UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **COMMUNICATION GAMES AS A MEANS TO DEVELOP STUDENTS' ENGLISH SPEAKING SKILLS APPLIED TO TENTH GRADERS AT UNIDAD EDUCATIVA GRAL. ELOY ALFARO DELGADO**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

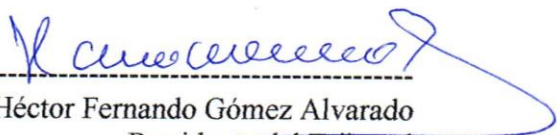**Autora:** Licenciada Paulina del Rocío Escobar Llanganate

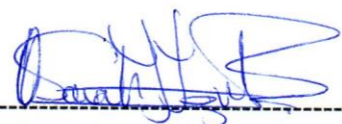**Directora:** Doctora Elsa de los Ángeles Hernández Chérrez Magíster

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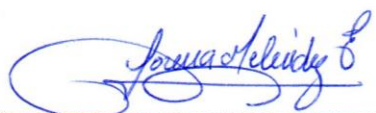**A la Unidad de Titulación de la Universidad Técnica de Ambato**

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Lic. Paulina del Rocío Escobar Llanganate

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DEDICATION

I would like to dedicate my research project to my reason to live my darling daughters, Camila and Emilia. They give me gladness and joy since they came into my life. They pushed me to be a better person every day and teach me to be a better mom. I learn every day of them and I hope that they feel proud of me, as I am of them. I also would like to dedicate this project, to my beloved husband, Marco, who is the main pillar of my family and my best friend. I always thank God for putting him in my life and I am very proud to be his wife.

Lcda. Paulina Escobar

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TEMA:

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UNIDAD EDUCATIVA GRAL. ELOY ALFARO DELGADO"

AUTORA: Licenciada Paulina del Rocío Escobar Llanganate
DIRECTORA: Doctora Elsa de los Ángeles Hernández Cherrez Magíster
FECHA: 30 de Abril del 2018

RESUMEN EJECUTIVO

El presente proyecto de investigación tiene como principal objetivo analizar como el uso de Juegos Comunicativos mejoran el desarrollo de la expresión oral en los estudiantes del Décimo año de la Unidad Educativa Gral. Eloy Alfaro Delgado. Además, de determinar cómo están relacionadas las dos variables en cuestión, haciendo uso de varios artículos académicos y libros. En este sentido, este proyecto aplicó una encuesta de entrada, con el fin de demostrar que existe en los estudiantes y profesores un especial interés de implementar los Juegos Comunicativos y a su vez, la necesidad de aplicarlos en el aula. Seguidamente, un pre-test fue aplicado, para determinar el nivel de expresión oral en los estudiantes del décimo año, donde se evidencio un nivel relativamente bajo en cada uno de ellos. Inmediatamente, cinco juegos fueron seleccionados de la propuesta (manual), para ser aplicados en el aula, y así verificar posteriormente, a través de la aplicación de un post-test, que los Juegos Comunicativos definitivamente mejoraron la expresión oral de los estudiantes del décimo año. Cabe mencionar, que los resultados obtenidos tanto el pre-test como el post-test fueron debidamente

verificados a través de la prueba T de Student, en programa estadístico SPSS. Finalmente, como recurso extra, se aplicó una encuesta de salida, con el fin de demostrar el impacto de los Juegos Comunicativos en el proceso de enseñanza-aprendizaje del idioma Inglés. En efecto, la encuesta de salida, así como también los resultados de toda la investigación, causaron una gran impresión en los estudiantes y profesores del plantel educativo, debido a que estos corroboraron que la destreza oral y comunicativa de los estudiantes se optimizaron con la aplicación de los Juegos Comunicativos.

Descriptores: destreza oral, encuesta de entrada, encuesta de salida, Juegos Comunicativos, manual, post-test, pre-test, programa estadístico SPSS, T de Student, variables.

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AUTHOR: Licenciada Paulina del Rocío Escobar Llanganate
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DATE: April 30th, 2018

ABSTRACT

The current research project has as a main objective the use of Communication Games to enhance the English speaking skills development on tenth graders at Unidad Educativa Gral Eloy Alfaro Delgado. In addition, this research study tried to determine how the two variables (independent and dependent) are related, making use of books and academic papers. In this sense, this research ran a survey, in order to verify that exist a special interest on tenth graders and English teachers in implementing Communication Games and at the same time the need in applying them in the English language classroom. Next, a pre-test was applied to determine the English speaking level of tenth graders, and it was evidenced, due to the fact that the scores were relatively low. After that, five games were selected from the proposal (manual) to be implemented in the classroom, and then proved, through the application of a post-test, that Communication Games enhanced the oral expression on tenth graders. It is important to mention that the results obtained from the pre-test and the post-test were duly verified through the application of the T-Student test in the SPSS program. Finally, aa an extra

resource, an exit survey was applied, in order to demonstrate the usefulness and the impact of Communication Games in the English teaching-learning process. In fact, the exit survey as well as the results of the entire research project, caused a great impression on students and teachers of the institution, due to the fact that all of these, corroborate that English speaking skills of tenth graders were optimized with the implementation of Communication Games.

Keywords: Communication Games, English Speaking skills, exit survey, manual, post-test, pre-test, SPSS statistics program, survey, T-Student, variables.

INTRODUCTION

The current research project entitled **"COMMUNICATION GAMES, AS A MEANS TO DEVELOP STUDENTS' ENGLISH SPEAKING SKILLS, APPLIED TO TENTH GRADERS AT UNIDAD EDUCATIVA GRAL. ELOY ALFARO DELGADO"** has as a main objective to enhance oral expression through the application of games in the English classroom. In fact, this technique proposes tenth graders to practice the English language orally, in order to develop some issues like: accuracy, fluency, interaction, or coherence. In addition, games helped to increase the range of vocabulary on learners, as well as the most common useful expressions in English.

Nowadays, in most educational institutions English is taught as a foreign language, due to the fact that English as a global language is an important medium of communication. For this reason, English teachers search for adequate and active techniques that provoke and stimulate interaction on students, and consequently, promote the acquisition of the foreign language. It is important to highlight that this study makes use of a quasi-experimental method, in order to implement a suitable proposal based on Communication Games to improve students' English speaking skills.

In fact, this project pretends to motivate teachers and consequently students to use the manual of Communication Games, which allow students to speak in English by mixing games and dialogue. In this sense, the current research project is distributed in the following chapters:

Chapter I. It talks about the Problem of the research, and its contextualization from a macro, meso and micro viewpoint, that the educational institution and its environment presents. It is analyzed critically, in order to develop the objectives that we want to achieve; and then indicate the reasons why the current research is justified.

Chapter II. It presents the Theoretical Framework, which is composed by the research background, the philosophical and legal foundation of the theme; besides the hypothesis and key categories which orientate the problem of the research from a scientific and bibliographic viewpoint.

Chapter III. It addresses the Methodology, which contains: the approach, the method and the level of research; in addition, it identifies the population, as well as, the operationalization of variables, the plan for collecting information and data; and finally, the description of the instruments that are going to be used for collecting information and data.

Chapter IV. It encompasses the Analysis and Interpretation of Results, which tabulates, analyzes and interprets all the results collected during the development of this study. This chapter details some information about the educational institution where the research takes place, the results of a survey in order to demonstrate how the need of implementing Communication Games in the English classroom, was detected, the results of a pre-test and a post-test, and the results of an exit survey. Finally, here it is exposed the hypothesis verification, in order to prove the reliability of the current research project.

Chapter V. It covers the Conclusions and recommendations of the study, which helps to determine assumptions from all the results obtained with the different instruments of collecting data; besides it allows to give suggestions about the current problem.

Chapter VI. It talks about the Proposal, which is focused on the research and design of activities that are going to be applied, in the implementation stage, between the pre-test and the post-test. It also details the process of how the Proposal is going to be applied. Its structure is composed of informative data, a Proposal background, the justification, objectives, feasibility analysis, theoretical basis, methodology (operative model), and administration of the proposal. The proposal will present a manual of Communication Games which contains twelve activities.

As extra chapter, at the end of the six chapters, it is presented: The References and Appendix sections, which display the Bibliography used to support this research project and some documents and pictures that demonstrated the implementation of all the activities.

CHAPTER I

PROBLEM STATEMENT

1.1.   Theme of the problem

Communication Games, as a means to develop Students' English Speaking Skills, applied to tenth graders at Unidad Educativa General Eloy Alfaro Delgado.

1.2.   Problem Statement

1.2.1. Contextualization of the problem

Since learning a foreign language, has become a global matter, the continuous advancements of commerce and technology, has created the need in scholars and professionals to dominate English. In fact, English has become an essential vehicle of communication for humans in their occupational and social life. According to Crystal, (2017) English language learning, has increased its requirement over the last 25 years and will continue increasing in the following years. For this reason, non-English speaking countries have demonstrated their worried about the development of an appropriate production and performance of students. As a matter of fact, most of these countries are always trying to search for the most adequate techniques to motivate learners to communicate and interact in an authentic way, due to the fact that one of the main problems during the English class is the low level of English speaking skill.

According to Melitz, (2015) the high prestige that English has reached in most of public institutions in Latin-America, encourages teachers every day, to search for adequate methods and techniques to encourage students to speak and interact with other classmates. In fact, over the last years, several Latin-American governments have reflected about the importance of English production and performance. According to El Comercio, (2017) the seventh edition of EF EPI (English Proficiency Index) revealed that, from 14 Latin-American countries, 12 of them have a relatively low level of English, and from 63 countries around the

world, Latin-American countries ranked the latest places, as it was the case of Ecuador which ranked 55. For this reason, they have implemented a number of actions to help teachers, and of course students, to reach a high level of English speaking skills. According to Brown, (2014) during the English learning process, students' production succeeds thanks to the implementation of meaningful dialogues and real situations. For this reason, to accomplish the goals and objectives of an English class, and consequently, the success of learners, the use of interactive techniques has become an essential part of every course, and the Ministry of Education of Ecuador is not an exception.

In Ecuador, English as a foreign language is taught since 1912, in all public institutions, specifically since eighth grade as an obligatory subject, and since second grade as an optional subject (El Comercio, 2017). However, in the academic year 2015-2016, the Ministry of Education established the English subject as compulsory since second grade in all public institutions. Nevertheless, El Comercio, (2017) cited that 600 hundred Ecuadorian institutions, specifically tenth graders, were evaluated in their English skills by the Ministry of Education, and the results revealed that learners still have a poor level of English. In this context, the National Ecuadorian Curriculum of English specifies learning methods, and techniques to motivate and achieve interaction among students in a meaningful way. According to Augusto Espinoza, (2015) in Ecuador the implementation of the recognized communicative language approach, provides learners the opportunity to have more interactive and participative classes. However, in a number of schools and high schools, it still exists a certain level of deficiency in the English oral skills development.

At Unidad Educativa General Eloy Alfaro Delgado, English as a foreign language has a great relevance as well. For this reason, the learning of this subject attempts to develop the linguistic capacity of students from an early age. Nevertheless, some faults in oral production have been distinguished between tenth graders in this institution. In fact, based on diagnostic data, collected at the beginning of the academic year, students of the First year of high school,

presented one the lowest level of English, in the institution. Consequently, it is really important to notice that recreational and ludic activities are really advantageous and beneficial in the classroom, due to the fact that, they encourage students to develop self-confidence and assurance to perform in a natural form and learn what they need to learn not what they are forced to.

Problem Tree Analysis

LITTLE INTERACTION BETWEEN TEACHER-STUDENT AND STUDENT-STUDENT	MONOTONOUS LEARNING IN THE CLASSROOM	NON-AUTHENTIC SITUATIONS	LIMITATIONS TO KEEP STUDENTS´ ATTENTION

EFFECTS

PROBLEM — LOW LEVEL OF THE STUDENTS' ENGLISH SPEAKING SKILL DEVELOPMENT

CAUSES

TRADITIONAL METHODS APPLIED IN THE CLASSROOM	FEW INTERACTIVE ACTIVITIES DURING THE CLASS	STANDARIZED SCHOOL BOOKS	LARGE NUMBER OF STUDENTS IN CLASS
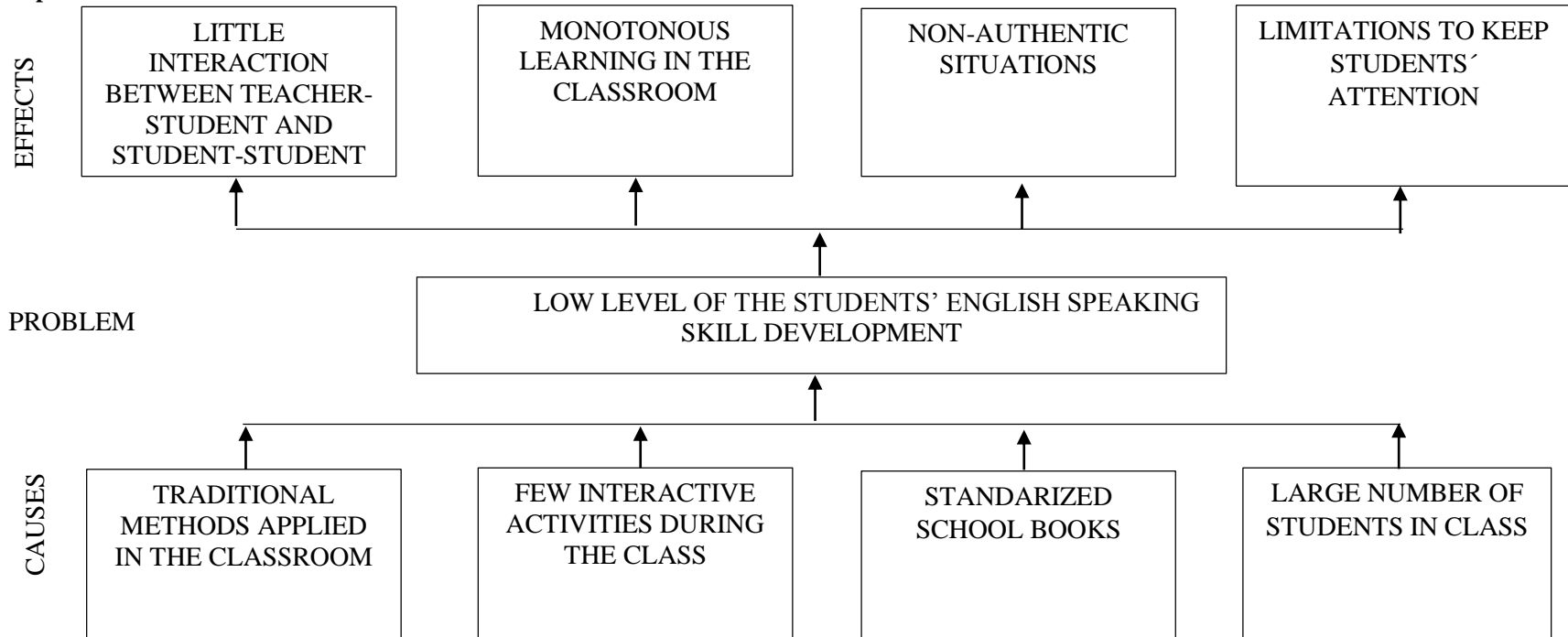
Source: Problem Tree Analysis
Author: Lcda. Escobar, Paulina (2018)

1.2.2. Critical Analysis

An authentic and meaningful class, where learners are the center and the major participants, makes students want to learn a foreign language, and even realize that in an upcoming future, they will need English for different purposes. However, there are a number of reasons for the non-effective English speaking development in students during the class. In fact, as it was described before, one of the major problems in Ecuadorian English classrooms is the low level of students' oral production, a concern that worried a lot of teachers and which is caused by many factors and issues.

First of all, the constant use of traditional methods in class, do not allow a fluent interaction between students or between the teacher and students. A number of methods such as the Grammar Translation Method or the Audio-lingual method are still in use and practice inside the EFL classrooms. According to Larsen-Freeman, (2013) traditional methods consists of teaching and learning by making use of translation and grammar study, making the class teacher-centered, but without meaningful learning at all. Nevertheless, traditional methods provide some techniques which are beneficial for children or teenagers, because students need to study the grammar in a way they can understand the language.

Secondly, the limited application of interactive activities provokes a monotonous learning in the classroom which frustrates and tires students during the English class. According to Chomsky, (2014) this phenomenon in the foreign language classroom, lead to improve the competence of learners, while their performance is declining. In fact, Ecuadorian students have a basic knowledge of grammar rules and a large range of vocabulary; however, they do not know what to do with the language. As a matter of fact, learners get bored, due to the fact that the class becomes monotonous and passive. Learning a foreign language involves diversity and creativity, so the activities should be focused on improving oral skills rather than grammar ones.

Thirdly, the use of standardized books which contains excessive grammatical structures creates non-authentic situations among students. Consequently, teachers dedicate their classes to follow the textbook but no significant interactions. Even more, they plan according to the content, and not for the learner's outcome, which affects enormously the students' production in an authentic and real way. According to Richards, (2016) nowadays, learners are accustomed to memorize vocabulary, complete grammar sheets, translate big texts and even worse, take standardized tests during their scholar journey, rather than participate in a meaningful interaction. In fact, there are a lot of techniques in order to get students encouraged and involved in the English class, but on the contrary, learners tend to feel demotivated and non-interested at the moment of speaking.

Finally, the fact that the class is overcrowded, is also an obstacle when students are learning a foreign language, due to the fact that exists limitations to keep students' attention in class. According to Richards & Rodgers, (2015) when learning a foreign language, it is difficult to ask for and receive individual attention, due to the extensive amount of learners in each class. In fact, one of the biggest problems of Ecuadorian classrooms is the great demand of students per classroom in public institutions. The Ministry of Education makes huge efforts, in order to satisfy the needs of Ecuadorian students, however, problems like this and others are enormous obstacles to achieve the main goals in the English classroom, as it is communication, perfomance and interaction.

In conclusion, these kinds of problems are some of the main causes of students' disinterest and indifference of developing appropriate speaking skills in class. Consequently, it is necessary to implement new techniques that enhance students' motivation and enthusiasm for learning a foreign language and not only for obligation or a requirement to pass the year.

1.2.3. Prognosis

English has a remarkable status around the world, it is the language of global trade, commerce, tourism and of course technology. For these and other reasons, it is really important to create students' consciousness about the importance of developing meaningful oral interactions in different contexts. If the current research based on Communication Games and the development of English oral skills, on tenth graders at the Unidad Educativa Gral. Eloy Alfaro Delgado in Ambato, is not carried out, the interaction between classmates and the teacher will affect several factors such as, the interest in learning a foreign language, the motivation of express ideas and opinions, or the awareness of learners in speak with a considerable range of words and useful expressions.

In addition, the lack of interaction will produce several errors in the pronunciation, as well as, a number of problems with accuracy in grammar and a lot of difficulties in fluency in the learners' oral production and performance. In this respect, the low level of English oral skills of tenth graders, will bring a huge inconvenience, due to the fact that, it will affect students not only during their academic life, but in their social life too.

On the other hand, if the current research project based on Communication Games in order to enhance English speaking skills development is effectively carried out and implemented in the institution, learners will have the opportunity to use the English language meaningfully. Consequently, students' participation will improve and increase due to the fact that this innovator technique allows them to get involved in authentic situations, as well as to be focused on the understanding of complex grammatical structures in an inductive way.

1.2.4. Setting of the problem

How do Communication Games enhance students' English speaking skills development of tenth graders at Unidad Educativa General Eloy Alfaro Delgado?

1.2.5. Research Questions

- What is the relationship between Communication Games and the development of English speaking skills?

- How important is Communication Games in the EFL classroom?

- What is the relevance of developing English speaking skills during the EFL class?

- How to create a manual of several techniques in order to develop English speaking skills?

1.2.6. Research Delimitation

Content Delimitation

Area of research: Education
Line of research: Methodology
Limit: Communication Games techniques

Spatial Delimitation: The current research project is going to be carry out at Unidad Educativa General Eloy Alfaro Delgado of Ambato, in the Tungurahua province.

Temporary Delimitation: The research is going to take place in the academic year 2017-2018.

Observation Units: Director, Teachers, Students.

1.3. Justification

The **importance** of the current research project and its application is based on motivational and techniques that English as a foreign language learning-teaching encompasses. In this respect, Communication Games as a technique of the Communicative Approach, encourage learners to develop their oral skills in

authentic and meaningful situations. Consequently, it is essential that English teachers update their methods and techniques, due to the fact that, traditional methods are still in use. In fact, Communication Games are the perfect technique to achieve this goal, because it provides the teacher a huge diversity of games, which involve students in the English learning process. In addition, Games give students the opportunity to learn in an inductive manner where the learning is focused on reflecting or analyzing several tasks and perform them in significant interactions.

Furthermore, the **interest** in developing this study is to demonstrate that Communication Games helps teachers to improve students' English oral expression in the classroom. As a matter of fact, as it was mentioned before, English teachers are also interested in searching for the most suitable and adequate techniques to enhance students' English speaking skills. English is known as the current lingua Franca, for that reason, English as a foreign language is taught in all educational institutions here in Ecuador, and in most institutions around the world. Therefore, the access to a better education using Communication Games will also expand the cognitive development of learners by allowing them to reinforce their critical thinking.

The **originality** of this project is based on that Communication Games are extensively implemented in the foreign language classrooms around the world and they serve as a support for foreign language teachers to develop and improve learners' speaking skills. Nevertheless, Communication Games are not appropriately applied in Ecuadorian English classrooms, because they are considered as an extra activity or used as a warm up, but not as a technique to enhance leaners' oral expression. In this respect, the information provided in this research project will be a great contribution to the development of learners' oral skills in the classroom, due to the fact that, students' will play a leading role in their own education and learning process.

Moreover, this research project has a high grade of **feasibility** due to the fact that, it has the support of authorities, teachers and students of Unidad Educativa Gral Eloy Alfaro Delgado, who are an essential part in the development of this study. Besides, it is important to mention that, as the current study is looking for a solution to the low level of English speaking skills of tenth graders by using Communication Games, it also pretends to stablish an educational **impact** on learners, teachers and the educational institution as well, because the results will be evidenced in a medium or long term, and not only in tenth graders, but in other levels as well.

Finally, the biggest **beneficiaries** of this research project are tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado, a public institution, located in Ambato in the Tungurahua province. In fact, students can evidence they will discover a fun and enjoyable manner to learn English. As a matter of fact, learners' performance will improve because games will help them to enhance and develop learners' oral skills and consequently, to reinforce an authentic and meaningful learning in a spontaneous manner, where students learn for pleasure and not just for obligation.

1.4. Objectives

1.4.1. General

To determine if Communication Games enhance Students' English Speaking Skills Development on tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado.

1.4.2. Specific

- To analyze the relationship between Communication Games and students' English speaking skills development.
- To establish the importance of Communication Games in the EFL classroom.
- To diagnose the relevance of English speaking skills development during the EFL class.
- To create a manual with several techniques in order to develop English speaking skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research Background

After a bibliography revision about Communication Games and its influence in the development of students' English Speaking Skills applied in the classroom, the projects that are going to contribute the most to my study are: IMPROVING STUDENTS' SPEAKING PROFICIENCY USING GAMES developed in Surakarta and written by Dwi Nurul Fajariyah (2012), IMPROVING STUDENTS SPEAKING ABILITY THROUGH COMMUNICATION GAMES written by Ulviana (2011), and APPLICATION OF GAMES FOR THE DEVELOPMENT OF SPEAKING SKILL written by Chris Valeska Salazar Posada and Angelica Maria Villamil Francis (2014), IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE GAMES written by Intan Alfi, (2015), THE EFFECTIVENESS OF USING COMMUNICATION GAMES IN DEVELOPING ENGLISH SPEAKING SKILLS written by Ilhem Darfilal, (2016), and IMPROVING ENGLISH LANGUAGE SPEAKING SKILLS THROUGH COMMUNICATION GAMES written by Abdel Al-Eiadeh, (2017).

Fajariyah (2012) in his project labeled *Improving Students' Speaking Proficiency Using Games* designed an action research to describe whether or not and to what extend games improve speaking proficiency and to identify the situation when games are implemented in the speaking class. The methodology used was identifying the problem, planning, implementing, observing, reflecting, and revising the action. Data were collected through survey, observation and interview. The observation was reflected in field notes, research diary, audio-recording and photograph. The researcher analyzed both qualitative data and quantitative data. Consequently, the results showed that students' speaking proficiency improved and the classroom was more alive in terms of students' activeness.

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On the other hand, Ulviana, (2011) in his project labeled *Improving Students Speaking Ability Through Communication Games,* designed an action research to know whether students speaking ability could be improved through communication games and to know how the implementation of this technique increase students' ability in speaking English. The methodology applied consisted of four phases: planning, acting, observing and reflecting. Data were collected qualitatively through observation and interview and quantitatively through a pre-test and a post-test. The results showed that students' English speaking skills improved and they were more motivated and interested in learning a foreign language.

While, Salazar & Villamil, (2014) in his project labeled *Application of Games for the Development of Speaking Skill,* designed a qualitative research to put students in real situations in which they have to speak. Through the use of observations supported by checklists, field-notes and video-recordings students demonstrated improvement in their speaking skills and also revealed learners' interest on meaningful interaction and involvement during class. In this respect, the results evidenced that participants' response to the game activities in which they took part, showed that games can help students to get involved with the class activities, as they are using the language, and at the same time it is an opportunity for the facilitator to make a diagnose of the speaking outcomes of the students.

Alfi, (2015) in his project labeled *Improving the Students' Speaking Skills through Communicative Games* designed an action research to improve the students' speaking skills through communicative games. The data were collected through classroom observation, interviews, and tests. The types of the data were quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students' scores. Meanwhile, the qualitative data were collected through classroom observation and interviews. The improvement was proven by the results of classroom observation, interviews and students' test scores. Their post-test scores were higher than their pre-test scores. It showed that students' speaking skills were improved.

Darfilal, (2016) in his project labeled *The Effectiveness of Using Communication Games in Developing English Speaking Skills* designed a descriptive study, based on a questionnaire applied to EFL teachers to examine their concerns about language games as a technique to improve oral expression. It was also based on an interview to have students' opinions after having participated in a language game inside the classroom. The research applied the learner-centered method too, distributed in three sessions; before, while and after. The main aim was to see to what extent language games are helpful for learning new methods and using them. The results showed the effectiveness of this method in improving middle school students' English speaking skills.

Al-Eiadeh, (2017) in his project *Improving English Language Speaking Skills through Communication Games* designed a study aimed to enhance the oral communication skills (conversations) of students. The researchers used random sample method. To achieve the objectives of the present study, the researchers used semi- structured interview as an instrument for data collection. The results of this study revealed that students face many problems related to speaking skill, such as confusion and embarrassment, difficulty in pronouncing some words, limited amount of vocabulary among students, and difficulty in understanding questions. This study also presented some of appropriate solutions to overcome the weakness in speaking skill, such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English and to express the students' feelings and needs.

The effectiveness of these studies, demonstrated that DWI Nurul Fajariyah, Ulviana, Chris Valeska Salazar Posada & Angelica Maria Villamil Francis, Intan Alfi, Ilhen Darfilal and Alhem Al-Eiadeh on their respective research projects, applied to a diversity of learners in the classroom, determined that Communication Games benefit in a noticeable manner the development of English speaking skills on students and make learners feel motivated, interested and encouraged in the English language learning process.

Finally, it is important to highlight that the current research project has a great importance as the projects mentioned before, due to the fact that, it will establish the significant connection that exists between communication games and the English speaking skill development. Besides, the survey that will be applied to tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado, will prove students' preferences to learn using communication games inside the classroom. In addition, this research project will provide a range of the most relevant communication games that can be used to improve students' English speaking skills development.

2.2. Philosophical Foundation

The current research project will focus on the Cognitive paradigm, due to the fact that, it seeks to promote meaningful learning through the description of mental representations and determine the role they play on the production and development of students' actions and performances, (Mayer, 1985). Thus, the use of Communication Games in the English as a foreign language classroom involves a set of cognitive activities that tries to improve students' oral skills by encouraging them to analyze and accomplish certain tasks in order to create authentic situations and meaningful interactions.

According to Ausubel, (1978) learners in the English learning process seek to integrate prior knowledge with the new one, in order to find meaning in their own learning. Therefore, wisdom plays an important role in this research, since it is developed in conjunction with intelligence and experience, to gain a greater understanding and get conclusions, it also helps to reflect, in order to discern what is right and what is wrong, and at the same time it emphasizes the strong judgment based on knowledge and understanding. This research also seeks to distinguish problems thoroughly, in order to search for several ways to solve difficulties.

In conclusion, the Cognitive paradigm is the right tool to achieve many goals, because it seeks to overcome traditionalism and proposes an alternative

solution, in this case Communication Games, to the current problem which is students' English speaking skills development.

2.3. Legal Basis

The legal statutes that support the current research project are the following:

Ley Orgánica de Educación Intercultural (2015)

"Capítulo Tercero De Los Derechos Y Obligaciones de los Estudiantes
Art. 7.- Derechos. - Las y los estudiantes tienen los siguientes derechos:
a. Ser actores fundamentales en el proceso educativo." In fact, students have the right to receive a learner-centered education, consequently, teachers have the obligation to help students to be the major participant during class, as well as the constructor of their own knowledge by doing different tasks and activities that allow them to learn and acquire a significant learning.
"Art. 11. Obligaciones de los Docentes:
i. "Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas" Indeed, teachers are the responsible for providing learners of a variety of techniques that allow them to be motivated in order to develop their receptive and productive skills. In addition, teachers should provide learners of a significant feedback, in order to guide them and provoke on students an authentic learning.
"Art. 31.- Competencias del Consejo Académico del Circuito Educativo Intercultural y ó Bilingüe. - Son competencias del Consejo Académico del Circuito Educativo Intercultural y ó Bilingüe, lo siguiente:
Elaborar estrategias de mejora continua del área pedagógica incluyendo el desarrollo profesional de directivos y docentes." In fact, this article impulses teachers to be in continuous training by attending to seminars, courses, or any type of educational programs that they will make them better instructors. Nowadays, students require teachers who are high qualified and prepared to teach them and convey the input utilizing innovative techniques.

National Curriculum Guidelines (2014) by the Ministry of Education.

Introduction - A key issue: "That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching." In this sense, the current research study is making use of Communication Games, an useful technique of some communicative methods which searches to provoke oral expression on students.

Specific objective: "By the end of the tenth year, students will be able to use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the personal and educational domains." Thus, students will be capable of making use of long sentences and phrases that allow them to maintain a simple conversation based on easy topics that they had already practiced through the academic year.

Specific objective: "By the end of the tenth year, students will be able to handle very short social exchanges within the personal and educational domains even though they can usually understand enough to keep the conversation going themselves." In this sense, students will be capable of maintain very short conversations, as well as to interact among classmates and the teacher himself, according to the language that they have already acquired. This helps learners to socialize about familiar topics in order to develop more confidence in expressing their ideas and opinions.

Essential assessment indicator: "Answer straightforward follow-up questions within the personal and educational domains provided they can ask for clarification occasionally and are given some help to express what they want." In this respect, students will be capable to follow a simple conversation, making use of a limited range of vocabulary and useful expressions. This help them to perform successfully in role-plays or interviews and deal with simple authentic situations that help them to learn and understand complex grammar structures.

English Curriculum (2016) by the Ministry of Education:

One of the core principles in the curriculum: "The communicative language approach: language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized." Indeed, this approach is well supported because it promotes interaction in class. Consequently, learners avoid to learn with traditional techniques such as memorizing tedious grammar rules.

One of the key features of the learner-centered curriculum: "Learning is an active, dynamic process. It occurs more effectively when students are actively involved, rather than passively receiving information." It emphasizes the importance of students' continuous participation in class, due to the fact that English is a subject where learners have to be in constant interaction in order to comprehend its context and feel motivated to speak.

Curricular Thread 2: Oral Communication (Listening and Speaking): "The EFL curriculum recognizes the importance of listening and speaking as essential skills in the communicative competence of English language learning." In fact, this curricular thread highlighted the relevance of productive skills, due to the fact that they both are essential to develop a meaningful communication among learners.

2.4. Key Categories

Graphic N° 2: Independent and Dependent Variables

LEARNING

LEARNING STYLES

METHODS AND TECHNIQUES

COMMUNICATION GAMES

INDEPENDENT VARIABLE

COMMUNICATION

LANGUAGE

LANGUAGE SKILLS

SPEAKING

DEPENDENT VARIABLE
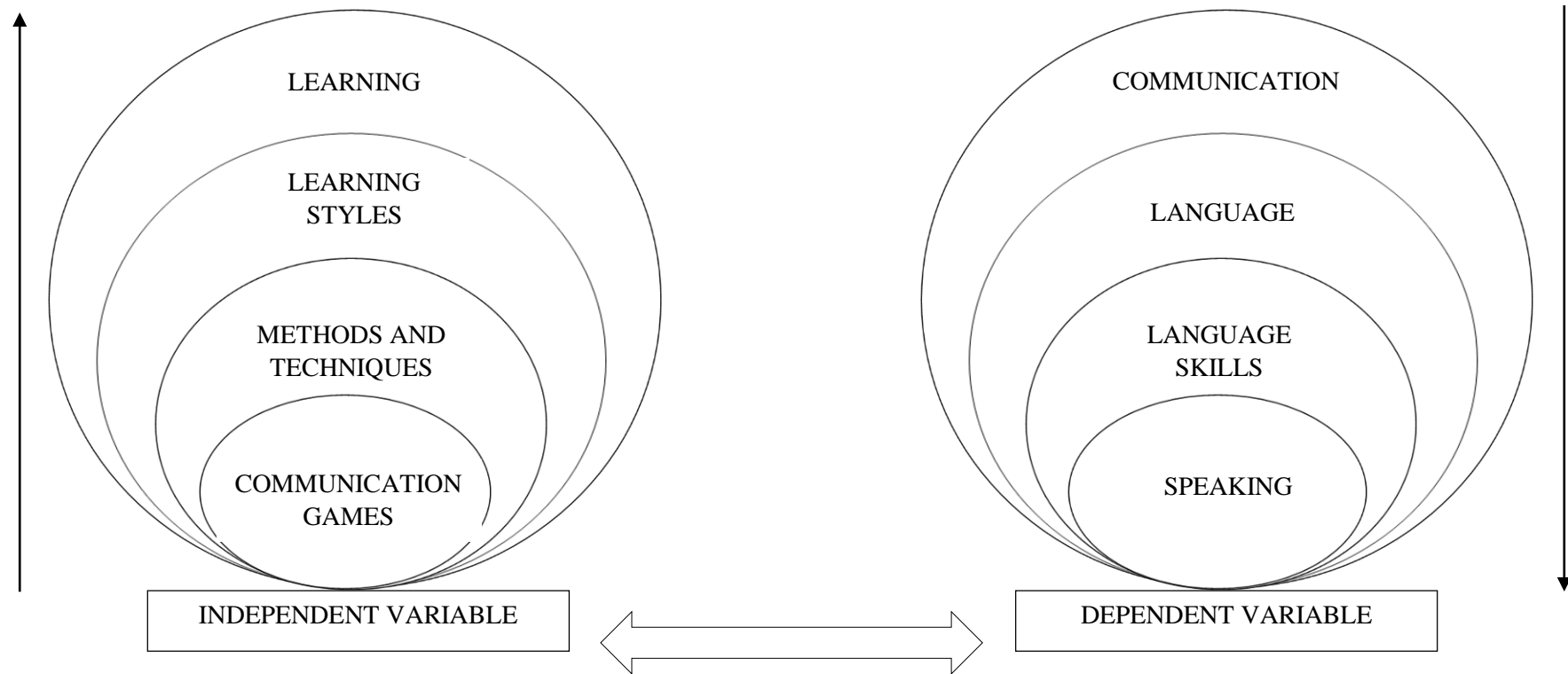
Source: Problem Tree
Author: Lcda. Escobar, Paulina (2018)

Ideas Constellation – Independent Variable

IMPORTANCE

BENEFITS

CHRARACTERISTICS OF GAMES

SUGGESTIONS

WHEN TO USE THEM

GAMES AND THE ELF CLASS

COMMUNICATION GAMES

PICTURE GAMES

MATCHING GAMES

HOW TO CHOOSE THEM

TYPES OF GAMES

GUESSING GAMES

BOARD GAMES
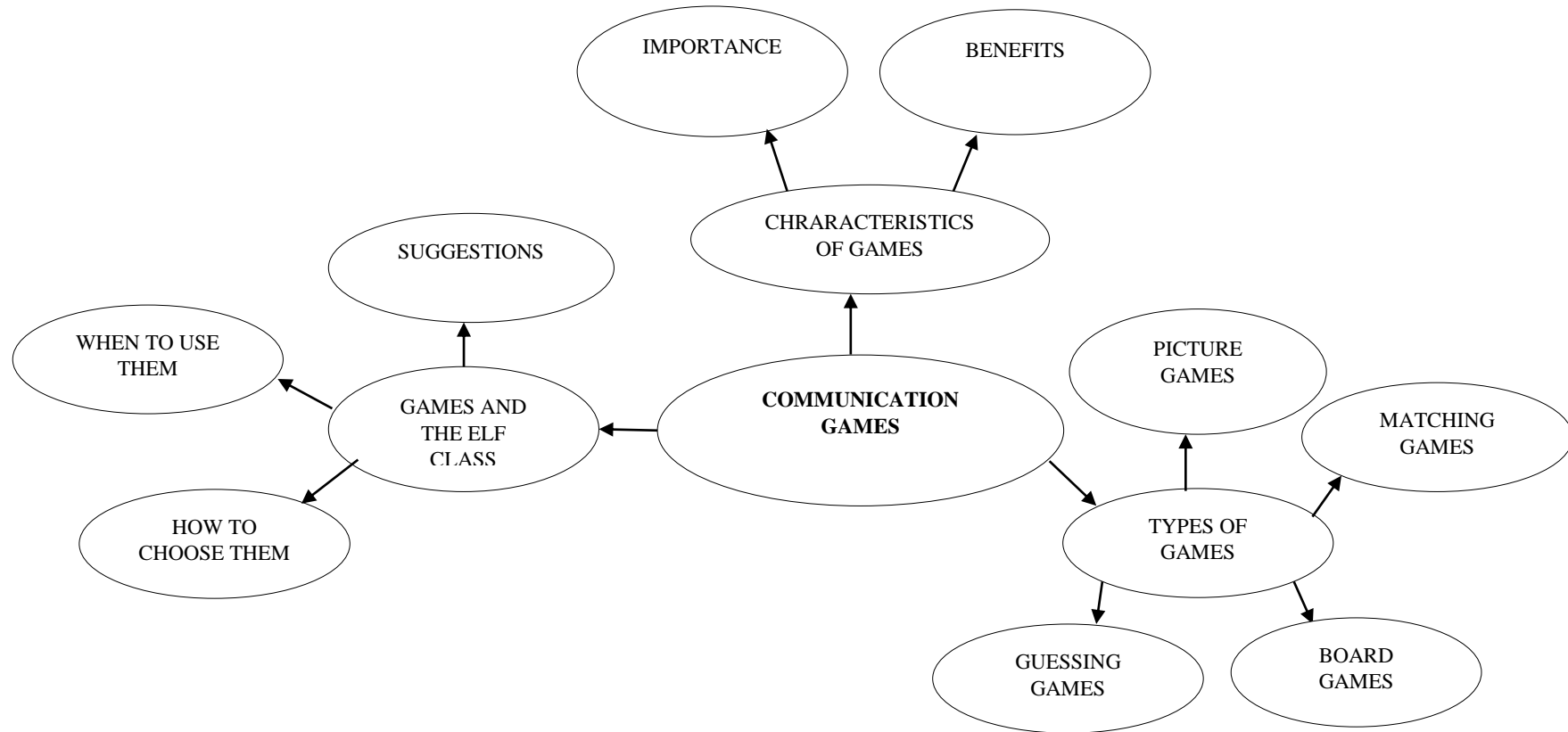
Graphic N° 3: Ideas Constellation – Independent Variable

Ideas Constellation – Dependent Variable
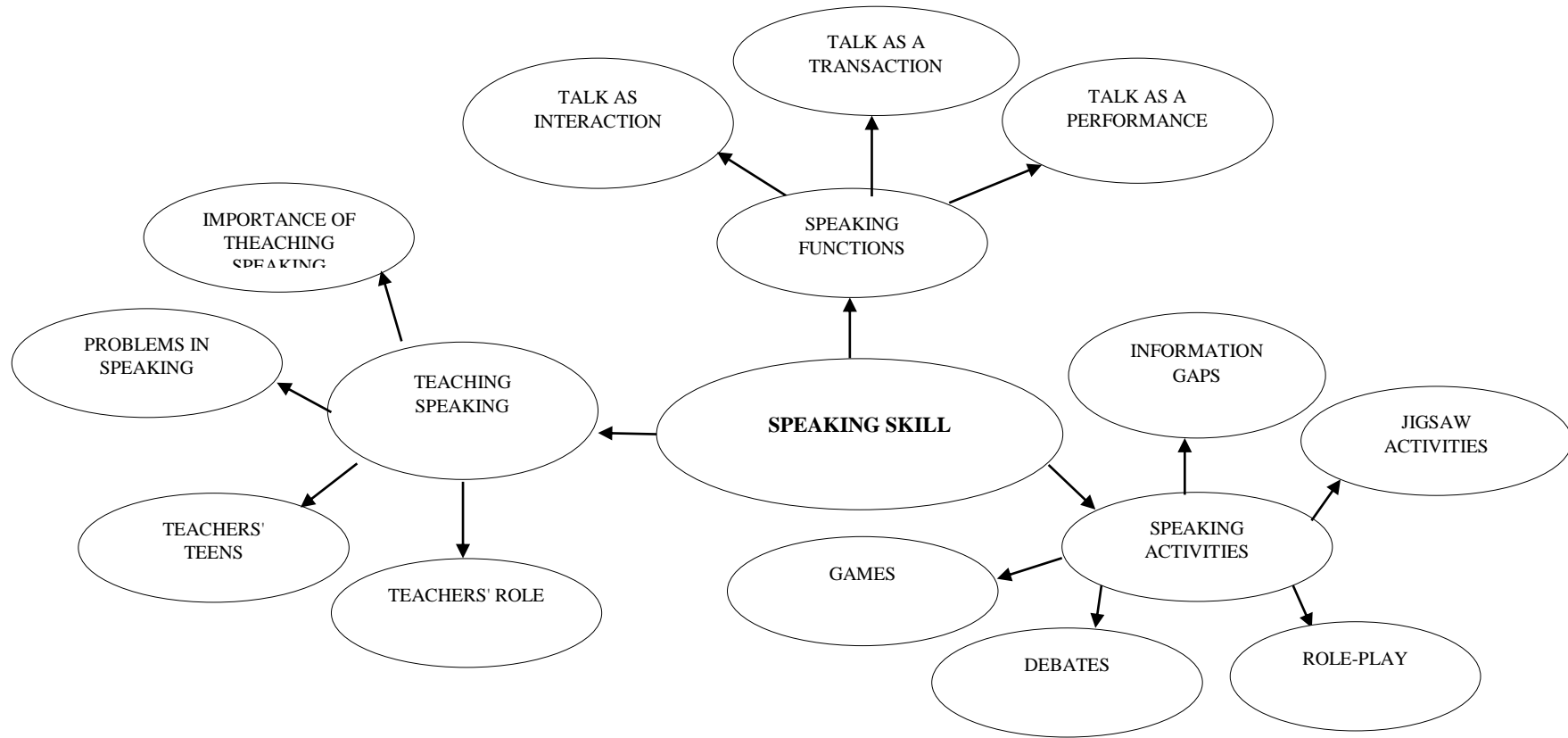
Graphic N° 4: Ideas Constellation – Independent Variable

2.4.1. Theoretical Framework of the Independent Variable- Communication Games

2.4.1.1. Learning

According to Pimsleur, (2015) *Learning* is the process through which skills, abilities, knowledge, behaviors, conduct or values are acquired as a result of the study, experiences, instruction, reasoning and observation. In fact, Learning is the process where knowledge is acquired, information is assimilated and skills are developed as a result of studying. On the other hand, according to Shmeck, (2016) Learning is a by-product of thinking, people learn thinking and the quality of the result of learning is determined by the quality of people's thoughts. In this respect, the human being learns to think if his/her thoughts have good quality in order to acquire a better learning.

