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DE Lenguas y Lingüística

EDUCATIVE PROJECT

PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:

THE MOTIVATION IN THE DEVELOPMENT OF THE SPEAKING SKILL.

PROPOSAL:

Design of board games

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DEDICATION

This work is dedicated to God, my family, my coworkers and to the two great people who have motivated me to continue in this process: My husband and son. They put faith in me and here I am for them.

I also want to thank the teachers of the University of Guayaquil for sharing their valuable knowledge and our thesis tutor Miss Lorna Cruz for her unconditional support.

Thanks to my classmates and my thesis partner who were great support in this long journey.

Katty Alvarez Campoverde
DEDICATION

I dedicate this work to my mother who always encouraged me and supported me in all aspects to complete this educational journey.

Josef Guaranda Campoverde
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Este proyecto de investigación se realizó a los estudiantes de octavo año de Educación General Básica del Colegio Veintiocho de Mayo, jornada vespertina. El propósito de la investigación realizada en la institución fue muy importante para fortalecer la producción oral e implementar juegos de mesa en las clases de inglés, para fortalecer sus competencias comunicativas y crear un ambiente de aprendizaje lúdico donde ellos puedan expresarse de manera espontánea, dejando atrás el temor a equivocarse.

Este es un problema existe actualmente en las instituciones públicas y como resultado se obtiene la desmotivación creando poco interés en el aprendizaje. Por lo tanto, este proyecto se ha enfocado en este tema, ya que en la investigación de campo que se observó, se identificó que los estudiantes muestran poco interés en aprender un idioma extranjero. Por tal motivo se realizó una propuesta de crear juegos de mesa para que ellos aprendan por medio de interacciones didácticas.
ABSTRACT

This research project was made to the eighth grade students of General Basic Education at the Veintiocho de Mayo High School, afternoon shift. The purpose of the research conducted at the institution was very important to strengthen oral production and implement board games in English classes, to reinforce their communication skills and create a playful learning environment where they can express themselves spontaneously, leaving behind the fear of being wrong.

This is a problem that currently exists in public institutions and, as a result, demotivation is obtained by creating little interest in learning.

Therefore, this project has focused on this topic, since during the field research, it was identified that the students show little interest in learning a foreign language. For this reason, a proposal was made to create board games for them to learn through didactic interactions.
INTRODUCTION

This research work aims to increase the motivation for the development of oral production in students of 8th grade BGE at the Veintiocho de Mayo High School.

The problem arose through the observation made in English classes and for this reason, the authors of this project decided to investigate the motivation to develop skill to speak through didactic games.

The purpose of this research is to increase interest through the use of board games to strengthen oral production.

The project is formed by a theoretical framework; based on an analysis of results, techniques and instruments used in class and finally are exposed the recommendations or conclusions of this project.

Chapter I
It contains the problem, scientific facts, causes, objectives and scientific questions of this investigation.

Chapter II
It describes background, the theoretical framework, conceptual framework and the foundations for this project.

Chapter III
It explains methodology, process, analysis and discussion of results applied in this project.

Chapter IV
It shows the proposal, recommendations and conclusions for this investigation.
CHAPTER 1

1.1 Conflict situation

In the research carried out in the 8th year of EGB, it could be seen that there is little interest on the part of the students to develop their oral expression.

The students showed the insufficiency of expressions to communicate in classes; this resulted in the lack of motivation to learn a new language.

Therefore, the results indicate that the oral production of the English language is very deficient and it is difficult to try to communicate.

That is why the proposal of board games will help solve this problem in students.

1.2 Scientific fact

Difficulty in the development of the speaking skill in English of the students of the 8th grade BGE at the Veintiocho de Mayo High School during the school year 2017 – 2108.

1.3 Causes

Scarce didactic resources to encourage motivation.

Limited motivation for the development of the speaking skill.

1.4 Formulation of the problem

How does the motivation influence the speaking skill in the students of the 8th grade BGE at the Veintiocho de Mayo High School?
1.5 Research Objectives

1.5.1 General objective

- To ground the influence of motivation on the speaking skill through a field, bibliographical and statistical investigation to design board games.

1.5.2 Specific objectives

- To analyze motivation by means of a field, bibliographic and statistic investigation.
- To sustain the speaking skill by means of a field, bibliographic and statistic investigation.
- To design board games by means of the interpretation of the empiric and the theoretical data collected.

1.6 Scientific questions

1. What is the current situation as for the development of the speaking skill of the students of 8th grade BGE at the Veintiocho de Mayo High School?
2. What theoretical support backs up the influence of the motivation in the speaking skill?
3. What proposal allows the speaking skill to be mastered using board games?
1.7 Justification

During the teaching practice carried out at the Veintiocho de Mayo High School in the 8th grade BGE during the school year 2017-2018, a recurring problem could be detected: the deficient development of the speaking skill of the foreign language among the students whose ages ranged within 12 and 13 years.

According to the exit profile outlined by the Ministry of Education, it is expected that the students of the 8th grade BGE have a good management of basic expressions for the daily communication in different settings.

Comparing this profile with the teaching result at the said High School, it is evident that the expected results are not being reached; therefore, it has been thought to implement a didactic technique that motivates both, the teacher and the students.

The bibliography concerning this matter points out that developing the speaking skill is not an easy task. It is necessary to understand that proper communication in a foreign language is advantageous for different reasons: academic enhance, job opportunities and social insertion. However, for a teenager those reasons are not relevant unless presented in a funny and didactic way.

Article 87 of the LOE states: “To establish a didactic material for the teaching of the science”, (LOEI, 2011) and it points out in title 1 of the only chapter, article 3, the clause where the educational objectives are declared, “the development, promotion and strengthening of the bilingual intercultural education in Ecuador”.

Ibañez (2013) mentions:

Achieving the speaking skill poses a great deal of difficulty for the students. The teaching-learning process with its respective assessment should be considered as one indissoluble unit as this process requires assessment to
show advancement or setback of the learning process to, therefore, look for the best teaching methodologies that teachers must apply (p. 132).

Taking this into account, it has been considered to implement innovative games that allow the free oral production using the material proposed in the books and going beyond this with additional material and topics.

The motivation in the teaching process is fundamental if academic enhancement is the goal. Just reading and doing the tasks in a text is demotivating and makes students lose their learning objective. On the other hand, if learning is done with a ludic focus, it is expected to get positive and permanent results.

According to Woodrow (2015), a good way to motivate students is to make them identify with the culture of the people they are trying to communicate with. This is fundamental according to other authors since this allows to internalize the new language seeing it as part of their culture, too.

To have motivated students makes the teaching practice more enjoyable and teaching using games that bond relevant aspects for the students facilitates to reach the desired objective: clear and accurate communication of the ideas in the foreign language.

Reaching this target will contribute in many social aspects: satisfied teachers, competent students, better job opportunities, enhancement of the labor scope in the country and better academic opportunities.

For this reason, working on the motivation to improve the speaking skill of the students of the state schools using ludic games is possible and viable with positive and permanent results.
CHAPTER 2

2.1 Background

According to the research carried out in the Veintiocho de Mayo High School to the 8th grade EGB students to find out why the children have not developed their oral expression in the English language in their academic stage, it has resulted that 85% of the students between 11 and 13 years old are those who are most concerned in this academic process.

The deficiency of the oral expression could be linked to the fact that currently there is a poor motivation in the classroom and this happens in many occasions due to the traditional or conventional methodology that certain teachers still have in special in not necessary public educational institutions.

The Journal of Modern Languages of the University of Costa Rica indicates that the level of English and cultural knowledge of teachers in public institutions must be improved, exposing teachers to implement innovative and active methods for teaching English.

Other experts agree that this deficit is occurring in the youngest in the developed classes day by day causing discomfort and fear of being wrong when standing in front of the class and orally express in English.

McGrath & Mawatari (2005) motivate and support their English students to work in groups or couples on a topic indicated by the teacher. According to these authors, this method helps students show their strengths and meet their objectives.
We believe that this way of working will strengthen the practice among students.

In the thesis project elaborated by Regatto-Salazar (2017) they state: “Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 11).

To do this student need to know how to use the language acquired which, to convey meaning, has to be well pronounced and given the right intonation.

Regarding games and the development of the speaking skill Regatto-Salazar (2017) state:

Because of the significant role of speaking, we propose that the use of pedagogical games to enhance speaking production is the best choice. A good student at listening and writing is not necessarily a fluent speaker. The speaking production should be trained and developed. Each activity that gathers the attention of students will show progress and helps them focus on key concepts and ideas. (p. 12).

