moncayo Velez

Photo 12 Jessica and Susana In the School yard "Mons. Leonidas Proaño" high public school



Source: In the School yard "Mons. Leonidas Proaño"
Researchers: Jessica Game and Susana Moncayo Velez

Photo 13 Jessica and Susana In the School yard “Mons. Leonidas Proaño” high public school



Source: In the School yard “Mons. Leonidas Proaño”
Researchers: Jessica Game and Susana Moncayo Velez

During the tutorials

Photo 14 Jessica (student), Dr. Vicente Torres (Counselor) and Susana (student)



Source: Project office at Universidad de Guayaquil (Facultad de Filosofía)
Researchers: Jessica Game and Susana Moncayo Velez

Annex III

Survey

and

interviews

SURVEY TO THE STUDENTS

OBJECTIVE OF THE SURVEY

To know the point of view of the students about the method of teaching in the classroom.

SPECIFIC INFORMATION

Write an "X" on the answers you consider the most appropriate on each of the required question.

#	STATEMENTS	Agree	Totally Disagree	Indifferent	Totally Disagree	Disagree
1	The English teacher never uses games during the English class.					
2	The English teacher eventually stimulates the class with creativity during the English teaching process.					
3	The English teacher does not stimulate with games the development of conversations in English during the class.					
4	The school does not count with creative resources to develop the oral expression.					
5	The students do not enjoy the oral exercises and grammar during the English class.					
6	Games are necessary to improve the oral expression.					
7	The students need practice to improve the oral expression constantly.					
8	The students would feel attractive the development of conversations with the brochure we are proposing.					
9	The pamphlet with games activities as motivations is important in class.					
10	The pamphlet to be worked in group works could improve the oral expression.					

INTERVIEW TO THE DIRECTOR

OBJECTIVE OF THE INTERVIEW

To know the point of view of Directors at Monseñor Leonidas Proaño public School about the teaching methods and ludic techniques in the classroom.

1.- Do you think the use of ludic techniques in class will motivate the students to learn English? How?

I think it is very important to motivate students using ludic techniques for better learning of the English language.

2.- In what way do you think that the students will develop the oral expression by using activities, games that will be proposed in the brochure?

I think the students like participating in games and activities with the classmates so can they improve their oral expression.

3.- With the application of this project it will help to motivate the students to oral expression, in what way ?

I think it would be helpful for students because it is a material that contains playing activities focused on improving their oral expression.

.

4.- Do you think students would create conversations by using ludic techniques? How?

I think the students practicing daily oral expression with their classmates will gradually integrate into a more fluid conversation.

5.- Why do you think students would use games as a motivation to replace the traditional methodology?

I think it should go together the traditional methodology and ludic techniques for excellent results

INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE OF THE INTERVIEW

To know the point of view of the English teacher on the implementation of the ludic techniques at Monseñor Leonidas Proaño public School.

1.-Do you think that the students might learn in an easy and funny way?

I think the students can learn a lot if we make a more dynamic class including educational games, songs, booklets, etc.

2.-Do you think that brochure herein would be good to stimulate students in their learning? Why would it be, and how would you support this premise?

Of course students like learning through dialogues and educational games.

3.-Do you think that the didactic material proposed here could help the students in the oral expression? What would be your support?

Yes, I think the teaching materials is helpful for the teacher and educational games.

4.-Do you think that games as an approach to real English teaching are important to improve the oral production? Why?

I think educational games and group dynamics are very important for a good development of oral expression.

5.-Do you think that the students could use games and motivational activities to improve their oral expression, what do you think the percentage it will be?

Of course, we must find strategies to reach students and maximize all resources to motivate students.

Annex IV

**Pamphlet with innovative
strategies to improve the oral
expression**

INNOVATIVES STRATEGIES



TO IMPROVE THE ORAL EXPRESSION

INNOVATIVE STRATEGIES

CONTENTS

Activity 1: Presentation techniques

Activity 2: Relation techniques

Activity 3: Animation techniques and
concentration

Activity 4: Techniques abstraction and
general analysis

Activity 5: Communication techniques

Activity 6: Techniques dramatization

Activity 7: Closing techniques

INNOVATIVE SYNTHESIS STRATEGIES

PRESENTATION TECHNIQUES

Activity: Presentation by couples

Explain the dynamics
By couples.

Goals:

Allow the coordinator know about the group as necessary. Let the members know each other perhaps unknown aspects.

Application Procedure:

Professor indicates the activity to be held in the classroom, which is intended to make personal aspects of all students by exchanging information such as name, interest in the activity to develop, expectations, and so on.

Steps:

- a) Form couples: The teacher can coordinate the formation of couples through various criteria, such as: choosing little-known students; 1-2 and make a group numbering from 1 to 2; or use cards that have previously been written fragments of popular sayings (each saying is written on two cards, the start in one of them and its complement in another), cards between members and each spread should look for person who has the other party saying.
- b) Exchange between partners: For a few minutes couples are reported and exchange personal data on orders.
- c) Presentation in plenary: Everyone has a partner, providing the data requested by the facilitator or coordinator.

Discussion:

No proper. The teacher must be attentive to encourage and expedite the presentation; its duration will depend on the number of participants; usually a maximum of three minutes is



given per couple. You can ask for feedback at the end or summarize the most significant aspects that have been submitted.

Note: The latter remains the same for the rest of presentation techniques, so will not be explained in the rest of those shown below.

Utility:

Lays the groundwork to begin group work, to the extent that provides an understanding of the group, each member of their communication and interpersonal relationships.



Relaxation Techniques

Activity: Basic example



Goals:

- Reduce anxiety levels in group.
- Causing a more relaxed atmosphere in the group.