Furthermore, according to Broughton, (2015) Learning makes important, significant and permanent changes in people's behavior or conduct, due to the experience experimented in each individual person, which cannot be explained by the transitory state in the organism, maturation or tendencies of innate responses. In addition, according to Boneva & Mihova, (2016) Learning is every modification of people's organism, which originates a new change in the thinking and behavior. It means that, learning is something that happens to the organism and changes it, preparing it for a new type of activities. In fact, every time that people learn something new the organism is changing, and it originates new thoughts in order to be prepared for new challenges.

It is important to highlight that games play an important role in the human learning, due to the fact that, the game allows children to develop certain skills since they are very little. In this context, the human learning involves acquiring, processing, comprehending and finally applying the information that was taught, which means that peoples' learning is continuously adapting to the requirements of the contexts that are demanded.

Kinds of Learning

According to Saville-Troike, (2016) Learning is divided into six different categories, as it follows:

- **Receptive Learning**.- This kind of Learning needs to comprehend the content in order to reproduce it, however it does not discover anything.
- **Discovery Learning**.- In this type of Learning the learner does not receive the contents in a passive way, on the contrary, the learner discover the concepts and definitions by ordering them in order to adapt them to their cognitive schema.
- **Repetitive Learning**.- It is produced when the learner memorize contents without comprehend or relate them with prior knowledge, which means that there is no meaning in the contents.
- **Significant Learning**.- This Learning, on the other hand, relates the prior knowledge with the new one, by giving them coherence in respect to each one of the cognitive structures.
- **Observational Learning**.- It is generated when the learner observe the behaviour of other person, called *model.*
- **Latent Learning**.- In this Learning the individual adquires a new conduct or behaviour, however it is not demonstrated until some incentive is offered to manifested it.

2.4.1.2. Learning Styles

Learning Styles play a significant role in the English learning process, due to the fact that they allow teachers and students to recognize the best way of learning of each learner. In fact, according to Lightbown & Spada, (2013) the term *Learning Style* makes reference to the fact that each individual person makes use of his or her own method and technique to learn. Although, these techniques differ according to what the student wants to learn, each student leans towards to develop certain global tendencies, which define a learning style. In addition,

according to Arnold & Fonseca, (2014) some issues like cognitive, affective and physiological traits serve as indicators of how learners perceive interactions and react in their learning atmosphere. As a matter of fact, the notion of different learning styles allows teachers to search for the most adequate ways to facilitate their teaching-learning labor.

Boneva & Mihova, (2016:7) stated that "Learners' different learning styles will affect the way they learn all subjects, including languages. Some learners like listening and talking, others prefer to analyze texts, or study with the help of visual support. Most learners, however, have a mixed learning style." In this sense, although, most of learning styles are relatively stable, these can change, due to the fact that, learners deal with several situations in the different domains of language. However, it is important to highlight when learners study, according to their own learning style, their learning will be more effective.

On the other hand, according to Dornyei, (2015:121) "Learning styles are not yet another metaphor for distinguishing the gifted from the untalented but rather they refer to personal preferences. These preferences are typically bipolar, representing a continuum from one extreme to another" Indeed, each one of the students can be successful in his/her own style, but just in a different manner. In this respect, according to Cisneros, (2004) a number of models or theories about learning styles have been implemented over the last years, which allow teachers to understand daily behaviors in class, along with distintic actions to apply in certain situations. In fact, Cisneros, (2004) suggested six famous theories.

1. **Herrmann Brain Dominance Theory**

According to Herrmann, (2015) the *Brain Dominance Theory* consisted on an instrument inspired in the knowledge of the brain function. He described this instrument as a metaphor and makes an analogy of our brain with the globe and its four cardinal points. In this respect, this idea represents a sphere divided into four quadrants:

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- A. Logical, Analytical, Fact Based and Quantitative
- B. Organized, Sequential, Planned and Detailed
- C. Interpersonal, Feeling Based, Kinesthetic and Emotional.
- D. Holistic, Intuitive, Integrating and Synthesizing.

This theory argued that every human being has four signs that makes us unique, due to the fact that, none has a cerebral cortex identical to another. In this respect, the development of the cerebral cortex stimulates one of the four quadrants, generating that each individual tends to have tastes, preferences, mental processing and personality schematization.

2. Felder and Silverman Theory

Richard Felder and Linda Silverman developed a learning style model that began in 1988 and finished in 1993. This model classified individuals based on the following five different dimensions:

- Sensing-Intuitive. – This dimension determines how you prefer to perceive or take the information. Consequently, sensing learners prefer concrete and practical thinking, oriented to facts and procedures. On the other hand, intuitive learners prefer conceptual and innovate thinking, oriented to theories and meanings.
- Visual-Verbal. - This dimension determines how you prefer information to be presented. In this respect, visual learners prefer visual representations, pictures or diagrams. Whereas, verbal learners prefer written and spoken explanations.
- Active-Reflective. - This dimension determines how you prefer to process information. Thus, active learners prefer to learn working with others. While, reflective learners learn by reflecting and working alone.
- Sequential-Global. - This dimension determines how you prefer to organize and progress toward understanding information. Therefore, sequential learners prefer to learn by thinking orderly and in small

incremental steps. On the other hand, global learners prefer holistic thinking, in large steps.

- Inductive-Deductive. – This dimension determines how you prefer to organize the information inductively or deductively. In fact, inductive learners understand better when they observe the facts based on principles and generalizations. While, deductive learners prefer to deduce themselves the consequences and applications of the principles or applications.

According to the authors of this theory, this model is based on the premise that the teacher must recognize that there are different ways of learning for students. Therefore, some students work better with facts and evidences, while other students catch the information with visual aids, conversations, or interactions.

3. Kolb Model

The learning model style elaborated by Kolb, (2010) proposed that students learn by working or processing the information they receive. Consequently, an ideal learning is the result of working the information in four stages:

- Act, when the learner does something.
- Reflect, when the learner thinks about what he/she did.
- Conceptualize, when the learner makes conceptualizations.
- Apply, when the learner implements the new learning.

In this respect, Kolb states that students learn in a better way, by going through this learning cycle, no matter which one is his preferred learning style.

4. Left Brain and Right Brain Theory

The concept of left-brain and right-brain thinking was originated in the late 1960s from the research of Roger W Sperry. According to Erdmann & Stover,

(2000) Sperry developed what is known as the *Split Brain Theory*. His Split Brain Theory divides the brain into two hemispheres; right and left.

- The left hemisphere is more specialized in the handle of any kind of symbols, such as language, algebra, chemist symbols, and musical sheets. This hemisphere is more analytical and lineal; thus it proceeds in a logical form.
- The right hemisphere, on the other hand, is more specialized in the perception of the space, it is global, synthetic, intuitive, and thus it is imaginative and emotional.

In this respect, Sperry stated that, there are individuals who are dominant in his/her left hemisphere, and other individuals are dominant in his/her right hemisphere. The use is differentiated by the way of thinking and acting of each person, consequently the behavior of students will vary in function of the way of thinking that they prefer. Therefore, teachers can develop more appropriate learning techniques, according to the learner style preference and consequently, produce better students' outcomes.

5. **Neuro Linguistic Programming Theory**

This model was designed by Bandler & Grinder, (1979) and makes use of three main sensory receivers: Vision, Auditory, and Kinesthetic to determine students preferred learning style. In this context, the Visual-Auditory-Kinesthetic (VAK) learning style model provides a simple way to explain and understand learning styles. Nevertheless, Bandler and Grinder stated that a learner may prefer one learning style for one activity and a combination of learning styles for other activities.

- Visual. - Students learn better when they read or see information. Indeed, images, diagrams, texts and everything that learner can incorporate through the sight, is representative of this model. In fact, learners

remember the information through visual representations, and consequently, learners recurred to them as a base of their memory.

- Auditory. – Students learn better when they hear or speak. In fact, oral explanations, music and interaction as conversations, makes students memorize all the information that is around the learner. For this reason, auditory learners are good speakers and talk while they write.

- Kinesthetic. – Students learn better when they touch or do. Certainly, these kinds of learners stand out for his/her capacity to learn through movements and physical activities, however, the information is acquired in a slower way. The advantage is that all the information learned is more difficult to forget.

6. Multiple Intelligences theory

The most famous theory about learning styles is created by Howard Gardner (2011), his revolutionary concept suggested that all human beings are capable of knowing the world from eight different ways. In fact, Gardner proposed that the human mind does not depend upon a single attitude, on the contrary, it includes several intelligences that work together. In this sense, his theory was contradictory to the scientific definition of intelligence, as the ability to solve problems or create valuable things. Besides, these intelligences can not be ignored or excluded, which explains the strong link between the academic knowledge and other aspects of our character, for instance, the capacity of socialization or the creativity.

Over the years, Gardner has developed a classification which identifies and defines eight types of different multiple intelligences. A number that might not be exact, due to the fact that our mind still keeps great secrets.

- Linguistic Intelligence. – The capacity for using the language to communicate with the rest of the people in an effective way, it could be in the spoken or written discourse.

- Logical-Mathematical Intelligence. – The capacity of using numbers and make mental operations effectively.

- Spatial Intelligence. - The capacity to observe and perceive the world with imagination and from different perspectives.

- Bodily-Kinesthetic Intelligence. – The capacity for using all our body to express our ideas and feelings.

- Musical Intelligence. – The capacity of being sensitive to rhythms, tones, melodies, timbre or tonal color of a musical piece.

- Interpersonal Intelligence. – The capacity of perceiving and establish distinctions in the mood, intentions, motivations and feelings of other people.

- Intrapersonal Intelligence. – The capacity of analyzing the way of thinking and all of the emotions that come out of our mind.

- Naturalist Intelligence. – The capacity of using all the resources of our surrounding in a creative and innovate form.

Gardner affirmed that every person owns each one the eight multiple intelligences, although, each individual stands out more some, than in others. On the other hand, Gardner pointed out that the importance of his theory is not the eight intelligences, but the conceptualization of the human cognition as parallel processes and relatively independent from each other.

2.4.1.3. Methods and Techniques for Foreign Language Learning

In the teaching-learning process, the particular and planned way of making use of several EFL methods and its techniques is called Methodology. In the curriculum planning, design and evaluation, methodology plays the most important role, due to the fact that, it orientates and shows a number of ways to follow, in order to search an objective, a goal, a purpose or a culmination. In addition, according to Taralunga, (2016:169) "The task of methodology is to enhance the process of teaching English by empowering and facilitating teachers

to work proficiently". For this reason, there are different didactic methods and approaches regarding concrete situations and particular objectives to achieve.

According to Brown, (2015:14) "A method is a generalized set of classroom specifications for accomplishing linguistics objectives". In fact, the word method comes from the Greek *meta=goal* and *hodos=way.* Consequently, a method specifies several activities or tasks to achieve our goals. On the other hand, Díaz, (2015:45) highlighted that "A method, then, is an overall plan for the presentation of the subject matter, which is consistent with the approach that guides the implementation of classroom activities". In the early 19th century, foreign language learning consisted on memorizing and repeating vocabulary and grammar rules. However, The twentieth century was the witness of an explosion of new, creative and more attractive methodologies.

In this sense, Larsen-Freeman, (2013) highlighted that in the English learning process, there are a number of methods that try to make students understand and learn English according to their level of proficiency.

- The Grammar-Translation Method, better known as the traditional method, it appeared between the years 1920-1930, since the teaching of Latin and Greek as a foreign language. This method is deductive, which means it focuses on long grammar rules explanations, different forms of verbs memorizations and huge emphasis on the translation of texts. Classes are taught in the mother tongue, the teacher is the protagonist in the foreign language learning process and he/she rarely speaks the target language to students during the class. However, this method owns some useful techniques, which are used until nowadays in foreign langauge classrooms, these include: Translation of a literary passage, Reading comprehension questions, Antonyms and synonyms, Cognates, Deductive application of rule, Fill in the blanks, Memorization, or Compositions.
- The Direct Method (TDM) emerged as an opposition method of the Grammar Translation method. In fact, this method allows students to learn

grammar rules inductively and it gives a huge emphasis on a total use of the target language during class, which means no translation is allowed. Besides, students develop language skills gradually, due to the fact, this method promotes direct connections between the meaning and visual aids. Some techniques of the Direct method include: Reading aloud, Question and answer exercise, Getting students to self-correct, Conversation practice, Dictation, Map drawing or Paragraph writing.

- The Audio Lingual Method appeared during the second world war, due to the fact that American people needed to speak other languages in order to communicate with friends or enemies. This method focuses on the imitation, repetition and memorization of basic grammar structures in an ascendant and systematic way. Besides, it also gives a huge emphasis on pronunciation in order to develop oral expression on students due to fact that this method considers speaking an essential function of the language. This method includes a number of techniques, which are still in use, such as: Dialog memorization, Repetition drill, Chain drill, Question and answer drill, Single and multiple-slot substitution drill, Transformation drill, Use of minimal pairs, or Complete the dialog.

- Total Physical Response (TPR) combines the speaking with the action, and proposes to learn a foreign language through physical activities. This method promotes language skills development by minimizing the stress of the learning, by doing kinesthetic activities such as games. Grammar rules are learnt inductively and the execution of teacher commands maintains the interest of students to the foreign language class. Techniques such as Using commands to direct behaviour, Role reversal or Action sequence are constantly applied in this method.

- The Silent Way is a method where the teacher tries not to speak and encourages students to express the biggest quantity of words. This method integrates in the classroom activities such as solving-problems, creativity and discovering to motivate the learning of a foreign language. Grammar rules are learnt inductively and students develop self-correctness attitudes

towards the new situations. Some techniques of this method include: Sound-color chart, Teacher's silence, Peer correction, Rods, Self-correction gestures, Word chart, or Structured feedback.

- The Natural Approach highlights the importance of learning a foreign language in a natural form, as it occurs with our mother tongue when we were born. This method is inductive and establishes several communicative situations, without recurring to our mother tongue or grammar analysis. In addition, it promotes an adequate class atmosphere in order to increase the affective filter of students. Techniques such as Discussions or Problem solving are frequently applied in this method.

- The Community Language Learning considers the teacher and students as a whole community. This method encourages cooperative learning, but no the competitiveness between students. The learning is acquired as a collective achievement. Besides, students decide the content they want to receive, in order to promote motivation and the teacher is an assessor who listens, comprehends and helps students learn. This method implement valuable techniques may include: Tape recording student conversation, Transcription, Reflexion on experience, Reflective listening, Human Computer, and Small group tasks.

- Suggestopedia makes use of different relaxing and suggestion techniques in order to maintain the attention of students and get better results. This method pays special attention on the learning environment, as well as the use of appropriate music which contributes to create a climate of suggestion, that is necessary for learning a foreign language. Besides, Suggestopedia makes emphasis on memorization through the repetition of dialogues in the mother tongue and in the target language. Useful techniques of this method may include: Classroom set-up, Peripheral learning, Positive suggestion, Choose a new identity, Role play or Creative adaptation.

- Communicative Language Teaching (CLT) focuses on the teaching through interaction or dialogue as the main objective of the foreign

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language learning. The CLT is an inductive method, which means the knowledge of grammar rules is not important. In fact, CLT recurs to use of authentic materials, pair work, or group work and negotiation of language to establish a significant learning in the classroom. In addition, these activities allow students to develop the four language skills: listening, reading, speaking and writing. Nowadays, this method is one of the most useful in the foreign language classrooms, and its techniques are applied to provoke interatcion among learners. These techniques include: Authentic materials, Scramble sentences, Picture strip story, Role play, or Communication Games.

Concluding, Foreign language teaching cannot be conceived from the perspective of just one approach or method, due to the fact that the current educational context is immersed in an era that foments the diversity and plurality of knowledge. In this sense, all the methods mentioned include several methodological techniques of different theoretical provenances that dynamically and harmonically are combined, in order to achieve their goal. In addition, each method or approach has its own strength; however, in most classroom learning situations, teachers play an important role in implementing the methods they have been trained to implement, as well as deciding which one to use and when to use it.

2.4.1.4. Communication Games

According to Philips, (2013:85) "Communication Games in the foreign language classroom help students to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive and to be a good loser". In fact, most of the time, students feel demotivated during the English learning process. Therefore, competition, which normally occurs during most of the language games is always a perfect technique to use with teenagers, due to the fact that games engage

learners to communicate, and it offers a pleasant environment where learners can speak with confidence and without anxiety.

In addition, Harmer (2015:271) also stated that "Communication Games are designed to provoke communication between students and frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture, or find similarities and differences between pictures". Indeed, Games in the foreign language classroom not only provide a good environment, games also let students participate in fun and motivational activities where students can be comfortable when they speak, without the fear of being embarrassed in front of others as it happens with other oral activities.

Moreover, according to Hadfield, (2014:5) "Communication Games serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate action". Vygotsky also highlighted the importance of learning a language in the cognitive development of students. Thus, through the implementation of games in the English class, students learn to interact and participate in a natural way. Therefore, teachers also learn to recognize students' weaknesses in order to solve students' learning problems.

Finally, according to Wright, Betteridge, & Buckby, (2016) Communication Games are characterized for introducing fun into the foreign language learning through the implementation of several types of games. In fact, Communication Games allow students to comprehend certain English grammar structures by having fun and interacting in an authentic way.

Characteristics of Communication Games

According to Brewster & Ellis, (2015) Communication Games appeared in a foreign language classroom as a technique to promote, develop or improve oral expresion on students, due to the fact that, games not only enhance creative learning, but they also encourage meaningful learning. In this respect, games also

stimulate fluency and accuracy on learners during speaking production, and motivate students' self-correction in the English learning process.

According to Hastie, (2017) games are unique and they own several characteristics that have to be known by teachers, as a matter of fact, all games have four characteristics:

- All games have a goal, in fact, games are designed to promote understanding and better comprehension of the distinct functions in English language learning.
- All games have rules, indeed, games rules enhance learners' organization and respect to English class directions.
- All games have restrictions, certainly games provides rules, but they also provide restrictions in order to maintain a specific order while playing.
- All games require the acceptance of rules by the players, in order to promote an atmosphere of respect in the classroom.

Benefits

Besides all the advantages of Communication Games mentioned before, according to Talak-Kiryk, (2013) there are a number of benefits additionally, which are detailed in the following list:

- They develop a phonologic conscience and an auditory perception, due to the discrimination of initial and ending sounds in a determine word.
- They develop creativity.
- They develop the memory to retain series of words.
- They generate better fluency in the oral expression through the practice of tongue twisters.
- They improve the knowledge of a big range of vocabulary.
- They stimulate the cognitive development through the organization of vocabulary, besides, they develop and inquisitive language in the practice of asking and answering questions in guessing games.

- They encourage reading through the lecture of several Communication Games.
- They promote more attention to the teacher and to the class.

In fact, any game that implies communication, no matter how simple, stimulates the speaking skill development. Nevertheless, it is necessary to take into account that all the activities must be dynamic and with some music as well.

Types of Games

Wright, Betteridge, & Buckby, (2016) provides a clear classification of Communication Games to practice in class, which are:

- "Pictures Games. – Most of these games involve the learners in the relative free use of all languages at their command. They involve comparing and contrasting pictures, considering differences and similarities and possible relations between pictures.
- Psychology Games. - These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.
- Magic Trick. – Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.
- Sound Games. – Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.
- Card and Board Games. – These games can be an adaptation of well-known card games and board games like snakes and ladders.

- Word Games. – These games are good for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. In many cases, students have to communicate in full sentences, give new ideas and argue at the same length.

- True-False Games. – In these games someone makes a statement which is either true or false. The game is to decide which it is.

- Memory Games. – These games measure the player's ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.

- Caring and Sharing Games. – These games encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class members.

- Guessing and Speculating Games. – In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.

- Story Games. – These games provide a framework for learners to speak as well as write stories and share them with classmates.

- Question and answer games. - This section a variety of games designed to create contexts in which the learner wants to ask questions in order to find something out, usually connected with grammatical points.

- Miscellaneous Games. – The examples of this game are fortune teller, put it together, what can you do with it, predicaments and zip."

Communication Games in the EFL class

During the English teaching-learning process Communication Games are the perfect technique in order to encourage oral comprehension and production on students. As a matter of fact, Communication Games are a variable tool which emphasizes the ludic and creative use of language. Besides, games stimulate and develop speaking on students by motivating them to interact and socialize. In

addition, these kinds of games help the development of other language skill, such as listening, reading and writing and sub skills such as grammar and vocabulary. When teachers work using this technique, they help students' memorization of vocabulary, better accuracy and fluency on dialogues and an inductive learning of grammar rules.

When to use them

According to Yu, (2015:12) "Games should be implemented as a principal activity when teaching a foreign language, and it might be inappropriate to implement games as as short warm-up activities or when there is some time left at the end of a class or a lesson". In fact, a communication game is an activity that promotes fun and interaction between students, consequently, it is important to emphasize its successful use in the class. However, it is significant to remember that games appeared with the purpose of introducing fun to the English classroom, but not as a speaking skill development goal.

Hadfield, (2014) stated that Communication Games, emerged in the foreign language classroom, as an activity of the Communicative Approach, that promoted fluency, but no accuracy on students. Nevertheless, its benefits and advantages has taken an important place in the EFL classroom. Thus, several games have changed its objective, from just vocabulary learning, to speaking fluency and accuracy development.

How to choose them

According to Tyson, (2014:69) "educational games must have the following features:

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.

- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material"

Suggestions

According to Guaman, (2013) in order to implement Communication Games in the classroom, she suggested to follow the following steps:

- Procure to work with your students in different Communication Games activities, from a ludic perspective, in order to motivate learners.
- Familiarize teens with the use of Communication Games, in aspects such as rules, functions or the procedures.
- Allow students to be creative in the distinct Communication Games.
- Propose students some transformations in the games, in order to create new ones.
- Ask students elaborate a portfolio of the new games created by them.
- Allow students to choose the Communication Games they like the most, in order to develop motivation to learn a foreign language.

2.4.2. Theoretical Framework of the Dependent Variable- English Speaking Skill development

2.4.2.1. Communication

According to Wardhaugh, (2014) *Communication* is an interactive and interpersonal process. In this respect, it is a process, due to the fact that, a number of stages are produced, and it is interactive & interpersonal because it occurs among several people, and it is composed of different elements that interact constantly. On the other hand, according to Llamas, Mullany, & Stockwell, (2007) the process of human communication is characterized by the transmission of signs and the creation of meanings. In addition, according to Trawinski, (2015)

communication is based upon five different perspectives: as a semantic, neurobiological, psychological, cultural and social process.

Consequently, communication is the action or effect of communicating, it means the act through which everyone establishes an exchanging of information. Thus, Dornyei, (2015) defined the most representative elements of the communication in the following list:

- The sender. – The person who sends the message.
- The message. - The information you want to communicate.
- The channel. – The medium through which the message is transmitted.
- The receiver. – The person who receives the message.
- The code. – The system of signs used by the sender to encode the message.
- The context. – The circumstances that encompass the transmission of the message.

On the other hand, it is important to highlight that *Communication* is a process that not only takes place between human beings, but also animals can communicate with each other through gestures or sounds, it means that animals use non-verbal language to transmit information. This theory found in several studies worldwide contradict in a great manner the theory of Chomsky, (2014) who assumed that only human beings are capable of communicating.

2.4.2.2. Language

According to Meyer, (2009) in the development of the human being in his/her childhood, where the capacity of transmitting a language starts, and it goes changing constantly with the increasing of the ability to express some feelings, the language is a medium of communication through a system of symbols. In fact, through the language a child will be able to interact with people around him/her and express his desires in an accurate way. However, the ability of a mother tongue in our childhood, is really important, due to the fact that the

beginning of our communication is within our family and it goes increasing when we interact with other people by expressing our needs.

Nevertheless, Broughton, (2015:27) highlighted that "Language is a tool in the way an arm with its hand is a tool, something to work with like any other tool and at the same time part of the mechanism that drives tools, part of us". Broughton also added "A language is not only necessary for the formulation of thought, but is part of the thinking process itself". In this respect, thought is not just reflected in the language, besides, thought determines the language we use. On the other hand, language helps thought to become more concrete. Consequently, the different forms of language are based upon thinking, it means they are mutually dependable.

Language Functions

According to Gass & Selinker, (2014) the speaker according to his/her intentions, in order to achieve a goal, recurs to different language functions. Taking this principle into consideration, language functions are classified in: expressive, conative, referential, metalingual, phatic and poetic. Gass & Selinker made this classification according to the elements of communication, the sender, receiver, message, channel, code and context. Besides, several current studies of language functions, have allowed to make other classifications by adding a pragmatic function.

- The Expressive Function. – When language is used to emit opinions or feelings of the speaker.
- The Conative Function. – When language is used to require something from other people by asking questions or giving orders in order to make an exhortation.
- The Referential Function. – When language is used to inform about facts and data. This is an objective communication.
- The Metalingual Function. - When language is used to explain and clear out concepts and ideas related to linguistic knowledge.

- The Phatic Function. - When language is used to start, interrupt or continue a communication.
- The Poetic Function. - When language is used to reflect the sensibility of the speaker in an esthetic style.
- The Pragmatic Function. - When language is used to communicate intentions and understand others' intentions.

Differences between Language and Communication

Once it was explained the concept of Language and Communication from the perspective of several authors, it is important to detail some differences between the two terms. According to Dalton, (2012) the main difference is that communication is the process through which people interchange information and the language is the system of signs that people employ in the communicative acts. Besides Dalton, (2012) added that the language is the set of linguistic elements that facilitate and enable the communication between the sender and the receiver.

On the other hand, according to Bandler & Grinder, (1990) a remarked difference between language and communication, is that language is connected to grammatical regulations, (and ortographic as well, in case of written language), due to the fact that, it is a system of signs that have to follow rules of coding and decoding, which are commonly used among all people who share the same language, in order to establish an understandable and coherent communication.

2.4.2.3. Language Skills

According to Chub, (2012) language skills are those we all have, but in certain way, some more than others, that allow us to communicate, send and receive messages, whenever the language intervenes in these messages. In fact, the use of language can be manifested in four distinct forms according to the role of each individual person in the communication process, that is how the sender or receiver acts, as well as the spoken or written channel is used. Thus, current education offers to teenagers better opportunities and more valuable tools, than in

other periods, in order to become competent in their learning by reinforcing each one of the language skills. Nevertheless, the development of language skills in the foreign language learning has some limitations.

According to Krashen, (2002) in the classroom there are several limitations which have significant differences between the learning of a L_1 and the learning of a L_2 , this referring to the quantity and quality that students receive. Indeed, during the English learning process is probable like students develop better outcomes in reading and writing, rather than in listening or speaking. It is evident that the biggest obstacle that students have to face in the foreign language learning is the oral expression, for this reason it is important to highlight that teachers play a significant role in the development of communicative and motivational activities during class. As a matter of fact, language skills are an essential part of everyone, due to the fact that, they are necessary for communicating in any domain.

Therefore, in order to learn or acquire a foreign language correctly, students need to develop the four language skills: oral expression, listening comprehension, written expression and reading comprehension. Brown, (2015) highlighted the importance of recognizing that language skills are divided in two significant groups: receptive or comprehension skills and productive or expression skills.

Receptive Skills

Listening

Listening comprehension is the first step in the communication and learning of a foreign language. Whereas, students develop a huge capacity to comprehend a language, their capacity to communicate will improve. In this sense, learners will develop the rest of language skills. In fact, from the four language skills, the listening comprehension skill is the most used. For this

reason, listening and speaking are taught simultaneously, due to the fact that, they are both communicative.

Reading

Reading comprehension is a key component in the foreign language learning process. Indeed, it is important to highlight that a language is not just spoken. In addition, the main benefits of reading are the development and understanding of our culture and the expansion of vocabulary, allowing students an authentic oral and written communication. Reading comprehension, is a basic ability to learn any language, due to the fact that, it allows learners to dialogue critically with the text, by integrating reading to our own intellectual world.

Productive Skills

Writing

Writing expression represents the highest level of a linguistic learning of a foreign language, due to the fact that, it integrates experiences and learnings related to each one of the other skills. Besides writing put in functioning all the linguistic system dimensions: phonology, morphology, lexicon, semantic and pragmatic. Writing is a complex skill, that implies the writer have knowledge, basic abilities, techniques and a capacity to coordinate multiple processes in order to communicate orally.

Speaking

To speak a language is the main goal in a foreign language classroom. The speaking skill development is benefited by the development of the other skills. According to Bygate, (2012) The Speaking Skill is characterized by a number of functions, and it is composed by several activities, which are relevant at the moment of teaching speaking. In fact, nowadays, the huge quantity of auditory and written resources that teachers have available such as videos or books, help learners to improve oral expression. According to the CEFR, (2001) oral

expression is a communicative ability that not only covers pronunciation, lexicon and grammar domain, but as well socio-cultural and pragmatic knowledge.

2.4.2.4. Speaking Skill development

During the English learning process, the oral expression development is probably one of the most difficult skills to learn, due to the fact that, there are several differences between the pronunciation of the target language and the fear of not being understood at the moment of communicating. Besides, the speaking skill is the ability which students feel more judged when they are performing or interacting.

Function of Speaking

According to Richards, (2015:235) "In designing speaking activities or instructional materials for second or foreign language teaching it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills". Thus, according to the mode of participation of the learner, Richards classifies speaking functions in the following form:

1. **Talk as Interaction**

In this function, learners make use of dialogues or conversations. In this sense, this function is focused on the speaker, not the message. For this reason, it is one of the most difficult to achieve to the foreign language learners, due to the fact that, students have to master certain level of proficiency in order to dialog with other students. Consequently, learners use to feel awkward in interactional situations. Richards, (2015) highlighted the main features of talk as interaction as follows:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker's identity

- May be formal or casual

- Uses conversational conventions

- Reflect degrees of politeness

- Employs many generic words

- Uses conversational register

- Is jointly constructed

Besides, Richards stated that some skills involved in using talk as interaction are:

- Opening and closing conversations

- Choosing topics

- Making small-talk

- Recounting personal incidents and experiences

- Turn-taking

- Using adjacency-pairs

- Interrupting

- Reacting to others

2. Talk as Transaction

In this function, learners get involved in situations where the message is the main focus, in order to ensure that the speaker is understood clearly. In fact, Richards, (2015) described the main features of talk as transaction as follows:

- It has a primarily information focus

- The main focus is the message and not the participants

- Participants employ communication techniques to make themselves understood

- There may be frequent questions, repetitions, and comprehension checks

- There may be negotiation and digression

- Linguistic accuracy is not always important

Besides, Richards added some skills involved in using talk for transactions are:

- Explaining a need or intention

- Describing something

- Asking questions

- Confirming information

- Justifying an opinion

- Making suggestions

- Clarifying understanding

- Making comparisons

- Agreeing and disagreeing

3. Talk as Performance

In this function, learners make use language in order to transmit information to an audience. Richards provided the main features of talk as performance in order to clarify its function in speaking:

- There is a focus on both message and audience

- It reflects organization and sequencing

- Form and accuracy are important

- Language is more like written language

- It is often monologist

In addition, Richards described some skills involved in using talk as performance as follows:

- Using an appropriate format

- Presenting information in an appropriate sequence

- Maintaining audience engagement

- Using correct pronunciation and grammar

- Creating an effect on the audience

- Using appropriate vocabulary

- Using appropriate opening and closing

Finally, Richards, added some implications for teaching in order to determine the best way to encourage students to learn a foreign language in the following list:

- Perform an informal needs analysis through questionnaires, interviews, communicative task, etc.
- Then identify the teaching techniques for learners to acquire each kind of talk.
- Determine the expected level of performance and the criteria used to assess.
- Determine what kinds of speaking skills will the course focus on (interaction, transaction, performance)

Speaking Activities

The importance of student-centered activities in the classroom have been a great dilemma around the world. Here in Ecuador, most of the time, English classes are teacher-dominated and focused on learning and memorizing grammar rules, and teachers just give a little emphasis on oral skills. In addition, teachers just pay attention to what students know about the language, and do not realize about the importance of knowing about what students can do with the language.

On the other hand, teachers do the planning according to the Ecuadorian National Curriculum where communication is one of the main goals. However, they do not follow it consciously, because learners in a lot of schools are not really motivated to interact during their English classes. It is true that teachers should not follow the plan step by step, but the modifications should be in order to persuade learners to perform in a meaningful manner, where the communication should be an important fact.

A communicative language classroom is a space where learners are encouraged to transmit authentic messages. It is also a place where learners feel comfortable, relaxed and engaged to participate in communicative activities. The

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biggest benefits of having a communicative classroom are, of course, interaction between others and the improvement of their speaking skills. But beyond that, an active classroom, provides learners interest, engagement and motivation for learning English. One of the most important facts of having a communicate classroom is to realize that concentrating in grammatical perfection of learners, is maybe wrong, because it shortens learner's fluency and confidence to speak instead of increasing them.

But a communicative language classroom does not mean that students just have to be involved in conversations or dialogues. A meaningful learning occurs where the four skills, thinking skills, CEFR, and the Ecuadorian culture are connected in order to improve their productive participation, where learners can express their personal experiences and situations in an authentic manner and not only for the educational domain but in all the domains too.

In conclusion, increasing interaction between learners in our English classes will make students feel comfortable and interested. It is significant to be in constant preparation in order to find out the best forms to achieve this important goal, and not only for students but for ourselves too. According to Scrivener, (2014:52) "Communicative activities are designed to get learners to speak and listen to one another". In this sense, Scrivener considered the following list as communicative activities:

- Information Gaps
- Jigsaw Activities
- Role-Play
- Debates
- Games

Teaching Speaking

Oral expression is one of the most complex abilities during the English learning process, due to the fact that, the speaker in a short period of time has to

think what he/she is going to say and without grammar or pronunciation errors. Besides, Brown, (2014) affirmed that traditionally the relationship between the teacher and students has been the result of a hierarchical order, where the roles were identified clearly, which means that teachers played an active role as speakers and learners played a passive role as just listeners. Nevertheless, the main aspects of the communicative approach have adopted student-centered classes where the learner plays an active role, in order to motivate students to learn a foreign language. For this reason it is important to highlight the significant role of the teacher in encouraging learners to see the English language learning as fun as enjoyable to acquire.

Teacher's Role

According to Cameron, (2016) the fundamental role of teachers in the classroom, is to generate adequate conditions for foreign language learning, consequently, the teachers' labor will be to help students to develop communicative competence. Besides, teachers will be responsible for the creation of a relaxing atmosphere where students participate on the decisions about the English learning process. In this context, teachers are not anymore the controller of the class; on the contrary, teachers are motivators and coordinators of interactive and cooperative activities in order to encourage learners to be responsible for their own learning.