These two quotes confirm the findings in the teaching practice which prompted this thesis project, namely, the poor oral production and the proposal of games to motivate students to develop the speaking skill.

Fáberová (2014) states in her Master’s thesis:

At first, teaching spoken language included only teaching pronunciation and later a stress and intonation were added. Gradually also teaching spoken language, including spontaneous spoken language, entered the teaching. However, it has brought along a lot of practical problems, which the teachers must deal with. For some teachers it means a headache, because of noisy classes and for most there is no longer one secure and tested method they can lean upon” (p. 17).

Developing the speaking skill is not an easy task according to Brown (1993); finding the right techniques, creating the most adequate environment and motivating students is a task that demands a lot of effort, patience and observation.
For this reason, the use of board games to prompt students to express themselves in English is proposed in this thesis project.

2.2 Conceptual – Theoretical Framework

Since this work is based on the motivation to encourage students to develop their speaking skill, the different foundations mentioned hereafter will focus on how they can help students improve their oral production more accurately and meaningfully.

The philosophical foundation is one of the most important ones as it deals with the inner individual and how the environment affects his attitude towards itself and the people in it.

Philosophy lies at the bottom of all the knowledge a person can discover, understand, interpret, use and teach. It deals with what people believe, their principles, and how they affect their daily activities. As for education, philosophy tends to set behavioral principles that will reflect mainly on the professional life but without separating it from the personal aspect. It is important to remember that philosophy has three main branches (Saunders, Lewis & Thornhill, 2012),

Metaphysics: What is the nature of reality?
• Epistemology: What is the nature of knowledge? How do we come to know?
• Axiology: What values should one live by?

Since the focus of this thesis is educational, the main aspect to be considered in this foundation is axiology.

Axiology is considered a fundamental branch of philosophy, which studies the origin, form and functions of values, the way they are acquired and how they are
carried out, and the dynamics of value systems. It also studies the nature, types and
governing criteria of values and their judgments.

Let us focus now on values, their types and systems.

A **value** is a principle or standard of behavior, one’s judgment of what is
important in life. It evaluates things, actions and people assigning to each one a
degree of importance and relevance seeking ultimately the common welfare of the
community where values are established.

The cultural aspect will determine in many cases the assignation of that degree
of importance and relevance, but in general terms this work will focus on values that
are recognized as valid in any society.

Ball-Rokeach (1973), a Polish-American social psychologist, proposed a
classification **system of values** based on a survey he carried out and published.

- **The terminal values**: they refer to what is considered a desirable end-state of
  existence, what someone would strive to achieve during his lifetime taking into account
  the cultural aspect.

Examples of these are: family security, happiness, wisdom, self-respect, etc.

- **The instrumental values**: they refer the means to achieve the previous ones.

Examples of these are: ambitious, courageous, intellectual, independent, etc.

Within the two aforementioned sets three **types of values** are found: Lau & Chan
(2004):

- **Personal values**: the ones that a person endorses and struggles to achieve it.
- **Moral values**: those that determine what is morally right and wrong.
Aesthetic values: the ones in connection with the evaluation of artwork and beauty.

Two of these three should be inculcated in youngsters, namely, personal and moral values.

Lewis (1943) mentioned in his book The Abolition of Man that education without values is the perfect setting to make men clever devils.

Technology seems to be that tool that has rippled into society in a very steady and aggressive way, and the educational field is not the exception. Teachers, as well as students, seem to be more worried about knowing the latest technological advancement and educational institutions compete to insert in their curriculum the use of as much technology as they can.

However, such a large flow of information must be dealt with caution as we are now more exposed to very different and sometimes dangerous influences that without guidance, such exposure may lead to a variety of serious and permanent problems.

With such overwhelming information, what kind of values should the teacher focus on so that students see their importance without teachers coming across as preachers more than they do educators?

The point here is not to avoid the flow but to be prepared to filter what one should be exposed to and what not. How can this be done? By preparing students to face what lies ahead of them and take only what can benefit them and their environment.

This preparation has its basis in values. Values are the tools the students will have to decide wisely what is right and wrong. No matter how quickly information changes, values are principles that never change and that is the advantage of applying them accordingly.

According to GoConqr (2016), a blog on education, they mention how values should be taught, a) through example, which is what students see in the teacher’s life,
b) by embracing difficulty, which is an exposure to real life situations where students have to choose wisely in order to reach maturity, and c) by using external resources, which is watching or reading films, documentaries or news with the aim to decide in advance what the final result of such informative resources would be in the end. That’s a perfect opportunity for discussion forums.

- **Lead by example**: Live what you teach. When students see that you apply in your life what you are trying to teach, the message will likely get across.

- **Embrace adversity**: Expose students to real life situations where they have the chance to choose clearly the right path according to the values they know. This will help develop their maturity.

- **Use external resources**: Have students take a look at films, documentaries, news or other study resources and make them first analyze and decide before seeing the final result in the real situation. A good opportunity for a discussion forum.

Value education should aim at the development of values of the following type: Scientific temper of mind:

Nehru (1946):

It is the scientific approach, the adventurous and yet critical temper of science, the search for truth and new knowledge, the refusal to accept anything without testing and trial, the capacity to change previous conclusions in the face of new evidence, the reliance on observed fact and not on pre-conceived theory, the hard discipline of the mind—all this is necessary, not merely for the application of science but for life itself and the solution of its many problems (p. 512).

Nehru wrote that the scientific temper should go beyond what is established as scientific but also pursue beauty, goodness and truth.
• Large-heartedness: The quality or state of being generous, magnanimous.
• Co-operation: The process of working together to the same end. The actions of someone who is being helpful by doing what is wanted or asked for.
• Tolerance: Sympathy or indulgence for beliefs or practices differing from or conflicting with one’s own, capacity to endure pain or hardship.
• Respect for the culture of other groups: Culture embodies a large number of elements such as personal identification, language, thoughts, actions, customs, beliefs, values, etc. Taking this into account when dealing with people will make social interaction a lot more feasible.

How is motivation connected to the development of personal and moral values? Motivation should move the individual to go beyond his limits without interfering in others’ space; that is, respect people’s rights and culture.

As for language, motivation must make students aware of cultural aspects; what to say, how and where to say it among other aspects. Once students internalize this, learning a new language must be an enjoyable and endless experience that will enrich their lives.

Rousseau (1762) stated that education comes from everywhere; nature, men and things. Each element nurtures the individual in a singular way and the way we develop, learn and experience is the gift of education.

Montessori (1949) mentioned that the task of a teacher is not to teach but to help children develop their absorbent minds in an intelligent way, so that the teacher can understand their needs and feelings and elongate the process of discovering and experiencing.
Piaget & Play (1962), on the other hand, emphasized that children need long, uninterrupted periods of play and exploration. He indicated that the main goal of education is to form people who create, invent and discover. Following this aim is to make these people critical; always trying to verify what comes to them and not merely accept everything as such.

As seen from these thinkers in the last 250 years, education is a process that is affected by our environment but also by the way we intervene in that process. The more interference in the process the more likelihood to repeat what is already done. On the other hand, if children are allowed to play with a careful but not invasive guidance, they are given the chance to acquire what they want to know in a natural way.

The objective is to let them work their knowledge, adapt it to their needs and make it meaningful and entertaining. This way, through their lives, they will see such knowledge practical and worthy.

Linking these approaches to the object of this work, it could be said that the motivation students need to experience should be provided in the early stages of their lives, however, if that has not happened, ways to make up for the lost time should be implemented in order to take advantage of the time left where this process can be exploited and potentiated.

As Piaget & Play (1962) mention, among other authors, playing is crucial when learning new things. Therefore, the proposal of this work, namely, the implementation of board games for developing the speaking skill has a strong foundation in the world literature and the extensive research carried out through the years.

Axiological linguistics is a multidisciplinary branch which states that linguistics applied to foreign language teaching plays a significant role in human values
development because it teaches respect towards other people's cultures. Thus **linguistics**, as a science becomes another relevant support for this research.

**Linguistics** is the scientific study of language: how sounds are produced, how those sounds are structured, and how those structured sounds are grouped to convey meaning to the hearer.

When speaking about Linguistics it is inevitable to refer to the four general skills: listening, reading, writing and speaking. However, it is important to define what language skills are.

Language skills, in a nutshell, refer to the ability that a person has to use a language. Learning the mother tongue is a natural process that does not pose a problem for anyone unless you have a brain problem.