Application Procedure:

The teacher will tell students to sit in a comfortable position, with your forearms resting on the thighs and legs slightly apart, resting your feet on the ground. At the same time, they should close their eyes and try to concentrate on the words you say.

Steps:

- a) Using a pleasant tone of monotone and with a gentle rhythm teacher:
"Loosen the muscles of the left arm, the left arm muscles begin to relax gradually turn soft, loose, soft, loose, relaxed. Go slowly becoming increasingly heavy heavy ... left arm becomes heavy, heavy, heavier, and more and more. "
- b) When the teacher observes that students have focused, continue with body parts like legs, trunk, and so on.
- c) goes on to say: "All body muscles are relaxed, loose, arms, legs, neck, shoulders, back, trunk, abdomen, ... feel relaxed, calm, relaxed and pleasantly quiet increasingly relaxed and calm ... arms are becoming hot, getting hotter, pleasantly warm, they are become heavy, growing heavy, growing heavy, this feeling of warmth and weight is transmitting to legs, legs are getting hotter hot and heavy, and heavy becoming increasingly feel calmer, softer, pleasantly relaxed."



d) Once achieved relaxation, the teacher will say, "To the extent that count to three, your muscles will recover gradually, they will open your eyes and calm and relaxed one, two and three."

Utility:

The teacher can use this technique when you notice that during the activities carried out in class the student group is tense and anxious. It can be used at the beginning, during development or at the end of the activities, the precise time depends on the teacher makes a good observation and interpretation of anxious moments student group activity.

The advantage of these relaxation methods is that not only teaches the group to relax under stress, but individually help members cope with stressful moments of tension and more successfully.



Animation Techniques and Concentration



Activity: The Secret Friend

Objective:

Creating a climate of partnership and integration.

Application Procedure:

Materials:

Small roles.

Steps:

- a) The teacher gives each student a paper and asks you to type in your name and some personal characteristics (things you like, aspirations, etc.).

- b) Once students have filled out the paper put these in a bag or something similar and mixed. Then each student takes a paper at random, without showing it to anyone; the name is written corresponds to that going to be your secret friend.

- c) This step includes communicating with the secret friend, in each work activity should get a message so that the person cannot identify who sends it. It can be in the form of a letter or note, a small gift, or anything else that involves communication. The way to get the message is left to the choice of each, of course, no one should reveal who the secret friend of each person, even when I know.



Discussion:

In the last session of group work "secret friends" are discovered. A chance, a colleague says who believes it is his secret friend and why. Then discover whether or not hit and the real secret friend is manifested; then it's up to tell who believes this is his secret friend and the procedure is repeated, and so on until everyone has found his.

Utility:

This technique is useful to achieve closer ties of friendship and fellowship students. It is advisable to apply it in the first or second group activity, so you can develop for the rest of the activities. The teacher must be careful that the instructions are properly understood, and ensure that no one take a role with its own name, therefore it is recommended that you know who the secret friend of each person.



Techniques to Work Thematic Content

1) Techniques abstraction and general analysis.

Activity: Keywords

Objective:

Synthesizes or summarize the key aspects of an idea or theme.



Application Procedure:

Steps:

- a) With all students or groups, is asked everyone to write or say in one word what you think about the subject in question, for example, the teacher may ask: What is most important to learn English?

- b) Students or group members must respond with a single word to this question. Your answer may be: motivation, will, discipline, etc.

Discussion:

A brief reflection on what each word means for participants is performed. In this step, the teacher can rely on a flip chart in which previously have written the words nominated by students or simply on the board. You can use questions such as: Why motivation is important to learn English? The student who mentioned the word explains why. Other colleagues can support or contradict their ideas, and in this sense the argument goes. You can perform the art from reading a document, a talk, a discussion or presentation of an audiovisual medium, asks students to summarize in a sentence or where deemed appropriate, the most important theme ideas treaty.

Utility:

This technique is useful to check the knowledge gained by the group on the treated subject. For introduction of a particular theme, where you need to know the information on the subject this technique can be an effective means of achieving this.

3) Techniques dramatization.

Activity: Pantomime



Objective:

Can represent situations and analyze the reactions against them are obtained.

Application Procedure:

The pantomime is a performance without words, that is, mute. The message is transmitted to the body movement and facial expressions. It is convenient to use when there is a lot of noise and it is difficult for the voices have been heard by everyone in the group, or a member fears expressed verbally.

Steps:

One or more students choose a particular topic and should make the dramatization wordless, so it is necessary to choose carefully the attitudes or reactions which can better convey the message, and use expressions, gestures or movements known by all and exaggerate a little to them. In the case of those who have never done pantomime, it is recommended before you start doing that exercise tested with body language.

Utility:

Its main use is given by the importance of developing, for example, students, non-verbal communication, ie through gestures, mimicry, body expressions. The limitation of the technique is that it does not allow the expression of the ideas of the characters; but it is very useful to present facts, situations, attitudes and effective states.



Closing Techniques

Activity: Troubleshooting

Objective:

Create a discussion in which ideas, experiences, knowledge, exchanged to solve a problem.

How is it done?

The professor, previously, has developed, as a story in which fictional characters involved, the case or problem solve and be written on cards. (Different cases for each group different approaches may be developed, or to compare oneself then)



1st. Moment

Students will form groups and receive a card with a case. A secretary will read it.

2nd. Moment

The group will examine the possible reasons for the conflict and discuss about a possible solution.

3rd. Moment

The secretary will present the conflict to be resolved and shall state with precise language, the proposed solutions

Utility

For its main use is given by the importance of planning learning difficulties, discipline, and evaluation. To evaluate the progress of the group and to foster group responsibility.