TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

SCIENCES OF EDUCATION: ENGLISH MAJOR

THESIS

THEME:

> **"LANGUAGE INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS THROUGH ECUADORIAN TRADITIONAL GAMES IN THE STUDENTS AT DOMINGO FAUSTINO SARMIENTO SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015"**

Project presented previous to obtain the Sciences of Education Bachelor with the major in the English Language.

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December- 2015

AUTORSHIP

The criteria issued in this research "LANGUAGE INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS THROUGH ECUADORIAN TRADITIONAL GAMES IN THE STUDENTS AT DOMINGO FAUSTINO SARMIENTO SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015 ", is the author's responsibility.

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APROVAL ENDORSEMENT

As a director of the research work according to the topic:

"LANGUAGE INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS THROUGH ECUADORIAN TRADITIONAL GAMES IN THE STUDENTS AT DOMINGO FAUSTINO SARMIENTO SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015", by Carmen Gabriela Banda Muñoz, postulant for English Career, it is consider that this investigative report complies with the methodological requirements, scientific and technical contributions which are enough to be submitted to the assessment of the Validation Tribunal of the thesis that the Honorable Academic Council of the Academic Unit of the Administrative and Humanistic Sciences of the Technical University of Cotopaxi designate for an appropriate study and qualification.

Latacunga, December 2015

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UNIVERSIDAD TÉCNICA DE COTOPAXI

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En calidad de Miembros del Tribunal de Grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas, por cuanto, la postulante: Banda Muñoz Carmen Gabriela, con el título de tesis: **" LANGUAGE INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS THROUGH ECUADORIAN TRADITIONAL GAMES IN THE STUDENTS AT DOMINGO FAUSTINO SARMIENTO SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015"** ha considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de Defensa de Tesis.

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ACKNOWLEDGEMENTS

Firstly, thanks to god for allow me to arrive to this special moment in my life. I would like to acknowledge and thank to my Mother Carmen Muñoz for her patience, support, advices and love in my life. I wish to express my most sincere gratitude to my tutor MSc. Jorge Rosero for his encouragement and most for of all patience and guidance in the development of this project. I am also grateful to my sister Alisson for her support and reassurance.
Finally I would like to thank Hjalmar, in a special way for his love and support in my most difficult moments. I love you.

Gabriela,

DEDICATION

This thesis work is dedicated to my grandfather Luis, who from heaven blessed me. I would like to dedicate this thesis to my mother who had supported me, since the beginning of me studies, for her advices which helped me to be a better person. She has been my motivation and inspiration. I am truly thankful for having you in my life.

Gabriela,

INDEX

INDEX OF TABLES

INDEX OF GRAPHICS

TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANITIC SCIENCES
Latacunga – Ecuador

TOPIC:" LANGUAGE INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS THROUGH ECUADORIAN TRADITIONAL GAMES IN THE STUDENTS AT DOMINGO FAUSTINO SARMIENTO SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015**"**

Author: Banda Muñoz Carmen Gabriela

ABSTRACT

The present research consists to improve the English learning through Ecuadorian Traditional Games in the students at Domingo Faustino Sarmiento School during the period 20014-1015; due to the lack of interest and motivation in students at the moment to learn this language; that's why it can be determined the necessity to expand it.Moreover, it was determined the decree use of didactic activities in the English Teaching learning process, that's why the importance to solve it through this investigative work which has been developed and based on the socio-educative, theoretical, didactic and meaningful mode; where the proposal contains different Ecuadorian traditional games in order to motivate students, increase their interest in the English learning and at the same time children can work in an confidence environment so as develop their abilities. In this investigation two variables were used; and it can be concluded the importance to revalue the Ecuadorian traditional games, maintaining it in validity and increase the students' motivation during their learning, for that reason this methodological guide about Ecuadorian traditional games is presented which can be used for English teachers.

Key words: Teaching learning process, interactive recreational games, traditional games

TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANITIC SCIENCES
Latacunga – Ecuador

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RESUMEN EJECUTIVO

El presente proyecto consistió en mejorar el aprendizaje del idioma Inglés a través de los juegos tradicionales del Ecuador en los estudiantes de la escuela Domingo Faustino Sarmiento en el período 2014-2015; debido a la falta de interés y motivación en los estudiantes al momento de aprender este idioma, por lo tanto se percibió la necesidad de impulsar el mismo. Además se determinó el poco uso de las actividades lúdicas en el proceso enseñanza-aprendizaje y se ha visto la necesidad de solucionar este problema mediante este trabajo investigativo el cual fue realizado en base al enfoque socio-educativo, teórico, didáctico y significativo; la propuesta contiene diferentes juegos tradicionales del Ecuador con el fin de motivar a los estudiantes e incrementar su interés por aprender el lenguaje Inglés y al mismo tiempo se sientan en un ambiente de confianza y de esta manera logren desarrollar sus habilidades. En esta investigación dos variables fueron utilizadas y se pudo concluir la importancia de revalorizar los juegos tradicionales del Ecuador manteniéndolos en vigencia e incrementar la motivación en los estudiantes durante su aprendizaje, por esta razón se presentó la propuesta de un manual metodológico acerca de los juegos tradicionales del Ecuador lo cual podrá ser utilizado por maestras de Inglés.

Palabras claves: Proceso enseñanza- aprendizaje, lúdico, juegos tradicionales.

INTRODUCTION

Nowadays, English language has a high level of importance around the world and it is considerate like the universal language. Moreover, this idiom gives people the opportunity to travel and find a good jobs in different ways.

The interest for the education development is one of the principal objectives of the educative authorities, it refers to find and improve different teaching-learning strategies or methods in order to obtain a potential learning. Children are the principal performers of their learning that's why the social values is play an important part. The Ecuadorian traditional games is an essential tool into the cultural identity of the towns that's why the importance to recover and use it like a strategy to teach from an enjoyable way.

The educational systems are developed for the education quality that's why this project is focuses in the improvement of the English teaching learning process through the use of Ecuadorian traditional games which can motivate to students of Domingo Faustino Sarmiento School to learn English. The investigation has a proposal which consist to design a methodological guide about Ecuadorian traditional games which help to have a meaningful learning and with the hope that English teacher can apply it.

Finally this project is designed for chapters which are divided of the following way:

Chapter I, it refers to the theoretical foundation which contains the different aspects of education, the English teaching process, etc.

Chapter II, it refers to the characterization of Domingo Faustino Sarmiento School where the investigation was conducted. Moreover it contains the data of the investigation; by the observation, surveys, interviews which allow to known the level of knowledge of students in the institution.

Finally the analysis and interpretation of the results and its respective conclusions and recommendations.

Chapter III, it refers to the proposal which contains the title, objectives, justification, and the Guide about Ecuadorian traditional games to improve the English teaching process.

CHAPTER I

BACKGROUNDS

The education through the years has become in an essential factor on the society that's why wherever we go we will find people who is being educated. During ancient times did not exist teachers and schools however, people were educated with a training connected with the different orientations like philosophic, social, religious and politic.

During the XIX century started the real pedagogy based in the sciences of education where different programs were elaborated in relation with the children's knowledge and abilities like imagination and creativity which are really essential in the children's development.

There are teachers who do not have good preparation in some subjects but now let's focus in the English subject which is considerate like one of the most important because English language is spoken for the majority of people around the world and it as an essential part in the education. That's why teachers should master the English language and create methods which can help students to dominate tit.

The different activities in the English learning process are essential points, so there are different documents which are related in promote the use of activities in this case traditional games in order to get that the English learning as a foreign language can be significant.

So, there is an investigation by Alexandra Anabel Guamán who was a student of the Central University of Ecuador whose topic is the recreational activities in the

development of the writing skill so, through this investigation it can be found that students had difficulties in this skill, for that reason a guide about didactic games was designed for teachers in order to develop this skill. Moreover, it can be determined the necessity to apply popular games so as motivate students to learn through an active way and facilitate the learning process developing their skills and abilities.

The use of games has become an effective process because children need a motivation to learn. Moreover, it is important to know that children learn by playing that's why Ecuadorian traditional games will be an inspiration for children at the moment to learn. In addition, this method will help to change the traditional system of teaching and get students which be able to develop their skills using a self-motivate activity.

1.1. EDUCATION

1.2. ENGLISH LANGUAGE

1.3. TEACHING LEARNING PROCESS

1.4. LANGUAGE SKILLS

1.5. GAMES

1.1. EDUCATION

Etymologically the word education comes from two Latin words which are Educare (Educere) and educatum "Educare". Educere means to give the intellectual and cultural development in the students. On the other hand, the term "Educatum" denotes the action of teaching and the development of the dormant abilities of the students.

In addition, students have different abilities and skills, but is the teacher who has the responsibility to know and apply methods to develop those skills. In addition, Education etymologically is derivative from the Latin word "Educatum" (to bring up) so, it means that knowledge is conveyed from the one generation to another.

(NAVAS, 2004 p. 30) Consider that "the education is a phenomenon which belong us since we born because the first social relationships were produced in the family, where we learn the principal values".

Family plays an important role into the children development, that's why parents have the responsibility to help them to progress and improve their skills and the purpose of education is to develop knowledge, skills or student's behavior.

Furthermore, education is a process which enable people so as act and to face the life's situation; using the experience for the integration and the social process" .It means that education is changing all time so, the humans should adapt to the actual education without forget their good habits in order to contribute it, in the social development.

Education in the ancient Greece

In the ancient Greece the majority of education was private, where parents had the opportunity to choose a school and select the subjects to their children which resulted beneficial for them. This educational system was called Paideia and was the first dialectal of science. On the other hand, the students were taken away from their families in order to live in institute halls.

Education in the ancient India

The education was focused in the historic, religious and cultural concepts of education. Here, the Hinduism dominated the education, where the fundamental objective of the education was the liberation of the ignorance

Education in the ancient China

The education was a guide to the perfection; where the teacher needed to be honest, intelligent, polite without lose the power of their knowledge and opinions; Educator should know student's abilities and become a guide for them. So, the education is a fundamental factor in the moral formation of people. In addition, oral texts were applied in order to teach students by memorization.

Education in the ancient Egypt

Egypt is known as the culture and instruction cradle, that's why the Egyptian liked the instruction using the science as an honor conquest so, the people who did not study was considered like a slave. Moreover, in order to continue in the superior school the students had to give an exam.

Central and South American civilizations

One of the most important civilizations are the Aztec which raise to ethnic groups of Mexico who spoke the Nahuatl dialectal and Aztec groups, were one of the chief people in the world to obtain an obligatory schooling. Moreover, there were two kinds of schools which are: the *telpochcalli,* for soldiery studies and the *calmecac,* for education in lettering, astronomy and theology

1.1.2 The first educational systems

In the primitive villages did not exist teachers or schools however, people were educated in order to act and face the society. The principal significance of the education history is the knowledge in the humanity so, the education is related with a variety of philosophic, religionist, social and political orientation which allows to know how the education has been an important factor in the history and the cultural measurement is a determinant force in the education.

The majority of the educational systems focus in religion teaching and maintain their traditions and culture. In the ancient Egypt the schools not only teach religion but also the rudiments of the writing, science, math and architecture. On the other hand, in India the larger part of the education was given by priests so, it was the principal origin of the Buddhism which was expanded in different countries. The education in the ancient China was concentrated in the philosophy, poetry and religion. In addition, in the ancient Greece gymnastic, math and music became the principal models of the educational system.

Basic traditions of the occidental world

The educational systems in the occidental countries were based in the religious tradition. Moreover, the Greek objective was to prepare to the young people so as they can be leaders in the society so the Greek concepts help to the development in arts, philosophy, ideal aesthetic and gymnastics.

