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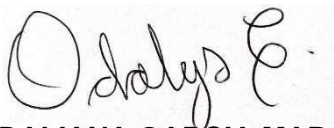**Asunto: Autorización Trabajo de Grado**

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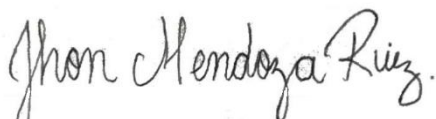**Asunto: Autorización Trabajo de Grado**

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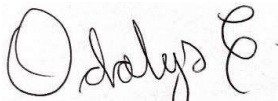|	
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Programa académico:	LICENCIATURA EN IDIOMAS EXTRANJEROS

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TÍTULO COMPLETO DEL TRABAJO DE GRADO	IMPROVING SKEAPING SKILLS AND VOCABULARY THROUGH LUDIC TAKS AND FUNNY ACTIVITIES IN 7TH GRADE STUDENTS AR MARCO FIDEL SUAREZ SCHOOL
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PROGRAMA	LICENCIATURA EN IDIOMAS EXTRANJEROS
PREGRADO / POSTGRADO	PREGRADO
FACULTAD	EDUCACIÓN
SEDE INSTITUCIONAL	UNIVERSIDAD DEL ATLÁNTICO VÍA PUERTO COLOMBIA
AÑO DE PRESENTACIÓN DEL TRABAJO DE GRADO	2020
NÚMERO DE PÁGINAS	107
TIPO DE ILUSTRACIONES	Tablas, gráficos, imágenes y Fotografías.
MATERIAL ANEXO (Vídeo, audio, multimedia o producción electrónica)	No Aplica
PREMIO O RECONOMIENTO	No Aplica

IMPROVING SKEAPING SKILLS AND VOCABULARY THROUGH LUDIC TAKS AND FUNNY ACTIVITIES IN 7TH GRADE STUDENTS AR MARCO FIDEL SUAREZ SCHOOL

ODALIS DALIANA GARCIA MARQUEZ
JHON MICHAEL MENDOZA RUIZ
TRABAJO DE GRADO PARA OPTAR AL TITULO DE LICENCIADA EN IDIOMAS EXTRANJEROS

IMPROVING SKEAPING SKILLS AND VOCABULARY THROUGH LUDIC TAKS AND FUNNY ACTIVITIES IN 7TH GRADE STUDENTS AR MARCO FIDEL SUAREZ SCHOOL

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TRABAJO DE GRADO PARA OPTAR AL TITULO DE LICENCIADA EN IDIOMAS EXTRANJEROS

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PROGRAMA DE LICENCIATURA EN IDIOMAS EXTRANJEROS
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DEL ATLÁNTICO
PUERTO COLOMBIA
2020

NOTA DE ACEPTACION

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DIRECTOR(A)

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JURADO(A)S

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DEDICATORY

Dedicated to those children that are part of this project specially to Maria for being so interested in all the activities. To our families and to all the language teachers at Universidad Del Atlántico,

CONTENTS

ABSTRACT

Seventh grade students from Marco Fidel Suárez School had a poor knowledge of English vocabulary and speaking skill. Through a didactical strategy and using ludic and fun games, students improved their vocabulary and were able to follow simple directions in English.

It was used a qualitative method focused on the social-critical paradigm. The sample was of 25 students, 15 boys and 10 girls aged between twelve and fourteen.

These results suggest that with a good strategy the objectives of a research can be obtained.

Key Words: Speaking, ludic, games, teaching, learning, vocabulary, project, research.

CHAPTER I

1.0 INTRODUCTION

English is an international language that has big roles in many fields such as Education, Technology, Science, etc. In many countries, English has been taught as a foreign language and implemented in the curriculum of schools. That policy is the result from an awareness of the importance of English in International fields. English is learned widely either in the elementary schools, second schools or university levels.

There are four skills in English that must be mastered, they are reading, writing, listening and speaking. Reading as the first phase has important role because the ability of students to covey the information in some texts is determined by students' comprehension in reading.

According to Methods for teaching primary students EFL, vocabulary is vital and necessary in the moment of learning a foreign language. While in the past the current emphasis is often on language structure, vocabulary is also equally important for a true second language mastery. Only by accumulating many vocabulary words, people can speak fluent English and to read quickly. Nowadays, learning vocabulary words is always the biggest obstacle for primary students.

Recently, the teaching of vocabulary has received more attention from scholars in second language teaching. However, many students show a lack of vocabulary words; this makes them to have less confidence in learning English well. This will even make them gradually giving up studying English. (EFL vocabulary, 2000).

Also, to teach English, implementing some didactical ludic activities and games may be helpful to elementary students in order to learn a great number of new words of basicvocabulary.

Thus, it is necessary to combine a strategy based on learning vocabulary through games to teach

English in high school.

1.1.Description of the Problem

Seven grade students at grade at Marco Fidel Suárez School have previously a little knowledge of the foreign language English. A probable reason may be that they did not have learned any foreign language in elementary grades. The lack of vocabulary of the students is obvious too. They are not capable to take a conversation including basic things like personal information, interests or common objects, and when they try to speak there are serious failures in their intonation. Lack of interest and motivation is evidently widespread in every English class among seventh grade students in that special educational center. Most of the students feel fear to talk in English, which is clearly demonstrate in the few times that the teacher speaks them in English; when that happens the atmosphere in the class become tense, the pale and sweaty faces of the students say that they are nervous. They are so shy at the moment of talking.

On the other hand, the strategies and methodologies of the teacher are not helpful; she is focused in a so traditional teaching methodology where she as teacher and her board look as the main figures, students' notebooks have a second place and the last one is finally for the students. After ask the teacher about the methodology that she uses and the deficiency of effective strategies in her English class, she usually blames the lack of resources or specialized classrooms to encourage students interest and facilitate the role of teachers, and she has the reason describing that aspect of the institution. Meanwhile, the physical structure of the institution is not an acceptable excuse to do not achieve it itself goals with the tools provided.

Also, the ability that those students have of a cooperative learning, have not been well exploited because since the way they are organized to the structure of the classes obstruct the interaction among the students. And that is also a big obstruction to the complete integration of the

communicative abilities in the well-learning of a foreign language. Thus, it is needed an effective strategy that uses a cooperative learning as a tool to improve vocabulary and speaking skills in this specific grade at Marco Fidel Suárez School.

1.2. Formulation of the Problem

Based on the above description and after determining the problematic situation, the following question is formulated in order to give a successful result to the research:

How to increase vocabulary through ludic activities and fun games to raise speaking skills in seventh grade students at Marco Fidel Suárez School?

1.3. Justification

Faced with the academic lower index that present students of this institution in the English area, the researcher group realized the assignment of finding strategies, focusing on ludic playful activities and put them into practice, in order to have a better development of the work. For that reason, this project has been justified by the following assumptions:

Social relevance:

This project aims to provide solutions to the difficulty of the students' performance. It also seeks to respond to principally needs of the future professional, such as the knowledge of the foreign language and the utility of this, in the current world. Also, the results of this will be a strong proof to the society in general that there are no limits which avoid learning a foreign language. At the same time, seventh grade students at this special Educational Centre could realize their ability to break whatever barrier in this society *of knowledge.*

Feasibility:

English, as a subject in the institution, has only four hours of teaching per week. It is insufficient for the relevance that English has in current times and the amount of content posed in different grades where this foreign language is taught; in this sense, the use of some didactical games produces a better use of the time and the contents are better assimilated by students. For the reason above exposed, it is essential to apply some didactical games in teaching learning process to train students with the vocabulary and the skills needed to make good basis in their knowledge of English using the tools offered by the institution to foreign language teaching.

Methodological utility:

This project has led the researcher group to think about what is the purpose or purposes of his performance in school as researchers, so that her actions will help the students to use and to appropriate of strategies designed explicitly for the acquisition of vocabulary and improve communication skills; for this reason, the researchers thinks that didactical games allows students of any institution with inclusive education to have facility for the acquisition of the necessary skills to carry out an effective work.

Theoretical value:

This project serves to support theories of Bruner, Vygotsky, and Piaget, who argue that learning must have four basic principles that are: learning is centered on the meaning, takes place in a social context, involves relations between the various processes of language, and is very personal and particular of human being. (1996). Also, it is close to the purpose of this research the communicative approach proposed by Bruner which benefits the use of the language as a basic element in communication through interaction.

In the same way, this project suggests some games as an effective tool to improve vocabulary and English communicative skills for future investigations not only in institutions centered in special education but also in any other educational center.

Practical implications:

The lack of vocabulary and speaking skills will be solved or at least reduced thanks to this project, which have games as main tool. In addition, that tool will be beneficial to the seventh graders of Fidel Suárez School for improving the listening and other communicative skills; their self-confidence will increase, and their social interaction will be better thanks to the educational use of games.

Convenience:

This project is very convenient in view of nine grade students at this school have not the level suggested by the Ministry of National Education at Curriculum Guidelines for Foreign Languages, especially regarding vocabulary and speaking skills. Moreover, it is a high contribution to the methodology of the English teacher at seventh grade in the institution.

Hypothesis

Based in the experience that the researcher group had with the study of the problem, it can bring up the following hypothesis as a possible solution or explanation to the problem:

If it is implemented some ludic activities and some didactical games to increase vocabulary in seven grade students at Marco Fidel Suárez School, then they will raise and strengthen the learning English in oral skills.

Variables

Dependent variable: Increase speaking, vocabulary and communicative competence.

Independent variable: Role – plays, imitation, games, extrinsic and intrinsic motivation.

1.4. OBJECTIVES

1.5. General Objective.

- To improve vocabulary and speaking skills through some didactical games to raise oral communication in seven grade students at Marco Fidel Suárez School.

1.6. Specific Objectives.

- To determine the specific difficulties in speaking skills.

- To recognize the predominant learning style of students.

- To design the adequate strategies to raise the learning process.

- To use Games as a tool to improve vocabulary and speaking skills.

CHAPTER II

2.0 THEORETICAL FRAMEWORK

As it is known, education has many goals, and there is a huge amount of research and practitioner knowledge about teaching and learning. One of these goals is to develop speaking skills communication; it denotes the use of four language skills: listening and speaking in oral communication; reading and writing in written communication. Learners usually attain a much higher level of proficiency in the receptive skills than in the productive skills. To dominate the language skills, as any kind of skill, requires a considerable amount of practice. Step by step in the teaching-learning development process the learner should become more proficient. Jack C. Richards (2008) contended that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Learners assess their success in language learning in terms of their feeling about how well they have improved in their spoken language proficiency (p. 34).

Furthermore, research indicates that to improve language learning proficiency, a strategy instruction should be explicated. Observations have depicted that a great number of learners can communicate their ideas and thoughts well under individual circumstances. Nevertheless, the same individuals fail to accomplish their group discussions effectively. It is found that the inability to play an effective part in the group discussion is due not only to a lack of vocabulary but also a lack of effective interaction strategies. In order to play an active role in group discussion, students first need to know how to interact and this requires interactive strategy training. In a relevant study, Lam & Wong (2000, p. 245) arrived at a conclusion that in order to use interaction strategies most effectively, learners should show appropriate cooperative behavior.

According to Krashen (1989), acquisition is a subconscious process while learning is conscious. Although both play a role in developing second-language competence, acquisition is far more important, since the competence developed through it, is responsible for generating language and thus accounts for language fluency. Krashen believes that develops Language acquisition is possible exclusively through a *comprehensible input*. That is, in second-language students acquire language competence by exposure to language that is both understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. However, no matter how appropriate the input is, acquisition will not occur if a student's *affective filter*, or collection of emotional responses that impede comprehension of meaning, is raised. (Krashen, Principles and Practice 9-124; Krashen and Terrell 7-62).

Respecting to vocabulary learning, Krashen (1989), concluded that incidental learning, or *acquisition*, achieves better results than intentional vocabulary learning. However, evidence in recent studies of second language, learners confirms that a combined approach is superior to incidental vocabulary learning alone. It was concluded earlier that incidental learning alone is not enough in developing a functional vocabulary in a second or foreign language. Nonetheless, in order to see complete the task of vocabulary learning people must do distinction between knowing a word and using a word. In other words, the purpose of vocabulary learning should include both remembering words and the ability to use them automatically in a wide range of language contexts when the need arises (McCarthy, 1984). Vocabulary learning strategies, therefore, should include strategies for *using* as well as *knowing* a word.