As for speaking, which is the main goal of this thesis, Brown (1994) mentions some oral communication skills related to teaching speaking, namely, conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and the interaction effect.

Flege (1987) makes an important comment about the age for having good pronunciation. He states:

It is the nature of the human brain, not its nurture, that crucially affects (L2 pronunciation). The onset of cerebral dominance, which seems to occur around the age of twelve, inhibits the ability of a person to master the sound patterns in a second language without an impinging foreign accent.

Taking this into account, teachers should be realistic about students’ capability to master sounds of a foreign language after the age of twelve but should not be demotivated but, rather, make the most out of the techniques to teach pronunciation.
Brown (1994), commenting on teaching pronunciation, recommends using a language program that emphasizes whole language, meaningful contexts, and automaticity of production but in a different way from what was taught in previous years.

Kapatsinski (2010), commenting on automaticity of production, states that frequency of use helps students retain the language acquired and give them comfort while producing. However, when trying to incorporate new target language, this is interrupted due to lack of practice.

The board games proposed in this thesis attempt to help, to an extent, in both respects, that is, language already acquired and new target language. The aim is to do this in a fun way removing the anxiety that students feel in a formal class.

On pronouncing words, rhythm and stress are closely linked. In phonetics, rhythm is how speech moves by the stress, timing and quantity of syllables.

De Jong (2004) mentions that to make a language vivid and meaningful correct stress should be giving to the key words of the sentence being said. To a native a wrongly stressed sentence may sound confusing and rude. However, common sense gives students a hand when uttering expressions.

So practice is the key to learning sentence stress. Teaching this aspect of a language is a challenging task especially when a non-native speaker teaches it, however, to the extent of fairly correctness, students can get an acceptable level of rhythm and stress not only through the teacher’s pronunciation and general knowledge of the language but through a variety of resources that accompany the textbook and the Internet.

Board games could be an ideal tool to make this stressing part of the language a fun and didactic activity.
Brown (1994) also states that fluency may be the starting aim in language teaching but accuracy is achieved by allowing students to focus on the elements of phonology, grammar, and discourse in their output.

House (1996) mentions that fluency in English is accuracy with good pronunciation – not speed; and that English is a language which depends upon: air flow, lip shape, tongue position, and jaw movement.

This is what is involved mainly in phonetics which in turn is linked to phonology. One of the major problems for students is related to phonetics and phonology. Why? Because foreign languages use sounds that learners are not familiar with. The production of these sounds and their use pose a discouraging stage on the learning process especially when they feel that they are not communicating. Teacher motivation is fundamental in this stage.

Though board games do not focus on these issues, they try to facilitate the learning of these sounds and their production.

Brown (1994) also states that affective factors are one of the major obstacles learners have to overcome, as this generates anxiety when uttering words that may sound out of context, stupid or incomprehensible. Finally, he mentions that the interaction effect is another great difficulty that students face, especially when they interact with classmates who have better language proficiency.

Once again, board games try to minimize this by making this interaction fun and anxiety-free.

One of the most important theories of knowledge in education is constructivism. According to Tünnermann (2011): “there is an intimate relationship between knowing how an educator learns and knowing what to do to help him learn better” (p. 9) This is the knowledge that we carry with us and incorporate it into our mind. It is
essential not to forget that the teaching-learning process is a shared and creative** pedagogical** coordination. "Learning to learn" defines the ability to persist and organize learning to have a more efficient control either in a group or individual way of each one. Each person obtains at the end the success of having learned overcoming its inconveniences. The current education must generate the formation of each individual to manufacture his own knowledge.

Learning science in constructivist learning environment is often challenging, but when students become responsible for their own learning, they learn how to motivate themselves. Extrinsically motivated students tend to engage in academic tasks that do not require deep understanding since they seek rewards or look for social approval, do not prefer challenging issues in fact prefer easy ones, and depend on teachers for feedback (Meece, Blumenfeld, & Hoyle, 1988; p. 235).

**Psychology** has supported the studies concerning motivation for years. It has been stated that motivation is a stage in which all the stimuli are established that are affected by the environment that surrounds and create a satisfaction based on a reward for the effort made.

In other words, motivation is the will to do a job or sacrifice and achieve an objective.

Each teacher is responsible for giving encouragement to students with different acts that motivate them, even each teacher can observe very quickly their disinterest by just looking at them.

From the student's point of view, this is considered intrinsic motivation and extrinsic motivation when handled by the teacher.

However within motivation there are involved several factors whether family or cultural related. The following research will focus on the school circle to study the teachers and improve the motivation of the students, to deepen their learning process.

Gardner and Lambert define motivation as including three components: desire to achieve a goal, effort expended, and attitudes to learning a language.

Motivation is defined by Glynn, Taasoobshirazi & Brickman (2009):

The internal state that arouses, directs, and sustains students' behavior towards achieving certain goals. In studying the motivation to learn science, researchers attempt to explain why students strive for particular goals, how intensively they strive, how long they strive, and what feelings and emotions characterize them in this process (p. 128).

Mitchell (1982) defines motivation as “those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed” (p.81).

According to MacIntyre, MacMaster & Baker (2001), motivation is defined as an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task.
Motivation is a psychological process that allows achieving an established goal to learn successfully in a foreign language.

Types of Motivation

There are many types of motivation. These are categorized in:

- Intrinsic or positive motivation
- Extrinsic or negative motivation

Intrinsic motivation, as the name implies, is that which comes from the inside and indicates that people can carry out activities without receiving some kind of recognition, but rather feel the inclination to do it for their own satisfaction. Deci & Ryan (1985) suggest that learners who are intrinsically motivated, their learning level will be high.

On the other hand, extrinsic or negative motivation is the opposite and seeks a reward or encouragement for the work done either by pressure or force in a task. Ryan & Deci (2000) suggested extrinsic motivation may also have a negative purpose to avoid punishment.

*Graphic 1. Intrinsic vs Extrinsic Motivation*

Within the didactic field teachers are currently facing a recurrent problem in education that has become notable in recent years, including higher education: maintaining student attention. It is known that the attention of a person with whom we speak can be volatile, the way we do it, the language we use, the gestural mode, the physical position that is adopted and even the moment in which we want to communicate something. To the above, the teacher is in the classroom’s responsible for encouraging students to continue their studies with words and actions that motivate, you can also notice the impression that each student may fear the teacher only to see it, the information that may have of him, the interest in that matter and his own training. This is improved when talking about a group and much more when it is a group of people who know each other and are related to each other. From this point, it also affects what the group thinks about the subject or the teacher, since the group
influences the individual, in the same way that the individual influences the other and, therefore, in the group.

An investigation shows that games not only inspire learning, but also encourage communication, collaboration and take of risks. Thus, board games are an important tool to learning in the classroom creating a pleasant environment. Mistakes are useful because they need to learn.

Play is often defined as being fun, voluntary, flexible, intrinsically motivated, without extrinsic goals, and involving active engagement and, often, an element of pretense or an inhibition of reality (Fisher, Hirsh-Pasek, Golinkoff, Singer, & Berk, 2011; Johnson, Christie, & Yawkey, 1999; Sutton, Smith & Swettenham, 2001).

Miller & Floricel (2004) mentioned: “A game is a structured set of rules that create a space in which the playing mode of experience is possible to adults” (p. 4).

Gee (2003) defined games as a semiotic environment, i.e., not simple an activity, but a structured system of signs, a culture or a world, in which the players develop specific perceptual, understanding and action abilities.

Educational board games that have been created for students have the potential to offer both experiential and reflexive learning and becomes a fundamental experience for students.

However, acquiring a foreign language may be difficult considering the age at which it is learnt, the environment where it is taught, the methodology used, the motivation and the person has (internal and external) among others.

As mentioned before, there are four basic skills involved in language learning: listening, reading, writing and speaking. These four are divided in two categories:

- Receptive: Listening and reading.
• Productive: Speaking and writing.

It is important to make this categorization as this will help the teacher prepare his/her language learning material. It will also help to identify the aim of an activity or lesson.

It is generally accepted that receptive skills should come before productive skills; however, it is also true that when communicating the use of receptive and productive skills are involved all the time.

How is motivation linked to Linguistics? Gardner and Lambert (1982) distinguish two types of motivation:
• Instrumental motivation: the one that sees the practical side of learning a second language, for instance, get a better job or professional growth.
• Integrative motivation: the one that makes the learner feel as part of the culture of the language he is trying to learn. He focuses more on the people who speak that language rather than getting an advantage of it.