In addition, teachers' labor will depend upon the function that he/she realizes on their distinct tasks, for this reason, Harmer, (2016) identified different roles for the teacher in order to achieve the goals of an English as a foreign language classroom, as it follows:

- The teacher plans objectives, contents, procedures, and in addition he/she evaluates according to the students' needs. These plans in the English learning process do not mean that the teacher cannot improvise and create in the classroom.

- The teacher adopts a positive and generous attitude with the effort and work of students.

- The teacher offers interesting and varied activities in order to achieve well defined objectives.

- The teacher maintains order and discipline in the classroom, but without neglecting students need to communicate and actively participate.

- The teacher motivates students to work in a relaxing atmosphere.

- The teacher demonstrates interest and encourages students despite their daily routine.

- The teacher promotes a positive relationship between students, and between the teacher and students.

- The teacher promotes consciousness about the importance of individual studying and homework, beyond that the daily activity in the classroom.

- The teacher recognizes the success of a students, but without being too critical with their failures. In fact, feedback is an important component in the foreign language teaching methods.

The role of the teacher in the English classroom is to encourage learning among students, for this reason teachers must be trained in a series of different activities, techniques and abilities to take decisions according to the heterogeneous reality of learners.

Teaching Teens

In fact, teachers have to deal with a huge variety of students in the classroom, consequently, some aspects such as personality, attitude and age differentiate students at the moment learning a foreign language. In this respect, several studies differ from the adequate and better age to learn a language, however, according to Haycraft, (2015) teenagers need motivation to learn a foreign language, due to the fact that, this kind of group is more difficult to manage. In fact, teachers need to have control, and at the same time receive respect in the classroom, without being aggressive or too calm. Nevertheless,

teaching teenagers can be a rewarding experience, in this respect, Haycraft, (2015) numbered some tips, in order to achieve the English learning on teenagers, in this sense teachers, should:

- Have an extended and accurate knowledge of the latest studies about the English teaching-learning process.
- Promote a bigger participation of teenagers. A better physic distribution of teens in the classroom will help to achieve this goal.
- Develop a variety of tasks and materials, as well as procedures in order to contribute to the attention and motivation of students.
- Listen carefully to students and do not interrupt them during their oral presentations, although there are evident mistakes.
- Involucrate teens during all the English teaching-learning process as well as in the decision process.
- Contribute to the cooperative learning and the acquisition of techniques to study and self-study.
- Motivate teenagers to use English inside and outside the classroom.

Problems in Speaking

Teaching speaking to teenagers is a big challenge for most teachers, for several reasons. In this context, Brown, (2014) affirmed that the most common problems in oral expression are frequently of linguistic and psychological nature. In relation to the linguistic aspect learners talk in slow rhythm, make lots of pauses, employ too many fillers, delay in organizing ideas, express incomplete sentences, join incoherent and disorganized sentences, make grammatical errors regularly, not enough vocabulary to communicate, lack of reduced forms of the English language such as contractions, and an incorrect pronunciation and intonation.

On the other hand, in relation to the psychological aspect Brown, (2014) affirmed that one of the most important factors that affect negatively the oral

expression on students, is the fear to make mistakes in front of their classmates and the teacher. Indeed, this fear could be considered as a lack of confidence in the classroom and an inadequate use of techniques to motivate students to learn a foreign language. In addition, psychological problems such as anxiety, insecurity, or shame are common in the current EFL classrooms. In this respect, Richards, (2015) presented a number of reasons that affect speaking in the English learning process:

- Lack of emphasis in the oral production in the curriculum and evaluation.
- The classroom atmosphere does not encourage communicative activities.
- The size of the class makes students unable to participate and speak.
- Teachers face difficulty to maintain students interested in all the activities and an adequate use of the foreign language.
- Limited opportunities to practice outside the classroom.

Importance of Teaching Speaking

The main goal of an English classroom is centered on developing communicative competence. For this reason, over the last years, different techniques have appeared to develop and improve speaking. Nevertheless, it is evident that these practices have not been successfully implemented; consequently, its function has been reduced noticeably. In fact, Communicative competence makes emphasis in the use of a foreign language, which means students should maintain a conversation or exchange ideas and opinions. A context that fits on the daily life of the learner and allows him/her to recognize with more facility a foreign language.

In this respect, Saville-Troike, (2016) stated that students need to know how to express with accuracy and fluency, good pronunciation and intonation, the use of non-verbal gestures, and knowing that they are listening. For this reason, it is important to vindicate the oral expression in the English teaching-learning process, in formal and informal situations, in order to develop speaking skills and

apply them in conversations, dialogues, debates or oral presentations. These kind of events encourage learners to interact with other people and be able to get a better job in the future.

In our country, English as a foreign language learning has been focusing on traditional methods, for this reason, it is important that the teacher allows learners to interact and play with all the information around him/her, in order to explore the foreign language. Here it is where speaking plays a significant role in the foreign language teaching-learning process and games as technique as well. In fact, communicative activities allow students to develop speaking in authentic and meaningful situations, in order to promote positive attitudes to the English learning.

2.5. Hypothesis

Communication Games enhance students' English Speaking Skills Development in tenth graders at Unidad Educativa General Eloy Alfaro Delgado in the academic year 2017-2018.

2.6. Signaling Hypothesis Variables

Independent Variable:

Communication Games

Dependent Variable:

English speaking skill development.

CHAPTER III

METHODOLOGY

3.1. Research Approach

The current research project will be conducted in a quali-quantitative form, which emphasizes the humanistic aspect. Thus, this project will be developed in the educational field, where both teachers and students are an active part of it. In addition, this project will study the quality of activities, relationships, materials and instruments of Communication Games in the students' English Speaking Skill Development. Besides, the quali-quantitative form refers to the data that is going to be collected during the development of the research project. Consequently, it seeks to join these research approaches in order to empower their strengths and minimize their weaknesses.

3.2. Basic Method of Research

3.2.1. Field

The current research project will make use of the "field research", which purpose is to extract real data directly of the place where the subject of research is located, in this case, tenth graders from Unidad Educativa General Eloy Alfaro Delgado, using some techniques such as interviews, questionnaires, surveys, a pre-test and a post-test in order to achieve the objectives established at the beginning of the research project.

3.2.2. Bibliographical or Documentary

The research will be based on scientific information about the two variables, Communication Games and the English Speaking Skill, so this research is "Bibliographical or Documentary" as well, because during the development of the research it will require the researcher to rely on lots of books, journals, academic articles, research projects or any documentary source.

3.2.3. Applied

This research is also "applied", due to the fact that, it will propose a solution of an existential and real problem, the English Speaking Skill Development applied to tenth graders at Unidad Educativa General Eloy Alfaro Delgado in the academic year 2016-2017.

3.2.4. Quasi-experimental

Finally, this research is going to be quasi-experimental, due to the fact that through the implementation of surveys, a pre-test and a post-test, the current research project will try to prove that with the implementation of Communication Games in the English as a foreign language classroom, consequently, learners will develop and also improve the speaking skill.

3.3. Level or Type of Research

3.3.1. Descriptive

This research will be "Descriptive" considering that, the characteristics of the two variables developed in the Theoretical Framework, the data collected through the implementation of the pre-test and the post-test, and the results obtained, will be analyzed, tabulated and interpreted in clear and accurate terms.

3.3.2. Correlational

This research will be also "Correlational" due to the fact that, it will determine the relationship between the independent variable (cause), Communication Games, and the dependent variable (effect), the English Speaking skill development.

3.4. Population and Sample

This research project will be applied to tenth graders of Unidad Educativa General Eloy Alfaro Delgado in Ambato. The population involved in the problem

will be 145 students. The survey the survey, the pre-test and the post-test will be applied to the entire population, due to the fact that, the population is not too big. Consequently, some details of the population are stated in the following chart:

Table N° 1: Population

CLASS	MALE	%		F	FEMALE	%		F	TOTAL	%
10 "A"	22	59	0,33	7	15	41	0,33	5	37	100
10 "B"	18	47	0,33	6	20	53	0,33	7	38	100
10 "C"	18	53	0,33	6	16	47	0,33	5	34	100
10 "D"	20	56	0,33	7	16	44	0,33	5	36	100
	78			26	**67**			22	**145**	

Source: Secretary Unidad Educativa General Eloy Alfaro Delgado
Author: Lcda. Escobar, Paulina (2018)

3.5. Operationalization of Variables
3.5.1. Independent Variable Communication Games

Table N° 2: Operationalization of Variables

Conceptualization	Dimensions	Indicators	Item	Tech	Inst.
Characterization Communication Games are **characterized** for introducing fun into the **foreign language learning** through the implementation of several **types** of games. (Wright, Betteridge, & Buckby, 2016)	Characteristics of Games	• Importance • Benefits	• Do you believe that the use of Communication Games in the classroom is beneficial to the English learning process?	SURVEY	QUESTIONNAIRE
	Types of Games	• Picture Games • Matching Games • Board Games • Guessing Games • Simulation Games	• Does your teacher use Communication Games in the classroom? • Do you want to realize a large variety of Communication Games to improve your speaking skill?		
	Games in Foreign Language Learning	• When to use them • How to choose them • Suggestions	• Does your teacher present the objectives, benefits or functions of the distinct Communication Games? • Does your teacher realize activities that allow students to improve the speaking skill?		

Source: Bibliography: Theoretical Framework
Author: Lcda. Escobar, Paulina (2018)

3.5.2. Dependent Variable: Speaking Skill

Table N° 3: Operationalization of Variables

Conceptualization	Dimensions	Indicators	Item	Tech	Inst.
The Speaking Skill is **characterized** by a number of **functions**, and it is composed by several **activities**, which are relevant at the moment of **teaching speaking**. (Bygate, 2012)	Function of Speaking	• Talk as a transaction • Talk as a performance • Talk as interaction	• Do you consider that the activities realized by the teacher, help the English speaking skill development?	SURVEY	QUESTIONNAIRE
	Speaking Activities	• Information Gaps • Jigsaw Activities • Role Plays • Debates • Games	• Does your teacher propose Communicative activities where you can perform individually?		
	Teaching speaking	• Teacher's role • Teaching Teens • Problems in Speaking • Importance of Teaching Speaking	• Does your teacher propose Communicative activities where you can interact with other students? • Does your teacher propose learner-centered Communicative activities? • Do you consider that the speaking skill is one of the least developed skills in the English learning process?		

Source: Bibliography: Theoretical Framework
Author: Lcda. Escobar, Paulina (2018)

3.6. Plan of Data Collection and Analysis of Information

In order to concrete the description of the plan for collecting information, it is important to answer the following questions:

Table N° 4: Plan for Collecting of Information

Basic Questions	Rationale
What for?	To achieve the main objectives of this research project
Who are going to be the unit of analysis?	Tenth graders
What aspects are going to be treated?	Communication Games - English Speaking Skill
Who is going to conduct the research?	The researcher: Lcda. Paulina Escobar
When?	November 2017 - March 2018
Where?	At Unidad Educativa General Eloy Alfaro Delgado
Which instruments are going to be used?	Pre-test / Post-test / Exit Survey
In what situation?	English lessons

Source: Plan for Collecting of Information
Author: Lcda. Escobar, Paulina (2018)

All the collected data during the development of the current research project, was analyzed, tabulated, and validated, in order to demonstrate that data is real.

Consequently, the plan of the data collection, that the current research project used, is summarized in the following table:

Table N° 5: Data Collection and Analysis

Steps of the study	Aims	Notes
Pre-research	Identifying and focusing the problem during the teaching-learning process	Observation
	Identifying teachers' technique and teachers' difficulties in teaching speaking	Survey
	Identifying students' speaking proficiency level	Conducting the Pre-test
Research Implementation	Elaborating a manual for the implementation of Communication Games in order to develop the English speaking skill.	Twelve activities: 1. Chit chat 2. Computer dating 3. Habits and hobbies 4. Put it together 5. Looking for a job 6. Yuppies 7. The recipes game 8. Shopping lists 9. Eyewitnesses 10. Guess 11. Holiday Quiz 12. Souvenir Shopping
	Conducting a lesson plan in order to implement the proposal: Warm up, presentation, practice and production.	Implementaion of five of the twelve activities: Meeting one: Chit-chat Meeting two: Habits and hobbies Meeting Three: Looking for a job Meeting Four: The recipes game MeetingFive: Eyewitnesses
Post Research	Identifying students' speaking proficiency level after the implementation of the proposal	Conducting the Post-test Conducting the exit survey to teachers and students.

Source: Data Collection and Analysis
Author: Lcda. Escobar, Paulina (2018)

3.7. Description of the Instruments for Collecting Information

In order to demonstrate the hypothesis of this research project, three instruments will be applied to measure both variables and the level of speaking

proficiency of tenth graders. In this context, a survey before the implementation of the proposal, a pre-test and post-test will be used, and finally an exit survey will be applied, to identify if the objectives are going to be accomplished.

3.7.1. Survey before the implementation of the proposal.

As a matter of fact, the survey (See annex 1 and 2) allowed this research project to establish that a solution was needed. A survey is one of the most employed methods in the research project designs. For this reason, this project makes use of it to generate reliable results and verify a suitable hypothesis. This survey is composed by a questionnaire which contains ten questions which are based on the two variables. The application of this survey allowed the researcher to establish the need of students for implementing the independent variable Communication Games, due to the fact that, the dependent variable The English speaking skill, is not adequately developed during class.

It is important to highlight that, the current survey was applied to students, in this case tenth graders, and to the English teachers of Unidad Educativa Gral. Eloy Alfaro, in order to get valuable results. This survey follows a Likert scale, which measures effectively the attitudes and opinions towards Communication Games, and the development of the English speaking skill of tenth graders in class. Consequently, in order to obtain reliable results, this survey made use of the following Likert scale: Definitely Yes, which scores 5 points, Probably Yes, which scores 4 points, Not sure, which scores 3 points, Probably No, which scores 2 points and Definitely No, which scores 1 point. (See Annex 4)

3.7.2. The test

In order to generate effective and reliable results, and also achieve the main objectives, the current research project made use of a Test, due to the fact that, a test is the best way to identify the level of knowledge of students. Besides, test results offer teachers and learners an appropriate way to provide students a meaningful and suitable feedback. In this sense, this research project applied a test

twice, a *pre-test* (See annex N° 6) and a *post-test*, (See annex N° 6) in order to, evaluate the level of speaking performance and production on tenth graders at Unidad Educativa Eloy Alfaro Delgado.

The main goal during the application of the Pre-test was to identify the level of the English speaking skill development on tenth graders. Consequently, the pre-test diagnosed and evaluated learners' oral expression before the implementation of Communication Games. On the other hand, the main purpose of the Post-test, which was applied after the implementation of Communication Games, was to demonstrate how these games encouraged and motivated students to develop the English speaking skill in an inductive way.

It is relevant to mention that, the Pre-test and the Post-test contained the same content and structure, in order to search and get for more reliable and valuable results to this research project. As a matter of fact, the tests contained just two questions, due to the fact that, the English speaking skill was evaluated. Indeed, the first question evaluated the level of performance of the student by giving a short description of some pictures about touristic places; and the second question evaluated the level of interaction of the learner by interacting in an interview with the teacher.

In this respect, concerning to the validity of the results of the Pre-test and Post-test, a rubric was taken from Serna, (2016) (See annex N° 7) who proposed a suitable criteria of how to measure an oral test,

3.7.3. Exit Survey applied after the implementation of the proposal

Finally, at the end of the entire process, an *Exit Survey* (See annex N° 8 and 9) was applied, due to the fact that, it was necessary to know the impact of the implementation of Communication Games in the English class. In addition, the application of an Exit survey helped this research project to verify the hypothesis and prove that the manual is useful to develop the English speaking skill on

learners. For this effect, the exit survey was adapted with the same 10 questions of the first survey, (applied before the implementation of the proposal); and as it was mentioned before, it was applied to tenth graders and the English teachers of Unidad Educativa Gral. Eloy Alfaro Delgado.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Unidad Educativa Gral. Eloy Alfaro Delgado

The current study took place at Unidad Educativa Gral. Eloy Alfaro Delgado, an educational institution in Ambato which offers to the community an education from pre-school through high school, and engaging children and teenagers in the capacity of decision making, giving opinions, facing the challenges of life, acting with justice, innovation and solidarity. English as a foreign language is taught in this institution since its creation in 1980. However, English was taught as a compulsory subject, in the Eighth, Ninth and Tenth year of primary school, as well as, First, Second and Third year of high school. It is not until 2016, when the Ministry of Education in Ecuador resolved to implement English since Second year of primary school as an obligatory subject.

The English department at Unidad Educativa Gral. Eloy Alfaro Delgado, is always searching for adequate methods and techniques that promote and enhance the development of students' language skills of all levels, in order to achieve a meaningful learning in authentic situations that foment critical thinking. As a matter of fact, according to the social and cultural context of our students, as well as their needs, the English department has tried to implement new activities that help students face the challenges of the current education.

English teachers at Unidad Educativa Gral. Eloy Alfaro Delgado, make use of the English books, delivered by the Ministry of Education, for each one of students of all levels. These books provide a suitable and enjoyable manner to learn English through different contexts and settings, consequently, they make students reflect about the importance of English in the world of today. In addition, the content of the books encourages students to participate in authentic situations, due to the fact that, the books contain several realistic readings that encourage students to write their own and authentic essays. Nevertheless, most units are

focused on excessive grammatical structures and the English speaking skill is not sufficiently developed or practiced as it would be expected.

4.2. Current Situation at Unidad Educativa Gral. Eloy Alfaro

It is important to highlight that, the Ministry of Education of Ecuador, conscious about the importance of English in the World of today, is trying to encourage students to acquire English in the most suitable way. Thus, students of secondary school receive five hours of English per week, while children from second year to the seventh year of primary school receive three hours of English per week. A positive aspect is that, the English department counts with a suitable tool, an English laboratory, which helps learners and teachers to develop listening, as well as reading, writing and speaking. This laboratory has the audios of each one of the books, as well as, interesting materials, such as movies or music, in order to maintain the interest of students in learning a foreign language.

However, English teachers do not receive enough training to implement innovative techniques in the classroom. In fact, English teachers at Unidad Educativa Gral. Eloy Alfaro Delgado, receive a training course in EFL every three years, which affects enormously the teaching-learning process, due to the fact that, a great quantity of learners of all ages are being taught with old-fashioned methods. For this reason, it has been observed, that a considerable amount of students, are a little demotivated, by the monotonous teaching that teachers are applying in their English classes. Consequently, this could be one of the most important reasons why English learners are not adequately and satisfactorily developing the four language skills, in special the English speaking skill.

4.3. Needs Detection

As it was mentioned before, based on the observations, as well as my experience as an English teacher at Unidad Educativa Gral. Eloy Alfaro Delgado for five years, it was important to search for an adequate and suitable techniques to increase the level of English speaking proficiency of Tenth graders. That is

why, the current research project, proposed the use of Communication Games, which are activities that encourage students to speak in English, in an inductive and engaging way. In this sense, it was necessary to identify whether Communication Games were used in class with students, as well as to find out the level of interest of teachers, in implementing Communication Games during the English class, and the interest of learners in practicing them. For doing so, a survey (which was detailed in Chapter 3 paragraph 3.7.1) was applied. This tool also had to look for the strengths and fails of the English teachers of the Unidad Educativa Gral. Eloy Alfaro Delgado, in order to prove and demonstrate that an innovative technique to enhance the English speaking skills development was required.

4.3.1. Analysis and Interpretation of Results of the Survey in order to detect the need of implementing Communication Games to develop students' English Speaking skills

Once the survey was applied, the next step was to realize the correspondent tabulation, analysis and interpretation of the information. In this respect, in the development of the following chapter, the results of the survey are going to be presented. It is important to mention that this survey was applied before the implementation of the Proposal "Communication Games" to tenth graders and the English teachers, at Unidad Educativa Gral. Eloy Alfaro Delgado, in order to verify the hypothesis.

4.3.1.1. Survey applied to Tenth graders (students) of Unidad Educativa Gral. Eloy Alfaro before the implementation of the proposal

Question 1: Do you believe that the use of Communication Games in the classroom is beneficial to the English learning process?

Table N° 6: Communication Games are beneficial to the English learning process

Question	Frequency	Percentage
Definitely Yes	92	63%
Probably Yes	29	20%
Not Sure	10	7%
Probably No	8	6%
Definitely No	6	4%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 5: Communication Games are beneficial to the English learning process
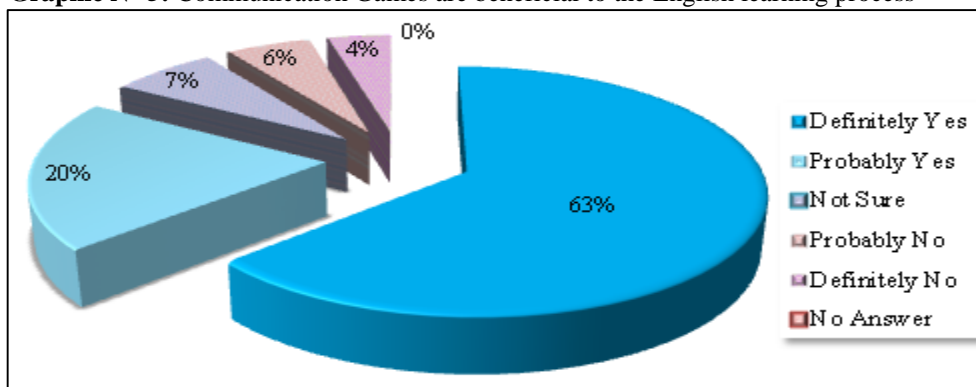
Source: Survey applied to tenth graders
Produced by: Lcda. Escobar, Paulina (2018)

Analysis

Based upon the results, 63% of students deliberated that the use of Communication Games in the classroom, definitely benefits the English learning process; 20% thought that probably yes; 7% manifested that they were not sure; however, 6% mentioned that probably not; and 4% said that definitely not.

Interpretation

It is evident that a significant percentage of students considered that Communication Games benefit the English learning process. For this reason, it is important that teachers stimulate the interaction and motivation on learners by adding new techniques to the educational atmosphere.

Question 2: Does your teacher use Communication Games in the classroom during the English learning process?

Table N° 7: The teacher uses Communication Games in the classroom

Question	Frequency	Percentage
Definitely Yes	7	5%
Probably Yes	10	7%
Not Sure	15	10%
Probably No	33	23%
Definitely No	80	50%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 6: The teacher uses Communication Games in the classroom
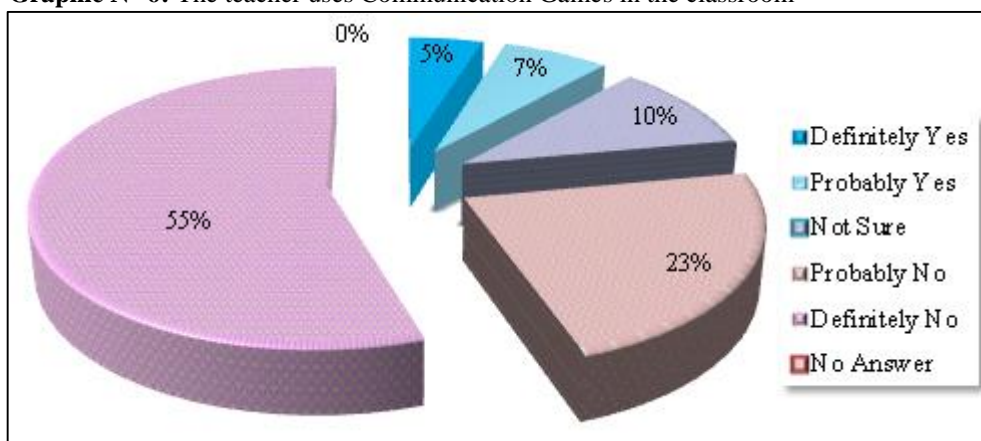
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results showed that, 55% of students considered that the teacher definitely does not use Communication Games in the classroom; 23% assumed that probably not, 10% expressed that they were not sure; nevertheless, 7% manifested that probably yes; and 5% said that definitely yes.

Interpretation

A huge percentage of students considered that the teacher makes no use of Communication Games in the classroom. Consequently, it represents that there is a lack of concern about the improvement of the English teaching-learning process in the educational atmosphere from an innovative approach.

Question 3: Do you want to realize a large variety of Communication Games to improve your English speaking skill?

Table N° 8: Communication Games to improve English speaking skills

Question	Frequency	Percentage
Definitely Yes	84	58%
Probably Yes	28	19%
Not Sure	15	10%
Probably No	13	9%
Definitely No	5	4%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 7: Communication Games to improve English speaking skills
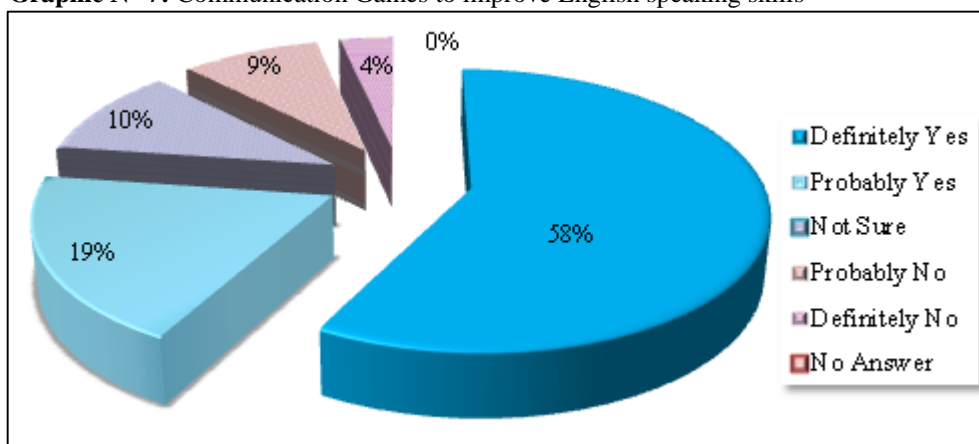
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

According to the results, 58% of students were definitely interested in realizing Communication Games to improve their ability to speak in English; 19% mentioned that probably yes; 10% said that they were not sure; nonetheless, 9% were probably not interested; and 4% were definitely not interested at all.

Interpretation

In this sense, students were fascinated with the idea of participating in Communication Games, in order to learn English and develop their oral expression. This determines that games encourage a meaningful learning, an interactive participation and the acquisition of new experiences in the English classroom.

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Question 4: Does your teacher present the objectives and benefits of English Communication Games?

Table N° 9: The teacher presents: objectives and benefits of English Communication Games

Question	Frequency	Percentage
Definitely Yes	8	6%
Probably Yes	11	8%
Not Sure	18	12%
Probably No	22	15%
Definitely No	86	59%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Produced by: Lcda. Escobar, Paulina (2018)

Graphic N° 8: The teacher presents: objectives and benefits of English Communication Games
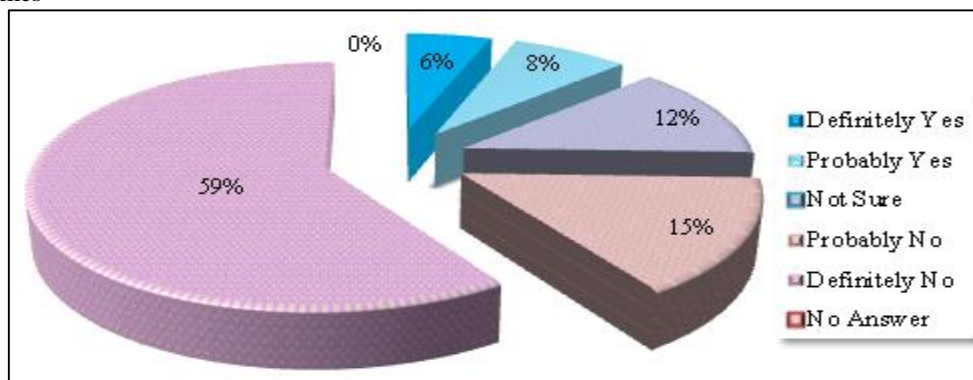
Source: Survey applied to tenth graders
Produced by: Lcda. Escobar, Paulina (2018)

Analysis

The results revealed that, 59% of students expressed that the teacher definitely does not present the objectives and benefits of Communication Games in the English class; 15% said that probably not; 12% assumed that they were not sure; on the other hand, 15% affirmed that probably yes; and 59% mentioned that definitely yes.

Interpretation

It is undeniable that most students considered that the teacher does not present the advantages of Communication Games. Therefore, this reveals a huge necessity for teachers to apply interactive games in the classroom, and let them know the advantages and benefits of them. In fact, games help learners to develop the four language skills as well as the acquisition of a bigger range of English vocabulary.

Question 5: Does your teacher realize activities that allow you to improve the English speaking skill?

Table N° 10: The teacher realizes activities that improve English speaking skills

Question	Frequency	Percentage
Definitely Yes	8	5%
Probably Yes	14	10%
Not Sure	18	12%
Probably No	24	17%
Definitely No	81	56%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 9: The teacher realizes activities that improve English speaking skills
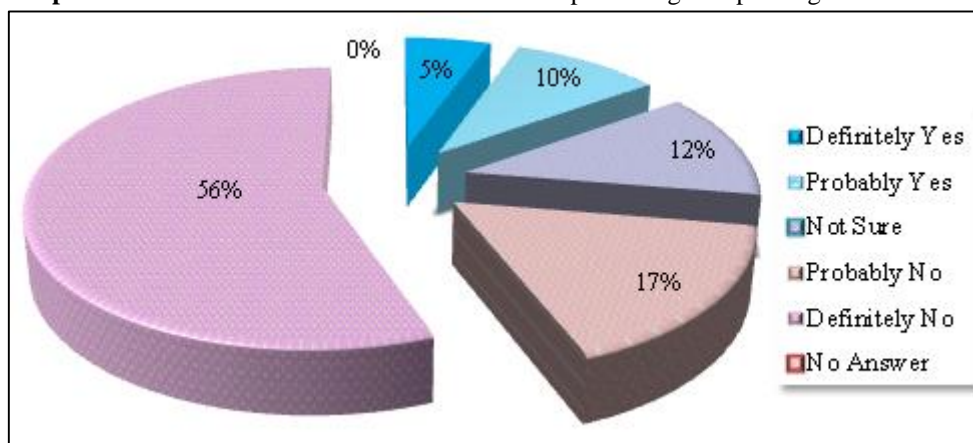
Source: Survey applied to tenth graders
Produced by: Lcda. Escobar, Paulina (2018)

Analysis

From the results obtained, 56% of students assumed that the teacher definitely does not realize activities that allow the improvement of the English speaking skill; 17% said that probably not; 12% manifested that they were not sure; whereas 10% expressed that probably yes; and 5% mentioned that definitely yes.

Interpretation

It is alarming that a significant percentage of students considered that the teacher does not realize activities that allow the development of the English speaking skill. This determines that there is a lack of stimuli from teachers to encourage learners to communicate and socialize with other people in English.

Question 6: Do you consider that the activities realized by the teacher, help the English speaking skill development?

Table N° 11: Activities realized by the teacher help English speaking skill development

Question	Frequency	Percentage
Definitely Yes	9	6%
Probably Yes	12	8%
Not Sure	19	13%
Probably No	26	18%
Definitely No	79	55%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 10: Activities realized by the teacher help English speaking skill development
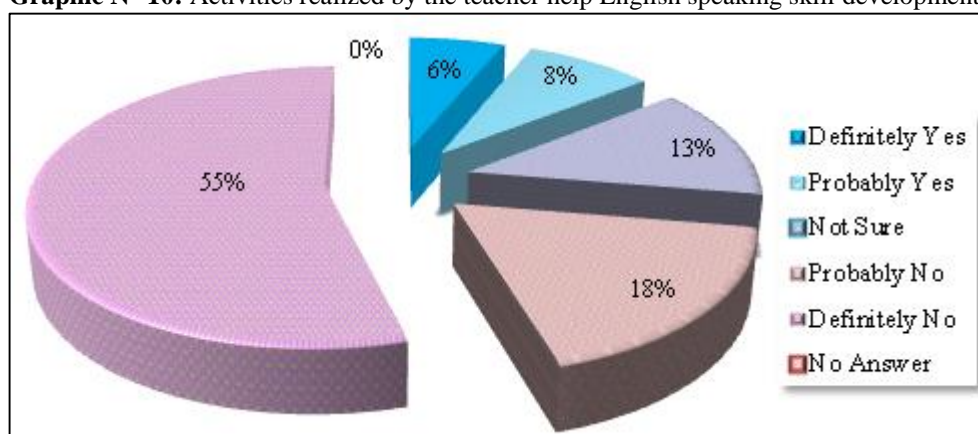
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the data collected, 55% of students manifested that the activities realized by the teacher definitely do not help to the development of the oral expression in English; 18% assumed that probably not; 13% said that they were not sure; while 8% expressed that probably not; and the 6% mentioned that definitely not.

Interpretation

It is interesting that an extensive percentage of learners supposed that the activities realized by the teacher do not contribute for students to express ideas or feelings in English orally. This demonstrates that there is a necessity of implementing new techniques or activities to a meaningful learning for students.

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Question 7: Does your teacher propose Communicative activities, where you can perform in English individually?

Table N° 12: The teacher proposes Communicative activities of individual performance

Question	Frequency	Percentage
Definitely Yes	9	6%
Probably Yes	14	10%
Not Sure	16	11%
Probably No	30	21%
Definitely No	76	52%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 11: The teacher proposes Communicative activities of individual performance
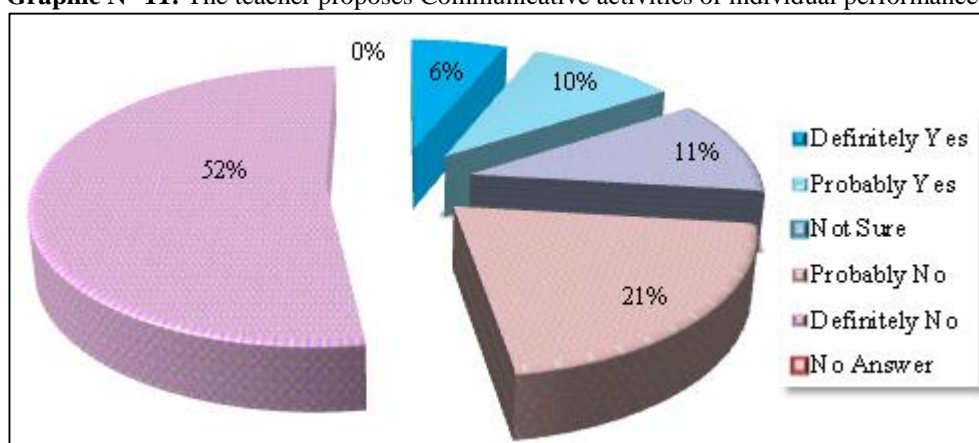
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results showed that, 52% of students expressed that the teacher definitely does not propose Communicative activities of individual performance; 21% assumed that probably not; 11% said that they were not sure; whereas 10% thought that probably yes; and 6% manifested that definitely yes.

Interpretation

The majority of students considered that the teacher does not propose Communicative activities that improve their individual performance in English. This determines the low level of application of interactive activities, making the achievement of better English outcomes of students almost impossible.

Question 8: Does your teacher propose Communicative activities where you can interact in English with other students?

Table N° 13: The teacher proposes Communicative activities where students interact

Question	Frequency	Percentage
Definitely Yes	8	5%
Probably Yes	11	8%
Not Sure	17	12%
Probably No	25	17%
Definitely No	84	58%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 12: The teacher proposes Communicative activities where students interact
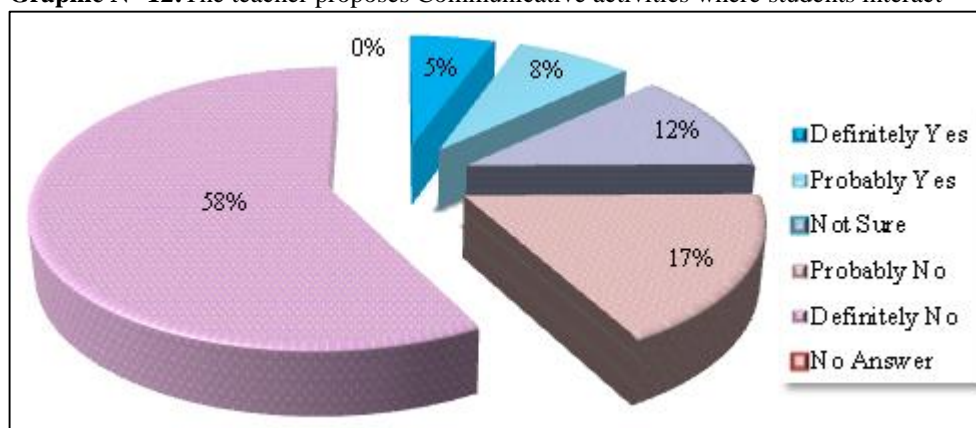
Source: Survey applied to tenth graders
Auhtor: Lcda. Escobar, Paulina (2018)

Analysis

The data demonstrated that, 58% of students assumed that the teacher definitely does not propose Communicative activities where the learner can interact; 17% expressed that probably yes; 12% said that they were not sure; although, 8% thought that probably not; and 5% manifested that definitely no.

Interpretation

It is observable that students considered that the teacher does not propose Communicative activities that benefit interaction among learners in class. In this respect, there are limitations on the employment of an adequate methodology which facilitates the development of oral expression during the English learning.

Question 9: Does your teacher propose English learner-centered Communicative activities?

Table N° 14: The teacher proposes English learner-centered Communicative activities

Question	Frequency	Percentage
Definitely Yes	8	5%
Probably Yes	11	8%
Not Sure	16	11%
Probably No	29	20%
Definitely No	81	56%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 13: The teacher proposes English learner-centered Communicative activities
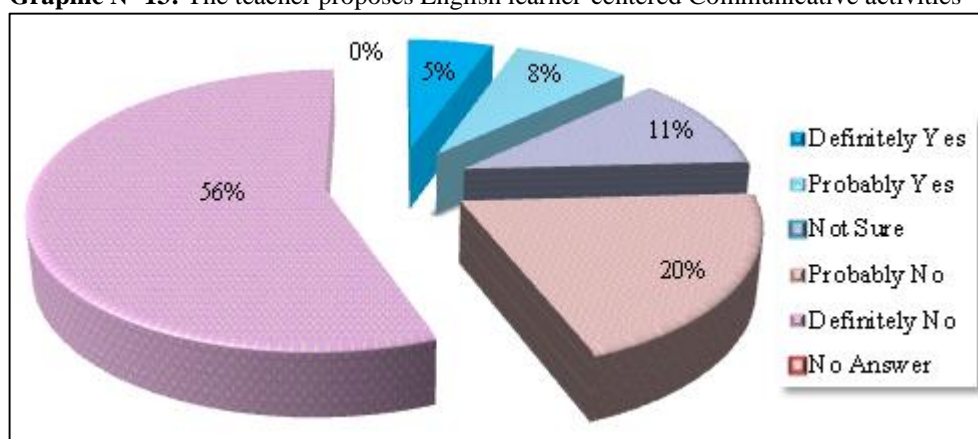
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

Over 56% of students thought that the teacher definitely does not propose learner-centered Communicative activities in the English class; 20% believed that probably not; 11% said that they were not sure; however, 8% manifested that probably not; and 5% assumed that definitely not.

Interpretation

It is determined that most students considered that the teacher does not propose activities focused on the students' needs from the Communicative Approach. In other words, there is difficulty in the development of skills and autonomous learning based on the learner during the English teaching process.