An effective strategy to successfully accomplish the task of vocabulary and language skills are the games. It can be assured that is so beneficial. Why? There are many reasons, one of them is that games stimulated relaxation and fun for learners, then, it help they learn and keep more easily

more words; a second reason is that playing usually maintain interest of students, as Lewis affirms: "The games are entertaining and schoolchildren like to play them, through game students experience, discover, and interact with their environment". (1999, p.56); and one of most important reasons is that students use the language they have learning; the last one is supported by Zdybiewska (1994, p. 6) who believe in games to practice a foreign language because it is a model to students use of them at a future in real life.

Other theorists in favor of games are Karl Groos (1902), Jean Piaget (1956) and Lev Semyónovich Vygotsky (1924). Groos sees games as a pre-exercise or a preparation to children for adult life because help in the development of functions and abilities of he/she. In addition, Piaget associates basic structures of games with evolutionary phases of human thinking. He sees the development as an interaction between maturity and experience; through this experience children acquire knowledge and understanding. On another place, Vygotsky states that game is a social activity that in cooperation with other individuals allow to obtain roles that complement the own. Despite the conceptual accuracy of the different theorists, all agree on the importance of play in the psychological educational and social aspect of being human.

Speaking of students is essential to mention learning styles as knowing its function in the classroom, helps teachers to interpret them and to carry out significant learning processes. One fundamental element of learning style theories is: when man knows something in the brain, the first in act are the billions of neurons that live there and they do it through their connections; the more connections are made there, it is more learning. Then, bearing in mind that every human being learns in a different way and that each one use his/her own strategy or method of learning according the disposition of his/her brain, there are some of learning style theories that had been diffusion and relevance in pedagogical field.

The most influential exponent of cognitivism was Jean Piaget. He rejected the idea that learning was the passive assimilation of given knowledge. Instead, he proposed that learning is a dynamic process comprising successive stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world (1968, 8). Piaget's theory has two main strands: first, an account of the mechanisms by which cognitive development takes place; and second, an account of the four main stages of cognitive development through which children pass.

Another important theorist in cognitive learning theory is Ausubel (1988), who viewed learning as an active process, not simply responding to your environment. Learners seek to make sense of their surroundings by integrating new knowledge with that which they have already learned. The key concept for Ausubel is the cognitive structure. He sees this as the sum of all the knowledge people have acquired as well as the relationships among the facts, concepts and principles that make up that knowledge. Learning for Ausubel is bringing something new into our cognitive structure and attaching it to our existing knowledge that is located there. This is how people make meaning, and this was the focus of his work.

Bruner (1976) also views people as being active in the process of learning, continually structuring and restructuring their environment. Thus, he is quite opposed to the view of the passive learner mechanically associating stimuli and responses. Instead, Bruner believes that people selectively perceive certain aspects of their environment, represent those perceptions internally, and then act on those internal representations. Moreover, Bruner believes that when the basic structure of a subject (consisting of the ideas, concepts, principles, and their relationships) is emphasized, the learners will be more able to improve their intuitive thinking.

According to all the above, do games take account of cognitivism theory and learning styles of students? Yes, they do. Games have a wide variety of uses and approaches that allow the inclusion of every member of society and inclusion is precisely an important aspect in the research. Inclusive pedagogy arises from a concern for equity and social justice. It is based upon respect for individual human rights and dignity. Inclusive pedagogy recognizes the diversity of our students, and their uniqueness. It values what the students bring to the classroom: their interests, experiences, abilities, insights, needs, cultural and ethnic backgrounds, their learning styles and their intelligences. (The Inclusivity Challenge, ACT, 2002).

The *Wisconsin Education Association Council* (WEAC) defines inclusion as "a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend."(1993). If teachers do a well use of games the object persecutes into inclusion meaning will be achieved.

2.1.Background Studies

Speaking is one of the most important communicative skill in the acquisition and development process of a foreign language, this allow students to explore and learn in a different way the other skills necessary to be a good foreign language speaker. However, speaking must be taught in a fun, active and functional way to our students, so that, this skill can be largely exploited by them; for these reason different projects have been developed in order to improve speaking skill, through playing activities. In this project some works which have excellent results have been taken as backgrounds for this research. Internationally, it was taken as a background the work: El uso y los beneficios de las actividades lúdicas en la clase de Inglés, presented by María Teresa Sánchez Megolla. I.E.S. Virgen de la Esperanza. (España). Also the thesis Juego-trabajo, técnica

didáctica para la enseñanza-aprendizaje del idioma inglés en el grado octavo de educación básica presented by Sara Marina Del Tránsito Barraza González done in Centro Escolar Walter Thilo Deininger (El Salvador). And here in Barranquilla it was taken Estrategias metodológicas para el mejoramiento en la comprensión y pronunciación del Idioma Inglés para los estudiantes de noveno grado de la Institución Educativa Distrital La Milagrosa Fe y Alegría de la ciudad de Barranquilla, presented by the student Arlys Gutiérrez Serrano,(2010), graduated from Modern Languages, Universidad del Atlántico.

In the first work, the author shows that the implementation of playing activities has a lot of benefits, because a motivator environment which reduces the inhibition and the anxiety is created. Besides, games are stimulating and motivating, since they increase the students´ interest and force them to communicate in English in order to get involved on the game dynamic. The purpose of the second work is the use of methodologies that motivate the student to have an active participation in English learning, developing the four basic abilities (listening, speaking, writing, and reading); the author indicated that didactical games help to the teacher to show interest in his/her students and foment in the students the ability to solve problems, to develop imagination, to build new knowledge, and to develop also the expression ability in all its forms. And the last project has the clear objective of improve the English comprehension through direct and indirect strategies that allow the students to develop the ability of producingoral text.

These works are related with this project, because they work on the development of the communicative skills, besides, they conceive the learning of a second language as a natural fact that must be learnt from most important like the development of speaking as the base to the develop of the other communicative skills, using playing activities (games) as an strategy to achieve the objectives mentioned before.

2.2.Legal Aspects

Education in Colombia aims train citizens capable to do real part of this globalized world, and one essential part of this process according to the State is to be bilingual, in fact, The Ministry of National Education in Colombia has designed a program called Programa Nacional de Bilingüismo (2004-2019), which states as its main goal: "lograr ciudadanos y ciudadanas capaces de comunicarse en Inglés, de tal forma que puedan insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural, con estándares internacionalmente comparables"(p. 8). This program displays the firm intention of the Colombian government to penetrate into the global market and the world economy, and to persecute this object it is indispensable that Colombian people has proficiency in at least a foreign language, been the most important one the English.

Nonetheless, although this program is a strong proof of the importance of English in Colombia, at least in legal view, it is not the only or main legal aspect, this program was designed without basis, in as much as the Constitución Política de Colombia establishes in its article 67 that: "La educación es un derecho de la persona y un servicio público que tiene una función social; Con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura."(1991).

Furthermore, the Ley General de Educación - Ley 115 de 1994, on its goals for Basic Education and Media, demands: "la adquisición de elementos de conversación, lectura, comprensión y capacidad de expresarse al menos en una lengua extranjera" and itself in the paragraph of article 31 states. "Aunque todas las áreas de la educación media académica son obligatorias y fundamentales, las instituciones educativas organizarán la programación de tal manera que los

estudiantes puedan intensificar, entre otros, en ciencias naturales, ciencias sociales, humanidades, arte o lenguas extranjeras". (art.31).

In addition, the national government has developed some strategies in order to spread and motivate the English learning throughout its territory. Based on legal rules those strategies can be reflected in the "Lineamientos Curriculares en Idiomas Extranjeros" (1998), that provides guidance, horizons, and recommendations for the development of plans and programs by educational institutions, seeking respect for multicultural and ethnic diversity of the country based on the principle of institutional unity in the nation. It helps to promote the study of the educational foundation of the areas of knowledge and exchange of experiences in the context of the Institutional Educational Project and, finally, the guidelines provide a basis for encouraging a process of change in the concepts and practice.

All the laws and rules above mentioned were good basis for the creation of the National Program of Bilingualism, however, the guidelines do not stop with its creation. The Ministerio de Educación Nacional created in 2006 Los Estándares Básicos de Competencias en Lenguas Extranjeras: inglés. These standards are focused on making students develop communicative competences, as linguistic competence, pragmatic competence and sociolinguistic competence. Those were more specific guidelines.

Those programs are essential for teaching and learning of foreign language. To accompany Colombian government to pursuit the goal it is essential to obey and follow those laws that take care of education of quality for a competitive economy. So, educators must be aware of the different branches of knowledge. The main purpose is to encourage citizens to develop skills and capabilities.

2.3. Conceptualization

2.4. Ludic Definition

Of, relating to, or characterized by play: *playful* <ludic behavior> <a ludic novel>

According to Merriam Webster, here is a serious word, just for fun. It means "fun," but it was created in all seriousness around 1940 by psychologists. They wanted a term to describe what children do, and they came up with "ludic activity." That may seem ludicrous - why not just call it "playing"? - but the word ludic caught on, and it is not all child's play anymore. It can refer to architecture that is playful, narrative that is humorous and even satirical, and literature that is light. "Ludic" is ultimately from the Latin noun ludus, which refers to a whole range of fun things - stage shows, games, sports, even jokes. The more familiar word ludicrous also traces back to the same source

2.5. Games

What are games?

Games, defined since an educational view, are designed to teach humans about a specific subject and to teach them a skill. Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a kind of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language during the game. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story (Jill Hadfield, 1990). They give us the fundamental needs of learning by providing -

enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. "Play has a deep biological, evolutionarily important, function, which has to do specifically with learning." (Prensky, 2000).

Therefore, games involve many factors: rules, competition, relaxation, and learning. The main focus of using games in class is to help students to learn and have fun. However, to use games in classrooms, it is equally important that before playing the rules of the games are clearly explained and well understood by the students. There should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help students understand the game and help them follow the rules. Otherwise, they will misunderstand the purpose of the game and they may not get the benefits they should from the game. For example, if students do not understand the rules of the games called *Dictation Game* and just write without following the instructions, then it is just an exercise in copying, and it doesn't help students with accuracy, pronunciation, or spelling at all.

In playing games, competition is very important because it can stimulate and encourage students to participate in the activity since naturally, they want to beat the other teams. As it happens, in the dictation game students run as fast as possible, remember as much as they can and speak as loudly and clearly as they can. They run quickly back and forth, trying to memorize the content as much as possible. While playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

2.6.Types of games

There are many types of games. But it will focus on those that in this view are the most useful (at least in this project). Games are classified basically in two branches; on the first hand, there are according to the tools or materials that people need for their making and on the other one, according its objective and main characteristics.

- *Ingredients* based classification:

Board Games and card games: The most common type of game. This is played on a board or with special cards.

Physical games: This would include sports and old favorites. Scavenger hunts, charades and role playing would come under this category.

Video games: Video and computer games are effective for learning because they provide instant feedback, increased attention time for many children, and a variety of subjects. Also, many *educational* computer games are nothing more than an entertainment video game with a few facts scattered among the levels of play.

Class-made games: These games are sometimes old favorites and sometimes brand new. Children who like making educational games are immersed in a learning experience as they deal with organization, rulemaking, and product promotion. Class-made games are often customized to fit the educational needs and interests of a group of students.

Paper and Pencil: Including crosswords, word finds, logic puzzles, and Sudoku. These can be

worked together or alone. Again, an older child creating these types of games for others is a terrific learning experience.

- Purpose based classification:

Word games: Those types of games promote activities as spelling, searching or giving meaning to words and organize words according its grammatical function. Word games have the object to enrich vocabulary. The way in that the game is applied depends on circumstances and need of students.

Guessing games: These games can be made in pairs or in groups. Students must know and to be familiar with the vocabulary before play. Also, they can get some gift or incentive. Ways to applied guessing games are so varied.

Roll-playing: That game involves representing different characters. That game develops imagination, sociability and sensibility of students.   Among activities that could be represented are short stories, dialogues, songs and riddles. The process to use that type of game must be gradual in order to avoid that students' fear increase.

Puzzle games: These are games so useful to develop writing and reading skills. Moreover, that type of games makes ample the knowledge of the foreign language, increasing the vocabulary. There are different types of activities in these games which must be adapted to the learners' level

Matching games: Help to the teacher to evaluate and reinforce students learning. Those are games of vocabulary which are used specially in basic levels but can be applied also in advanced levels.

Pantomime games: Those funny games let students use their creativity. Every one of them can represent one word among a list which is assigned by the teacher previously; the purpose is that partners discover the word interpreting gestures of the only student that had the opportunity of view the word.

2.7.Advantages of using games

The main reason why games are considered an effective tool in learning, is motivation. Naturally playing games, students are trying to win. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar or knowledge. It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

There is a high level of stress in the classroom because students must face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. Since students know that they are playing games and want to communicate efficiently. When students are free from worry and stress, they can improve their fluency and natural speaking styles.

