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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

TOPIC:
INFLUENCE OF MOTIVATION IN THE DEVELOPMENT
OF ORAL EXPRESSION

PROPOSAL:
A DIDACTIC GUIDE WITH MOTIVATIONAL ACTIVITIES TO DEVELOP
ORAL EXPRESSION.

EDUCATIVE PROJECT
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

RESEARCHER:
MORÁN LUCAS WENDY ALEXANDRA
ANDALUZ JUAREZ LILIANA KATHERINE

ACADEMIC CONSULTANT:
LCDO. MSc
JOSÉ MIGUEL CAMPUZANO

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Que las integrantes WENDY MORAN LUCAS Y LILIANA ANDALUZ JUAREZ diseñaron el proyecto educativo con el tema INFLUENCE OF MOTIVATION IN THE DEVELOPMENT OF ORAL EXPRESSION y la propuesta; A DIDACTIC GUIDE WITH MOTIVATIONAL ACTIVITIES TO DEVELOP ORAL EXPRESSION. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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Atentamente

[Signature]

Msc. José Miguel Campuzano
Consultor Académico
DEDICATION

I dedicate this thesis especially to God for all that He has given me in my life and for allowing me to have reached to this so important moment in my professional life. I also dedicate this to my mother for being the main core support with her love and unconditional bearing regardless our differences and opinions, and to my family who I love indefinitely.

Wendy Moran

This is dedicated to God, King of the universe and creator of all things, our father and bearer of life. I also want to dedicate this to my mother, siblings whom have given me their support. To my husband who has render her love and unconditional support as well in the good times and the bad times and that has made part of this achievement. I would also like to dedicate this to family because they have also sacrifice their time so I could accomplish this project.

Liliana Andaluz
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Liliana Andaluz
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<tr>
<td><strong>CONTACTO CON AUTOR:</strong> Morán Lucas Wendy Alexandra y Andaluz Juárez Liliana Katherine.</td>
<td>Teléfono: +593 988413232 +593 982931589 E-mail: <a href="mailto:Wa.mi@hotmail.com">Wa.mi@hotmail.com</a> <a href="mailto:Katherine_aj@hotmail.com">Katherine_aj@hotmail.com</a></td>
</tr>
<tr>
<td><strong>CONTACTO EN LA INSTITUCIÓN:</strong> Nombre: Secretaría escuela de lenguas y lingüísticas.</td>
<td>Teléfono: (04)2294888 E-mail: ugrector @ug.edu.ec</td>
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</tr>
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</table>

**CONTACTING WITH AUTHOR:**

Morán Lucas Wendy Alexandra y Andaluz Juarez Liliana Katherine  
**Telephone:**  
+593 988413232  
+593 982931589  
**E-mail:**  
Wa.ml@hotmail.com  
Katherine_ai@hotmail.com

**CONTACTING IN THE INSTITUCIÓN:**

**Name:** Secretariat of the school of languages and linguistics.  
**Telephone:** (04)2294888  
**E-mail:** ugrector@ug.edu.ec
ABSTRACT

The main objective of the following investigation is to analyze the influence of motivation in the development of oral expression through a bibliographical, statistical and field analysis to design a didactic guide with motivational activities to develop oral expression. The present research was carried out under a positivist approach of descriptive type with quantitative methodology. This kind of study goes beyond the description of concepts, phenomena or the establishment of relationships between concepts, it directed respond to the causes of a physical or social event. With the help of the interview technique and the necessary questionnaires, 35 students of a Rita Lecumberri school class belonging to the eighth grade were approached and an interview was conducted with the teacher in charge of teaching English at this educational establishment, in where a high preference was shown by the teenagers for the activities outside the classroom and other factors that were considered for the elaboration of a didactic guide with motivational activities for the integral development of the oral expression in eighth grade teenagers.

KEY WORDS: Didactic, Oral Expression, Guide, Activities, teaching and learning.
RESUMEN

El objetivo principal de la siguiente investigación es analizar la influencia de la motivación en el desarrollo de la expresión oral a través de un análisis bibliográfico, estadístico y de campo para diseñar una guía didáctica con actividades motivacionales para desarrollar la expresión oral. La presente investigación se realizó bajo un enfoque positivista de tipo descriptivo con metodología cuantitativa. Este tipo de estudio va más allá de la descripción de los conceptos, los fenómenos o el establecimiento de relaciones entre los conceptos, sino que responde a las causas de un evento físico o social. Con la ayuda de la técnica de entrevista y los cuestionarios necesarios, se acercó a 35 estudiantes de una clase del Colegio Rita Lecumberri pertenecientes al octavo grado y se realizó una entrevista con el profesor a cargo de la enseñanza del inglés en este establecimiento educativo, donde se mostró por los adolescentes estas actividades fuera del aula y otros factores que fueron considerados para la elaboración de una guía didáctica con actividades motivacionales para el desarrollo integral de la expresión oral en adolescentes de octavo grado.

PALABRAS CLAVES: Didactica, Expreción Oral, Guia, Actividades, enseñanza y aprendizaje.
INTRODUCTION

The teaching of the English language in Ecuador has been questioned in recent years, particularly in government establishments, because of the fact that the level of English teachers is lower than the suggested. This is reflected in the methodologies and levels of learning achieved by the students, who after finishing the school and integrating to the different universities present a low level of the English language. Teen students over time have manifested new needs for optimal learning, and traditional techniques and methodologies have gradually become obsolete. Interactivity has become one of the main factors for imparting knowledge, play activities are a widely used resource today, mainly in those classes where students have more freedom to move around the classroom. Motivating students for efficient learning is a challenge that many teachers face daily. In the teaching of the English language the pronunciation, the vocabulary, and the oral expression are the main factors that should be covered by the teachers, but when there is a lack of motivation the students prefer to omit the educational methodologies and limit their capacity to learn. The educational material available to professors of government educational institutions is sometimes limited and scarce in motivational techniques, which promoted the development of the following study, whose structure is as follows: In chapter I, the problematic situation, the conflict situation, as well as its possible causes are detailed, all this together to be able to establish the general objective and the specific objectives that will delimit the development of the present project. Chapter II covers everything related to the theoretical framework, the background, the theoretical and legal bases that support the realization of the research, as well as the most important terms for its total understanding.
CHAPTER I
THE PROBLEM

RESEARCH CONTEXT

The process of learning a foreign language is undoubtedly complex and very different from learning any other discipline. First, because it has a cyclical behavior, that why it requires practice, a continuous review and motivation to engage students into a perpetual participation that complements the cognitive areas that involve the learning of a language.

In 2012 the National Secretariat for Higher Education, Science, Technology and Innovation (Senescyt) presented a study prepared by the Ministry of Education in which it was established that 74% of English teachers in the country are located at level A1 and A2, according to the Common European Framework (CEFR), which represents an initial knowledge of the language. International standards specify that a B2 level should be the minimum required to practice the teaching of English.

Our investigation was carried out in the high school "Rita Lecumberri" belonging to district 6 of education in Guayaquil, addressed in Garcia Moreno 1003 between Velez and Hurtado, it was founded by executive decree on June 19, 1906, during the government of Eloy Alfaro. The intention of Alfaro was to create this campus to strengthen the education of women, very limited at that time.

The school has about 56 teachers and 1,600 students, also has computer labs to promote the interaction through multimedia exercises, recreation areas, and large classrooms for an average of 40 to 45 students. within the English area, teachers have recorders to reproduce the interactive material of the English language courses, but some of them have continuous faults that is why some educators prefer to skip the use of this tool.
The knowledge bases of teaching English language in this educational center are limited by the techniques and materials used by the teachers, who promote repetitive and noninteractive classes, which restricts the students’ desire to learn. The motivational area of the students creates a rejection towards continuous learning.

The influence of motivation is the essence for any language learning and for oral expression as well. It’s the glue that keeps people engaged in learning a language with meaning and diction out of risk of being misunderstood. Motivation is the essence of promoting oneself into being interested with an activity that is pleasant.

English teachers of eighth grade who work in the educational establishment have a proactive initiative for the implementation of teaching strategies that promote knowledge in the students, but they do not have any specialized tool that allows them to support and provide a significant improvement in their teaching-learning process, which will help them to carry a continuous and meaningful teaching to their students through feedback and ludic activities.

The students from “Rita Lecumberri” High School required the right motivation in all classes, especially on the teaching of a foreign language. Improving their oral expression with oral structure classes, promoting the use of the basic tenses like the simple present tense. The lack of vocabulary, wrong verb usage, wrong adjective and adverb use and the conjugation of verbs impact on the learning process.

**CONFLICT SITUATION**

Through observation in the contribution of the students during English classes and with the help of surveys it was possible to be noticed that the problem basically originates in the lack of motivation in students of eighth grade in Rita Lecumberri high school and how they learn English, demanding that teachers have an updated knowledge and materials
based on technological and pedagogical resources for the application of complementary techniques to reinforce learning in their classes helping students to generate more attention in a subject that usually demands time, reading, writing and listening where students lose interest.

The teachers of the eighth grade in “Rita Lecumberri” indicate that the problem in the teaching and learning process is based on the lack of interest from the students in the subject of foreign language they indicate that it is complicated, difficult to pronounce, with an extensive content, very methodical, cataloguing it as a subject with a complex curriculum, slowing down and discouraging the learning process of students.

The student's lack of interest in learning English has a major influence on the comprehension of this subject, resulting in low speech skills, language competence and reading problems, limiting the ability of an integral learning to memorize just a few words. The students from the 8th grade from “Rita Lecumberri” High School need adequacy of oral, writing, and listening activities on the basic tenses because it is evident the lack of knowledge when they try to express themselves.

Because of the lack of interest in the learning process, classes could be confusing for the majority, unleashing a low performance from students. New tools and techniques need to be exercised in the classroom, creating a new environment promoting the learning of the English language.

**SCIENTIFIC FACT**

Low level speaking skill development in students from the eighth grade of “Rita Lecumberri” High School, zone 8, district 6, province of Guayas, Guayaquil Canton, school year 2017-2018.
CAUSES

- No updated techniques and methods
- Scarce of continuous teacher training
- Insufficient motivation strategies used by the teacher
- Deficiency of interaction between students during class

FORMULATION OF THE PROBLEM

How does motivation influence in the development of oral expression in the students from the eighth grade of “Rita Lecumberri” High School” zone 8, District 6, Guayas Province Guayaquil Canton, School 2017-2018?

OBJECTIVES

GENERAL

To analyze the influence of motivation in the development of oral expression through a bibliographical, statistical and field analysis to design a booklet with ludic activities to foster motivation.