Question 10: Do you consider that speaking is one of the least developed skills in the English learning process?

Table N° 15: Speaking is one of the least developed skills in the English learning process

Question	Frequency	Percentage
Definitely Yes	90	62%
Probably Yes	22	15%
Not Sure	17	12%
Probably No	10	7%
Definitely No	6	4%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 14: Speaking is one of the least developed skills in the English learning process
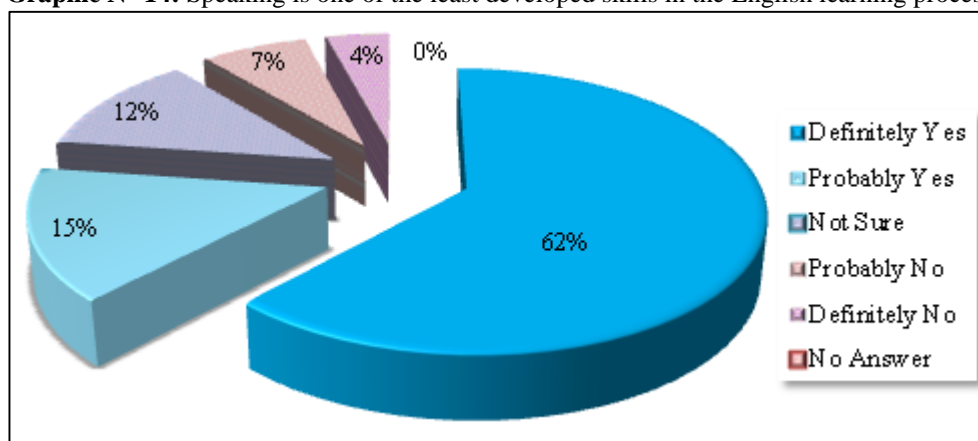
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

The gathered data discovered that, 62% of students believed that speaking is definitely one of the least developed skills in the English learning process; 15% thought that probably yes; 12% said that they were not sure; nevertheless, 7% expressed that probably not; and 4% assumed that definitely no.

Interpretation

It is remarkable that most students considered that speaking is one of the language skills which is less developed in the English learning process. Consequently, this affects learners' attention to a number of components of the communicative act, such as: the message, the context, or the level of learning of English.

4.3.1.2. Survey applied to English teachers of Unidad Educativa General Eloy Alfaro before the implementation of the proposal

Question 1: Do you believe that the use of Communication Games in the classroom is beneficial to the English teaching-learning process?

Table N° 16: Communication Games benefit the English teaching-learning process

Question	Frequency	Percentage
Definitely Yes	6	67%
Probably Yes	3	33%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 15: Communication Games benefit the English teaching-learning process
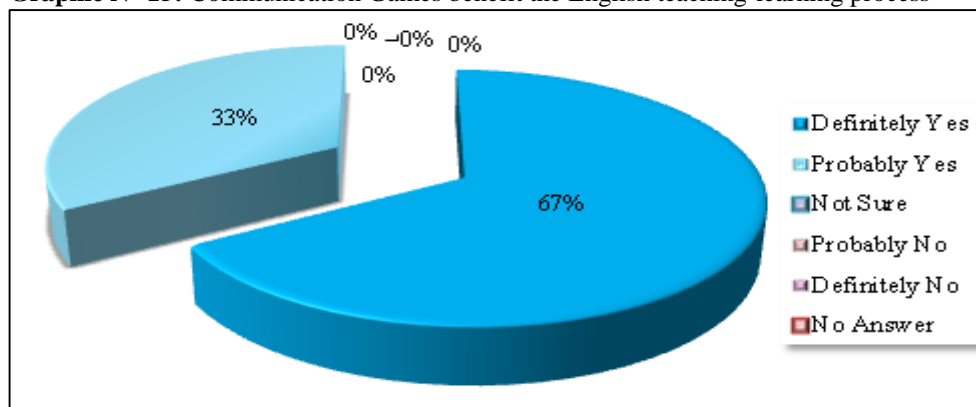
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

Based upon the results, 67% of teachers accepted that the use of Communication Games in the classroom definitely benefit the English teaching-learning process; and 33% of them thought that probably yes.

Interpretation

It is evident that a significant percentage of teachers considered that Communication Games constitutes an important means to the English teaching-learning process. In fact, games can be used in the classroom in order to increase vocabulary, accuracy and fluency with students.

Question 2: Do you use Communication Games in the English classroom?

Table N° 17: Use of Communication Games in the English classroom

Question	Frequency	Percentage
Definitely Yes	0	0%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	3	33%
Definitely No	6	67%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 16: Use of Communication Games in the English classroom
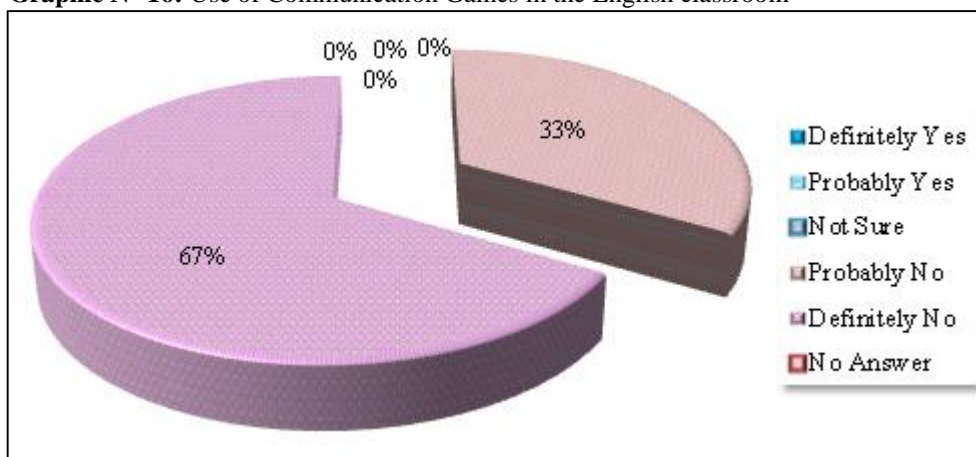
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results showed that 67% of teachers recognized that they definitely do not use Communication Games in the classroom; and 33% of them declared that probably not.

Interpretation

A huge percentage of teachers mentioned that they do not use Communication Games in the classroom; for this reason, the English teaching process has been affected in a number of issues, such as: sociability or critical thinking in the English learning. It is important to search for better and more adequate methods to encourage students to learn English.

Question 3: Do you want to know a variety of Communication Games to improve English oral expression on students?

Table N° 18: Communication Games to improve English oral expression

Question	Frequency	Percentage
Definitely Yes	6	67%
Probably Yes	3	33%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 17: Communication Games to improve English oral expression
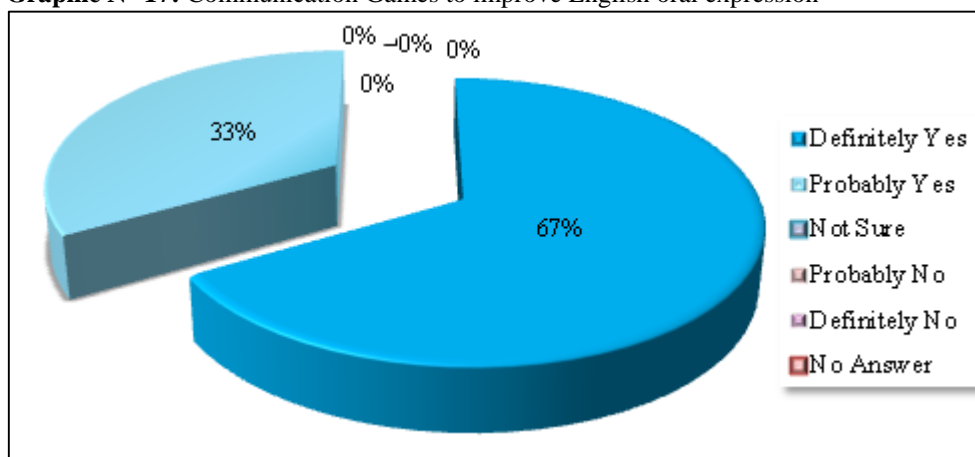
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

According to the results, 67% of teachers mentioned that definitely want to know Communication Games to develop English speaking skill; and 33% thought that probably yes.

Interpretation

In fact, a considerable percentage of teachers considered that they were interested in knowing a variety of Communication Games in order to improve students' English speaking skill. This determines that the teacher demonstrated responsibility in searching for adequate techniques to help students in the development of the English oral expression.

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Question 4: Do you present the objectives and benefits of English Communication Games in class?

Table N° 19: Present objectives and benefits of English Communication Games

Question	Frequency	Percentage
Definitely Yes	0	0%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	3	33%
Definitely No	6	67%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 18: Present objectives and benefits of English Communication Games
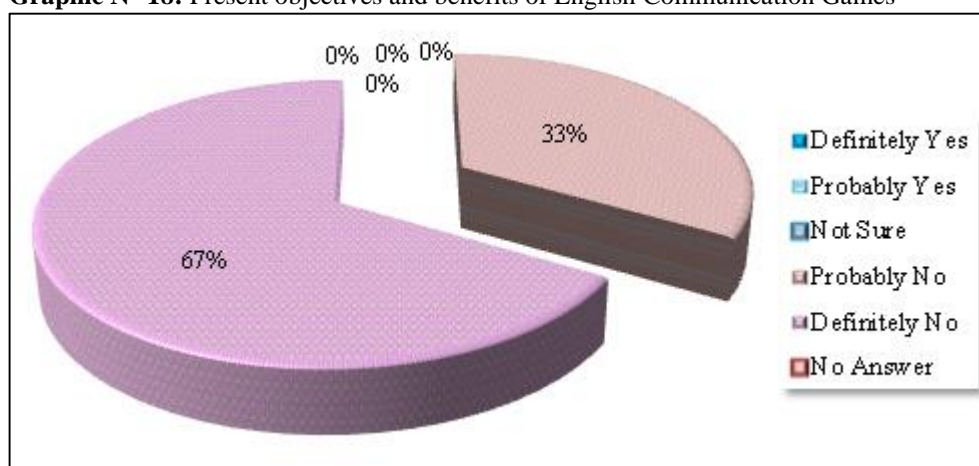
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results revealed that 67% of teachers definitely do not present the objectives and benefits of Communication Games in the English class; and 33% of them said that probably not.

Interpretation

Most teachers mentioned that they did not detail neither benefits nor objectives of Communication Games at the beginning of the English class. In this respect, this is a weakness in the planning and teaching process, due to the fact that, the English class will lack of motivation and stimulation to develop speaking.

Question 5: Do you realize activities that allow students to improve English speaking skills?

Table N° 20: Realize activities to improve English speaking skills

Question	Frequency	Percentage
Definitely Yes	0	0%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	3	33%
Definitely No	6	67%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 19: Realize activities to improve English speaking skills
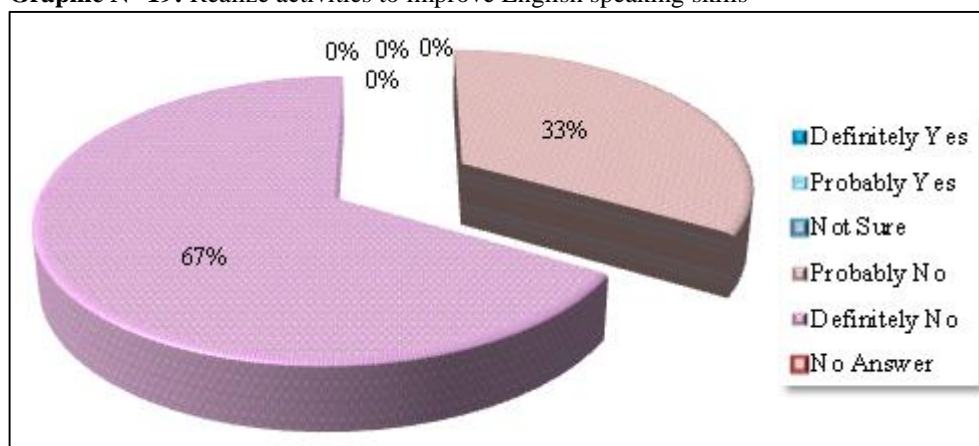
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the results obtained 67% of teachers manifested that definitely not realize activities that help learners to improve English oral expression; and 33% of them said that definitely not.

Interpretation

A significant percentage of teachers mentioned that they do not realize activities that promote communication. A concern that worried most teachers, due to the fact that communicative functions help learners to reach a practical domain of the English language.

Question 6: Do you consider that all the activities you use in the classroom, help students to develop English speaking skill?

Table N° 21: All activities help the English speaking skill development

Question	Frequency	Percentage
Definitely Yes	0	0%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	3	33%
Definitely No	6	67%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 20: All activities help the English speaking skill development
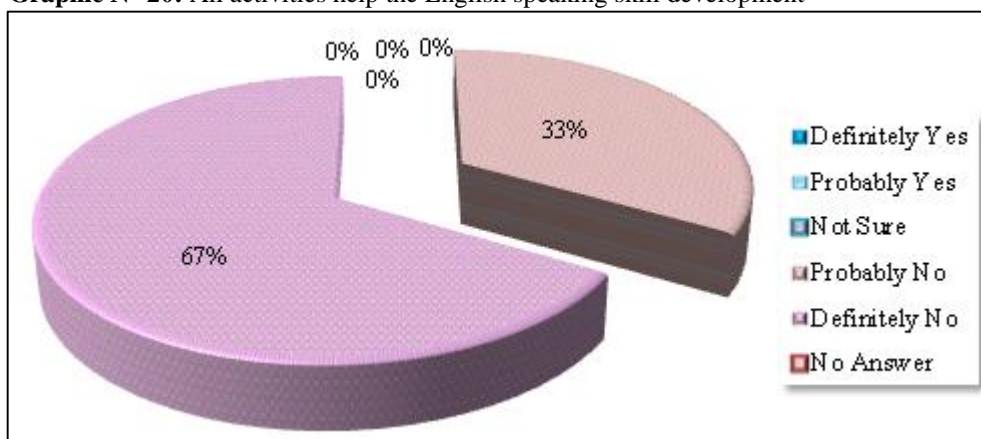
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the data collected, 67% of teachers accepted that the activities they use definitely do not help the development of speaking in the English class; and 33% of them thought that probably not.

Interpretation

It is interesting that most teachers affirmed that all the activities accomplished in the classroom do not benefit the development of the English speaking skills, which affects the communicative interaction and performance of students. Consequently, it is important to promote communication during the class to accomplish the goals of the English plan.

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Question 7: Do you propose Communicative activities, where the student can perform in English individually?

Table N° 22: Propose Communicative activities of individual performance

Question	Frequency	Percentage
Definitely Yes	0	0%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	3	33%
Definitely No	6	67%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 21: Propose Communicative activities of individual performance
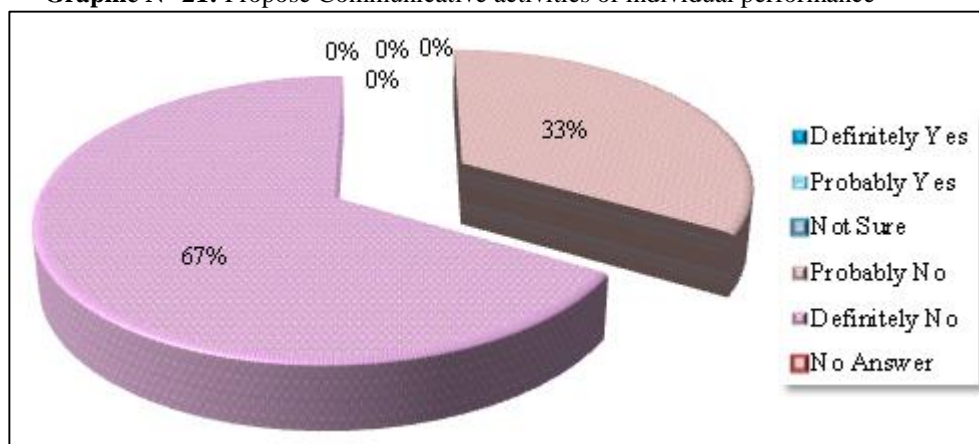
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results exposed that, 67% of teachers recognized that definitely not propose Communicative activities that promote individual participation; and 33% of them affirmed that probably not.

Interpretation

The majority of teachers considered that they do not foment individual participation on learners; which means that, there is an indifference to define an appropriate methodology or an application of techniques that facilitates oral expression on students.

Question 8: Do you propose Communicative activities on a daily basis, where the learner can interact with other students?

Table N° 23: Proposes daily Communicative activities that promote interaction

Question	Frequency	Percentage
Definitely Yes	0	0%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	3	33%
Definitely No	6	67%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 22: Proposes daily Communicative activities that promote interaction
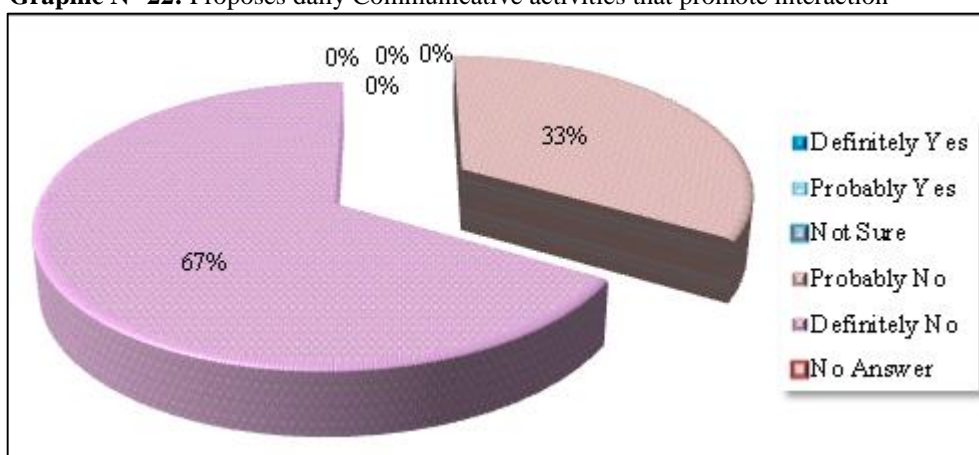
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The data demonstrated that, 67% of teachers recognized that they definitely do not propose Communicative activities that benefit interaction among students; and 33% of them affirmed that probably not.

Interpretation

It is observed that teachers considered that they do not establish Communicative activities on a daily basis, in order to develop English speaking skill that would benefit interaction among students. This affects enormously the exchanging of experiences or conveying information in the English learning process.

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Question 9: Do you accomplish English learner-centered Communicative activities?

Table N° 24: Propose English learner-centered Communicative activities

Question	Frequency	Percentage
Definitely Yes	0	0%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	3	33%
Definitely No	6	67%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 23: Propose English learner-centered Communicative activities
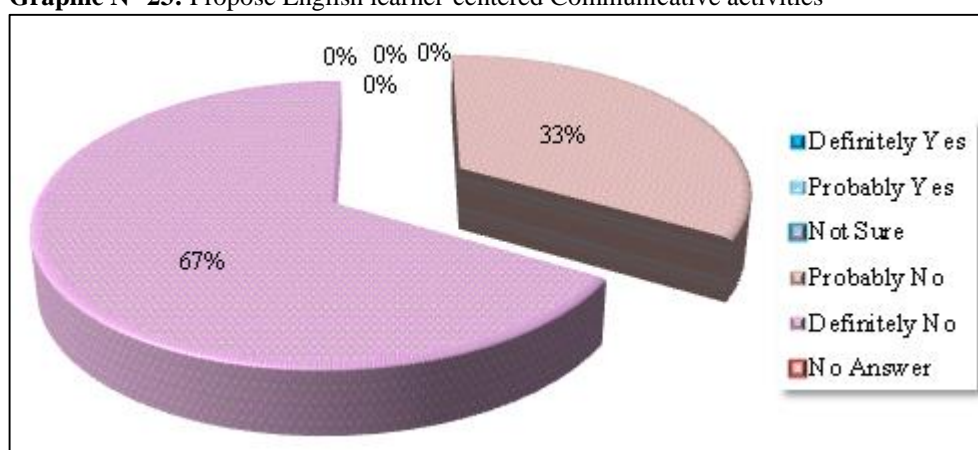
Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

Over 67% of teachers admitted that definitely not propose English learner-centered activities in the classroom; and 67% of them said that probably not.

Interpretation

It is determined that most of teachers do not center their attention on the participation of learners with an adequate methodology, in order to achieve communication in class. In this respect, it is important to propose activities that involved students' participation most of the time, and make the learner feel he is the protagonist of the class.

Question 10: Do you consider that speaking is one of the least developed skills in the English teaching-learning process?

Table N° 25: Speaking is one of the least developed skills

Question	Frequency	Percentage
Definitely Yes	6	67%
Probably Yes	3	33%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 24: Speaking is one of the least developed skills
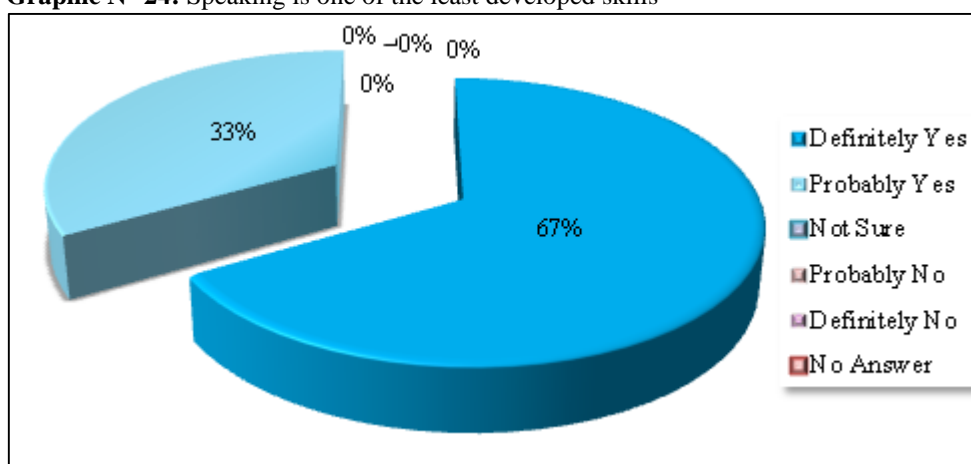
Source: Survey applied to teachers
Produced by: Lcda. Escobar, Paulina (2018)

Analysis

The gathered data discovered that, 67% of teachers affirmed that speaking is definitely one of the least developed skills in the English learning process; while 33% of them mentioned that probably yes.

Interpretation

It is remarkable that most of teachers assumed that speaking is one of the least developed skills in the English classroom, due to the fact that, it affects communicative situations such as: interaction, production or performance on students.

Conclusion

According to all the information displayed in the survey applied to tenth graders and English teachers, it is evident that a solution is needed to enhance the English speaking skills development on tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado. In fact, the results showed that communication was losing its importance in the English classroom and the English teacher was playing the main role during the English teaching-learning process. However, it is remarkable the interest of learners in meeting new activities that promote them to develop oral expression, as well as, teachers in implementing new techniques in order to provoke speaking on students. For this reason, the following research project designed a suitable and appropriate Proposal, which contains a manual with twelve different Communication Games, which are detailed in the following chapter.

Once the data collection instruments were applied, the next step was to realize the correspondent tabulation and analysis of the information. In this respect, in the development of this chapter, the results of the research are going to be presented in two procedures, as it follows:

1. Tabulation, analysis and interpretation of the results of the pre-test (applied before the implementation of Communication Games), and the post-test (after the implementation of Communication Games).

2. Analysis and Interpretation, of an *Exit Survey* that was applied at the end of the intervention to know the relevance and the usefulness of this research project on tenth graders and English teachers at Unidad Educativa Gral. Eloy Alfaro Delgado.

4.4. Analysis and Interpretation of the Pre-Test and Post-Test Results Experimental Group

Before the implementation of the proposal: Communication Games, and to prove the helpfulness of these kind of games, a pre-test was applied. This pre-test showed the low level of English speaking proficiency of tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado. To prove the hypothesis, after the implementation of the Communication Games, a post-test was applied; as it was mentioned before, a rubric was the instrument used to evaluate both pre-test and post-test, in order to collect accurate results. The components of the rubric are: Range, Accuracy, Fluency, Interaction and Coherence, and these are the results of the pre-test and post-test detailed in the following tables and graphics:

a. Range

The Range is an aspect of speaking, which assesses the level of repertoire of words, as well as, the number of expressions spoken in order to describe an event.

Table N° 26: Range Pre-test Post-test

Indicator	Mean
Pre- Test	0,86
Post – Test	1,71
Expected Average	2,00

Source: Pre-test and Post-test scores
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 25: Range Pre-test Post-test
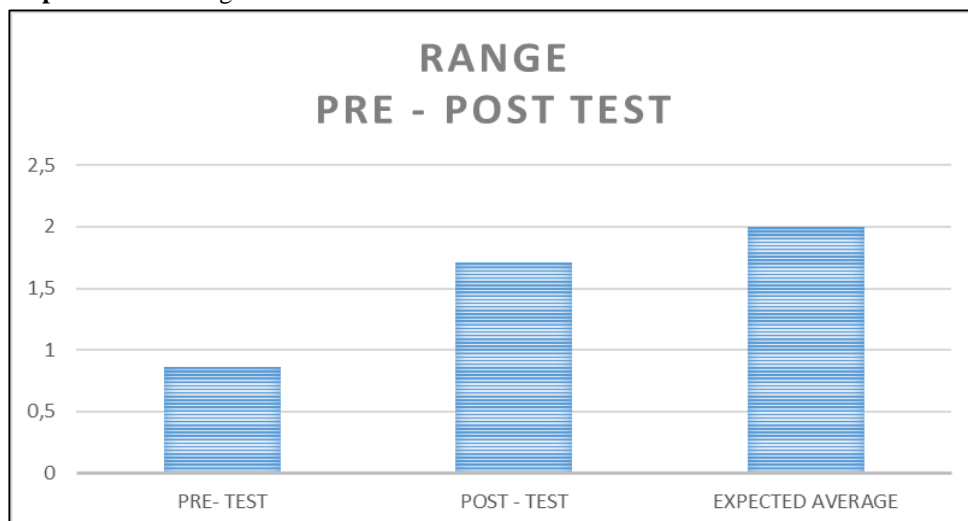
Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Analysis

According to the data collected in table 24, in the component Range, tenth graders obtained in the pre-test an average of 0,67; while after the application of Communication Games the average of the post-test was 1,55.

Interpretation

It is determined that, the results displayed showed that there was progress in the range of students' presentation, after the application of communication games. In fact, students showed an improvement in the answers by giving more extended responses.

b. Accuracy

Accuracy is a sub-skill of the Speaking skill, that evaluates the number of grammatical mistakes, in order to enhance the oral expression development. Besides, the evaluation of accuracy helps the teacher to demonstrate the level knowledge that students have.

Table N° 27: Accuracy Pre-test Post-test

Indicator	Mean
Pre- Test	0,67
Post – Test	1,55
Expected Average	2,00

Source: Pre-test and Post-test scores
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 26: Accuracy Pre-test Post-test
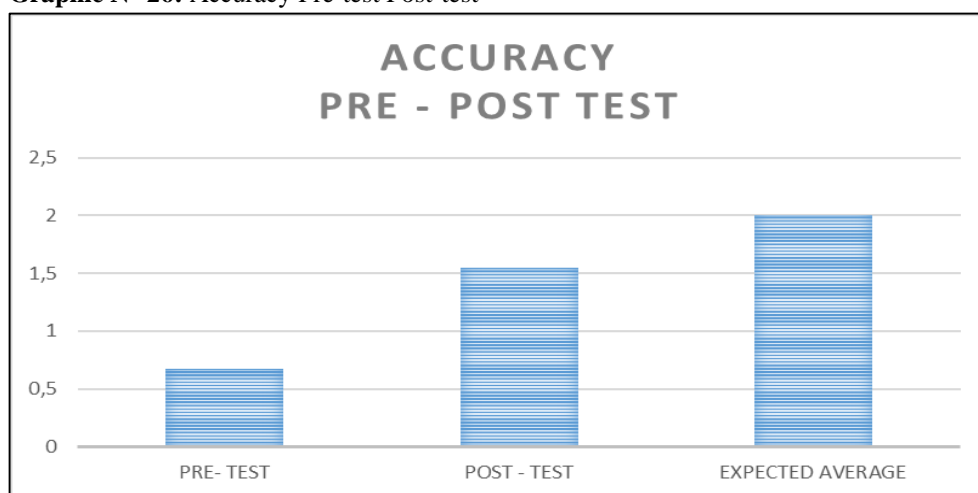
Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Analysis

Based upon the results in table 24, in the component Accuracy, tenth graders obtained in the pre-test an average of 0,67; whereas after the application of Communication Games the average of the post-test was 1,55.

Interpretation

It was demonstrated that communication Games benefited the accuracy level of learners. In fact, its contributions were relevant to their performance referring to self-correctness of grammatical tenses.

c. Fluency

Fluency is a speaking sub-skill of Speaking which evaluates the capacity of expressing correctly with certain facility and spontaneity.

Table N° 28: Fluency Pre-test Post-test

Indicator	Mean
Pre- Test	0,71
Post – Test	1,62
Expected Average	2,00

Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 27: Fluency Pre-test Post-test
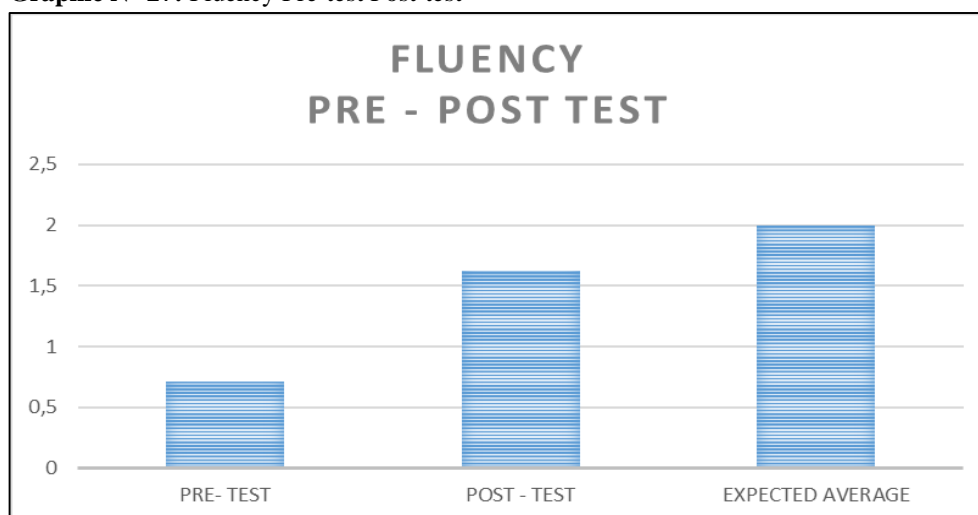
Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results in table 25 revealed that, in the component Fluency, tenth graders obtained in the pre-test an average of 0,71; while, after the application of Communication Games the average of the post-test was 1,62.

Interpretation

Thus, the application of Communication Games contributed to the development of a better articulation on students. In this sense, games benefited to enhance the level of confidence of students at the moment of speaking.

d. Interaction

Interaction, plays an important role in Speaking, as a component that evaluates the level of difficulty in responding simple statements. In addition, interaction also helps the teacher to assess the social and creative attitudes of students, as well as the way of holding a conversation when they are talking about an event.

Table N° 29: Interaction Pre-test Post-test

Indicator	Mean
Pre- Test	0,71
Post – Test	1,62
Expected Average	2,00

Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 28: Interaction Pre-test Post-test
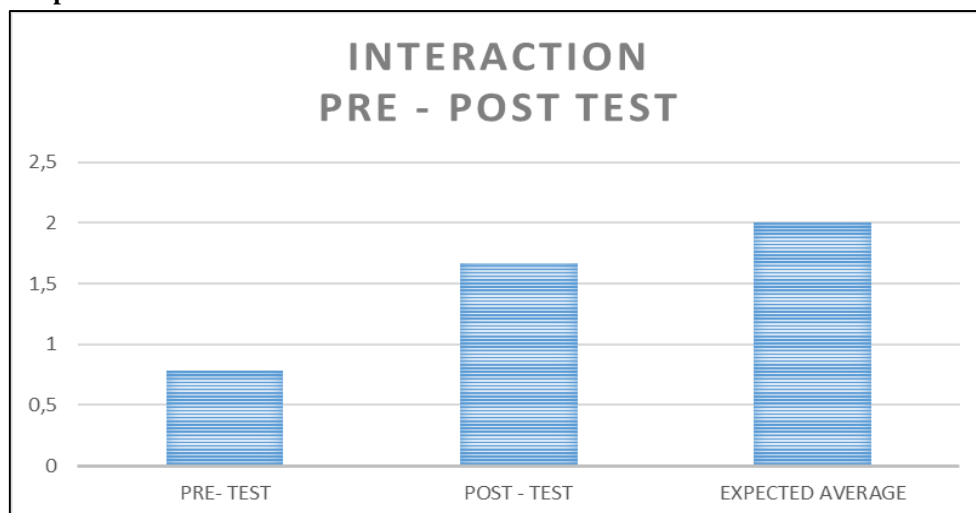
Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the results demonstrated in table 26, in the component Interaction, tenth graders obtained in the pre-test an average of 0,71; whereas after the application of Communication Games the average of the post-test was 1,62.

Interpretation

In this respect, Communication Games benefited students' interaction, due to the fact that, learners responded in an appropriate way during the development of the dialogues in pairs and in groups.

e. Coherence

The term Coherence is a significant element in Speaking, due to the fact that, it is the responsible for the organization of ideas. In this sense, coherence helps the teacher to evaluate the way of the learner establishes a coherent connection between the lexicon and the grammar structures.

Table N° 30: Coherence Pre-test Post-test

Indicator	Mean
Pre- Test	0,61
Post – Test	1,50
Expected Average	2,00

Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 29: Coherence Pre-test Post-test
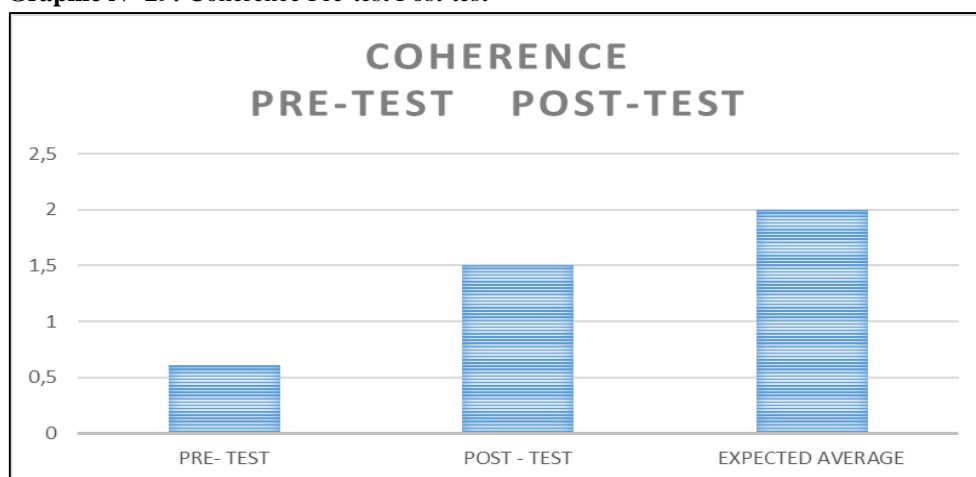
Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results in table 25 showed that, in the component Fluency, tenth graders obtained in the pre-test an average of 0,61; while, after the application of Communication Games the average of the post-test was 1,52.

Interpretation

Communication Games helped to the improvement of this aspect, by making learners more conscious about how they had to formulate questions and answers, in order to be understood at the moment of speaking.

Results Summary

Speaking Pre-test and Post-test
Table N° 31 Speaking Pre-test Post-test Results

Rubric Components	Pre - test	Post - test
Range	0,86	1,71
Accuracy	0,67	1,55
Fluency	0,71	1,62
Interaction	0,78	1,67
Coherence	0,61	1,50
Expected Average	2,00	2,00

Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 30: Speaking Pre-test Post-test
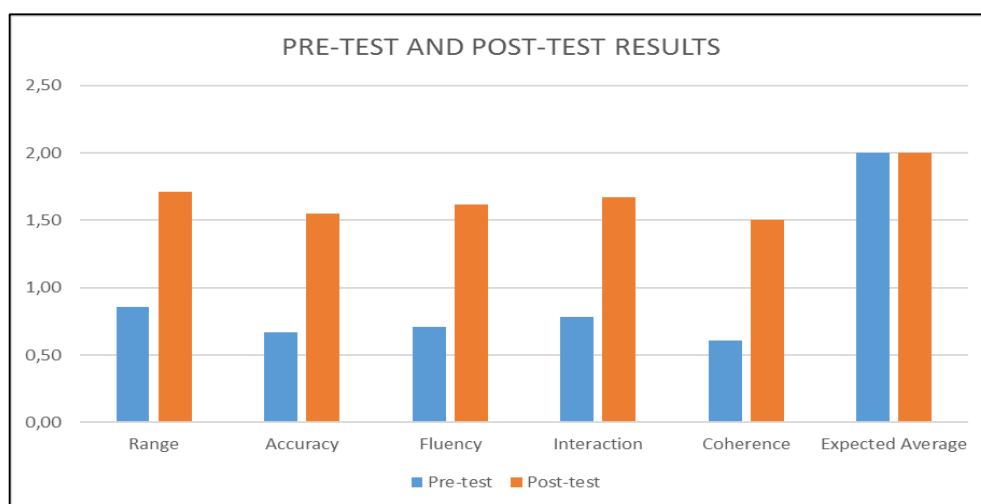
Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the data collected in the component Range there was an increment in the final scores from 0.86 to 1.71. The same happened with the component Accuracy from 0.67 to 1.55. Similarly, in Fluency from 0.71 to 1.62. Equally in Interaction from 0.78 to 1.67. Finally, in Coherence from 0.61 to 1.50.

Interpretation

It was evident that, in the five components that the Speaking rubric contained, the scores, consequently, the mean, improved in a noticeable manner. It demonstrated the usefulness of Communication Games in the development of the English speaking skill on Tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado.

General Results

Speaking final scores Pre-test Post-test

Table N° 32: Speaking final scores Pre-test Post-test

Pre- Test	3,64
Post - Test	7,14
Expected Average	10,00

Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 31: Speaking final scores Pre-test Post-test
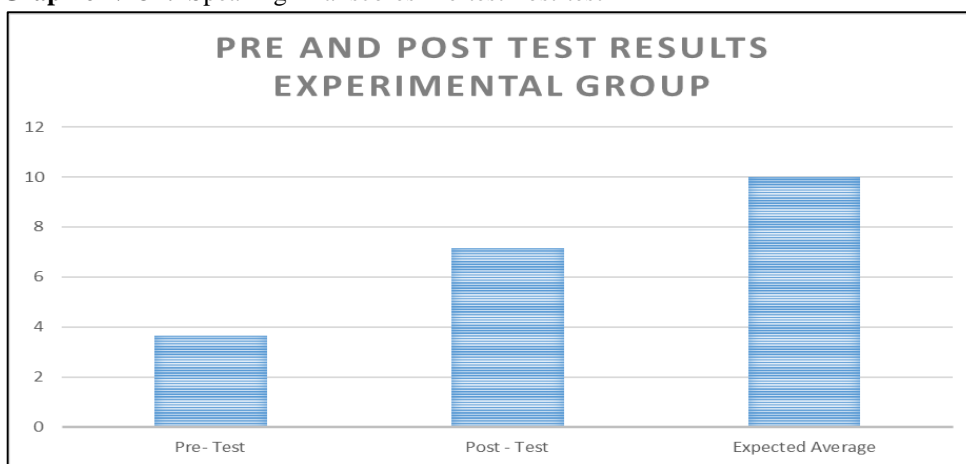
Source: Pre-test and Post-tests scores
Author: Lcda. Escobar, Paulina (2018)

Analysis

The gathered data displayed that, tenth graders in the pre-test got a score of 3,64; while after the implementation of the proposal, students in the post-test got a score of 7,14.

