UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LINGUISTICA

TOPIC:
“INFLUENCE OF LUDIC MOTIVACIONAL ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION”

PROPOSAL:
“MANUAL WITH LUDIC ACTIVITIES “

EDUCATIONAL PROJECT
PREVIOUS OBTAINING THE BACHELOR DEGREE IN ENGLISH LANGUAGE

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De mis consideración

En virtud de la resolución por la autoridad Académica de la Facultad de Filosofía, de fecha 5 de diciembre del 2017 en el cual se me designo Asesora de Proyectos Educativos de la licenciatura en ciencia de la Educación, especialización LENGUA Y LINGÜÍSTICA.

Tengo a bien informar lo siguiente:

Que los integrantes GONZALO ALFREDO ALVAREZ MORAN C.I 0923453344 con EDISON ISRAEL ALVARADO TOLA C.I0923722599 Diseñaron el Proyecto Educativo con el tema “INFLUENCE OF LUDIC MOTIVACIONAL AT ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION” PROPOSAL “MANUAL WITH LUDIC ACTIVITIES “

Con el mismo que ha cumplido con la directrices y recomendaciones dadas por el suscrito.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACION

Y pone a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente

______________________________
MSc. LUCILA SANCHEZ PEREZ
Tutora
DEDICATION

I dedicate this work in a special way to god and my grandmother Carmen Villacis who has instilled in me that love for the studies that now bear fruit, strengthened my hopes and aspirations to successfully complete this project, since it was not easy but neither impossible, it is to be noted and recognized that with optimism, perseverance and responsibility, the proposed goals of moving forward and being better each day are achieved.

GONZALO ALFREDO ALVAREZ MORAN
DEDICATION

I dedicate this work to God and my family who has been my help at all times in order to finish my studies. God has been the main engine of my life guiding me through His Holy Spirit. My family encouraging me unconditionally.

EDISON ISRAEL ALVARADO TOLA
ACKNOWLEDGMENT

First I thank God for allowing me to have a good experience within the university, thanks to my university for allowing me to become a professional in what I am passionate about, thanks to every teacher that was part of this integral process of formation,

my mother Rosa Moran for her indoncional support provided in this long process, to my sister Angy Alvarez and niece Anahi Figueroa for giving me that love when more I needed, Jeimmy Campuzano for his knowledge support to advance in my training as a professional and my father Benito Avarey for giving me life also to my thesis partner and brother in Christ Edison Alvarado who have gone through different difficulties but under the grace of God we have finished it successfully. I firmly believe that the impossible of man God returns it possible.

GONZALO ALFREDO ALVAREZ Moran
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EDISON ISRAEL ALVARADO TOLA
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UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

PROYECTO EDUCATIVO

TÍTULO: Influencia de las actividades lúdicas para el desarrollo de la expresión oral

PROPUESTA: Manual con actividades lúdicas.

AUTORES: GONZALO ALFREDO ALVAREZ MORAN, EDISON ISRAEL ALVARADO TOLA

TUTORA: MSc. LUCILA SANCHEZ PEREZ.

RESUMEN

El propósito de esta investigación fue estudiar el problema de la expresión oral en estudiantes de octavo grado del Paralelo Básico de Educación General paralelo A de la Unidad Educativa Clemente Yerovi Indaburu, debido a la deficiencia en la expresión oral de los estudiantes en el idioma inglés, estudiantes se les dificultaba hablar en clase debido a su miedo a tener una mala pronunciación. Este proyecto contó con un estudio de campo, una investigación bibliográfica y un análisis estadístico de Actividades Motivacionales planteadas como solución al problema actual. El Análisis Estadístico mostró la relación entre los estudiantes y el profesor en la clase de inglés para la expresión oral, los instrumentos aplicados fueron: La guía de observación para analizar el comportamiento de los estudiantes en la clase y su interés o desinterés en la expresión oral del idioma inglés, Encuesta de estudiantes con una población de 35 y la entrevista con el maestro para recopilar datos suficientes para encontrar una solución a esta investigación. Los datos obtenidos demostraron la deficiencia de los estudiantes en la expresión oral del idioma inglés y la falta de herramientas lingüísticas para que el maestro ayude a los estudiantes a mejorar su habla en el idioma inglés. Por esta razón, se requirió una herramienta didáctica para ayudar a los estudiantes y, a su vez, al docente, y esta es la razón por la cual los investigadores diseñaron un Manual con actividades lúdicas para fomentar una mejor comunicación mediante el uso del idioma inglés. Los investigadores creen que la mejor manera de aprender es jugando, el estudiante está motivado para conversar, dialogar, responder en inglés de una manera correcta y didáctica.

Palabras Claves: Expresión Oral, Actividades Lúdicas, Comunicación Oral del Idioma Ingles, Motivación Lúdica.
UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, SCIENCES AND LETTERS OF EDUCATION

EDUCATIONAL PROJECT

TITLE: “influence of ludic motivational activities in the development of the oral expression”

PROPOSAL: Manual with ludic activities

RESEARCHERS: GONZALO ALVAREZ AND EDISON ALVARADO

PROJECT ADVISOR: MSc. LUCILA SANCHEZ PEREZ

ABSTRACT

The purpose of this research was to study the problem of oral expression in the eighth grade students of the Basic General Education Parallel A of the Clemente Yerovi Indaburu Educational Unit, due to the deficiency in the Oral Expression of the Students in the English Language, students struggle with speaking in class because of their fear of having a bad pronunciation. This project had a field study, a bibliographical research and a statistical analysis, Motivational Activities raised as the solution to the problem presented. The Statistical Analysis showed the relationship between students and the teacher in the English class for oral expression, instruments applied were: The observation guide to analyze the behavior of students in the class and their interest or disinterest in the oral expression of the English Language, the Survey of students with a population of 35 and the Interview with the teacher in order to collect enough data to find a solution to this research. The data obtained demonstrated the deficiency of the students in the oral expression of the English language and the lack of linguistic tools for the teacher to help the students to improve their speech in English Language. For this reason, a didactic tool was required to help the students and in turn the teacher and this is the reason why the researchers designed a Manual with ludic activities with the aim to foster better communication by using the English Language. Researchers believe that the best manner to learn is by playing, student is motivated to converse, dialogue, and respond in English in a correct and didactic manner.

Key Words: Oral Expression, Ludic Activities, Oral Communication of the English Language, Motivation
# NATIONAL FILE IN SCIENCE AND TECHNOLOGY

**FORMAT TO THESIS REGISTER**

**TITLE AND SUBTITLE:** “INFLUENCE OF LUDIC MOTIVATIONAL ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION” PROPOSAL “MANUAL WITH LUDIC ACTIVITIES”

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**PRESENTED TITLE:** Bachelor Degree: Mention in Language and Linguistic.

**TEMATIC AREAS:** (Guide of pedagogical methods to coordinate the teaching - learning process and allow to develop our proposal in a way that is feasible for the benefit of the students).

**KEY WORDS:** Oral Expression, Ludic Activities, Oral Communication in English Language.

**ABSTRACT:**  
The purpose of this research was to study the problem of oral expression in the eighth grade students of the Basic General Education Parallel A of the Clemente Yerovi Indaburu Educational Unit, due to the deficiency in the Oral Expression of the Students in the English Language, students struggle with speaking in class because of their fear of having a bad pronunciation. This project had a field study, a bibliographical research and a statistical analysis. Motivational Activities were raised as the solution to the problem presently. The Statistical Analysis showed the relationship between students and the teacher in the English class for oral expression, instruments applied were: The observation guide to analyze the behavior of students in the class and their interest or disinterest in the oral expression of the English Language, the Survey of students with a population of 35 and the Interview with the teacher in order to collect enough data to find a solution to this research. The data obtained demonstrated the deficiency of the students in the oral expression of the English language and the lack of linguistic tools for the teacher to help the students to improve their speech in English Language. For this reason, a didactic tool was required to help the students and in turn the teacher and this is the reason why the researchers designed a Manual with ludic activities with the aim to foster better communication by using the English Language. Researchers believe that the best manner to learn is by playing, student is motivated to converse, dialogue, and respond in English in a correct and didactic manner.

**Key Words:** Oral Expression, Ludic Activities, Oral Communication of the English Language, Motivation

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**TÍTULO Y SUBTÍTULO:** Influencia de las actividades lúdicas en el desarrollo de la expresión oral propuesta: manual con actividades lúdicas.

**AUTORES:** Gonzalo Alvarez, Edison Alvarado  
**TUTOR:** MSC. Lucila Sanchez  
**REVISOR:** MSC. Heidi Marriot

**INSTITUCIÓN:** Universidad de Guayaquil  
**FACULTAD:** Filosofía, Letras y Ciencias de la Educación.

**CARRERA:** Lenguas y Lingüística

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**PALABRAS CLAVE:** Expresión Oral, Actividades Lúdicas, Comunicación Oral del Idioma Inglés.