As it has been stated, mastering a language requires a process which involves the types of motivation aforementioned. If the learner cannot feel that the new language reports a benefit, it is very unlikely that he continues learning it.

Skehan (1989) mentions that motivation is the second best index to predict success after aptitude but Gardner (1985), following his motivation theory, states that it involves four aspects: aim, struggling behavior, a strong motive to reach the goal and positive attitude towards the task in question.

A motivated student will feel that the four skills related to Linguistics will help him to achieve his goals, no matter if he does not have the aptitude for languages. As
long as he keeps a positive attitude his production in the foreign language will move him to go on.

How would you define motivation?

Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit (Brown, 1994)

You can interpret this definition in varying ways, depending on the theory of human behavior you adopt. For the sake of simplicity, let us look at the theories of motivation in terms of two opposing camps. In one of these camps is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement. In the other camp are a number of cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena.

It can be said that these two camps influence the degree of motivation a learner can have. Some people view language learning as an altruistic goal, whereas others strive for the benefits this learning can yield.

According to Brown (1994) teaching speaking involves a series of issues that must be taken into account in the classroom:

1. Conversational discourse.
2. Teaching pronunciation.
3. Accuracy and fluency.
4. Affective factors.
5. The interaction effect.

Once again, either the behavioristic or cognitive learner will make use of these tools to accomplish his goals. Knowing how to handle them appropriately in the
classroom is the challenge that teachers should take on to adapt these issues to his class.

Exploiting the internal and external drive of motivation in the learners will contribute to a successful class as these issues can be individually tailored in the classroom once the teacher has discovered the type of motivation that moves the students.

This work is focused on using games to help students enhance their speaking skill, it can be said that the aforementioned issues can be and must be carefully introduced in the games that the teacher decides to use.

There are several reasons why we should include games in a language and this is because they are fun and interesting, and this helps keep students active.

The games also highlight an important role because it helps strengthen relationships between them and in turn creates an appropriate and positive learning environment.

Therefore, these games are very useful to maintain a learning full of emotions because it allows people to work in a group and without having to feel fear when expressing themselves. This is a point in favor whereby people choose the option to learn English. (Zhetpisbayeva & Shelestova, 2016)

2.3 Contextual Framework

Once the research was done in the Veintiocho de Mayo High School, it was evidenced that the performance of the students is linked to the poor motivation in the classroom. Currently, teachers have noticed the disinterest of students during the last years and for this reason they have been in charge of changing their methodology in such a way that the student adopts the simplest way to learn through motivation.
The research work analyzes the deficiency of the speaking skills and its influence in the adolescents of the city of Guayaquil, of the evening section of the eighth year of BGE in the period 2017-2018.

The educational institutions of the urban area have had language problems because they do not communicate with the students clearly and they do not communicate, therefore, as a reference that the student must possess, in order to express, their style of speaking or expressing their ideas. Thoughts and concerns before the other companions, must be precise without horn and without expressive obstacles. The language skills in speaking skills is essential for the direct benefit in the generations in the formation of the person and the permanent application that they achieve in the life of the student, that is why it is necessary to identify the deficiencies and the difficulties that arise in the learning process of Language and Communication for the basic area, the development of this technology to evaluate the benefits of a good application for the radical change of attitude in the student and generate a process of development of this distribution as a basic instrument of effective communication.

This research aims to improve the quality of meaningful learning of the English Area in the eighth grade students of General Basic Education of the Fiscal Education, Zone 8, District 09D06, Guayas province, Guayaquil canton, parish Tarqui school period 2017-2018.

The Fiscal Education Unit is located in the north sector on Avenida Carlos Julio Arosemena Km. 3 ½ in the city of Guayaquil, near the campus is the District No.
09D06, developments, companies, also some centers commercial, and a stop of the Metro via.

Through Resolution No. 498 issued by the Minister of Public Education, Dr. Alfredo Vera, was founded with the name of the Fiscal School of Commerce and Administration May 28 and April 2, 1948 changed name Fiscal Technical College "Veintiocho de Mayo ", implementing the double shift: morning and afternoon in the year 1963-1964. On November 14, 2013, through resolution No. 09D06-0086, the "Veintiocho de Mayo" Technical Tax School is named as the Fiscal Education Unit "Veintiocho de Mayo".

In the research it was found that teachers are concerned about the number of students who have factors that do not allow 100% development of skills such as: lack of attention in the class, disinterest in learning, failure to apply the habits of study, little communication with the representative and represented, lack of values. Some teachers present conflicts when teaching, continuing with the same usual, traditional methods and without motivation.

**Legal Framework**

According to the Organic Law of Intercultural Education (LOEI, 2011) in chapter II Levels of Management of the National Education System emphasizes "Intercultural and bilingual District Level. It is the level of decentralized management, responsible for ensuring the coverage and quality of the educational services of the District at all levels and modes, developing educational projects and programs, planning the
educational offer of the District, coordinating the actions of the Intercultural Educational Circuits or bilingual of its territory and offer services for the purpose of strengthening the management of education in an equitable and inclusive manner, with cultural and linguistic relevance, which responds to the needs of the community” (LOEI, 2011, p.2).
CHAPTER 3

Methodology, Process, Analysis and Discussion of Results

3.1 Methodological Design

This research has a mixed approach, with a non-experimental design, that is, it combines the quantitative and qualitative methodology. Have a quantitative aspect for data collection to test the hypothesis in a mathematical way and a qualitative aspect to show the qualities through direct observation. In this project according to the classification criteria, the research is applied because its objective is to improve the oral expression for which the following methods will be analyzed: empirical, theoretical and mathematical-statistical.

3.2 Types of research

- According to its epistemological objective, it is descriptive because it aims to reveal the observable and general characteristics of oral expression in the 8th grade students of Basic Education of the Colegio Veintiocho de Mayo and relies essentially on empirical techniques.

- It is explanatory because they investigate other causes that affect the development of oral expression, and this is the motivation. According to the same criteria, the research is proactive because a design of board games is elaborated with activities focused on working on oral expression.

- This research is not experimental because the proposal does not apply in the selected educational context.
3.3 Population and sample

Table 1. Population and sample

<table>
<thead>
<tr>
<th></th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>380</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>381</td>
<td>59</td>
</tr>
</tbody>
</table>

Error margin: 10%
Nivel de confianza: 90%
Population: 380
Sample: 58

3.4 Operationalization of the variables

Table 2. Operationalization of the variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Variable Motivation</td>
<td>Types of motivation</td>
<td>Intrinsic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extrinsic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instrumental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrative</td>
</tr>
<tr>
<td>Dependent Variable Speaking skill</td>
<td>Linguistic aspects (Connected speech)</td>
<td>Pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhythm</td>
</tr>
</tbody>
</table>
3.5 Methods of the research

- **Analysis and Synthesis**: the investigated variables have been decomposed, in this case, the oral expression and the motivation, breaking down into parts and then carrying out a synthesis to evaluate in an integral way, because part of the study in the particular case with the students of the 8th year of the school Twenty-eighth of May to reach scientific generalizations.

- **Inductive-deductive method**: this method was used to collect information on the improvement of oral expression for the design of some activities. Furthermore, it was observed that the application of board games in a correct manner helps to develop oral expression.

- **Systemic-structural method**: This method was used to model the proposal with all the parts (objectives, methodological orientation and table of contents) that are interrelated to form a system.

- **Logic-Historical Method**: Essentially for the analysis of the historical background of the study.

3.6 Techniques

The research techniques applied were: the student’s survey, the teacher’s interview and the observation to classes.

- **Survey**: This technique was applied to the students of the eighth year of basic education in the Educational Unit "Veintiocho de Mayo" and helps to evaluate the influence of the board game.

- **Interview**: In this project the interview was applied to the teacher to implement a new teaching methodology.
• **Observation** This technique was applied to know and analyze what they need to improve in English classes.

3.7 Instruments

• **Questionnaire**: This instrument was applied to the English teacher of the eighth class and helps determine the main causes that affect oral expression in the English language in the educational context studied, during the interview. Another questionnaire was used for the student survey.