Interpretation

In this sense, it is rewarding that there was a significant increment in the final score of the post-test, in relation to the low score of the pre-test, due to the fact that, the main goal of the current research project was to demonstrate that Communication Games enhance the English speaking skill development on tenth graders.

4.5. Hypothesis Verification with the Pre-Test and Post-Test Results

For the verification of the hypothesis, the current research project made use of the T-student test with the results (mean) of the pre-test and post-test. According to Hernandez-Sampieri, (2014) the T-student is a statistical test which evaluates two different groups among each other in a significant manner, in respect to their means. In addition, with the support of the program SPSS the corroboration of the hypothesis, applying the T-student test, was possible. In this sense, the hypothesis verification gave the following results:

T-student Test

Table N° 33: Paired Samples Statistics

		Media	N	Desviación típ.	Error típ. de la media
Par 1	Pre - test	,7260	5	,09711	,04343
	Post - test	1,4300	5	,07176	,03209

Source: Paired Samples Statistics
Author: Lcda. Escobar, Paulina (2018)

Table N° 34: Paired Sample Correlations

		N	Correlación	Sig.
Par 1	Pre - test y Post - test	5	,976	,005

Source: Paired Sample Correlations
Author: Lcda. Escobar, Paulina (2018)

According to the statistics results, which are described with the support of the SPSS program, it is verified that the scores obtained by tenth graders in the post-test are higher than the pre-test scores. Besides, recurring to the contrast mean test, to verify, if the difference is significant, the program offers an existent correlation between the two means, in fact, it is evident that both groups are truly connected, with a 0,976, and the associated inference is significant, which means that both groups were effectively related.

Finally, the SPSS program, provides the T-student for paired samples, as it follows:

Table N° 35: Paired Samples Test

		Diferencias relacionadas							
					95% Intervalo de confianza para la diferencia				
		Media	Desviación típ.	Error típ. de la media	Inferior	Superior	t	gl	Sig. (bilateral)
Par 1	Pre - test - Post - test	-,70400	,03130	,01400	-,74287	-,66513	-50,286	4	,000

Source: Paired Samples Test
Author: Lcda. Escobar, Paulina (2018)

Conclusion

Considering that the means are equal, the standard error mean is 0,01400 and the value of the significance (2-tailed) is 0,000; values lower than 0,005, it is concluded that, the null hypothesis is rejected, consequently, the alternative hypothesis is assumed: **Communication Games enhance students' English Speaking Skill Development applied to tenth graders at Unidad Educativa General Eloy Alfaro Delgado in the academic year 2017-2018.**

4.6. Exit Survey Applied to Tenth Graders (Students) of Unidad Educativa Gral. Eloy Alfaro after the Implementation of the Proposal

Question 1: Do you believe that the use of Communication Games in the classroom is beneficial to the English learning process?

Table N° 36: Communication Games are beneficial to the English learning process

Question	Frequency	Percentage
Definitely Yes	95	66%
Probably Yes	50	34%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth grade students
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 32: Communication Games are beneficial to the English learning process
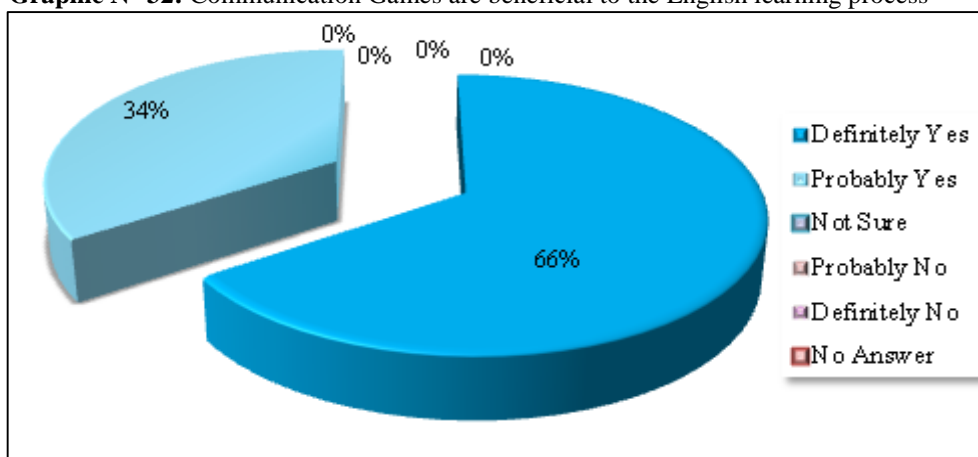
Source: Survey applied to tenth grade students
Author: Lcda. Escobar, Paulina (2018)

Analysis

Based upon the results, 66% of students deliberated that the teacher definitely uses Communication Games in the English classroom; while 34% manifested that they are not sure.

Interpretation

It is evident that a considerable percentage of students recognized that Communication Games benefit the English learning process. Consequently, this demonstrates that students considered all the advantages that Communication Games have in the English speaking skill development.

Question 2: Does your teacher use Communication Games in the classroom during the English learning process?

Question	Frequency	Percentage
Definitely Yes	101	70%
Probably Yes	44	30%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth grade students
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 33: The teacher uses Communication Games in the classroom
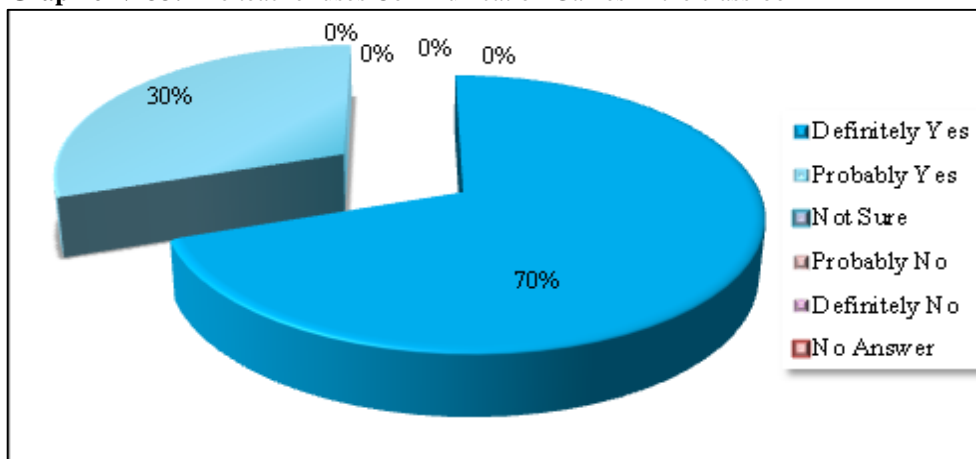
Source: Survey applied to tenth grade students
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results showed that, 70% of students assumed that the teacher definitely uses Communication Games in the English classroom; whereas 30% expressed that they are not sure.

Interpretation

A huge percentage of students considered that teachers are making use of games in the English classroom. Consequently, this represents that teachers are innovating their methodology by searching for more adequate techniques such as Communication Games, to foment the motivation of learners to develop speaking.

Question 3: Do you want to continue using Communication Games to improve your English speaking skill?

Table N° 38: Communication Games to improve speaking skills

Question	Frequency	Percentage
Definitely Yes	108	74%
Probably Yes	37	26%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 34: Communication Games to improve speaking skills
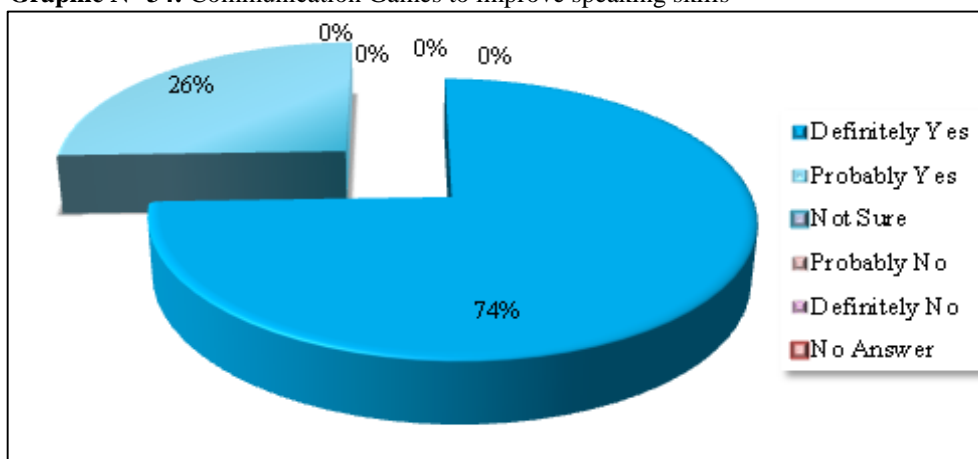
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

According to the results, 74% of students considered that they are interested in continuing using Communication Games in the English classroom; however, 26% said that they are not sure.

Interpretation

In this sense, students were fascinated with the idea of continue participating in Communication Games, in order to learn English and develop their oral expression. This determines that games motivate students to acquire a meaningful learning and an interactive participation in the English classroom.

Question 4: Does your teacher present the objectives and benefits of English Communication Games?

Table N° 39: The teacher presents: objectives and benefits of English Communication Games

Question	Frequency	Percentage
Definitely Yes	90	62%
Probably Yes	55	38%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 35: The teacher presents: objectives and benefits of Communication Games
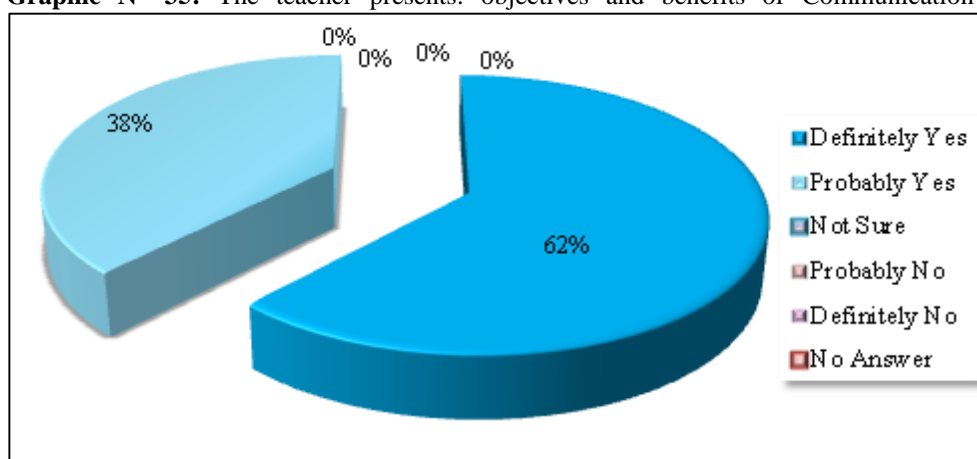
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results revealed that 62% of students mentioned that definitely knows the objectives and benefits of Communication Games; while 38% thought that probably yes.

Interpretation

It is undeniable that most students considered that the teacher presents the advantages of Communication Games. Consequently, this demonstrates that teachers have developed their capacity of explaining the importance of learning a foreign language through games.

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Question 5: Does your teacher realize activities that allow you to improve the English speaking skill?

Table N° 40: The teacher realizes activities that improve English speaking skills

Question	Frequency	Percentage
Definitely Yes	116	80%
Probably Yes	29	20%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 36: The teacher realizes activities that improve English speaking skills
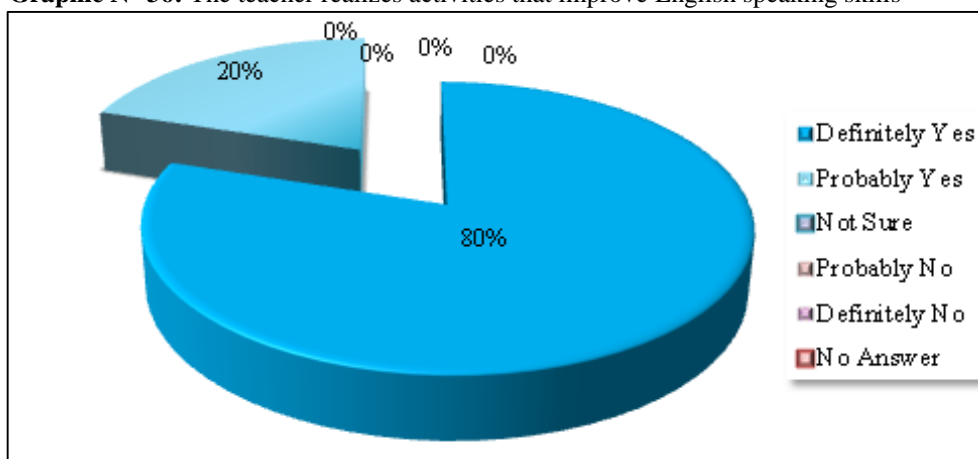
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the results obtained, 80% of students assumed that the teacher definitely realizes activities that improve the English speaking skill; nevertheless, 20% said that probably yes.

Interpretation

It is satisfying that a majority students mentioned that the teacher realized activities that helps them to improve the English speaking skill and the rest of language skills. It demonstrates that most of the activities accomplished by the teachers are causing a great impact on students' oral expression.

Question 6: Do you consider that the activities realized by the teacher, help the English speaking skill development?

Table N° 41: Activities realized by the teacher, help English speaking skill development

Question	Frequency	Percentage
Definitely Yes	92	63%
Probably Yes	53	37%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 37: Activities realized by the teacher, help English speaking skill development
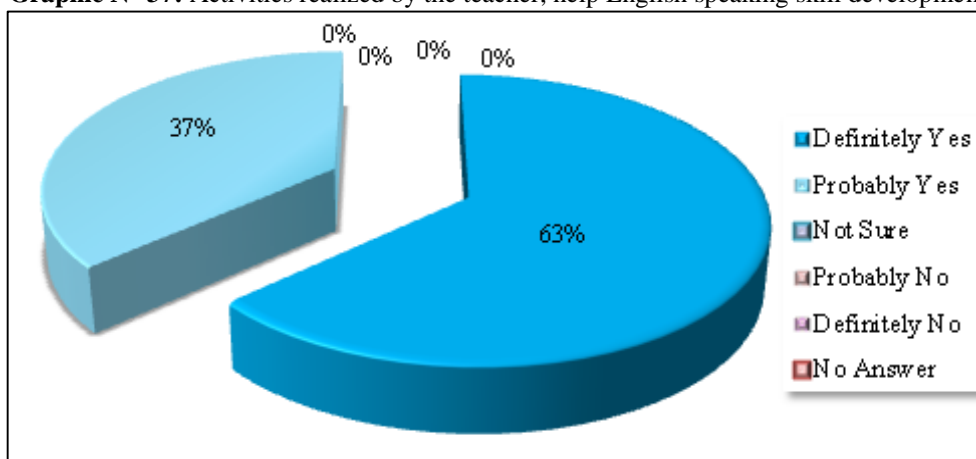
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the data collected, 63% of students manifested that the activities realized by the teacher definitely help the development of English oral expression, while 37% said that probably yes.

Interpretation

It is interesting that an extensive percentage of learners considered that the activities realized by the teacher help learners to develop the English speaking skills. This shows the interest of teachers in implementing new techniques, in order to motivate students to learn a foreign language.

Question 7: Does your teacher propose Communicative activities, where you can perform in English individually?

Table N° 42: The teacher proposes Communicative activities of individual performance

Question	Frequency	Percentage
Definitely Yes	117	81%
Probably Yes	28	19%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 38: The teacher proposes Communicative activities of individual performance
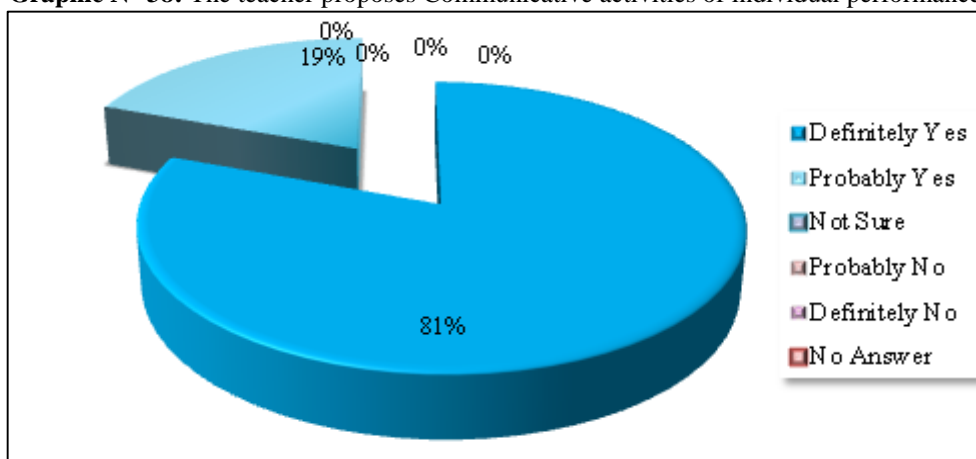
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results showed that, 81% of students mentioned that the teacher definitely proposes activities of individual performance on students; whereas, 19% thought that probably yes.

Interpretation

A majority students considered that the teacher proposes activities that allow learners to perform individually in class. This determines that Communication Games let students to be involved in an active participation and producing better outcomes.

Question 8: Does your teacher propose Communicative activities where you can interact in English with other students?

Table N° 43: The teacher proposes Communicative activities where students can interact

Question	Frequency	Percentage
Definitely Yes	103	71%
Probably Yes	42	29%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 39: The teacher proposes Communicative activities where students can interact
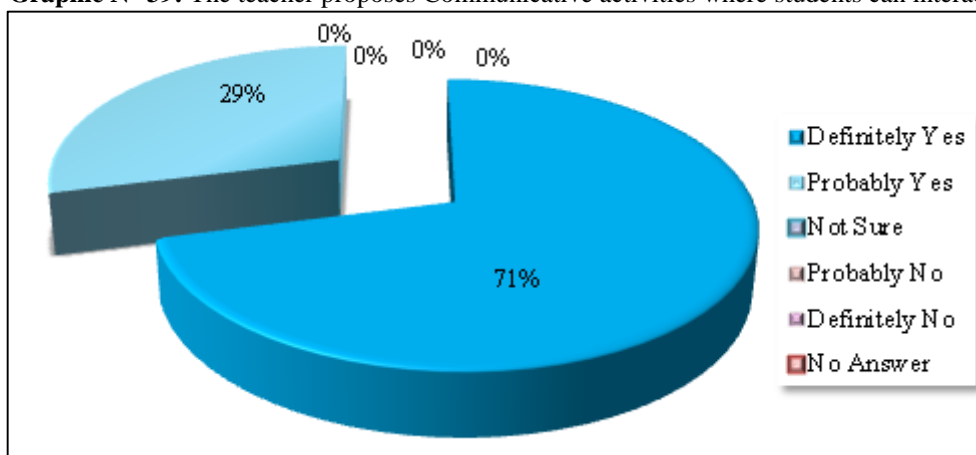
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

The data demonstrated that, 71% of students manifested that the teacher definitely proposes activities that allow learners interact with other students; however, 29% expressed that probably yes.

Interpretation

It is observable that students considered that the teacher proposes Communicative activities that benefit interaction among learners during the English class. In this respect, students have acquired a positive attitude, faced with the fact that English learning is dialogue and critical thinking.

Question 9: Does your teacher propose English learner-centered Communicative activities?

Table N° 44: The teacher proposes English learner-centered Comunicative actvivities

Question	Frequency	Percentage
Definitely Yes	107	74%
Probably Yes	38	26%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 40: The teacher proposes English learner-centered Comunicative actvivities
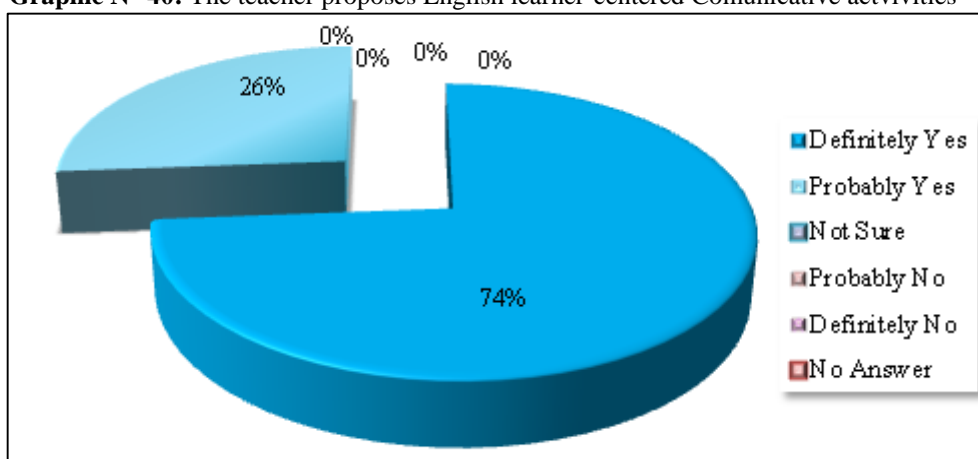
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

The gathered data discovered that, 74% of students believed that the activities propose by the teacher are definitely focused on the learner participation; whereas, 26% of students mentioned that probably yes.

Interpretation

It is determined that all students considered that the teacher focused his attention on the student's participation and needs. In fact, students feel that the teacher is worried about their role in the class and the development of the English speaking skill.

Question 10: Do you consider that speaking is one of the most developed skills in the English learning process?

Table N° 45: Speaking is one of the most developed skills

Question	Frequency	Percentage
Definitely Yes	138	95%
Probably Yes	7	5%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**145**	**100%**

Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 41: Speaking is one of the most developed skills
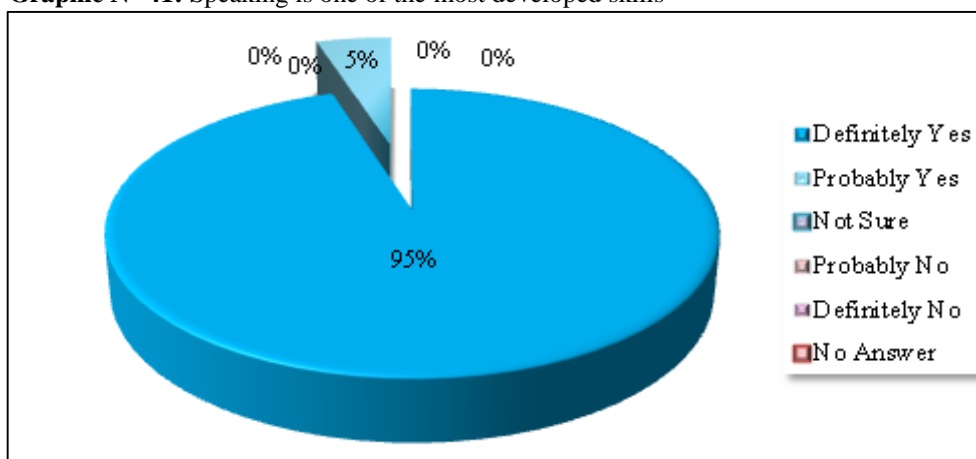
Source: Survey applied to tenth graders
Author: Lcda. Escobar, Paulina (2018)

Analysis

According to the data, 95% of students mentioned that speaking is definitely one of the most developed skills in the English learning process; although 5% said that probably yes.

Interpretation

It is remarkable that most students considered that speaking is one of the most developed skills in the English learning process. This determines that, students are accomplishing communicative activities in class. Thus, learners are developing their ability to perform and interact in dialogues with confidence and assurance.

4.7. Exit Survey Applied to English Teachers of Unidad Educativa Gral. Eloy Alfaro after the Implementation of the Proposal

Question 1: Do you believe that the use of Communication Games in the classroom is beneficial to the English teaching-learning process?

Table N° 46: Communication Games benefit the English teaching-learning process

Question	Frequency	Percentage
Definitely Yes	8	89%
Probably Yes	1	11%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 42: Communication Games benefit the English teaching-learning process
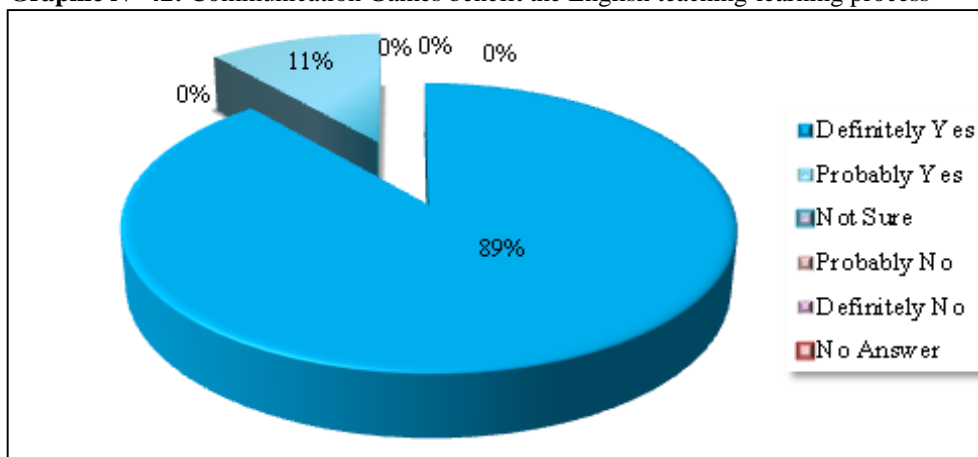
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

Based upon the results, 89% of teachers manifested that the use of Communication Games in the classroom definitely benefits the English teaching-learning process; while 11% said that probably yes.

Interpretation

It is evident that, most English teachers accepted that Communication Games benefit the English teaching-learning process. In this respect, teachers considered that games stimulate students to acquire a foreign language and some other competences of the English language.

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Question 2: Do you use Communication Games in the classroom?

Table N° 47: Use of Communication Games in the English classroom

Question	Frequency	Percentage
Definitely Yes	7	78%
Probably Yes	2	22%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 43: Use of Communication Games in the English classroom
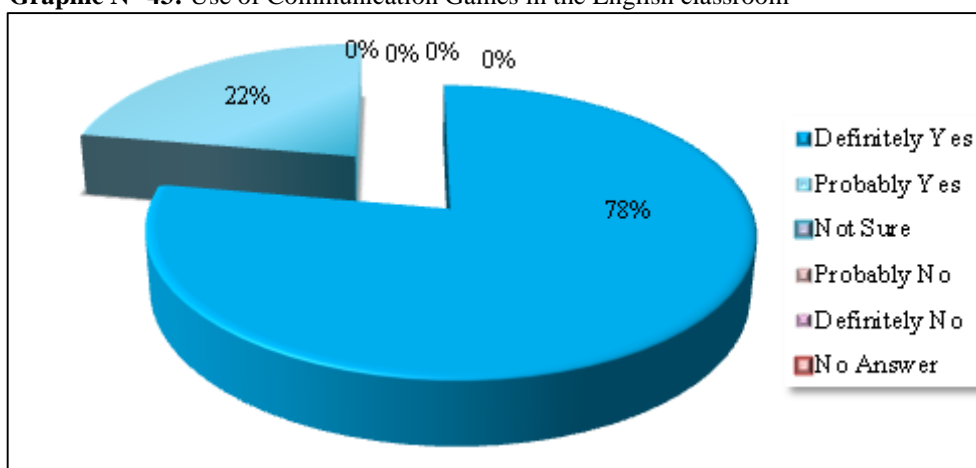
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results showed that, 78% of teachers definitely use Communication Games in the English classroom; whereas, 22% assumed that probably yes.

Interpretation

In this sense, a huge percentage of teachers recognized that they make use of Communication Games in the English classroom. This establishes that teachers promote the use of innovative activities that promotes the developing of the English speaking skill on students. Besides, teachers are implementing new techniques that allowed to express in English spontaneously.

Question 3: Do you want to know a variety of Communication Games to improve English oral expression?

Table N° 48: Communication Games to improve English oral expression

Question	Frequency	Percentage
Definitely Yes	9	100%
Probably Yes	0	0%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 44: Communication Games to improve English oral expression
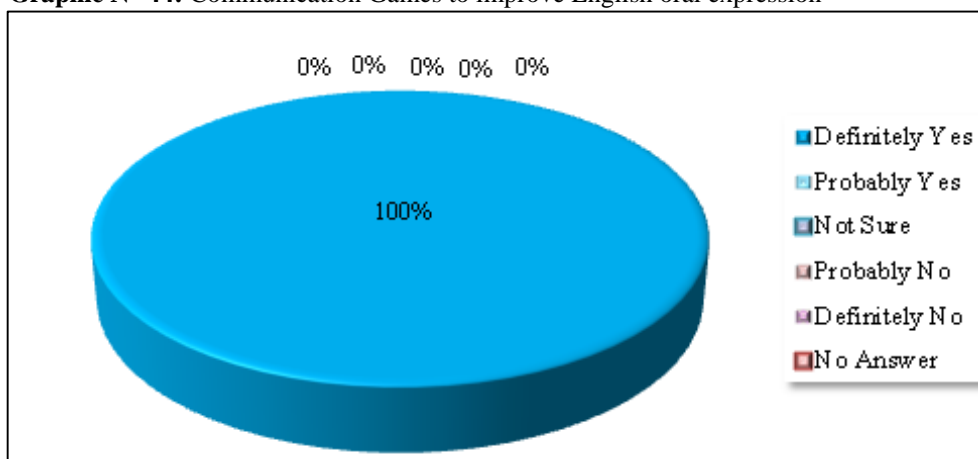
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

According to the results, 100% of English teachers are definitely interested in knowing a variety of Communication Games to improve English oral expression on students.

Interpretation

In this context, English teachers considered that they were really interested in know and apply Communication Games in the English classroom. This determines the responsibility of the teacher in enhancing the English speaking skill on students.

Question 4: Do you present the objectives and benefits of the English Communication Games in class?

Table N° 49: Present objectives and benefits of English Communication Games

Question	Frequency	Percentage
Definitely Yes	7	78%
Probably Yes	2	22%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 45: Present objectives and benefits of English Communication Games
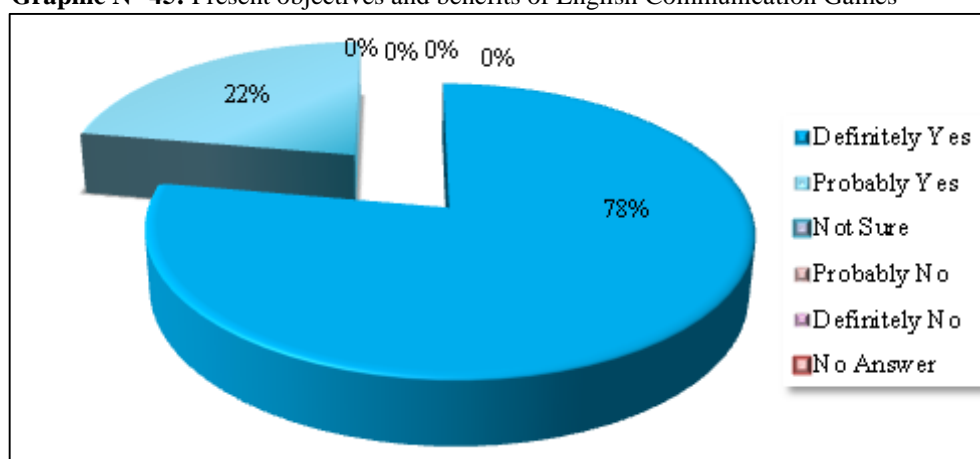
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results revealed that 78% of teachers definitely do not present the objectives and benefits of Communication Games in the English class; while 22% manifested that probably yes.

Interpretation

Most teachers considered that it is important to inform students about the use, goals and advantages of English Communication Games. For this reason, teachers are being informed too, about the usefulness of games and how they help student to develop English oral expression.

Question 5: Do you realize activities that allow students to improve the English speaking skills?

Table N° 50: Realize activities that improve the English speaking skills

Question	Frequency	Percentage
Definitely Yes	7	78%
Probably Yes	2	22%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 46: Realize activities that improve the English speaking skills
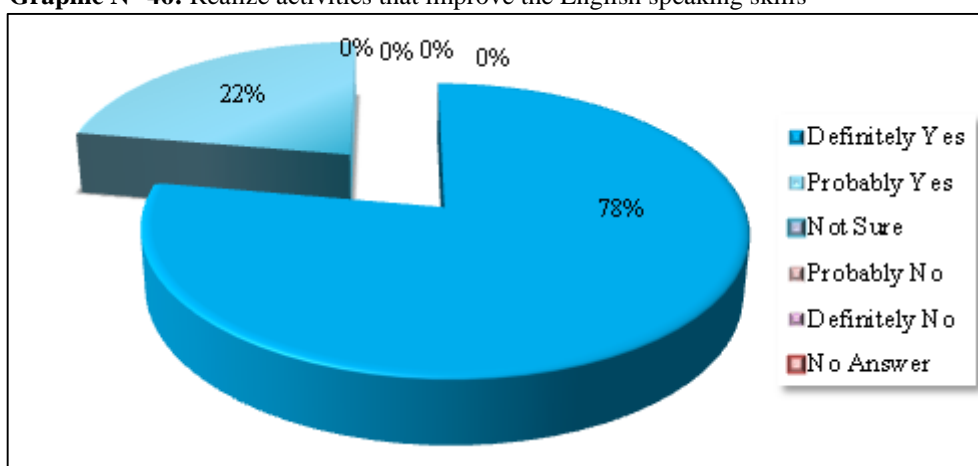
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the results obtained, 78% of teachers said that they realized activities that help learners to improve English oral expression; whereas 22% mentioned that probably yes.

Interpretation

Most English teachers considered that they accomplished activities that promotes communication in the English classroom. Consequently, it is determined that teachers help students to reach a practical domain of the English language, through the implementation of ludic activities.

Question 6: Do you consider that all the activities you use in the classroom, help students to develop English speaking skills?

Table N° 51: All activities help the English speaking skill development

Question	Frequency	Percentage
Definitely Yes	7	78%
Probably Yes	2	22%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 47: All activities help the English speaking skill development
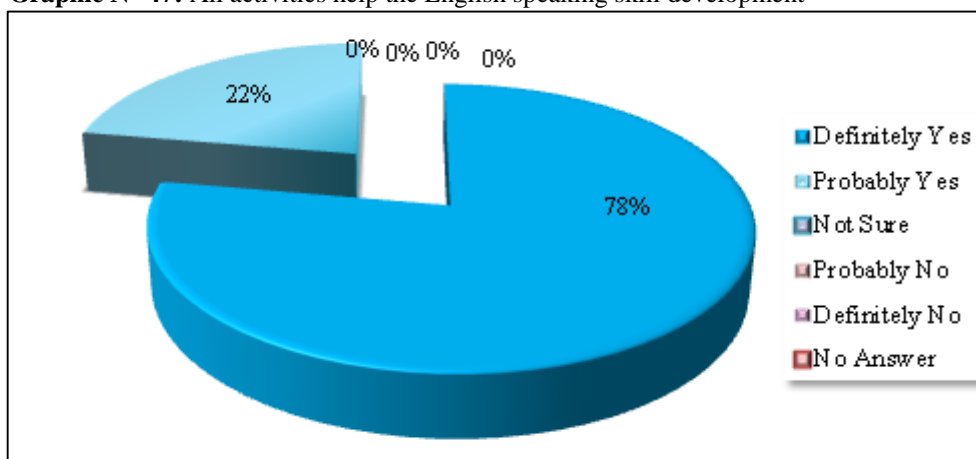
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

From the data collected, 78% of English teachers thought that the activities they use definitely help the development of speaking in the English class; while, 22% said that probably yes.

Interpretation

In this respect, most teachers affirmed that the activities they accomplished in class, benefit interaction and performance on students. Consequently, teachers enhance English oral expression on students by implementing new activities in the classroom.

Question 7: Do you propose Communicative activities, where the student can perform in English individually?

Table N° 52: Propose Communicative activities of individual performing

Question	Frequency	Percentage
Definitely Yes	8	89%
Probably Yes	1	11%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 48: Propose Communicative activities of individual performing
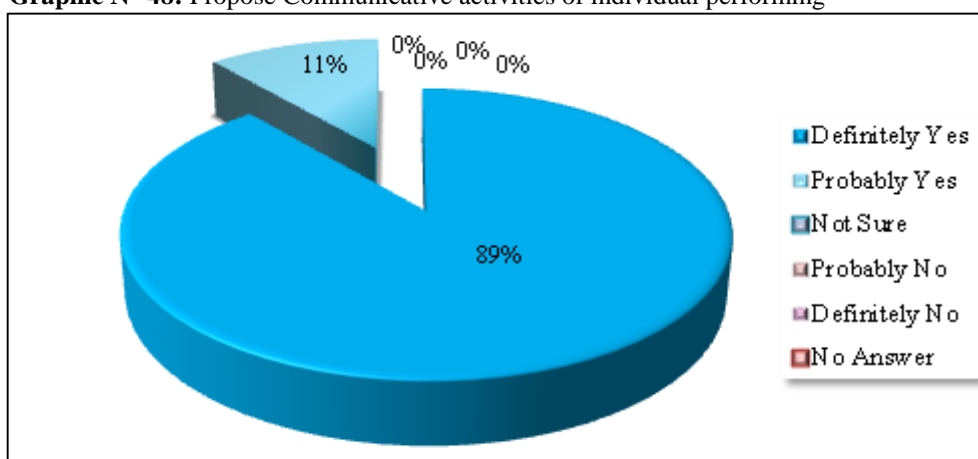
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The results exposed that 89% of teachers affirmed that they propose Communicative activities of individual performance; and 11% manifested that probably yes.

Interpretation

Most teachers considered that foment individual participation on learners in order to enhance their performance in the English classroom. In this sense, Communication Games benefit students presentation and production; in addition it helps their communicative competence.

Question 8: Do you propose Communicative activities on a daily basis, where the learner can interact with other students?

Table N° 53: Propose daily Communicative activities that promote interaction

Question	Frequency	Percentage
Definitely Yes	7	78%
Probably Yes	2	22%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 49: Propose daily Communicative activities that promote interaction
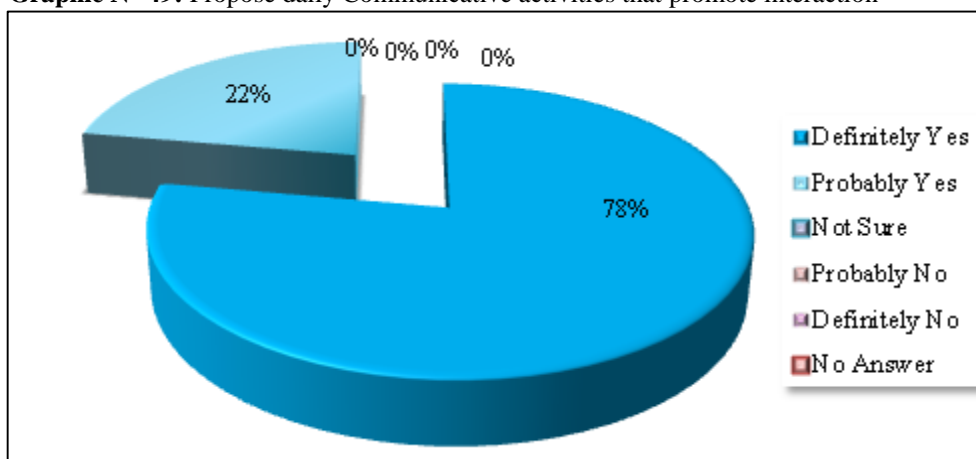
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The data demonstrated that, 78% of teachers expressed that they propose Communicative activities on a daily basis, where the learner can interact with other students; 22% said that probably yes.