**RESUMEN:** El propósito de esta investigación fue estudiar el problema de la expresión oral en estudiantes de octavo grado del Paralelo Básico de Educación General paralelo A de la Unidad Educativa Clemente Yerovi Indaburu, debido a la deficiencia en la expresión oral de los estudiantes en el idioma inglés, estudiantes se les dificultaba hablar en clase debido a su miedo a tener una mala pronunciación. Este proyecto contó con un estudio de campo, una investigación bibliográfica y un análisis estadístico de Actividades Motivacionales planteadas como solución al problema actual. El Análisis Estadístico mostró la relación entre los estudiantes y el profesor en la clase de inglés para la expresión oral, los instrumentos aplicados fueron: la guía de observación para analizar el comportamiento de los estudiantes en la clase y su interés o desinterés en la expresión oral del idioma inglés, Encuesta de estudiantes con una población de 35 y la entrevista con el maestro para recopilar datos suficientes para encontrar una solución a esta investigación. Los datos obtenidos demostraron la deficiencia de los estudiantes en la expresión oral del idioma inglés y la falta de herramientas lingüísticas para que el maestro ayude a los estudiantes a mejorar su habla en el idioma inglés. Por esta razón, se requirió una herramienta didáctica para ayudar a los estudiantes y, a su vez, al docente, y esta es la razón por la cual los investigadores diseñaron un Manual con actividades lúdicas para fomentar una mejor comunicación mediante el uso del idioma inglés. Los investigadores creen que la mejor manera de aprender es jugando, el estudiante está motivado para conversar, dialogar, responder en inglés de una manera correcta y didáctica.

**Palabra Clave:** Expresion Oral, Actividades Ludicas, Comunicacion Oral del Idioma Ingles.

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INTRODUCTION

The following research supplies information in order to reinforce the development of the oral expression using ludic activities for interchanging oral information. These activities are supported by the constructivist theory, in order to solve the problem found through observations in the development of English classes; consequently, this project provides a proposal, manual with ludic activities which contain activities for the development of the oral expression of the students.

This research is helpful due to it bring closer to achieve what is established in the Good Living National Plan (GLNP) and the Ley Orgánica de Educación Intercultural (LOEI), allowing the students to attain the required level in English language, in relation with the expected standards, developing their oral expression with the purpose of forming them as productive elements for the society.

Finally, this research will analyze the interaction of the students with their classmates using the oral expression in the English language through field, statistics and bibliographical research.

CHAPTER I: Show Problem Statement, Conflict situation, scientific fact, causes, objectives, question’s research and justification.


CHAPTER III: Methodology contains methodological design, Analysis and Interpretation of Results in context, Matrix Operationalization of Variables.

CHAPTER IV: Design of Proposal, Justification.
CHAPTER I
THE PROBLEM

1.1 PROBLEM OF INVESTIGATION

Clemente Yerovi Public High School is located in the north of Guayaquil, specifically at Sauces II, in this institution, there are 500 students that study in the afternoon and belong to a low social economic level. This honorable establishment counts on four English teachers.

1.2 CONFLICT SITUATION

The main problem that students at Clemente Yerovi public high school struggle daily is their low development of the oral expression, because of the Students are not able to express their ideas clearly, there is no an interrelation between teacher and due to students, students’ flaws in their oral expression proficiency level.

1.3 SCIENTIFIC FACT

Low development of the oral expression of students of 8th grade at Clemente Yerovi public High School, zone 8, school district 5, Guayas province, Guayaquil city, Parroquia Tarqui, school year 2017 – 2018.

1.4 CAUSES

- Inappropriate methodologies for encouraging students to participate.
- Disinterest of the teachers by not using ludic activities to motivate students with learning's methods.
- Little detailed planning for applying ludic activities during classes.
1.5 FORMULATION OF THE PROBLEM

How do ludic motivational activities influence in the development of oral expression in students of 8th grade at Clemente Yerovi public High School, zone 8, school district 5, Guayas province, Guayaquil city, Parroquia Tarqui, school year 2017 – 2018?

1.6 OBJECTIVES OF INVESTIGATION

1.6.1 GENERAL OBJECTIVE

To analyze the influence of ludic motivational activities in the development of oral expression in students of 8th grade through a bibliographical and statistical study to design a manual with ludic activities.

1.6.2 SPECIFIC OBJECTIVES

- To determine the incidence of Ludic motivational activities in oral expression through a bibliographical and statistical study.
- To analyze the development of the oral expression in the students through the application of a survey in order to determine the students' English level.
- To design a manual with ludic activities through the interpretation of the results obtained from the survey in order to improve the oral expression of students.

1.7 QUESTIONS OF THE INVESTIGATION

1. What are ludic motivational activities?

2. What is the importance of the ludic motivation activities during the teaching-learning process?
3. How does a manual with ludic activities encourage students to improve their oral expression?

4. What better will could have the Students during the application of Oral Expression?

5. Will the implementation of Ludic motivation activities help students to obtain their appropriate English level?

6. Are the English teachers prepared to implement this kind of Ludic Motivation Activities Methodology in their class planning?

7. Why is it important to develop the oral expression in the students?

8. Which will benefit English Oral Expression to Students?

1.8 JUSTIFICATION

The current education has changed through the years due to the necessity of becoming human beings more logical, critical and creative, people who are able to solve problems in the daily life and contribute positively to the community; therefore, this investigation is original because it will help to improve the oral expression of the students.

This investigation is going to demonstrate the influence of the ludic activities as a methodological strategy within the development of the oral expression of the students of 8th grade, besides to establish guidelines that benefit the use of dynamics during the teaching-learning process.

It is relevant to carry because Ludic activities is an alternative means to improve the oral expression allowing students to develop their creativity and becoming their learning meaningful.
Based on the National Curriculum Guidelines, it is stated that students’ proficiency level at eighth grade is A1.1 considering the Common European Framework Reference (CEFR) where the students are going to be able: “To understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (e.g. basic personal information, greetings, numbers and prices, directions, habits, etc.” (Ministerio de Educación, 2014)

At this level, students are not aware about the importance of their proficiency level, so that, the teacher intervenes encouraging them with new methods to apply during classes that motivate students who will excel in the proposed tasks because of the stimulus they are receiving. Nowadays the current English education has been adapted to the Ecuadorian aspects, therefore the education of English as foreign language had been improved and developed by five important threads: Communication and cultural awareness, Oral communication (Speaking and Listening), Reading, Writing and Language through the arts. Besides the CLIL (Content Language Integrated Learning) that promotes the application of the knowledge acquired. Moreover, considering the LOEI (Ley Orgánica de Educación Intercultural), it is established that the teaching of English as a foreign language is indispensable from early ages because it is the basis to build a new knowledge. The Ministry of Education decides to implement a teaching load for this subject.

Public space – physical, media and symbolic – shaped by the clear eliciting of participation, interaction, deliberation, respect and diverse expression, provide the place where culture of democratic, intercultural and creative coexistence among agents who recognize and respect each other reciprocally, as equals, is possible (Article 23). All people are entitled to the right to develop our creative capacity, to exercise cultural and artistic activities with dignity in a sustained way (Article 22) and to participate in the community’s cultural life (Article 24). (Good Living National Plan, 2013)
The LOEI emphasizes that students need the active participation during the exchanging of knowledge, so that, the current investigation focuses on the development of the students socially in order to become them in a critical, logical person that contributes to the society, because of this, the current investigation has been developed based on the students’ flaws in their oral expression.

The proposal that will be implemented is an advantage during the classes because it promotes the communication among students and the socialization outsides the class when communicating with foreign people giving them direction or just simple information.
CHAPTER II
THEORETICAL FRAMEWORK

2.1 BACKGROUND OF THE STUDY

The current research is based on the importance of motivational ludic activities for the development of oral expression and how it influences the teaching-learning process since students acquire new knowledge it is necessary that they apply this knowledge in conversational activities to be successful in language proficiency.

According to Graham & Weiner (2012), the motivation during the development of student’s oral expression is considered an important issue to be developed in order to achieve a meaningful learning in student’s communication. The teacher must seek the social interaction of their students, in educational practice to form high-performance learning teams with the aim of promoting collective learning which highlights teaching experience to help motivate students’ motivation and to relate to each other. All of these, supported by inclusive, playful, and transformative methodologies and techniques in order to contribute to the normal development of children based on community social competences.

In the research carried out by Hasan (2006) in Dubai, "Motivation among English Learners in the High School on the East Coast of the UAE", approximately one hundred of students participated, solving a questionnaire, which was used as a means of compiling information, in order to determine the main problem in students during English classes. The results showed that the vocabulary structures and spelling exercises made the students feel un motivated. For this reason, the instrumental motivational strategy is proposed, which means that students must since for didactic purposes, supported by a musical instrument, so to learn and recognize words and syntactic meaning.
Another important aspect found in the next project: The role of motivation and ludic motivational strategies applied to the communicative competence in English of Saudi students another, (2013), was the impact of motivational strategies in students of English as a foreign language. Researchers worked with students who daily struggle in learning English as a foreign language. Functional limitations were evidenced due to the absence of an adequate level of competence in learner’s oral expression; aspect that could be known by interviews through the use of different research instruments for collecting specific information on the subject. The proposal led to apply motivational strategies as a tool to improve the oral participation in English. After few months students developed self-confidence and could express their ideas with a limited vocabulary but without fear.