The science development in the XVII century

In the XVII century there was a great progress in different sciences and the creation of different institutions which help to the development of the scientific knowledge. The creation of these institutions made easy the exchange of ideas and information. Moreover, Jan Komensky was a bishop who motivated to teach through things.

The XVIII century

During this century the scholastic system was established and the formal education began in Russia. However, in the same period the teaching monitorial method was introduced, it means that a lot of people can learn with a teacher.

The XIX century (the appearance of the scholastic systems)

Johann Pestalozzi was a Swiss educator whose ideas had a high influence in the schools around whole continent and his principal objective was to adapt the teaching method in the children development.

1.1.3 Education goal

Education is a meaningful activity which requires a lot of effort so as achieve the objectives that's why if we want to know the different aims of education, is necessary to analyze and make a whole study about it. It refers to identify the principal importance and value of education. For that reason it's important to know that nobody can live or grow without the social environment. It means, that we hinge on the society so as progress and achieve our objectives

Education as construction of main

Education as formation stabs to procedure the mind; it means that we have to know that education is the life that's why is important that teachers form students with heart, soul and mind in order to they can enlightening their mind and be able to increase every day.

Education as preparation

Education as preparation permits to create students who be ready for the responsibilities in the life and be able to face the problems in the society and solve it through a suitable way in order to be a better person.

Education as a mental discipline

According to this model, the learning process is more important than things which are learned so, it has important aspects which are retention, imagination, reasoning, attention, perception and thinking. All these aspects help to improve the knowledge and through it the students will be form with excellence and intelligence.

Education as grown and development

Into this model the environment plays an important role because all time we are exposed to it. Furthermore, is essential to know and identify that growing is education because every day we learn something new which we apply in our life.

Education as direction

People have innate attitudes and interests that's why in an essential purpose to adapt these attitudes in the society. It means, that a child has to be guided and controlled in order to improve their behavior. So, it's the teacher's responsibility to be a good illustration.

1.1.4 History of education in Ecuador

A fundamental factor of a country development, is the creation of the human resources which permits that education plays an important role day by day in the society. For that reason, the education development is essential because it gives people the opportunity to obtain a decent life.

In addition, the education improvement started in the colonial period, where the teaching programs were based in the European schemes with the support of priests who founded the first school in Quito.

In 1830, the constitution obligated to promote the public education in primary schools, high schools and universities in order to improve the schooling in Ecuador. In 1884, the Ministry of public teaching was created so as administrate, organize and manage the institutions which offered different teaching opportunities. During the next periods, many institutions were created, maintaining the catholic orientation which Garcia Moreno had established. Furthermore, through the years the education in Ecuador gave a lot of changes which help to the development of the country and during the last 7 years Ecuador improve the educational system.

1.1.5. Educational systems in Ecuador

Basic education

The basic education gets six grades of one year, each one which is structured in the following way:

- First cycle: 1st and 2nd grades

- Second cycle: 3rd and 4th grades

- Third cycle: 5th and 6th grades

The principal objective of the basic education is to guide in the formation of the children personality and the development of abilities or skills.

Middle education

The objective develop the general knowledge which permits students to integrate in the society. This cycle facilitates the scientific and humanistic formation which can help students to develop in the individual, social and professional factors

Higher education

The changes of Education in this system is one of the principal objectives of the government. So, according to the country development, universities offer a humanistic, scientific and technological formation which contributes and gives students the opportunity to develop in the individual, social and professional aspects.

1.1.6 Importance of Education

Nowadays, we live in a world where we need to make an effort in order to get something or find a better society applying and practicing the principal values in order to have a good formation based in the human development and think that we can be better person.

According to (SAVATER, 1997 pp. 6-8) "We born humans but we are not because every day we can improve through learning so, education is really important".

According to the author's opinion, be human consists to have the vocation to learn and apply the knowledge every day. The education is a formation for the life in a relation with the rest of people in the world. If people do not have education, people are nothing in the society that's why the education is essential in the human life.

It cannot forget that the teachers play an important role in education, because they are who give us experiences for the life which will be useful all time, so the teacher is an inspiration to be better and be ready to develop our virtues in order to correct our mistakes.

1.1.7. Types of education

Formal Education

This type of education is one of the most necessary because it is based in the practical knowledge which allows people to be in the society through this education, a person will be able to work in different jobs. In Ecuador, there are many educative institutions which offer formal instruction so that students develop specific skills or acquire knowledge within a determined time.

Non- Formal Education

It refers to the courses, seminaries which are offer which the interest of computing and form students with attitudes which are based in a system of values in academic aspects without subjection to the system level and established grades. Non-formal education is between the formal and informal.

The Informal Education

It is the process where a person take attitudes, values, and knowledge through the experience with family, friends and partners which share the same interests; in this case information and another factors which affect the environment of the person

1.2. THE ENGLISH LANGUAGE

English is the language of negotiations, science and medicine for that reason it is the major foreign language which is trained in most schools around the world but there are countries where English is official like Britain, Canada, the United States, Australia and South Africa. However, Japan and the Philippines children start to study in an early age which is beneficial because they will develop their skills in a better way. English is a common language which is spoken for millions of people.

(LIGHTBOWN, 1999 p. 3). Affirms that "the majority of children in the world are exposed to more languages in an early age, it means that children can learn two languages at the same time".

It can be considerate that for children which have early age learning a new language result easy, because the memory has the capacity to receive information from a better and easy way. That's why the importance to improve the English teaching process.

On the other hand, Latin disappeared as a spoken language because countless languages which converted modern which were Spanish, French and Italian. On the other hand Ancient German became Dutch, German, and Norwegian that developed into English. The English language is a consequence of the inventions of the island of Britain along years.

These individuals initiate a group called the Celts however after a time, most of them were murdered. Furthermore different groups like the Saxons, angles and jutes mixed their languages so as create the Anglo- Saxon and now called Old English. This dialectal was really difficult to understand and just experts could read it.

In addition, there is a poem which is called Beowulf and the oldest know English poem written in Britain more than one thousand years ago however, it is not identified the name of the person who wrote it. This story mentions about a great king who brawled in contradiction of monsters.

Next, there were the existence of violent people named "Vikings" who invaded the coast zones of Britain. So, they became really authoritative and stayed in Britain that's why there are English words which are used today and were taken from ancient Vikings. The history of the English language becomes Modern English which is spoken today.

1.2.1 History of the English Language

According to different authors the history of the English language started with the arrival of three important and Germanic tribes which are the Angles, the Saxos and the Jutes which traversed the North Sea called Denmark and northern Germany. At that period the populaces of Britain spoke a Celtic Language. Thus there are three ages where occurred a variety of things.

Old English (450-1100 AD)

Old English belongs to the West Germanic division of the Germanic tongues like Old Frisian, Old Saxon, and Old High German which contribute to the English language evolution. Moreover, it's important to recognize that verbs in old English represent a great range of variations about person, tense and mood; these verbs are represented in two groups: strong verbs and weak verbs. However, part of the vocabulary in Old English is unaware to the contemporary booklover and grammar inflectional idioms are divided into two types; synthetic and analytic.

The Germanic communities spoke alike languages which was industrialized and called Old English. This language was so difficult that's why native English speakers have a great trouble in order to understand it. However, there are some words in modern English which have old English roots.

Middle English (1100-1500)

The Middle English of XIV and XV century represent important changes. So, one of the principal characteristics is the idle English is the pronunciation, furthermore the influence of different groups allowed that the Middle English lexical can be conserved. In 1066 William the conqueror, dominated England and in the 14th century English became leading but with some French words added so, it was called middle English

which was considerate the language of the great poet. However, for native speakers it results difficult to understand.

At the beginning of the XXIII century the English pronunciation was similar to the modern so, in that era there were different phonetic changes which nowadays are the base of the modern dialect.

Modern English (1500-1800)

In this period it was a separate change in pronunciation and appeared the Great Vowel Shift. Moreover, many words and expressions entered the language so, in that time a lot of people learned to read and spelling and grammar developed secure. Finally, in 1604 the first English dictionary was published. It refers to the English which was spoken during the literal language of William Shakespeare. Moreover, this English is considerate the nearest to the actual English.

Late modern English (1800- present)

During late modern English many words focused from two principal aspects which are: technology and the English language which acquired foreign words from different states.

1.2.2. How English was expanded in the world.

Around five hundred years, between five and seven millions of people spoke English and the majority of them lived in the British island and nowadays, around 1.8 billion of people in the world speak English. This expansion of language is related with political and history factors.

Moreover, in the British Empire the English language was carry for all the world for different people like mariners, soldiers, businessman and missioners. So, before the

introduction of any linguistic political, the English had arrived to the different parts of the planet.

Furthermore, the English was a majority dialectal, that's why it had to be fomented. At the beginning of the XX century many states did not permit the languages teaching. So, in 1923 the supreme court of United States eliminated these politics. Inclusively, today the English is not an official language of United States however, it is the predominant language where the influence of enterprises make that the English become the first language of the international business in the XIX century.

Nowadays, the process of globalization has become the principal cause of the changes in different countries. One of the changes is related with the scientific production where the English language has become in the principal tool that's why English language has become in the principal dialectal which is spoken around the world so, it is necessary because it gives people a lot of opportunities. Moreover, English Language is considerate like the language of business because the majority of agreements and business are perform in English and also it is the language for excellence in the science and technology that's why I think that English language is present in the social , political , cultural and economic life.

Furthermore, it is considerate like the most important language and necessary in order to communicate, get knowledge and information in order to be updated.   So, there are a lot of reasons to learn and study English and one of the principal is at the moment to get a good job.

In addition, the English language will give people the access to develop and improve the education through a good way in order to face the different problems. Moreover, English will give us the opportunity to know new cultures and different ways to think at the moment to know new people and learn their traditions. Speaking English will allow people to travel around the world.

1.2.3. Importance of the English Language

Nowadays, the English language has become in an important tool because it is used to communication in different aspects like education and work that's why children need to learn this language. Learning another language means difficult for a lot of people however, it is not impossible so, for children it could be easy because in that age they have a good creativity and develop their skills.

Children live in a magic world, where everything is possible for them. So, why not the idea to talk English. The acquisition of this language will help to develop the children confidence in order to improve their social relationships.

Speaking English will help children to be communicative, comprehensive, respect the cultural identity and values. It is consider that children are the future of the country that's why the importance of their learning which they receive so as they can face the world.

1.3. THE ENGLISH TEACHING LEARNING PROCESS

Each student has a particular way to learn, so the position of teachers at the moment to apply tactics which attain the requirements of the learners, in this case strategies which help to develop the student's skills. However, there are a lot of students who cannot develop their skills and it happens, because of the lack of methods for part of the teachers.

According to (NUÑEZ, 2009 p. 41) "in order to learn something new, it is necessary to have abilities, knowledge, strategies, and skills so as achieve the objectives."

Rendering to this point of view, it can be said that learning process helps students to grow and achieve the different goals, but firstly it is essential to have and get a

meaningful learning. That's why the importance of the methods or strategies which teacher applies in the teaching process.

On the other hand, learning process which is based in a comprehensive approach, supportive learning, role playing, noble education and paternal contribution is essential in the student's learning and at the same time develop their attitudes, physical, social and emotional growth so, educators should teach and practice the principal values which are indorsed through family and friends so as students can apply it in the classroom and work with an environment which allow them to speak flexibly whereas being assured of the confidentiality and respect of their partners and educators. Moreover, the teaching learning process should be guided by the goals and objectives in order to students can be successful.

Teaching and learning is a didactic process which is related to different contents and methods; the learning process refers to the teachers' activity that's why teaching and learning are connected because teaching is based in the learning.

