UNIVERSIDAD TÉCNICA DE MANABÍ

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

RESEARCH PAPER

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Licenciadas en Ciencias de la Educación – Mención Inglés

Modality: Quantitative Investigation

Theme:

"The playing learning technique and its influence in learning English on the students of "Unidad Educativa Mercedes de María" - Abdón Calderón Parish - Portoviejo City, during the school term 2016".

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1. DEDICATIONS

This research paper is dedicated to everyone who believed in me and encourage me to take every day one step further, for example my mom, my dad,, my sisters and my boyfriend for all their essential moral, spiritual and financial support to perform this investigation.

Cinthia

I dedicate this research paper to my parents and family in general whose affection, guidance and encouragement made me able to succeed thanks to the support I have received from them.

To all people that in some way have offered me unconditional support and with whom I have shared moments of satisfaction and many experiences in everyday life.

To all of them I dedicate this work.

Maribel

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We are really grateful to God for having given us health and strength to reach this goal which is an important stage of our life.

We thank our family and friends for being with us in moments and situations in which we needed their help and wise counsel that have been essential to our lives.

It would be selfish of us not to recognize the hard work of our professors who have trained us, hence we offer our sincerest respect to them as a sign of gratitude

Finally, our sincere thanks to the students and teachers of Unidad Educativa Mercedes de María for allowing us to carry out this work in this Educational Institution.

The authors

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"Técnica de aprender jugando y su influencia en el idioma Ingles"

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CERTIFICO QUE:

Como tutora del trabajo de titulación, modalidad de investigación, con el tema, "The playing Learning technique and its influence in learning English on the students of "Unidad Educativa Mercedes de María" - Abdón Calderón Parish - Portoviejo city, during the school term 2016".

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Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

Portoviejo, abril de 2017

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El trabajo de titulación, modalidad de investigación con el tema **"La técnica de Aprender Jugando y su influencia en el aprendizaje del idioma inglés con los estudiantes de la Unidad Educativa Mercedes de María de la parroquia Abdón Calderón del cantón Portoviejo, periodo 2016".**

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BA. María Elena Tubay Álvarez, M. Sc

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RESUMEN

La presente investigación fue diseñada para identificar la influencia de la Técnica de Aprender Jugando en el aprendizaje del Idioma Inglés en los estudiantes de la Unidad Educativa Fiscomisional "Mercedes de María", ubicada en la parroquia Calderón perteneciente al Cantón Portoviejo. Uno de los problemas principales en el sistema educativo ecuatoriano es la reticencia de los estudiantes cuando se trata de aprender inglés, tal es así que cuando terminan el tercer año de bachillerato, los conocimientos de inglés no están en el nivel adecuado. La causa de esto tiene diferentes aristas, horarios, metodología, experiencias de aprendizaje, la no inmediata necesidad del idioma etc. Consientes de estos aspectos y para tratar de superar este problema, se propone que los estudiantes deben llevar a cabo el aprendizaje del Inglés de una manera no tan formal, es decir, aplicando la técnica de aprender jugando, la misma que se define como " una actividad indispensable en el ser humano como respirar, comer o interrelacionarse aprender a través del juego es divertirse, descubrir, investigar, crear, porque el ser humano es a "*Homo ludens*" Huizinga (1938) u "*hombre juego"* jugando fluye constantemente el espíritu creativo del idioma desde lo material hacia el pensamiento, después de cada expresión de algo abstracto hay una metáfora y detrás de esta un juego de palabras. Los datos estadísticos mostraron la alta motivación de los estudiantes y profesores de inglés de esta institución educativa por la aplicación de este se tipo de aprendizaje, sin embargo pudo constatar que la técnica carece de una guía que permita utilizar más juegos como estrategias relacionadas con el aprendizaje del idioma Inglés de manera constante. Por lo tanto, el diseño de un manual y la realización de talleres son propuestas adecuadas porque implican algunas claves para mejorar el proceso de aprendizaje enseñanza de inglés. Consecuentemente, con la realización de este trabajo de investigación, estudiantes, profesores y autores se beneficiaron desde una visión diferente del proceso de aprendizaje enseñanza, dándose cuenta que el juego no es simplemente una pérdida de tiempo o una actividad para salir de la rutina formal del trabajo en el salón de clase sino una técnica que cambia un estudio o trabajo de obligación a una actividad divertida, creativa, y social donde el aprendizaje ocurre de manera espontánea y motivante.