Finally, in the research developed by Baranek (1996), Rewards were used for the students to feel motivated when speaking English in class and using special language characteristics as idioms or phrasal verbs. Through this study it was demonstrated that ludic motivational strategies generate a feeling of satisfaction to learn English.

Based on the previous researches, it can be established that ludic motivational activities contribute positively to the collective learning process by providing students with the necessary confidence to develop their oral expression through learning by playing, without focusing on the mistakes learners could make along the process. For this reason, the researchers of the current project consider ludic motivational activities worth to be applied to 8th-grade students of Clemente Yerovi Public High School.
2.2 CONCEPTUAL THEORETICAL FRAMEWORK

2.2.1 MOTIVATION

Motivation is the reason underlying behavior (Mahdikhani, 2016), this definition emphasizes the relation between motivation and students’ behavior Gredler, Broussand & Garrison (2004), state that motivation is what drives you to do or not to do something. Considering this idea, the students get encouraged to carry out different tasks depending on the activities or dynamics that teachers apply in class. If the activity does not catch learners’ attention, educators will not succeed in making them accomplish the activities proposed. On the other hand, it exists a wide debate about this topic because it is not easy for teachers that students motivate themselves in order to learn new things and certainly not when the educational system does not provide them with the appropriate tools to manage the teaching in a better manner.

2.2.2 IMPORTANCE OF THE MOTIVATION

Motivation involves needs, desires, expectations, etc. It is a prior step to learning and is what influences student’s attitude towards learning. Lack of motivation makes difficult for teachers to get students actively involved in activities to achieve academic goals (O'Neil & Perez, 2013).

It is common to find teachers who constantly struggle with the lack of motivation in the students learning and it is evidenced in their attitude towards the class due to most younger learners are little students interested in what is taught along the class.

For Rost (2006) referred by Álvarez (2012), motivation is the heart of learning, the goal is for students to receive stimuli that help them develop their cognitive abilities and be encouraged not to depend on the teacher, educator’s role is to be a guide that will implement and create a correct learning environment. The influence of the teacher can lead learners in a
psychological, moral and sociological direction, students would learn through making mistakes without being afraid.

In the book: Pygmalion in The Classroom, written by Rosenthal & Jacobson (2005), referred by Tyler (2016), it is stated that the personal achievement of the students improves a lot when the teacher with his attitude accelerates expectations of success. These authors suggest that a subconscious motivation within the classroom plays an important role as a strategy for the improvement of intellectual development.

The subconscious motivation is to achieve a positive and emotional state that drives to achieve important conquests, together, with changes in teaching practices, can help students learn meaningfully and become confident in expressing their own opinions through oral expression.

2.2.3 TYPES OF MOTIVATION

Nowadays, the society faces the new education process where teaching is focused on relevant experiences and how these experiences can be applied to the daily life. However, there are important aspects that directly influence the students’ motivation, they can be positive, negative, extrinsic and intrinsic ones, therefore, it depends on teachers to figure out the best path to facilitate their student's meaningful learning to foster learner's personal development. (Dömyei & Ushioda, 2013)

2.2.4 EXTRINSIC MOTIVATION

The extrinsic motivation refers to the motivation that comes outside the person. The motivational factors are external rewards such as grades these rewards provide satisfaction and pleasure that a single task cannot offer. (Cherry, 2017). An extrinsically motivated person will work on a task, even when he is not completely interested in it, due to the early satisfaction that obtains from a reward.
Many students depend on others people opinions instead of focusing on their own to their low self-esteem and how it had been strengthening by the teachers during the classes. Relating to speaking skill students tend to not be participative or active in classes, they get afraid when the teacher asks something and they have to answer orally because they could make mistakes and their partners could laugh at them. Due to, it is important for teachers to deal with this situation in class and create as tress-free environment where students feel comfortable in a place they willing to learn and express their opinions and thoughts.

2.2.5 INTRINSIC MOTIVATION

The intrinsic motivation focuses on the behavior of the person that depends on themselves without any external factor; this kind of motivation enhances students to do things just for feeling satisfaction. (Gottfried, 2000). Three dimensions are considered: intrinsic motivation to know, to accomplish things, and to experience stimulation (Yperen & Hagedoorn, 2003).

This author tries to emphasize the students´ role and how this works during the teaching-learning process how they experience each activity they carry out motivating themselves in order to achieve the proposed goals. The intrinsic motivation arises spontaneously by internal trends and psychological necessities that motivate the behavior without any external rewards. (Covington, 2000).

2.2.6 POSITIVE – NEGATIVE

“Positive motivation is that process in which a teacher attempts to influence the students’ behavior in such a way which could enhance the courage and zeal towards the task”. (Meece, Anderman, & Anderman, 2006). These authors emphasize the fact that the positive motivation stimulates students and creates a feeling of satisfaction, making them
repeats the tasks and strengthen their behavior during the development of it.

The negative motivation could affect two aspects in the students’ behavior (extrinsic – intrinsic motivation), the negative emotions (sadness, anxiety, anger, etc.) can be inconsistent with the positive owns, whereby the satisfaction can decrease and the student is not going to achieve the goal he had proposed. (Wentzel, 2000). The emotions that students can feel during the accomplishment of different tasks play an important role psychologically because it has a high level of influence in the motivation, in the cognitive strategies and therefore in the learning and academic development.

It is easier to invest effort in the learning of activities that turn out pleasant and interesting before those that make students get bored or anxious. (Frenzel, Pekrun, & Goetz, 2005). The emotions can be inducers to keep the interest in any learning material (Ainley, Corrigan, Richardson, & Krapp, 2005) and influence in the cognitive aspects of learning due to different ways of processing the information and solve tasks.

2.2.7 RELATIONSHIP BETWEEN THE MOTIVATION AND THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

Learning a new language is more complex than people think (Gardner, 2008) referred by Soriano, González, Cala and Dalauh (2015), reaffirm that studying a second language is not the same as educating in any other subject because it involves adapting to the culture of a new language, implement new sounds and structures.

The study of the English language should be developed taking into account the context and necessary elements, such as teachers, students, physical environment, materials, emotions and the motivation that is the main element that leads the student towards the effort and try to reach
objectives; therefore, it depends a lot on the teacher who is able to encourage and capture the attention of the students (He, 2018).

The development of oral ability to facilitate dialogue is not an easy task for teachers and students in English classes. The role of motivation is fundamental to express what is thought without barriers, spontaneously to favor the rapid exchange of ideas and reflectively, when you think and analyze carefully what you are going to say. Teachers could discover new ideas, including different ways of teaching and motivating students, breaking with established patterns (Ekštein & Matoušek, 2017).

2.2.8 LUDIC ACTIVITIES

The game is a vital, spontaneous and natural requirement in the human being where learning has a considerable effect on brain activity, by effects of innovation and a process of social interaction, external and internal, related to sources of knowledge.

Chadha (2014) points out that educational games have favorable effects on brain’s activity, they improve memory and concentration through the didactic planning according to the cognitive interests of the child and educational objectives. The teacher must have enough inventiveness to modify the games and adapt them to the work groups. The game is an excuse to break the tense atmosphere in the study room, which gives the student the opportunity to actively participate and enjoys climate of freedom and confidence.

The Ludic Activities have an essential contribution in the inclusive techniques since they have been managed to motivate and awake motivational interest towards learning teams through the different experiential or transformative methodologies and techniques such as dramatization, social theater, theater for development abilities, role plays, psychodrama, expression or body language.
Heather (2017) manifests that the game is a fundamental activity in the evolutionary process of the human being, it favors creativity and imagination and encourages social development. In the school environment, the game meets the satisfaction of certain psychological, social and pedagogical needs; it allows the development of a wide variety of skills, abilities and knowledge that are fundamental to the school and personal development of students. The development of inclusive interactive practices provides conditioning actions that contribute to the activities developed in classes and raises opportunities for learning and participation for all students through didactic dialogue techniques.

Ludic activities generate existing or fictitious situations, with which the children represent, rehearse, project, fantasize; through toys or games, which allow students to produce or imitate characters that are not presented in the game, but whose benefits contribute to a better perception of knowledge to learn from the environment that surrounds them with a clear visualization and rewarding meaning of adaptation.

It is considered that a well-chosen game can help to easily introduce and transmit a subject of study since it derives from a playful learning method designed to better understand certain concepts applied in recreational mental processes such as storing, elaboration and translation of data acquired by the use of the senses for immediate use and eventual subsequent use.

A class that includes games is a motivated class from the beginning to the end, brings enthusiasm, interest and pleasure to learn about something students practicing of didactic games not only stimulates positive emotions but also promotes a time for learning, develops students’ personality and autonomy.
The contribution of the game in educational development point to different areas of human development such as: motor, cognitive, affective, and social skills as well as their personality. The game itself is an instrument of expression and knowledge that invite you to value it as something more than an infantile entertainment as a didactic resource of value for the personal and group development of children.