• **Observation guide**: This guide served to observe and analyze the teacher and his students in each activity they performed in the classroom and to verify if the teacher used the resources for their learning.
### CLASS OBSERVATION SHEET

1= Never  2= Rarely  3= Sometimes  4= Often  5= Always

**Table 3.Class Observation sheet**

<table>
<thead>
<tr>
<th>About the teacher</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she does activities that promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she reinforces such activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she assesses the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she motivates students properly in order to make students express themselves.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she keeps students motivated to promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she uses board games to diversify his/her activities.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she uses didactic materials to motivate the development of the speaking skill.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>About the student</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she shows interest in the activities that promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she strives to participate in the activities that promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she makes evident his/her desire to improve his/her speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He/she feels appropriately motivated to express him/herself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
His/her motivation prompts him/her to help his/her classmates.

He/she participates in group activities.

INTERVIEW GUIDE

Objective: to gather information about speaking in relation to motivation to support the relevance of designing board games.

Personal information

Names and surnames: Margarita Noemi López Arias

Degree: Licenciada en Ciencias de la Educación

Professional education

- Degree: Licenciada en Ciencias de la Educación
- Postgraduate degree: No
- Another professional degree: No
- International certificate: No

Years of teaching experience: 23

QUESTIONNAIRE

1- Do you think that the speaking skill of your students is in accordance with the established level at the National Curriculum Guidelines?

   No, I think that my students does not have the skills for the established level at the National Curriculum.
2- In your teaching practice, what do you think affects the development of the speaking skill?

    In my teaching practice, I think that students do not develop this skill because the level at public schools is very low.

3- Do you feel that students should be correctly motivated in order to increase their speaking skill?

    I feel that students should always be motivated by their parents and their teachers as well. With this motivation I am sure they will develop this skill.

4- From your point of view, what would be the best way to encourage students’ speaking skill?

    From my point of view, I think that the best way to encourage students to speak is by making them listen to English audios since kindergarten.

5- Do you consider playing board games is a suitable way to boost the speaking skill among students?

    I consider playing board games is a suitable way for the speaking skill among students because it can often help them listen to songs, watch films and read interesting books.
Analysis and interpretation of results

Sample: 58 students

Course: 8th

Statement 1: Games motivate me to express myself in a foreign language.

The students’ survey was applied to students of the 8th grade of BGU section “H and J” at Veintiocho de Mayo High school.

Table 4. Chart of frequency. Item 1

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>10</td>
<td>17,24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>13,79%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>17,24%</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>31,03%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>12</td>
<td>20,69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 2. Survey 1
Comment: Half of the students surveyed are in agreement with the fact that games motivate them to express in a foreign language. Only two fifths of the students considered games do not motivate them, while 17.2% did not have a precise idea on the topic. It means that students are aware of the relevance of games towards learning, although it is necessary to reinforce this fact.

Statement 2: I consider that the book activities are interesting.

Table 5. Chart of frequency Item 2

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>24</td>
<td>41.38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>6.90%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>15.52%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>32.76%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>2</td>
<td>3.45%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 3. Survey 2
Comment:
The majority of the students considered that the book’s activities are not interesting, thus the problem of this research is not focused in the design of a new book, but in elaborating a new supporting material to help teachers improve speaking through an extra type of activities, related to the same student's book.

Statement 3: I am afraid of expressing myself in front of others.

Table 6. Chart of frequency Item 3

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>13</td>
<td>22,41%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>8,62%</td>
</tr>
<tr>
<td>Neutral</td>
<td>17</td>
<td>29,31%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>22,41%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>10</td>
<td>17,24%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>58</strong></td>
<td><strong>100,00%</strong></td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 4. Survey 3
Comment:

Surprisingly, almost a third of the surveyed answered that it was indifferent to them to express themselves in front of others. This could lead to two conclusions: 1) they are so demotivated that they do not care or 2) they do not have this kind of activity in class. Therefore, board games would be an ideal tool to motivate them to use the language.

Statement 4: I express my ideas conveying meaning.

Table 7. Chart of frequency Item 4

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>26</td>
<td>44,83%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5,17%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>20,69%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>24,14%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>3</td>
<td>5,17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 5. Survey 1
Comment:
This item reveals that students do not have the necessary language to communicate meaningfully. Board games could definitely increase students’ vocabulary.

Statement 5: The teacher proposes group activities such as discussions, talks, etc.

Table 8. Chart of frequency Item 5

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>3</td>
<td>5,17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>12,07%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>22,41%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>32,76%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>16</td>
<td>27,59%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 6. Survey 5

Comment: The majority of the students surveyed are in agreement with the activities that the teacher teach in class while 5.17% is in completely disagreement.
Statement 6: I think it is appropriate that the teacher plays games in class.

Table 9. Chart of frequency Item 6

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>10</td>
<td>17,24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>10,34%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>3,45%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>24,14%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>26</td>
<td>44,83%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>58</strong></td>
<td><strong>100,00%</strong></td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 7. Survey 6

Comment: More than half of the students surveyed are in agreement that it is appropriate that the teacher plays games in class, for that reason this investigation propose a design of board games for interact in class.
Statement 7: I show interest in knowing what the game is about.

Table 10. Chart of frequency Item 7

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>6</td>
<td>10,34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>12,07%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>24,14%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>32,76%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>12</td>
<td>20,69%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>58</strong></td>
<td><strong>100,00%</strong></td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 8. Survey 7

Comment:

A third of the surveyed makes evident that their interest in playing games is high. Therefore, including board games would greatly catch students’ attention and make them prone to participate.
Statement 8: The teacher assigns homework to improve the speaking skill.

*Table 11. Chart of frequency Item 8*

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>5</td>
<td>8.62%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>12.07%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>22.41%</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>31.03%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>15</td>
<td>25.86%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

*Graphic 9. Survey 8*

Comment:

A third of the students confirm that the teacher assigns homework but, considering the answers above, this is not intended to improve their speaking skill.

Statement 9: I feel that the classes aimed to develop the speaking skill are dynamic.
Table 12. Chart of frequency Item 9

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>6</td>
<td>10,34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>6,90%</td>
</tr>
<tr>
<td>Neutral</td>
<td>18</td>
<td>31,03%</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>29,31%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>13</td>
<td>22,41%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Comment:

Considering that the neutral and agree answers have almost the same percentage, it can be said that students do not differentiate which are the activities for developing the speaking skill. Applying board games and explaining their function in the classroom will tell students that that class is meant for speaking.

Statement 10: Playing board games encourages students to express themselves altogether.
Table 13. Chart of frequency Item 10

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>3</td>
<td>5,17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>6,90%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>17,24%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>24,14%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>27</td>
<td>46,55%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.  
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 11. Survey 10

Comment:

It is clearly seen that students do not have this activity in class. Introducing board games in the classroom progressively will make students feel that learning languages can be fun and will encourage them to speak freely.

Statement 11: The teacher includes board games in his English classes.
Table 14. Chart of frequency Item 11

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>25</td>
<td>43.10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>17.24%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>15.52%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>13.79%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>6</td>
<td>10.34%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 12. Survey 11

Comment:

Almost half of the class confirms what has been seen before. Games are not used in the classroom. This result should move teachers to seriously incorporate games as a valuable tool to promote the interest in learning a foreign language.

Statement 12: The teacher carries out the topic of the day clearly.
Table 15. Chart of frequency Item 12

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>0</td>
<td>0,00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>6,90%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>5,17%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>20,69%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>38</td>
<td>65,52%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>57</td>
<td>98,28%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 13. Survey 12

Comment:

Two thirds of the class agree with the fact that the teacher states clearly and carries out the objective of the class. This will be seen natural when the teacher introduces games as part of his class activities.

Statement 13: I have difficulties in speaking.
Table 16. Chart of frequency Item 13

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>10</td>
<td>17.24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>13.79%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16</td>
<td>27.59%</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>18.97%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>13</td>
<td>22.41%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Comment:

The neutral and completely disagree are almost identical in percentage. This makes evident that students are not learning to speak but perhaps to write. Board games is a good strategy that the teacher can use to change the approach when making students talk is the goal.

Statement 14: I feel motivated when I want to express myself in English.
Table 17. Chart of frequency Item 14

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>6</td>
<td>10,34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>10,34%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>13,79%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>24,14%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>24</td>
<td>41,38%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>58</strong></td>
<td><strong>100,00%</strong></td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Comment:

Almost half of the class disagree with this item. It is a clear sign that the activities carried out in class are not meant to develop the speaking skill. Board games could positively change students' attitude towards learning a foreign language and use it to express themselves.