Interpretation

A significant percentage of teachers recognized that they proposes Communicative activities that promote interaction among students. This evidence that students implement activities where learners can dialogue and have a meaningful English learning.

Question 9: Do you accomplish English learner-centered Communicative activities?

Table N° 54: Propose English learner-centered Communicative activities

Question	Frequency	Percentage
Definitely Yes	7	78%
Probably Yes	2	22%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 50: Propose English learner-centered Communicative activities
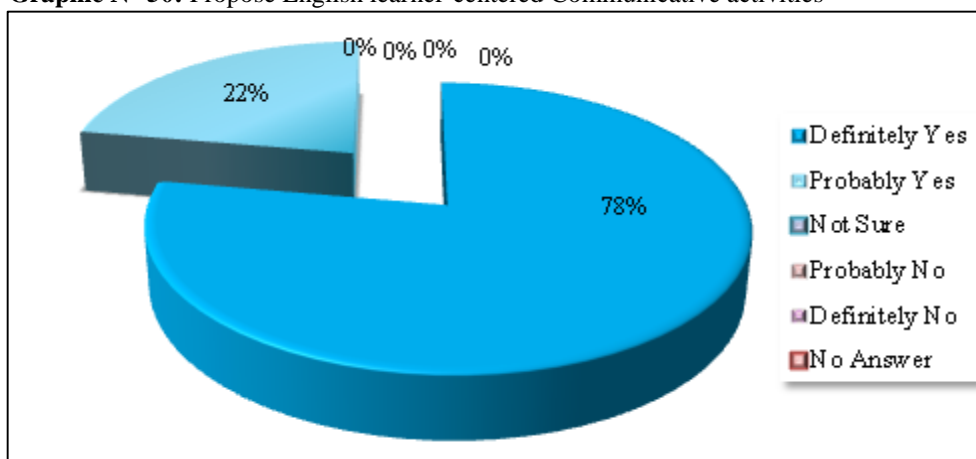
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

Over 67% of teachers admitted that they definitely accomplished learner-centered activities in the English classroom; whereas 22% said that probably yes.

Interpretation

It is determined that most teachers focused their attention on the development of students, by applying some techniques that get involved learners in the English learning process. This determines that teachers through the implementation of Communication Games helps students to feel he/she is the protagonist of his/her own learning.

Question 10: Do you consider that speaking is one of the most developed skills in the English learning process?

Table N° 55: Speaking is one of the most developed skills

Question	Frequency	Percentage
Definitely Yes	7	78%
Probably Yes	2	22%
Not Sure	0	0%
Probably No	0	0%
Definitely No	0	0%
No Answer	0	0%
Total	**9**	**100%**

Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Graphic N° 51: Speaking is one of the most developed skills
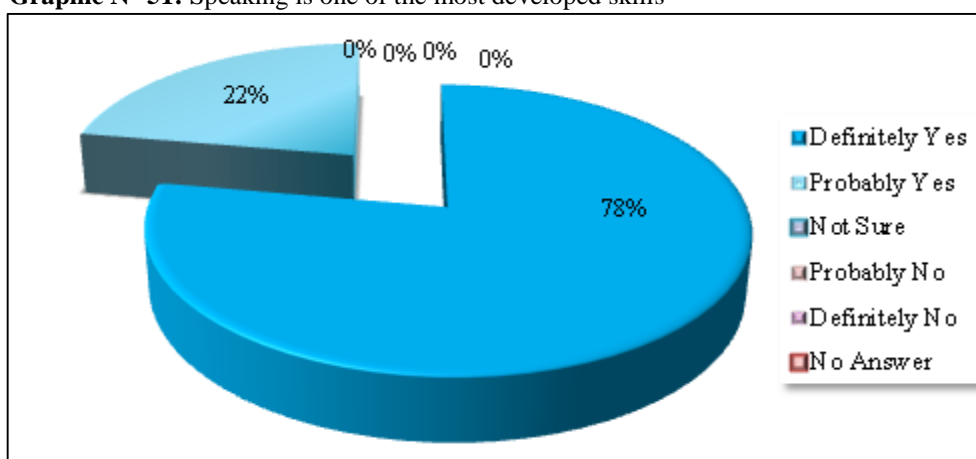
Source: Survey applied to English teachers
Author: Lcda. Escobar, Paulina (2018)

Analysis

The gathered data discovered 78% of teachers affirmed that speaking is one of the most developed skills, and 22% said that probably yes.

Interpretation

It is remarkable that most teachers assumed that speaking is one of the most developed skills. In fact, with the application of innovative techniques which promote learners to develop oral expression, students feel motivated to speak and interact in English.

It is gratifying to see the way that students and teachers are interested in implementing new techniques that benefit the English teaching-learning process. In fact, this demonstrates the responsibility of educators to encourage and get learners involved in authentic situations, which serve them in a globalized world, where English is the lingua Franca. In addition, it is remarkable to see the concern of students in practicing Communication Games that provoke in them, the need of speaking and communicating. The results displayed in the Exit Survey revealed the awareness of students to be part of Communication Games that let them perform and interact in English. The results also showed the consciousness of teachers in applying those Communication Games that allow learners to enhance the English Speaking skills development.

4.8. Reliability of the Survey

To determine whether or not Communication Games enhance the English speaking skill development of tenth graders; an exit survey was applied with nine teachers and a group of 145 tenth graders. The survey contained ten questions, which followed a Likert scale (definitely yes, probably yes, not sure, probably no, definitely no) in order to verify the hypothesis.

Reliability Analysis. Cronbach's Alpha

Before verifying the hypothesis, it was relevant to demonstrate that the content of the survey was reliable, in order to get valuable results, which served the current research project to show significant results. In this respect, this study made use of the Cronbach's Alpha, a recognized reliability analysis test which evaluates the consistency of each question in the survey. With the help of the SPSS program, the Cronbach's Alpha detailed the following results:

Table N° 56: Cases Processing Summary

Number of elements			%
Cases	Valid	145	100,0
	Excluded[a]	0	,0
	Total	145	100,0
a. Elimination by list, based on all variables of the procedure			

Source: Software SPSS application. Reliability Analysis. Cronbach's Alpha
Author: Lcda. Escobar, Paulina (2018)

Table N° 57: Reliability Analysis. Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	Number of elements
,973	10

Source: Software SPSS application. Reliability Analysis. Cronbach's Alpha
Author: Lcda. Escobar, Paulina (2018)

It is concluded that, the survey has a level of reliability of 0,973 according to the Cronbach's Alpha. Therefore, it indicates the satisfactory internal consistency of each question in the survey.

4.9. Hypothesis Verification with the Results of the Exit Survey

The Chi-Square test is one of the most employed tests to analyze qualitative variables, due to the fact that, it determines if two variables are related or not. In fact, the null hypothesis of the Chi-Square test, signifies that the two variables analyzed are independent, while, the alternative hypothesis indicates that both variables are not independent, which means that there is a relation between the two variables. In this respect, the Chi-Square test displayed the following results:

Table N° 58: Chi-Square Tests

Chi-Square Tests

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	20,000^a	18	,333
Razón de verosimilitudes	16,036	18	,590
Asociación lineal por lineal	,679	1	,410
N de casos válidos	10		

a. 30 cells (100,00%) have expected count less than 5.
   The minimum expected count is 0,10.

Source: Chi-Square Tests
Author: Lcda. Escobar, Paulina (2018)

Table N° 59: Chi-Square Tests

Symmetric Measures

		Valor	Sig. aproximada
Nominal por nominal	Coeficiente de contingencia	,816	,333
N de casos válidos		10	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Source: Chi-Square Tests
Author: Lcda. Escobar, Paulina (2018)

With the support of the Statistics Program SPSS, the Chi-Square test, reveals that exists a significance of 0,05; a reliability of 95%, in 30 cases the frequency is lower than 0,5. In addition, the Symmetric Measures show that the approximate significance level is 0,33, the same of the Chi-Square 0,33. Consequently, the alternative hypothesis is assumed: **Communication Games enhance students' English Speaking Skill Development applied to tenth graders at Unidad Educativa General Eloy Alfaro Delgado in the academic year 2017-2018.** It is relevant to mention that the hypothesis was already verified with the T-Student test applied with the results of the pre-test and the post-test. In this respect, the application of the Chi-Square test is manner to corroborate the hypothesis verification, in order to demonstrate the consistency of the hypothesis.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Once the study of the results has been elaborated, and after doing a suitable analysis and an adequate interpretation, the following conclusions are put into consideration:

- It is determined that tenth graders at Unidad Educativa Gral. Eloy Alfaro and English teachers, considered that the use of Communication Games definitely benefit students' English speaking skills development. In addition, they comprehend their valuable contribution to the development of oral expression as well as, the increment of motivation on learners to acquire a foreign language.

- There is a relationship between Communication Games and English speaking skill development, on tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado, due to the fact that, it contributed significantly to increase their level of vocabulary, improve their accuracy and fluency, interacting with more confidence and making their dialogues more understandable.

- Communication Games play an important role during the EFL class, due to the fact that they influenced positively in the development of speaking of students, due to the fact that, games allow them to have a spontaneous and inductive performance. In this respect, learners develop more confidence when speaking in English, and besides, they feel more satisfied referring to their oral participation in class.

- Learners are more conscious about the relevance of speaking during the EFL class. In fact, they are aware about how important is to develop oral expression, in order to communicate and interact among other classmates

and the English teacher. In addition, students found out the significance of speaking and interacting to learn English, due to the fact that they unconsciously applied and acquired grammar structures.

- Students and English teachers at Unidad Educativa Gral. Eloy Alfaro Delgado appreciate the valuable tool: Communication Games manual as a means to enhance the English speaking skills development, due to the fact that, the institution has not enough resources to encourage students to develop the language skills.

5.2. Recommendations

After an evaluation and conclusion of the current research project, it is prudent to emit the following recommendations:

- Teachers should dedicate a little more time in the implementation of Communication Games in the English class, in order to improve the oral expression of students.

- Teachers should search for more adequate and innovative techniques, that enhance and motivate students to the meaningful and authentic interaction in English.

- To encourage students in order to maintain interest in learning English as a foreign language in order to get better outcomes and in this respect, promote students' participation in class.

- To use Communication Games manual, which contains helpful games that benefits the teachers' labor and enhance the performance and production of students.

CHAPTER VI

THE PROPOSAL: MANUAL OF COMMUNICATION GAMES AS A MEANS TO DEVELOP STUDENTS' ENGLISH SPEAKING SKILLS

It was evident the necessity to develop a Proposal for tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado. For this reason, this Proposal contains a practical Manual with a series of interactive and playful activities, to enhance the development of English speaking skills. In addition, this Manual will orient teachers in the teaching process through guidelines of the distinct Communication Games. Furthermore, it is important to realize this Proposal, due to the fact that, through the activities established in this Manual, some issues such as accuracy, fluency or interaction are fomented, giving learners the opportunity to communicate and interact in a fun and authentic way.

6.1. Informative Data

Theme:

Communication Games to develop and improve the English speaking skill in tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado.

Executing Institution:

Unidad Educativa "General Eloy Alfaro Delgado"

Beneficiaries:

Tenth graders and Teachers of English at Unidad Educativa Gral. Eloy Alfaro Delgado.

Location:

Cadiz y Vigo Street, Cdla. España, Ambato – Ecuador

Estimated Execution Time:

Two Months

Project Responsible:

Researcher: Paulina Escobar; Tutor: Dra. Elsa Hernández Cherrez, Mg.

Cost:

$ 300

6.2. Proposal Background

In the EFL classroom, during the English teaching-learning process, it is important to know and put in practice, several methodologies to encourage the development of students' speaking skills. However, through the years, public Ecuadorian education has not made use appropriate techniques and useful activities to teach English as a foreign language. Techniques or activities that provoke communication, and provide students an innovative manner to see English in a more tangible way. In fact, communicative activities give students the opportunity to interact with confidence and feel motivated to learn English.

In this respect, the current research project, considering a number of difficulties in speaking of tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado, collected, tabulated and analyzed data, in order to prove that a solution was needed. In fact, after the results obtained, from the survey (Appendix 1) applied to teachers and students before the implementation of the proposal, it was observed a deficit of communicative stimuli that encouraged an adequate oral expression development on students. Consequently, a solution was provided to this problem, through the implementation of Communication Games, that has allowed learners to improve oral expression development through the practice of interactive and motivational games, which has been proven with the exit survey

(Appendix 6), applied to teachers and students, as well as the comparison of a pre-test and a post-test.

6.3. Justification

As it was mentioned before, to obtain real and reliable results, the current research project recurred to the implementation of a proposal, and for this reason lesson plans were written in order to apply and implement this proposal. In fact, the implementation of Communication Games was expected to solve the low level of the English speaking skill development on tenth graders. Nevertheless, games had to be selected very carefully, due to the fact that, this research project had a specific population. In fact, taking into account a number of issues such as, the level of proficiency of tenth graders, students' needs, recent grammar structures, and the educational atmosphere where learners study, a list of five Communication Games was chosen.

The following list of five Communication Games were applied in the implementation stage of this research project:

1. **Chit-chat** (See proposal, communication game N° 1)

2. **Habits and hobbies** (See proposal, communication game N° 3)

3. **Looking for a job** (See proposal, communication game N° 5)

4. **The recipes game** (See proposal, communication game N° 7)

5. **Eyewitnesses (**See proposal, communication game N° 9)

From the manual, during the selection of Communication Games, time was considered, due to the fact that, each class of tenth graders disposed of 40 minutes. Consequently, meaningful changes had to be done in the games' process, in order to achieve the objective of each game. Indeed, factors such as, classroom seating arrangements, the distribution of the groups, the warm up activity at the beginning of the class, or the evaluation process at the end of the class, were

carefully scheduled in the lesson plans. For this reason, every game detailed was perfectly achieved in an hour class of forty minutes.

The positive impact of this proposal and the good results of its implementation, have provided a number of benefits to the English learners. Besides, due to a number of technological, economical, and didactic resources, as well as the authorization and socialization of authorities, the implementation of this proposal for teachers and students was possible.

6.4. Objectives

6.4.1. General

- To design, propose and apply a manual of Communication Games to enhance the development of students' English speaking skills in tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado.

6.4.2. Specific

- To socialize the Manual with authorities and teachers of the high school, in order to improve oral communication on students.

- To train teachers of the high school, about the appropriate use of the Manual of Communication Games.

- To motivate students and teachers in order to use and practice the Communication Games in class, at Unidad Educativa Gral. Eloy Alfaro.

6.5. Feasibility Analysis

The current research project is considered feasible, since it has the availability of technological, economical and didactic resources, as well as, the approval and support of authorities of the executing institution, to socialize the Communication Games manual with teachers and students, in order to improve the English speaking skill development.

6.6. Theoretical Basis

Manual

According to Uljens, (2017) a manual is a didactic material that accomplishes a specific objective in the educational atmosphere. In fact, a manual has a coherent and convincing structure and it is composed of a number of issues such as: concepts or definitions, problem statements, grammatical exercises and resolutions, exercises development and glossaries. In addition, Richards, (2015) stated that a manual constitutes a valuable tool to motivate learners and a helpful instrument to teachers, due to the fact that, it helps the teaching-learning process through the development of several didactic resources that promote learning on students.

Uljens, (2017) affirmed that a manual is structured by the following elements:

- The table of contents which contains all the titles of the activities and their corresponding pages, in order to locate them more quickly.

- The Introduction which allows the author to present the purpose of the manual, besides the introduction orientates the learner to comprehend the content of the manual.

- The teachers' notes which offers a complete and meticulous description of all the activities or exercises of the manual. In fact, teachers' notes detail a number of factors, such as: type of activity, objective, exponents, lexical areas, essential vocabulary, preparation, how to use the game and demonstration.

- Didactic resources which include all materials of the activities, these can include photocopies, rules sheets or flashcards.

Communication Games

According to Philips, (2013:85) "Communication Games in the foreign language classroom help students to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive and to be a good loser". In fact, most of the time, students feel demotivated during the English learning process. Therefore, competition, which normally occurs during most of the language games is always a perfect technique to use with teenagers, due to the fact that games engage learners to communicate, and it offers a pleasant environment where learners can speak with confidence and without anxiety.

In addition, Harmer (2015:271) also stated that "Communication Games are designed to provoke communication between students and frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture, or find similarities and differences between pictures". Indeed, Games in the foreign language classroom not only provide a good environment, games also let students participate in fun and motivational activities where students can be comfortable when they speak, without the fear of being embarrassed in front of others as it happens with other oral activities.

Moreover, according to Hadfield, (2014:5) "Communication Games serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate action". Vygotsky, (1978) also highlighted the importance of learning a language in the cognitive development of students. Thus, through the implementation of games in the English class, students learn to interact and participate in a natural way. Therefore, teachers also learn to recognize students' weaknesses in order to solve students' learning problems.

Speaking Skill

To speak a language is the main goal in a foreign language classroom. The speaking skill development is benefited by the development of the other skills.

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Nowadays, the huge quantity of auditory and written resources that teachers have available, help learners to improve oral expression. According to the CEFR, (2001) speaking is a communicative ability that not only covers pronunciation and grammar domain, but as well as socio-cultural and pragmatic knowledge.

In fact, during the English learning process, the oral expression development is probably one of the most difficult skills to learn, due to the fact that, there are several differences between the pronunciation of the target language and the fear of not being understood at the moment of communicating. Besides, the speaking skill is the ability which students feel more judged when they are performing or interacting.

6.7. Administration of the Proposal

For the success and achievement in the implementation of this proposal, several stages were followed:

Table N° 60: Methodology

N° OF STAGE	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
First Stage Socialization	To socialize the results of the survey and the needs the English speaking skills development on tenth graders, at Unidad Educativa Gral. Eloy Alfaro Delgado.	A dialogue with the authorities to get the respective approval. Analyze the survey applied before the implementation of the proposal with the English teachers of the institution.	Human Didactic Technological Economical	Paulina Escobar	Academic year 2017-2018
Second Stage Elaboration	To elaborate a manual of Communication Games to enhance the English speaking skills development on tenth graders, at Unidad Educativa Gral. Eloy Alfaro Delgado.	Research several authors Analize about Communication Games from different author, papers, research projects. Choose the most suitable ones.	Human Didactic Technological Economical	Paulina Escobar	Academic year 2017-2018

Third Stage Training	To train teachers about the correct use of the manual that includes 12 Communication Games in order to enhance the speaking skills development on tenth graders, at Unidad Educativa Gral. Eloy Alfaro Delgado.	Application of a pre-test to tenth graders. Deliver photocopies of the manual. Socialize the proposal and all its benefits. Analysis and discussion of the manual of Communication Games and its benefits to learners. Determine the time and space.	Human Didactic Technological Economical	Paulina Escobar	Academic year 2017-2018
Fourth Stage Implementation	To execute the Communication Games manual to enhance the speaking skill development on tenth graders, at Unidad Educativa Gral. Eloy Alfaro Delgado.	Activities: Warm up: Brainstorming about grammar topic Presentation: objectives and rules of games, grammar topic Practice: exercises about the new grammar topic. Production: Students' speaking production development	Human Didactic Technological Economical	Paulina Escobar	Academic year 2017-2018

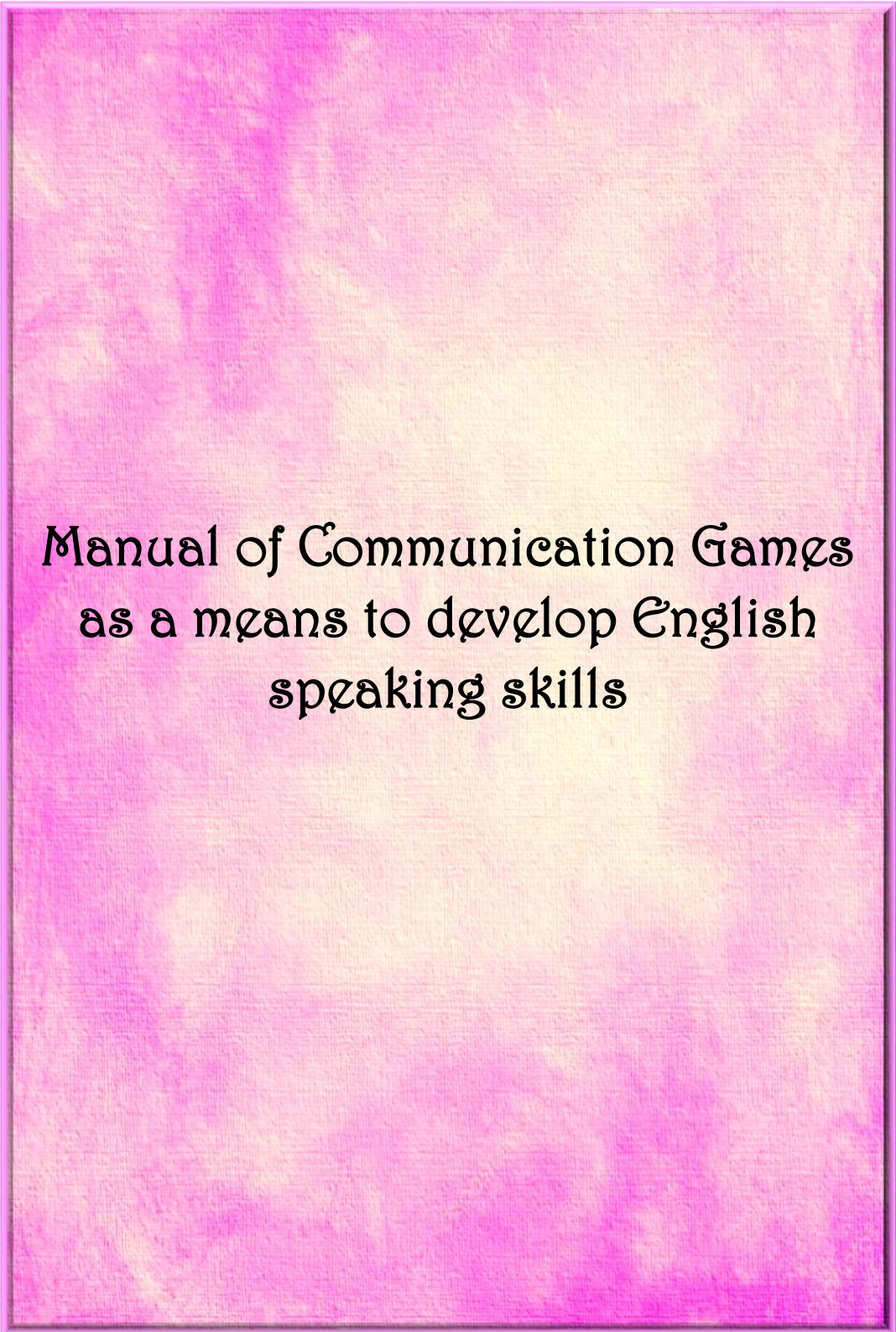| Fifth Stage Evaluation	To evaluate the achievements made with the application of Communication Games of the manual to enhance the speaking skill development on tenth graders at Unidad Educativa Gral. Eloy Alfaro Delgado.	Verify the development of the manual Stimulate the fulfillment of tasks and activities. Elaboration of reports. Decision making. Application of the post-test an the exit survey. Compare the results obtained between Pre-test and Post-test.	Human Didactic Technological Economical	Paulina Escobar	Academic year 2017-2018

Source: By the researcher
Author: Escobar, Paulina (2018)

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6.8. Manual of Communication Games

The following manual of Communication Games to enhance the English speaking skill development, is a suitable tool for teachers and students, due to the fact that, it contains useful activities which allow students to feel more motivated about the English language learning. In addition, teachers will have the opportunity to make use of this manual and put in practice inside and outside the classroom, due to the fact that, it is a useful reference in the daily English teaching practice. This manual contains clear procedures of each game, as well as its corresponding material, which was adapted from Hadfield, (2014), due to the fact that this author developed an extensive range of Communication Games, consequently, it was possible to select and adapt these games to each unit of the English book that tenth graders are making use.

It is important to highlight, that, through the implementation of Communication Games, teachers will teach in a fun and entertaining way to English learners. In this sense, students will become more confident about their English performance and interaction. The continuous practice of each one of these Communication Games will help students to develop speaking, as well as the acquiring of a bigger range of vocabulary, have a better comprehension of grammatical structures and enhance their pronunciation as well as their confidence at interacting.

Manual of Communication Games as a means to develop English speaking skills

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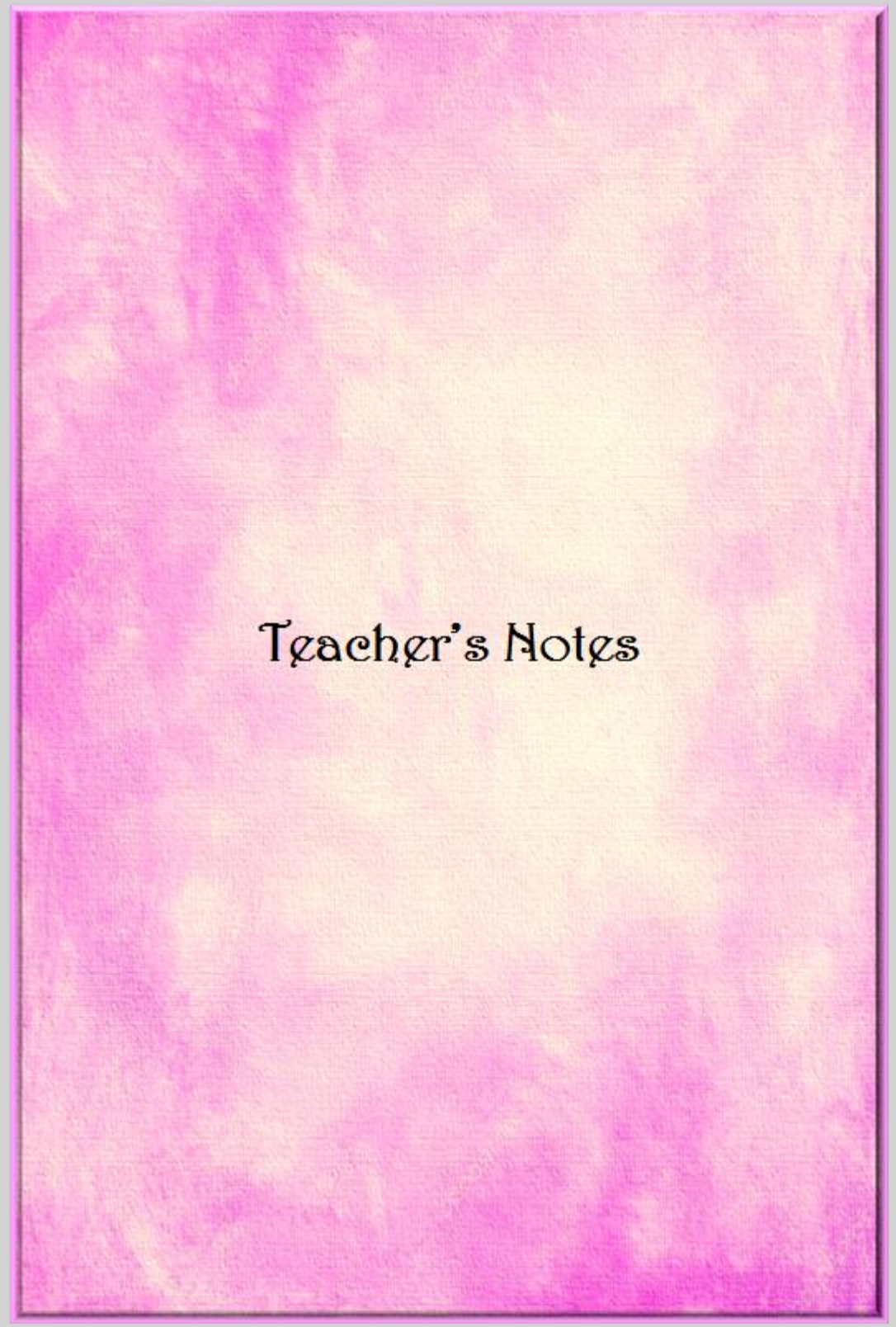
Yuppies

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Shopping lists

Eyewitnesses

Guess

Holiday Quiz

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Introduction

A game is an activity with rules, a goal and an element of fun. The following manual of communication games constitutes a series of resources which was design to help and motivate learners to improve the English speaking skill development. In fact, this manual contains a variety of interesting activities which allow students to develop their oral expression as well as their critical thinking. In this respect, it is important to mix games and dialogue, due to the fact that, it encourages students to interact in an inductive manner and strengthen their English proficiency level. Nevertheless, it is relevant that all these games are put in practiced in a dynamic way, in order to develop the creativity, vocabulary, the cognitive development, fluency and accuracy on students.

Teacher's Notes

1. Chit-chat

Type of activity
Whole class
Information search

Objective
Ask for and giving personal information

Exponent
What is your name?
Where do you live?
How old are you?
Are you married?
How many children do you have?
What do you do?
What are your hobbies?
Do you like ....ing?

Lexical areas
Occupations, hobbies, numbers

Essential vocabulary
name, age, married, single, divorced, children, job, technician, retired, electrician, nurse, policewoman, student, housewife, accountant, teacher, librarian, secretary, bank manager, actress, doctor, tennis, football, gardening, swimming, sailing, guitar, knitting, cooking, drinking, talking, judo, woodwork, painting, crosswords, piano, reading, art, pottery
numbers 1 to 20

Time
Estimated time 40 minutes

Materials and preparation

Photocopy one role-card and one questionnaire for each student in the class.

The game may be played with any number, however if there are more than 16 students in the class, the game may be played in two groups.

How to use the game

Distribute one role-card to each student.

Allow a little time for them to become familiar with the information.

Then give each student a questionnaire

The object of the game is to find all the people described on the questionnaire.

Demonstration

To do this, first, students must move around the room.

Then students must ask each other questions until they have found all the people described on the questionnaire.

Note: A similar game could be constructed by the teacher based on the students' own characters, provided that you know a little about their lives, occupations, interests and so on.

Adapted from: Hadfield, (2014)

Find:

a technician with two children
a grandmother who lives in Hull
a 24-year-old nurse
an electrician who plays the guitar
a policewoman who lives in Oxford
a lazy student
a 54-year-old housewife
an accountant who likes fishing
a fireman who likes judo
a married teacher
a teacher who lives in Liverpool
a librarian who likes crosswords
a secretary who is also a pianist
a hard-working bank manager
an actress who lives in Plymouth
a 37-year-old doctor with two children

John Peters
Age: 26
Lives in London
Married
Two children: Tim and Andy
Job: technician
Hobbies: tennis, football

Elsie Lewis
Age: 65
Lives in Hull
Married
Four children and six grandchildren
Retired
Hobbies: gardening

Alice Summers
Age: 24
Lives in Exeter
Married
Three children: Sally, Tom and Sue
Job: nurse
Hobbies: swimming, sailing

Tim Fowler
Age: 36
Lives in Brixham
Married
Two children: Robert and Oliver
Job: electrician
Hobbies: guitar

Susie Parker
Age: 35
Lives in Oxford
Not married
Job: policewoman
Hobbies: knitting, cooking

Tony Owen
Age: 24
Lives in Brighton
Not married
Job: student
Hobbies: drinking and talking

Barbara Holbrook
Age: 54
Lives in Bristol
Married
Two children: Tessa and John
Job: housewife
Hobbies: theatre, reading

Jim Smith
Age: 28
Lives in Southampton
Married
One child: Simon
Job: accountant
Hobbies: fishing

Sam Stevens
Age: 43
Lives in York
Married
Three children: Anne, Jane and Linda
Job: fireman
Hobbies: judo, football

Chris Platt
Age: 31
Lives in Maidstone
Married
No children
Job: teacher
Hobbies: gardening

David Oldham
Age: 27
Lives in Liverpool
Not married
Job: teacher
Hobbies: woodwork, painting

Steve Jenkins
Age: 24
Lives in Glasgow
Divorced
No children
Job: librarian
Hobbies: crosswords

Sally Jones
Age: 46
Lives in York
Not married
Job: secretary
Hobbies: playing the piano

Harry Myers
Age: 62
Lives in Birmingham
Married
Three children: Josephine, Rebecca and Edward
Job: bank manager
Hobbies: work

Sarah Thomas
Age: 32
Lives in Plymouth
Not married
Job: actress
Hobbies: reading, art

Celia Parsons
Age: 37
Lives in London
Married
Two children: Patricia and Caroline
Job: doctor
Hobbies: pottery

LESSON PLAN COMMUNICATION GAME N° 1 CHIT-CHAT

LESSON PLAN **LEVEL:** A2-1 **SCHOOL YEAR:** 2017-2018 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 5 PER WEEK **WEEK:** FIFTH **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** LCDA. PAULINA ESCOBAR **TOPIC/UNITS:** UNIT 1 **LESSONS:** 1
VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10th EGB	Date: 2018	Time: 40 minutes	No. of Students: 36 students

Recent topic work: Simple Present Verb to *be*	**Recent Language work:** Adjectives of personality Leisure activities

Aims: Asks and gives for personal information

Objectives: This lesson will enable learners to request information and describes themselves and people's personalities.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopies role cards and questionnaires

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 5 minutes 20 minutes	**Warm up** • Brainstorming about grammar topic: Simple Present Verb to *be*. **Presentation** • Get students in two groups and give them a role card. • Explain to students that become familiar with the card information. • Clarify doubts and then give students a questionnaire. • **Practice** • Have students practice the questions in silence in order to ask each other questions. • The object of the game is to find all the people described on the questionnaire. • **Application** • Have students move around the classroom in order to encourage them to ask each other questions until they have found all the people described on the questionnaire.	• Communication game N°1 Chit-chat. • Look at the role card and get familiarized with the information. • After that, check the questionnaire in order to practice some questions to find all the people described in it. • Move around asking and answering questions in order to complete the task.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use of verb to *be*

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 8-9 exercises 1 and 7

2. Computer dating

Type of activity
Whole class
Matching

Objective
To talk about likes and dislikes

Exponent
I like/I don't like
I like/I don't like....ing.
So do I/Neither do I/I don't
Do you like.......?
Do you like........ing?
Yes, I do/No, I don't

Lexical areas
Sports and hobbies

Essential vocabulary
Riding, gardening, swimming, tennis, skiing, golf, cycling, cooking, reading, football.

Time
Estimated time 40 minutes

Materials and preparation
The game may be played with any number of students, with a suggested minimum of six.
Photocopy enough card for all students in the class.
Make sure each role-card appears at least twice.

How to use the game
Give out the cards to the students and tell them that the object of the game is to find the perfect partner.
They should try to find someone whose likes and dislikes are exactly the same as their own.

Demonstration
To do this, students should move around the class interviewing people about their likes and dislikes until they find someone whose tastes match theirs.

Adapted from: Hadfield, (2014)

You like:
riding
swimming
tennis
skiing
cycling
cooking

You don't like:
gardening
football
golf
reading

You like:
golf
skiing
tennis
cycling
riding
football

You don't like:
gardening
cooking
reading
swimming

You like:
riding
swimming
tennis
cycling
golf

You don't like:
gardening
cooking
football
reading
skiing

You like:
riding
swimming
tennis
golf
skiing
cycling
cooking
football
gardening

You don't like:
reading

You like:
golf
skiing
reading
tennis
cycling
riding

You don't like:
gardening
cooking
football
swimming

You like:
riding
tennis
golf
skiing
reading
football
gardening
cooking
swimming

You don't like:
cycling

You like:
gardening
cooking
reading

You don't like:
any sports

You like:
football
tennis
golf
skiing
gardening
swimming
reading
riding
cycling

You don't like:
cooking

LESSON PLAN COMMUNICATION GAME N° 2 COMPUTER DATING

LESSON PLAN	**LEVEL:** A2-1	**SCHOOL YEAR:** 2017-2018	**AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING	**PERIODS:** 5 PER WEEK	**WEEK:** FIFTH	**DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH	**TEACHER:** LCDA. PAULINA ESCOBAR	**TOPIC/UNITS:** UNIT 1	**LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10th EGB		Date: 2018	Time: 40 minutes	No. of Students: 36 students
Recent topic work: Simple Present Verb to *like love and prefer*		**Recent Language work:** Free Time activities		

Aims: To talk about likes and dislikes

Objectives: This lesson will enable learners to talk about free time activities

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopies of the role cards.

Anticipated problems:	**Problem:** Ss could not complete the task	**Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Simple Present Verb to *like, love and prefer*. **Presentation** • Get students in pairs, to make sure that each role cards appear twice. • Explain to students that become familiar with the card information. • Clarify doubts if it is necessary. • **Practice** • Have students practice *Yes/No questions* in silence in order to ask each other questions. • The object of the game is to find the perfect partner. • **Application** • Have students move around the classroom in order to encourage them to ask each other questions about likes and dislikes until they have found someone who tastes match theirs.	• Communication game N°2 Computer Dating. • Look at the role card and get familiarized with the information. • After that, practice *Yes/No* questions to find the perfect partner. • Move around asking and answering questions in order to complete the task.	• To pronounce words correctly. • To interact by asking and answering indirect questions. • To identify the use of verb *like, love* and *prefer*

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 10-11 exercises 1 and 5

3. Habits and hobbies

Type of activity
Whole class
Information search

Objective
To talk about hobbies

Exponent
Do you ....?
How often do you.......?
When do you..........?
I.............once/twice a day/week/month/year
I............every day/morning/afternoon/evening
........at weekends
........on Sundays/Wednesday evening
........in the afternoons/mornings/evenings
........in the summer/winter

Lexical areas
Hobbies, sports and pastimes

Essential vocabulary
Exercising, cycling, golf, reading, tennis, swimming, walking, climbing, skiing, flying, diving, painting, drawing, pottering, sculpture, photography, parachuting, dancing, cooking, sewing, knitting, woodwork, piano, violin, listening to records, the radio, reading, watching TV, writing letters, fishing, yoga, gardening, like, go, play, practice, listen, paint, draw, do, want, cook, sew, knit, try, read, watch, write.

Time
Estimated time 40 minutes

Materials and preparation
The game may be played with any number of students, from eight upwards.

Photocopy enough cards and questionnaires for everyone in the class

The relevant information is on cards 1 to 8, so ensure that these are included in the cards you copy.

How to use the game
Give out one card and one questionnaire to every student in the class.

The object of the game is to fill in the questionnaire

Demonstration
To do this, students should move around the class, asking questions such as, *Do you play the piano? How often do you watch TV? When do you play golf?*

Note: A similar game could be constructed using information about the students' hobbies and interests.

Ask students to write a short piece about their hobbies and interests, saying how often they do each of the activities they mention.

Collect these in and use the information to prepare a short questionnaire similar to the one in this game.

It is also possible to use the cards for a matching game.

Copy one card for every student in the class but make sure that you include a counterpart from cards 9 to 16 for every one of the cards 1 to 8 that you use.