Another advantage is increasing students' proficiency. Playing games in the classroom can highly increase students' ability in using language because students have a chance to use language with a purpose in the situations provided.

2.8.Using Games

It is quite a good idea to incorporate games in daily classes. For example, if teachers are going to introduce present tenses or conditionals, instead of teaching them in a traditional way, (by simply telling them the rules, have them to do some written exercises, drilling and answering questions), teachers may help students understand these forms of grammar by playing games, which can also meet all the requirements of the traditional classes involving learning rules, drilling and repeating. Moreover, students can take this opportunity to use them in real communication.

However, even though games sometimes do not work since student have different learning styles and preferences, and some other factors such as being used in an inappropriate time, the nature of games themselves, and even the nature of teachers, it is still worth trying to use them in class because they offer several good advantages to students.

CHAPTER III

3.0 METHODOLOGICAL FRAMEWORK

3.1. Type of Research

As researchers, this group pretends to understand the English learning process into a group not much or even nothing studied in this specific field. Being this research of subjective nature as well as of holistic type, there are no doubts that the suitable approach is the qualitative one as a form of social inquiry. It helps us to describe explicitly or implicitly the purpose of this research, our role, its stage and the method of data analysis that is used.

In this qualitative research it is used both approaches the interpretive and the naturalistic one because as affirm Denzin, NK & Lincoln, YS in their *Handbook of qualitative research:* Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives.(2004).

3.2. Type of paradigm

This research project is realized taking in account the Socio-Critical paradigm. This paradigm was chosen since with it the researcher has the objective to promote a social change.

While it can be given answers to specific problems in the bosom of the communities with its member's participation. As, it can be seen, the association between the theory and the pedagogicalpractice and the integration of knowledge, action and values.

3.3.Methodological design

People object of this research have the shared experience to be part of a society that just a few of years is giving them opportunity and acceptation into itself, however, they are still seem by many of our society as limited people, specially to develop abstract knowledge. Therefore, the researcher focus research in the ethnographic study with the goal to analyze and to research the process of teaching and the interaction of teachers, parents, students, and the socio-cultural context in nine grade at this school.

It was used the direct observation as main tool to witness the acts in natural atmosphere because as have said Goetz, JP and Lecompte, MD in *Ethnography and qualitative design in research:* "the object of the educative ethnography is to contribute with valuable descriptive data of the contexts activities and beliefs of whose take part in educative scene. Usually, that data is from educative process as those happen naturally." (1988). In fact, the interpretation is done from data collection itself and not from theories.

3.4.Phases

This research was developed in some steps. Initially it was observed and identified a problem, data was collected for a more detailed diagnosis, this was followed by a collective postulation of several possible solutions, from which a plan action emerged and was implemented. Data on the results of the intervention were collected and analyzed, and the findings are interpreted in light of how successful the action had been.

3.5.Phase 1: Identification of the problem.

The first thing that was evident at the beginning of the research was that seven graders at Marco Fidel Suárez School had little knowledge of English, because in this institution the foreign language is part of the curriculum from sixth grade to eleventh, it means, in sixth grade the students at have their his school first contact with English. Also, as a researcher I could noticed that there were not available many tools to the process of English teaching and learning. Then, it was thought in these specific two conditions as possible problems worth to research.

However, this phase of the observation was revealing more subjective problem. The most evident was the fear of the students to speak in English, a more detailed observation shows that a big motive to the failures in speaking skills was the lack of vocabulary in students. That last aspect was proved in the results of diagnostic test that it was done.

3.6.Phase 2: Recognition of the different learning styles.

After knowing the problem and its root, the work was to look for a better way to solve it. But it would be possible only if it is considering the predominant learning styles in students, with that as object it was used data collection tools as survey and interviews.

The results were that students in seventh grade at this school are predominantly kinesthetic and they are in a high degree auditory.

3.7.Phase 3: Determining games as an adequate strategy.

To determine the adequate strategy, it takes as one starting point the predominantly learning style of sixth graders, kinesthetic; also, the preferences of the students were evident in the survey results. Therefore, it was not difficult to find in games the appropriate strategy in learning teaching

process.

3.8.Phase 4: Using games.

Since the first use of games as an effective strategy to increase vocabulary and speaking skills in nine grade, the atmosphere in the classroom was very active, the participation of students was frequently and the fear to speak in English of many of them was less evident, thereby vocabulary was increasing in the practice. Use of games was successful!

3.9.Population and sample

Marco Fidel Suárez School has a qualified staff that is composed by the Principal, the administrative head, 1 psychologist, an academical and disciplinary coordinator, the teacher staff that has a total of 66 members, 2 cleaner women, and 1 janitor.

Student population have 2.600 children approximately, most of them with special needs, they are divided into 13 different levels. Each one of the levels is separated in 2 or 3 classes according to the population on it. These are differentiated by the first few letters of the alphabet.

It the moment of the research, there were 85 students in 7th year aged between 12 and 14 but some of them are almost 16 years old. Seven level was divided into 3 classes; these are 7ºA, 7ºB and 7ºC. The relevant population to develop this investigation was 7th level class B with 25 students, 8 of them females. However, the sample is only the 25 students that are active in 7ºB.

3.10. Contextual framework.

Marco Fidel Suárez School

The institution Marco Fidel Suárez is in La Magdalena district, kra 6B # 36B-46. An area with all the necessary facilities for the proper development of the training process, as well as for teachers and students, as this area has good security and transit routes in good condition, with all the necessary tools for the cognitive and emotional development of students.

The institution helps in the training of children who is in the preschool, primary, secondary and technical secondary school, that is why, it tales with a quantity of approximately 2,600 students of the two kinds: masculine and feminine it is to say he has a mixed modality. Due to the quantity of the students, the school is composed by 12 blocks, where the teachers seek to guide the pupils of the school in their processes to become young thinkers and critics, with a great interest by the cultural aspects like: sports, dance and music.

At the infrastructure level, there are two sports fields, a computer room and a space for teachers.

The quality of the processes that it develops in terms of management, human resources, financial, academic, and its excellent relations with the environment, put it in very good location with respect to other schools in the city.

Vision

They state that they are guided in the epistemological-dialogue pedagogical model, by 2017 the Marco Fidel Suárez District Educational Institution of inclusive education, will reach the high level in SABER 11 tests, will be a leader in sports and culture, will strengthen the domain of a second language and use of ICT; We will work in coordination with technical and higher education entities and alliances with the productive sector, to form integral and suitable men and women, who promote respect for life and peace, in search of total quality.

Mission

They state they are an inclusive official educational institution, with preschool, basic, middle and technical levels. Based on humanistic and axiological principles towards the formation of an

integral citizen: prepared in the academic, in the technical-labor field, in the handling of new technologies, with great capacity in thought processes, which promote cultural, sporting and coexistence values peaceful, promoting quality policies and based on the National Constitution.

Philosophy

Through the education based on values, the FDI MARCO FIDEL SUÁREZ, has as a philosophical foundation to train comprehensive, competent personnel capable of contributing to the transformation of today's society, contributing their knowledge so that it is fairer and more equitable, where each The individual can express himself and realize himself, from the experience of life, where values are an essential part of being.
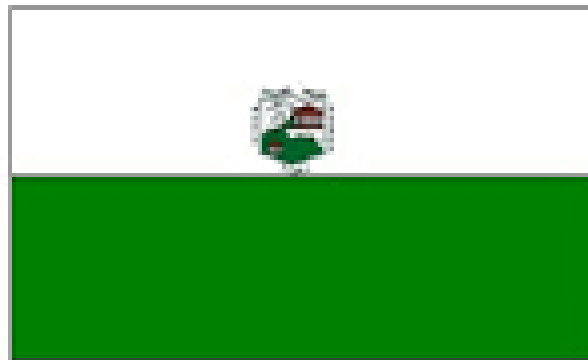
Symbols Flag

It is formed by two strips of colors of equal size in a horizontal direction: green on the top and white on the bottom.

The green color means hope to grow physically, intellectually and humanistic ally, excelling in the local, regional, national and international spheres.

The color white means the purity and neatness of all the people that make part of the educative community.

The Shield

Its content is a manifestation of the life of IED MARCO FIDEL SUÁREZ, a distinguished national figure of whom the Educational Institution bears his name.

The hut, is the meaning of humility

The dove, symbol of peace, raises the flight from chasm to top, from bottom to top indicating the constant improvement and advancement in the field of knowledge of science. Greek columns mean love and respect for wisdom.

CHAPTER IV

4.0 RESULTS

4.1.TECHNIQUES AND INSTRUMENTS

The researcher may use one or more tools in combination, such tools or methods of data collection, included tests, interviews, questionnaires, observations, etc.

4.2.Observation

This method of data collection involves something that we do most of our waking hours: observe things. In research, observation is defined as the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest. Observation is an important way of collecting information about people because people do not always do what they say they do. It is a maxim in the social and behavioral sciences that attitudes, and behavior are not always congruent.

4.3.Roles of the observer:

4.4.Non-participation

Observer is not present in the place of the research. For example, when researcher base his observation in what see in videos.

4.5.Passive participation

Observer is present in the process of observation but do not interact with the participants.

4.6.Moderate participation

Observer takes part in some activities.

4.7.Active participation

Observers participate in most of the activities; however, he is not complete mixed with the participants, he is primarily an observer.

4.8.Total participation

Researcher is fully mixed, in his role of observer is one more of the participants. In this research we had a moderate participation.

4.9.Survey

The survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed. In a survey, researchers often *sample* a *population*. Basha and Harter state that "a *population* is any set of persons or objects that possesses at least one common characteristic." (1980). Therefore, populations can be quite large; researchers directly question only a *sample* (a small proportion) of the population.

4.10.   Types of Surveys:

There are two basic types of surveys: cross-sectional surveys and longitudinal surveys.

4.11.   Cross-Sectional Surveys

Cross-sectional surveys are used to gather information on a population at a single point in time.

4.12.   Longitudinal Surveys

Longitudinal surveys gather data over a period. The researcher may then analyze changes in the population and attempt to describe and/or explain them. The three main types of longitudinal

surveys are trend studies, cohort studies, and panel studies.

Survey we used was a cross-sectional character.

4.13. Test

As data gathering devices, tests are among the most useful tools of educational research, because they provide the data for most experimental and descriptive studies in education. The instruments have been designed to describe and measure sample of aspects of human behavior.

These instruments assess variety of human abilities, potentials achievements, and behavior tendencies. They possess different degrees of validity reliability and applicability.

4.14. Types of tests:

The following types of tests designed for different purposes are briefly described.

4.15. Achievement test

Achievement tests attempt to measure what an individual has learned until his present level of performance. Most tests used in schools are achievement tests. They are particularly helpful in determining individual or group status in academic learning.

4.16. Aptitude test

Aptitude tests seek to assess the level of achievement that an individual can attain in some academic or vocational field. In other words, aptitude tests attempt to predict an individual capacity to require improved performance with additional training.

4.17. Personality test

It is concerned with the non-intellectual aspect of human behavior. The individuals check responses to certain questions or statements and measure certain personality traits or tendencies.

Achievement test was used in this research.

4.18. Interview

Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices (e.g. computers). Interviews can be structured, semi-structured, or unstructured.

4.19. Types of interviews:

There are five different types of interviews:

4.20. Structured Interviews

In this type of interview the interviewer asks each respondent the same series of questions. The questions are created prior to the interview, and often have a limited set of response categories. The interviewer plays a neutral role and acts casual and friendly but does not insert his or her opinion in the interview.

4.21. Semi-structured Interviews

The interviewer and respondents engage in a formal interview where the interviewer develops and uses an 'interview guide.' This is a list of questions and topics that need to be covered during

the conversation, usually in an order. The interviewer follows the guide but can follow topical trajectories in the conversation that may stray from the guide when he or she feels this is appropriate.

4.22. Unstructured Interviews

The interviewer and respondents engage in a formal interview in that they have a scheduled time to sit and speak with each other and both parties recognize this to be an interview. Also, the interviewer has a clear plan in mind regarding the focus and goal of the interview, this guides the discussion.

4.23. Focus Groups

Focus groups are a data collection method. Data is collected through a semi-structured group interview process. Focus groups are moderated by a group leader. Focus groups are generally used to collect data on a specific topic.