2.2.9 TYPES OF LUDIC ACTIVITIES

There are some types of ludic motivational activities that can be used to improve the levels of understanding and appropriation of knowledge in the teaching of English language that will contribute to achieve significant advances and boost the daily oral communication life of the students.

The human being communicates essentially with sounds and for this reason the spoken word becomes the main means of message transmission that should be developed conveniently from the first stage of education, in order to enable the speaker to an adequate oral understanding of language that serves as a source of expression of thought in a clear understanding of dialogue.

The development of the spoken word represents a communicative need of the human being to share thoughts and feelings. It should be stimulated from an early age as the only manner to reach an adult with fluent communication able to convey messages expressed with clarity and correct articulation, vocalization diction, and received in full understanding.

The intellectual game is a recreational educational tool to developmental abilities and modulates desirable behaviors of people, for this reason, it must be developed with cognitive didactic design. The learning stages of children are progressive periods that develop according to the learning needs. A child learns about the environment, perceives reality, observes, discovers, feels, interacts, assimilates, accommodates, adapts and
unconsciously integrates into his mind information that will be the basis for future experiences (Vargas, 2016).

The basic principle of learning the English language is to acquire linguistic awareness. The teacher must plan the didactic game in order to meet a set of general and specific objectives and suggested. Actions for reaching each objective should also seek to develop spontaneity, rapid response and oral clarity among other aspects that characterize an effective user of the English language.

The limitations of reading and writing messages are different from listening and speaking sound messages. Generally, in an oral conversation there is no repetition of sounds, the listener has to get security in what he hears, achieve phonological awareness in the processing of sound to speak and understand aurally; in order to learn to recognize and use sounds that help identify words and give sense and meaning to spoken language (Ekštein & Matoušek, 2017).

Four categories of didactic games design are cited to provoke cognitive development of the students to learn to communicate with others in a foreign language, they are:

a) Passive recognition: expose children to different expressions of language (verbal and non-verbal dimensions) to stimulate the language center in the brain and retain the child's ability to hear, identify and reproduce all sounds.

b) Active oral production: Teach actively chosen dialogues, starting at the child's particular level (using objects/toys, games/puzzles, books, tapes / DVDs, puppets/role plays, performances, etc.).

c) Written recognition: Develop written language awareness (teach the alphabet, identify words, read books aloud together, etc.)
d) Creative writing: Promote written production by retelling stories orally, presenting exercises to show and tell, report experiences, write small works to be done, etc. (Costa, 2017).

2.2.10 ACTIVITIES FOR PROMOTING INTERACTION

Ludic motivational activities offer many communicative possibilities in the learning of English by stimulating the functional development of cognitive factors that intervene in learning such as: concentration, attention, perception, memory, intelligence and language; as well the assimilation of new lexicon and word meaning, either by opposition or similarity, and the connection of background knowledge to the language (Castejón, 2015).

Currently, the educational environment requires skills and techniques to develop processes of collective learning teaching, highlighting the importance of interaction among students, through ludic motivational activities to teach and learn English, as an instrument of motivation in the classroom to awake students' interest in oral communication development.

2.2.11 ORAL EXPRESSION

Oral expression is the set of techniques that determine the general guidelines that must be followed to communicate orally effectively, that is, to express without barriers what is thought. It's also a skill to be developed in learning both the mother tongue (unconsciously) and a foreign language (from deliberate, and consciously).

The oral expression is part of the productive and receptive functions of the language, it is the interaction, the exchange of dialogue, and the understanding of statements. Children carry out this process creatively through their own experiences. The function of the school is to help in this process without falling into coercive corrections and without devaluing their sociocultural context, as a result the learners gradually achieve
greater comprehension, precision, effectiveness, expressiveness and authenticity when speaking.

2.2.12 SPEAKING AND COMMUNICATION

To speak is the act in which an individual tries to communicate, using a language or languages. It is the vocalization of sounds; it is a psycho-physical phenomenon, within which images and concepts are associated, and created by the subject involved, following the meaning that each object has. This process encompasses the transmission of ideas and the relationship between individuals. It is considered proper to each individual and coming from the intelligence and will of each person. (GANGAL, 2012)

Communication is the exchange of ideas, messages and information. It can take different forms from traditional social media (radio and television, for example) to more modern media (internet, among others). Thanks to communication, people express their ideas, knowledge and creative abilities and share them with other individuals. Indeed, communication presupposes participation and dialogue, and also plays a fundamental role in safeguarding pluralism by enabling people to express and make their ideas available to others (Barker, 2016).

In this aspect, communication contributes to forge individual and collective identities, since it sustains the process of identity creation within the different groups and cultures and allows, at the same time, to establish an interaction with people belonging to other groups and cultures. Communication generates social capital and promotes social integration by facilitating understanding among the members of a particular society, and also establishes links between different societies and cultures through the promotion of intercultural dialogue.
Teaching oral communication in a foreign language deserves special attention in all educational institutions because of the lack of systematization of the processes and formalizations of the teaching and learning in this field, it requires an innovative effort in terms of methodological rigor for the design of specific teaching materials, as well as for the realization of assessment instruments.

2.2.13 IMPORTANCE OF ORAL EXPRESSION

Today's society demands an efficient communicative capacity because possibilities of work, studies and social relationship and overcoming depend in large part on our ability to interact with the others, having as a fundamental tool the oral expression. (Stanley, 2016)

It is necessary that the school contributes to strengthen of the following aspects and components: pronunciation, grammar, vocabulary, comprehension, accuracy, and fluency.

2.2.14 COMPONENTS

Pronunciation.- The pronunciation of English is much more complicated to learn than the pronunciation of Spanish. In Spanish there are five vowel sounds (a, e, i, o, u) while in English there are more than 20. On the other hand, vowels in English may have what we call "long" sounds or "short" sounds. When a vowel has a "long" sound, the vowel "says its name" (pronounced as the name of the letter).

Grammar.- Is the study of the rules and principles that govern the use of languages and the organization of words within sentences and other types of syntactic constituents. Grammar is part of the general study of language called linguistics.
Vocabulary.- The vocabulary of a person can be defined as the set of words that are understood by that person or as the set of words probably used by him. The richness of a person's vocabulary is popularly considered as a reflection of their intelligence or level of education.

The acquisition of vocabulary (both in the first language and in the second and / or foreigners), is a very complex process. The first distinction we must make is between passive vocabulary and active vocabulary. The first is the vocabulary that the subject understands without help or with very little help but is not able to use autonomously. The second, is the vocabulary that the subject understands without problems, and, is able to use it when needed and without the need it. It seems clear, therefore, that the broadest vocabulary of a person is the passive vocabulary, and it also seems clear that if a person does not have a word "stored" in his passive vocabulary, that word can hardly be part of his / her vocabulary, active vocabulary. (Bauer, 2014)

Of the repertoire of words that we have stored in our mind we must select those that clearly express the content of our messages and, at the same time, be understood by our recipients, considering the cultural, social and psychological degree that they possess. (Carter, 2013)

Comprehension. - The understanding is undoubtedly one of the most important capabilities that we humans have because it is through it that we can know and understand those things that surround us and the situations that are presented in our lives.

It is rather an intellectual skill that not only involves understanding words or phrases but consists in correctly capturing the meaning of for example a text.
2.2.15 ASPECTS

Accuracy. - The accuracy is the correction in the production of the phonic, lexical - semantic and morpho syntactic elements of the language ". When reflecting on this approach, the fundamental role played by mastery and control of linguistic aspects to achieve a correct oral expression is perceived. Undoubtedly, fluency and accuracy development are combined to produce the spoken language with sufficient competence that must characterize it.

Fluency.- It is the ability to express with agility ideas, composed by the association and relationship of words, in a clear and understandable ware in the linguistic environment that gives meaning and to what is communicated. Verbal fluency is acquired, that is why it is directly related to culture. The person through culture participates in activities that develop this ability, which can also be educated, so reading, watching television, browsing the Internet and participating in social events are fundamental. In speeches, conversations, interviews and dispatches this skill is always present. (Rasinski, 2016)

Fluency and accuracy are two unavoidable dimensions for the formation of oral expression and are closely related to linguistic and discursive competences. To this, it should be added the need to attend both during the management of the teaching-learning process as educational practice. The teaching of accuracy involves like phonetic correction of both the pronunciation of vowels and consonants in English, as the prosodic elements of the language.

2.3 CONTEXTUAL FRAMEWORK

Clemente Yerovi Public High School is located in the north of Guayaquil, Zone 8, Distrito 2, specifically at sauce II, this institution was founded on October 3rd, 1960; this institution was created in view of the necessity that
children have for getting an appropriate education, the infrastructure of this institution count on three building of two stages each one and a small one where pre-school works, there is a common yard where students who study in the morning and afternoon have to share it.

The purpose of this project is to improve the oral expression 8th grades in the English language through ludic activities.