DESCRIPTORS: PLAYING, LEARNING TECHNIQUE ENGLISH LINGUISTIC SKILLS, FORMAL LEARNING, MOTIVATION, TECHNIQUES, STRATEGIES.
SUMMARY

The present investigation was designed to identify the influence of the Learning Playing Technique in the learning of the English Language in the students of the Private Educational Unit "Mercedes de María", located in Calderon parish belonging to Canton Portoviejo. One of the main problems in the Ecuadorian educational system is the reluctance of students when it comes to learning English, so when they finish their third year of high school, their English skills are not at the right level. The cause of this has different edges, schedules, methodology, learning experiences, non-immediate need for language etc. Conscious of these aspects and to try to overcome this problem, it is proposed that students must carry out the English learning process in a not so formal way, that is to say, applying the technique of playing to learn; the same that is defined as "a human activity like breathing, eating or interrelating". Learning through games is fun; discovering, researching, creating, because the human being is a "Homo ludens" Huizinga (1938) or "playing man ". Playing constantly flows the creative spirit of the language from the material to the thought caused after each expression of something abstract. There is a metaphor, and behind this, a set of words. The statistical data showed the high motivation of the English Language students and teachers of this educational institution by the application of this type of learning, but also that the technique lacks in a guide that allows using more games as strategies related to the English language learning in a constant way. Therefore, the design of a manual and the realization of workshops are appropriate proposals because they imply some keys to improve the learning teaching English process. Consequently, with the accomplishment of this research work, students, teachers and authors benefited from a different vision of the teaching learning process; being aware that games are not simply a waste of time or an activity to get out of the formal routine of working in classroom but a technique that changes a study or work as obligation to a fun, creative, and social activity where learning occurs spontaneously and motivating.

KEY WORDS: PLAYING LEARNING TECHNIQUE, GAMES, ENGLISH LINGUISTIC SKILLS, COOPERATION, FORMAL LEARNING, MOTIVATION, COMPETETIVENESS, STRATEGIES.

1. **THEME**

"THE PLAYING LEARNING TECHNIQUE AND ITS INFLUENCE IN LEARNING ENGLISH ON THE STUDENTS OF "UNIDAD EDUCATIVA MERCEDES DE MARÍA" - ABDÓN CALDERÓN PARISH - PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016".

2. PROBLEM STATEMENT

Learning and language teaching generally is a daunting task. The effort required at all times by teachers and students must be maintained for long periods of interval, and concentration has to be a constant in their actions every day. At the present time it is essential to perform recreational activities that permit scholars feel a positive change from a traditional study to another to help them to maintain and encourage their interest and learning task. Lack of contexts that help teachers in activities where students exercise English as target learning language is paramount, but the learning teaching process faces so different varied barriers such as: number of people in classrooms; in a large class all students do not participate, shy pupils do not wish to participate in class not because they ignore, but shyness is imbibed into personality, teachers who somehow dissociate the cognitive aspect from the emotional; inflexible in their actions creating a tense and not comfortable environment in class, unfamiliarity of schoolboys in activities that voluntarily would want to participate, but to do it so, they should understand what others say or have written, have to speak or write demanding to prompt their own argument or view or give information in English, the unawareness of some teachers of the Ecuadorian educational system of the many advantages of using games during class, for instance: reducing anxiety so the acquirement of something new is more likely, periods of motivating and entertaining class, more opportunities to precise opinions and feelings for timid students, as well as, new experience in learning English for students that are not always possible during a typical class.

This may be the case of students of the "Unidad Educativa Mercedes de Maria" where the learners show demotivation, apathy, language learning fatigue

which permits to conclude that there is a lack in the domain of learning content and English language; in consequence, the improvement of the main English skills.

2.1.PROBLEM FORMULATION

Grounded on the above stated, the problem can be posed as follows:

What is the influence of the playing learning technique in learning English in the students of "Unidad Educativa Mercedes de María" of Abdon Calderon Parish, Portoviejo canton, period 2016?