4.24. Informal Interviews

The interviewer talks with people in the field informally, without use of a structured interview guide of any kind. Informal interviewing goes together with participant observation. While in the field as an observer, informal interviews are casual conversations one might have with the people the researcher is observing. Thus, it is a challenge recording an informal interview; the researcher tries to remember his or her conversations with informants, and uses jottings or brief notes taken in the field to help in the recall and writing of notes from experiences in the field.

This researcher used both structured and informal interviews to develop this research. (See structured interview in Appendix D).

4.25. Data analysis

4.26. Observation

During the observation practice this researcher group realized that the students were being exposed to a very poor English environment and contact. This among with a very low level of English from a teacher and the quality of the class gave much to expect, adding the fact that they had only four hours of English per week.

4.27. Table 1

Topic: Numbers

Time: 7:15 to 8:15

Date: February 27th, 2019.

Process	Description	Comments
Warm Up	**Greetings in Spanish.** ollowed by something like an stitutional premise in form of eeting, the teacher introduces the bserver and explains the motive of heresence since that day.	Greetings have shown that Marco Fidel Suárez School have a Catholic inclination, also, it was evident that teacher tend to use a traditional methodology and that students are well-trained with respect to the missionobjective of the school.
Procedure	**Introduction.** In this case, students have learned before that class how introduce themselves. So, teacher ask them for introduce one by one in English, followed the model set by her.	That activity confirms teacher traditionalistic inclination as well as students show fear to speak in English and even, they have so little vocabulary at least in this topic. This part had a long duration. Teacher treated to help some students with *What and how to say.*
Close	**Task reviewing.** Teacher asks for students' notebooks. Petition that only obey the few students whose had done the homework. It was about teacher calls *Familia del 20* that is, numbers since20 to 29. The task was written in English ten times each one of those numbers.	Observer could see activities precedents to the homework were so little. In their role, As researcher I think that teaching methods used by the teacher delay students advances in English learning.

4.28.   Table 2

Topic: Numbers

Time: 9:30 To 10:30

Date: March 4th, 2019.

Process	Description	Comments
Warm Up	**Oral review of numbers.** Teacher remembered to the students the numbers that they have learned, since 1 to 29. Then, she made those been repeated by students.	Student shown to present failures in pronunciation of numbers from 11 to 18.
Procedure	**BINGO with numbers since 1 to 99.** Before beginning with the activity, teacher explained to the student show is the formation of numbers since 30 to 99. After, she asked students to do the charts for the game as model in the board done by her. Game was developed by groups of numbers.	To do that activity as observer we changed our passive participant role for the total participation. Teacher inquired for a suggestion about an activity using numbers. After I had recommended playing BINGO, teacher let me do the activity. Students were very active, showing a positive answer to the game. That day, their fears to participate were disappearing little by little.
Close	**Advice of exam.** Teacher announced an exam of number since 1 to 99 for the following class.	Announcement of exam was done very quickly because time of the class was out.

4.29. Table 3

Topic: Numbers.		
Time: 7:15 To 8:15		
Date: March 6th, 2019.		

Process	Description	Comments
Warm Up	**Remainder of exam.** Teacher remembered to the students that exam for that day would include numbers from 1 to 99 and it would be oral and written. She let them to review their notebooks.	This action had duration of few minutes. Students faces reveal his nervous to be evaluated, especially when the teacher explain how exam would be done.
Procedure	**Oral exam of the numbers.** Students, one by one, in front of the class had to say in Spanish two numbers that teacher or observer were saying them in English, on the other hand they should have written on the board another two numbers said in Spanish.	Results were like expected by observer. Students had a good performance in the first part, the oral exam. But, the written part had not the same success, principally when it was asked for numbers from 30 and upwards. The reason is clear; it was a big mistake treat to test something that had not been taught.
Close	**Homework.** Teacher decided to continue with the way she was teaching numbers. Task was to write ten times numbers between 30 and 49. She wrote a model on the board.	That task was a proof that teacher realize what bad idea was to make, at least, the final part of the exam.

4.30. Survey

Survey was performed in Spanish to avoid confusion in the students taking account of that I had

known about their little previous knowledge of the foreign language, it was related to the class

and how the students felt about it; it had very objective questions about the methodologies,

resources and the teacher performance.

Graphic 1

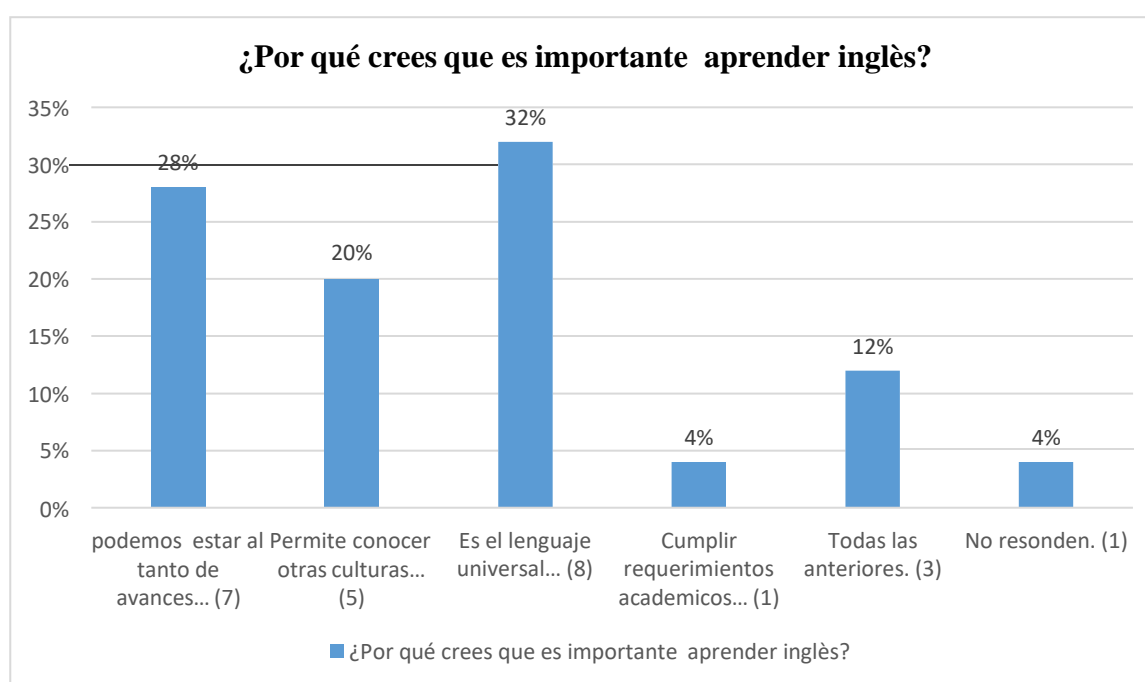¿Consideras importante aprender inglès?
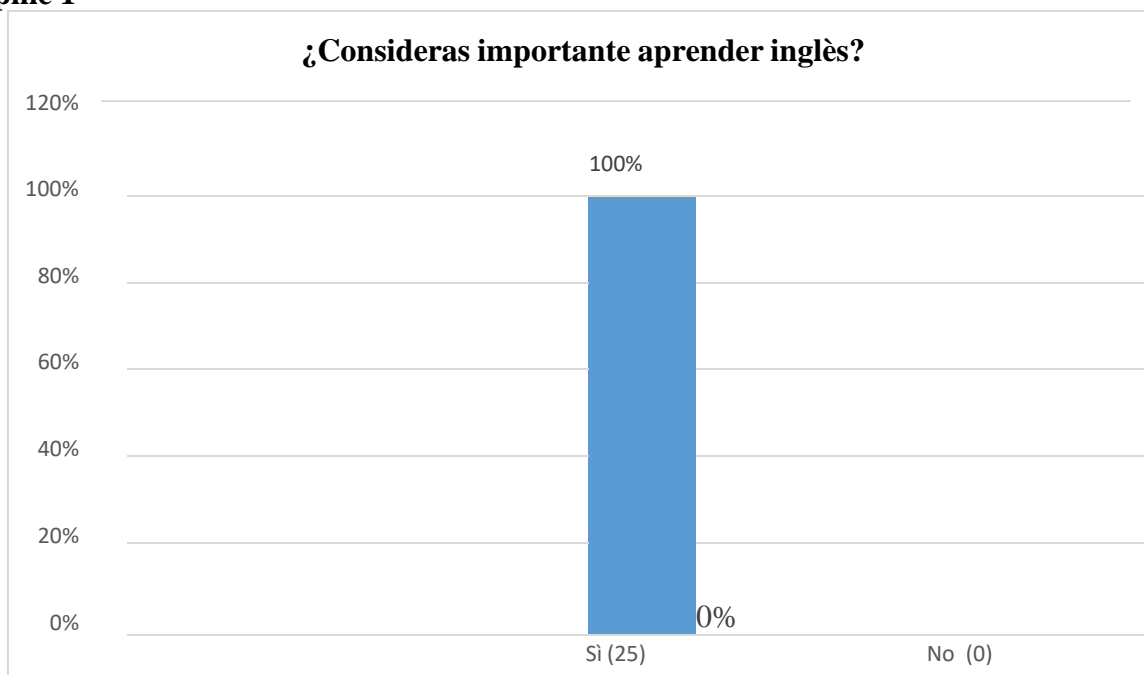
In that question it is pretended to know if students consider important to learn English; results shown that for the class is so important English learning.
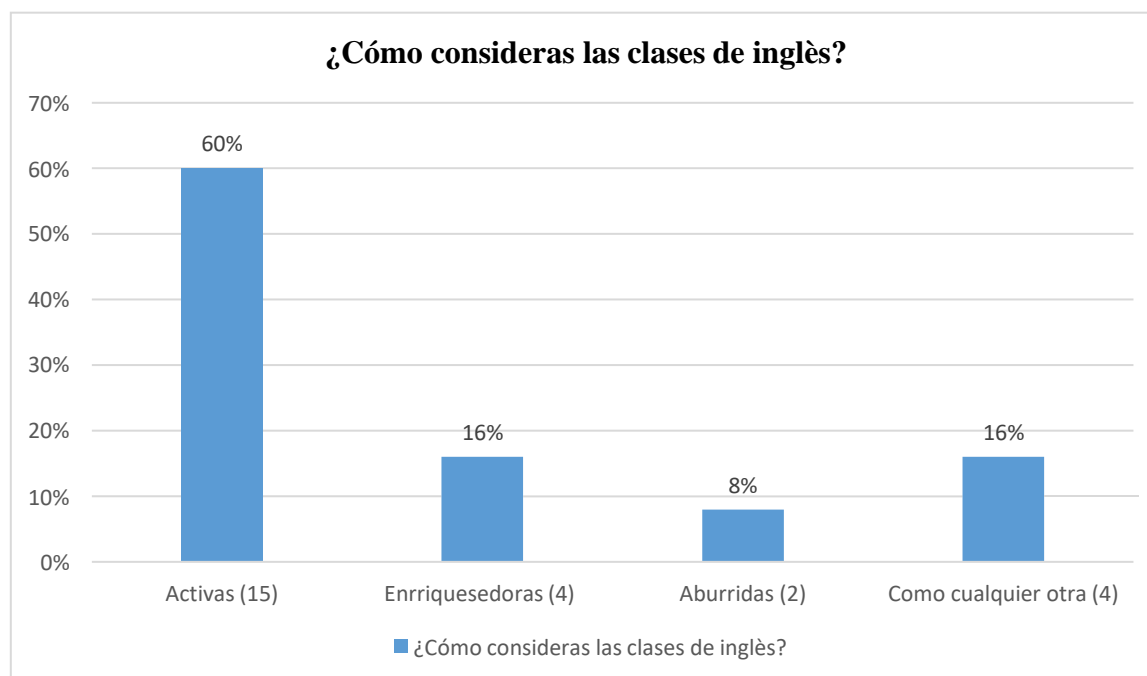
Graphic 2

¿Por qué crees que es importante aprender inglès?