2.4 LEGAL FRAMEWORK

LEY ORGÁNICA de EDUCACION (LOEI)

This academic project is based on LOEI (2011) which established that:

Art 19. - The State at all levels of government and in concurrent exercise of education manage, plan, organize, provide and optimize educational services considering technical, pedagogical, technological, cultural, and linguistic criteria, compensation of inequities and territorial claims. Define the basic and mandatory quality requirements for the start of operation and operation of educational institutions (p. 18).

Art. 24.- Initial education is aimed at developing in children and girls stimulating early skills and abilities to lay the bases of the process of physiological, motor, psychological, affective maturation, intellectual and social, considering their culture and in coordination with family, in order to achieve an adequate articulation with the Basic education.

This article means that, Ecuadorian government is bargained to improve all education levels by means of making effective plans and organizations to improve learning processes in all their methodologies as pedagogical, technological, linguistics, and cultural in order to increase equality levels of teaching learning process in all the educational institutions in the whole country.
In addition, the English national Curriculum Guideline indicates that “since the levels of proficiency proposed in the curriculum adjustment carried out by the Ministry of Education since 2012 (A1.1, A1.2, A2.1, A2.2, B1.1 and B1.2) have been gradually implemented...” for eight grade in general terms students must reach A1.1 level in which they have to be able to manage the following topics:

Identify the relation between the sound and spelling of English words within their lexical range. Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner’s personal and educational background. Distinguish phonemically distinct words related to the learners’ personal and educational background (e.g. name, address, pencil, desk, etc.) Recognize syllable, word, and sentence stress. Understand instructions addressed to them carefully and slowly. Understand speech that is clear, standard, and delivered slowly and intentionally. Extract the gist and key information items from simple informational texts. Nevertheless, in relation to this, this project is focused to reach the students oral production level A1.1 where they should be able to:

Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking, errors, etc.) Interact in a simple way by asking and answering simple questions about the learners’ personal and educational background. Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair.
CHAPTER III

METHODOLOGY, PROCESS ANALYSIS AND DISCUSSION OF THE RESEARCH

3.1 METHODOLOGICAL DESIGN

The proposal has a qualitative-quantitative approach because it allows analyzing various elements that can be measured, quantified and represented through numbers. All of the information comes from the surveys applied to the educational population mentioned as part of the problem.

Qualitative research accounts for the credibility of the communication, or the concepts, or the benefits offered. Qualitative studies observe the individual surveyed, on the one hand, and on the other hand observes the product, or the object of the investigation, which is a generator of certain behaviors among individuals.

3.2 TYPES OF INVESTIGATION

The types of research used in this project were:

Exploratory studies because the unknown phenomena was approached to increase the degree of familiarity and contribute ideas about the correct manner to approach the problem, with the purpose that these studies do not constitute a waste of time and resources. The exploratory study focused on discovering.

Descriptive studies sought to develop an image or faithful representation (description) of the phenomenon studied from its characteristics. Describing, in this case, is synonymous with measuring. variables or concepts are measured to specify the important properties of communities, people, groups or phenomenon under analysis.

Correlation studies measure the degree of relationship, and the way two or more variables interact with each other. These relationships were
established within the same context, and from the same subjects in most cases.

3.3 LEVEL OF THE RESEARCH

In this investigation, a field study was carried out because it was developed in the place where the problem is originated, this allow handling the data with precision and accuracy.

The documentary and bibliographic research was also considering by means of existing documentation. The documentary research either, books, magazines, documents, produced new bibliographic entries on the subject, being the bibliographical research, a documentary research body.

3.4 POPULATION AND SAMPLE

According to Levin & Rubin (2006). -A population is a set of all the elements that we are studying, about which we try to draw conclusions. The population of the current project consisted on:

<table>
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<th>People</th>
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<tbody>
<tr>
<td>Teacher</td>
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<tr>
<td>Students</td>
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</tr>
<tr>
<td>Total</td>
<td>36</td>
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</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

According to Cadenas (2004). "A sample must be defined based on the determined population, and the conclusions obtained from the said sample only may refer to the population in reference."

Because in the current project the population didn’t exceed one hundred participants any formula was applied, for that reason the sample is the same as the population.
3.5 OPERATIONALIZATION OF THE VARIABLES

Table 2 Operationalization of Variables

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONES</th>
<th>INDICADORES</th>
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<tbody>
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<td>Conceptualization</td>
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<td>Interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intrinsic-Extrinsic</td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
<td>Positive-Negative</td>
</tr>
<tr>
<td>Oral expression</td>
<td>Generalities</td>
<td>Definition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking and communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Importance</td>
</tr>
<tr>
<td></td>
<td>Components</td>
<td>Pronunciation</td>
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<tr>
<td></td>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Aspects</td>
<td>Accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
</tr>
</tbody>
</table>

3.6 METHODS, TECHNIQUES, AND INSTRUMENTS

According to Herrera, L. and others. (2008), the survey is a collection technique for gathering information, by which the informants respond in writing to questions delivered in writing.

Both, the interview and the structured survey need the support of a questionnaire. This instrument is a series of questions printed on facts and aspects that interest to investigate which are answered by the population or study sample.
Vázquez, and others. (2005). “The questionnaire is an instrument used for collection of information, designed to quantify and universalize the information and standardize the procedure of the survey”

The questionnaire serves as a link between the objectives of the research and the reality studied. The purpose of the questionnaire is systematically to obtain information of the population investigated on the variables that interest to the study.

According to Moran (2007)

The observation translates into a visual record of what is happening in the real world, the empirical evidence. This all observation. As well as other methods or instruments for recording information; requires the subject investigating the definition of the objectives pursued by his research, determine his unit of observation (p. 3).

In the current investigation an observation guide was applied to determine if the teacher is applying ludic strategies along his English class.
3.7 ANALYSIS OF THE RESULTS

3.7.1 ANALYSIS OF THE SURVEY

Table 3 Analysis of the results Question 1

<table>
<thead>
<tr>
<th>Código</th>
<th>Category</th>
<th>Frequency</th>
<th>Porcentajes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>strongly agree</td>
<td>23</td>
<td>66%</td>
</tr>
<tr>
<td>1</td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>1</td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>1</td>
<td>something in disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>1</td>
<td>strongly disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>1</td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: 66% of the students fully agree that ludic motivational activities help improve fluency at the moment of speaking. This result evidences that the application of diverse activities as: games, roles plays, among others could motivate students to speak in class and to improve their oral production.
Table 4 Analysis of the results Question 2

<table>
<thead>
<tr>
<th>Code</th>
<th>alternatives</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>strongly agree</td>
<td>23</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: 66% of the students consider that recreational activities are important for motivation. This result supports the application of a manual with ludic motivational activities by the teacher, in order to create a low stress teaching environment when meaning learning could be promoted and student’s participation increases.
Table 5 Analysis of the results Question 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>strongly agree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>17</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Graphic 3

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: 48% of students consider that recreational activities are a mean to make classes interesting. Based on this result, it could be concluded that as the dynamics of the game form part of the learning spaces it generates confidence in the students for the development of the oral expression.
Table 6 Analysis of the results Question 4

<table>
<thead>
<tr>
<th>code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Graphic 4

Comment: According to the students surveyed, 43% state that the English teacher does not apply game strategies during the development of their class. It could be due to the lack of didactic resources for the development of oral expression, so being able to deliver a manual with playful activities to the teacher could help overcome this situation.
**Table 7 Analysis of the results Question 5**

**Question 5**
I consider that ludic activities help me to acquire new vocabulary easily.

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>strongly agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School  
Authors: Álvarez & Alvarado (2018)

**Graphic 5**

- strongly agree 57%  
- some agreement 37%  
- Neither agree nor disagree 3%  
- something in disagreement 3%  
- strongly disagree 0%

Source: Clemente Yerovi High School  
Authors: Álvarez & Alvarado (2018)

**Comment:** According to the students surveyed, 57% consider that recreational activities help to acquire new vocabulary in an easy way and thus the student expands their lexicon of terms, which are used with greater presence in the areas of knowledge that students develop.
### Table 8 Analysis of the results Question 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>strongly agree</td>
<td>23</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yeroví High School  
Authors: Álvarez & Alvarado (2018)

### Graphic 6

- **strongly agree** 66%  
- **some agreement** 14%  
- **Neither agree nor disagree** 20%  
- **something in disagreement** 0%  
- **strongly disagree** 0%

Source: Clemente Yeroví High School  
Authors: Álvarez & Alvarado (2018)

**Comment:** According to the students surveyed, 66% said that recreational activities help improve oral production in English, since promoting conversational fluency, such as interviews role plays, group work and discussion activities help improve oral fluency. Because they can express their thoughts by themselves through the use of the foreign language.
Table 9 Analysis of the results Question 7

<table>
<thead>
<tr>
<th>Code.</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>strongly agree</td>
<td>19</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: According to the students surveyed, 57% consider that the use of games activities stimulates the development of good oral expression. Because through the games activities stimulate the student, first to learn to answer questions, dialogues, second, to express their thoughts and experiences and finally, to relate to each other. As a result a good oral expression usage is generated.
### Table 10 Analysis of the results Question 8