Statement 15: I utter the difficult words clearly and easily.
Table 18. Chart of frequency Item 15

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely disagree</td>
<td>19</td>
<td>32.76%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>22.41%</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>12.07%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>13.79%</td>
</tr>
<tr>
<td>Completely agree</td>
<td>11</td>
<td>18.97%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>58</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Source: Veintiocho de Mayo High School.
ELABORATE BY: Katty Alvarez, Eric Guaranda.

Graphic 16. Survey 15

Comment:

Apparently the teacher is doing a good job in this respect but, considering the previous answers, it is not meant to use it meaningfully. Perhaps students can pronounce the words correctly but cannot use them in context. Board games can aid students to use these words with a communicative purpose as games tend to promote self-expression and interaction with other players.
Class observation

According to the results obtained it can be said that the teacher does activities that promote the speaking skill. However, the teacher does not assess the students’ output as often as it should be.

As for motivation it could be seen that the teacher needs to improve in this respect. One of the things that he should use is board games to change the approach of his teaching motivating the students at the same time. Though the text book has activities for this skill it is strongly recommended to incorporate ludic activities in order to keep students’ motivation high.

Due to the lack of ludic activities it was observed that students did not show interest in speaking in class, therefore, students did not involve fully in the class leading to a poor participation.

Interview

It is necessary to mention that the teacher’s answers had to be corrected to avoid presenting mistakes in this project. This evidences that the teacher’s language management level is low, which in turn, is reflected in the class and the students’ performance.

She mentions that students need to be motivated at an early age, however, this is not real in the public schools teaching methodology.

Finally, it can be said that she needs to classify her activities according to the skills so that students can focus properly on each one.
CHAPTER 4

The Proposal

Title
Design of board games.

Justification
It is well known that the only way children learn is by playing games. As superficial as it may seem, games provide a good and effective way to learn without anxiety and discouragement.

The design of the games proposed in this chapter aim at specific aspects of the speaking skill, namely, fluency, intonation (stress is implied) and brief conversations where the two aforementioned aspects are involved.

Objectives of the proposal

General Objective
To motivate students of 8th grade GBE towards the development of the speaking skill through board games.

Specific Objectives
- To promote the importance of learning with pedagogical games.
- To develop the speaking skill through educational games.
- To help students to integrate in class to do didactic activities.
Theoretical Aspects

- From pedagogy, this proposal is based on constructivism because students will build new knowledge (MacIntyre, MacMaster & Baker, 2001).
- From didactic, this proposal is based on the importance of games for learning foreign languages. (Gee, 2003)
- As for philosophy, board games will definitely promote cooperation and respect for others when some classmates cannot play at the same level.
- Board games are an ideal tool to teach the four skills related to teaching and learning a foreign language, therefore, games would contribute to the linguistic aspect of this process.
- It is a legal aspect because it is based on the Constitution of Ecuador and the Organic Law of Intercultural Education (LOEI). These documents help to understand the importance and interest that students should consider when learning a foreign language.

Description of the proposal

This project focuses on the development of the speaking skill by the means of board games which is intended to promote and keep students’ motivation.

As mentioned in chapter II in the linguistics foundation, fluency, intonation and rhythm are aspects of the speaking skill, therefore three games focused on this issues are proposed as a sample of what the teacher can incorporate in his teaching methodology.

This proposal will be called MOTIGAME.
THE PROPOSAL
MOTIGAME
CONTENTS

Game 1. Fluency board game.................................................................................................57
Game 2. Intonation and emotions..........................................................................................58
Game 3. Conversational games ............................................................................................59
Introduction

Motigame is just a sample of board games that the teacher can use with the students of 8th grade at the Veintiocho de Mayo High School with the purpose to help them to develop their speaking skill in the English class.

The activities of this project are interactive, easy and exciting, so that students can have a better pronunciation, fluency and intonation. The content of the games is fun and also offers a learning environment that can improve their attention and concentration.

All of the games will focus on the speaking skill.
Game 1. Fluency board game

Description
This game is a wonderful way to drill fluency with students. They select a card and isolate the first sound in the picture. If they can do it they can move forward on the game board.

Goal of the game: Drill fluency of words. As an extension, it can be done with short sentences.

Methodology: Audio-visual method. The cards will provide the visual part and a recording of the words on the cards the audio part.

Instructions: Given on each card. The teacher will write the gist of the game on the board.
Game 2. Intonation and emotions

Description
An ideal game for group activity where students identify the tone of voice, intonation and give emotion to the sentences on the card.

Goal of the game: Drill intonation and stress of words in short sentences.
Methodology: Audio-visual method. The cards will provide the visual part and the teacher’s reading of the sample sentences the audio part.
Instructions: Given on each card. The teacher will write the gist of the game on the board.
**Game 3. Conversational games**

Roll the dice. Make a question and answer it.

Description

This game requires a game board and dice to play. Some preparation is needed as students will be asking each other questions and answering in no time. There will be two groups, a student will roll the dice, ask his classmate a question and depending on the correctness of the answer the student will be able to move forward on the board.

**Goal of the game:** Fuse the two skills practiced in the previous games.

**Methodology:** Audio-visual method. The cards will provide the visual part and the help of the teacher the audio part.

**Instructions:** Given on each card. The teacher will write the gist of the game on the board.
Conclusions

After the implementation of the instruments for this research it can be affirmed that the problem detected in the teaching practice, namely, the speaking skill is a constant issue in public institutions.

The main aspect of this problem was the poor motivation students have as the teacher does not use didactic materials to promote such motivation. This at the same time is reflected in the students’ low interest in learning a foreign language.

On the other hand, as contradictory as it may seem, the results of the survey show that students wish to learn but in a fun way. They consider the text book activities do not encourage them to speak a foreign language. For that reason, they ask for the inclusion of ludic games.

To finish, it can be concluded that the teacher does activities in the classroom but they should be focused on the four specific aspects of the language, in this case the speaking skill.

Recommendations

This project recommends working on the elaboration of didactic materials such as board games in order to promote and keep students’ motivation high.

The teacher needs to determine clearly the objectives of his class and create extra activities aiming at developing the speaking skill, which is the objective of this project.

It is important to assign time in each class to work on this skill and this thesis proposes board games to specifically develop aspects related to it such as fluency, intonation and rhythm.
References


Christopher Thomas Miller (2004): Games: Purpose and Potential in Education pag.4


**Bibliography**


Ph.D.
Leticia Cruz
PROFESORA DE LA ESCUELA DE Lenguas Y LINGUISTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y
Cienícias de la Educacción, se ratifica la designación de Revisor-Aseedor de
Proyectos Educativos, que se lo hizo mediante oficio No. 1150 del 08 de Mayo del
presente año.

En esta designación consta el nombre de los asistentes de la Escuela de Lenguas
y Lingüísticas: ÁLVAREZ CAMPOVERDE KATTY GLORIA Y
GUARANDA CAMPOVERDE JOSEF ERIC.

TOPIC: The motivation is the development of the speaking skill.

PROPOSAL: Design of a board games.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las
normativas de la Unidad de Titulación de la Facultad, publicadas en el portal
electrónico, y una vez terminado deberá ser entregado de conformidad con el
calendario publicado oportunamente.

Atentamente,

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Cienícias de la Educacción
Escuela de Lenguas Y Lingüísticas
DIRECCIÓN

DIRECTOR DE LA ESCUELA DE Lenguas Y LINGUISTICA
Guayaquil, 23 de Julio del 2018

MSc.
Klever Zapata
RECTOR DE LA UNIDAD EDUCATIVA "VEINTIOCHO DE MAYO"

De más consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, seboa otorgar la autorización pertinente, para que los estudiantes: ALVAREZ CAMPOYERDE KATY GLORIA Y GUARANDA CAMPOYERDE JOSEF ERIC, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mencion Lengua Inglesa y Lingüística.

TOPIC: The motivation in the development of the speaking skill.
PROPOSAL: Design of a board games.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige, a pesar de esta petición tengo la acogida favorable de su parte.

Le asiento mis reconocimientos.

Atentamente,

MSc. Alberto Sánchez Ávila
DIRECTOR DE LA ESCUELA DE Lenguas y Lingüística
Oficio No. 130

Guayaquil, 09 de Mayo del 2018

Ph.D.
Laura Cruz Rizo
PROFESORA DE LA ESCUELA DE LENGUAS
Ciudad

De mis consideraciones:

Previo a la confirmación del Tema y Propuesta, se le anexa el primer listado de los estudiantes que hasta la presente fecha han localizado la matrícula y van a realizar la Unidad de Titulación bajo su supervisión, correspondiendo al año 2018 CT:

1. Katy Gloria Álvarez Campaverde
2. Josef Eric Guirrana Campaverde
3. Norma Ubaldina Ortega Heredia
4. Anahidia Busseta Durán Soraya
5. Poveda Matildeefa Melissa Ivonne

Atentamente,

MSc. Alonso Saucedo Avila
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA
REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:
La motivación para el desarrollo de la expresión oral. Diseño de juegos de mesa.