The question above had the intention to know the motivations of graders in English learning; the results reflected in the Graphic 2 that are varied, in order of importance for them, these are; globalization, knowing scientific and technologic advances, cultural exchange, and in last place academic requirement. That is an evident display that most of them have a good point of view of this foreign language.
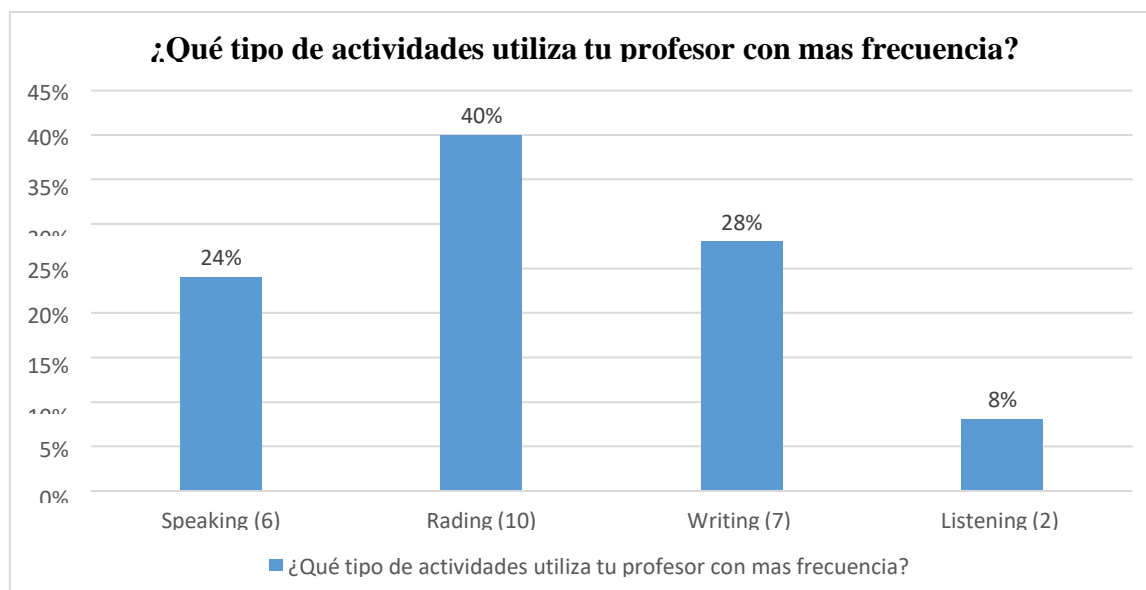
Graphic 3

As show this graphic, high proportion of seven grade students consider classes actives, a minority think that English class is boring or like any other. Maybe this is because they see foreign language learning as important or as is reflected in the graphic 5 because the teacher use different types of didactic resources.

Graphic 4

¿Qué tipo de actividades utiliza tu profesor con mas frecuencia?

Speaking (6)	24%
Rading (10)	40%
Writing (7)	28%
Listening (2)	8%

■¿Qué tipo de actividades utiliza tu profesor con mas frecuencia?

With respect to the abilities that work the teacher with the activities in class, surveyed students say that teacher use activities that develop the four learning abilities, but some are more frequent than the others. She uses frequently activities of reading and writing skills and with least frequency speaking and listening skills.

Graphic 5

¿Qué recursos didàcticos utiliza tu profesor en clases?

Videos (5)	20%
Grabaciones (3)	12%
Ilustraciones (8)	32%
Fotocopias (5)	20%
Material Real (2)	8%
Canciones (0)	0%
Otros (2)	8%

■¿Qué recursos didàcticos utiliza tu profesor en clases?
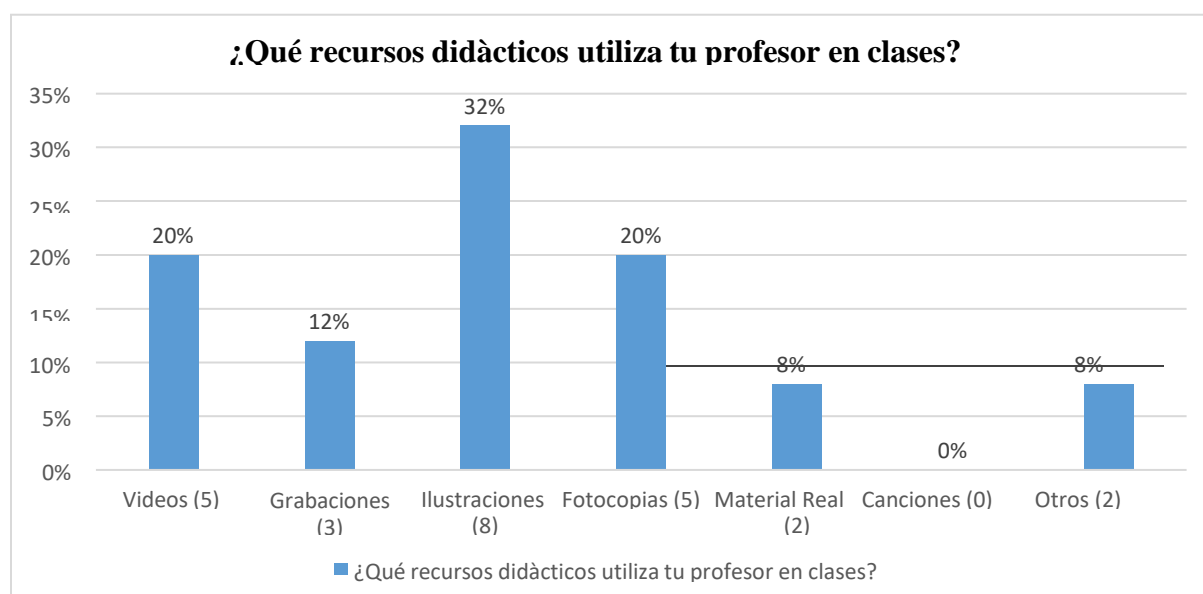
According to seven graders at Marco Fidel Suárez, their English teacher use an ample variety of didactic resources as video-recordings, recordings, illustrations, photocopies, real material and others.

Graphic 6
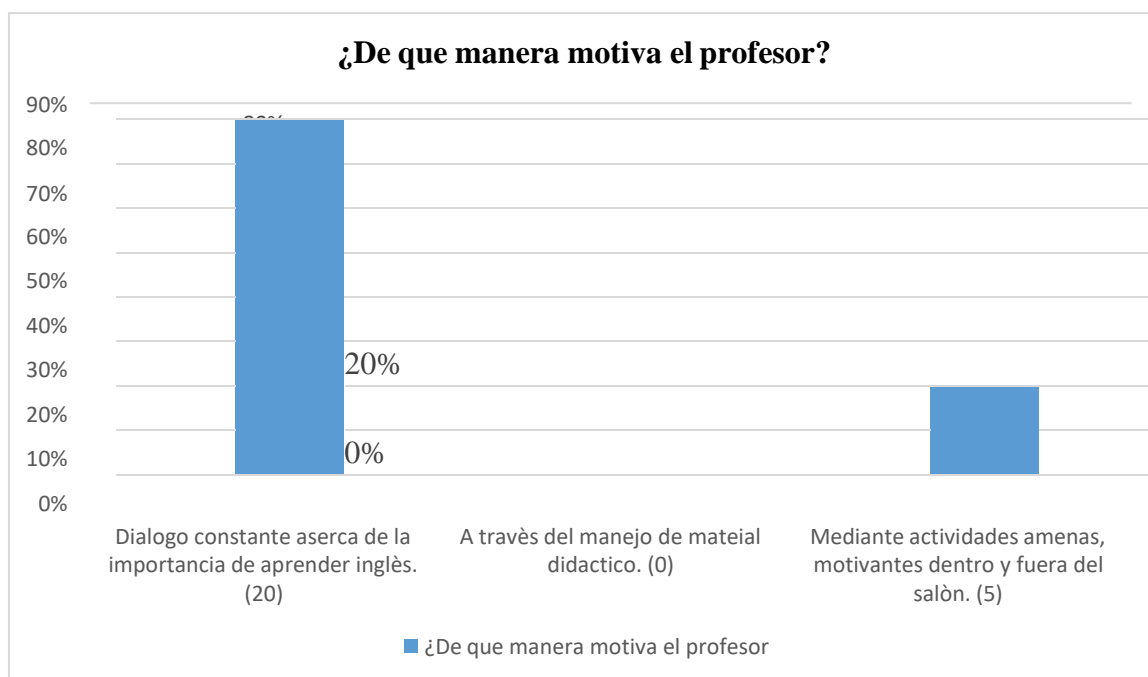
Nearly all students in 7th level class B at this School affirm that teacher use as way of motivation the continue dialogue about the importance of learning English. Anyone agrees in the aspect that teacher do not use didactic material with the object to motivate English learning.

Graphic 7

¿Cuál de las siguentes habilidades costituye una fortaleza para ti?
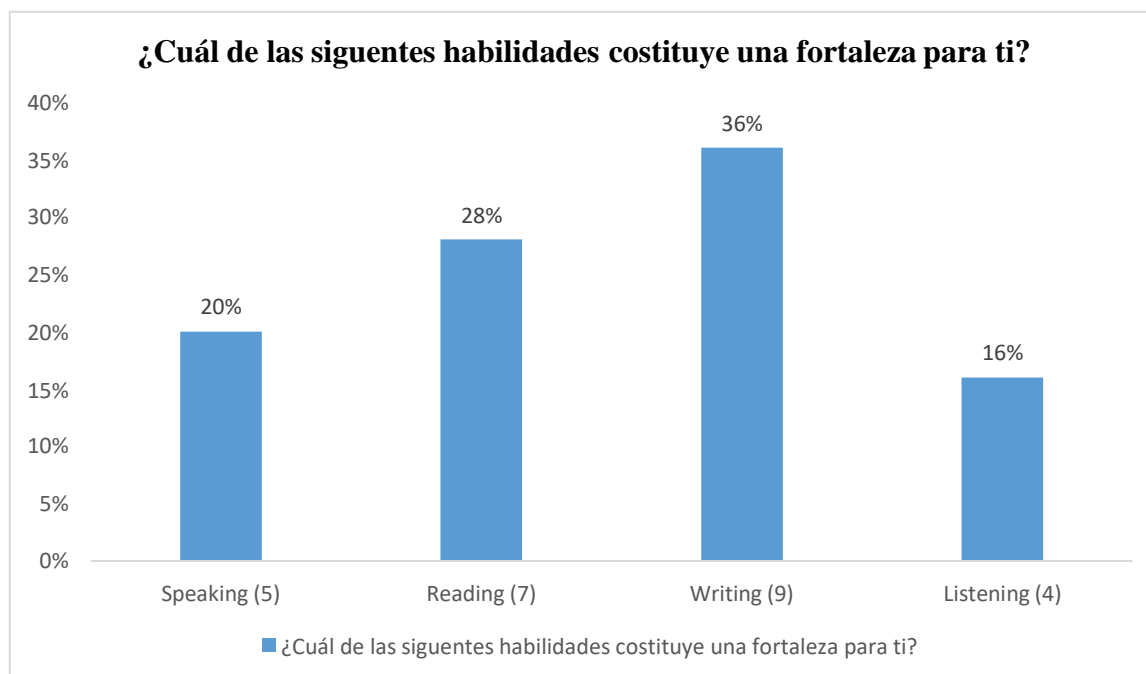
A great number of students consider writing skill as an ability that they have developed; in second place is reading skill

Graphic 8

¿Cuál de estas habilidades constituye una habilidad?
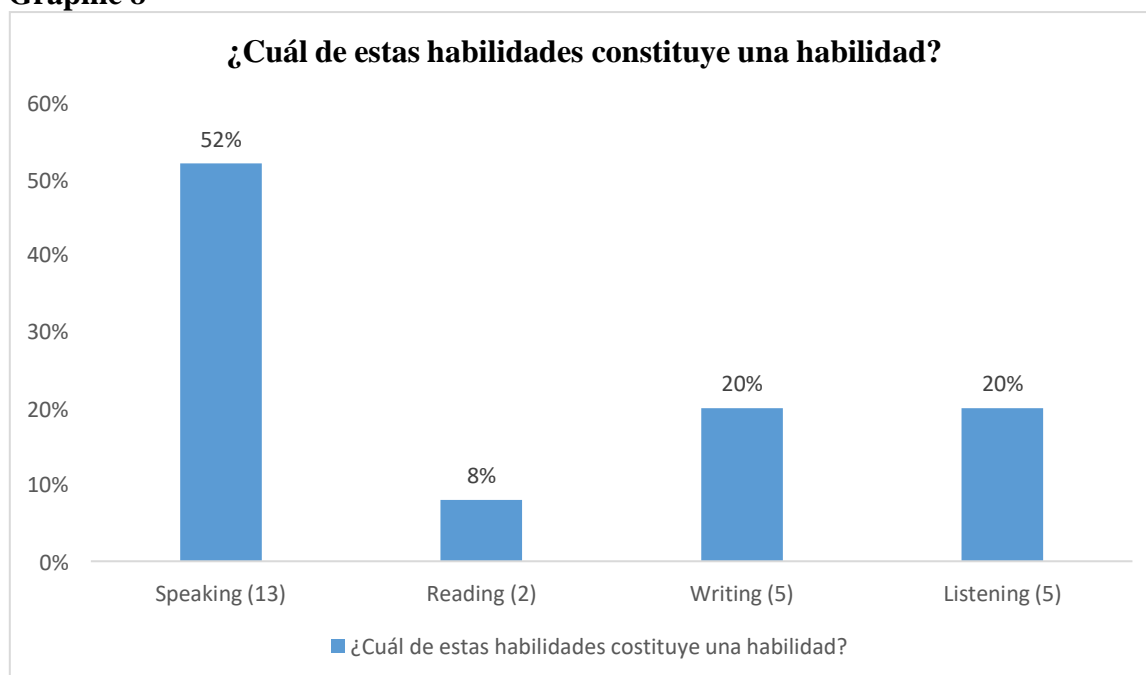
Most of seven graders at Marco Fidel Suárez think that they have deficiency in speaking skills.