SPECIFIC

- To diagnose the current situation of the teaching-learning process of the English subject for the students of the eighth grade of the Rita Lecumberri High school.
- To characterize oral expression by means of field, bibliographical and statistical study.
- To design a booklet with ludic activities

QUESTIONS OF THE INVESTIGATION

- What are the specifications and techniques that this Project will show when applied?
• What is the main purpose of this Project and what are the effects on the education system?
• Which are the theoretical referents related to motivation in the oral expressions?
• What is the current state of the motivation in the speaking skill in the 8th year?

JUSTIFICATION FOR RESEARCH

This project seeks to promote the socio-educational culture based on teaching methodologies with ludic tools that allow students to become more familiar with the content of the English subject, as well as to provide teachers with new techniques to strengthen the teaching of the English language. With the implementation of these new tools it is intended that both students and the teachers raise their motivation for the subject at the same time with their knowledge.

The main beneficiaries with the creation of a booklet involving ludic activities in English class, are teachers and students, who will have one more tool to support their knowledge acquired in classes, it is expected that students show fascination and interest in knowing more on a certain subject, to improve their performance during ludic activities.

Indirect beneficiaries will be the parents who can perform similar activities at home, through fun will strengthen what is learned in class by children. Also, the institution that may reproduce similar activities for various subjects.

Implementing new educational didactics in an area where historically there have been low levels of motivation for the extensive and almost mandatory methodological content, can overcome and correct practical problems of neglect, poor speech performance and writing failures. The didactic tools will strengthen the students' self-esteem through their interaction and will make the English course one of the most interesting.
This project will stimulate the teaching of the foreign language, and at the same time will increase the levels of knowledge in teachers and students through the strengthening of language and speaking skills through ludic dynamics. Students according to the European reference framework for languages, which is a standard that serves as an international normative that measures the level of comprehension, oral and written expression of a language, must have an A1 level, students must have the basic ability to communicate and exchange information in a simple way.

On the other hand, teachers must have a minimum of B2 level, they must have the capacity to achieve most of the communication objectives and be able to express themselves in a variety of subjects, with the help of the ludic and learning techniques the teacher could practice more openly with students and at the same time reinforce the knowledge.

This research is legally justified under the Organic Law of Intercultural Education (LOEI), which through its article No. 2 of principles, which establishes an education for change and recognizes human beings especially the children and adolescents as centers of the learning process and subjects of law. This is reflected through its article No.42 about the basic general education level, which proposes to develop the skills, abilities and competencies of children and adolescents, to participate in a critical, responsible and supportive way in the life of citizens.

It is also framed under the principles of "Good living", which through its planning promotes the reduction of socioeconomic gaps and differences, promoting education towards a generation of knowledge, as alternative growth for Ecuador.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

Shiub (2012), according to his study about the motivation and attitudes toward learning English as a foreign language, based on ungraduated students who were evaluated on three different characteristics: instrumental motivation, integrative motivation and personal motivation, interviews and questionnaires were used to acquire the data, revealing the following results:

The primary source of motivation came from instruments used by the students, the books and the media; in second place the personal motivation, the desire to learn English for academic and utilitarian purposes, the evidence showed that learning a specific language become part of the culture of acquire knowledge and causes a huge impact on students (Shiub,2012).

Garton, Copland, and Burns (2011) on their study about the global practices in teaching English which main aim it´s to investigate the best pedagogies strategies to increase the motivation on young students who learn English as a foreign language, registered the effectiveness of local solutions.

The investigation used an interpretative-exploratory methodology through surveys focused on collecting information related to the demographics location, English proficiency, English teaching, schools, the class and activities used, syllabus planning and teacher´s opinion.

The research revealed that 80.4% of English teachers were female, 73.9% were between 20 and 40 years old, the survey showed that many
teachers did not start their teaching careers as English teachers, about the material they use in classroom a wide range of documents came directly from the government with local designs, a frequently factor they found was the lack of motivation and interest on the part of learners, they couldn’t see an immediately use of the language on their lives.

THEORETICAL BASES

MOTIVATION

The term motivation is described as “what moves a person to make certain choices, to engage in action, to expend effort and persist in action” (Zoltan & Ema, 2011, p. 6), most researches around the globe agree that motivation is responsible for the actions people execute, maintain, or pursue.

Motivation could be a cause or effect of learning, it’s what researches discus, the functionality of a cyclic relationship, the natural process of being motivating for anything it’s more complex, the process involves a mental development, planning and goal setting, all under an internal or external perspective of the person (Zoltan & Ema, 2011).

TYPE OF MOTIVATION

INTRINSIC MOTIVATION

Refers to a specific behavior driven by internal rewards, “Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence” (TeachThoghtStaff, 2017, p. 1), Commonly people who are motivated intrinsically perform acts for fun, entertainment rather than some external pressure.

Teaching is commonly associated with intrinsic motivation, some authors called it “vocation” that it’s something internal that satisfies educator, additional the internal desire to transmit knowledge, impart values and improve the community, in addition most people who choose
teacher as a career are ready to forgo very high salaries and recognition incoming from the society (Zoltan & Ema, 2011).

EXTRINSIC MOTIVATION

“Extrinsic motivation is usually defined as our tendency to engage in activities to gain some type of known or external reward” (Stoeber & Hayward, 2010, p. 425), this type of motivation drive people to do things for a kind of reward or pressures, it maintains a slight barrier between pleasure and work.

Do work just because the salary it’s a good example of an extrinsic motivation, some factors like environmental rewards or punishment contingencies manage the daily behavior of people who feel the motivation to enhance the activity by the great rewards or by the fear of the absence of them.

The controversy of rewards on the learning process made teachers adopt different ways of teaching, those students with low self-esteem prefer the prizes and rewards they can achieve, while it has been shown that students with high self-esteem adopt a form of learning based on intrinsic motivation, maintain a pleasure in learning English as a foreign language (Stoeber & Hayward, 2010).

ACHIEVEMENTS

The motivation to achieve is manifested when basic needs are covered and guide your behavior to self-improvement and self-growth. Achievement motivation is like a desire or tendency to overcome obstacles, overcoming difficult tasks as best and as quickly as possible. according to Loughran (2013) the achievement motivation appears approximately in the children from the two years of life, when they are able to express "I did this" and therefore, they discover that they are capable of doing something.
Evaluation is an activity of great importance in the teaching and learning processes. In fact, it has been conceived as an inseparable element of these processes.

In the assessment of learning two general purposes are usually distinguished. The first is the improvement of the educational process, also known as formative evaluation. The second is to inform different actors about the achievements; the assessment resulting from this purpose is known as summative assessment and includes the functions of accreditation, qualification and accountability of student performance.

**QUALIFICATION POLICIES**

The evaluation is a tool that allows teachers and institutions to measure the progress in relation to English language learning, if the effectiveness of the methodology used provides the expected results or not, each cycle requires a thorough assessment to check that grants an improve teaching-related aspects to ensure successful teaching (Plácido & Peñate, 2009).

The main intention of the assessments it’s to provide accurate information about the progress of their students during a cycle, also if the knowledge transmitted by the educator was assimilated correctly, for which a series of methodologies are recommended like Congruence with instructional outcomes, define correctly the criteria and standards, and use a planning (Danielson, 2011).

“The activities and assignments are the centerpiece of student engagement” (Danielson, 2011, p. 5). There are several tools that can help teachers to measure the results obtained at the end of a teaching period such as:

**Written tests:** It is a measuring instrument whose purpose is to demonstrate the acquisition of cognitive learning, mastery of a skill or the
progressive development of an ability. By its nature, it requires a written response from the student (Danielson, 2011).

All areas will work together to avoid that this instrument become the only one for evaluating learning. In fact, the results of these tests will be considered a part of the final and non-exclusive qualification.

**Oral Tests:** The oral test is a type of interaction where the student seeks to accredit knowledge about a subject, speaking directly with the teacher or a classmate, the oral test is easy to apply; the student may be asked to present a specific topic orally for a limited period (Danielson, 2011).

**Individual or group projects:** The students are evaluated during the performance of a task explained by the teacher, all of them would be able to put into practice all the knowledge acquired in classes, the work could be individually or in groups them they proceed with an exposition to the class (Burns, 2011).

Group projects are also an excellent way to practice skills you do not trust. For example, work with a deadline, stay organized and be patient and if it makes you nervous to speak in front of a group, a joint project can help you feel more comfortable (Burns, 2011).

**MOTIVATIONAL ENVIRONMENT IN A CLASSROOM**

A classroom with the right atmosphere can do much for the students' school performance, aspects such as lighting, the formation of benches, the color of walls and even the distance between students, motivates learning (Fraser, 2012).

The primary function of a classroom it’s to encourage learning, the students should feel an adequate atmosphere since the first moment the class starts. The main observable elements of the environment will be described below:
RESPECT

Use of respectful language and warm tone of voice, Know the names of the student, Cooperate and listen to others.

The teacher can help to define a good learning environment by emphasizing the importance of respect from the first day of class and deal with outbreaks accordingly. Respect is not limited to students, teachers must respect their students as much as they want their students to respect them (Fraser, 2012).

SAFE SPACE

A safe space means that students are free to express themselves without fear of being mocked, harassed or intimidated. Teachers create a safe space by using a zero-tolerance policy for any hateful or discriminatory behavior (Fraser, 2012).

SYNERGY

Once teachers organize their classes to promote learning, establish a climate of respect and security, it is up to students to create a classroom climate that go accord their personality. Each classroom climate is different because it depends heavily on the variables that make it up, students make up the largest population of these variables, and when they feel they are in a safe and respectful environment, they express themselves freely (Anderson, Ryan, & Shapiro, 2013).

LUDIC TECHNIQUES AS A TOOL TO FOSTER MOTIVATION

“The ludic it´s the capacity to deal simultaneously and subjectively with two or more ways of classifying reality” (Harskamp, 2010, p. 53)

The ludic activity provides a great support in the student stage, the self-confidence, the autonomy and the formation of the personality, becoming one of the primordial recreational and educational activities. The
game is an activity that is practiced for fun and the enjoyment of the students, in many occasions, even as an educational tool (Harskamp, 2010)

**DEFINITIONS**

The ludic method is a set of strategies designed to create an atmosphere of harmony in students who are immersed in the learning process. This method seeks to assimilate the subjects taught by the teachers through the game.

“There is no learning without motivation. Having the opportunity to experience an autonomous motor activity is fundamental in early childhood, as an opportunity for the structuring of learning and relations with the outside world. The ludic-motor activities to help you learn even ways to learn, which can stabilize through a coherent and consistent continuity through the practice” (Raiola, 2015, p. 1).