2.2.DEFINITION OF THE PROBLEM

FIELD: Education

AREA: Pedagogical

ASPECT: Learning of the English language

2.3. SPATIAL DEMARCATION

This research gathered and analyzed information concerning the aptitude to learn English through the playing learning technique in the "Unidad Educativa Mercedes de María" in Abdón Calderón parish, belonging to canton Portoviejo, province of Manabí.

3. REVIEW OF LITERATURE AND DEVELOMENT OF THEORETHICAL FRAMEWORK

CHAPTER I

3.1. PLAYING LEARNING TECHNIQUE

3.1.1. DEFINITION

Learning through play is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments. Bruce, T. (2011)

It seems easy, and can be assumed as a form of expansion, fun, entertainment, party, etc ... but its meaning goes further than it. There are different theories that propose different criteria for recognizing this activity, and although it is in childhood when we are allowed to carry it out with greater freedom, being a fundamental activity throughout life.

Children develop through movements, and playing a game releases emotional tensions, so it has to be mindful that it has a great significance for the healthy development of children.

Games are not all the same, as you go over time they change as it does the procedure of thinking, as a body mature with exercise, and life is enriched through language

acquisition and symbolization. It is therefore necessary to respect the playing when child and allow them to play because they grow, know and mature well and turn out to be safer, because children playing become adults and again playing convert somehow little boys .

In most occidental culture playing has been assumed limitations that are not entirely accurate, since many consider it a thing of children, nonsense, just a hobby, something to do and not serious really, but playing is essential in humans for the reason that it is carried out throughout their lives, or at least it should as Kim Ann Zimmermann mentions (2012).

These criteria indicated respond to different ways of understanding the game and reflect the complexity of this doings, which at times can respond to one or other of the above criteria. It is matter of fact that, in fact all people like to play a game, in other words it could be said that, playing is for human beings in general such a vital element that intentionally or involuntarily is a slice of daily life. Playing in general is an essential mental and physical activity that promotes the expansion of the human being full and harmonious, pleasant and personable character. Playing is to fun, to discover, to research, to create, to learn; this is a central activity tacitly as breathing, eating, working, and socializing. Huizinga (1938) brought up the term *Homo ludens , playing man* "playing flows the creative spirit of language constantly from the material to the thought. After every expression of something abstract is a metaphor and, behind it, a conventional group of words". He possibly has fixed the dominant idea in our time among psychologists, teachers and society in general: playing is a cultural phenomenon, a free and selfless activity. Conferring to Vygotsky (1924),

the playing emerges as a need to reproduce contact with the other also adds that, "the nature, origin and background of the playing are social phenomena, and throughout it scenes that go beyond present instincts and individual internal pulsations" . Karl Groos (1902) , sees in the playing a necessary preparatory exercise for maturation which is not reached but at the culmination of childhood, and that in his opinion, " this serves just not to play but preparation for life " in additional words the game represents biological stages in humans and are natural needs and innate reactions and that they prepare for adulthood.

3.1.2 THE PLAYING LEARNING WITH CHILDREN

It has to be understood the evolutionary stages of man: infancy, juvenile, teenage years, adults and the elderly; for each one of these stages, games can be as a mental or as a physical activity, even more, if it is understood as part of our daily life.
The first thing to consider starting from childhood is that, playing is a fundamental activity for psychomotor development in children. Many times this activity serves to convert their fantasy into reality and acting out his open personality. Children need to play not merely for pleasure and entertainment, but also through this aspect, it is very imperative to learn and understand the world. Also as Benitez Murillo Maria said (2009), children favor the dialogue, the encounter between different generations of a family through its culture, because approaching traditional games is closer to folklore, science of traditions, lifestyles, principles and legends of a region

Playing means not only fun; it is a way of learning and a preparation for adult life. It is an essential part of the evolution of each child which requires movement; the ways in which your muscles and limbs develop acquire coordination. Through

games they develop their emotional experiences and practice social roles they will develop as adults. But, is it clear when anybody is playing? So according to Benitez (2009), it is when the subject performing the activity is more interested in the action than the result. When the aim of the act is the game the aforementioned and not learning.

3.1.3 EDUCATION AND PLAYING

Ledingham Don, (2013) said that, it is rare and, in some subject areas, completely unknown in the secondary school curriculum, the notion of using play as an approach to promoting learning. Consequently it is necessary to change that because the school curriculum has evolved from a established of formal learning outcomes that often lead the teacher to adopt a methodology where they have complete control over the nature of the learning process, to other innovation as playing which should be used productively in schools. The world is changing and is more ambiguous than ever in the past. Certainly creativity is a serious element in facilitating us to deal with, to discovery liking, and to practice our imaginative and innovative powers where playing games in classroom could be the answer to it.