Graphic 9

¿Utilizas inglès para participar oralmente?

- Siempre (13): 52%
- Casi siempre (2): 8%
- Algunas veces (5): 20%
- Nunca (5): 20%
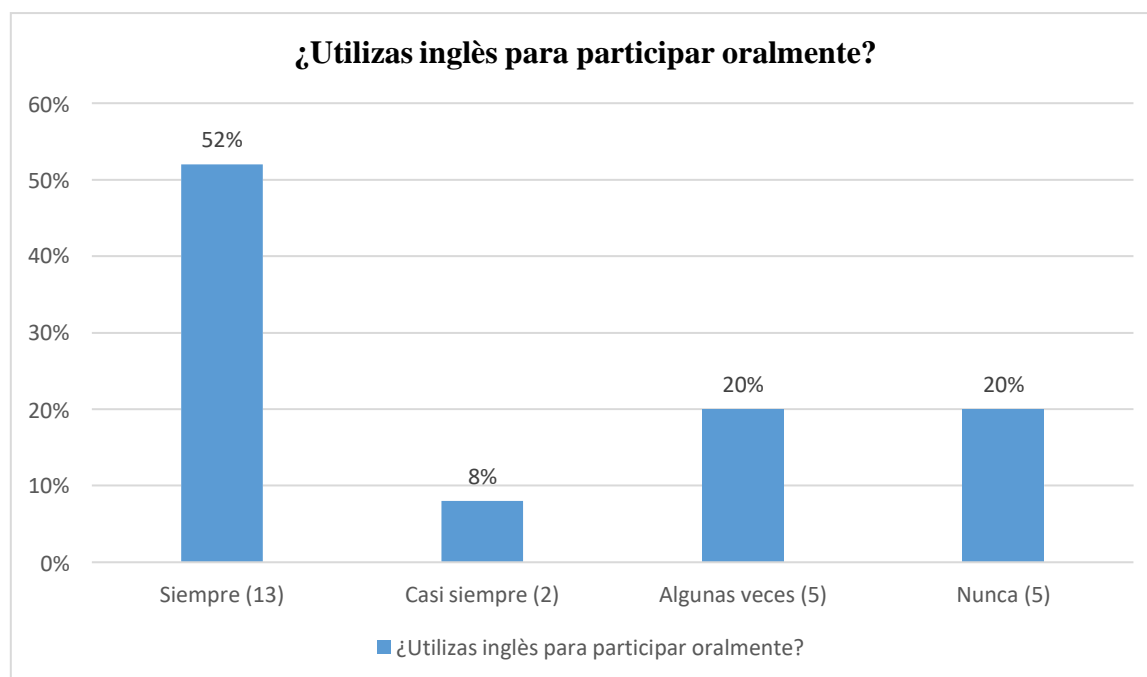
Grade of participation in English class of the students who was object of research is disproportionate, as they say, and we can infer in the graphic 9.

4.31. Test

These researchers used the achievement or diagnosis test, the results were not so positive, to the fact that students showed a bad response to it.

Diagnosed test revealed that 7th graders students have a great deficiency in this foreign language knowledge in general; however, they have more failures in listening and speaking skills, being speaking the ability with mare serious problems. Graphic 10 show the statistical proofs.

Graphic 10

Results of test
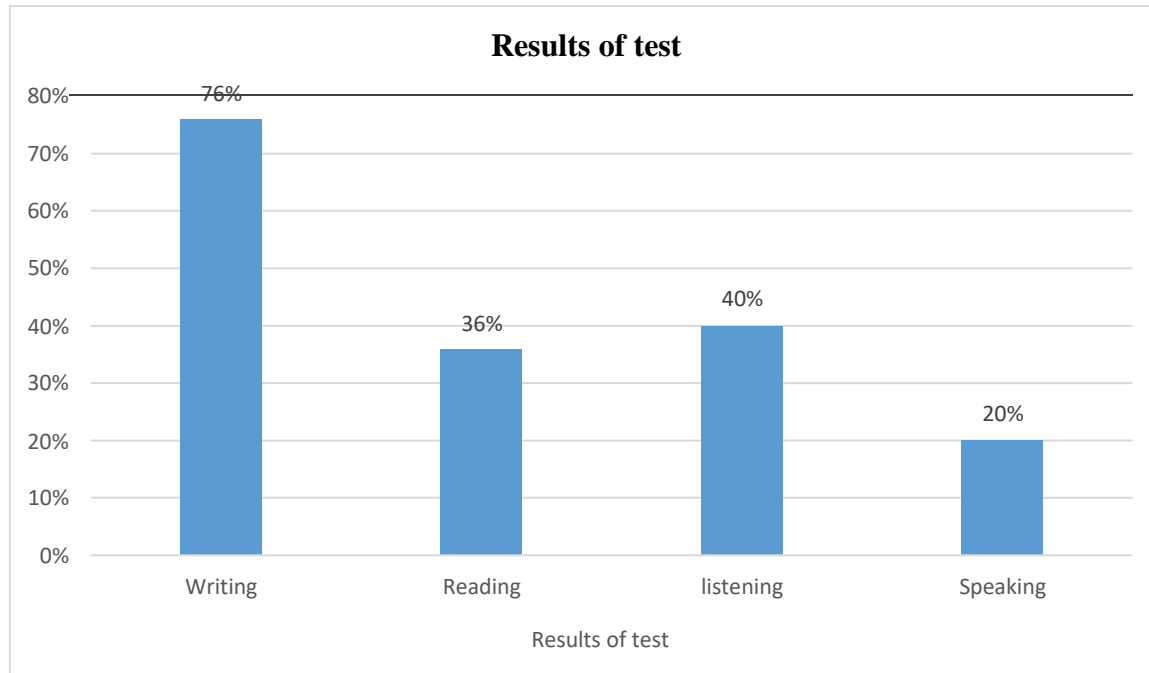
4.32. Interviews

4.33. Structured interview

This researcher group used structured written interview with the nine grader students at this school to know in that way they prefer to learn English and their reasons the results and respective analysis are discriminated in Graphics 11 and 12. Interview was simple, it was of basically 2 questions as well as redacted in Spanish for students better understanding.

Graphic 11
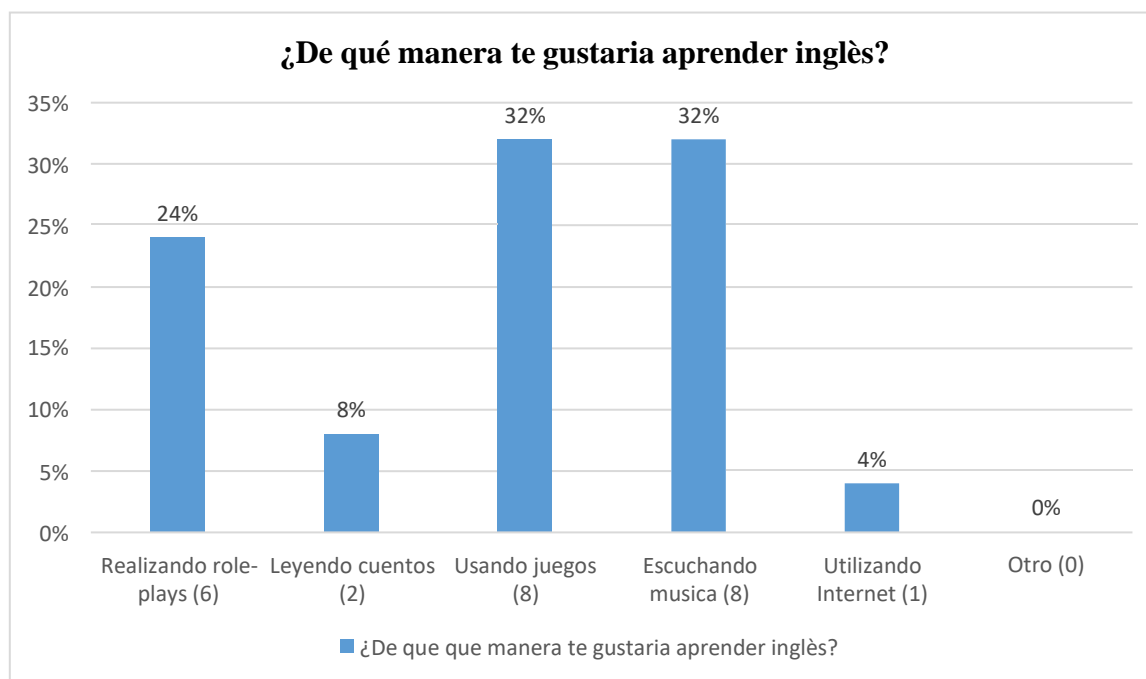
To the question What way do you like to learn English? students shown a high preference by learning English trough listening to music and using games, but also it was a great number whose think that role-plays would be a good way of learning English. Their answers indicate a preference for active activities.
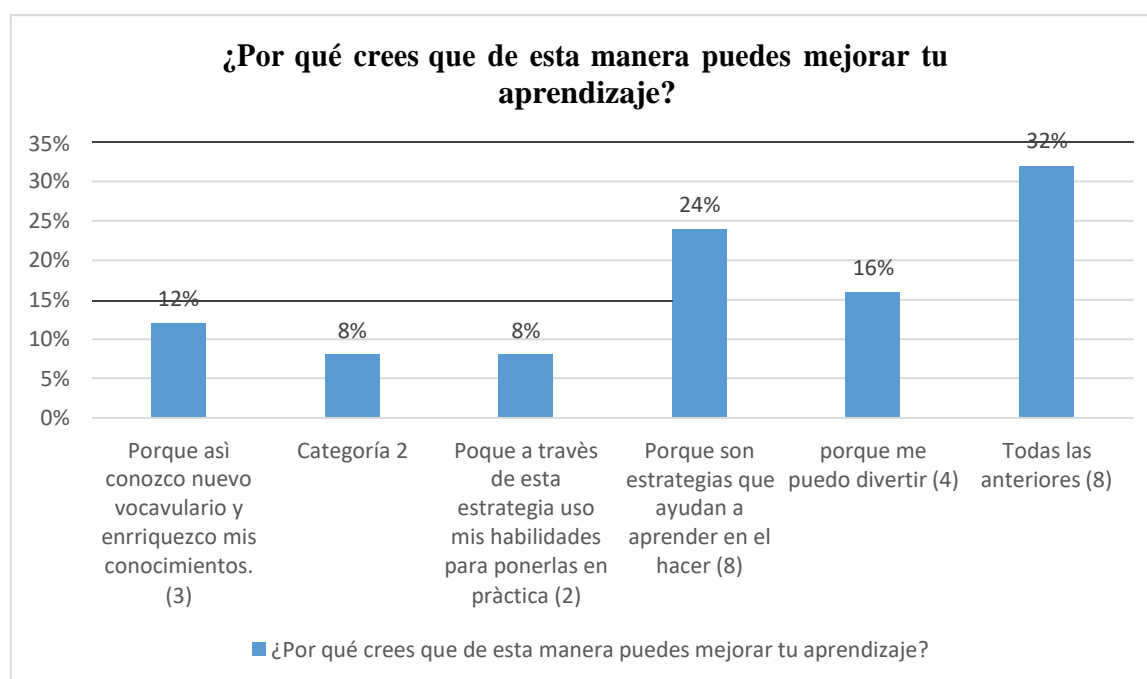
Graphic 12

To the question why do you think in that way you can better your learning? that was linked to the first question that is illustrated in *Graphic 1,* students answers was mixed. As show the graphic there are a high percentage that select the answer all the above but also so many thinks that specifically active activities help them to learn in the practice. Through these results, we as researchers were able to infer that the predominant learning style in 7th graders is the kinesthetic.