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages'</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>strongly agree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School  
Authors: Álvarez & Alvarado (2018)

### Graphic 8

Comment: According to the students surveyed, 40% think that the use of appropriate teaching exercises favors the development of oral expression, the knowledge and implementation of this type of playful activities will benefit the teacher in the learning process and in that way the same teachers would have knowledge of how to apply it in the classroom.
Table 11 Analysis of the results Question 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>strongly agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: According to the students surveyed at 43%, they declared that they cannot express their ideas when they speak in class. It could be due to the fact that they do not have a wide vocabulary and do not know how to convey their thoughts which affects their confidence in using the language.
Table 12 Analysis of the results Question 10

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>strongly agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: According to the survey, 57% of students said that the limited use of teaching resources prevents the development of oral expression, because teachers do not have activities that reinforce learning strategies, a situation that could be corrected if a manual with diverse ludic activities were provided to the teachers to be applied in class.
Question 11
The teacher performs activities such as role plays, songs, games and warm-ups to teach you English.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>something in disagreement</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: According to the students surveyed, 49% said that the teacher does not perform activities such as role plays, songs, games and warm-ups to teach English. For this reason a manual that contains playful activities is proposed to be used in classrooms and stimulate students through the game to express themselves in English.
Comment: According to the students surveyed, 48% said that the teacher does not promote the practice of dialogues through the use of group learning techniques, such as: questions, deduction of terms, mental maps, notes and everything that allows the student to advance in the use of the English language.
Table 15 Analysis of the results Question 13

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>strongly agree</td>
<td>27</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
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<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado

Comment: 77% of the students are totally agree that dramatization allows them to recall ideas in English easily. It could be because dramatization promotes not only the oral communication but the linguistic and corporal expression.
Table 16 Analysis of the results Question 14

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>strongly agree</td>
<td>23</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: According to the students surveyed, 66% believed that role plays with classmates help to correctly emphasize the words according to the contexts. The result supports the idea that a role plays favor both the learning and the interaction, besides the communication between students. It motivates students and it could foster a more dynamic learning process.
Table 17 Analysis of the results Question 15

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>strongly agree</td>
<td>23</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>some agreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>something in disagreement</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Clemente Yerovi High School
Authors: Álvarez & Alvarado (2018)

Comment: According to the students surveyed, 66% said that they would like the teacher to do activities with games more often. If the teacher includes more learning games, it could help to promote interaction among classmates, encourage active participation, and contribute to the awakening of imagination and spontaneity during the learning process.
3.7.2 ANALYSIS OF RESULT OF THE TEACHER INTERVIEW.

In the analysis of the interview to the teacher of the students of 8th grade at Clemente Yerovi public high school The teacher express who performs certain recreational activities during the exercises of the speaking so that their students can improve their oral expression. Although the teacher applies certain ludic strategies this could be improved if the teacher was provided with a Manual with ludic activities that offers different and new recreational ideas to do applied in classes that its students it could develop its oral expression in a comfortable, free stress ambience.

3.7.3 ANALYSIS OF RESULT OF THE TEACHER OBSERVATION GUIDE

Carried out the teacher observation guide of the students of 8th grade at Clemente Yerovi public high school through the observation the researchers were able to observe that the teacher very poorly applied ludic activities and using games very extensive and without clear instructions because he withdrew from the english book, noting in students a very low participation with the teacher and a lack of interest in the English classes for this reason, the researchers of this present project Suggest a manual with ludic activities that could generate a greater interest in the learning of the English language.
3.8 CONCLUSIONS

- The students present difficulties to feeling and thought this leads them to have little participation in speaking activities inside the classroom.
  In this situation it is necessary to implement strategies that could help learners overcome their weakness and to reinforce the oral expression.
- Students feel comfortable when the teacher applies the ludic activities generating a favorable climate, free of stress for teaching for this reason the application of the ludic activities in classes are an essential tool to facilitate the Learning.
- The manual with ludic activities it is the proposal to the teacher like a tool of education and a better organization of the motivational activities to promote an excellent education inside that of classes.
CHAPTER IV
THE PROPOSAL

4.1 TITLE
Design of a manual with ludic motivational activities to develop the oral expression in students of 8th grade at Clemente Yerovi public high school.

4.2 JUSTIFICATION
The oral expression of the English as a foreign language is an ability that must be developed by applying the appropriate methodologies and strategies in the educative institutions. To achieve this development requires a creative teacher that employs efficient activities that catch the attention and promote the students' learning, in other words ludic activities promote the interaction of all students in the classroom.

Nowadays, playing and learning are considered two actions closely related, their complementation creates a comfortable environment within the classroom making the students feel self-confidence and be receptive to the learning when they like what they are learning, otherwise, they will feel pressured and will not participate as the teacher expects.

The main role of this manual is to improve the difficulties that the students of 8th grade at Clemente Yerovi public high school presents when they have to express their ideas and opinions in English, through the simulation and the reinforcement the intellectual creativity is promoted and as result students would feel free of expressing by themselves.
4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

- To develop a manual with ludic motivational activities to improve the oral expression in students of 8th grade at Clemente Yerovi public high school.

4.3.2 SPECIFIC OBJECTIVES

- To socialize the manual with ludic motivational activities with the English teachers as an extra source for improving oral expression of students at Clemente Yerovi public high school.
- To provide to the teachers with a manual with ludic motivational activities to catch students attention in order to improve their oral expression.
- To promote the application of the manual with ludic motivational activities during English classes.

4.4 DESCRIPTION OF THE PROPOSAL

The following proposal, a manual with ludic motivational activities, is developed considering the absence of enough tools to develop the oral expression in students. Therefore, this manual is going to improve the teachers' work during classes and will promote the motivation along with meaningful learning through the learning of English as a foreign language. The teachers will find activities that aim to catch the students' attention and encourage active participation in classes. This manual counts on different activities that can be applied inside or outside the classroom depending on the infrastructure of the high school and how the teachers decide to work with their students. It is important to emphasize that each one of these activities can be adapted to any topic that the teacher is going to impart in classes.
Each activity counts on the structure below:

- **Goal:** What the teacher expects to achieve with their students during the class.
- **Resources:** All materials to be applied by the teacher or students.
- **Participants:** Who are the people involved in the activity.
- **Development:** The explanation about how the teacher should apply the activity and some recommendations about the rules for each one of them.

### 4.4 CONCLUSIONS

With the implementation of this manual, it is expected that:

- Ludic motivational activities promote the development in the oral expression of the students of 8th grade.
- This manual works as a new methodological tool for teachers at Clemente Yerovi public High School that helps them during the teaching of the oral expression.
- Teachers consider the ludic activities as enhancers to motivate students during classes.

### 4.5 RECOMMENDATIONS

- The manual should to be applied considering all aspects of the topic to teach, otherwise the activities are not going to work.
- For achieving the proposed objectives teachers have to plan the class based on the activities before its application.
- Seeing the importance of ludic motivational activities in the education of students, this proposal could be part of the curriculum at this institution because it would benefit the development of the oral expression.
4.6 BIBLIOGRAPHIC REFERENCES AND BIBLIOGRAPHY

Bibliography


Hi! What's up?
Hi! Going to the school.

MANUAL WITH LUDIC MOTIVATIONAL ACTIVITIES TO IMPROVE THE ORAL EXPRESSION
ACTIVITY #1

WHAT CAN YOU SEE?

GOAL: To encourage students use the appropriate grammatical structure and participate without worrying about making mistakes.

RESOURCES:
Flashcards, tape.

Participants:
Teacher and students.

Development:

In this activity the teacher is going to involve all students, first, make them see around the classroom all the flashcards and ask “WHAT CAN YOU SEE?” and give them time to answer, at first time they will tend to say just the word “house” “dog”, etc., but at the second time explain them to use the construction I CAN SEE...
FLASHCARDS
ACTIVITY # 2.

BROKEN TELEPHONE

GOAL: To communicate each other a specific message.

RESOURCES: Pieces of cardboards with vocabulary or sentences worked in classes.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
In this activity the teacher has to bring to the class different pieces of cardboards with vocabulary or sentences written in them and put inside a box or bag.

RULES
1. One student per turn has to choose one piece of cardboard and give it to the teacher.
2. The teacher asks the first students of each column go outside in order to tell them what is written in the cardboard.
3. Then, make students go inside the classroom, sit down and be quiet until he starts counting from 1 to 3.
4. Students cannot pass the message until the teachers say the number 3, otherwise they will be disqualified.
5. When the last students of each column receive the message they have to run to the board and write it.
ACTIVITY # 3.

FLYSWATTER

GOAL: To encourage students compete each other and describe words using their own ideas.

RESOURCES: Pieces of cardboards with vocabulary worked, 2 fly swatters

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
In this activity the teacher explains the rules to the students, first make them sit down in a circle and tell rule by rule.