Learning a language has an advantage for students from five to seven years because are in an elemental base in the teaching learning process so, it help them to have a better comprehension. In addition, for children learn a new language results curiosity where the pay attention and concentration that's why children need activities which can be a motivation for them that's why the teachers attitude is essential. Then the principal job of the teacher is to create strategies which help students to improve their learning.

Teaching a language give students the opportunity to develop the social interaction in order to produce communication that's why the teacher at the moment to teach should create different environments where students can interact.

1.3.1. The English Teaching in Ecuador

Ecuador is one of the most biodiversity and culturally countries around the world which offer a great quantity of attractions and touristic places which require of the knowledge of this language. Moreover, English language offers people the opportunities to travel and get great opportunities to work. For that reason, is really important the English Teaching in Ecuador especially in schools because is there, where students can develop and acquire a language in a better manner. However, the demand for English teachers in Ecuador is steady, accessible and as long been so, with no signs of changing for the negative and with many job vacancies found in state and private schools, and the universities of Quito, Guayaquil and Cuenca.

1.3.2 Language Teaching Methods

Nowadays, the use of English has become really necessary in different aspects that's why we as future teachers need to use different methods in order to develop our English teaching so in this investigation there are five important methods which we are going to analyze

Community Language Learning
Community language learning is a philological method where the students work in group in order to mature the diverse aspects of the language. Moreover, this method is based on the Counseling- approach developed by Charles Curran where the teacher plays the role of analyst whereas students act as whole people.

(BROWN, 2001 p. 31) mentions that "teacher is the origin of learning and creator of an interesting variety of activities for the class like games, jokes, and works for the students".

Teacher is the person who initiates a learning and create an interesting class in order to motivate students to learn the language through dynamic activities

Audio-lingual

Audio-lingual method is related with the language instruction where the teachers show new words and the students will repeat it and practice. Moreover, in this method there is no an explicit grammar instruction because it is focus in the memorization. On the other hand, it is important to know that learning a language means obtaining habits. To sum up audio lingual method refers to the repetition of words so, it is good because students can learn in a better way and improve their pronunciation.

Suggestopedia method

Suggestopedia is a method developed by the psychotherapist Georgi Lozanov so, this method was based in the foreign language learning. Suggestopedia is one of the latest teaching method. Furthermore it is one of the most used methods which allows an active learning and the interaction between students and the teacher.

Total Physical Response

Total physical response is a method which is focus in the coordination of language and actions where the motor activity of the student plays a principal role. This association with motor activity refers to a combination of activities and the development the process of the language acquisition. Total Physical Response is a language teaching method built around the coordination of speech and actions.

The Direct Method

This method is used in teaching foreign languages where the pupil is not permitted to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.

According to these methods for me the most beneficial is the approach method because it helps students to have a better understanding. Also it motivates them to learn a new language easily and at the same time to love the language.

1.4. LANGUAGE SKILLS

Through the years, teachers know the importance about language communication and the skills development of each one that's why it's really central in the learning process so is necessary to develop our language skills in order to understand and use it in an effective way.

(VERNIER p. 267) Contends that "The four traditional language skills are essential components in classes and enough to help students become communicatively".

The four English skills are really necessary and should be connected and the environment of the class has to be meaningful in order to help students to use the language in an excellent way and work better.

1.4.1. Listening

It's a respective ability so, the principal characteristics are the silent which maintain the student's attention in order to receive information that's why at the moment to apply this ability in the classroom, and the teacher should create a reason to listen according to the classroom necessities.

Listening activities need to good and effective in the English teaching that's why teacher have the responsibility to design activities which can be versatile or students might get bored . In addition, it is the first step in the communication in the English learning. If the students have the capacity to understand the language, they will communicate in a better way and develop their abilities easily.

1.4.2. Speaking

Speaking English is usually the principal objective or reason which people decide to study it. The development of the ability require the development of other abilities. It's an ability which is use to transmit information and the principal characteristic is the use the sounds which an specific meaning in order to understand so, the person who receive the information need to read or listen the message in order to answer. Then teacher is who give the information and the students listen and try to answer it.

Communication is very essential because it represents a high part of knowing a new language that's why the obligation to develop speaking activities which encourage students to communicate. Thus, it could be said that games provide an essential connection between the classroom and the real world.

1.4.3. Reading

English represents a connection between English sounds and letters it means the relationship between the spoken and the written language. It's a respective ability because through reading we can get information, so the characteristics are similar to listening, it means that the student need to read in silent in order to can transmit it. That's why the teacher should motivate students to read through activities which get the attention of students.

Reading is a significant skill at the moment to learn a new language. Moreover, through reading we can have access to the perspective of cultural beliefs and values. Reading applied in significant quantities with comprehensible information will help to the development of language.

1.4.4. Writing

Writing is an essential activity and really necessary in order to learn a new language like an access of communication. Writing skill is a manner where students practice their language abilities due to at the moment to write students should know grammar,

vocabulary and the language structures. Moreover, when the student practices, he associate words or phrases which will be useful at the moment to communicate.

It's an activity which is use to transmit information and the principal characteristic is express messages to people. So, the teacher is who give a writing text like an example or guide that students are going to use and practice. Writing is a skill which is learnt and not acquire that's why writing is considerate difficult students at school that's why the importance of investigate or create strategies which help to improve this skill.

Games could be an excellent way to develop the writing skill because for children games result fun that's why it can provide writers with a reason to write and it will result easier for students.

1.5. GAMES

Games are principal activities which are related to the children needs, for instance, imagination, learning, communication, dreaming, creativity, etc. the rights of playing were recognized on November 20, in 1959. Games facilitate the feelings expression, helping to develop the personality of children. Moreover, games help to develop the fundamental functions of growth for example: thinking, logical reasoning, creativity and imagination.

Games are free events which help to construct a creative spirit. It is oriented in the practice. The game makes that the child has a spontaneous attitude and liberty so, it helps to manage the relationships in the environment.

(MARIN, 2009 p. 235) States that "At the moment to play children externalized anxieties, fears and concerns through the actions".

Rendering this point of view, it believes that Educational games are created for the education resolutions it means to help students to acquire knowledge, support the

development and learning a skills as they play. For that reason, teacher should now the benefits being that this tool has become essential. Furthermore the use of games is one of the principal manner to teach because games represent everything for children that's why they think that nothing is more amusing than play because they feel free and relax.

Origins

Games have been used for many years because it has been an essential tool into education so one of the first games which were used in that era was chess. Moreover, at the beginning of 19th century, it was the manufacture of Kindergarten which was centered on learning by playing where children had the opportunity to use toys like blocks, clay and intertwining materials.

1.5.1. Characteristics of games

Games are activities which can be developed with a natural way in children, so games have some characteristics:

➢ It is consider like a free activity

➢ It has a proper tendency

➢ It creates a fantasy world.

➢ It is played into time and space limits

➢ It is formed of two qualities which are rhythm and armory.

1.5.2. Kinds of games

There are different types of characteristics which are according to the educative process and the children successful.

• Psychomotor games

- Educative games

- Technologic games

- Traditional games

- Competitive and corporative games

1.5.3. The importance of use games in the Education

Students like to play, and everybody participate in the games with interest. So there are teachers who do not recognize the importance of games. On the other hand, the majority of children learn better when they are energetic.

Furthermore, each child needs to be motivated at the moment to do teach something new; it means that the classroom needs to be exciting with relevant tasks which allow that children feel the interest to complete it. That's why the games should be adapted in the English lessons because it permits that children play and acquire knowledge at the same time. So, the dynamics of games belong to the complete development, liberty, attitudes, and reflection.

According the physiological point, games represent who is a child. That's why it permits to study the children's tendency, their behavior, and deficiencies. In addition, games are one of the techniques that teachers should use in teaching learning process. So, games are often used as short war-up activities.

1.5.4. Advantages of games

The of the use of games in the classroom are the welcome break from the usual routine o the class that's why it is acting as a motivation where students will develop their skills through an interaction

In addition games are exciting for students so, it is an advantage for the teacher because the class will be interest and enthusiasm so it represents a pleasant and good environment to the students in order to learn easily.

1.5.5. Motivation

Motivation promotes people to achieve actions. In the education factor, it refers to the interest to learn something. Motivation always is present in the teaching process. So, the lack of motivation has become in one of the principal problems of learning. However, different studies have concluded that motivation plays an important role in Education.

1.5.6 The games and motivation

(SAVATER, 1997 p. 17) "It is necessary to see the education like a motivation to be better".

The motivation is really necessary in order to get something that's why we as teachers need to awaken in our children being that the motivation achieve the interest which boost people to learn new knowledge. If we motivate our students we can achieve that they work so hard and love the subject.

On the other hand, according with the use of games like an didactic resource is important to prepare games with an objective; in this case the learning needs to be the principal factor that's why is an obligation for the teacher to create games where children feel the topic interesting and learn from an enjoyable way.

1.5.6. Traditional games in Ecuador

The Ecuadorian traditional games form an indispensable part of the human life because games represent a social and cultural expression. It is not possible to find a book about traditional games or buy it in a store because are games which appear in different dates of the year Games form an important part in the people's life because these are a cultural and social expression which permits that people get a good relation with the society. Ecuadorian traditional games appear in different epochs of the year and form part of the popular culture. These games have different cultural aspects about behavior

and values. Moreover, there are activities which permit to remember historical events and know traditions of the towns.

It's important to recognize the traditional games are very exciting which have being transmitted from a variety of generations and at the same time maintain our traditions. That's why we as teachers, need to adapt and apply it, like a fundamental resource in order to develop their skills and abilities.

The transmission of Ecuadorian traditional games has been from an oral way, through generations. The family is the first place of learning through (grandparents, fathers, mothers, brothers, sisters, etc.). Nowadays, there are a lot of problems in the transmission of Ecuadorian traditional games because there are just a low percentage of children who practice these games so, it is because of the social conditions which do not permit its transmission.

Moreover, into the Ecuadorian traditional games there are different didactic categories: children games, songs, guessing games, etc. So, one of the principal characteristic of Ecuadorian traditional games is that they disappear completely but after a time they appear again and so on. In addition, there are games which are combined especially for boys for example: (las bolas, el trompo, la cometa, etc.) and for girls (las ollitas, el elástico, la soga, etc.)

There are different Ecuadorian traditional games so, we are going to explore some of them:

La Rayuela
There are different ways to play this Ecuadorian traditional game; so the most popular way is applying the days of the week which consist in drawing a picture divided in sections, the players need to have their own counter and throw it in the sequence so, and children should jump with just one feet according to the figure without touch the

place where it's the counter. If children tread on the line of any part of the figure, they will lose their turn. This game requires of good coordination, attention and concentration. Moreover is really enjoyable especially for girls.

La Cometa

This is an interesting game where children organized hikes in order to collect material so as to prepare their comet .So, it consists to go to a confident place which permits that the "cometa" can fly. Moreover, it is a competition in order to see which of the comets can fly high and stay the majority of time; so children need to dominate their equilibrium. This is a game which requires of an excellent creativity due to the comets were created with material from the forest. However, through the time have appeared a lot of types of comets which are produced in factories but the manner of the game is the same. It was developed in an explicit epoch of the year for example in summer.

El Trompo

One of the game which is really fun and especially for boys is the Trompo which can played individually or in groups; it consist in revolve the Trompo using a "piola". This object is elaborated with strong wood called"cerote" which can be fi in the Ecuadorian mountains. Moreover, people can design this object using their creativity and another materials such as plastic. In addition, exist another way to play this game; while the participant maintains the trompo dancing in his hand, he should touch the parts of the body which a partner will order.

La Soga

It consists in to hold the rope from its extremes while the rest of children jump over it. Furthermore, children accompany this game with songs and questions for the participant. So, one of the songs which is used for the majority of children is "Nun, widowed, single, married, divorced, etc. It is supposed that the person who lose for example in the word "married"; the participant will married. This game requires of

force and energy for part of the teammates who are going to hold the rope. In addition, one of the principal things which play an important in the game is the team work.