Ludic activities are presented as a necessity in the development of humans, when they play, his or her experiences prepare them to face responsibilities into the society, this is a spontaneous and motivating way of expression.

“The function of the game is crucial in the structuring of the personality, especially during childhood. The recreational activity constitutes the background experience of a lifetime childish, which is expressed thanks to the need for movement and exploration” (Raiola, 2015, p. 2).

**IMPORTANCE OF LUDIC ACTIVITIES**

The ludic activity allows a comprehensive development of the person, helps to grow internally and externally, to enjoy our natural environment, the arts, the knowledge around us.
“Game-based learning has been found to promote a positive attitude towards learning and develop memory skills, along with its potential to connect learners and help them build self-constructed learning” (Venera, 2014, p. 647).

Through play, we learn the norms and patterns of social behavior, our values and attitudes, arouse curiosity. In this way, everything we have learned and lived is through game of knowledge.

**TYPE OF LUDIC ACTIVITIES**

**Sensory:** They are called sensory games or ludic games where children basically exercise the senses, they start from the first weeks of life and are specific exercise for the motor period, they can last up to two years, but also can be prolonged during childhood.

**Motor:** They appear spontaneously in the children during the first weeks repeating the movements and gestures in an involuntary way.

Motor games have a great evolution in the first two years of life and continue throughout childhood and adolescence. Walking, running, jumping, crawling, rolling, pushing or pulling are movements that play a part in children’s favorite games because with them they exercise their new conquests and motor skills while allowing them to release accumulated tensions (Venera, 2014).

**Verbal:** Verbal games favor and enrich the learning of the language. They start from the few months when the educators speak to the babies and later with the imitation of sounds by the child. Examples: tongue twister.

**Memory:** There are multiple games that favor the ability to recognize and remember previous experiences. There are different kinds of memory, as our interest is centered in the stage of school education we should be
especially interested in the memory classes associated with the senses, and cognitive development.

CHARACTERISTICS OF LUDIC ACTIVITIES

“The recreational and motor is based on the pleasure principle: you can start playing for pleasure but only when the game takes on meaning you can continue it, postponing the pleasure of a moment following the accomplished action” (Raiola, 2015, p. 2).

The main characteristics of the ludic techniques within a classroom are described below:

- It is voluntary, not imposed
- It is about joyful participation, happiness.
- It is not utilitarian in the sense of expecting a retribution or material advantage.
- It regenerates the energy expended in work or study, because it produces relaxation and integral rest.
- To enable the creative expression of the human being through the arts, sciences, sports and nature.
- It is healthy because it seeks the perfection and development of man.
- It is a human right that must be valid for all periods of life and for all social levels.
- It is part of the ongoing educational process
- It is something that can be spontaneous or organized, individual or collective.
BENEFITS

“The motor activities are the foundation of all learning and accompany the individual development in all its phases” (Raiola, 2015, p. 3).

Health Benefits

- Improves quality of life.
- Create healthy living habits.
- It contributes to preserving or recovering health and reducing risk factors.
- Reduces health costs.

Physical benefits

- It contributes to the development of physical capacities.
- Increases working capacity.

Psychological benefits

- It elevates self-esteem, self-confidence, self-image and security.
- It decreases the levels of stress and aggressiveness.

Social benefits

- It decreases the levels of violence and criminal acts.
- Strengthens community integration.
- Improvement of personal and community relations.
- It stimulates the cultural manifestations of our own.

ORAL EXPRESSION

It is denominated oral expression to all communication that is realized by means of the word. Oral expression in humans starts from the use of an innate faculty that enables him or her to articulate sounds in a systematic way and to communicate through them. Oral expression is one of the first complex forms of expression, either from the history of mankind or from the history of each person. In fact, orality is a way of expressing
itself before the written word and it is on this that writing develops later (Shiub, 2012).

PARALINGUISTIC FEATURES

Fundamentally, paralinguistics focuses on the study of voice broadcasts and the non-semantic characteristics of language; It is based on the analysis and recognition of vocal stimuli, through them, the receiver can identify, deduce or make judgments regarding four elements: physical characteristics of the emitter, his personality, his attitude towards the public and his emotional state (Katarzyna & Wagner, 2013).

It can be said that verbal communication is also formed by a set of body movements, signals and gestures through which we communicate some idea or feeling. All of them contribute to construct the image of the emitter when he speaks as to emphasize or contradict the strictly linguistic meaning (Katarzyna & Wagner, 2013).

UNDERSTANDING LEVEL

The secret of a good communication is not just to express yourself correctly, the receiver must understand what you want to express; for that reason, the linguistic expression it´s important in life, the correct management of teaching techniques in the classroom, provides equitable knowledge to all students for a complete interaction, the level of understanding in expressing ideas is a good indicator of the advances in teaching a language (Loughran, 2013).

PRONUNCIATION

Loughran (2013) says that pronunciation in English is one of the factors that make people believe that it´s a complicate language, which it´s not true, certain techniques will be described helping the student to improve in this area:
• Listen if possible everything you can in English (movies, songs, radio, videos)

• Find people whose native language is English to talk, if it is difficult to find, turns the Internet into that virtual meeting point to practice your pronunciation in English.

• Learn to perceive and imitate rhythms, English is a language where words and syllables are not pronounced one by one (like Spanish) and do not pronounce the way they are written, this is a language of "melody" Listening and imitating, is one of the great keys to a correct learning of the language.

• Visualize yourself and listen, identify your own faults or difficulties speaking in English this is the best way to correct them.

**VOICE TONE**

In the process of communication plays an important role, because it is the regulator of feelings and expressions. Within the tone, the high and low tones differ; These denote neutrality or objectivity, in addition to expressiveness and emotions, joy, surprise or regret (Manen, 2016).

**RHYTHM**

It refers to the verbal fluency expressed by a person. Measured in words per minute, the ideal is to use one hundred or one hundred fifty words per minute for our message to be understandable.

You can subdivide the scale in which the rhythm is measured in: very slow, slow, medium, fast and very fast. These cause diverse sensations in the receiver, so we must take care of our rhythm when exposing a content; slow rhythms cause boredom, fatigue, disinterest, monotony; the fast and lively rhythms, reveals nervousness (Manen, 2016).
SILENCES

There are different types of disturbances, such as long periods of silence, excessive use of words without content, repetitions, stuttering, mutilations, interjections, omissions, erroneous pronouncements, etc. Crying, laughing, controlling the joints, are examples that manifest the performance of a person’s linguistics (Koudenburg & Postmes, 2011).

The constant use of silences during a conversation have equal or more impact than the words themselves, they help to improve the interest in some topics or destroy a complete idea, it’s necessary to handle the times to prevent a complete misunderstanding (Koudenburg & Postmes, 2011).

VOCABULARY

Speaking and communicating effectively is one of the most difficult parts of the language learning process, and English is no the exception. One of the biggest limitations of those who are learning is the fear of making mistakes, so they choose to be silent.

A hundred words are enough to cover basic communication situations such as greetings, requests in restaurants, directions, etc. But to communicate at a slightly more advanced level, it takes at least 1,500 words, according to (BBC, 2011), it is important to distinguish between those terms that we know and use and those that we can know but do not use.

DICTION

It’s the act of modulate the voice on speaking, anatomical and physical aspects work together the diaphragm, larynx, pharynx, lips, mouth, palate and vocal cords, if there were an anomaly in one of these elements, the voice would suffer and the diction would not be the same (Carranza, 2013).
It can be melodious or monotonous, depending on the impression caused by the combination of the registers, accents and pauses used throughout the speech by the person.

**BARRIERS WITHIN ORAL COMMUNICATION**

Any person, group, process or situation that prevents the arrival of the message, its understanding, or the later Feedback, should be considered a communication problem. In the same way that through communication we are able to share experiences, ideas and feelings, we can diagnose and solve problems, the inadequate communication prevents the achievement of objectives, and for some people, it is a source of stress, because it difficult personal growth and efficacy at work, in the area of learning the bars of oral communication cause a delay in learning methodologies and threatens the achievement of goals (Gray, 2010).

**DISTRACTION DURING CLASS**

Distraction is a term used to describe a deviation of attention from a subject when he or she does not attend to something specific. Distraction can be considered a mechanical phenomenon, and can be caused by an inability to pay attention, a lack of interest, digital devices or attraction towards something else (MacCoy, 2013).

Adequate educational materials are considered of great importance because they increase the student's interest during the development of the teaching and learning process, obtaining better results in the achievement of capacities, but having inadequate, outdated educational materials in the classroom is anti-pedagogical and can be transformed into a tool of distraction (MacCoy, 2013).
Most common distractions in the classroom:

- Cell phone
- Distracted classmates
- Distractions from the external environment
- Hunger
- Social networks
- Tasks or works of other materials
- Personal problems

**DISRESPECTFUL BEHAVIOR**

Disrespectful students are those who create tension in the classroom, either because they get bored, demand more attention or enjoy provoking stress. They tend to be sensitive to criticism, and see the teacher as an authoritarian figure.

According to Colvin (2010) some students reveal very serious behavior problems, being rude and inconsiderate with their teachers or other students also promote physical or verbal aggression without any justification, in general it is a "low intensity" violence (intentional noises, shrill screams, bad words or vulgarities during classes), in some cases the teacher can’t recognize or identify their origin, this type of behavior creates a state of tension and distraction affecting the student’s environment, reducing significantly the motivation across the learning process.

When disrespectful students are identifying, is recommended to change seats, this way they are forced to adapt to a new environment because the brain needs time to adjust the changes, the student have to work with new classmates, one of the factors that should always be
remembered is that each student have to be included in all activities with a specific assignment, with this disruptions and disrespectful behaviors will be reduced (Colvin, 2010).

BULLYING IN THE CLASSROOM

According to Sampson (2009), bullying is the deliberate and continuous physical and / or psychological abuse of a child by another or others, who behave cruelly with the purpose of subjecting and frightening him or her to obtain a favorable outcome for the bully or simply to satisfy the need to attack and destroy, bullying involves a continuous repetition of teasing or aggression and can lead to social exclusion of the victim

Types of bullying:

Physical: pushing, kicking, aggression with objects, etc. It occurs more frequently in primary than in secondary school.

Verbal: insults and motes, contempt in public, highlighting physical defects, etc. It is the most usual.

Psychological: they undermine the individual's self-esteem and foster a sense of fear.

Social: seeks to isolate the youth from the rest of the group and classmates.

GROUP ACTIVITIES

Group dynamics activities based on cooperative learning can be applied at different times of the course, such as intervention strategies to change negative situations, strengthen positive dynamics and lay the foundations for active methodologies such as project learning
DISCUSSION AND DEBATE

It is a competition or challenge between two antagonists, unlike a simple discussion, there is a third party a judge and an auditorium, the purpose of the participants is to persuade them, any topic can be selected even the impossible to solve, the main goal of a discussion or debate it’s to persuade other people.