AUTOR/ES:
KATTY ALVAREZ CAMPOVERDE
JOSEF GUARANDA CAMPOVERDE

TUTOR: Ms. LORNA CRUZ RIZO

REVISORES:

INSTITUCIÓN:
UNIVERSIDAD DE GUAYAQUIL

FACULTAD:
Facultad de Filosofía, Letras y Ciencias de la Educación

CARRERA:
Lenguas y Lingüística

FECHA DE PUBLICACIÓN:
No. DE PÁGS: 88

TÍTULO OBTENIDO: Licenciatura en ciencias de la Educación, mención en Lengua Inglesa o Lingüística.

ÁREAS TEMÁTICAS: Lengua Inglesa

PALABRAS CLAVE: Motivación, producción oral, juegos

RESUMEN: Este proyecto de investigación se realizó a los estudiantes de octavo año de Educación General Básica del Colegio Veintiocho de Mayo, jornada vespertina. El propósito de la investigación realizada en la institución fue muy importante para fortalecer la producción oral e implementar juegos de mesa en las clases de inglés, para fortalecer sus competencias comunicativas y crear un ambiente de aprendizaje lúdico donde ellos puedan expresarse de manera espontánea, dejando atrás el temor a equivocarse. Este es un problema existe actualmente en las instituciones públicas y como resultado se obtiene la desmotivación creando poco interés en el aprendizaje. Por lo tanto, este proyecto se ha enfocado en este tema, ya que en la investigación de campo que se observó, se identificó que los estudiantes muestran poco interés en aprender un idioma extranjero. Por tal motivo se realizó una propuesta de crear juegos de mesa para que ellos aprendan por medio de interacciones didácticas.

No. DE REGISTRO (en base de datos):  
No. DE CLASIFICACIÓN:  

DIRECCIÓN URL (tesis en la web):  

ADJUNTO PDF:  

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# REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA
## FICHA DE REGISTRO DE TESIS

<table>
<thead>
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<th>TÍTULO Y SUBTÍTULO:</th>
<th>THE MOTIVATION IN THE DEVELOPMENT OF THE SPEAKING SKILL. DESIGN OF BOARD GAMES</th>
</tr>
</thead>
</table>
| AUTOR/ES:           | KATTY ALVAREZ CAMPOVERDE  
JOSEF GUARANDA CAMPOVERDE |
| TUTOR:             | Ms. LORNA CRUZ RIZO |
| REVISORES:         | |
| INSTITUCIÓN:       | UNIVERSIDAD DE GUAYAQUIL  
FACULTAD: Facultad de Filosofía, Letras y Ciencias de la Educación |
| CARRERA:           | Lenguas y Lingüística |
| FECHA DE PUBLICACIÓN: | No. DE PÁGS: 88 |
| TÍTULO OBTENIDO:   | Licenciatura en ciencias de la Educación, mención en Lengua Inglesa o Lingüística. |
| ÁREAS TEMÁTICAS:   | Lengua Inglesa |
| PALABRAS CLAVE:    | Motivations, speaking skill, games |
| RESUMEN:          | This research project was made to the eighth grade students of General Basic Education at the Veintiocho de Mayo High School, afternoon shift. The purpose of the research conducted at the institution was very important to strengthen oral production and implement board games in English classes, to reinforce their communication skills and create a playful learning environment where they can express themselves spontaneously, leaving behind the fear of being wrong. This is a problem that currently exists in public institutions and, as a result, demotivation is obtained by creating little interest in learning. Therefore, this project has focused on this topic, since during the field research, it was identified that the students show little interest in learning a foreign language. For this reason, a proposal was made to create board games for them to learn through didactic interactions. |
| DIRECCIÓN URL (tesis en la web): | |
| ADJUNTO PDF:       | SI |
| CONTACTO CON AUTOR/ES: | Teléfono:  
0990837526  
0996811567 |
| E-mail:            | kattyalvarez10@gmail.com  
jegc68@yahoo.com |
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## INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

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**Correo:** juan@universidad.com

**Fecha de inicio:** 1 de Junio

**Fecha de finalización:** 14 de Agosto

### Título del Trabajo

**Título:** Análisis de la desviación de tiempos de viaje

### Criterios de Evaluación

<table>
<thead>
<tr>
<th>No. de Sesión</th>
<th>Fecha de Tutoría</th>
<th>Actividades de Tutoría</th>
<th>Duración</th>
<th>Observaciones y Tareas Asignadas</th>
<th>Firma Tutor</th>
<th>Firma Estudiante</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 de Junio</td>
<td>Revisión del capítulo 1</td>
<td>8:00 - 9:00</td>
<td>Revisión fundamentales para el capítulo 2.</td>
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<tr>
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<td>Revisión del capítulo 2</td>
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<td>Revisión de segunda parte</td>
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<tr>
<td>2</td>
<td>7 de Agosto</td>
<td>Revisión capítulo 3</td>
<td>8:00 - 9:00</td>
<td>Revisión de metodología, análisis de resultados.</td>
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</tr>
<tr>
<td>3</td>
<td>14 de Agosto</td>
<td>Revisión capítulo 4</td>
<td>8:00 - 9:00</td>
<td>Hacer descripción de viajes.</td>
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<td>4</td>
<td>21 de Agosto</td>
<td>Revisión final</td>
<td>8:00 - 9:00</td>
<td>Enviar urgente</td>
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</tbody>
</table>
**Informe de Avance de la Gestión Tutorial**

**Tutor:** Dra. Lorna Cruz Rizo  
**Tipo de trabajo de titulación:** Tesis de Grado  
**Título del trabajo:** Motivation in the development of the speaking skill.

<table>
<thead>
<tr>
<th>No. DE SESIÓN</th>
<th>FECHA</th>
<th>ACTIVIDADES DE TUTORÍA</th>
<th>DURACIÓN:</th>
<th>OBSERVACIONES Y TAREAS ASIGNADAS</th>
<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Junio</td>
<td>Revisión del capítulo 1. Problemas de la investigación y formulación de objetivos</td>
<td>8:00 - 9:00</td>
<td>Revisión de fundamentales para el capítulo 2.</td>
<td>[Firma]</td>
<td>[Firma]</td>
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<tr>
<td>2</td>
<td>Julio</td>
<td>Revisión del capítulo 2. Fundamentación</td>
<td>14:00 - 15:00</td>
<td>Corrección de fundamentaciones.</td>
<td>[Firma]</td>
<td>[Firma]</td>
</tr>
<tr>
<td>3</td>
<td>Julio</td>
<td>Revisión de fundamentaciones. Corrección de citas.</td>
<td>14:00 - 15:00</td>
<td>Elaboración de los instrumentos del capítulo 3.</td>
<td>[Firma]</td>
<td>[Firma]</td>
</tr>
<tr>
<td>4</td>
<td>Julio</td>
<td>Revisión de los instrumentos del capítulo 3</td>
<td>13:30 - 14:30</td>
<td>Revisión de la introducción y formatos de los instrumentos.</td>
<td>[Firma]</td>
<td>[Firma]</td>
</tr>
<tr>
<td>5</td>
<td>Julio</td>
<td>Corrección de la introducción cap 3.</td>
<td>13:30 - 14:30</td>
<td>Revisión de recortadas de la aplicación de los instrumentos.</td>
<td>[Firma]</td>
<td>[Firma]</td>
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<tr>
<td>6</td>
<td>Julio</td>
<td>Corrección final</td>
<td>13:00 - 14:00</td>
<td>Enviar al Urkund.</td>
<td>[Firma]</td>
<td>[Firma]</td>
</tr>
</tbody>
</table>
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, 14 de Agosto de 2026

Sr.
Mac. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad,

De mis consideraciones:

Envió a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación THE MOTIVATION IN THE DEVELOPMENT OF THE SPIRING SKILL DESIGN OF BOARD GAMES de los estudiantes Josué Ernesto Guaranda Campoverde y Katly Gloria Álvarez Campoverde, indicando han 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 siniestro y la valoración del trabajo de titulación con la respectiva calificación.