4.34.   Informal interviews

Informal interviews made part of observation process and these were directed to both students and teacher. In most of the cases interviewing had the intention to know the methodology of the teacher, academicals and pedagogical facts, how students developed their skills toward English learning and which strategies were being used to get it, the specific learning problems of some

students, the knowledge level of students about grammar and vocabulary as well as statements and operation of the school.

Thanks to informal interviewing was possible to know for example that in that class there are a young with Autism and that is necessary repeat him personally the things, also there are eight other students diagnosed with serious cognitive impairments.

CHAPTER V

5.0 PEDAGOGICAL PROPOSAL

LEARNING THROUGH FUNNY

GAMES

5.1.Introduction

Learning through funny games it may seem a contradiction; but not all that called game is fun neither all game is a tool of learning. With this proposal I have the firm intention to do of games my allies in the solution of the problem at 7th grade. For this reason, were selected the adequate ones and did a well use of them.

Reminiscent of Marco Fidel Suárez is an educational institution focused on the inclusive education and with a social paradigm clearly established. It is seen the need to do of the English a subject to every student at this institution; for the individuals, not only for those that have relatives on another country or that are part of a family with a high social state or that are seen by the society as people with a important or normal intellectual coefficient.

Didactical games is the proposal that in 7th grade pretends to put final to the fear and nervous to the students to speak in a foreign language and to the confusion to the teacher about how to teach vocabulary in an effective way. Those full of energy students aged between 12 and 14 will improve their skill thanks to this innovative pedagogical proposal.

5.2.Justification

Nowadays to know a foreign language is very essential for every one of the human beings, this is the requirement of the globalization. For that motive, it is indispensable to apply efficient methodologies to contribute to the well-learning to the English.

Foreign language is for our life as important as any other subject, regardless of the physical or cognitive limitations that men have. To teach English is also required dedication, preparation, discernment, imagination, and empathy. Games are not the easier or lazier of the solutions to the problem; games are the most complete of them. Well selection and use of games motivate students to be the bosses of their own learning and the teacher become only a moderator of it.

For good methodologies are needed techniques and strategies of teaching that increase the motivation of students to be active participants of the English teaching-learning process, developing the four basic abilities: listening skill, speaking skill, writing skill and reading skill. The use of games carries out all those features, in addition, helps giving a great number of vocabulary and increasing the social ties among students and between teacher and students. The advantage of this methodology is that we can focus our attention on the ability that students have more deficiencies and use the adequate games.

In the case of the group object of research, its ability less developed in English is speaking. Bearing it in mind, games chosen for this pedagogical proposal were didactics, actives, include many vocabulary and especially participative, in order to achieve the goal that students loss the fear to talk in English and see it as something that amusing.

Nonetheless, the use of games in the learning process never must be relegated to the final of the class or of the week or for recreational activities or for relaxing. Games have a good function if

they are intrinsic part of the class. As Hadfield (1990) suggested "games should be regarded an integral part of the language syllabus, not an amusing activity for Friday afternoon of for the end of the term." Of course, it is not the only tool, but neither must be the last one.

5.3.Methodology

Games is one of the resources more successful to finish with the routine and boredom in English class because are a source of fun and relaxing at the time that students are in the process of learning. It helps students develop the four skills aside fears and inhibitions that are normal of the process of learning a foreign language.

The games that were selected for this didactical proposal are the adequate according to abilities and previous knowledge of students; those were chosen taking account of learning styles and preferences of 7th graders and the object to persecute, in all the cases improve vocabulary and develop speaking skill. Therefore, each detail of this didactical activity was prepared before of the classes, especially if it was necessary to use different tools or elements to those of the classroom.

Into the classes, the games never were done at the very beginning to the class, always it was necessary to prepare the environment to do the activity with an appropriate warming up, and before starting the game to explain carefully the objectives, procedure and rules of it. Then, during the game always it was necessary a moderator, sometimes he/she must be the teacher to maintain the order and other times he/she can be one of the students after seeing the model of the teacher.

In every game it was indispensable to be vigilant that its procedure does not go far away of its objective and that the rules had been followed. Moreover, after each game finish this researcher never forgot congratulating sincerely to students and evaluate the activity results. This

methodology was efficient to the success of the proposal.

5.4.Theoretical-conceptual framework

Games in teaching are not activities mainly aimed to break the ice between students or to kill time. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language during the game. Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students can use language in a non-stressful way (Uberman 1998).

Playing games, attention of learners is focused on the message, not on the language. Rather than pay attention to the grammar or pronunciation, most participants will do all they can to win. This dispels the fear of negative evaluation or of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz and Cope 1986). During a game, anxiety is reduced, and speech fluency is generated, this communicative competence is achieved.

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). In other words, these activities create a meaningful context for language use. The competitive environment also makes learners concentrate and think intensively during the learning process. Most students who have experienced game-oriented activities show positive attitudes towards them (Uberman 1998).

5.5. Objectives

5.6. General objective

- To improve student's vocabulary and speaking skills by using games as an effective strategy.

5.7. Specific objectives

- To implement the didactical proposal using active games to facilitate learning of new vocabulary in the students of 7th grade.

- To apply traditional games and designed by the researcher in order to increase the speaking skill in the students of 7th grade.

- To evaluate the different activities presented to the students of 7th grade to obtain a new way to performance speaking activities in the classroom.

5.8. Workshops

With the object to develop the didactic proposal it has been selected a series of playful activities to apply in the students of 7th grad. This workshop includes the following: a planning chart for every lesson, a set of instructions for students, a key vocabulary and an evaluation chart. Each activity contains a brief explanation about performance with those learning games using speaking skill and vocabulary as the main strategy.

- Mimicking pairs/minimal pairs and   tongue twisters
- Races:
- Race 1: Skating without wheels.

- Race 2: In your sack! Ready! Go!

- Who is the thief?

- PAIRS

- Save the Hangman¡

5.9.Activites

5.10. Mimicking pairs/minimal pairs and tongue twistersMinimal pairs (exercises)

Instructions for students:

- To be attentive to the teacher´s pronunciation (demonstration of the exercise done by the teacher of every word of each level).

- (objective) There are twenty words (20 points) each word has a value of 1 point and by practicing the pronunciation of English phonemes, every student has the opportunity to try the best score and improve his speaking skill.

IMPROVING SPEAKING SKILLS AND VOCABULARY…

-         The teacher can choose Students to participate or they can do it in order of list.

Elementary

alive arrive

fly fry

light right

long wrong

Pre-Intermediate

collect correct

glamour grammar

glass grass

lace race

Intermediate

belly berry

blew brew

blue brew

blush brush

Upper Intermediate

belly berry

blight bright

blues bruise

blush brush

Advanced

blacken bracken

blight bright

blew brew

clash crash

IMPROVING SPEAKING SKILLS AND VOCABULARY…

TONGUE TWISTERS

Instruction for students

- To be attentive to the teacher´s pronunciation (demonstration of the exercise done by the teacher of every tongue twister).

- (Objective) in order to improve the speaking skill, students have the chance to repeat the tongue twisters, and in doing so, by playing, they can focus on specific problems of pronunciation.

- The teacher writes the tongue twisters on the board or give it to the students in pieces ofpaper.

- The teacher can choose Students to participate or they can do it in order of list.

1. She sells seashells on the seashore.

2.   Mix a box of mixed biscuits with a boxed biscuit mixer.

3.   A proper copper coffee pot.

4.   I saw Esau sitting on a seesaw. Esau, he saw me.

5.   Lovely lemon liniment.

6.   Good blood, bad blood.

7.   Three free throws. The instinct of an extinct insect stinks.

8.   Which wristwatches are Swiss wristwatches?

9.   Peter Piper picked a peck of pickled peppers, A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where is the peck of pickled peppers Peter Piper picked?

10.   One-One was a racehorse.Two-Two was one, too.

When One-One won one race,Two-Two won one, too.

Race 1: Skating without wheels.

Volunteers must walk from start line to exit putting their feet on two sheet of paper. They can use

whatever strategy to achieve the goal but without touch the floor with any part of theirbody.

Race 2: In your sack! Ready! Go!

Students must put themselves into sacks in the start line and jump to the exit line, do it without go

out of sack.

5.11. Game: Who is the thief?

5.12. Topic: To be

Time: 1 hour

5.13. Objectives:
- Participo en juegos y actividades siguiendo órdenes simples.

- Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.

- Recito un trabalenguas sencillo o una rima.

- Comprendo la descripción escrita sobre personas lugares y acciones conocidas.

- Digo un texto corto memorizado en una dramatización, ayudándome con gestos.

Grade: 7th

5.14. Key vocabulary:
● To walk, to escape, to steal, to be, who, thief, police, suspect, police.

5.15. Process:

●   To tell the students a brief stealing story.

●   To write on the board a dialogue between a police officer and the suspect.

●   To repeat as a practice the story and the dialogue using volunteers of the class.

5.16. CONCEPTUALIZATION:

5.17. Who is the thief?

5.18. Model story

Miss Herrera was walking by the main street when somebody steals her wallet and the suspect escaped. But the thief is among you… who is the thief?

Police officer	*Suspect*
Who is the thief?	
Are you the thief Mr. Lechuga?	No, I´m not. The thief is Miss Borja.
Is Miss Borja the thief?	Yes, she is.

5.19. Resources:

-     Board.

-     Markers.

-     Human resources

5.20. Assessment:

Some of the students at the beginning have refused to speak but as the activity was advancing, they was disposed to take part on it. As they talk so soft (because the self-insecurity) it was necessary to divide the class in to groups to continue with the game. In the course of the game students were more animated, two of them represented the steal described by the teacher.

INSTRUCTIONS FOR STUDENTS

-        To pay attention to what the partners say.

-        To be attentive to the development of the dialogue (game).

-        To be prepared to talk at any time.

5.21. Game: pairs

5.22. Topic: Occupations.

Time: 1 hour

5.23. Objectives:

-        Participo en juegos y actividades siguiendo instrucciones simples.

- Asocio un dibujo con su descripción escrita.

- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

- Comprendo la descripción escrita sobre personas lugares y acciones conocidas.

Grade: 7th

5.24. Key vocabulary:

● To be, professions, occupations, what, and.

5.25. Process:

To paste flashcards on the board with adhesive tape, that ones have 8 words chosen of the given in a precedent class about occupations vocabulary and its eight respective drawings of the topic. The flashcards most be organized in any order, occulting the image, it means, back to front.

Once flashcards are fixed on the board, number it back since 1 to 16. Then, each student one by one have the opportunity to say two numbers between 1 and 16, one after the other, and the teacher or one student with the role group leader will turn over each flashcard, if the two flashcards pointed out by the student have in its back a drawing and a word and the one represent the occupation of the other, we have a pair, the student a point and the flashcards continue showing its frontal side. However, if it is not the case and the cards are not pair they will be turned again over their backs.

Students will continue looking for the pairs. That memory game finish when some student found the eight pair.

5.26.　Resources:

- Board.

- Flashcards.

- Adhesive tape.

- Human resources.

5.27.　Assessment:

Students wanted to participate in a volunteer way since the beginning of the activity, they raised their hands but it only must be possible when all students had having the opportunity to say the number of his/her election.

Instructions for Students

- To be attentive to the development of the game.

- The objective is to discover the picture of every occupation with the word that indicates it.

Bearing it in mind you must say two numbers.

- Each student can say two numbers of his/her preference.

- Students will participate in the order that the teacher have decided, can be in the order thatstudent are sitting down.

- When all your partners said the numbers, you can raise your hand for participate voluntaryon the discovering of all the pairs.

5.28.   Game: save the hangman!

5.29.   Topic: spelling (vocabulary: occupations and colors)

Time: 1 hour

5.30.   Objetives:

- Participo en juegos de búsqueda de palabras desconocidas.

- Deletreo palabras que me son conocidas.

- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

- Sigo atentamente lo que dicen mis compañeros durante un juego o actividad.

Grade: 7th

5.31.   Key vocabulary:

- To work, to be, to spell, occupation, word, vowel, letter.

5.32.   Process:

Use the well-known game of the hangman, this game has as objective review the vocabulary of colors, occupations, and spelling and to be verb in present simple. That is possible writing on the board simple sentences with a missed word, the space of the missed word must have a line for each letter of the word that will be completed letter to letter by the students. Students that have an assertion win a point, and with every mistake in the students 'answer a part of the body of the hangman will appear drawn on the board.

The goal is avoiding the apparition of the whole body of the body, which is save the hangman and win every possible point.

5.33. Resources:

- Board.

- Markers.

- Human resource.

5.34. Assessment:

Students were so motivated with the activity; the game was well-done by them. The participation was very active so much that five different students adopted the roll of moderator during the game.