The teacher or some student who acts as director of the meeting moderates the debate orienting the group towards the achievement of certain objectives. This technique should be applied when there are technical, scientific or artistic topics that promote student learning and the didactics, when the group discusses an issue the coordinator carries out the work guidelines, which is previously set by everybody, the final resolutions, must be reached through a consensus of both parties (Bean, 2011).

PANEL OF ACTIVITIES

A panel is a meeting between several people who talk about a specific topic. The members of the panel, who are called "panelists", express their opinion and point of view on the topic to be developed, sometimes a panel meeting will admit people, as observers; this audience may ask questions to clarify the content or position of any panel member (Bean, 2011).

A panel usually has three to five members; In any case, seven is the maximum acceptable number in a panel of experts for the meeting to be operative. The estimated duration is one or two hours, with 10 or 15 minutes dedicated to the presentation of each exhibitor, In the environment of a class the panel can work with several experts, or students who have studied or worked on a topic, each one will express his point of view on a common theme, the purpose is to gather information from varied positions (Bean, 2011).
INTERVIEW

An interview is a dialogue between two or more people: the interviewer run questions and the respondent responds. It is a technique used for various reasons, research, selection of personnel, gathering information, etc. It is considered an interested dialogue with a prior agreement and expectations on both sides (Kelly, 2010).

During the process of teaching English as a foreign language, it is recommended to carry out multiple dialogues between students or directly with the teacher, promoting integral learning the student self-evaluates and improve his own performance.

FOUNDATIONS

PSYCHOLOGICAL AND EDUCATIONAL FOUNDATION

Freud's psychoanalytic theory:

According Sigmund Freud (1883) in his theory of game, it constitutes a genuine and privileged form of expression in childhood, which has been investigated from multiple perspectives and disciplines, psychoanalysis has been the object of several studies, both for its importance in the children's psychic life, and for its relevance in the context of psychoanalytic psychotherapy.

For Freud, through games the child can dominate events, starting with a passive attitude to try to control reality. As in the dream, the game manifests fundamentally two processes: the realization of repressed unconscious desires and the anguish produced by the experiences of life itself (Olson, 2015).

Freud links games to the expression of instincts and, more concretely, to the instinct of pleasure. For Freud, dream and symbolic games enable a process of realization of unfulfilled desires, these playful symbols provide an opportunity for expression to infantile desires.
The game is a genuine and privileged form of expression in children, which has been investigated from multiple perspectives and disciplines. Since psychoanalysis has been the object of several studies, both for its importance in children's psychic life and for their relevance in the context of psychoanalytic psychotherapy.

**Piaget`s Theory of learning through the game:**

For Jean Piaget, the game is part of the intelligence of the child, because it represents the functional or reproductive assimilation of reality according to each evolutionary stage of the individual.

Piaget focused primarily on cognition without devoting too much attention to the emotions and motivations of children. The central theme of his work is "an intelligence" or a "logic" that takes different forms as the person develops. It presents a theory of development in stages. Each stage assumes the consistency and harmony of all cognitive functions in relation to a certain level of development (Olson, 2015).

The game for Piaget is a paradigm of assimilation, before it builds stable structures to adapt to the medium effectively, the child oscillates between accommodations that force him to reorganize his patterns of behavior in function of the pressure of the external world.

**Vigotsky´s theory of game as social learning:**

According to Lev Semyonovich Vigotsky (1896-1934), the game arises as a need to reproduce contact with the rest. Nature is the origin and background of the game and social phenomena, and through the game scenes are presented that go beyond the instincts and individual internal pulsations. Finally, Vigotsky establishes that the game is a social activity, in which thanks to the cooperation with other children, they are able to acquire roles that are complementary to the own (Olson, 2015).
Each function in the cultural development of the child appears twice: first at the social level and then in the individual, first among other people (interpsychological) and then within the child (intrapsychological).

LEGAL FOUNDATION

ECUADORIAN CONSTITUTION (2008)

Article 3. The State’s prime duties are:

Guaranteeing without any discrimination whatsoever the true possession of the rights set forth in the Constitution and in international instruments, especially the rights to education, health, food, social security and water for its inhabitants.

SECTION FIVE
EDUCATION

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

The constitution of Ecuador, through its articles, guarantees an education free of prejudices and discrimination for all ages, and ludic activities are often a reflection of the cultural identity of a country, and are an educational alternative that promotes integration of the students.
THE GENERAL REGULATION TO THE ORGANIC LAW OF INTERCULTURAL EDUCATION.

CHAPTER I. THE EVALUATION OF LEARNING

Article 184.- Definition. Student evaluation is a continuous process of observation, assessment and recording of information that demonstrates the achievement of student learning objectives and includes feedback systems aimed at improving teaching methodology and learning outcomes.

Art. 185.- Purposes of the evaluation. The main purpose of the evaluation should be to instruct the student in a timely, pertinent, accurate and detailed manner to help him / her achieve the learning objectives; As a subsidiary purpose, the evaluation should induce the teacher to a process of analysis and reflection of their management as a facilitator of learning processes, with the aim of improving the effectiveness of their management.

Articles 184 and 185 define student evaluation as a way to measure student progress and at the same time improve teaching processes, which can be modified and analyzed to contribute the development of the children.


2.2. Reduction of socio-economic gaps and inequalities

Intensify actions aimed at the universalization of education and promote the dialogue of knowledge to strengthen intercultural relations in education.

According to point 5.7 where the following is expressed:

5.7. Promote interculturality and cultural policy across all sectors
b. Ensure an intercultural education for all citizens, at all levels and modalities, and culturally relevant to communities, peoples and nationalities.

It can be said that intercultural education is guaranteed in all levels respecting the ethical diversity of each region, without discrimination or segregation.

7.4 To promote the generation of bio-knowledge as an alternative to primary-export production

f. To promote education, the training of human talent, research, the exchange of knowledge and the dialogue of knowledge on bio cognition.
CHAPTER III
METHODOLOGY

METHODOLOGICAL DESIGN

The present research was carried out under a positivist approach of descriptive type with quantitative methodology, which bases it’s the development on the characterization of a fact with the help of statistical techniques to recognize certain aspects of great interest about a population and sample, in addition it is considered a realistic tool for describing phenomena of interest and collective behavior (Hueso & Cascante, 2012).

Sampieri, Fernández, and Baptista (2006) states that the quantitative method handles the collection of data to approve the hypothesis and the search of a solution in a determined problem. It is also responsible for making appropriate measurements to the variables within the study, to formalize the solution and communicate the results.

The study evaluated representative values about the emotional qualities of the students and how the teachers of Rita Lecumberri High School reacts to the problematic.

RESEARCH TYPES

Descriptive Research

The present research was realized under a descriptive investigation, which consists in characterizing a phenomenon, with the purpose of instituting or establishing its structural behavior, is also known as a
diagnostic investigation, because it indicates the most characteristic features of a fact, with the mission of observe and quantify (Cauas, 2012).

**Explanatory studies**

This kind of study goes beyond the description of concepts, phenomena or the establishment of relationships between concepts, it directed respond to the causes of a physical or social event. As its name indicates, its interest is explaining why a phenomenon occurs and in what conditions it occurs, and if two or more variables are related (Cauas, 2012).

Through the explanatory study questions such as the lack of motivation and the factors related to the student's low performance will be explained correctly.

**THESIS APPROACH**

The approach used in the development of this research is a positivist one, that according to Sampieri, Fernández, and Baptista, (2006) is a model that suggests that the researcher behave or interact in a neutral way obtaining more objective results, without bias or prejudice and communicate the reality as it is in a natural way.

**POPULATION**

According to Sampieri, Fernández, & Baptista (2006) the population is the set of all the cases that agree with certain specifications, the table below shows the population that will be subjected to the study:

<table>
<thead>
<tr>
<th>Table 1. Population</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Students</td>
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<td><strong>Total</strong></td>
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</table>
The population is determined by a group of 225 students of the eighth grade, distributed in five courses, in addition the educational institution has five English teachers assigned to several courses and sections, and as person in charge the principal.

**SAMPLE**

The sample is a subgroup of the population, on this investigation the non-probabilistic sample is applied which is considered a subgroup where the choice of the elements does not depend on the probability but on the characteristics of the investigation (Sampieri, Fernández, & Baptista, 2006).

The table below contains a non-probabilistic sample of items selected for convenience:

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<tbody>
<tr>
<td><strong>Teachers</strong></td>
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<tr>
<td><strong>Students</strong></td>
<td>35</td>
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<tr>
<td><strong>Total</strong></td>
<td>36</td>
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## OPERATIONALIZATION OF VARIABLES

**Table 3. Operationalization of variables**

<table>
<thead>
<tr>
<th>Type of variable</th>
<th>Variable</th>
<th>Dimension</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>Independent</td>
<td>Motivation</td>
<td>Type of motivation</td>
<td>Intrinsic</td>
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<td>Extrinsic</td>
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<td>Achievements</td>
<td>Qualification policies</td>
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<td>Motivational environment in a classroom</td>
<td>Respect</td>
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<td>Safe space</td>
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<td>Synergy</td>
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<td>Ludic Techniques as a tool to foster motivation</td>
<td>Importance</td>
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<td>Type of ludic activities</td>
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<td>Characterization</td>
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<td>Dependent</td>
<td>Oral Expression</td>
<td>Paralinguistic features</td>
<td>Benefits</td>
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<td>Pronunciation</td>
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<td>Voice tone</td>
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<td>Rhythm</td>
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<td>Silences</td>
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<td>vocabulary</td>
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<td>Diction</td>
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<td>Barriers within oral communication</td>
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<td>Distraction during class</td>
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<td>Disrespectful behavior</td>
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<td>Bullying in the classroom</td>
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<td>Group activities</td>
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<td>Discussion and debate</td>
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<td>Panel of activities</td>
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<td>Interview</td>
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</tbody>
</table>

**Source:** Research of The Influence of Motivation in The Development of Oral Expression  
**Authors:** Morán L. & Andaluz J.
TECHNIQUES AND INSTRUMENTS

SURVEY

It is a study in which the researcher obtains the data from a set of standardized questions directed from a representative sample or to the total set of the statistical population under study, often formed by individuals, companies or institutional bodies, to know states of opinion, characteristics or specific facts (Sampieri, Fernández, & Baptista, 2006).

Surveys will be carried out with the help of questionnaires which, according to Cauas (2012), is one of the most used instrument for data collection that consists of a group of systematic questions, allowing to measure one or more variables.