Sian Carter (2013), an English lead practitioner at The Mountbatten School in Hampshire manifest that, if learning is fun and memorable, and people actually learn through it, that is the best kind of learning there is. Nothing is wrong with learning through play because learn differently is to think differently, it boost schoolchildren to question and develop their own ideas. Teachers must got self-confidence to teach in this way and to develop this vital teaching and funny strategy.

In children, who are able to read and write it is possible to foment learning a foreign idiom using playing without any formal objective, deciding on the issues to learn, and providing the play as an autonomous learning, the "ability to takings control of what any one wants to learn" Holec, (1981), An adequate autonomy provides learners with enough amount of motivation, because they will learn not due to obligation, but they will improve their competences by achieving their game goals in the playing activities.

3.1.4   PLAYING AND THE BASIC PEDAGOGICAL PRINCIPLES

The pedagogical doctrines that cemented classical education for decades and even centuries are still in potency in this so called digital age. That is, they are not new even if it might seem to believe that the digital age has brought to numerous education foundations and educational principles. These come from far behind, are solid and worth have led to different educational proposals for an extended time. It is referred to the following principles: individualization, socialization, activity, autonomy, intuition, creativity and play. Garcia (2016).

3.1.4.1 INDIVIDUALISATION

It arises from the biological makeup of individuals, their psychological structure, environment, stimuli, experience, etc., which are unique in individually case and, therefore, different from others, authors like Luis Vives, in his pedagogical humanism insisted on shaping instruction and teaching to each student's ability (Captain, 1984); Huarte de San Juan in its Review of wits 1575 (Huarte, 1930) pointed out that the students of a same teacher took advantage from the teaching differently

3.1.4.2 SOCIALIZATION

It is known that man lives in community and needs others to survive and even to become man. Human is a communal being by necessity and because it is required by the nature of their mind (Henz, 1968). Kilpatrick (1918), a disciple of Dewey, who claimed that education had to have a democratic social character; the interest of the community prescribes the necessity to socialize individuals to adopt the culture of that community to function successfully within the group and be socially useful.

3.1.4.3 ACTIVITY

Through activity whether it is mental or physical, students learn and retains more than if they just read, hear or see (Norbis, 1971). This would be the root of learning by doing. It cannot conceive an education which is not permeated by the principle of activity but the learner´s activity basically. That is, activities not

centered on the teacher. Really all educational principles usually pick between their postulates the activity requirement indirectly or unequivocally without which education is difficult, which is constructed on the achievement of learning that we consider positive for the student in the end. The purely passive fixation and the mechanical reproduction of materials do not produce any profound formative effect (Stoker, 1964).

3.1.4.4 THE AUTONOMY

Some theoretical and applications approaches based on an education in freedom and for freedom have been such liberating education of Freire (1989) and non-directivity Carl Rogers (1961). The ability of government and self-determination of own acts is the ultimate expression of this principle that education cannot give up. Teaching to accept, to choose, to decide or to take initiative in order that the subject will become independent thereby the student will be acquiring progressive degrees of autonomy, so that they will gradually pulling away from the tutelage of teacher who has known to combine properly the binomial authority-freedom being co-responsible to the education practice helping him be himself

3.1.4.5 INTUITION

It has been theorized on this principle of intuition, among others, Locke (1986), which highlights the prominence of feeling that comes through the senses and connects us to the world, Comenio (1998) and its fundamental importance of the intuitive method and sensory experience "that everything is presented to the more

senses possible" and Pestalozzi (1986) and his opposition to orallist recognizing intuition as the absolute foundation of all knowledge systems. The concrete allows developed stages of security in our learning, it means that, if the object, structure or function to learn is presented abstractly by a purely verbal and divorced from teaching reality is not going to be succesfull, especially if the students are in their early school years. Hence the importance of uniting the word to the learning object itself because do not forget, a picture is worth a thousand words.