RULES
1. The two students who are going to participate are not allowed to hit each other with the fly swatters.
2. The teacher has to describe one word of the vocabulary (as an example for the students), so, the students turn around and hit with the fly swatter the correct word or picture that belong to the description given.
3. The teacher chooses one students per turn to describe other words.
4. Wins who guess more words than the other one.
<table>
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<tbody>
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<td>Sheep</td>
</tr>
<tr>
<td>Dog</td>
<td>Cat</td>
</tr>
</tbody>
</table>
ACTIVITY # 4.

GUESS WHAT!

GOAL: To describe action verbs.

RESOURCES: Pieces of cardboards with pictures of action verbs students are learning.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
The teacher chooses a student and asks him to sit down in front of the class and put on his forehead a picture but avoiding him to see it. Then, the other students start giving clues using others words to describe the action on the picture but avoiding to say the word.
When the example finishes, the teacher will choose other student and will make the rest of the class play following the same instructions.
ACTION VERBS PICTURE DICTIONARY

dance
sing
play
listen

watch
walk
run
exercise

jump
talk
sit
read

write
give
open
close
ACTIVITY # 5.

SAY AND RUN

GOAL: To communicate each other through descriptions.

RESOURCES: Flashcards with the different vocabulary about the topics learnt.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
The teacher has to put different flashcards on the board and ask students what they can see, when they identify all words explain the rules.

RULES
1. Divide the class in two or three columns.
2. Tell students that two of them are going to be chosen and they have to take place at the end of the columns (when the two first students finish, two more will be chosen and so on).
3. Then, the teacher chooses a third student to help with the description (this student has to describe the word using his ideas).
4. Tell the two students that if they know which is the word that the description refers to they have to run to the board take the picture and give it to the teacher.
5. Wins the first student that gives the correct picture to the teacher.
FEELINGS PICTURE DICTIONARY

happy | sad | bored | confused |
---|---|---|---|
scared | tired | worried | angry |
---|---|---|---|
curious | disgusted | suspicious | shocked |
---|---|---|---|
hot | cold | hungry | thirsty |
ACTIVITY # 6.

CONTINUE THE STORY.

GOAL: To employ students’ imagination to create a story.

RESOURCES: Pieces of cardboards with different verbs and nouns according to the topics they have learnt.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:

In this activity the teacher explains to the students that he is going to start the story and then will choose some of them to take one piece of cardboard, emphasize that the students has to continue with the story using the verb or noun that he chooses and so on, until the cardboards finishes.
ACTIVITY # 7.

DRAMATIZATION OF A KNOWN STORY

RESOURCES: A story tale that all students know.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
1.- The teacher elicits students to remember about an specific story tale and ask them to give different ideas about the story and write them on the board.
2.- The teacher divides the class in small groups and ask them to write a dialogue based on the story that they choose.
3.- The teacher asks students to read the text and correct mistakes.
4.- Students develop the costumes and the scenery.
5.- Students act by using words they remember or with their own words in order to make them feel assertiveness and work in the dramatization.
ACTIVITY # 8.

PICTIONARY

GOAL: To use the vocabulary learned to guess words.

RESOURCES: Vocabulary related to the topics learnt.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
1.- One student per column goes in front of the class and takes a marker, a section of the board is assigned to each one of them.
2.- Next, the teacher quietly says a word to the students.
3.- The teacher emphasizes that they just have 3 minutes to draw a picture that represents the word and the rest of the class has to guess the correct word.
ACTIVITY # 9.

INTERVIEW

GOAL: To introduce to the class and report the students’ information.

RESOURCES: Questions for introducing yourself, bell

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
The teacher divides the class in two columns and place students of two columns face to face, then the teacher gives students the questions to work in pairs (one student asks and the other answers). The teacher emphasizes that each pair has just 2 minutes to interview their partners. When the time is over they have to change partners and do the same until all the columns finish. At the end of the activity the teacher asks students to report the information they remember about their partners.
ACTIVITY # 10.

DO AS I SAY, NOT AS I DO

RESOURCES: The body.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
The teacher asks students to form a circle and sit down. Then the teacher tells to each one of the students that they are going to do as he says, not as he does, for example:
The teacher says everybody JUMP meanwhile he is seated down.
The students have to jump not to sit down.
Then, the teacher changes roles with a student to do the same until each student has participated.
ACTIVITY # 11.

BANG BANG

GOAL: To employ their knowledge to describe a word.

RESOURCES: Flashcards.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
Divide the group into two teams. Explain that they are cowboys and they are involved in a duel. One student from each team comes to the front. Get them to pretend to draw their pistols. Say "how do you say..." and to say a word in their mother tongue. The first child to give the answer and saying "bang bang", pretending to shoot his opponent is the winner. He remains standing and the other one sits down. A point is given for each right answer and five extra points are given if a student manages to "kill" 4 opponents in a row.

Editor's Note: Instead of saying the word in the students' mother tongue, it would be possible to use a picture or to say a definition ("What do you call the large gray animal with a long nose?")
ACTIVITY # 12.

DESCRIBING PEOPLE

GOAL: To encourage students to ask to interviewee their partners.

RESOURCES: Sheets of paper.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
Each student is given a sheet of paper. One student sits in the front of the class. He/she describes a person and the rest of the class draws the person being described.
It is more interesting if the person being described is known by everyone. Once the student has finished describing that person he/she reveals who it is and each student shows his/her drawing.
ACTIVITY # 13.

SPELLING CONTEST

GOAL: To spell each word correctly.

RESOURCES: A box full of reviewed vocabulary.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
First, if you have a large class you have to divide it in 2 teams. Then the teacher says a word or a sentence depending on the level for the students to spell. Students should spell these correctly with not even one mistake. The team that has more points is the winner.
ACTIVITY # 14.

WHAT’S THE MEANING?

GOAL: To let students be creative and practice the vocabulary learned.

RESOURCES: A dictionary.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
The teacher, may need a dictionary to do this activity.

- Choose a word which is long, difficult, and unknown to the students, a good word to begin with is: warmonger.
- Without using a dictionary, your students write down a definition. (They can work out the definition in groups of three). Allow them a few minutes to think and write.
- Collect the definitions and ask one student to read them aloud.
- When he has finished reading, the rest of students will have to vote which of those is the correct one. (It doesn't matter if none of them is the correct one)
- After they have voted and none of the groups guessed the meaning you read the correct one aloud.

Then you can allow students to discuss their writings.
ACTIVITY # 15.

BATTLE SHIPS

GOAL: To let students exchange each other their knowledge about the vocabulary proposed.

RESOURCES: Different lexical areas written in a sheet of paper.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
Divide the students in groups of four or five. Then ask the students to make the name for their ships, for example with the names of animals, cities, movie stars or let them find their own favorite names.

Ask them to choose the Captain and the Shooter. The captain's duty is to memorize his ship's name, so he can reply if somebody call his ship's name. The shooter's duty is to memorize the names of the ships of 'their enemies', so he can shoot them by calling their ship's name.

Activity:
Arrange all the captains in a circle, the ships' crews must line up behind their captains. The shooter is the last crew member in line.

The teacher must decide a lexical area of vocabulary, this vocabulary will be used to defend their ships from the attacks. Every students (except the shooters) must find their own words. The lexical area for example, "Four Legged Animals". Give the students 1-2 minutes to find as many possible words as they can and memorize them.

Start the game by calling a ship's name, for example the ship name is "THE CALIFORNIAN". The captain of THE CALIFORNIAN must reply with a word from the lexical area given, for example he says "TIGER" followed by his crews behind him one by one, "COW"; "SHEEP" until the shooter turns and calls out the name of
another ship, the captain of the ship called must reply and his crew must do the same thing. No word can be repeated.

If the captain is late to reply (more than 2 seconds) or his crew cannot say the words or a word repeated or the shooter shoots the wrong ship (his own ship or the ship that has already been sunk) the ship is sunk, and the crew members can join the crew of another ship.

The teacher can change the lexical area for the next round.

In the last round there will be two big groups battling to be the winner.
ACTIVITY # 16.

TOILET PAPER ICEBREAKER

GOAL: To get to know each other student through personal information.

RESOURCES: Toilet paper.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
This activity is used as a "getting to know you", icebreaker on the first day of class.

Teacher takes the toilet paper roll and takes several squares of toilet paper, then hands the roll of toilet paper to a student. The teacher tells the student to take some, more than three. After everybody in the class has some paper, we count the squares we have, then we have to tell that many things about ourselves, in English. The toilet paper is such a catch attention.
ACTIVITY # 17.

BAD FRUIT: A SHOPPERS’ NIGHTMARE

GOAL: To practice shopping dialogues and vocabulary.

RESOURCES: A basket, toy money, products.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
Students are divided into clerks and shoppers.

The clerks set up "booths" to allow easy access for all shoppers (e.g. around the outside of the room with their backs to the wall).

The shoppers are given a set toy of money* (e.g. dollars, euros, pounds, etc.) students have to use proper vocabulary to shop, trying to accumulate as many items as possible (each item is a unit of currency). Periodically, the instructor will say "stop" (a bell or other device may be needed to attract student's attention and call out the name of one of the products. Students with that product must then put ALL their products in a basket at the front of the room. The remaining students continue shopping. Students who had to dump their products must begin again but this time with less amount of currency.