After obtaining the data, the quantitative approach uses an analysis of the procedures in a numerical form, where the characteristics of the problem are identified.

INTERVIEW

It is a meeting to discuss and exchange information on specific topics, under a framework of questions and answers, between a person who asks the questions called interviewer and a person who responds call interviewee (Cauas, 2012).

In the case of the ongoing investigation, an interview was conducted with the teacher in charge of the course where the surveys were conducted.

DATA PROCESSING

The data provided by the surveys will be tabulated in an Excel 2016 sheet, placed in columns with titles to the questions, later the graphs and summary tables will be realized, the evidenced here reveal the most
notable characteristics about the motivational factors in learning of the children of eighth grade of "Rita Lecumberri" high school.

ANALYSIS OF STUDENT SURVEYS

SURVEY MODEL

<table>
<thead>
<tr>
<th>No.</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel motivated during English classes</td>
</tr>
<tr>
<td>2</td>
<td>I like the environment during English classes</td>
</tr>
<tr>
<td>3</td>
<td>If I get good grades I feel more motivated to be a better student</td>
</tr>
<tr>
<td>4</td>
<td>For my future, it is important to study English</td>
</tr>
<tr>
<td>5</td>
<td>It is easier to learn many new words in English when I repeat them</td>
</tr>
<tr>
<td>6</td>
<td>It is easy to confuse the meaning of one word with another in English, because they sound similar</td>
</tr>
<tr>
<td>7</td>
<td>I am easily distracted during English classes</td>
</tr>
<tr>
<td>8</td>
<td>Activities where I have to interact with my classmates are Funnier than normal classes</td>
</tr>
<tr>
<td>9</td>
<td>I like activities outside the classroom, because they are different from the daily routine</td>
</tr>
<tr>
<td>10</td>
<td>The material used by the English teacher makes the class more interesting</td>
</tr>
</tbody>
</table>

Check the box according to the scale above

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Strongly Disagree
2. In disagreement
3. Neither agree nor disagree
4. Agree
5. Strongly agree
Statement number one: I feel motivated during English classes

Table 4. Feeling of motivation during classes

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Figure 1: Feeling of motivation during classes

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Comment: Around 39% strongly agree with the statement of feeling motivated during classes, 26% neither agree nor disagree, 29% disagree and only 3% strongly disagree, which reveals that a certain percentage of students feel motivated during English classes.
Statement number two: I like the environment during English classes

Table 5. The environment of the English class

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School  
Authors: Morán L. & Andaluz J.

Figure 2: The environment of the English class

Source: Information obtained from the survey at the Rita Lecumberri High School  
Authors: Morán L. & Andaluz J.

Comment: The majority around 34% disagree with the declaration of liking the classroom environment, 23% are neither in agreement nor in disagreement, 26% strongly agree and only 9% strongly disagree, which reveals that a certain percentage of students feel that the classroom environment is not the best for studying.
**Statement number three**: If I get good grades I feel more motivated to be a better student

**Table 6. Motivation through the qualifications**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source**: Information obtained from the survey at the Rita Lecumberri High School

**Authors**: Morán L. & Andaluz J.

![Motivation through the qualifications](chart1.png)

**Comment**: The majority around 69% strongly agree with the statement that relates happiness with high qualifications, 20% is neither in agreement nor in disagreement, 9% disagree and only 3% in strong disagreement, which reveals that a certain Percentage of students feel good when they get good grades.
Statement number four: For my future, it is important to study English

Table 7. English in the future as students

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>27</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Figure 4: English in the future as students

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Comment: The majority around 77% strongly agree with the statement that relates the future of children with English language learning, 11% do not agree or disagree and 11% disagree, which reveals that a large percentage of students knows the importance of learning a new language.
Statement number five: It is easier to learn many new words in English when I repeat them.

Table 8. The way to learn new words

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Figure 5: The way to learn new words

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Comment: On the statement that words in English are best learned if repeated several times 17% of students strongly agree, 14% agree, 26% disagree or disagree, 20% disagree and 23% strongly disagree, statistically it is not possible to conclude that there is a tendency on the part of the students, but the greater percentage does not present much interest with the subject.
Statement number six: It is easy to confuse the meaning of one word with another in English, because they sound similar

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School  
Authors: Morán L. & Andaluz J.

Figure 6: Confusion in the sound of new words

Source: Information obtained from the survey at the Rita Lecumberri High School  
Authors: Morán L. & Andaluz J.

Comment: On the statement that it is easier to confuse the meanings of the words in English because they sound very similar, the 20% of students strongly agree, 17% agree, 14% neither agree nor disagree, 34% disagree and 14% strongly disagree. Most students disagree with the previous statement and do not feel so confused with the sounds of the words in English.
Statement number seven: I am easily distracted during English classes

Table 10. Easy to distract during classes

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Figure 7: Easy to distract during classes

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Comment: On the statement that they are easily distracted during English classes, the 17% of students strongly agree, 9% agree, 17% neither agree nor disagree, 23% disagree and 34% strongly disagree. A large percentage is against this statement, and said they pay close attention during class time.
**Statement number eight:** Activities where I must interact with my classmates are Funnier than normal classes

Table 11. Fun activities during classes

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Information obtained from the survey at the Rita Lecumberri High School  
**Authors:** Morán L. & Andaluz J.

**Figure 8:** Fun activities during classes  
**Source:** Information obtained from the survey at the Rita Lecumberri High School  
**Authors:** Morán L. & Andaluz J.

**Comment:** On the statement that interactive activities among students are more fun than normal classes, the 34% of students strongly agree, 6% agree, 11% neither agree nor disagree, 20% disagree and 29% strongly disagree. The majority prefers interactive activities where they can talk or play with their classmates.
Statement number nine: I like activities outside the classroom, because they are different from the daily routine.

Table 12. Changing the routine

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Figure 9: Changing the routine

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Comment: Regarding the declaration of preference for activities outside the classroom, 49% of students strongly agree, 6% agree, 17% neither agree nor disagree, 23% disagree and 6% strongly disagree. The clear majority prefers to leave the classroom routine and experience new learning environments.
Statement number ten: The material used by the English teacher makes the class more interesting.

Table 13. New material to use in classes

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>In disagreement</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Figure 10: New material to use in classes

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.

Comment: On the statement that the materials the teacher uses during the classes increases the level of motivation, 37% of students strongly agree, 11% agree, 20% neither agree nor disagree, 23% disagree and 9% strongly disagreement. The students consider that any material that helps in the motivation of the class will always be accepted in the best way.
## ANALYSIS OF THE INTERVIEW WITH THE TEACHER

### Table 14. Interview format

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How long have you been practicing English as a teacher?</td>
</tr>
<tr>
<td>2</td>
<td>How do you rate the level of English in the eighth-grade students?</td>
</tr>
<tr>
<td>3</td>
<td>What methods of teaching do you practice with your students?</td>
</tr>
<tr>
<td>4</td>
<td>What kind of didactic activities do you do with the students during English classes?</td>
</tr>
<tr>
<td>5</td>
<td>In your opinion what is the biggest difficulty that eighth grade students have in learning English?</td>
</tr>
<tr>
<td>6</td>
<td>Do you have knowledge about the using of ludic activities during English language instruction?</td>
</tr>
<tr>
<td>7</td>
<td>According to your experience what are the main aspects that should be taken care of, to maintain a motivated class?</td>
</tr>
<tr>
<td>8</td>
<td>What difficulties have you had in the learning process of your students?</td>
</tr>
<tr>
<td>9</td>
<td>How is the educational environment in your classroom?</td>
</tr>
<tr>
<td>10</td>
<td>What type of subjects and activities do you think your students like and excite more?</td>
</tr>
</tbody>
</table>

**Source:** Information obtained from the survey at the Rita Lecumberri High School  
**Authors:** Morán L. & Andaluz J.
ANALYSIS

The person interviewed has been teaching English in several educational institutions for more than six years, but at Rita Lecumberri school she has been a professor for two years. She started in the world of teaching foreign language as a hobby to transmit knowledge in children.

It is considered that the students of the eighth grade have a level A1.1 but the great majority has large gaps related to the pronunciation, and a lack of vocabulary which makes it difficult to carry out simple conversations, due to the lack of attention in previous years.

The teacher applies the inductive and deductive methods to stimulate the cognitive part of the students, through the direct teaching of words and phrases according to the guide book of the school. The teacher affirmed that she regularly performs interactive activities such as singing, playing or group exhibitions.

The teacher said that the biggest difficulty presented by eighth grade students is the pronunciation and amount of vocabulary they have, plus they do not pay much attention to classes for any distraction. On the use of ludic activities, the teacher says that she only knows and uses the songs and comic books to illustrate and entertain the children.

The teacher revealed that according to her experience a good attitude and keeping the group of students attentive are the main aspects that should be taken into consideration to maintain a motivated class.

It is difficult for the children to pronounce correctly and sometimes it is a bit difficult to keep them concentrated in classes, this is due to the number of students per classroom, between 38 and 56. According to the teacher's experiences the classroom environment is adequate. Finally, the teacher considers that the most interactive and preferred classes for students are physical education, and in which group projects are sent to them.
CONCLUSIONS

- The students surveyed reveal a wide preference for activities outside the classroom. They were considered a motivation mechanism to confront the long hours of classes that promote boredom among the students and the inattention to the teacher.

- Eighth grade students attend English classes with a high degree of motivation because it is a different class than the others, but this motivation decreases rapidly throughout class time due to lack of interactive activities.

- There is a considerable socio-affective bond among the students of the eighth grade, which manifests itself when they perform group work or have activities outside the classroom, but when they go outside, they become a little less controllable.

- Teachers have tools such as government books, and small activities suggested by the teacher's guide, but do not have specialized guides for the performance of ludic activities.

- The students rarely perform ludic activities during the English classes, and in most of the subjects something similar happens. The teaching methodology decreases the activities outside the classroom, which sometimes causes a demotivation in the students.
RECOMMENDATIONS

- It is advisable to carry out seminars for the introduction of the suggested ludic activities to the teachers of the English area.

- It is essential to encourage communication among teachers, students and parents to identify together the possible problems that adolescents may have within the school, and look for alternatives of motivation both internally and externally to help students.

- Teachers should carry out more interactive activities with their students to motivate learning through games. In this way they could increase teaching-learning bonds.

- Among the ludic activities that teachers can handle, it is recommended to include cultural identification activities.

- The school authorities should manage with the help of the central government new materials for the interaction of the students during the ludic activities.
CHAPTER IV
PROPOSAL

TITLE
A didactic guide with motivational activities to develop oral expression.