3.1.4.6 THE CREATIVITY

A changing world generates continuous problems demanding urgent solution from researchers. The advances of science, technology and achievements in all fields requiring human response to ongoing needs that man finds it necessary to give satisfaction. Inquisitiveness and imaginings have their place in the ground of creativity (Torrance, 1969) In fact, virtually everything can be enhanced by adding to productivity or the quantity and quality of our work by finding new ways, different and divergent from the customary and known. Create would be to produce something new and valuable in the common sense that it is different and superior to what already existed (Marin, 1984). Education in general should try to inspire pupils everything that is not merely repetitive, finding the new, the different, and divergent and has a value, a personal and positive accent.

3.1. 4.7   THE PLAY

In today's society, leisure has converted an indispensable feature of it. The time to freely deploy the initiative of everyone, without restrictions and requirements becomes an area to be considered from the educational aspect. Locke (1986) sees the play as an educational factor of enormous importance, since it teaches to measure forces themselves, to master, to act out on the external world and to promote future intellectual teachings. It would seem compulsory to offer significant value to leisure, play and entertainment, so the interest in playing can be a goad, both for learning and for work itself. Richter (1920) understands the play as a serious activity that should not be imposed. The incentive and intrinsic motivation involved in entertainment as desired voluntary act done by itself, it should lead us to rethink how the study and the work itself can be disable of those traits that characterize the playful; all educational activities proposed by Froebel (2005), are stimulated by the pedagogical aspect of the play.

3.1.5   FEATURES AND FUNCTIONS OF GAMES

Games are an important resource in the languages learning process, and especially in the primary stage. Agreeing to the British professor and researcher Susan Halliwell(1993: 58).: "games afford chance for cooperation and immediate response from fellow class and teacher "An important factor to consider is how to organize the classroom. Some basic rules have been established by Gordon Lewis and Gunter Bedson in 1999

Figure 1

RULES	REASONS
1) Thinking ahead	If we mix the rules or confused, children will be confused and they might rise up in class.
2) Distinguish noise from chaos	to prevent making noise from students, practice games before using them in class

Authors: the researchers
Source:G.Lewis and G. Bedson

3.1.6 BENEFITS OF PLAYING GAMES WHEN TEACHING

The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. Lengeling and Malarcher (1997) ´These benefits range from cognitive aspects of language learning to more co-operative dynamics group.' Based on the experience it could be added that, children learn while having fun which makes students have a positive attitude towards English, adults find enjoyable, help speaking skills because students use authentic and spontaneous speech many times learning to speak or answer without thinking of translating from their native language, provide countless ways to practice specific vocabulary or grammar lessons, can be used with any age and level of English so playing benefit them and boost learning.

As far as disadvantages are concerned, the only one is "if the parents or directors of studies would consider games a waste of time and not educational", Malykhina E. (2014).

Figure 2.

BENEFITS OF PLAYING GAMES IN CLASS	
AREA	REASONS
Physical	-develops psychomotor, being healthy for whole body, muscles, bones, lungs, heart, etc.

	-discrimination of shapes, sizes, colors, etc. -learn about their bodies, limits, and his environment
Affective	-Lowers affective filter - encourages resourceful and spontaneous use of language - promotes communicative competence - motivates, fun, cooperation habits. -experience emotions like surprises, excitement or joy. - help solution to emotional conflicts according to needs and desires. - support to cope with everyday situations. - awakens and develops creativity and imagination.
Cognitive	- enables to make sense of their world -develops social and cultural understandings -allows to express thoughts and feelings -fosters flexible and divergent thinking -provides opportunities to meet and solve real problems -develops language and literacy skills and concepts -reinforces - reviews and extends - focuses on grammar communicatively
Class Dynamics	- student centered - teacher acts only as facilitator - builds class cohesion - fosters whole class participation - promotes healthy competition
Adaptability	- easily adjusted for age, level, and interests - utilizes all four skills - requires minimum preparation after development

Author: Researchers

Source: Lengeling and Malarcher.'Forum' Vol. 35 No 4, October - December 1997 Page 42.

3.1.7 PLAYING A GAME AS SOCIALIZING AGENT AND SPREADER OF PERSONAL VALUES

As it can be seen in Fig 2, most of the influential field of playing games when learning lies on affective factor which means the personal formation of practitioners, helping children to come out from himself, to respect rules to make possible a peaceful coexistence, to share and to care for environment. there is not nothing better to relate to others and learn personal values as playing games, "it is important to articulate the value of game playing for myself, my students, colleagues, parents and

others" Stathakis (2016). As a transmitter of values because children acquire all the values that convey different games.