The student with the most products at the end wins.
ACTIVITY # 18.

CATCHING UP ON YOUR ABC’S

GOAL: To employ the vocabulary students know based on the ABC.

RESOURCES: The alphabet.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
This game is short and simple. Write the alphabet on the board. Throw a bean bag to someone and say a word beginning with the letter A. This person must catch the bean bag, and say a word beginning with the letter B and then throw it to another person this third person says a word beginning with the letter C and so on.

The game is meant to be played fast. If played with higher level students you may not want to write the alphabet on the board. There are many ways to change the game to make it adaptable to your students’ level.
ACTIVITY # 19.

SECRET CODE

GOAL: To reinforce the alphabet and simper present verbs and vocabulary.

RESOURCES: The alphabet.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:

- Tell students the code e.g. each code letter represents the letter that comes before it in the alphabet a is b, m is n, 'dbu' is cat etc.
- Then they decode their message and do the task:
  - xbml up uif cpbse - walk to the board
  - kvnq ufo ujnft - jump ten times

Each student gets one or two words to decode and then the class work to put all the words together.
ACTIVITY # 20.

BEEP GAME

GOAL: To reinforce the numbers and memory.

RESOURCES: Numbers.

PARTICIPANTS: Teacher and students.

DEVELOPMENT:
Choose around 10 volunteers to come and stand in a line at the front of the classroom. The first student in line must begin counting from 1, and each student in turn calls out the next number. However, every 4th number must be replaced by the word "beep" (or buzz etc.). Following a "beep" the next student in line must call out the next number, and not the number that has been replaced. For example, 1, 2, 3, beep, 5, 6, 7, beep, 9 etc.

If a student hesitates too much or makes a mistake he/she must sit down, so eventually only one student remains. Whenever a student sits down, begin from 1 again. See how far you can get!
Each student gets one or two words to decode and then the class work to put all the words together.
ANEXES
ANEX Nº1

DOCUMENTS

Letter of tutor’s approval

Source: Research Date

Made By: Gonzalo Alvarez and Edison Alvarado.
Sr. Gonzalo Álvarez Morán
Ciudad.

De mi consideración:

Con un cordial saludo me dirijo a usted para comunicarle que otorgo la autorización para que realice en el plantel de mi rectoría el Proyecto de Titulación con el tema “Influencia de la motivación en el desarrollo de la expresión oral. Manual con actividades lúdicas en el idioma Inglés”, previo a la obtención del Titulo de Licenciado en Lenguas Inglesas y Lingüística.

Para el efecto se le proporcionará todas las facilidades necesarias a fin de que pueda cumplir con éxito las metas propuestas.

Atentamente,

[Signature]

Source: Research Date

Made By: Gonzalo Alvarez and Edison Alvarado.
Authorization for the application of the educational project

Source: Research Date

Made By: Gonzalo Alvarez and Edison Alvarado.
Documents of extension

GUAYAQUIL, 15 de Marzo del 2018

MSc.
Silvia Muy Sang Castro
Decana de la Facultad de Filosofía
Letras y Ciencias de la Educación
Ciudad.

De mis consideraciones:

Alvarado Tola Edison Israel, CI#0923722599 Y Alvarez
Morán Gonzalo Alfredo, CI#0923453344, estudiantes de la
Escuela de Lenguas y Lingüística, especialización Ingles-

Solicitamos muy respetuosamente se nos extienda una
PRORROGA para poder continuar con nuestro Proyecto Educa-
tivo Titulado:

TOPIC: "Influence of ludic Motivational activities in
The Development of the oral expression."
PROPOSAL: "Manual
with ludic activities".

De usted muy atentamente,

GONZALO ALFREDO ALVAREZ MORAN.

Source: Research Date

Made By: Gonzalo Alvarez and Edison Alvarado.
Ms. Alfonso Sánchez A.
Director Escuela de Lenguas y Lingüística
Ciudad

De mis Consideraciones:

Por medio de la presente pongo a su conocimiento que los estudiantes Edison Alvarado y Gonzalo Álvarez pertenecientes a la VI Titulación no han culminado de desarrollar el proyecto académico. Es necesario destacar que los estudiantes han asistido regularmente a las Tutorías, sin embargo debido a las correcciones que han debido realizar y a las interrupciones, por reuniones académicas y vacaciones docentes, se encuentran aún en desarrollo del Capítulo II.

Particular que pongo en su conocimiento para los fines pertinentes.

Atentamente.

[Signature]
Msgr. Lucía Sánchez
TUTORA

Source: Research Date
Made By: Gonzalo Alvarez and Edison Alvarado.
**Report of advance of management tutorial**

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**Informe de avance de la gestión Tutorial**

**Fecha:** 12/03/2020

**Actividades de Tutoría:**
- Presentación del trabajo
- Discusión del capítulo #1
- Revisión del capítulo #2
- Presentación de capítulo #3
- Discusión del capítulo #4
- Presentación de capítulo #5
- Discusión del capítulo #6
- Revisión del capítulo #7
- Presentación de capítulo #8
- Presentación de capítulo #9
- Presentación de capítulo #10

**Observaciones y Nuevas Asumimias:**
- 1. Presentación del trabajo
- 2. Discusión del capítulo #1
- 3. Discusión del capítulo #2
- 4. Discusión del capítulo #3
- 5. Discusión del capítulo #4
- 6. Discusión del capítulo #5
- 7. Discusión del capítulo #6
- 8. Discusión del capítulo #7
- 9. Discusión del capítulo #8
- 10. Discusión del capítulo #9

**Firma Tutor:**

**Firma Estudiante:**
**Informe de avance de la gestión tutorial**

**Universidad de Guayaquil**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lenguas y Lingüística**

**Unidad de Titulación**

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**Informe de avance de la gestión tutorial**

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**Escuela de Lenguas y Lingüística**

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**Informe de avance de la gestión tutorial**

**Universidad de Guayaquil**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lenguas y Lingüística**

**Unidad de Titulación**

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**ANEXO 3**
ANEX Nº2
PHOTOGRAPHIC EVIDENCE

Photo N.1 Researchers with Authorities: English Teacher and Rector.

Source: “Clemente Yerovi” High School

Research interviewing Teacher English

Source: “Clemente Yerovi” High School
Researchers explaining the Survey to Students at Clemente Yerovi High School

Source: Clemente Yerovi High School

Students at Clemente Yerovi Indaburu answering the Survey Items
Researchers with Tutor assigned reviewing Chapter I

Researchers with Tutor give instructions about correction Chapter II-III
Researchers with Tutor ending Chapter IV and Propose of Project
Universidad de Guayaquil

FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, Agosto 28 del 2015

Msc.
Alfonso Sánchez A.
DIRECTOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación "INFLUENCE OF LUDIC MOTIVATIONAL ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION ACTIVITIES." de (los) estudiante (s) _GONZALO ALFREDO ALVAREZ MORAN Y EDISON ISRAEL ALVARADO TOLA, indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

Msc. LUCILA SANCHEZ P.
C.I. 0916446834
**RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN**

<table>
<thead>
<tr>
<th>Título del Trabajo: &quot;INFLUENCES OF LUDIC MOTIVATIONAL ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION&quot;</th>
<th>AUTOR(S): GONZALO ALFREDO ALVAREZ MORAÑ Y EDISON ISRAEL ALVARADO TOLÁ</th>
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<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
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<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
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<td>1</td>
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<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
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<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.</td>
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<tr>
<td><strong>RIGOR CIENTÍFICO</strong></td>
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<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
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<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
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<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
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**CALIFICACIÓN TOTAL**

| 10 |

---

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

**Firma**

**MSC. LUCIA SANCHEZ P.**

**No. C.I. 0916446834**

**FECHA: 29/08/2018**
Guayaquil, 03 de Septiembre, 2018

Sr. /Sra.
DIRECTOR (A) DE LA CARRERA/ESCUÉL
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad:-

De mis consideraciones:

Envío a Ud., el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación del estudiante (nombre del estudiante). Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de 46 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 40 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante (nombre del estudiante) está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

[...]

DOCENTE TUTOR REVISOR

C.I. 0413214558
# RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

**Título del Trabajo:** Influence of habit, motivational abilities on the development of the oral expression.

**Autor(a):** [Nombre del Autor] (si es aplicable)

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*El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.*

**FIRMA DEL DOCENTE TUTOR/Revisor:**

**No. C.:** [Número de Cédula]

**FECHA:** 3 de Septiembre 2019
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. LUCILA SANCHEZ PEREZ tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por GONZALO ALFREDO ALVAREZ MORAN, C.0928453344, y EDISON ISRAEL ALVARADO TOLA, C.0928725399, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN LENGUAS Y LINGÜÍSTICA CON MENCION EN INGLÉS.

Se informa que el trabajo de titulación: "INFLUENCE OF LUDIC MOTIVATIONAL ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el 3% de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649#DccxDglxDADBv6

Msc. Lucila Sánchez P
C.I. 0916446834