JUSTIFICATION
Once the analysis of the investigation process was concluded, it determined the importance of the ludic activities in the process of learning and teaching the foreign language of English on the eighth-grade students of the Rita Lecumberri high school. Through the requests of the students to carry out a greater amount of activities outside the classroom, it becomes essential to promote physical activities and reduce sedentary lifestyle.

It was also identified that the classroom environment did not provide the necessary motivation that the student need, diminishing the interest to learn and attend classes. The limited preparation and materials that teachers habitually use to teach influences on the restrictions of activities during the classes. This makes the following proposal necessary to provide new teaching tools to teachers of the eighth grade of Rita Lecumberri school.

The following guide of recreational activities will provide help to English teachers, with a series of interactive activities between the teacher and the student and between classmates. The justification of the project is also based on the innovation of the educational system, as a development proposal to acquire knowledge through games.
OBJECTIVES

GENERAL

To develop linguistic and oral expression skills through games and ludic exercises.

SPECIFIC

- To Increase the motivation of the eighth-year students of the Rita Lecumberri high school during English classes
- To use games to foster and stimulate the cognitive area of learning in students.
- To renew the interest on learning a foreign language

THEORETICAL ASPECTS

The objective of the proposal is to develop the linguistic and oral expression levels, providing new ways of teaching through entertainment, leaving aside the traditional methods that often promote sedentary and boredom, which makes the student lose interest in learning the English language.

Teachers strengthen the knowledge and increase the level of comprehension in students through the development of classroom activities. The oral expression is a communicative skill with a big impact, when people understand and interprets what is heard, it involves interaction with one or more people in a similar context; therefore, it is considered a process, an action, based on expressive and interpretive skills (Vernon & Alvarado, 2014).

To be truly educational, the game must be varied and offer problems to solve progressively more difficult and more interesting. During the game, children must become protagonists of a heroic action created
according to their marvelous imagination. His overflowing fantasy will expand the game to points for us unsuspected.

To understand the nature of the game and the regularities of its development, it is essential to observe how the game arises and study its initial forms, through the development of several theories of games such as the following:

**Karl Gross, Theory of the Game as Functional Anticipation:**

For Karl Groos (1902), philosopher and psychologist; the game is the subject of a special psychological investigation, being the first to verify the role of the game as a phenomenon of development of thought and activity. It is based on the studies of Darwin that indicates that the species better adapted to the changing conditions of the environment survive. Therefore, the game is a preparation for adult life and survival.

For Groos, the game is pre-exercise functions necessary for adult life, because it contributes to the development of functions and capabilities that prepare the child to perform the activities that will play when it is big. This thesis of functional anticipation sees in the game a preparatory exercise necessary for the maturation that is not reached until the end of childhood, and that in his opinion, "it serves precisely to play and prepare for life."

**Piagetian theory (1956)**

Piaget associates three basic structures of the game with the evolutionary phases of human thought: the game is simple exercise; the symbolic game (abstract, fictional); and the regulated game (collective, the result of a group agreement).

Sensory motor abilities, symbolic or reasoning, as essential aspects of the development of the individual, are what condition the origin and evolution of the game.
Piaget focused mainly on cognition without paying too much attention to the emotions and motivations of children. The central theme of his work is "an intelligence" or a "logic" that takes different forms as the person develops. Presents a theory of development in stages. Each stage assumes the consistency and harmony of all cognitive functions in relation to a certain level of development. It also implies discontinuity, a fact that assumes that each successive stage is qualitatively different from the previous one, even considering that during the transition from one stage to another, elements of the previous stage can be built and incorporated.

In the operative stage or concrete, the child can assume a limited number of logical processes, especially when it is offered material to manipulate and classify it. Understanding still depends on concrete experiences with certain facts and objects and not abstract or hypothetical ideas. From the age of twelve, people are said to enter the stage of formal operational thinking and from that moment they have the capacity to reason logically and formulate and test abstract hypotheses.

**Vygotsky Theory (1924)**

For this theorist, there are two lines of evolutionary change that converge in the human being: one more dependent on biology (preservation and reproduction of the species), and another more sociocultural type (to integrate the organizational form of a culture and of a social group).

Finally, Vygotsky establishes that the game is a social activity, in which thanks to cooperation with other children, they can acquire roles that are complementary to their own. This author also deals mainly with the symbolic game and points out how the child transforms some objects and converts it into his imagination into others that have a different meaning for him.
Game Theory: Sigmund Freud

Freud considers the game to express needs and satisfy them, releasing repressed emotions, where the child can express himself freely.

Freud was forced to modify his theory and recognized that real experiences, not only the projections of the unconscious and the realization of desires, also play in the game. The repetitive presence of those experiences that had been unpleasant or traumatic required another principle than pleasure.

The unpleasant experiences in the ludic situation and the events that dominate the child, makes them become actors and represents its negative, traumatic aspects.

Psychoanalytic theories suppose, in very general lines, theories of deep emotions, so their hypotheses and explanations are very complex. We could say that throughout childhood certain desires are repressed during the socializing process and psychoanalysts consider the game as one of the ways to give vent to the cited repressed desires.

FEASIBILITY

FINANCIAL

The financial feasibility of this guide with recreational activities is possible because its major contribution is focused on the knowledge acquired by the authors, who through research determined the best activities that children can perform to improve their skills of oral expression. The most significant costs will be determined by the printing of the sheets used for the teacher’s guide.

LEGAL

For the investigation and data collection of the primary sources, the project has the necessary documents for the approach to the students and
teachers of the Rita Lecumberri School of Guayaquil. The necessary documents are attached in the annexes. The copyright of the results as well as the intellectual property were assigned respectively to the “Universidad de Guayaquil”. So there is no legal impediment to the development of this project.

TECHNICAL

In accordance with the plan of execution of this guide of recreational techniques, the institution has enough materials to be able to develop the proposal. It has open spaces for the activities and the appropriate structure for a good performance of the students willing to learn.

HUMAN

This research as well as the proposal presented have been socialized and later accepted by the teachers and by authorities of the institution. Although many teachers are below the recommended level to teach the foreign language of English, this guide does not represent any difficulty, because it is illustrated with the materials and the complete process for its easy execution.

POLITICAL

The present project does not present an impediment for the execution of the internal politics of the high school, because it is not a mandatory guide, it must be considered a help to strengthen the knowledge of the students through ludic activities.

The adaptation of this guide with ludic activities to the educational curriculum of the English teachers does not limit the possibilities to complete the annual plans. This proposal should be a complement to daily teaching, a bank of new ideas to make the class more exciting.
DESCRIPTION OF THE PROPOSAL

The following guide with motivational activities will help both teachers and students by providing new educational tools of interest to increase motivation and at the same time increase oral expression skills in eighth grade students. The activities proposed below are the result of the research of its authors, focused on the oral expression, improving vocabulary, and in general to a complementary alternative of teaching English.

This didactic guide is considered as a tool to promote learning and oral expression, but it is still a way of teaching, so it requires special attention from the teacher in charge of the class, if the activity is outside the classroom, he or she must take care of the activities not related to learning, he or she must divide everyone into the groups that are necessary for the practice of the ludic activities and explain the rules and behavior that students should have during the activity.

The didactic guide consists of a cover, index of the activities, it presentation and it conclusions. Each one of the activities is duly documented based on the following structure: a title, the objective, the organization and suggested time, the materials and the detailed process for the execution of the same.
CONCLUSIONS OF THE PROPOSAL

The guide of ludic activities allows students to carry out more interactive activities and represent events of real life through games and at the same time reinforce the knowledge acquired during the classes.

It is necessary that the teacher maintain the order and control of the class during the activity, in this way it is ensured that the main objectives of the activities are met.

The interpersonal development of the students will increase, in the same way the social relations of the class, allowing to unite more the students and at the same time to develop their oral expression skills.

All the activities were carried out based on the curriculum of teaching the English language of the Ecuadorian government. The content is related to the classes that are dictated daily in the governmental educational units. in this way it could be adapted for other institutions.
A didactic guide with motivational activities to develop oral expression

For the promotion of Oral Expression in 8th grade
At Rita Lecumberri High School

Morán Lucas Wendy Alexandra
Andaluz Juarez Liliana Katherine
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# Activity No. 1: Guess the word

| **Objective:** | To Provide the student the opportunity to practice the words of a new vocabulary (Animals) |
| **Organization:** | Groups, whole class |
| **Materials:** | It is recommended that the teacher use between 15-25 prefabricated cards of cardboard size A-4 with the impression of a drawing of the word that will be taught to the students, it is recommended to print the drawings in color for a better identification of the details. |
| **Suggested time:** | 15-30 minutes |

**Process:**

1. The teacher will show the cards one by one to the class, make students practice the pronunciation and the writing of each word, also imitate the action that represents the word.
2. Divide the class into groups of two or more people, depending on the number of students in the class.
3. Each team must choose a name that represents them.
4. One by one the teams will pass to the front of the class, and they must choose who will guess the word and who will perform the mimic.
5. In a lapse of two minutes, the team must guess the word on the card, assigned by the teacher.
6. If the team guesses the word, it will earn one point for each success in the overall score.
7. The team with the highest score at the end of the activity will win
8. If there are tied teams, there will be another round to choose the winner.

**Source:** http://media.jrn.com/images/E0012752425--415453.JPG
At the zoo

frog

cow

cow

chicken

horse

mouse / mice

sheep

tiger

bird

duck

monkey

lizard

goose

Activity No. 2: Crazy alphabet

**Objective:** To practice the pronunciation of letters of the alphabet

**Organization:** Groups, whole class

**Materials:** It is recommended that the teacher use prefabricated cards of cardboard size A-4 with the impression of a letter of the English alphabet, a total of 26 cards (A B C D E F G H I J K L M N O P Q R S T U V W X Y Z)

**Suggested time:** 15-20 minutes

**Process:**
1. Make the introduction to the class about the pronunciation of each letter of the alphabet in English, and look for words which begin with the letter showed to the class.
2. Deliver all the cards in disorder one for each student.
3. Only those who have cards will participate, if there are students who do not have cards, they will be eligible for the next round.
4. All students who have a card will stand up and pass to the front of the classroom, in three minutes they must place in alphabetical order the cards delivered to them.
5. Once they are ordered, each one will have to pronounce the corresponding letters of his or her own name.
6. If the space to expose the letters of the alphabet it’s not enough, the teacher can perform the same activity outside the classroom.
7. The teacher must show the format so that students in their notebooks perform the same exercise done in classes, with the letters on their names and the letters that do not.