Los Ensacados

It's a competitive game, is necessary to form groups and chose an excellent leader. The game consists in a competitive race, where the competitor should be into a bag or sack in which he must hasten jumping to reach the goal without falling. Here the participants have to use canvas so as jump until the arrival. In addition, this game where participants can develop their abilities like coordination and agility. It is an enjoyable game, which the dexterity of the students will help to be the winners.

Los Pepos

This game is played between two people. Each participant needs to guide the ball and touch it. Moreover, is important to draw a circle in the floor and when the balls go out from the circle the participant will win it. In addition, it's central to know that this game is good for the coordination.

Las Canicas

This game of marbles it's one of the most traditional games which is played especially for boys. It consists to make a hole about 9 centimeters of diameter and approximately 3 centimeters deep; where the players launch the marbles toward the hole. Moreover, is important to know the order in which each player starts throwing his marbles. The object of the game is to beat the marbles opponents and also this traditional game of marbles can be played using several holes.

El Palo Encebado

This Ecuadorian traditional game is preferred for a lot of people which played it especially in parties or celebrations of the towns. It consist in to put on the floor a wooden pole between 10 and 15 centimeters, which needs to be cover with butter where

just the person who arrives to the top will have the opportunity to get all the awards which are there.

Las escondidas

This is a game which consist in for form groups and select a person who is going to count until a determined number; the participant needs to cover his eyes and count while the rest of students have to hide in different places. When the participant finishes counting, he will go to look for their teammates. The student who was found first, will have the job to count and find to the rest of people.

El yo-yo

This traditional game called "el yo-yo" is a classic toy which looks simple but it is quite difficult to master. In order to play this enjoyable way is important to have a precise dexterity, agility and coordination. In addition, with practice the student will become a master in order to do different tricks.

La carretilla

In order to play this traditional game is necessary to form groups of two members, one student standing and the other one in a position like a cart. On the other hand, teacher will give a signal so as start to the first arrival, there they should change their position; it means that the student who was standing, needs to take the position of the cart and so on. The groups who arrive first, will win.

El pan quemado

The group of students should select a leader in order to start the game. The student who was selected needs to hide a handkerchief which will be used to flog. On the other hand, another student will be selected like a guesser who has the objective to search the handkerchief and at the same time he will be asked with the following questions: Where is the burnt bread? When he is distant of the handkerchief, the rest of students will say "cold, cold, cold"; when the guesser is near the handkerchief; the group will

say "hot, hot, and hot". Finally, when the participant achieve to find it, the students will say "burn, burn, burn" and the boy with the knotted handkerchief will pursue his teammates and the first student who is chastised will lose.

El baile del tomate

This Ecuadorian traditional game is very popular. It is played especially in parties of towns or celebration at school like the children's day, Christmas, etc. In order to play this game is necessary to form pairs which have to dance and hold a tomato placed at the junction of their foreheads. Moreover, their arms should be behind their back due to they do not have to touch the tomato. The group who finishes the dance without drop the tomato, will win.

Las ventitas

This game is one of the most preferred for girls, which consists to select a seller and a buyer. In order to represent money, the participants can use newspaper and make their own bills. The students will have time so as look for materials like toys, objects of the classroom, etc.

CHAPTER II

2.1 Brief characterization of Domingo Faustino Sarmiento School

Domingo Faustino Sarmiento School is located in the Cotopaxi province, Tanicuchi parish, Cajon de Veracruz neighborhood. The life of Domingo Faustino Sarmiento School begins in 1960. This institution was founded by the "Misión Andina" and members of the community. According to the obtained information with the members of the town the first classes were received in the church of the neighborhood, because there was not an adequate place to develop the activities.

The reason of the name of the institution is in honor of Domingo Faustino Sarmiento who was a famous teacher, which took arms to fight against the injustice that was imposed by the tyrant of his country. Domingo Faustino Sarmiento was born in Argentina in 1811 and death in 1983. He belonged to a poor and humbled family that's why he had to work since child without forget his studies. Domingo Faustino Sarmiento was a teacher who worked for popular education and training of teachers in order to children have an education of excellent quality.

Furthermore, the construction of the school was made through a community work with collaboration of the whole community, on land donated by a local family place. Through efforts of the authorities, teachers and parents it was possible the construction of three classrooms.

2.2 Analysis and interpretation of the results of the surveys directed to the students at "Domingo Faustino Sarmiento School"
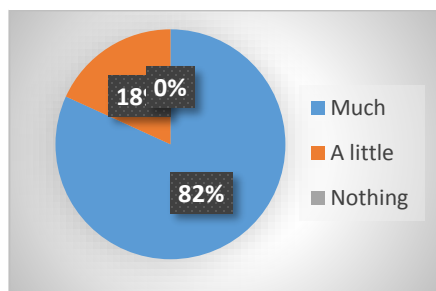
Question 1

Do you like to learn English language?

TABLE 1

OPTION	F	%	
Much	45	82%	
A little	10	18%	
Nothing	0	0%	
Total	55	100%	

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 1

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. - In deriving the results of the survey it can be determined that the 82% of children like English much, however 18% of children reported that they like English a little.

According to the results it can be concluded that the highest percentage of students would like to learn English language so, it results beneficial because there is an interest to acquire this language which represents a significant tool into education and society.
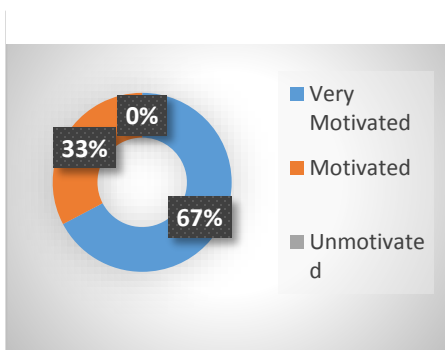
Question 2

 How do you feel when you are learning English?

TABLE 2

OPTIONS	F	%
Very Motivated	37	67%
Motivated	18	33%
Unmotivated	0	0%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 2

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. - According to the analysis of results the 67 % of students manifest that they feel very motivated at the moment to learn English, on the other hand the 33% of students consider that they feel motivated.

Thus, it is noticed that the major part of children feel very motivated in the English classes allowing that they can interact between them and develop their principal English skills (writing, listening, speaking, and reading).
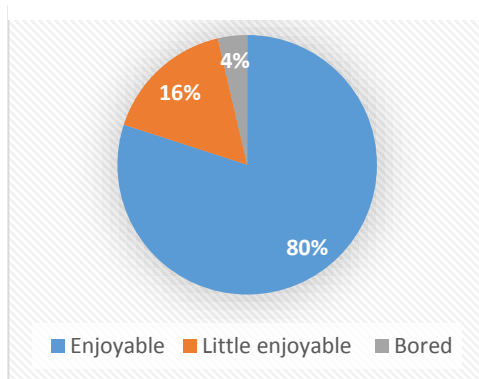
Question 3

Learning English is ?

TABLE 3

OPTIONS	F	%
Enjoyable	44	80%
Little enjoyable	9	16%
Bored	2	4%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 3

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation.- After performing the analysis, it can be determined that the 80% of students reflect that English language is enjoyable, as long as 14% of respondents show that this language is little fun, and finally just for 4% of scholars the English language results bored. Therefore, it can be established that for the majority of respondents the English learning is enjoyable. So, it results magnificent because it is a motivation in order to students feel interested in acquire this fundamental language which will help them to progress.
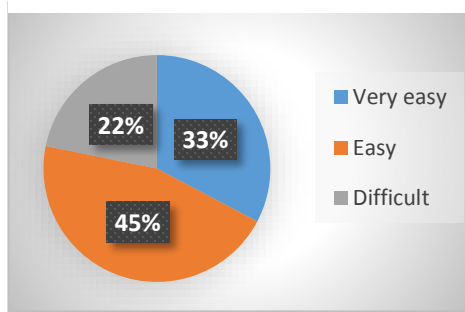
Question 4

The English language is ?

TABLE 4

OPTIONS	F	%
Easy	25	33%
Very Easy	18	45%
Difficult	12	22%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 4

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. – The investigation shows that 45% of students consider that learning English is easy, on the other hand 33% of respondents reflect that English linguistic is very easy and 22 % of learners believe that English is difficult.

According to the results, it can be determined that for the majority of students the English learning is easy. It is an advantage because it will permits that children obtain a meaningful learning which can apply every day.
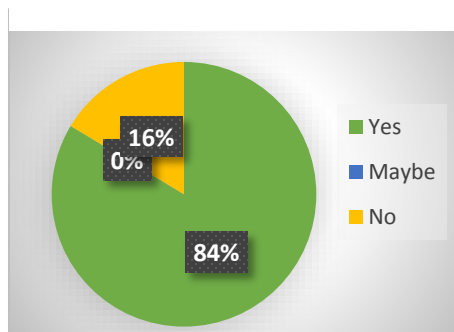
Question 5

Would you like to learn English ?

TABLE 5

OPTIONS	F	%
Yes	46	84%
Maybe	0	0%
No	9	16%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 5

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. – In deriving the results of the survey it can be determined that 84% of respondents deliberate that they would like to learn English, while the 16% of students manifest that they have no interest in learning this language. It can be concluded that the majority of respondents would like to learn English. Therefore it is beneficial because it will help children to develop in the social life from a better way. Moreover, the English learning in children results advantageous because in an early age, they have a better facility to develop the communication.
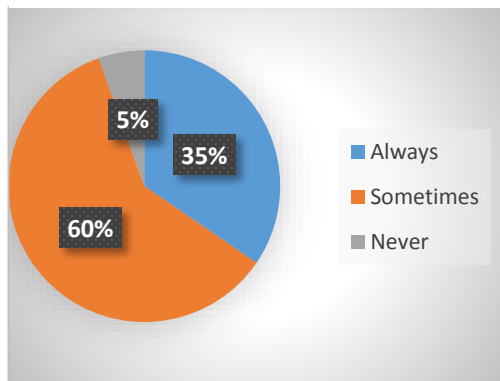
Question 6

Do your English teachers apply games in their classes?

TABLE 6

OPTIONS	F	%
Always	19	35%
Sometimes	33	60%
Never	3	5%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 6

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. - After performing the analysis it can be determined that 60% of respondents reflect that their English teachers use games frequently, even though the 35% of learners consider that their teachers use games sometimes and just the 5% of them manifest that their English teachers never use games in their classes. Thus, it can be resolved that English teachers use games in their classes, it sounds good because it helps to motivate students to learn English but games need to be used in adequate way respecting the different rules and topics.
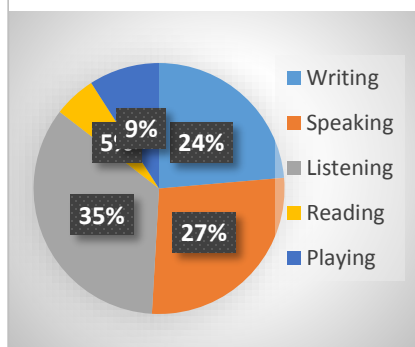
Question 7

How do you learn English better?

TABLE 7

OPTIONS	F	%
Writing	13	24%
Speaking	15	27%
Listening	19	35%
Reading	3	5%
Playing	5	9%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 7

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation.- The analysis of the results determined that 35% of respondents learn by listening, 27% learn by speaking, 24% learn by writing , 9% learn by playing and finally 5% of children learn by reading.