INSTRUCTIONS FOR STUDENTS

- At the beginning moderator must be the teacher, but then can be whatever student.

- Raise your hand when the moderator ask for letters in order to guess the missing word whichis a profession selected by himself.

- If you raise your hand, wait that moderator say your name, so say in English the letter orvowel that you think is part of the missing word.

CHAPTER VI

6.0 CONCLUSION

Different styles of learning and continuous changes in society have generated that teachers create different teaching strategies which motivate students to arouse interest in learning a foreign language. However, that situation has not come true in some schools because they continues working with traditional methods, for this reason the objectives of this project have to motivate the students to learn a foreign language through dynamic activities which catch their attention. In this case, this project was focused on games to learn English vocabulary in a dynamical and fun way.

One of the most important aspects of using this dynamic activity in the classroom was observing that objectives of this project have been successfully achieved, because seven grade students of Marco Fidel Suárez have been motivated with the different games, voices and topics that offers this didactical proposal.

On the other hand, this strategy has not only helped that they learn English vocabulary, but also they are able to follow simple instructions because they acquired a basic elementary vocabulary. Besides, they have improved their pronunciation and have developed listening and speaking skills.

6.1.RECOMMENDATIONS

With the aim to share, with the educators that want do a better work and with the researchers that see in games an effective tool to develop all the learning skills, the experiences gained making this research, the group gives the following recommendations:

1.   This project can be applied in whatever degree from kindergarten to high school, only you must adapt it.

2.   Make a frequent use of games as didactic methodology for teaching-learning process in English as foreign language.

3.   Know very well your students and adapt games to their age, knowledge, school grade, preferences and learning styles, of course, also to the conditions and characteristics of each context.

4.   Encourage students to active participation. Let them know that their opinions are important;listen to them carefully.

5.   Take part of games and use support materials and evaluations.

6.   Pay attention to the changes that suffer your classes with the implementation of this proposaland use your own creativity for achieve better goals.

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8.0 APPENDICES

8.1.Observation 1

Subject: Introduction, Numbers (20 To 25).

Start hour: 7:15 A.M.

Finish hour: 8:15 a.m.

Marco Fidel Suárez is a Special Educational Centre, for this reason when we got on the Educative Institution expected to find in it only children and young with, but the group was looking inside all the classrooms and could see that there are some of them but they are not the majority. Meanwhile, in my walking to the classroom that would be object of my observation, the group aware thinking in how complex must be to teach to people with many different needs and lacks type cognitive, psychological, motor, etc. The group could notice also that the number of students that are inside each classroom is nothing more than adequate to the spacious rooms. In the classrooms there are desks of wood, these are organized in rows, in from of the rows there are a board followed of a plastic chair behind a wooden table.

Seventh grades, the group that the researchers had observe, have its classroom in the second floor of the school, but different to the other classrooms, this is more spacious. May be this is the reason because there is a wooden wall in the middle of the classroom, that wall is not very high and led perceive that behind a noise of people. Then, the group confirmed that the noise comes from another group of students, this is seven grade A, which is at the other side of the wooden wall. The group looked since the entrance of the seven grade B, the first the group could see, like in the other classroom, was the board next to a plastic chair behind a wooden table and four rows of desks for the students just in front of the table and back to the doorway.

They were expecting the teacher (Jasmin) way to face day to day the learning process of the students as individuals especially in the case of a foreign language. The group go on the classroom with the teacher, she greets the students using the Spanish, and they stand up and answer the greeting also in Spanish. When Miss Blanco ask them "How are you?" they answer with a long sentence, the group only have understood the first phrase of it. It was "Blessed by God…" this is a strong proof of the Catholic emphasis of school. Next, the students sit down at the time that they continue looking to this group as they have been doing since the group got on the classroom. May be, they have the same expectation than the group on observing them. At once, the teacher has explained them the reason why this group will be in their English class since this day. Meanwhile, it is impossible not to note the differences in the height of the students. So, the group suppose that their age is also disproportionate. In the same way it is so evident the retired faces of at less six students. The group could see they are strategically placed into the classroom of among a total of twenty students.

Miss Blanco ask the group for introduce them self; the group have done it in Spanish. Then she has taught them at the beginning of the year. The group saw immediately as their faces changed quickly. They turned their expecting faces into tenses one. The group aware think that if it is wanted not affect in a negative way the atmosphere, all must to involve with and not to be a distant observer, because of group decided to introduce the researchers again but in a simple way in English, with the permission of the teacher, the group only have said the names and the age, next this group ask one of the students for the same personal information, as him shown to be confused the group repeat once and again the question in both languages, in English and Spanish. The student answers the group in Spanish, so I said him how to say that in English and we ask him for repeat it aloud because the others could follow it as a model.

Little by little and with some of shame all the students were doing their introduction, it was evident that some students have communicative problems. Even, three of them sweated when they were talking, these ones was helped by the teacher who behind their backs told them in a low voice what to say and they repeated it word by word. Three others student affirmed not to want to participate in the activity and the teacher have pass over them.

The outcome at the final of the activity of introduction is: the students of 7th grade of this school have big lacks in their pronunciation and probably in vocabulary even in basic subjects as the introduction. And although they seem disproportionate in age, they are not; most of them are in the fourteen years of age.

Finally, few minutes to the final of the class, Miss Blanco check out homework to the students, that was based on the numbers in English, the task was write in their notebooks thirty times, as she calls, 20's family numbers, it means, numbers since 20 to 29 (for example, twenty, twenty, twenty,… twenty one, twenty one,… twenty two,…). The homework was presented only by a few of students. At the time the group was helping the teacher to review the task, it could be observed that in their notebooks the student only has written a very few numbers of subjects and activities. These are, introduction and greetings, phrases like "open your book" that may be she pretended to use frequently in the classes, and then the subject of the numbers, first since 1 to 10, next, 10 to 20, every one of it followed by writing repetition which have as a model the handwriting of the teacher.

The final of this class came; the group did not hear a bell tone that announced it

8.2.Observation 2

Subject: The Numbers (Oral Exam)

Start Hour: 7:15 a.m.

Finish Hour: 8:15 a.m.

As the last classes, that one began with the "Good morning" of the teacher and the respective answer of the students, without many formalities. At the time that the teacher calls the register of the students, the group' attention was focused in that the classroom was decorated. The group think that it had been so before but only in that moment was detailed and thinking in the big utility that could to have it in classes, for example there are coloring numbers since 1 to 9 that were pasted in the wood wall of the classroom, also there were a calendar in another wall and many posters of different colors up of the board.

Miss Blanco finished calling the register of students, she stands up in from of them and remembered then the exam that she had announced for that day. She explained how would be the exam; one by one the students in front of the board, first they would say in Spanish two numbers between 1 and 100 that the teacher of me would said in English, and secondly they would write in English on the board others two numbers said by one of we in Spanish.

Start the exam, one by one and in the order that they were sitting down, they placed in front of the board, to the other students was permitted two review their notebooks in order to remember the numbers. In the first section they did a good work because in most of the cases they could know the pronunciation of the numbers, but it did not happen with the writing because many of them written the numbers in English as they hear. The teacher decided not to continue with the writing part of the exam because of the quickly advance of the hour.

In view of the results of this premature evaluation or may be not very goodly made, the teacher said to the group that that subject may be reinforced the next class. That one finished some minutes before of the hour.

Appendix BEncuesta

Nombre:

_____**Edad:**_____

Colegio:

_____**Curso:**_____

1.   ¿Consideras importante aprender inglés?

a) Si

b) No

2.   ¿Por qué?

a)   Así podemos estar al tanto de avances científicos y tecnológicos.

b)   Nos permite conocer otras culturas y establecer correspondencia (internet).

c)   Es el lenguaje universal.

d)   Cumplir con requerimientos académicos.

e)   Todas las anteriores.

3.   ¿Cómo consideras las clases de inglés?

a)   Activas.

b)   Enriquecedoras.

c)   Aburridas.

d)   Como cualquier otra.

4.   ¿Qué tipo de actividades utiliza tu profesora con más frecuencia?

a)   Actividades de práctica oral (speaking).

b)   Actividades de práctica de comprensión de textos (reading).

c)   Actividades de práctica producción escrita (writing).

d)   Actividades de práctica auditiva (listening).

5.   ¿Qué recursos didácticos utiliza tu profesora en clase?

a)   Videos.

b)   Grabaciones.

c)   Ilustraciones.

d)   Fotocopias.

e)   Material real.

f)   Canciones.

g)   Otros.

6.   ¿De qué manera motiva el profesor el aprendizaje del inglés?

a)   Diálogo constante acerca de la importancia de aprender inglés.

b)   A través del manejo de material didáctico.

c)   A través de la aplicación de actividades amenas y motivantes dentro y fuera delsalón.

7.   ¿Cuál de las siguientes habilidades constituye una fortaleza para ti?

a)   Speaking.

b)   Reading.

c)   Writing.

d)   Listening.

8.   ¿Cuál de estas habilidades constituye una debilidad?

a)   Speaking.

b)   Reading.

c)   Writing.

d)   Listening.

9.   ¿Utilizas inglés para participar oralmente?

a)   Siempre.

b)   Casi siempre.

c)   Algunas veces.

d)   Nunca.

IMPROVING SPEAKING SKILLS AND VOCABULARY…

Appendix C Test Diagnóstico de Inglés

Nombre: _____ **Fecha:** _____

Colegio: _____ **Grado:** _____

1) **Asocia cada imagen con su nombre correspondiente.**

Flower	House	Dog	Airplane	Tiger	Bicycle	Car	Train

_____   _____   _____   _____

_____   _____   _____   _____

2) **Completa con las conjugaciones correctas del verbo TO BE.**

1-   Mary_____the secretary.

2-   Jonh and Lucy_____at school.3-   I_student.

4-   He_____a lawyer.

5-   The boys____in the garden.6-   She___a student.

7-   They_____my friends.

8-   8- You_____student.

3)   **Escucha y completa la historia de caperucita roja.**

Little Red Riding Hood

Once upon a time there was a dear little girl who was loved by everyone who looked at her, but most of all by her grandmother.

One day her_____said to her: 'Come, Little Red Riding Hood, here is a piece of cake and a bottle of wine; take them to your grandmother,_____is ill and weak, and they will do her good.

The_____lived out in the wood, half a league from the village, and just as Little Red Riding Hood entered the wood, a wolf met her.

Meanwhile the wolf ran straight to the grandmother's_____and knocked at the door.

-        'Who is there?'

-        'Little Red Riding Hood,' replied the wolf. 'She is bringing cake and wine; open the door.'

-        'Lift the latch,' called out the grandmother, 'I am too weak, and cannot get up.'

The wolf lifted the latch, the_____sprang open, and without saying a word he went straight to the grandmother's bed and devoured her. Then he put on her clothes, dressed himself in her cap, and laid himself in bed.

Little Red Riding Hood went into the room.

-        'Oh! Grandmother,' she said, 'what big_____you have!'

-        'All the better to hear you with, my child,' was the reply.

-        'But, grandmother, what big_____you have!' she said.

-        'All the better to see you with, my dear.'

-        'But, grandmother, what large_____you have!'

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- 'All the better to hug you with.'

- 'Oh! But, grandmother, what a terrible big _____ you have!'

- 'All the better to eat you with!'

And scarcely had the wolf said this, then with one bound he was out of bed and swallowed up Red Riding Hood.

The huntsman was just passing the house. He went into the _____, and when he came to the bed, he saw that the wolf was lying in it. He took a pair of scissors and began to cut open the stomach of the sleeping wolf.

Little Red Riding Hood and her grandmother came out alive.

4)   Responde las siguientes preguntas:

- What is your name?

- How old are you?

- Where do you study?

- What is your teacher name?

- Do you have pets?

Appendix D Entrevista A Estudiantes

Nombre: _____**Edad:**_____

Curso: _____

1. ¿De qué manera te gustaría aprender inglés?

a.   Realizando juegos de roles (dramatizados, fonomímicas, etc.)

b.   Leyendo cuentos.

c.   Escuchando música.

d.   Usando juegos.

e.   Utilizando internet.

f.   Otro

¿Cuál? (Si marcaste la letra **f** responde)

2. ¿Por qué crees que de esta manera puedes mejoras tu aprendizaje?

a.   Porque así conozco nuevo vocabulario y enriquezco mis conocimientos.

b.   Porque a través de esta estrategia uso mis habilidades para ponerlas en práctica.

c.   Porque son estrategias que ayudan a aprender en el hacer.

d.   Porque me puedo divertir.

e.   Todas las anteriores.

f.   Otra razón.

¿Cuál? (Si marcaste la letra **f** responde)