Source: https://t3.ftcdn.net/jpg/00/32/42/28/500_F_32422888_pclm6SavNr5vHJL8CswrFm7e747P1Kew.jpg
<table>
<thead>
<tr>
<th>letters in my name 😊</th>
<th>letters not in my name 😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B C D</td>
<td>A B C D</td>
</tr>
<tr>
<td>E F G H</td>
<td>E F G H</td>
</tr>
<tr>
<td>I J K L</td>
<td>I J K L</td>
</tr>
<tr>
<td>M N O P</td>
<td>M N O P</td>
</tr>
<tr>
<td>Q R S T</td>
<td>Q R S T</td>
</tr>
<tr>
<td>U V W X</td>
<td>U V W X</td>
</tr>
<tr>
<td>Y Z</td>
<td>Y Z</td>
</tr>
</tbody>
</table>

# Activity No. 3: The dice of the animals

**Objective:** To practice the diction of the words in a sentence

**Organization:** Groups

**Materials:** It is recommended that the teacher use prefabricated cards of cardboard size A-4 with the impression of the numbers from 1 to 6 on one side and the other, the selected animal, additional a dice will be needed to play the game.

**Suggested time:** 15-20 minutes

**Process:**
1. List all cards on the back from one to six.
2. Groups of two members will be formed
3. Each pair will come out in front and throw the dice, the number obtained will be related to the number of the card.
4. The couple will be asked the name of the animal and it will be written on the board
5. The dice will be thrown again and if the result is a repeated number, a simple sentence should be said about the animal, for example the "lion is big"
6. The game continues until at least four characteristics of each animal have been described.
7. You as a teacher should correct and guide the students to form simple descriptive sentences, in addition you are recommended to choose animals that are known by the children.

![Animals](https://i.pinimg.com/originals/8c/ca/b1/8ccab15d004c7f223eb3161fbf8b2e8.jpg)
squirrel
dolphin
turtle
frog
crab
penguin
pig
dog
koala bear

Source:
https://i.pinimg.com/originals/3b/9b/f1/3b9bf11f0f5e27e38b4c95798d3bac30d.jpg
**Activity No. 4: Calendars**

<table>
<thead>
<tr>
<th>Objective:</th>
<th>To reinforce how to express yourself by asking simple questions in classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization:</td>
<td>Individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>Print on an A4 sheet, a calendar corresponding to the current month, simple with large tables for writing the questions</td>
</tr>
<tr>
<td>Suggested time:</td>
<td>15-30 minutes</td>
</tr>
</tbody>
</table>
| Process:                         | 1. Give instructions to the students about how to write what they liked most during that day, give ideas such as a place they had visited, food, friends etc ... Indicate that it is enough to write words that identify the action.  
2. Indicate the following: if the student has problems such as writing a certain word, ask the following question: "How do you say" "" in English?  
"How do you spell it? Thank you miss.  
3. The student will be able to ask during the class the way of writing certain words and how they are said.  
4. At the end of the month they should make a complete story with all the anecdotes written on the paper.  
5. At the end of the month, each student should present a summary of the activities he or she did in the month, indicate to the students that they should select maximum five activities, to expose them to the whole class. |
**Activity No. 5: Playing basketball with prepositions**

<table>
<thead>
<tr>
<th>Objective:</th>
<th>To Express position with basic prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization:</td>
<td>Whole class</td>
</tr>
<tr>
<td>Materials:</td>
<td>Give specific instructions to students to use recycled notebook sheets to make a small ball of paper, not to use blank sheets.</td>
</tr>
<tr>
<td>Suggested time:</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

**Process:**

1. Organize the class so that everyone is seated with their chairs in a large circle.
2. As a teacher, place the garbage basket in the center of the circle.
3. Each child will have an opportunity to throw a ball of paper into the basket.
4. After throwing the ball of paper, the student must say in which place the ball fall, for example: The Ball in (Near, Under, On) the (basket, desk, chair)
5. If the student dunks the ball of paper, he should say: The Ball is in the basket
6. At least 3 launch rounds will be made
7. During the activity, you as a teacher of the class, provide the necessary indications for the correct use of the prepositions, as well as the correct pronunciation of the same.
8. At the end of the ludic activity, make a brief review about the importance of recycling, and the use of recycled paper.

**Source:** [https://www.dreamstime.com/photos-images/kid-throwing-garbage-trash-bin.html](https://www.dreamstime.com/photos-images/kid-throwing-garbage-trash-bin.html)
**Activity No. 6: Guess who belongs**

<table>
<thead>
<tr>
<th><strong>Objective:</strong></th>
<th>To reinforce oral expression through questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong></td>
<td>Whole class</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>No resources are needed, Only articles of minor importance</td>
</tr>
<tr>
<td><strong>Suggested time:</strong></td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

**Process:**

1. The ludic is to put an object that belongs to each student, recommend not to put valuable items such as phones, calculators or jewelry.
2. Tell students that they should guess who owns each item on the table.
3. Before beginning the activity, the teacher will review the pronunciation of all objects on the table.
4. The teacher begins by asking the class "Who’s is this ______?" then the students will have to guess who is for example "Is it Kelvin’s", if the object does not belong to Kelvin, he should answer "No, It's not mine"
5. There will be three attempts to guess who the object is, if all three attempts fail, the person who owns the object will say, "It's my ______"

Source: https://recursoseducativospr.com/2014/10/08/ser-comprensible-es-la-clave-para-el-desarrollo-de-ninos-sanos/
### Activity No. 7: The Blind Chicken

<table>
<thead>
<tr>
<th><strong>Objective:</strong></th>
<th>To give instructions on positions through prepositions of space</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong></td>
<td>Whole class</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Handkerchief to cover the eyes and candies as prizes</td>
</tr>
<tr>
<td><strong>Suggested time:</strong></td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**Process:**

1. At the beginning of the activity the teacher performs didactics with all the students reminding them the prepositions of place such as "Up, Down, left, right, straight ahead, back, go, stop, run, walk".
2. Previously the teacher put some candies in hidden places around the classroom.
3. The teacher will cover the eyes of the volunteer student and will ask the other students to guide him / her only with the instructions described above, in order to find the hidden candy.
4. The deadline to find the candy is two minutes, if the student does not find the gift within this time, it will be another student's turn.
5. It is recommended to keep the order at all time and check the tone of the students' voice, to avoid making noise and disturbing the other classes.

**Source:** [http://aprenderjuego.blogspot.com/2014/01/juego-la-gallinita-ciega-blindmas-bluff.html](http://aprenderjuego.blogspot.com/2014/01/juego-la-gallinita-ciega-blindmas-bluff.html)
**Activity No. 8: Answer the correct question**

<table>
<thead>
<tr>
<th>Objective:</th>
<th>To give instructions on positions through prepositions of space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization:</td>
<td>Pairs</td>
</tr>
<tr>
<td>Materials:</td>
<td>On a sheet size A-4 print a question and on another sheet, its only possible answer, it is recommended around 5-10 questions that are in accordance with the material that taught in classes.</td>
</tr>
<tr>
<td>Suggested time:</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Process:**

1. Distribute the sheets of paper with the questions and only possible answers among all possible students. It is recommended that the teacher perform the combination of sheets at random.
2. Indicate to the students that they orderly stand up from their seats and look for the corresponding question or answer pair.
3. Each pair of students with the corresponding question and answer, should call the teacher to ask if the match is correct, so it is recommended that the teacher separate the groups in such a way that they do not produce noise and annoy the other classes.
4. When they think they have found the right partner, they will come to the board and write their question and answer, and one of them must read to the whole class the complete sentence.
5. The following questions and answers are proposed below
   - Q: Who is that girl? / A: She is my sister
   - Q: What is that? / A: It's a car
   - Q: Where is your office? / A: It's in the center of the city
   - Q: Are you sick? / A: No, I'm just sleeping
   - Q: Is your mother at home? / A: No, she is at the office
   - Q: Are they Ecuadorian? / B: No, they aren't
6. The teacher is recommended that within the illustrations or answers in the A-4 formats include images that best describe the situation, so that the student can better identify the sentence.

**Source:** https://iris.peabody.vanderbilt.edu/module/palsk1/cresource/q2/p05/
# Activity No. 9: Describing Objects

**Objective:** To describe objects

**Organization:** Whole class

**Materials:** No resources are needed, Only articles of minor importance

**Suggested time:** 25-30 minutes

**Process:**

1. On the class blackboard, write a small list of adjectives used to describe objects and classified as follows:
   - **Shape:** Round, square, narrow, wide
   - **Size:** Big, short, long, small
   - **Weight:** Heavy, Light

2. It is recommended to explain the adjectives written on the blackboard one by one, to interact with the students, asking them for shapes, sizes of various objects known by everyone, such as school articles or household items.

3. Each student will have an object on their hands, recommend to the students not to manipulate things of great value.

4. Tell students that one by one they will expose their article to the class in the following way:
   - This is a (an) + Noun + Adjective
   
   **Example:** This is a + Book + It's black

5. It is recommended to control the oral expression of each student and make recommendations to improve the pronunciation and the order of expression of words in a sentence.

**Source:**
https://en.islcollective.com/resources/printables/worksheets_doc_docx/describing_objects/adjectives-elementary-a1/40370
Describing
We use adjectives and attributes to describe objects. Some examples are...

Color

Size

Function

Shape

Category

Parts

Location

Source: http://laoblogger.com/describe-clipart-kids.html
### Activity No. 10: Find Someone Who

**Objective:**  
To improve oral expression when describing people

**Organization:** Whole class

**Materials:** Paper + Pencil

**Suggested time:** 15 minutes

<table>
<thead>
<tr>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell students to fill out a form, with the names of the classmates who respond affirmatively to one of the questions on the interview.</td>
</tr>
<tr>
<td>2. The teacher must explain that the structure of the questions should be as follows:</td>
</tr>
<tr>
<td><strong>Do you + Verb + Complement</strong></td>
</tr>
<tr>
<td>For example:</td>
</tr>
<tr>
<td><strong>A:</strong> Do you have a car?</td>
</tr>
<tr>
<td><strong>B:</strong> Yes, I do / No I don’t</td>
</tr>
<tr>
<td>3. The whole class should talk and interview as many colleagues as possible, to find the right people.</td>
</tr>
<tr>
<td>4. If it is affirmative, the answer notes the name of the partner</td>
</tr>
<tr>
<td>5. It is recommended to use the following phrases:</td>
</tr>
<tr>
<td>___ have a car</td>
</tr>
<tr>
<td>___ Like to dance</td>
</tr>
<tr>
<td>___ Has a birthday in July</td>
</tr>
<tr>
<td>___ live on a third floor</td>
</tr>
<tr>
<td>___ play football</td>
</tr>
<tr>
<td>___ play the piano</td>
</tr>
<tr>
<td>___ goes to the church on Sunday</td>
</tr>
<tr>
<td>6. When the didactic ends all students will present their results to the whole class.</td>
</tr>
</tbody>
</table>

**Source:** [http://blog.treering.com/how-to-interview-someone-for-the-yearbook/](http://blog.treering.com/how-to-interview-someone-for-the-yearbook/)
### Activity No. 11: Personal ID

**Objective:** To improve oral expression through the description of people with an ID.

**Organization:** Whole class

**Materials:** Paper + Pencil + Photo (Materials normally used during a school class. Except for the photograph of the boy or girl, it is recommended that the teacher evaluate the use of the same, in the case that many conflicts are present, it can be discarded)

Divide the A4 sheet into four equal parts and print an International Student Identity Card format, like the figure below.