According to the analysis, it can be concluded that the majority of respondents learn English by listening. It means that is important that teachers create and develop activities which permits that students improve their learning. In addition, is the teachers' responsibility to combine activities which help to practice the four English skills.
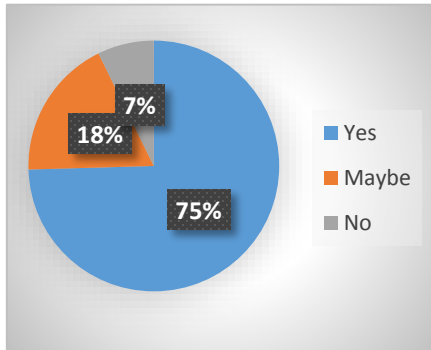
Question 8

Would you like to learn English by playing?

TABLE 8

OPTIONS	F	%
Yes	41	75%
Maybe	10	18%
No	4	7%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 8

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. – According to the results it can be determined that 75% of students would like to learn English by playing. On the other hand, 18% of respondents manifest that they maybe would like to learn English by playing and finally just 7% of children would not like to learn English by playing.

Therefore, it can be resolved that the major part of children would like to learn English by playing. So, it is important to recognize that games are essential in Education in order to increase the interest of students at the moment to learn.
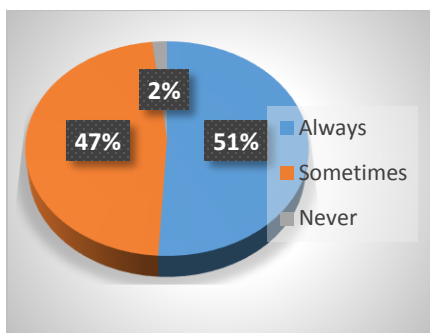
Question 9

Would you like to learn English using traditional games?

TABLE 9

Options	Students	%
Always	28	51%
Sometimes	26	47%
Never	1	2%
Total	55	100%

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 9

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. - After performing the analysis it can be determined that 51% of students consider that they always would like to learn English through Ecuadorian traditional games, on the other hand the 47 % of respondents reflect that they would like to learn English through Ecuadorian traditional games infrequently and just 2% of students consider that they never would like to learn using Ecuadorian traditional games.

As a result, it can be established that children would like to learn English through Ecuadorian traditional games. It is an advantage, due to ETG represent a meaningful strategy which will support to the teaching and learning development.
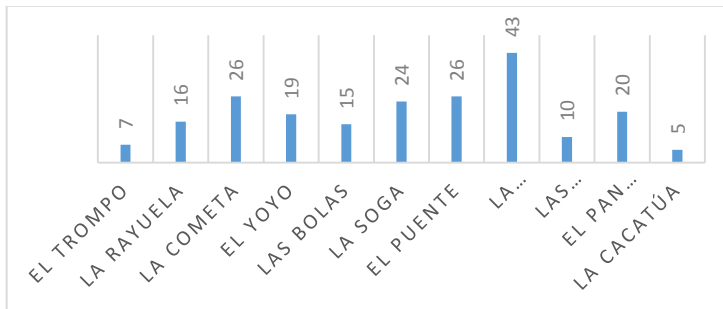
Question 10

Which traditional games would you like to play?

TABLE 10

OPTIONS	F
El trompo	7
La rayuela	16
La cometa	26
El yoyo	19
Las bolas	15
La soga	24
El puente	26
La gallinita ciega	43
Las escondidas	10
El pan quemado	20
La cacatúa	5

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

GRAPHIC 10

Source: Students at Domingo Faustino Sarmiento School
Elaborated by: Gabriela Banda

Analysis and interpretation. - In deriving the results of the survey it can be concluded that the games "la Gallinita ciega", "el Puente", "la Cometa" and "la Soga" were preferred in a high frequency while the games "el Pan quemado", "el Yoyo", "la Rayuela" and "las Bolas" were chosen in a middle frequency and finally the games "las Escondidas", "el Trompo" and "la Cacatua" were favored in a low frequency.

According to the analysis it can be determined that there are different Ecuadorian games which students would like to practice and use in the English classes.

2.3 Analysis and interpretation of the results of the surveys directed to English teachers
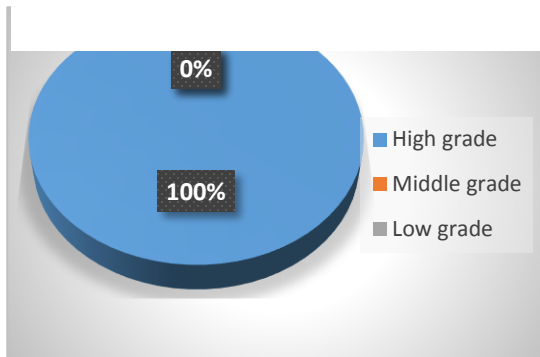
Question 1

Do you think that English language learning is essential?

TABLE 11

OPTIONS	F	%
High grade	10	100%
Middle grade	0	0%
Low grade	0	0%
Total	10	100%

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

GRAPHIC 11

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

Analysis and interpretation. – According to the details of the results it can be determined that 10 teachers which represent the 100% think than English language is essential in a high grade.

Thus, it can be concluded that for teachers, English language is indispensable, due to the great opportunities which this language gives people. Moreover, nowadays the English knowledge is a principal factor which helps to the human's development.
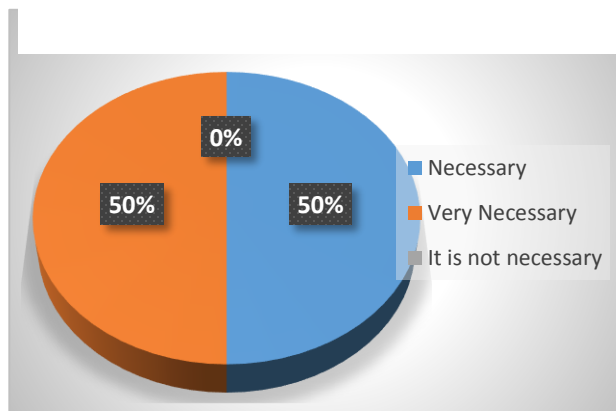
Question 2

Do you consider that is necessary that teachers apply strategies and methods which can help to improve the English teaching learning process?

TABLE 12

OPTIONS	F	%
Very Necessary	5	50%
Necessary	5	50%
It is not necessary	0	0%
Total	10	100%

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

GRAPHIC 12

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

Analysis and interpretation. – The investigation shows that 5 teachers which represent the 50% think that is very necessary to apply strategies and methods which help to improve the English teaching learning process; however the other part of respondents (50%) consider that is necessary to apply strategies and methods.

Therefore, it can be concluded that for teachers is important and necessary to apply strategies and methods in order to improve the English teaching learning process.
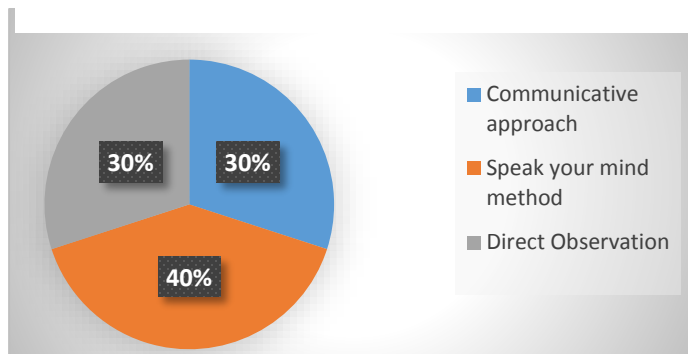
Question 3

As English teacher which are the methods that you use in order to teach English?

TABLE 13

OPTIONS	F	%
Communicative approach	3	100%
Speak your mind method	4	0%
Direct Observation	3	30%
Total	10	100%

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

GRAPHIC 13

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

Analysis and interpretation.- - In deriving the results of the survey it can be reflect that 4 teachers (40 %) apply "speak your mind method" in order to teach English, on the other hand 30% of respondents use communicative approach method and 30 % of defendants use direct observation method in their classes.

Thus, it can be determined that the majority of teachers use speak your mind method. So, it is important to apply these methods in a correct way and help students to develop their skills (reading, writing, listening and speaking).
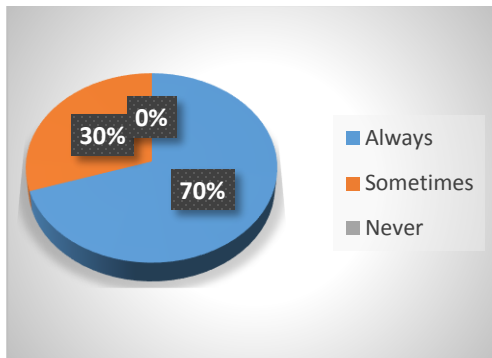
Question 4

Do you design didactic activities in order to motivate students to learn during your English classes?

TABLE 14

OPTIONS	F	%
Always	7	70%
Sometimes	3	30%
Never	0	0%
Total	10	100%

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

GRAPHIC 14

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

Analysis and interpretation.- According to the analysis of results 70% of teachers consider that they always design didactic activities in their classes; however 30% of respondents reflect that they sometimes use didactic activities in their classes.

According to the results it can be determined that English teachers design and apply didactic activities in their classes because it helps to motivate students to learn and create an environment where the learning can be significant.

Question 5

Do you consider that the use of Ecuadorian traditional games is a good strategy to teach English?

TABLE 15

OPTIONS	F	%
High grade	7	70%
Middle grade	3	30%
Low grade	0	0%
Total	10	100%

Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

GRAPHIC 15
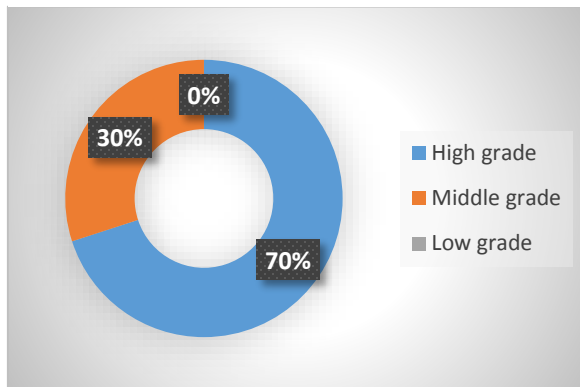
Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

Analysis and interpretation.- According to the details of the results 70% of teachers manifest that Ecuadorian traditional games could be a good strategy to teach English in a high grade; while the 30 % of teachers consider that Ecuadorian traditional games could help to the English teaching in a middle grade.

Thus, it can be considered for the major part of teachers the Ecuadorian traditional games could help to develop the English skills of students and improve their knowledge.

Question 6

Do you think that Ecuadorian traditional games could be a way to improve the student's learning?

TABLE 16

OPTIONS	F	%
High grade	7	70%
Middle grade	3	30%
Low grade	0	0%
Total	10	100%

English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

GRAPHIC 16
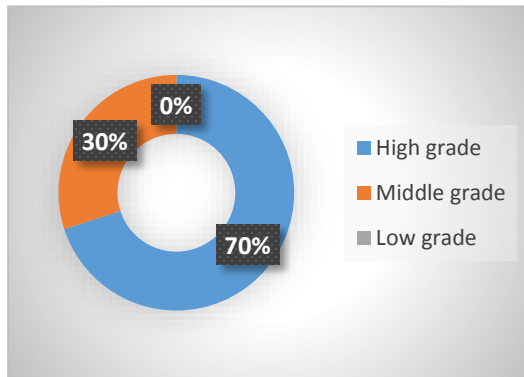
English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

Analysis and interpretation.- In deriving the results of the survey 70% of teachers reflect that Ecuadorian traditional games could help to improve the students learning in a high grade; while the 30 % of respondents consider that Ecuadorian traditional games could help to improve the students learning in a middle grade.