Give one card out to each of the students, and tell them to interview people about their hobbies and interests as they have.

They should then try to find the differences in their habits.

The first part of the game will involve the questions, *DO you......? And Do you like.....?* the second part will involve the questions, *How often do you......? And When do you.......?*

Adapted from: Hadfield, (2014)

1 You like fresh air and exercise!
You often go cycling at weekends.
You play golf on Sundays and you go riding every Saturday afternoon.
In the summer you also play tennis and go swimming once a week.
In your holidays you go walking in the mountains.

2 You like adventure!
You go climbing every summer and skiing every winter.
You go flying and deep-sea diving at weekends.
You want to try parachuting!

3 You are very sociable!
You go dancing every night. You have parties at weekends and you go to the pub three times a week.
Once a year you go on holiday with friends. You usually go to Spain.

4 You are a very practical person!
You like making things.
You cook every day and you often sew or knit in the evenings.
Your hobby is woodwork and you do this once a week on Wednesday evenings.

5 You are very musical!
You play the piano and the violin. You practise the piano once a day and the violin twice a day. You have piano lessons once a week on Fridays and violin lessons twice a week on Tuesdays and Thursdays.
You listen to records in the evenings and go to concerts at weekends.

6 You don't like sport and prefer indoor activities.
You listen to the radio and read the papers in the morning. In the afternoon you read books and play records.
You watch TV every evening.
At weekends you write letters.

7 You are an artistic type!
You paint and draw very well. You always paint at weekends. You do pottery and sculpture in the evenings.
You like photography and go to photography classes once a week.
You go to art exhibitions as often as possible!

8 You like a quiet life!
You go fishing every afternoon and do yoga once a week – it's very relaxing.
Every morning you do some gardening.
You go walking in the country at weekends.
You never watch TV, but you read in bed every night.

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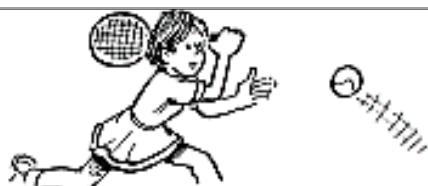
9 You like fresh air and exercise!
You often go cycling at weekends.
You play golf on Saturdays and you go riding on Sunday afternoons.
In the summer you play tennis and go swimming once a week.
In your holidays you go walking in the mountains.

10 You like adventure!
You go climbing at weekends and skiing twice a year.
You go deep-sea diving in the summer.
You go flying on Wednesday afternoons.
You want to try parachuting!

11 You are very sociable!
You go out to the pub every night and you go dancing every weekend. You often give parties.
Once a year you go on holiday to Spain.

12 You are a very practical person! You like making things.
You cook every day and you do woodwork in the afternoons.
You often sew or knit in the evenings too.

13 You are very musical!
You play the violin and guitar. You practise the violin every morning and the guitar every afternoon. You have violin lessons once a week and guitar lessons once a fortnight.
You listen to records in the evenings and often go to concerts at weekends.

14 You don't like sport and prefer indoor activities.
You read books and play records all day.
In the evenings you write letters and listen to the radio.
At weekends you watch TV and sometimes go to the cinema.

15 You are an artistic type!
You paint and draw very well. You always paint in the evenings after work.
You do a lot of photography at the weekends.
You sometimes go to art exhibitions.

16 You like a quiet life!
You do yoga every day and go fishing at the weekends – it's very relaxing!
You do some gardening in the afternoons.
You go walking in the country at weekends.
You sometimes watch TV in the evening but you usually read or listen to music.

Find someone who:

plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

Find someone who:

plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

Find someone who:

plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

Find someone who:

plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

Find someone who:

plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

Find someone who:

plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

LESSON PLAN COMMUNICATION GAME N° 3 HABITS AND HOBBIES

LESSON PLAN   **LEVEL:** A2-1   **SCHOOL YEAR:** 2017-2018   **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING   **PERIODS:** 5 PER WEEK   **WEEK:**   **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH   **TEACHER:** LCDA. PAULINA ESCOBAR   **TOPIC/UNITS:** UNIT 1   **LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10ᵗʰ EGB	Date: 2018	Time: 40 minutes	No. of Students: 36 students

Recent topic work: Adverbs of frequency	**Recent Language work:** Leisure activities

Aims: To talk about hobbies

Objectives: This lesson will enable learners to talk about the frequency of actions that people do.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopies of the role cards and questionnaires.

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Adverbs of frequency **Presentation** • Give one card and one questionnaire to each student in class. • Explain to students that become familiar with the card information. • **Practice** • Have students practice *Wh questions* with *How often….* in silence in order to ask each other questions. • The object of the game is to fill in the questionnaire. • **Application** • Have students move around the classroom in order to encourage them to ask each other questions about some leisure activities and the frequency of that action, until they have completed the questionnaire.	• Communication game N°3 Habits and Hobbies. • Look at the role card and get familiarized with the information. • After that, practice *Wh* questions using *How often.* • Move around asking and answering questions in order to complete the task.	• To pronounce words correctly. • To interact by asking and answering indirect questions. • To identify the use of adverbs of frequency.

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 16-17 exercises 1 and 6

4. Put it together

Type of activity
Whole class, then small groups
Matching

Objective
To describe a scene

Exponent
Present continuous tense for ongoing activities

Lexical areas
Everyday activities

Essential vocabulary
Picnic, sunbathing, walk, sleep, talk, catch, throw, run, fly, give, drown, swim, shout, look at, knit, play, carry, wave, look, write, like, chase, blow, eat, drink, take a photo, sit, take.

Time
Estimated time 40 minutes

Materials and preparation
The game may be played with up to 20 students. For larger classes, divide the class into two groups.
Make one copy of each of the pictures and cut them up along the lines shown, into as many pieces as there are students in class. When there are fewer students the pictures can be cut up into fewer pieces; three or four, for example, instead of five.

How to use the game

Give out one piece to each student.

Tell them that the pieces together make up four large pictures.

The object of the game is to find the other people who have pieces from the same picture.

Demonstration

To do this, students will have to move around the class describing their pictures to the people they meet.
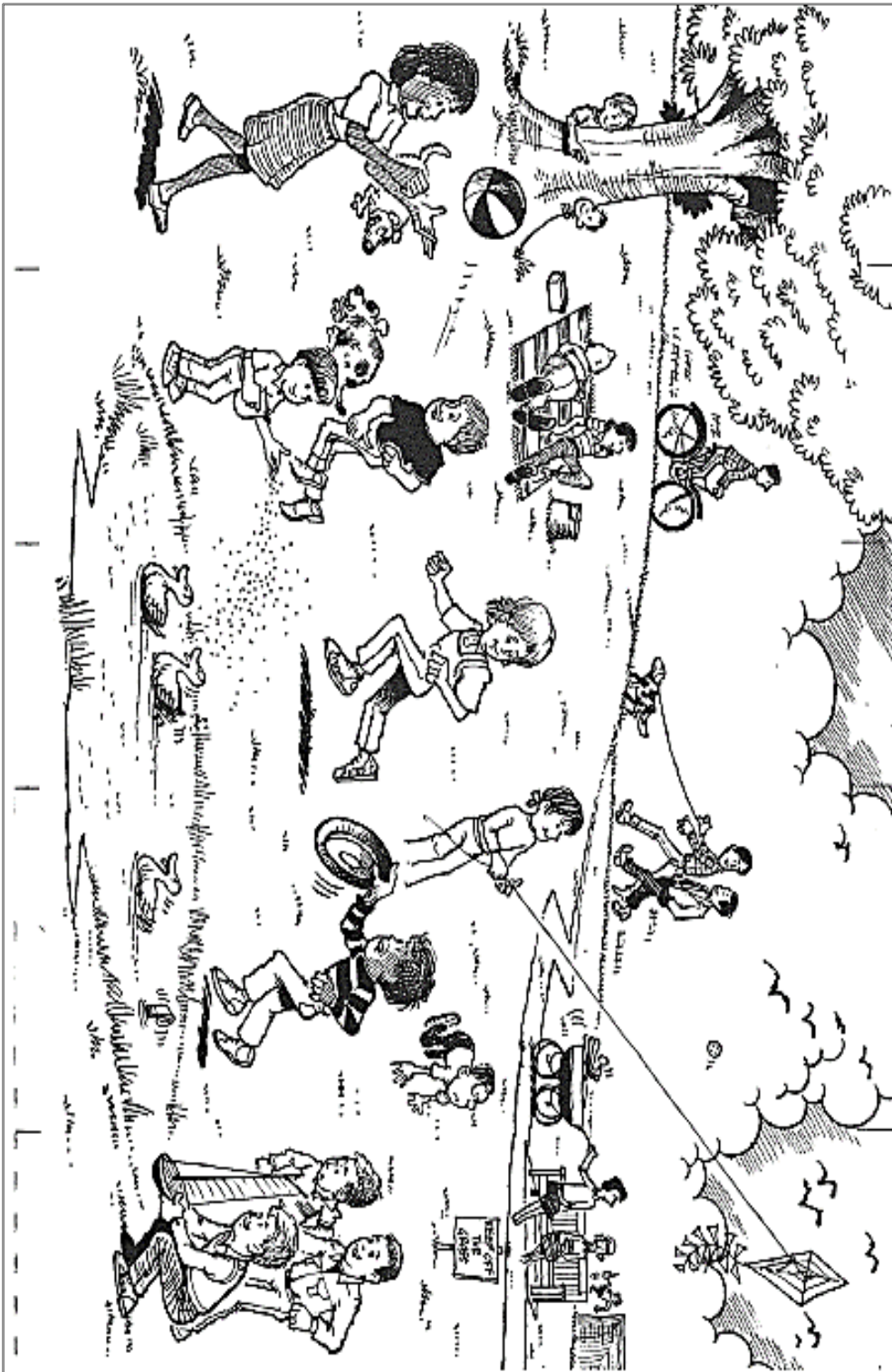
When they found the other people with pieces of the same picture, they should sit down somewhere in a group and try to work out in which order the pieces come from left or right, To do this, they will have to describe their pictures to each other in greater detail.

Adapted from: Hadfield, (2014)
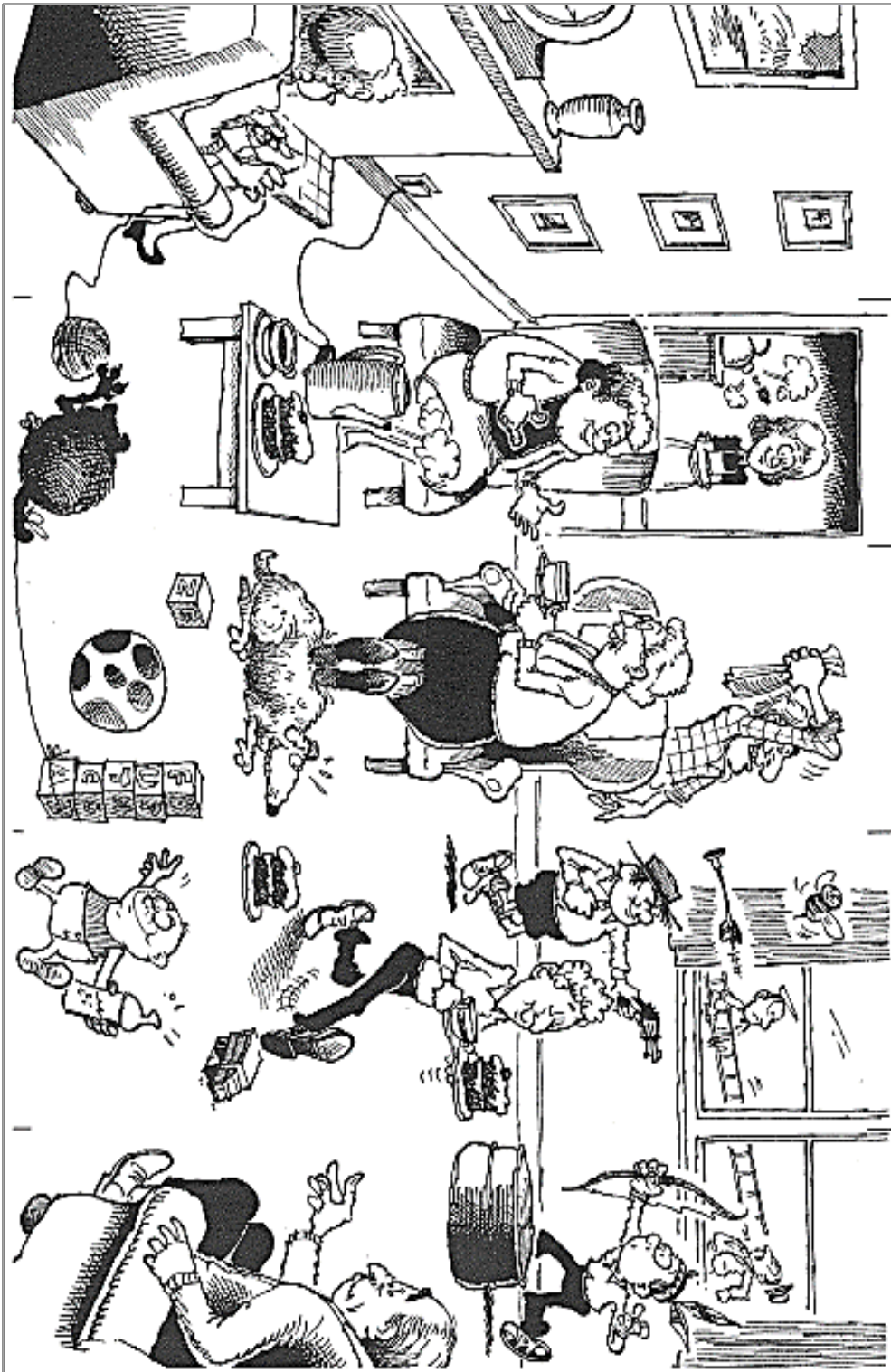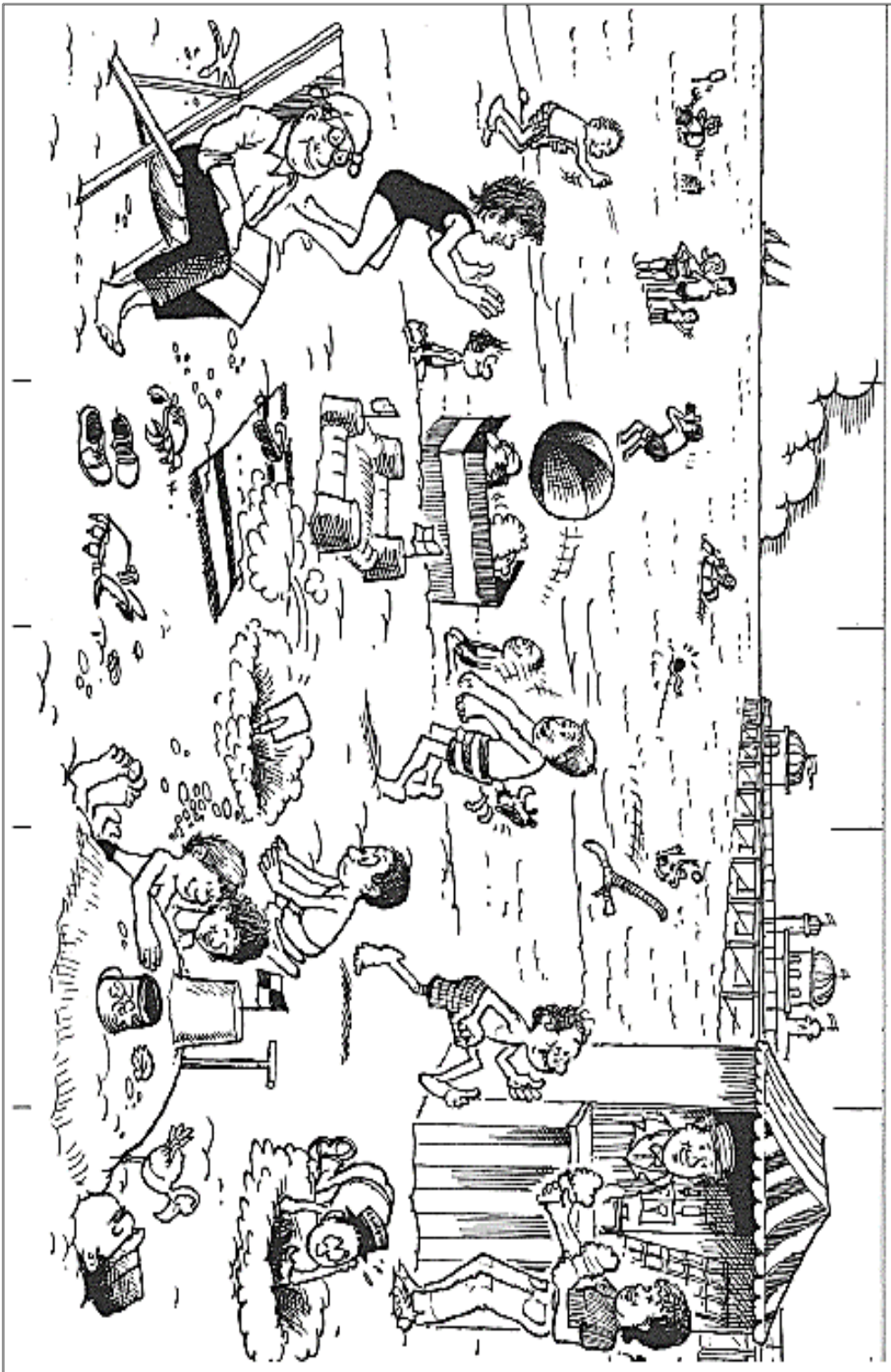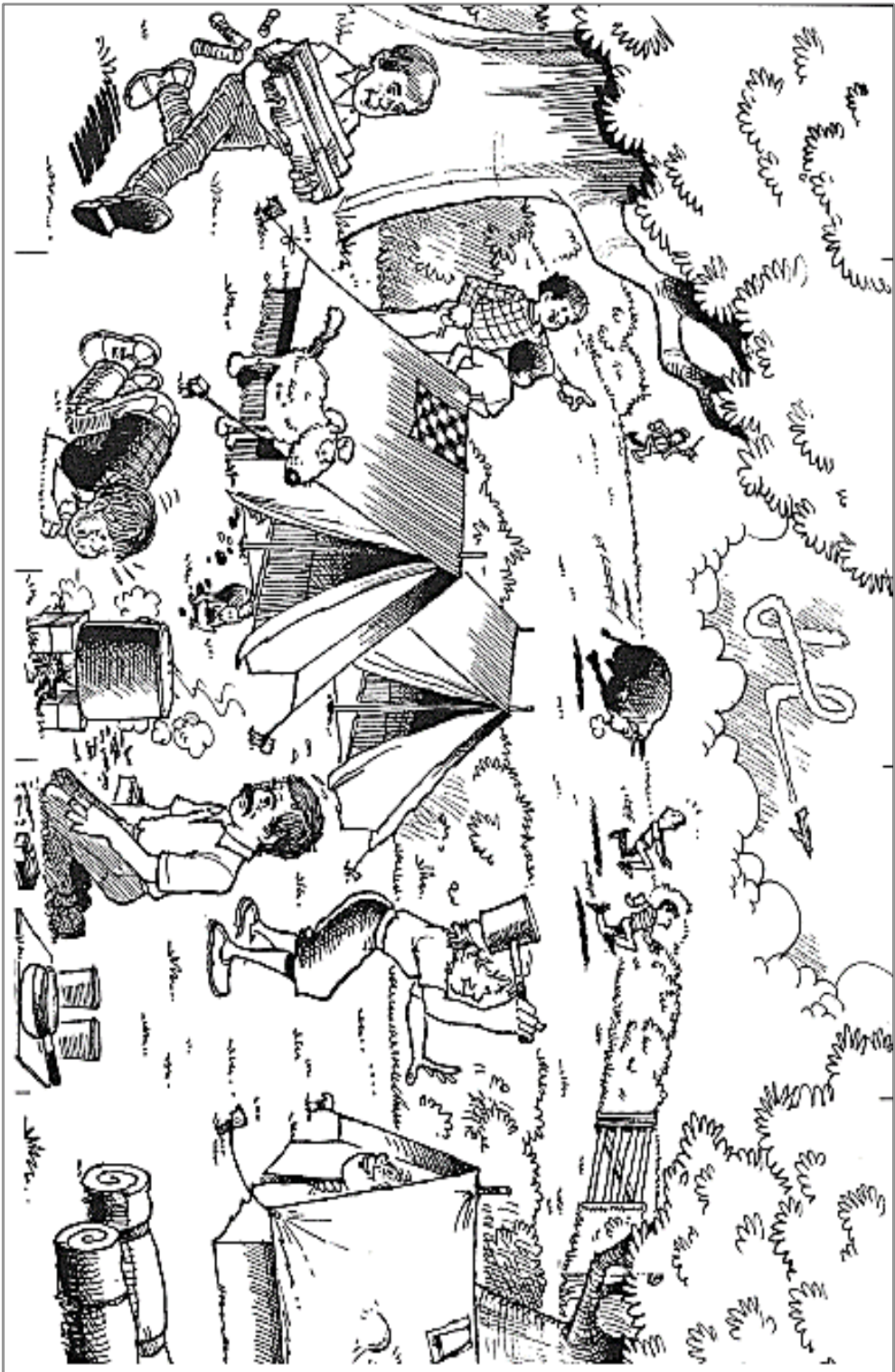
LESSON PLAN COMMUNICATION GAME N° 4 PUT IT TOGETHER

LESSON PLAN   **LEVEL:** A2-1   **SCHOOL YEAR:** 2017-2018   **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING   **PERIODS:** 5 PER WEEK   **WEEK:**   **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH   **TEACHER:** LCDA. PAULINA ESCOBAR   **TOPIC/UNITS:** UNIT 1   **LESSONS:** 1
VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10ᵗʰ EGB	Date: 2018	Time: 40 minutes	No. of Students: 36 students

Recent topic work: Present continuous tense	**Recent Language work:** action verbs

Aims: To talk about the activities that people are doing in an scene

Objectives: This lesson will enable learners to talk about the frequency of actions that people do.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopies of the pictures.

Anticipated problems: **Problem:** Ss could not complete the task	**Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Present continuous tense and action verbs **Presentation** • Divide students into four groups and cut the four pictures into pieces according to the number of students in each groups. • Give one piece of the picture to each student in class and explain to students that become familiar with the piece of paper. • **Practice** • Have students practice *Wh questions* with *How often….* in silence in order to ask questions. • The object of the game is to find other people who have pieces from the same picture. • **Application** • Have students move around the classroom in order to encourage them to ask questions about what people are doing, until they have completed the picture.	• Communication game N°4 Put it together • Look at the piece of paper and get familiarized with it. • After that, practice progressive sentences in order to describe the scene. • Move around asking and answering questions in order to complete the picture.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use of present continuous.

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.
Homework: Complete the workbook page 18-19 exercises 1 and 6

5. Looking for a job

Type of activity
Whole class
Matching

Objective
To ask and talk about abilities

Exponent
Can you................?
Yes, I can/No, I can't
I can..........

Lexical areas
abilities

Essential vocabulary
Swim, speak, type, draw, paint, play (the piano/violin), play tennis. Sing, ride, ski, sew, cook, drive, read music, take shorthand, teacher, secretary, journalist

Time
Estimated time 40 minutes

Materials and preparation
The game may be played with any number of students.
Copy enough cards for everyone in the class, but make sure that for every employee's card there is a corresponding employer's card.

How to use the game

Give out one card to everyone in the class.

The object of the game is for every employee to find a job, and for every employer to find a suitable person for the job.

Demonstration

To do this, employers will have to move around the class, interviewing candidates for the jobs.

They should only take candidates who fulfill all the requirements listed on the advertised.

The game is finished when everyone has a job.

If you have an odd number of students in the class, either one student will be left without a job, or, if you think this is too cruel, you should alter one of the advertisements to read, *Wanted – two.....s.*

Adapted from: Hadfield, (2014)

You can:
swim   draw and paint
speak French play the piano
type   sing

WANTED

Kindergarten Teacher

must be able to:

swim   sing
speak French play the piano

You can:
type   cook
ride   drive
ski   swim
sew   speak German

WANTED

Au Pair

must be able to:

speak German cook
ride   sew
drive

You can:

speak French and German type
take shorthand   drive
play the piano   swim

WANTED

Secretary

must be able to:

type
take shorthand
speak French and German

You can:
swim   take shorthand
drive   play tennis
speak French and English cook
type

WANTED

Journalist

must be able to:

drive take shorthand
type   speak French and English

You can:
ride play tennis
swim drive
ski   speak German

WANTED

Sports Instructor

must be able to:

ride play tennis
swim ski

You can:
read music   play the violin
play the piano sing
                draw and paint

WANTED

Art and Music Teacher

must be able to:

sing   read music
draw and paint play the piano and violin

LESSON PLAN COMMUNICATION GAME N° 5 LOOKING FOR A JOB

LESSON PLAN **LEVEL:** A2-1 **SCHOOL YEAR:** 2017-2018 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 5 PER WEEK **WEEK:** **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** LCDA. PAULINA ESCOBAR **TOPIC/UNITS:** UNIT 1 **LESSONS:** 1
VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10th EGB	Date: 2018	Time: 40 minutes	No. of Students: 36 students

Recent topic work: Modal verb *can*	Recent Language work: action verbs

Aims: To talk about abilities

Objectives: This lesson will enable learners to talk about the jobs and the abilities to perform that jobs.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, employee's card, employer's card

Anticipated problems:	**Problem:** Ss could not complete the task	**Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Modal verb **Presentation** • Divide students into two groups and give them the cards, making sure that for every employee's card there is a corresponding employer's card. • Explain to students that become familiar with the role card that are assigned. • **Practice** • Have students practice *questions* with *Can….* in silence in order to ask each other questions. • The object of the game is to find a suitable person for the job. • **Application** • Have students move around the classroom in order to encourage them to ask each other questions interviewing candidate for the jobs until they have fulfilled all the requirements listed on the advertised.	• Communication game N°5 Looking for a job • Look at the role card and get familiarized with the information. • After that, practice questions using *Can.* • Move around asking and answering questions in order to complete the task.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use of Can/can't.

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 24-25 exercises 1 and 6

6. Yuppies

Type of activity
Whole class
Arranging card game

Objective
To compare and contrast

Exponent
comparatives
........*er than*
more .... than

Lexical areas
possessions

Essential vocabulary
fur coat, camera, swimming pool, yacht, jet, stereo, diamond ring, adjectives as required by students, for example, *expensive, big, intelligent, beautiful, nice*, etc.

Time
Estimated time 40 minutes

Materials and preparation
This game may be played in groups of three or four students.
Copy and cut up one set of cards for each group.

How to use the game

Give out one set of cards to each group of students in the class. Ask the students to shuffle the cards and deal them out equally to each player.

The object of the game is to get rid of all the cards.

The game is played like dominoes.

Demonstration

To do this, the first player simply lays a card (any card) on the table, saying something about the object, for example, *My car cost $50.000*.

The next player should select a card (any card) and lay it down next to the first card, making some point of comparison, for example, *My diamond ring is more expensive than your car*, or *My diamond ring is more beautiful than your car*.

If the player cannot think of a comparison, the turn passes to the next player.

The player who finishes first is the winner.

Remember students that they cannot use the same adjective twice, or make nonsense comparisons, for example, *My house is more intelligent than your car*.

Adapted from: Hadfield, (2014)

LESSON PLAN COMMUNICATION GAME N° 6 YUPPIES

LESSON PLAN	**LEVEL:** A2-1	**SCHOOL YEAR:** 2017-2018	**AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING	**PERIODS:** 5 PER WEEK	**WEEK:**	**DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH	**TEACHER:** LCDA. PAULINA ESCOBAR	**TOPIC/UNITS:** UNIT 1	**LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10th EGB		**Date:** 2018	**Time:** 40 minutes	**No. of Students:** 36 students
Recent topic work: Comparatives		**Recent Language work:** short and long adjectives		

Aims: To compare and contrast

Objectives: This lesson will enable learners to compare information about some items.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, set of cards.

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	**Students activities**	**Success indicators**
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Comparatives **Presentation** • Divide students into five groups and give them a set of cards, and distributed equally to each player of the group- • Explain to students that become familiar with the cards. • **Practice** • Have students practice comparative sentences in order to win the game • The object of the game is to get rid of all the cards. • **Application** • The first player lays a card on the table saying something about the object, the next player lays another card and make a comparison with the both cards, and so on. • If the player cannot think of a comparison the turn passes to the next player.	• Communication game N°6 Yuppies. • Look at the role card and get familiarized with the information. • After that, practice questions using *Can.* • Move around asking and answering questions in order to complete the task.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use of Can/can't.

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 26-27 exercises 1 and 6

7. The recipes game

Type of activity
Whole class (in four groups)
Exchanging and collecting

Objective
To ask for things

Exponent
Have you got any..............?
I'd like some..............
How much/How many would you like?

Lexical areas
Food, weights and measures

Essential vocabulary
Eggs, butter, salt, pepper, milk, flour, cheese, sugar, chocolate,
vanilla, water
Numbers and amounts

Time
Estimated time 40 minutes

Materials and preparation
The game may be played with any number of students.
Copy one set of recipes and one set of ingredients cards.
Divide the class into four groups.
Each group should have a clearly-defined home base – a table
and chairs in a corner of the room.

How to use the game

Give each group one recipe and five randomly selected ingredients cards.

The object of the game is for each group to obtain the ingredients necessary to make its recipe.

Demonstration

To do this, each group should first read its recipe and underline the five ingredients necessary for making it.

They may obtain these ingredients by exchanging cards with other groups. They must obtain exact amounts.
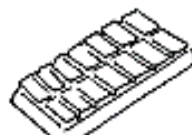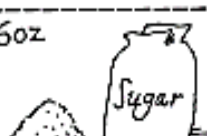
One person should leave each group with a card they wish to exchange and go to another group in order to try and exchange that card for a necessary ingredient card.

No group may send out or receive more than one person.

The first group to obtain all the ingredients necessary for its recipe is the winner.

Note: If students are unfamiliar with imperial weights, the teacher should alter the weights to appropriate metric weights on the master before copying.

Adapted from: Hadfield, (2014)

2 oz BUTTER

Salt

½ pt Milk / Milk

2 oz Butter

2oz Flour

4 oz

Vanilla

4oz Flour

4oz Sugar

¼ pt

6oz Sugar

1½ pts Milk

4oz Butter

SOUFFLE

Separate 6 eggs and beat the whites until stiff.
Make a thick sauce using 2 ounces of butter, 2
ounces of flour and ½ pint of milk.
Melt the butter in a saucepan over low heat and
add the flour.
Add the milk gradually, stirring all the time.
When the sauce is thick, add the egg yolks and 4
ounces of grated cheese.
Add the beaten egg white and mix well.
Turn into a soufflé dish and cook in a very hot
oven for 25 minutes.

CREME CARAMEL

Beat 6 eggs in a mixing bowl.
Heat 1½ pints of milk till nearly boiling and add to
the beaten egg.
Take 6 ounces of sugar and add half to the custard
mixture, with a little vanilla essence.
Place the rest in a saucepan with about ½ pint of
water.
Heat until a dark syrup is formed.
Pour the syrup into an ovenproof dish and add the
custard mixture.
Cook in a slow oven for 1 hour.

CHOCOLATE CAKE

Cream together 4 ounces of sugar and 4 ounces of
butter in a mixing bowl.
Add 2 eggs and beat thoroughly.
Add 4 ounces of flour, a little at a time.
Melt a bar of chocolate in a pan over low heat and
add it to the mixture.
Pour into a greased tin and bake for 40 minutes at
350°C.

OMELETTE

Beat 4 eggs in a basin.
Add a little milk, and whisk thoroughly.
Add a little salt and pepper.
Melt 2 ounces of butter in a frying pan and add
the mixture.
Cook until solid and then turn on to a plate.

LESSON PLAN COMMUNICATION GAME N° 7 THE RECIPES GAMES

LESSON PLAN	**LEVEL:** A2-1	**SCHOOL YEAR:** 2017-2018	**AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING	**PERIODS:** 5 PER WEEK	**WEEK:**	**DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH	**TEACHER:** LCDA. PAULINA ESCOBAR	**TOPIC/UNITS:** UNIT 1	**LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10th EGB		**Date:** 2018	**Time:** 40 minutes	**No. of Students:** 36 students

| **Recent topic work:** How much / How many | | **Recent Language work:** Food | | |

Aims: To ask for ingredients

Objectives: This lesson will enable learners to describe how to make healthy recipes.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, set of recipes, set of ingredients cards

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: *How much / How many* **Presentation** • Divide students into four groups and each group should have a clearly-defined home base – a table and chairs in the corner of the room. • Explain to students that become familiar with the recipe that they are assigned. • **Practice** • Have students practice questions using *How much/how many….* in silence in order to ask questions. • The object of the game is for each group to obtain the ingredients necessary to make its recipe. • **Application** • Have students underline the five ingredients, students may obtain these ingredients by exchanging cards with other groups. • Students must obtain exact amounts until they have fulfilled all the ingredients in the recipe.	• Communication game N°7 The recipes game. • Look at the recipes and get familiarized with the amounts of each ingredient. • After that, practice questions using *How much/how many.* • Move around asking and answering questions in order to complete the task.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use of *How much/how many*.

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 32-33 exercises 1 and 7

8. Shopping lists

Type of activity
Whole class
Exchanging and collecting

Objective
To ask for things in shops

Exponent
Have you got any/a..............?
How much/How many do you want?

Lexical areas
Food, chemist's items, amounts, containers

Essential vocabulary
butter, pears, eggs, coffee, salt, milk, biscuits, lettuce, rice, apples, peas, bananas, chocolate, carrots, chicken, oranges, crisps, jam, strawberry, raspberry, sugar, beef, flour, lemon, cheese, onions, potatoes, steak, bread, tea, shampoo, toothpaste, yoghurt, cabbage, soup, mushrooms, tomatoes, sardines, spaghetti; jar, packet, carton, bar, piece, tin, box, joint, bottle, loaf, tube
Numbers and weights

Time
Estimated time 40 minutes

Materials and preparation
The game may be played with any number of students.
Copy enough shopping lists- one for every student in the class.
Then copy the picture cards. Make sure that there is a picture card for every item on the lists.

How to use the game
Give each student a shopping list and four randomly selected picture cards.
The object of the game is for each student to acquire the items on the lists.

Demonstration
To do this, students must move around the class asking other students for the things they need.
They should specify the quantities they need: for example, *Have you got any raspberry jam? Yes, how much do you want? Two jars.*

Note: If students are unfamiliar with imperial weights, the teacher should alter the weights to appropriate metric weights on the master before copying.

Adapted from: Hadfield, (2014)

½lb BUTTER Coffee 1lb

Chocolate 1lb Sugar 1lb flour

Salt ½lb 1lb

PEAS CRISPS 1lb

CHOCOLATES 1lb

TEA MILK Shampoo

RICE 1lb JAM

RASPBERRY JAM 5lb

TOOTHPASTE Soup Soup Yoghurt

Spaghetti 1lb ½lb

½ lb butter jar of coffee 2 packets of biscuits 1lb apples	packet of tea bottle of shampoo 6 eggs 1 bottle of milk
1 bar of chocolate 5 oranges 1lb sugar 1lb flour	1 packet of rice 1lb bananas 1 chicken 1 jar strawberry jam
½ lb cheese 1 large piece of steak 1 lb pears 1 packet of salt	1 loaf of bread 5 lb potatoes 2 lemons 2 jars of raspberry jam
1 lettuce 2 tins of peas 1lb carrots 1 packet of crisps	1 tube of toothpaste 2 tins of soup 1 carton of yoghurt 1 large cabbage
joint of beef box of chocolates 1lb onions 1 cauliflower	1 packet of spaghetti 2 tins of sardines 1lb tomatoes ½ lb mushrooms

LESSON PLAN COMMUNICATION GAME N° 8 SHOPPING LISTS

LESSON PLAN   **LEVEL:** A2-1   **SCHOOL YEAR:** 2017-2018   **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING   **PERIODS:** 5 PER WEEK   **WEEK:**   **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH   **TEACHER:** LCDA. PAULINA ESCOBAR   **TOPIC/UNITS:** UNIT 1   **LESSONS:** 1
VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10th EGB		Date: 2018	Time: 40 minutes	No. of Students: 36 students
Recent topic work: How much / How many		**Recent Language work:** Food		

Aims: To ask for things in shops

Objectives: This lesson will enable learners to ask for amounts of food in a shop.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, shopping lists, picture cards

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: *How much / How many* **Presentation** • Provide students a shopping list and four randomly selected picture cards. • Explain to students that become familiar with the shopping list and the food cards that they are assigned. • **Practice** • Have students practice questions using *How much/how many….* in silence in order to ask each other questions. • The object of the game is for each student to acquire the items on the lists. • **Application** • Have students move around the class asking other students for the things they need, by specifying quantities, until they have collected all the food cards in the shopping lists.	• Communication game N°7 The recipes game. • Look at the recipes and get familiarized with the amounts of each ingredient. • After that, practice questions using *How much/how many.* • Move around asking and answering questions in order to complete the task.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use of *How much/how many.*

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 34-35 exercises 1 and 6

9. Eyewitnesses

Type of activity
Whole class
Exchanging and collecting

Objective
To ask about and describe past events

Exponent
was and *were*: simple past of *be*
I/he/she/it was
You/we/they were
I/he/she/it wasn't
You/we/they weren't
Was I/he/she/it..........?
Were you/we/they......?

Lexical areas
Food, chemist's items, amounts, containers

Essential vocabulary
kitchen, dining room, living room, hall, garden, body, murder, murdered.

Time
Estimated time 40 minutes

Materials and preparation

The game may be played with any number, however if there are more than 16 students in the class, the game may be played in two groups.

Make one copy of the *HOUSE PLAN* and the list of *PEOPLE* for every student.

When selecting role cards, make sure there are at least two people in every room so everyone has an eyewitness.

How to use the game

Give each student a house plan.

Tell them a murder was committed last night at 11 o'clock.

The body was found in the garden (X marks the spot)

They were all in the house – their names are on the list of people beside the house plan.

Give them a role card each.

The object of the game is to find out who did the murder.

Demonstration

To do this, students will have to find out where everyone was at 11 o'clock.

They should stand up and move around the class asking everybody where they were at 11 o'clock.

When they find out, they should write the names on the plan.

Give them five or ten minutes to do this, then ask them to get together in threes or fours.

They should check their plans with each other and pool their information to find who the murdered was.

Demonstrate how to do this by drawing a house plan on the board.