**Suggested time:** 25 minutes

**Process:**

1. If it is possible request a passport-size photograph to each student.
2. Give each student a copy with an "International Student Identity Card" format, which will contain basic information such as name, surname, place of birth, nationality and age.
3. Each student will attach their photograph, fill in their personal data as first and last name, in the section of place of birth they can choose any other than Ecuador.
4. When all students have finished making their identification card, they will go out in pairs to describe their classmate.
5. The following basic description is proposed for the students:
   
   His or Her name is ____.
   He / She is from ____.
   He / She is (Nationality)
   He / She is (Age)

**Source:** [https://www.isic.org/about-us/](https://www.isic.org/about-us/)
Activity No. 12: Group Bingo

Objective: To reinforce the oral expression through the direction of a game

Organization: Whole class

Materials: Paper + Pencil + Bingo Game (It is important that the teacher manages the use of a bingo game as simple as possible and that do not represent an excessive expense for the activity, otherwise cut small written or printed numbers for the game with BINGO style)

Suggested time: 25 minutes

Process:
1. The teacher will give the students a small bingo table with random numbers to simulate the bingo game
2. Require the help of all the students, one by one, they will stand in front of the class and take out a number, which must be read loud and written on the board in English
3. Each student will fill in their table respectively, if someone does not listen well the number can ask for it to be repeated.
4. If the student who is in front of the class, does not remember or does not know how to pronounce or write the number, the teacher will explain it in an appropriate way.
5. The prize for the Bingo winner will be a small candy.
6. If there are two winners, the prize will be doubled and there will be no second round.

Source: https://bingotexas.wordpress.com/
### Activity No. 13: Circular alphabet

<table>
<thead>
<tr>
<th><strong>Objective:</strong></th>
<th>To Strengthen oral expression through vocabulary dictated by the whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong></td>
<td>Whole class</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>No resources are needed</td>
</tr>
<tr>
<td><strong>Suggested time:</strong></td>
<td>10-15 minutes</td>
</tr>
</tbody>
</table>

**Process:**

1. It is recommended that the first indications that the teacher should give to the class, is that they remain in their seats, and that the teacher will choose a student at random and assigned a letter from the alphabet.
2. The teacher will indicate to the student that he or she should say a word that begins with that letter.
3. The teacher will assign to another student the last letter of the word that the previous student said, and this student should say another word that begins with the new letter, in case he does not find a word he could consult his classmates.
4. The word must be said in English to complete its validity
5. The dynamics will continue until the 10 minutes have passed.

**Source:** [https://www.pinterest.com/explore/vocabulary-cards/?lp=true](https://www.pinterest.com/explore/vocabulary-cards/?lp=true)
Source: https://i.ytimg.com/vi/tJxSr7bZMJg/maxresdefault.jpg.
Activity No. 14: The thread of the conversation

Objective: To strengthen oral expression through vocabulary and pronunciation about places in the city - preposition of place

Organization: Whole class

Materials: A yarn

Suggested time: 10 - 15 minutes

Process:
1. The teacher will sit in a large circle all students
2. Give a random yarn to any random student
3. The teacher will name a tourist site in the city of Guayaquil and the student must say what objects or places he remembers that exist around.
4. It is recommended to write examples on the board to express existence as:
   Singular: There is a Bank / There isn't a Bank
   Plural: There are two parks / There aren't two parks
5. When the student finishes the sentence satisfactorily, he will give the yarn to another person.
6. The game ends when the yarn it’s over.

Source: http://www.auladeelena.com/2016/10/dinamica-de-grupo-el-ovillo.html
**Activity No. 15: The physical appearance**

<table>
<thead>
<tr>
<th>Objective:</th>
<th>To describe yourself and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization:</td>
<td>Whole class- Group of three</td>
</tr>
<tr>
<td>Materials:</td>
<td>Paper – Pencil (Materials normally used during a school class)</td>
</tr>
<tr>
<td>Suggested time:</td>
<td>10 - 15 minutes</td>
</tr>
</tbody>
</table>

**Process:**

1. The teacher should assemble groups of three students, in the most orderly way possible to avoid losing students behave disrespectfully.
2. Each student must assemble a table with the following information:
   **Name / Age / Weight / Height**
3. For this case and the English level of the students should ask the questions in English, the teacher will write the questions on the board.
4. When they have completed the information, the student will write a series of questions in the present tense.
5. The questions will have a simple descriptive content such as:
   - *Is Ana short?*
   - *Is Ana thin?*
   - *Is Ana athletic?*
   - *Is Ana Tall?*
6. The answers must be affirmative or negative:
   - *No, I'm not / yes, I am*
7. The teacher will call a group of students so that they can present their results to the class.

Source:
https://greatergood.berkeley.edu/article/item/why_teachers_are_more_likely_to_punish_b_lack_students
Source: http://2.bp.blogspot.com/-9DyiYNt_w0I/Uv8W2YeYzvI/AAAAAAAADX4/nrlBgLDaU_0/s1600/describing+people.jpg
BIBLIOGRAPHY


ANNEXES

1
Msc Silvia Moy Sarau Castro  
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.  
Ciudad.-

De mis consideraciones:

Yo, Wendy Alexandra Morán Lucas, con CI 092014702-2, y Liliana Katherine Andaluz Juárez con CI 093044316-3, estudiantes de la escuela de Lenguas de la Facultad de Filosofía de la Universidad de Guayaquil, matriculados en el seminario 5ta titulación 2017-2018, damos a conocer a usted que hemos solicitado el permiso respectivo al Rector “Colegio Rita Lecumberri” Ing. Miguel Ángel Vaca Andrade para realizar nuestro proyecto de titulación en el 8vo. curso de educación básica, requisito previo para la obtención de la licenciatura en Lenguas Inglesas y Lingüísticas.

TEMA: Influencia de la motivación en el desarrollo de la expresión oral.

PROPUESTA: Diseño de un libreto con actividades Lúdicas.

OBJETIVO: Analizar la influencia de la motivación en el desarrollo de la expresión oral atreviéndose de un estudio de campo bibliográfico y estadístico para diseñar un libreto con actividades lúdicas para fomentar la motivación.

Contando con su aprobación y con la colaboración de las personas pertinentes a este estudio, quedamos de usted muy agradecidas.

Atentamente,

Wendy Morán Lucas  
CI 092014702-2  

Liliana Andaluz Juárez  
CI 093044316-3
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado José Miguel Campuzano, tutor del trabajo de titulación certificó que el presente trabajo de titulación, ha sido elaborado por Morán Lucas Wendy Alexandra con CI 0920147022 y Andaluz Juárez Liliana Katherine con CI 0930443163 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACIÓN en la carrera de LENGUAS Y LINGÜÍSTICAS.

Se informa que el trabajo de TITULACIÓN INFLUENCIA DE LA MOTIVACIÓN EN EL DESARROLLO DE LA EXPRESIÓN ORAL, PROPUESTA: UNA GUÍA DIDÁCTICA CON ACTIVIDADES MOTIVACIONALES PARA DESARROLLAR LA EXPRESIÓN ORAL, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio URKUND. Quedando el 6% de coincidencias.

MSc. José Miguel Campuzano
ANNEXES 3
**INTERVIEW WITH THE TEACHER**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How long have you been practicing English as a teacher?</td>
<td>I have been an English teacher for six years and in this school for about two.</td>
</tr>
<tr>
<td>2 How do you rate the level of English in the eighth-grade students?</td>
<td>The students of the eighth grade maintain a level A1.1, but for what we have appreciated they still have a lot to learn</td>
</tr>
<tr>
<td>3 What methods of teaching do you practice with your students?</td>
<td>I apply inductive and deductive methods to stimulate the cognitive part of the students, through the direct teaching of words and phrases according to the guide book of the school.</td>
</tr>
<tr>
<td>4 What kind of didactic activities do you do with the students during English classes?</td>
<td>We often do interactive activities such as singing, playing or group exhibitions</td>
</tr>
<tr>
<td>5 In your opinion what is the biggest difficulty that eighth grade students have in learning English?</td>
<td>The biggest difficulty presented by eighth grade students is the pronunciation and amount of vocabulary they have, plus they do not pay much attention to classes for any distraction</td>
</tr>
<tr>
<td>6 Do you have knowledge about the using of ludic activities during English language instruction?</td>
<td>Only the use of songs and storybooks</td>
</tr>
<tr>
<td>7 According to your experience what are the main aspects that should be taken care of, to maintain a motivated class?</td>
<td>A good attitude of the teacher and group work of the students</td>
</tr>
<tr>
<td>8 What difficulties have you had in the learning process of your students?</td>
<td>It is difficult for them to pronounce correctly and sometimes it is a bit difficult to keep them concentrated in classes, this is due to the number of students per classroom, between 38 and 56.</td>
</tr>
<tr>
<td>9 How is the educational environment in your classroom?</td>
<td>According to my experience, I consider that the classroom environment is adequate</td>
</tr>
<tr>
<td>10 What type of subjects and activities do you think your students like and excite more?</td>
<td>Physical education, research, educational projects and subjects related to art</td>
</tr>
</tbody>
</table>

Source: Information obtained from the survey at the Rita Lecumberri High School
Authors: Morán L. & Andaluz J.
### SURVEY MODEL

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>In disagreement</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

Check the box according to the scale above

<table>
<thead>
<tr>
<th>No.</th>
<th>Phrases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel motivated during English classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>I like the environment during English classes</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>If I get good grades I feel more motivated to be a better student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>For my future, it is important to study English</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It is easier to learn many new words in English when I repeat them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>It is easy to confuse the meaning of one word with another in English, because they sound similar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am easily distracted during English classes</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Activities where I have to interact with my classmates are Funnier than normal classes</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I like activities outside the classroom, because they are different from the daily routine</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The material used by the English teacher makes the class more interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>