It can be concluded that for the majority of teachers the use of Ecuadorian traditional games will help to improve the students learning. In addition it will help to work in a different environment.

Question 7

Will you use Ecuadorian Traditional games to improve the English language learning?

TABLE 17

Options	F	%
Always	6	60%
Sometimes	4	40%
Never	0	0%
Total	10	100%

English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

GRAPHIC 17
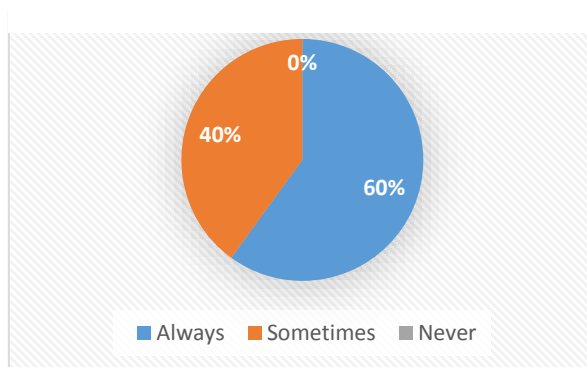
Source: English Teachers at "Marco Aurelio Subía Batalla de Panupáli" School.
Elaborated by: Gabriela Banda

Analysis and interpretation.- – According to the details of the results 60% of teachers consider that they always would like to use Ecuadorian traditional games in the English teaching; however, the 40 % of respondents reflect that they would like to use Ecuadorian traditional games sometimes.

As a result, it can be identified that for the major part of respondents Ecuadorian traditional games will help to improve the English teaching process that's why it's necessary for teachers the application of it.

2.4 Interview directed to the principal of "Domingo Faustino Sarmiento School"

1) **Do you think that English teaching is essential in school?**

English language is necessary and essential in schools because nowadays the government is giving a lot of opportunities to the students that's why the English language is really fundamental for the student's development.

2) **Do you think that is necessary that English teachers interact with students through didactic and interesting activities?**

The didactic activities are necessary for the English learning that's why it needs to be apply all time but with the correct application in order that teachers can interact with students

3) **Do you consider that teachers should apply strategies in the teaching learning process in order to get a significant learning?**

Teachers should create strategies all time because they have to face students from individual differences so, in order to get a significant learning is important to develop these strategies and apply it in order to obtain a significant learning.

4) **Do you think that the use of games in the English teaching learning process is essential**

The use of games in the English teaching learning process is really essential, however it needs to be used correct and responsible way according to the topic

5) **What could happen in the students if teachers take the traditional games in the English teaching learning process?**

Ecuadorian traditional games will help in a high level because it will help students to feel motivated at the moment of learn English and to develop their knowledge

CONCLUSIONS

- English language it's a significant tool into education that's why the importance to learn it. So, in order to get a significant learning, teacher is the principal person who has the responsibility to make that students can develop their knowledge and skills.

- The strategies or methods which educators use at the moment to teach English affects in high grade to the students because through these methods they make that students like or hate this subject.

- The use of games in classes are essential because it helps students to interact and learn in an enjoyable way. So, the use of Ecuadorian traditional games results for children interesting and motivational.

- Teachers consider that the use of Ecuadorian traditional games could help to improve the students learning that's why it's important the correct application of it in the teaching learning process

RECOMMENDATIONS

- To design strategies or abilities which permits that students feel interested in the English learning using activities that support to get a significant learning.

- To develop activities which help to combine the different English skills that's why teachers should create environments of interaction giving to the students the possibility to develop the language abilities.

- To use games in English classes but with a responsible way in order to get an interaction with students , develop their English skills and obtain an efficient learning

- To propose a guide about Ecuadorian traditional games which English teachers can use so as apply it in the English teaching learning process. Moreover, it will help to recover our traditions.

CHAPTER III

3.1 PROPOSAL

Didactic Guide about the Ecuadorian traditional games in order to improve the English learning

3.2 INFORMATIVE DATA

      INSTITUTION: Cotopaxi Technical University

      CAREER: English

      PROVINCE: Cotopaxi

      CANTON: Latacunga

      SCHOOL: Domingo Faustino Sarmiento

      PARISH: Tanicuchí

      NEIBORHOOD: Cajon Veracruz

      STUDENTS NUMBER: 55

      CELLPHONE NUMBER: 0984230429

3.3 IMPORTANCE

The education is the principal and the most important factor in the life which permits people to face the society because just the education can help people to solve problems. Nowadays, the education has to be according to the scientific and technologic changes, thus this proposal is according to the children necessities in the educative area that's why it will be a support for English teachers which every day facilitate the student's learning process.

Moreover, into the English teaching learning process there are problems which do not help to improve and develop the students learning, one of them is the lack of strategies to teach English. So, this guide about Ecuadorian traditional games which will help students to feel interested and motivated at the moment to learn English.

The proposal has importance because will help to revive the Ecuadorian traditional games which form part of our culture and tradition. In addition, this guide will influence teachers to use didactic activities in their classes and work with students in an efficient and participative manner.

In addition, the proposal will contribute to fortify the national identity, responsibility, respect and creativity in order to obtain independent students which can be able to face the educational and social problems.

3.4. JUSTIFICATION

English has become in a vital language which permits to have a lot of opportunities for that reason, the importance of English teaching. This guide will be develop due to the lack of application of didactic activities in the English classes, so the objective of this research is to improve the English learning through an efficient , participative and enjoyable mode.

Games plays an important role in education so, it should be used in the teaching learning process that's why this guide will help to develop the quality of learning creating a class with an environment of motivation and interest.

Moreover, this guide wants to facilitate the teachers' work because it will be a tool which permits to develop the English skills of students and speak in English in a correct way.

It establishes that Ecuadorian traditional games will help to increase the participation of students and their development.

3.5. PROPOSAL DESCRIPTION

English is a language which connects people around the world, for that reason the importance of acquire and learn it. The English learning is indispensable however, children have a low interest in this subject, that's why the interest to motivate students to learn English using Ecuadorian traditional games.

The methodological guide is conform for different characteristics of games like: instructions, materials, activities which teacher can add in the application of the games, etc.

3.6. PROPOSAL OBJECTIVES

General objective

- To improve the English teaching learning process through the use of Ecuadorian traditional games in order to motivate students to learn and get a meaningful knowledge.

Specific objectives:

- To establish a clear thematic which present a set of organized activities which help to create satisfaction in English learning.

- To use contents according to the necessities and requirements of students in order to obtain a significant learning.

- To provide a methodological guide to the English teachers about Ecuadorian traditional games in order to they can use it in their English classes.

3.7. FOUNDATIONS

Scientific foundation

Games are activities which contribute to the emotional, intellectual and social development of children because through games teacher can create situations in the socialization process in order to students can have a relationship with the group.

Using games children will learn to collaborate, share, and learn to win or lose and work in team. It is about the scientific knowledge, when the objective of the professor is investigate how to interact with the students how to motivate them. In addition at the moment to teach English, it is necessary to comprehend and know vocabulary about different things which can be applied in the English skills which are: Writing, Reading, Listening and Speaking.

Methodology foundation

It refers to the participation between teacher and student where the activities and the environment of the class play an important role. So, this guide will support to the cognitive and pedagogic model. Thus, it will permit to work in an environment of interaction, participation where the students develop their skills and be able to face the society problems

Pedagogic foundation

The investigation is related to the pedagogical model which promotes the creativity, the education and respect into the physical, cultural and social environment
In this foundation is important to recognize that teacher plays a significant role like facilitator, mediator and participant in order to create an environment of confidence so as students participate and increase their knowledge.

Moreover, the social interaction in the learning is essential because students learn better in a supportive manner. For that reason to promote the teamwork will help to establish good relationships with the rest of people.

Motivation plays an important role where is necessary to design or create activities like: games that is the principal factor which support to incentive students and obtain an excellent communication into the class. In addition, it helps to make that students feel comfortable and get a significant learning.

Psychological foundation

It refers with the student's behavior and the environment in the class. The Ecuadorian traditional games will help to have a good relationship with children, creating a different and positive behavior with the language. Moreover, Ecuadorian traditional games will support students to get a satisfaction for the language.

The objective of Ecuadorian traditional games is to help to the integral formation in the classroom and obtain a learning in the life and for the life. Thus, the investigation will help to solve the pedagogical and educative problems.
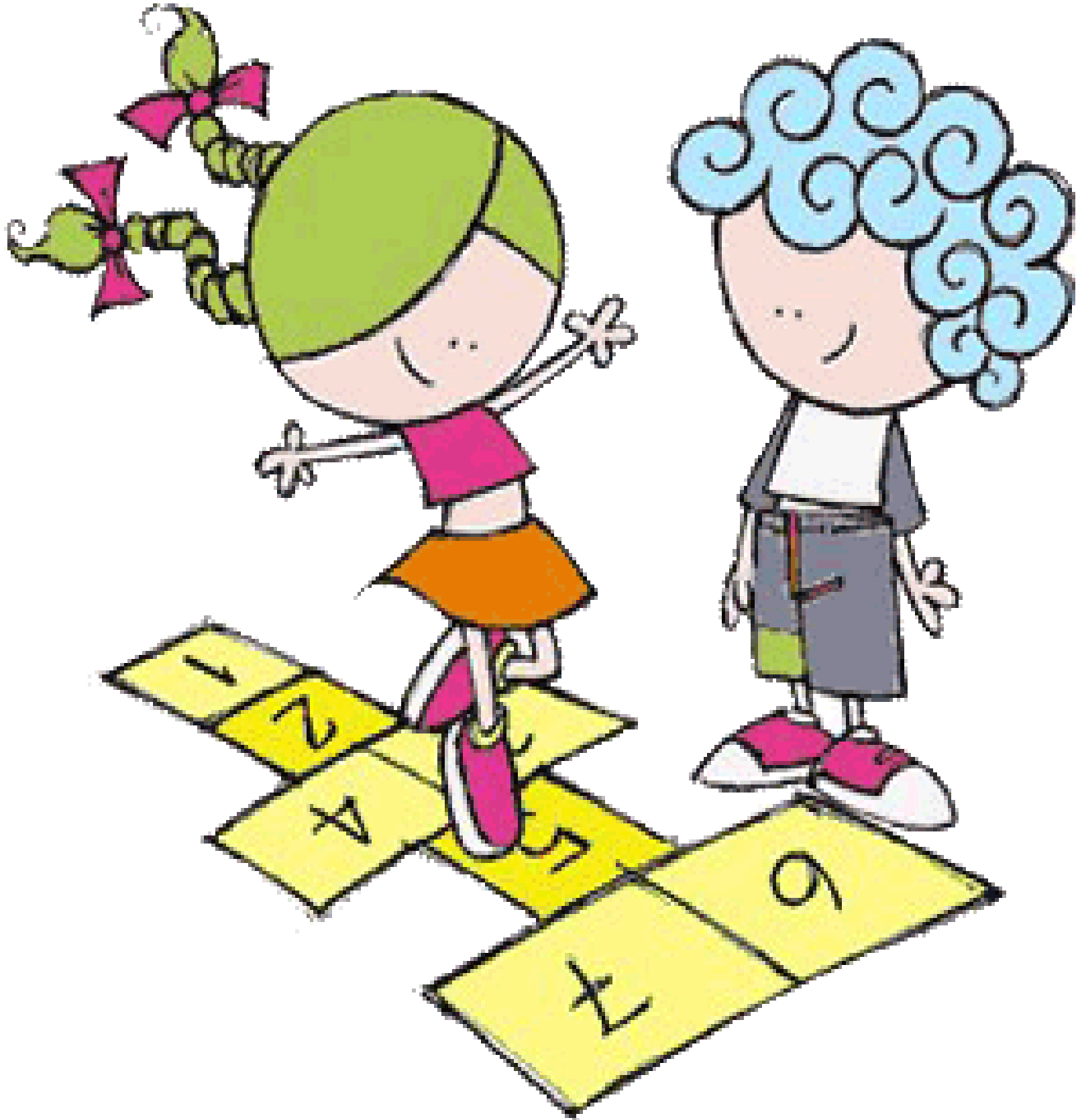
TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

METHODOLOGICAL GUIDE ABOUT ECUADORIAN TRADITIONAL GAMES TO DEVELOP THE ENGLISH LEARNING

ECUADORIAN TRADITIONAL GAMES TO IMPROVE THE ENGLISH
TEACHING LEARNING PROCESS

Gabriela Banda

INDEX

INTRODUCTION

The education is the clue for the development of the people, because through knowledge people can improve and be a better person in order to face the social problems. English is a worldwide language which has become really fundamental because it helps to find more opportunities and improve of quality of life, that's why the English teaching is necessary and must to be conveyed.