Adapted from: Hadfield, (2014)

kitchen

hall

living room

dining room

garden

PEOPLE

Peter

Sue

Rob

Beth

Mark

Jane

Tim

Anna

John

Mary

Dan

Pat

Ben

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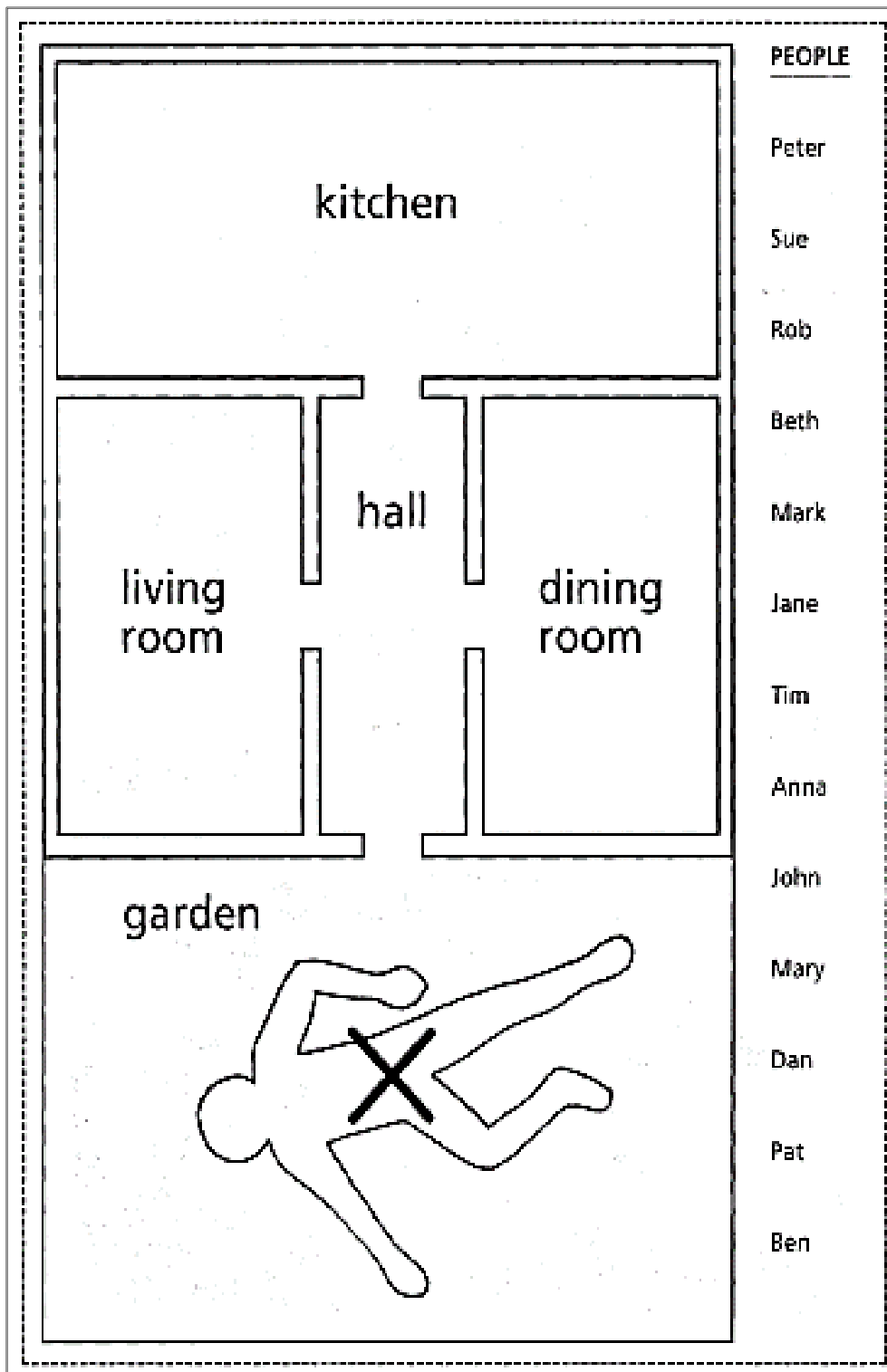
PETER
You were in the kitchen at 11 o'clock. SUE and ROB were with you.

SUE
You were in the kitchen at 11 o'clock. PETER and ROB were with you.

ROB
You were in the kitchen at 11 o'clock. SUE and PETER were with you.

BETH
You were in the living room at 11 o'clock. MARK and TIM were with you.

TIM
You were in the living room at 11 o'clock. BETH and MARK were with you.

MARK
You were in the living room at 11 o'clock. BETH and TIM were with you.

ANNA
You were in the dining room at 11 o'clock. JOHN and MARY were with you.

JOHN
You were in the dining room at 11 o'clock. ANNA and MARY were with you.

MARY
You were in the dining room at 11 o'clock. JOHN and ANNA were with you.

DAN
You were in the hall at 11 o'clock. BEN and PAT were with you.

BEN
You were in the hall at 11 o'clock. DAN and PAT were with you.

PAT
You were in the hall at 11 o'clock. BEN and DAN were with you.

POLICE OFFICER
You are here to find the murderer. Ask questions. Find out where everybody was at 11 o'clock.

LESSON PLAN COMMUNICATION GAME N° 9 EYEWITNESSES

LESSON PLAN **LEVEL:** A2-1 **SCHOOL YEAR:** 2017-2018 **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING **PERIODS:** 5 PER WEEK **WEEK:** **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH **TEACHER:** LCDA. PAULINA ESCOBAR **TOPIC/UNITS:** UNIT 1 **LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10ᵗʰ EGB	Date: 2018	Time: 40 minutes	No. of Students: 36 students
Recent topic work: Simple Past Tense of *be*	**Recent Language work:** parts of the house		

Aims: To ask about and describe past events

Objectives: This lesson will enable learners to talk about past situations.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopy of the plan of the house, role cards

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Simple Past Tense of *be* **Presentation** • Divide students into two groups and provide the groups a house plan and list of people for every student. • When selecting role cards, make sure there are at least two people in every room so everyone has an eyewitness. • **Practice** • Have students practice *yes/no questions* with the past tense of *be* in silence in order to ask questions. • The object of the game is to find out who did the murder. • **Application** • Have students move around the class in order to find out where everyone was at 11 o'clock • Write the names on the plan and check them in groups to discover who did the murder.	• Communication game N°9 Eyewitnesses • Look at the plan and the role card and get familiarized with it. • After that, practice *yes/no questions* with the past tense of *be.* • Move around asking and answering questions in order to find out who the murder is.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use the simple past tense of verb to *be*

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 40-41 exercises 1 and 6

10. Guess¡

Type of activity
Whole class
Ordering and guessing game

Objective
To describe past events

Exponent
was and *were:* simple past of *be*
I/he/she/it was
You/we/they were
I/he/she/it wasn't
You/we/they weren't
Was I/he/she/it..........?
Were you/we/they......?

Lexical areas
Past events, feelings, places

Essential vocabulary
Places: *in the bath, in the street, in a boat (on the sea), on the roof, in the sea, up a skyscraper, on a mountain, in a tree/a garden/a police car, in hospital, on a horse. Also: a.m., p.m.*

Time
Estimated time 40 minutes

Materials and preparation
The game may be played with any number of students.
Photocopy and cut up two sets of *Strange But True* cards (pictures with times) for each group of 3 or 4 students in the class. Cut the times off the bottom of one set of cards for each group.

Check that students are familiarized with the grammar and with the vocabulary for the game.
Divide the class into groups of 3 or 4.

How to use the game
Give each group a set of *Strange But True* cards without the times.
Ask them to deal them out equally to all players.
Now give each group the *Strange But True* cards with the times on. Ask them to put these in pile face down in the middle of the table.
The object of the game is to match the two sets of *Strange But True* cards.

Demonstration
To do this, player 1 begins. He takes a cards from the pile.
If it matches one in his hand, he should replace it at the bottom of the pile and take another.
If it does not match one in his hand, he should look at the card but not show it to the others, and he should ask the rest of the group: *"Guess, where I was at a.m./p.m. yesterday. I wasn't.............and I wasn't ...."* (saying the time on the card and naming two places not pictures on the card).
The rest of the group have to guess where he was, basing their guesses on the pictures they hold, for example, *"Were you in the bath"*
The player with the matching picture, who guesses correctly, can take both cards and discard them.
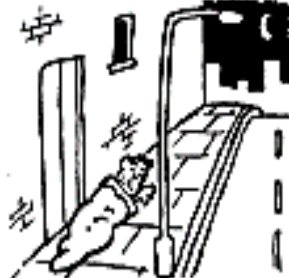The player who gets rid of her cards first is the winner.

Adapted from: Hadfield, (2014)

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STRANGE BUT TRUE
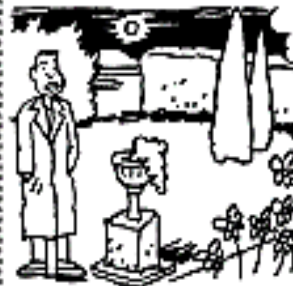
03.00 am   12.30 am   05.00 am

11.00 pm   04.00 am   10.00 pm

02.30 am   02.00 am   01.00 am

04.30 am   03.30 am   11.30 pm

LESSON PLAN COMMUNICATION GAME N° 10 GUESS¡

LESSON PLAN	**LEVEL:** A2-1	**SCHOOL YEAR:** 2017-2018	**AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING	**PERIODS:** 5 PER WEEK	**WEEK:**	**DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH	**TEACHER:** LCDA. PAULINA ESCOBAR	**TOPIC/UNITS:** UNIT 1	**LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10ᵗʰ EGB	**Date:** 2018	**Time:** 40 minutes	**No. of Students:** 36 students

Recent topic work: Simple Past Tense of *be*	**Recent Language work:** Places

Aims: To describe past events

Objectives: This lesson will enable learners to talk about past situations.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopy of the *Strange but True* cards

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Simple Past Tense of *be* **Presentation** • Divide students into five groups and provide them a set of *Strange but True* cards to each group and a set of *Strange but True* cards without the time and Ask them to put the cards in a pile face down in the table. • **Practice** • Have students practice *yes/no questions* with the past tense of *be* in silence to ask each other. • The object of the game is to match the two sets of *Strange but True* cards. • **Application** • Player 1 takes one card from the pile, if it matches he replace it at the bottom of the pile and take another. • If it does not match, he should look at the card, but not show it to the others, and ask the rest of the group: "Guess, where I was at a.m./p.m. The player with the matching picture, who guesses correctly, can take both cards and discard them. The player who gets rid of her cards first, is the winner.	• Communication game N°10 Guess • Look at the plan and the role card and get familiarized with it. • After that, practice *yes/no questions* with the past tense of *be.* • Ask and answer questions in order to get rid of all the cards.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use the simple past tense of verb to *be*

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 42-43 exercises 1 and 4

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11. Holiday Quiz

Type of activity
Whole class, then small groups
Guessing game

Objective
To ask about past events

Exponent
Did you...?
Yes, I did/No, I didn't.

Lexical areas
Everyday activities

Essential vocabulary
eat, see, visit, go to, have, etc. as required by the students

Time
Estimated time 40 minutes

Materials and preparation
Divide the students into groups of three or four.
Photocopy one set of pictures for each group.
Ask students to sit round a table.

How to use the game

Give students the cards placed face down in a pile in the middle of the group.

They should take it in turns to pick up cards from the pile.

The object of the game is for the other players to try and guess where the player holding the card went for his last holiday.

Demonstration

To do this, students will have to ask questions such as *Did you eat spaghetti? Did you see a kangaroo? Did you go to a bullfight?*

When they have guessed correctly the next player should pick up a card and the others should question him in the same way.

Note: This game is best set up by demonstration. Give one of the cards to a student and ask questions. Then take one of the cards yourself and get the class to ask you similar questions until they guess correctly.

Adapted from: Hadfield, (2014)
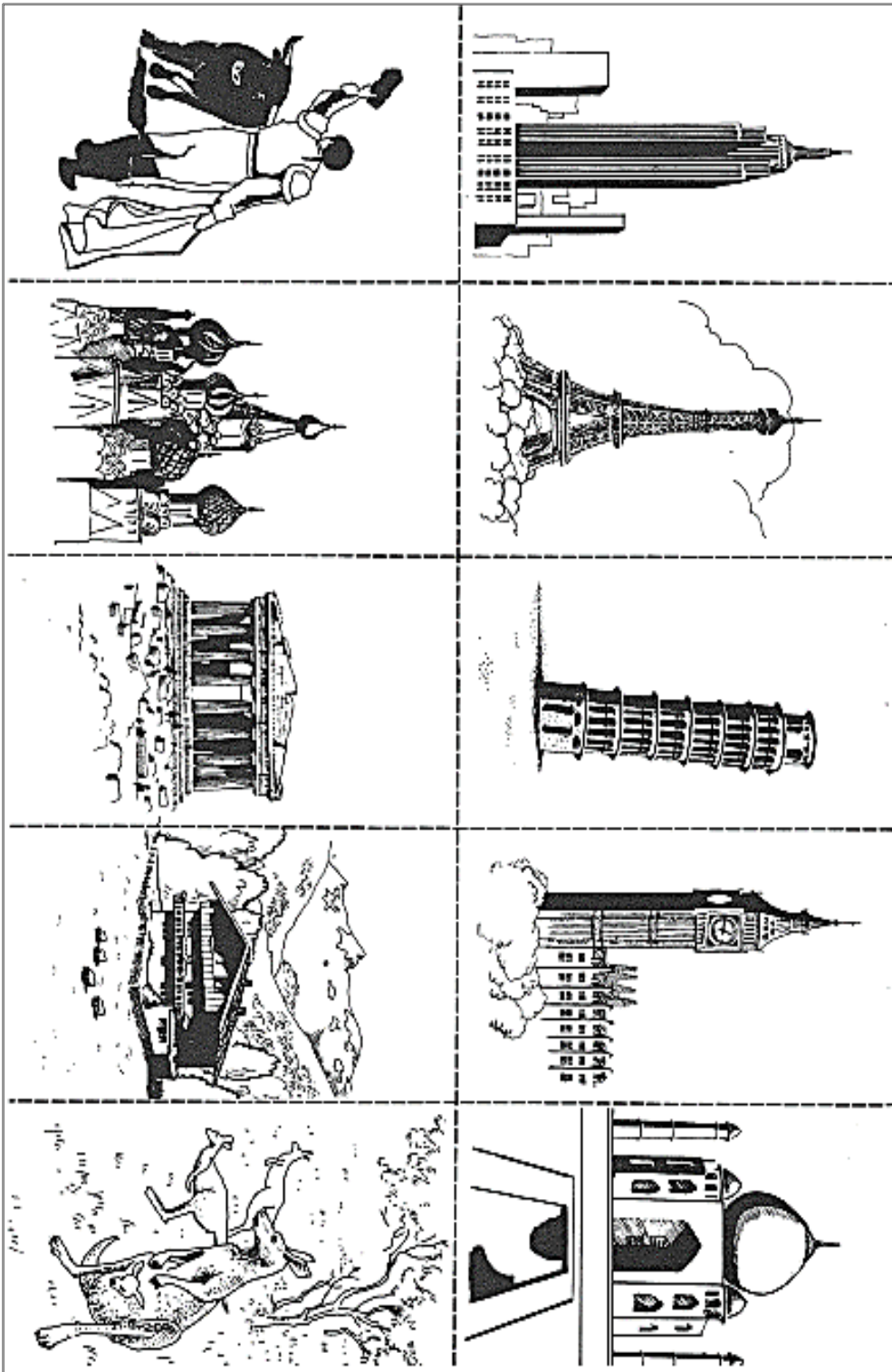
LESSON PLAN COMMUNICATION GAME N° 11 HOLIDAY QUIZ

LESSON PLAN | **LEVEL:** A2-1 | **SCHOOL YEAR:** 2017-2018 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING | **PERIODS:** 5 PER WEEK | **WEEK:** | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** LCDA. PAULINA ESCOBAR | **TOPIC/UNITS:** UNIT 1 | **LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 10th EGB	Date: 2018	Time: 40 minutes	No. of Students: 36 students

Recent topic work: Simple Past Tense	**Recent Language work:** regular and irregular verbs

Aims: To ask about and describe past events

Objectives: This lesson will enable learners to talk about past situations.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopy set of pictures

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

|	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Simple Past Tense **Presentation** • Divide students into groups of six groups and provide the groups a set of pictures. • Give students the cards face down in a pile in the middle of the group. • **Practice** • Have students practice *yes/no questions* with the past tense in silence in order to ask questions. • The object of the game is for the other players to try and guess where the player holding the card went for his last holiday. • **Application** • Have students ask questions in groups in order to guess correctly. • When they have correctly guessed the next player should pick up a card and the others should question him in the same way.	• Communication game N°11 Holiday Quiz • Look at the plan and the role card and get familiarized with it. • After that, practice *yes/no questions* with the past tense. • In groups, ask and answer questions in order to guess each card that the other player has.	• To pronounce words correctly. • To interact by asking and answering questions. • To identify the use the simple past tense of verb

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 48-49 exercises 1 and 7

12. Souvenir Shopping

Type of activity
Whole class, small groups
Matching

Objective
To talk about past events

Exponent
I saw (a temple)
I went (walking/to the theatre)
I ate (rice)
I drank (tea)
Did you buy (this) there?

Lexical areas
Holidays

Essential vocabulary
walking, dancing, cycling, swimming, sailing, theatre, museum, tea, beer, wine, rice, hamburger, coke, spaghetti, salad, fish and chips, sandwiches, sausages, mountains, rain, TV.
More unusual vocabulary is given on the holiday snaps cards:
paella, sherry, desert, tacos, margaritas, moussaka, ouzo, Chianti, castle, snails, skyscrapers, diner, temple, pagoda, sake, tulips, windmills, fondue.
It is not necessary to know the names of the souvenirs in order to play the game.

Time
Estimated time 40 minutes

Materials and preparation

Mentally divide the class into groups of three or four.

Make one copy of the *Souvenirs Cards* and one copy of the *Holiday Snaps Cards* for each group.

How to use the game

Give each group a set of souvenir cards.

They should deal these out, they can look at their cards.

Give each group a pile of holiday snaps cards. Ask them to face the cards down in a pile on the desk.

One student should take the first holiday snaps cards and look at it, without showing the others.

He can tell the others four things about his holiday: *"I saw...., I ate...., I ate...., I drank...., I went...."*

The others should guess where he went, if a student has the appropriate souvenir card in her hand, she can hand it to him saying: *Did you buy (this) there?*

The object of the game is to match the holiday snaps with the souvenirs, the player who gets rid of all their cards first is the winner.

Demonstration

To do this, students will have to play by taking one holiday snap and saying four things about it, for example: *"I saw some castles, I ate paella* and *I drank sherry* and *I went swimming".*

Then, ask *Where did I go on holiday*

Next, *I bought a souvenir there. Has anyone got it*

Get student(s) producing the card to ask, *Did you buy this there?*

Then get them to go on in theirs groups.

Adapted from: Hadfield, (2014)

SOUVENIR CARDS

HOLIDAY SNAPS (1)

SPAIN

Delicious paella!

A lovely castle

MEXICO

In the desert

The tacos and margaritas were good though!

What a holiday!

GREECE

Mmmm... moussaka

We went to this museum

ITALY

ME!
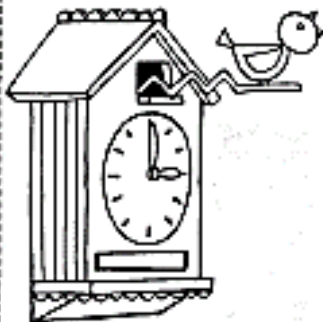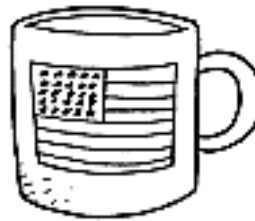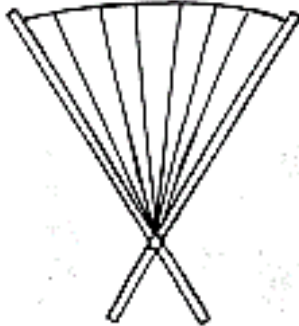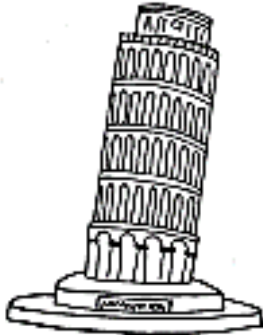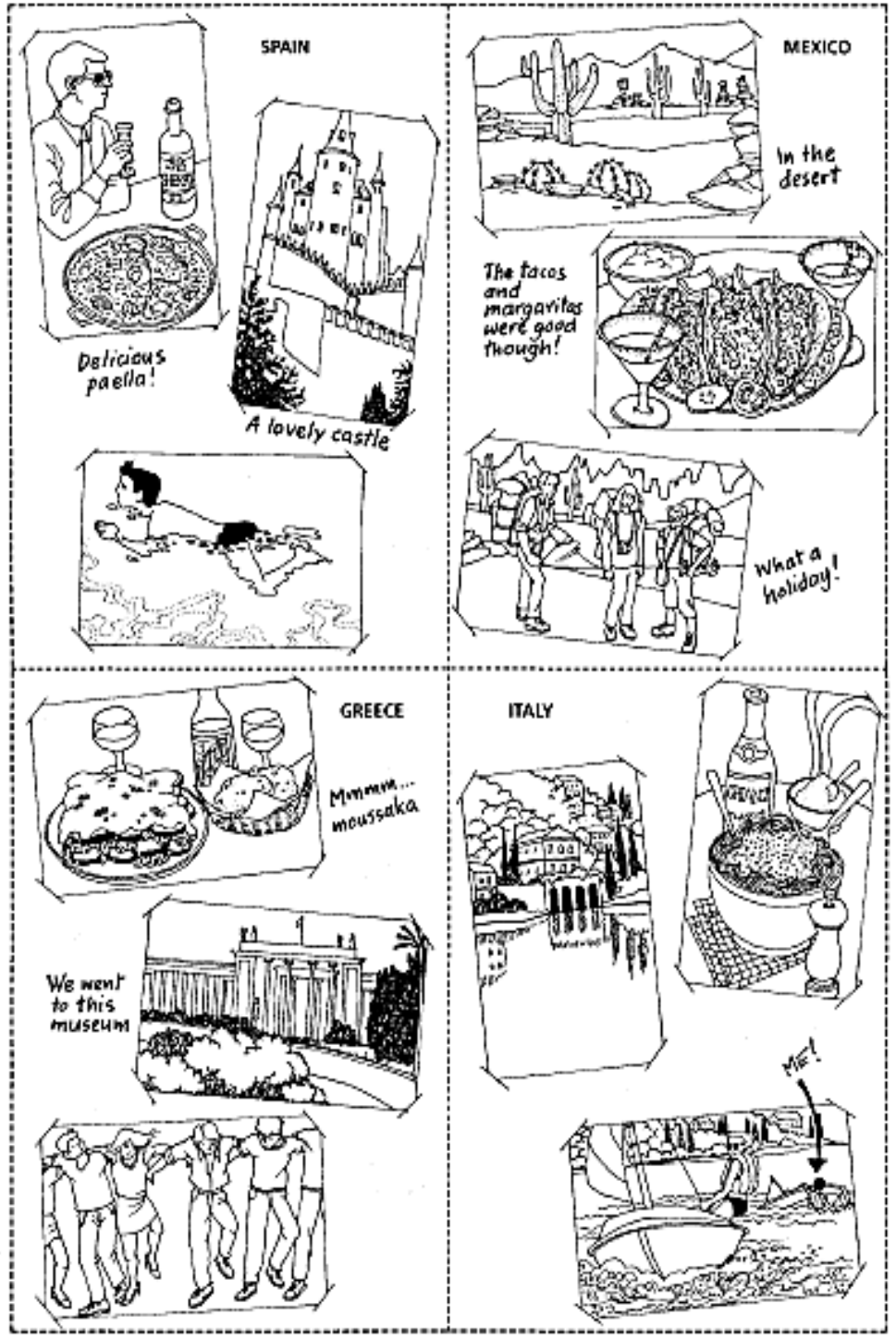
HOLIDAY SNAPS (2)

FRANCE

A fantastic castle

I thought I ordered salad not snails!

An amazing castle

GERMANY

Call this a HOLIDAY?

USA

Skyscrapers!

CHINA

A lovely temple

HOLIDAY SNAPS (3)
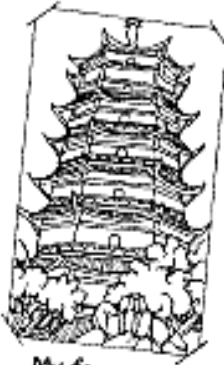
My favourite pagoda

JAPAN

A theatre

SWITZERLAND

After all that skiing we need a fondue!
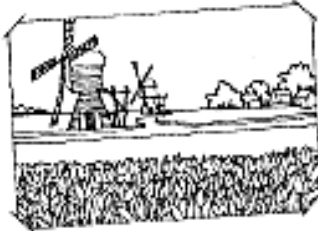
I wish I had these in my garden — the tulips not the windmills!

THE NETHERLANDS

ENGLAND

The weather's cold but the beer's warm!

LESSON PLAN COMMUNICATION GAME N° 12 SOUVENIR SHOPPING

LESSON PLAN   **LEVEL:** A2-1   **SCHOOL YEAR:** 2017-2018   **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING   **PERIODS:** 5 PER WEEK   **WEEK:**   **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH   **TEACHER:** LCDA. PAULINA ESCOBAR   **TOPIC/UNITS:** UNIT 1   **LESSONS:** 1

VALUES: Good living or "sumac kawsay, national and planetary identity, unity in diversity, responsible citizenship.

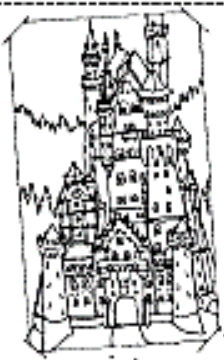| Group: 10th EGB	Date: 2018	Time: 40 minutes	No. of Students: 36 students
Recent topic work: Simple Past Tense		**Recent Language work:** regular and irregular verbs	

Aims: To talk about past events

Objectives: This lesson will enable learners to talk about past situations.

Assessment: Individual and in groups.

Material: School supplies, Text book for teacher and student, photocopies souvenir cards and holiday snaps.

Anticipated problems: **Problem:** Ss could not complete the task   **Solution:** Monitor the class and help them.

	Teaching activities	Students activities	Success indicators
5 minutes 10 minutes 10 minutes 15 minutes	**Warm up** • Brainstorming about grammar topic: Simple Past Tense **Presentation** • Divide students into groups of six groups and give each group a set of souvenir cards. • Give each group a pile of holiday snaps cards facing down in a pile on the desk. **Practice** • Have students practice *yes/no questions* with the past tense. • The object of the game is match the holiday snaps with the souvenirs, the player who gets rid of all their cards first is the winner. • **Application** • Have students tell the others four things about the holiday: "I saw…., I ate…., I went…." • The others should guess where he went, if a student has the appropriate souvenir card in her hand, she can hand it to him saying: Did you buy (this) there?	• Communication game N°12 Souvenir Shopping • Look at the plan and the role card and get familiarized with it. • After that, practice *yes/no questions* with the past tense. • In groups, ask and answer questions in order to guess each card that the other player has.	• To pronounce words correctly. • To interact by asking and answering questions. To identify the use the simple past tense

Additional possibilities: If some groups finish the speaking activity first, they will be provided with some extra questions to interview other partners.

Homework: Complete the workbook page 50-51 exercises 1 and 6

ANNEXES

Annex N° 1 Students' Survey Validation

UNIVERSIDAD TECNICA DE AMBATO

DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (Encuesta a Estudiantes)

Items	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Optima (O)	Buena (B)	Regular ®	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
8	✓			✓					✓		
9	✓			✓					✓		
10	✓			✓					✓		

Datos del Validador

Hernández Chérrez Elsa
Apellidos y Nombres

1802616027
N° de cédula

Firma

Docente de Inglés
Profesión

Directora Departamento Idiomas
Cargo

5 /Febrero/2018
Fecha

0984516273
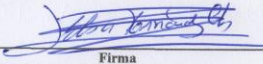**Teléfono**

Fuente: Universidad Central del Ecuador (2017)

Annex N° 2 Teachers' Survey Validation

UNIVERSIDAD TECNICA DE AMBATO

DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (Encuesta a Docentes)

Items	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Optima (O)	Buena (B)	Regular ®	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
8	✓			✓					✓		
9	✓			✓					✓		
10	✓			✓					✓		

Datos del Validador

Hernández Cherrez Elsa
Apellidos y Nombres

1802616027
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Firma

Docente de Inglés
Profesión

Directora Departamento Idiomas
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05/Febrero/2018
Fecha

0984516273
Teléfono

Fuente: Universidad Central del Ecuador (2017)

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Annex N° 3 Pre-test and Post-test Validation

UNIVERSIDAD TECNICA DE AMBATO

DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (Pre-test and Post-test)

Items	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Optima (O)	Buena (B)	Regular ®	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓			✓					✓		
2	✓			✓					✓		
Datos del Validador	Hernández Chérrez Elsa.			1802616027							
	Apellidos y Nombres			N° de cédula				Firma			
	Docente de Inglés		Directora Departamento Idiomas			05/Febrero/2018		0984516273			
	Profesión		Cargo			Fecha		Teléfono			

Fuente: Universidad Central del Ecuador (2017)

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Annex N° 4 Survey Applied to Tenth Graders before the Implementation of the Proposal

CUESTIONARIO	DEFINITIVAMENTE SI	PROBABLEMENTE SI	INDECISO	PROBABLEMENTE NO	DEFINITIVAMENTE NO
	5	4	3	2	1
1. ¿Cree usted que el uso de juegos comunicativos en el aula, es beneficioso en el aprendizaje del idioma ingles?					
2. ¿Su profesor utiliza en el aula, juegos comunicativos para el aprendizaje del idioma ingles?					
3. ¿Desearía realizar una gran variedad juegos comunicativos para mejorar su destreza oral en el idioma ingles?					
4. ¿Su profesor indica los objetivos y beneficios de juegos comunicativos?					
5. ¿Su profesor realiza actividades que le permita mejorar la expresión oral en el idioma ingles?					
6. ¿Considera que las actividades utilizadas por el profesor, ayudan al desarrollo de la expresion oral en ingles?					
7. ¿El docente propone actividades comunicativas donde usted pueda expresarse individualmente en ingles?					
8. ¿El docente propone actividades comunicativas donde usted puede interactuar con otros estudiantes en ingles?					
9. ¿Su profesor realiza actividades donde usted es el principal protagonista de la clase de ingles?					
10. ¿Considera usted que la expresion oral es la destreza que menos se desarrolla en el aprendizaje del ingles de los estudiantes?					

Annex N° 5 Survey Applied to English Teachers before the Implementation of the Proposal

CUESTIONARIO	DEFINITIVAMENTE SI	PROBABLEMENTE SI	INDECISO	PROBABLEMENTE NO	DEFINITIVAMENTE NO
	5	4	3	2	1
1. ¿Cree usted que el uso de juegos comunicativos en el aula, es beneficioso en el aprendizaje del idioma ingles?					
2. ¿Utiliza regularmente usted en el aula, juegos comunicativos para el aprendizaje del idioma ingles?					
3. ¿Desearía conocer la gran variedad juegos comunicativos para mejorar la destreza oral en el idioma ingles?					
4. ¿Indica usted los objetivos y beneficios de los juegos comunicativos a los estudiantes?					
5. ¿Realiza usted actividades que permitan mejorar la expresión oral en el idioma ingles de los estudiantes?					
6. ¿Considera que las actividades utilizadas por usted, ayudan al desarrollo de la expresion oral en ingles?					
7. ¿Propone usted actividades comunicativas donde el estudiante pueda expresarse individualmente en ingles?					
8. ¿Propone usted actividades comunicativas donde el estudiante pueda interactuar con otros estudiantes en ingles?					
9. ¿Realiza usted actividades donde el estudiante es el principal protagonista de la clase de ingles?					
10. ¿Considera usted a la expresion oral es la que menos se desarrolla en el aprendizaje del ingles de los estudiantes?					

Annex N° 6 Pre-Test and Post- Test Applied to Tenth Graders at Unidad Educativa Gral. Eloy Alfaro Delgado

Part 1

In the next part, you are going to talk to each other. I'm going to describe a situation to you.

You won a competition to visit a new country. You're going to travel together for one week. Talk together about where you would like to go and decide which place you will choose.

Here is a picture with some ideas to help you. Just think for a few seconds.

[give picture and give candidates a few moments to look at the picture]

I'll say that again.

You won a competition to visit a new country. You're going to travel together for one week. Talk together about where you would like to go and decide which place you will choose.

All right? Talk together.

Part 2

In this part of the speaking test, you are going to interact with the teacher, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, study, family, etc. It is also expected to be able to talk about their daily life, interests, likes, etc.

Annex N° 7 Rubric to Evaluate the Pre-Test and the Post-Test

<table>
<tr><td colspan="5" align="center">UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO</td></tr>
<tr><td colspan="5" align="center">MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA</td></tr>
<tr><td colspan="2">Pre-test - Rubric</td><td colspan="3">Qualitative Aspects of Spoken Language: Performance and Interaction (10 points)</td></tr>
<tr><td>Grading Scale</td><td align="center">0,5</td><td align="center">1,0</td><td align="center">1,5</td><td align="center">2,0</td></tr>
<tr><td>Vocabulary</td><td>Has a very basic repertoire of words and expressions to describe a memorable event.</td><td>Has a basic repertoire of words and expressions to describe a memorable event.</td><td>Has a good repertoire of words and expressions to describe a memorable event.</td><td>Has an outstanding repertoire of words and expressions to describe a memorable event.</td></tr>
<tr><td>Accuracy</td><td>Does not manage the Simple Present tense, Simple Past tense, the Present Progressive tense, words and expressions needed to describe a memorable event.</td><td>Hardly uses the Simple Present tense, Simple Past tense, the Present Progressive tense, words and expressions needed to describe a memorable event. Confuses expressions systematically, which may cause communication failure.</td><td>Correctly uses the Simple Present tense, Simple Past tense, the Present Progressive tense, words and expressions to describe a memorable event. Sometimes confuses the use of verb tenses and expressions, but this does not greatly affect communication.</td><td>Uses in an appropriate way the Simple Present tense, Simple Past tense, the Present Progressive tense, words and expressions to describe a memorable event.</td></tr>
<tr><td>Fluency</td><td>Manages very short, isolated sentences with mainly prepackaged utterances. Too much pausing to search for expressions and speech is slow and hesitant.</td><td>Can make himself /herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Speech is still slow and hesitant.</td><td>Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.</td><td>Has an outstanding language command to keep going comprehensively, even though some pausing for grammatical and lexical planning may occur.</td></tr>
<tr><td>Interaction</td><td>Has great difficulty responding to simple statements. Finds it hard to initiate and hold a face-to face conversation when talking about a memorable event. Requires repetition of the message delivered by the other speaker because he / she is unable to understand.</td><td>Can, with a lot of effort, respond to simple statements and initiate and hold a face-to-face conversation. Very rarely understands enough to keep the conversation going. Repetition on part of the other speaker is required to maintain the conversation.</td><td>Can, with some hesitation, respond to simple statements and hold a face-to-face conversation about a memorable event. Responses are adequate in the ongoing conversation most of the time.</td><td>Can successfully respond to simple statements and hold a face-to-face conversation about a memorable event. Is able to provide extra details spontaneously in the on going conversation.</td></tr>
<tr><td>Coherence</td><td>Finds it very difficult to organize his / her ideas, especially when asking questions in the Simple Present tense, Simple Past tense, the Present Progressive tense or when following the conversation. Total or notable omission of task input and meaning is not conveyed.</td><td>Connects ideas inappropriately, especially when asking questions in the Simple Present tense, Simple Past tense, the Present Progressive tense or when trying to follow the conversation. Task input is inadequately covered or omitted. Meaning usually gets lost.</td><td>Can organize, with some sufficiency, his / her ideas when asking questions in the Simple Present tense, Simple Past tense, the Present Progressive tense or following the conversation. The message is clear although there are some hesitant sentences. Task input is used.</td><td>Is able to organize his /her ideas successfully, especially when asking questions in the Simple Present tense, Simple Past tense, the Present Progressive tense or following the conversation. The message is clear and concrete.</td></tr>
</table>

Fuente: Sierra, (2015)

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Annex N° 8 Exit Survey Applied to Tenth Graders after the Implementation of the Proposal

CUESTIONARIO	DEFINITIVAMENTE SI	PROBABLEMENTE SI	INDECISO	PROBABLEMENTE NO	DEFINITIVAMENTE NO
	5	**4**	**3**	**2**	**1**
1. ¿Cree usted que el uso de juegos comunicativos en el aula, es beneficioso en el aprendizaje del idioma ingles?					
2. ¿Su profesor utiliza en el aula, juegos comunicativos para el aprendizaje del idioma ingles?					
3. ¿Desearia realizar una gran variedad juegos comunicativos para mejorar su destreza oral en el idioma ingles?					
4. ¿Su profesor indica los objetivos y beneficios de juegos comunicativos?					
5. ¿Su profesor realiza actividades que le permita mejorar la expresión oral en el idioma ingles?					
6. ¿Considera que las actividades utilizadas por el profesor, ayudan al desarrollo de la expresion oral en ingles?					
7. ¿El docente propone actividades comunicativas donde usted pueda expresarse individualmente en ingles?					
8. ¿El docente propone actividades comunicativas donde usted puede interactuar con otros estudiantes en ingles?					
9. ¿Su profesor realiza actividades donde usted es el principal protagonista de la clase de ingles?					
10. ¿Considera usted que la expresion oral es la destreza que menos se desarrolla en el aprendizaje del ingles de los estudiantes?					

Annex N° 9 Exit Survey Applied to English Teachers after the Implementation of the Proposal

CUESTIONARIO	DEFINITIVAMENTE SI	PROBABLEMENTE SI	INDECISO	PROBABLEMENTE NO	DEFINITIVAMENTE NO
	5	4	3	2	1
1. ¿Cree usted que el uso de juegos comunicativos en el aula, es beneficioso en el aprendizaje del idioma ingles?					
2. ¿Utiliza regularmente usted en el aula, juegos comunicativos para el aprendizaje del idioma ingles?					
3. ¿Desearia conocer la gran variedad juegos comunicativos para mejorar la destreza oral en el idioma ingles?					
4. ¿Indica usted los objetivos y beneficios de los juegos comunicativos a los estudiantes?					
5. ¿Realiza usted actividades que permitan mejorar la expresión oral en el idioma ingles de los estudiantes?					
6. ¿Considera que las actividades utilizadas por usted, ayudan al desarrollo de la expresion oral en ingles?					
7. ¿Propone usted actividades comunicativas donde el estudiante pueda expresarse individualmente en ingles?					
8. ¿Propone usted actividades comunicativas donde el estudiante pueda interactuar con otros estudiantes en ingles?					
9. ¿Realiza usted actividades donde el estudiante es el principal protagonista de la clase de ingles?					
10. ¿Considera usted a la expresion oral es la que menos se desarrolla en el aprendizaje del ingles de los estudiantes?					

Annex N° 10 Principal's permission
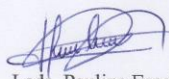
Ambato, 19 de Febrero del 2018

Doctora

Myriam Poveda Cáceres

RECTORA DE LA UNIDAD EDUCATIVA GRAL. ELOY ALFARO DELGADO
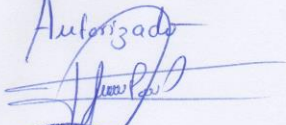
Presente

De mi consideración:

Yo, Paulina del Rocío Escobar Llanganate, con CI 1803542735, estudiante de la Maestría en la Enseñanza del Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito muy comedidamente se digne otorgar el respectivo permiso para realizar mi investigación de tesis, la cual tiene como tema: **COMMUNICATION GAMES, AS A MEANS TO DEVELOP STUDENTS' ENGLISH SPEAKING SKILLS, APPLIED TO TENTH GRADERS".**

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,

Lcda. Paulina Escobar

DOCENTE DE INGLES

Annex N° 11 Pictures

Survey before the implementation of the proposal

Implementation of the proposal

Survey after the implementation of the proposal

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