Dado por concluída esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que los estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

[Nombre firmante]
Dña. ILCMNA CRUZ RIZCO
C.I. 09562/65928
# FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
# ESCUELA DE LENGUAS Y LINGÜÍSTICA
# UNIDAD DE TITULACIÓN

## RÚBRICA DE EVALUACIÓN: TRABAJO DE TITULACIÓN

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE</th>
<th>CALIF.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</strong></td>
<td>4.5</td>
<td>5-5</td>
</tr>
<tr>
<td>Propuesta integrativa, titulación y visión de la Universidad de Guadalajara</td>
<td>0.3</td>
<td>0-1</td>
</tr>
<tr>
<td>Relación de personalidad con las líneas y subsedes de investigación Universidad / Facultad / Carrera</td>
<td>0.4</td>
<td>0-0.5</td>
</tr>
<tr>
<td>Base conceptual que cumple con las bases de comprensión, interpretación, exploración y sistematización en la resolución de un problema</td>
<td>1</td>
<td>0-1</td>
</tr>
<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, funciones y tendencias de la profesión, problemas a encarar, prever o soluciones de acuerdo al PDI-UP</td>
<td>1</td>
<td>0-1</td>
</tr>
<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultado del aprendizaje que forjarán el perfil de la profesión</td>
<td>1</td>
<td>0-0.4</td>
</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo en el campo científico</td>
<td>0.4</td>
<td>0-0.7</td>
</tr>
<tr>
<td>Responde a un proceso de investigación – acción, con parte de la propia experiencia empírica y de las aportaciones adquiridas durante la carrera</td>
<td>1</td>
<td>0-1</td>
</tr>
<tr>
<td><strong>USO CRÍTICO</strong></td>
<td>4.5</td>
<td>5-5</td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>1</td>
<td>0-1</td>
</tr>
<tr>
<td>El trabajo expresa las antecedentes usados, su importancia dentro del contexto general del conocimiento y de la sociedad, así como el campo al que pertenece, aportando significativamente a la investigación</td>
<td>1</td>
<td>0-1</td>
</tr>
<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia</td>
<td>1</td>
<td>0-0.4</td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos</td>
<td>0.8</td>
<td>0-1</td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.7</td>
<td>0-0.7</td>
</tr>
<tr>
<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
<td>1</td>
<td>0-0.5</td>
</tr>
<tr>
<td>Pertinencia de la investigación</td>
<td>0.5</td>
<td>0-0.5</td>
</tr>
<tr>
<td>Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de ingreso profesional</td>
<td>0.5</td>
<td>0-0.5</td>
</tr>
<tr>
<td><strong>CALIFICACIÓN TOTAL</strong></td>
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<td>10</td>
</tr>
</tbody>
</table>

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

Dra. Lorna Cruz Rizo  
No. C.I.0550116901  
FECHA: 14 de Agosto de 2018.
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada la Dra. Lorna Cruz Rizo, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Katty Gloria Álvarez Campoverde, C.C: 0925599862, y Josef Eric Guaranda Campoverde, C.C: 0909015158 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Ciencias de la Educación, mención en Lengua Inglesa y Lingüística.

Se informa que el trabajo de titulación: THE MOTIVATION IN THE DEVELOPMENT OF THE SPEAKING SKILL. DESIGN OF BAORD GAMES, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 2 (dos) % de coincidencia.

unidad_titulacion_filos01.ug@analysis.urund.com

DRA. LORNA CRUZ RIZZO
C.I. 0956216568
Guayaquil, 28 Agosto, 2021

Sr. / Sra.
Maq. Alfonso Sánchez
DIRECTOR (A) DE LA CARRERA/ESCOLA
FACULTAD FILOSOFÍA
UNIVERSIDAD DE GUAYAQUIL
Ciudad.

De mis consideraciones:

Envié a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación. The...

Los trabajos fueron revisados por el personal de la Unidad de Investigación de la carrera...

Las conclusiones alcanzadas 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 2 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 técnicos son de máximo 5 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es 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 indicó que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante...

Atentamente,

[Nombre]
DIRECTOR TUTOR REVISOR
C.I. 0916581720
<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTUAL MÁXIMO</th>
<th>OBT.</th>
<th>COMENTARIOS</th>
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<tbody>
<tr>
<td><strong>ESTRUCTURA Y REDUCCIÓN DE LA MEMORIA</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Formato de presentación acorde a lo solicitado</td>
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<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Tabla de contenidos, índices de tablas y figuras</td>
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<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Redacción y ortografía</td>
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<td></td>
</tr>
<tr>
<td>Correspondencia con la numeración del trabajo de titulación</td>
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<td>0.6</td>
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<tr>
<td>Adecuada presentación de tablas y figuras</td>
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<tr>
<td><strong>RIGOR CIENTÍFICO:</strong></td>
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</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td></td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
<td></td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
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<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los antecedentes técnicos y conceptuales complementar y aportan significativamente al desarrollo de la investigación</td>
<td></td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los métodos y herramientas corresponden con los objetivos de la investigación</td>
<td></td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos</td>
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<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Factibilidad de la propuesta</td>
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<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
<td></td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las recomendaciones son pertinentes, factibles y válidas</td>
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<td></td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencias bibliográficas</td>
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<td>0.5</td>
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</tr>
<tr>
<td><strong>PERMENECIA E IMPACTO SOCIAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justificación de la investigación/ formulación de la propuesta</td>
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<td>0.4</td>
<td></td>
</tr>
<tr>
<td>La investigación presenta una solución a un problema relacionado con el parte de campo profesional</td>
<td></td>
<td>0.3</td>
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<tr>
<td>Contribuye con los lineamientos y sublineamientos de investigación de la Carrera/Temática</td>
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</tr>
<tr>
<td><strong>CALIFICACIÓN TOTAL</strong></td>
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<td></td>
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</tbody>
</table>

**El resultado será promedio con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.**
Information to the surveyed: This survey is part of a research developed by students of Universidad de Guayaquil on English learning; it is totally anonymous and its results will not affect your English grades.

Instructions: For every item write an X in the space on the right. Score as follows:
1= Completely disagree  2= Disagree  3= Neutral  4= Agree  5= Completely agree.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Games motivate me to express myself in a foreign language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I consider that the book activities are interesting.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. I am afraid of expressing myself in front of others.</td>
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<tr>
<td>4. I express my ideas conveying meaning.</td>
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</tr>
<tr>
<td>5. The teacher proposes group activities such as discussions, talks, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. I think it is appropriate that the teacher plays games in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I show interest in knowing what the game is about.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The teacher assigns homework to improve the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. I feel that the classes aimed to develop the speaking skill are dynamic.</td>
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<td></td>
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<td>---</td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10. Playing board games encourages students to express themselves altogether.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The teacher includes board games in his English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The teacher carries out the topic of the day clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. I have difficulties in speaking.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14. I feel motivated when I want to express myself in English.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>15. I utter the difficult words clearly and easily.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**INTERVIEW GUIDE**

Objective: to gather information about speaking in relation to motivation to support the relevance of designing board games.

Personal information

Names and surnames:

Degree

Professional education

- Degree:
- Postgraduate degree:
- Another professional degree:
- International certificate:

Years of teaching experience:
1- Do you think that the speaking skill of your students is in accordance with the established level at the National Curriculum Guidelines?

2- In your teaching practice, what do you think affects the development of the speaking skill?

3- Do you feel that students should be correctly motivated in order to increase their speaking skill?

4- From your point of view, what would be the best way to encourage students’ speaking skill?

5- Do you consider playing board games is a suitable way to boost the speaking skill among students?
**CLASS OBSERVATION SHEET**

1= Never  2= Rarely  3= Sometimes  4= Often  5= Always

*Table 20. Class Observation sheet*

<table>
<thead>
<tr>
<th>About the teacher</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she does activities that promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she reinforces such activities.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>He/she assesses the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she motivates students properly in order to make students express themselves.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she keeps students motivated to promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she uses board games to diversify his/her activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she uses didactic materials to motivate the development of the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>About the student</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she shows interest in the activities that promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she strives to participate in the activities that promote the speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she makes evident his/her desire to improve his/her speaking skill.</td>
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<td>He/she feels appropriately motivated to express him/herself.</td>
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<td>His/her motivation prompts him/her to help his/her classmates.</td>
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<td>He/she participates in group activities.</td>
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URKUND
PHOTOS
STUDENTS 8th GRADE EGB
SURVEY
INVESTIGATORS