Moreover, kids have more opportunities to develop their knowledge, as learn a new language that's why the importance to motivate students to learn English using didactic activities like games which help to get a significant learning.

For this reason, the importance of this guide about Ecuadorian traditional games which was created for English teachers.

The objective of this guide is to benefit both teachers and students using this games in the English classes and get the affectivity of the English teaching learning process.

This guide offers to English teachers a diversity of Ecuadorian games which will have the principal characteristics, instructions, etc.

GAMES

Games represent a scenery where exist different kinds of communication which allow students to increase their knowledge and develop it in the interactive use of actions.

Everybody loves games and it plays an important role because games signify a big part of the students' development. Playing games, will contribute to progress and improve the communication, encouraging children to be unafraid to talk.

The motivational force and the interest that students have in their games is high thus, games and learning are connected. In addition, games are considerate like an activity of great power for the development and learning that's why it is a natural activity which offers the major vivacity in the general pedagogic.

Games are simple activities which teachers can modify using different topics in order to create a positive environment. Furthermore, games will help to achieve the principal goal which is the English learning improvement.

GAME Nº 01

"LAS COCINADITAS"

Place: Classroom

Material: Fruits, dishes and pictures

Organization: In groups

Topics to develop: Vocabulary about food

Objective: To get that children recognize and improve vocabulary about different food.

Skills: Listening

Instructions of the game:

- Divide the class into two groups.
- Select a leader for each group.
- Give the leader a picture about a dish for example "a salad fruit".
- Teacher will say a name of a fruit.
- Students will recognize it and start to prepare the dish.
- The group who finish first will win.

Variations: In order to play this game, it is not necessary to use real food, because teacher also can use just pictures.

GAME Nº 02

"EL TROMPO"

Place: Playground

Material: "Trompo" and "piola" (thread)

Organization: Individual

Topics to develop: Vocabulary (the instructions about the game).

Teacher will give the signal in order to start the game.

Objective: To make that children improve the listening skill through the instructions of the game.

Skills: Listening

Instructions of the game:
First mode
- Wrap the "trompo" using a thread and make it dance on the floor.

- The student who makes dance the "trompo" for more time will win.

Second mode:

➢ Organize groups of five students.

➢ Draw a circle on the floor for each subgroup.

➢ Put an object in the circle.

➢ Students will try to remove the object from the circumference.

➢ Student who removes first the object and keep dancing the "trompo" will win.

Variations: Students can participate with two or more "trompos" and make another trucks.

GAME Nº 03

Place: Playground

Material: Rope

Organization: Small Group

Topics to develop: Vocabulary.

Objective: To learn new vocabulary about different topics and memorize

it through the song.

Skills: Listening and speaking.

Instructions of the game:

- Divide the class into two groups (group A and group B)

- The group A, will grab the tops of the rope in order to rotate it.

- Then, the group B will have to jump on it while the first group of students will sing the following song.

  "Nun, widowed, single, married, divorced, etc."
- It is assumed that if students lost and coincide for example in the pronunciation of "nun" he/she will be religious and so on.

- Finally, children will have to mention the vocabulary.

Variations: In this case teacher has the opportunity to create and use a song using adjectives, colors, professions, etc. for example:
"Tall, beautiful, young, old, fat, etc."
"Red, yellow, blue, green, grey, etc."

GAME Nº 04

<p align="center">"LAS OLLITAS"</p>

Place: Classroom

Material: None

Topics to develop: The moths of the year.

Objective: To practice the months of the year through the song

Skills: Speaking, listening

Instructions of the game:

- Divide the class into two groups.
- Select a leader of each group.
- The leader should squat and hold his hands between his legs.
- Two participants are selected in order to swing the "ollita"; singing the months of the year (January, February, March, etc.)
- The winner is who resist the majority of time.

Variations:

Teacher can add or practice more English topics in this game like (the days of the week, countries, numbers, etc.). For example, if teacher gave a class about the days of the week and she wants to increase the student's knowledge, this is the opportunity to apply this game.

GAME Nº 05

<div align="center">"EL GATO Y EL RATON"</div>

Place: Playground

Material: None

Organization: Groups

Topics to develop: "The animals"

Objective: To identify and practice vocabulary about animals.

Skills: Speaking and listening.

Instructions of the game:
- Children will form a circle holding hands.
- Ask a volunteer in order to be the mouse who needs to be inside the circle.
- Ask a volunteer in order to be the cat who needs to be outside the circle.
- Then, children need to follow this dialogue:

    Mouse, mouse!

    What do you want thief cat?

    I want eat you!

    Eat me, if you can!

    Are you chubby?

    Until the end of the little tail!

- The cat chases the mouse, breaking the circle chain or seeping among children.
- When the mouse is captured the game will finish and restarts with another cat or mouse.

Variations: Teacher also can use another animals in the game.

GAME Nº 06

"EL ELASTICO"

Place: Playground

Material: Elastic

Organization: Small groups

Topics to develop: The parts of the body

Objective: To learn and practice the parts of the body

Skills: Speaking

Instructions of the game:
- Organize groups of three or five players.
- Teacher will give the sign in order to students jump in different ways
- One group should place the elastic at the level of each part of the body.
- Then the other group should jump in order, starting at the ankles, then knees, waist, armpits, neck and above the head.
- Students who do not follow a certain number of jumps will lose and continue the next player.
- Student who makes no mistakes will win.
- Student who lose the game will have to identify and mention the parts of the body.

Variations: Students can play this game, adding"mantequillita", which is another particular way to play but it is most difficult

GAME Nº 07

"EL JUEGO DE LAS FRUTAS"

Place: Playground

Material: None

Organization: Groups

Topics to develop: The fruits

Objective: To make that students practice the fruits and recognize it.

Skills: Listening and Speaking

Instructions of the game:

- Select a leader of the class

- Give a name of a fruit for each student.

- Then the leader of the group will have to sit.

- He will call a student and place his face on his legs saying

  "Come apple, stick a blow and go".

- Otherwise the game's director will call another fruit and say come

  the banana stick a blow and go, and so on.

GAME Nº 08

"EL REY MANDA"

Place: Classroom

Material: Crown king made of cardboard

Organization: Groups

Topics to develop: Vocabulary about classroom objects and colors.

Objective: To identify the names of the classroom objects and practice the colors

Skills: Listening and Speaking

Instructions of the game:
- Select a king.
- Form two teams.
- Each team will choose a name to promote the game animation and a leader.
- The king asks aloud, for example "give me a red market".
- The leader will try to get the object into his group in order to give it to the king.
- The king will receive only one object of the first group.
- The winner will be the team which supplies more objects.

Variations: Teacher has the opportunity to practice another English topics like clothes, food, etc.

GAME Nº 09

"LA RAYUELA"

Place: Playground

Material: Chalk, a piece of coal, a tile (stone or small object)

Organization: Individual

Topics to develop: Geometry figures and the days of the week.

Objective: To learn and identify the geometry figures and recognize the days of the week

Skills: Writing.

Instructions of the game:

- Draw seven figures in the floor (circle, square, rectangle, etc.)
- Write the days of the week in each figure.
- Each participant must have a tab.
- The tab is puled so, it needs to fall into the correct box.
- If the launch was not successful, the participant will lose and gives this turn.
- The participant must jump on one foot by different boxes, except in the box where his tab is.
- The winner will be the students who finishes first.

Variations: It is possible to play this game using figures of animals and also represent another topics like colors, numbers, etc.

GAME Nº 10

"LAS COMETAS"

Place: Playground

Material: Paper kite, "sigses or carrizo", lanyard, cloth strip, scissors and glue.

Organization: Individual

Topics to develop: Directions (up, down, right, left, etc.).Vocabulary

Objective: To identify the different directions and learn new vocabulary.

Skills: Listening

Instructions of the game:

- Teacher will give the signal in order to start the game.
- Each student will make fly the "cometa"

- The student who maintains the "cometa" as high as possible will win.

Variations: Teacher has to be useful the game in order to practice prepositions of movement. For example, at the moment of the game teacher will pronounce "left" and students will try to move the "cometa" to that position.

GAME Nº 11

"LA GALLINITA CIEGA"

Place: Playground

Material: Handkerchief

Organization: Group

Topics to develop: Directions and numbers.

Objective: To practice and improve the children knowledge about directions and numbers

Skills: Speaking and Listening

Instructions of the game:

- Ask a volunteer who wants to be the "gallinita ciega".
- Teacher will covers the student's eyes using a scarf.
- Then, the rest of students will form a circle.
- The participant who represents to the "gallinita" should be placed in the middle of the circle.
- Teacher will give the signal so as the "gallinita" gives three laps and the rest of students start to walk around it.
- The "gallinita ciega" will choose a person and touch him in order to guess his name.

Variations: Teacher can guide to the student with the directions so as they can catch to the rest of participants easily.

GAME Nº 12

"PATIO DE MI CASA"

Place: Playground

Material: None

Organization: Group

Topics to develop: The alphabet

Objective: To remember, identify and improve the pronunciation of the alphabet

Skills: Speaking, Listening

Instructions of the game:

- Form a circle with the students.

- Then, walk and sing the following song:

    The yard of my house is very particular

    When it rains; it gets wet, like the others

    Crouch, crouch again

    H, I, J, K, L, M, N…

- At the moment of the game teacher will have to do different

    actions and students will have to follow it.

GAME Nº 13

"LAS BOLAS"

Place: Playground

Material: "Bolas" (balls)

Organization: Individual

Topics to develop: Numbers

Objective: To get that students can practice and recognize the numbers through the game.

Skills: Speaking

Instructions of the game:

- Make a circle on the floor.

- Select groups of two or three people

- Each student should have their own "bolas"

- Participants will have to put their bolas into the circle

- Then, the other group will have to use another ball in order to extract the balls from the circle.

- The group which get more balls, will win

Variations: Teacher can ask students to count the balls which they won, in order to make them practice the numbers.

GAME Nº 14

"EL PALO ENCEBADO"

Place: Playground

Material: A stick and fruits

Organization: Individual

Topics to develop: Vocabulary about fruits

Objective: To make that children listen and identify the fruits in a correct way.

Skills: Listening

Instructions of the game:

- Different fruits will be placed at the end of the stick.

- Students will form a file in order to participate in the game.

- Each student will have to climb the stick.

- Next, teacher will pronounce different fruits in order to students get it.

- The participants will listen to the teacher, recognize the fruits and grab it.

- The winner will be the student who chooses more fruits.

Variations: Teacher can practice another kind of vocabulary for example; objects, clothes, etc.

GAME Nº 15

"EL PAN QUEMADO"

Place: Playground

Material: None

Organization: Groups

Topics to develop: Vocabulary (hot- cold- near-far).

Objective: To learn new vocabulary in order to use it in class

Skills: Listening and Speaking.

Instructions of the game:

- Divide the class in two groups
- Select a leader and a guesser for each group.
- The leader should hide a handkerchief which will be used in order to flog the students.
- The guesser is called for the group and he will start to search the handkerchief.
- The rest of the group will interrogate the guesser with the following questions:

Where is the burner bread?

When it is distant students will say ¡ cold, cold, cold!.

When it is near students will say ¡ hot, hot, hot!.

- When the guesser finds the handkerchief, the group will say "burn, burn, burn" and he will have to chase to his partners in order to flog them. The group who is not burnt quickly, will be the winner.

GAME Nº 16

<div align="center">"LAS VENTITAS"</div>

Place: Classroom

Material: Objects of the classroom, paper or magazines.

Organization: Groups

Topics to develop: Numbers and the objects of the classroom.

Objective: To practice the numbers and recognize the objects of the classroom.

Skills: Listening, Writing and Speaking

Instructions of the game:

- Make tickets using paper or magazines so as represent dollars.

- Select a seller and a buyer

- Chose materials or objects of the classroom

- Students starts to sell and buy the objects of the classroom

Variations: Teacher needs to be useful the game so as practice questions for example: How much is it? Also practice words like this/that/ these/ those.

GAME Nº 17

"EL PUENTE"

Place: Classroom

Material: None

Organization: Groups

Topics to develop: Colors and fruits.

Objective: Students will practice and mention the colors and fruits correctly.

Skills: Speaking and Listening

Instructions of the game:

- Select groups of two or three students.

- One student will be the leader and the rest of the group will simulate a bridge with their hands.

- Participants will have to cross through the bridge and they will have say a fruit or color in a quiet way.

- The leader will have to guess it. If he / she guess the color or the fruit, he /she will carry it.

- The group who get more colors of fruits will win.

GAME Nº 18

<div align="center">"LAS ESCONDIDAS"</div>

Place: Playground

Material: None

Organization: Individual

Topics to develop: Numbers

Objective: To make students practice and pronounce in a correct way the numbers.

Skills: Speaking and Listening

Instructions of the game:

- Choose a student of the class in order to count until a number which everyone agrees.

- The rest of participants should hide.

- The player will finish counting and he/she should find to the students.

- The last student to be found, will be the next player who has to count

GAME Nº 19

<center>"AGUA DE LIMON"</center>

Place: Classroom

Material: None

Organization: Groups

Topics to develop: Vocabulary and numbers

Objective: -To make students listen and identify numbers correctly.
-To practice vocabulary

Skills: Speaking and Listening

Instructions of the game:

- Students will form a circle.

- Select a leader so as he form the groups.

- The leader will sing the following:

  ! Lemon water¡
  ! Let's play¡
  Who is alone?
  ! Alone will stay¡
  Groups of 2,4,6,9 etc.

- The student who do not have a group will lose.

Variations: Teacher can prepare activities for the students which lose the game. For example, the student will have to sing the song alone or something like that; it depends of the teacher.

GAME Nº 20

"EL YO-YO"

Place: Classroom

Material: Yo-yo

Organization: Individual

Topics to develop: Vocabulary / up/down

Objective: To get that students listen and understand the instructions and vocabulary

Skills: Listening

Instructions of the game:

- Revolve the yoyo using a thread.

- Rotate the yoyo up and down.

- The students who maintain the yoyo rotating for more time will win

Variations: Students have the chance to make different trucks.

GAME Nº 21

"LA CARRETILLA"

Place: Playground

Material: None

Organization: Groups

Topics to develop: Directions (right, left, etc.)

Objective: To listen, practice and recognize the directions.

Skills: Listening

Instructions of the game:

Instructions of the game:
- Select groups of two members
- The first student should be standing
- The other participant should be in a cart position
- The student who is standing should hold the feet of his partner.
- Teacher will give a signal.
- Participants will start to leave until the first arrival, so there they should change their positions.
- The groups who arrive first, will win.

Variations: Teacher at the moment of the game can practice words like stop, go, right, left, stand up, quickly, slowly, etc. So, participants will have to follow it.

GAME Nº 22

"TRES PIERNAS"

Place: Playground

Material: A lace

Organization: Groups

Topics to develop: Directions (right – left) and geometry figures.

Objective: To acquire that children identify the direction and learn the geometry figures correctly

Skills: Listening

Instructions of the game:

- To draw two parallel lines at a distance of ten meters.
- The players should be in pairs.
- The participant should tie his left leg with the right left of his partner.
- Teacher will give the signal in order that students start to run towards the arrival.
- The group who arrives first to the goal, will win.

Variations: Teacher also can order students to run forming a circle, square, etc. So, the students will recognize the geometry figures and do the activity.

GAME Nº 23

"SIN QUE TE ROCE"

Place: Playground

Material: None

Organization: Groups

Topics to develop: Verbs

Objective: To help students to remember the verbs and practice it.

Skills: Listening, Writing and speaking

Instructions of the game:

- Form groups and choose a leader in order to develop the game.
- The leader needs to incline.
- The players should run and jump above the leader without touch him.
- The leader has the opportunity to create and do activities; for example "singing" and the rest of students will imitate him.
- At the end teacher will ask students to write the different verbs.

Variations: While the students are playing, teacher can pronounce verbs like clap, laugh, cry, and students will recognize the verbs and do the activity.

GAME Nº 24

<div align="center">"LAS COGIDAS"</div>

Place: Playground

Material: None

Organization: Groups

Topics to develop: Numbers

Objective: To get that students detect the time and interact with their classmates.

Skills: Speaking and Listening.

Instructions of the game:

- Select two groups.

- The group A, will try to catch to the group B.

- Into the playground, two sites will be placed which will be used like a house in order to rest during 10 seconds.

- The students who were captured, will be located in a place called the jail and they can be rescue, when their partners touch them.

- If the group A, catch to all members of the group B, in a considerable time, they will win.

- The game will continue according to the students' interest using the following words. (caught, freed, safe, etc.)

GAME Nº 25

"EL HOMBRE NEGRO"

Place: Playground

Material: None

Organization: Groups

Topics to develop: W questions

Objective: To help students to learn and practice W questions.

Skills: Speaking and Listening.

Instructions of the game:

- Select a student who is going to be the "black man".
- The game will star with the following dialogue between the group and the black man:
  Black man: Who wants the black man?
  Children: Nobody
  Black man: Why?
  Children: Because he is black!
  Black man: What does he eat?
  Children: Meat!
  Black man: What does he drink?
  Children: Blood!
- When the students pronounce the word blood; they will start to run and the black man will catch them.
- The student who is captured; will become the black man and restart the game.

Variation: This game could be consider discriminatory so that, the black man can change for blue man, yellow man, etc.

GAME Nº 26

"EL BAILE DEL TOMATE"

Place: Classroom

Material: Tomatoes and a radio

Organization: Groups

Topics to develop: Actions ("move your hand", "touch your head", etc.)

Objective: To obtain that students learn, identify and do the actions correctly

Skills: Speaking and Listening.

Instructions of the game:

- To form pairs for the dancing.
- They should hold a tomato which have to be placed at the junction of their foreheads.
- The participants should maintain their arms behind the back.
- They should not touch the tomato.
- The pairs who finish the dance without drop the tomato, will win.

Variations: At the moment of students are participating, teacher can order activities so as students achieve and the tomato can be varied with another fruit.

GAME Nº 27

"LA CACATUA"

Place: Classroom

Material: None

Organization: Groups

Topics to develop: Vocabulary

Objective: To learn and practice vocabulary about different topics.

Skills: Speaking and Listening.

Instructions of the game:

- Form a circle
- Everybody should clap and repeat the following phrase:
  "To the cockatoo, names of animals..."
- Each member of the group has to say a name of an animal.
- The participant who is wrong or repeats a word, will have to leave the group.

Variations: Teacher can practice different vocabulary like, fruits, shapes, places, etc.

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A N E X E S

ANEXE Nº 01

<div align="center">

TECHNICAL UNIVESRITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

</div>

This survey is directed to English teachers

Objective: To get information about the methods that teachers use during the English teaching learning process and the importance of games in the classroom.

INSTRUCTION

Make a circle in the answer that you consider correctly.

1) Do you think that English language learning is essential?

   High grade ☐   Middle grade ☐   Low grade ☐

2) Do you consider that is necessary that teachers apply strategies and methods which can help to improve the English teaching learning process?

   Necessary ☐   Very necessary ☐   It is not necessary ☐

3) As English teacher which are the methods that you use in order to teach English?

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………

4) Do you design didactic activities in order to motivate students to learn during your English classes?

Always ☐   Sometimes ☐   Never ☐

5) Do you consider that the use of Ecuadorian traditional games is a good strategy to teach English?

   High grade ☐   Middle Grade ☐   Low grade ☐

6) Do you think that Ecuadorian traditional games could be a way to improve the student's learning?

High grade ☐ Middle Grade ☐ Low grade ☐

7) Will you use Ecuadorian Traditional games to improve the English language learning?

Always ☐ Sometimes ☐ Never ☐

ANEXE Nº 02

UNIVERSIDAD TECNICA DE COTOPAXI

UNIDAD ACAMÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS

Entrevista dirigida a los estudiantes de 3ro, 4to, 5to 6to y 7mo la Escuela "Domingo Faustino Sarmiento".

Objetivo: Obtener información acerca del interés de aprender Inglés y la importancia de los juegos tradicionales del Ecuador como motivación en la clase.

Ponga una X en la opción que considere correcta.

1) ¿Le gusta aprender el idioma Inglés?

   Mucho ☐   Poco ☐   Nada ☐

2) Cómo se siente al momento de aprender Inglés?

   Muy motivado ☐   Motivado ☐   Desmotivado ☐

3) Aprender el idioma Inglés es :

   Divertido ☐   Poco divertido ☐   Aburrido ☐

4) El aprendizaje del Inglés es:

   Muy Fácil ☐   Fácil ☐   Difícil ☐

5) ¿ Le gustaría aprender a comunicarse en Ingles ?

   Si ☐   Tal vez ☐   No ☐

6) Sus maestros de Inglés utilizan juegos es sus clases?

Frecuentemente ☐   De vez en cuando ☐   Nunca ☐

7) Cuál es la mejor manera de aprender Inglés?

Escribiendo ☐   Hablando ☐   Escuchando ☐   Leyendo ☐   Jugando ☐

8) Le gustaría aprender inglés jugando

Si ☐   Tal vez ☐   No ☐

9) Le gustaría aprender Inglés mediante juegos tradicionales del Ecuador

Siempre ☐   De vez en cuando ☐   Nunca ☐

10) Con cuales juegos tradicionales te gustaría aprender Inglés?

El trompo	☐	El puente	☐
La rayuela	☐	La gallinita ciega	☐
La cometa	☐	Las escondidas	☐
El yoyo	☐	El pan quemado	☐
Las bolas	☐	La cacatúa	☐
La soga	☐		

UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS

Objetivo: Obtener información acerca de la enseñanza del Inglés en la escuela y si la institución podría adoptar los juegos tradicionales del ecuador como una manera de alcanzar los objetivos de aprendizaje

1) Cree usted que la enseñanza del idioma Ingles es esencial en las instituciones educativas?

2) Piensa usted que es necesario que los profesores de inglés interactúen con los estudiantes a través de actividades lúdicas y dinámicas?

3) Considera usted que los maestros deberían aplicar estrategias de enseñanza aprendizaje que ayuden a obtener un aprendizaje significativo?

4) Cree usted que el uso de juegos en el proceso de enseñanza aprendizaje es fundamental?

5) Que impacto tendría en los estudiantes si los maestros de Inglés incorporarían juegos tradicionales en el proceso de enseñanza – aprendizaje del idioma Inglés?