3.1.7.1 PLAYING GAMES AS MODEL OF CULTURE LEARNING

Each aspect of any playing a game activity is an occasion to provide cultural education. For instance, subsists many ways to teach cultural differences to young children. Everything tells children about the way the world is seen and what it is thought of others, *Alison Levy* (2016). Games are an amusing and operative way to present issues of cultural awareness and intercultural communications to students because the cultural education is imperious at every phase of children's growth. It does not matter teaching approaches may change built on the age of the kids; however social consciousness always remains significant

Traditional popular games are fragment of life of people, and despite the ups and downs are still remnants of culture, experience of values relegating modes of being, living, acting and dreaming. Popular games and native sports, are the only school of physical training, social relationships and learning for people around the world. It is a common heritage which must be known to future generations as piece of our culture, as the unique promising way to protect and preserve this cultural heritage, Vizuete (1997) . So focusing on children's games who are usually natives of a town, neighborhood, geographic area, etc. it is possible to spread this knowledge from generation to generation, transmitting values such as: respect to rules, adults, customs, separation, inclusion, and exclusion of gender, etc. , so, from

the educational nature that has the game, the school is the place best suited to enhance these traditional games belong to culture without downplaying the games offered by new technologies in a simple and funny way.

3.1.8 CHARACTERISTIC OF A GAME

Games are frequently carry out in the idiom classroom. Playing a game helps maintain interest in the objective language. According to researcher Andrew Wright: "games offer participants confidence in themselves and in the aptitudes "(1984: 46). As it is known playing a game means "An activity with rules, an objective and an important element of fun "(1995: 48). The emphasis or achievement on games when teaching lies in the success of communication and not in the correction of language, not in rules for speaking or using the language.

3.1.9 CLASSIFYING GAMES

Playing games consent apprentices to discover new facets of their imagination, thinking in many alternatives for a problem, developing different modes and styles of thought, enriching and promoting behavioral changes because it diversifies at work and group exchange, ´being simple tools that allow mental growth, expanding the vision to reach consistent and reliable conclusions´. Gallardo, Me Neil and Ramirez, quoted by Chapouille Maria Virginia (2007), agreeing to the same author the games are divided into three: Creative, educational and professional. So agreeing this, the practice of the three in the educational process becomes necessary.

3.1.9.1 CREATIVE GAMES: develop the creativity of the pupil or the practice group. This type of game train them in the art of inventing however or whatever, and evaluate the content and not the form because students have to innovate, improvise depending on the game, be a risk taker or mold breaker, it is thinking outside the box. Eg. Role-play, "Breakfast". Two parents and two children ate breakfast three oranges, with the particularity that each ate a whole orange

3.1.9.2 EDUCATIONAL GAMES: It is designed to teach humans about a specific subject and/or to develop a skill. If it is accepted that games can provide intense and meaningful language practice, then games should be considered as fundamental into the repertoire of the teacher.

3.1.9.3 PROFESSIONALS GAMES: Allow students in a pleasurable and creatively way solve real life and professional situations through artificial or simulating conditions or created by the teacher where students are trained to learn certain actions, skills and habits of the subject or specialty in question allowing the creation of new ideas, producing better and faster decisions , increasing contribution of each member at meetings , promoting positive relationships , etc.

Another proposal to attempt to a classification of the playing games applied in the educational process is to Ortiz Ocaña (2005) which states that the appropriate preference of a game is in line with the objectives, content and determination to organize the teaching educational process, so its dissemination

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and application is ensured primarily by the degree of preparation, knowledge and mastery of them by teachers. So it is presented: Games for skills development, for consolidating knowledge, and for strengthening values

3.1.9.4 GAMES FOR SKILLS DEVELOPMENT. - Most of them applied in any stage of learning level, so it imply the progress of any of the skills or subskills of English.

3.1.9.5 GAMES FOR CONSOLIDATING KNOWLEDGE. - It is playing a game where new material is reviewed, or learning is reinforced. It also afford a chance to clarify and address any doubts offering a different focus on new language, which is productive for learners with different styles

3.1.9.6 GAMES FOR STRENGTHENING VALUES .- Well developed and defined values support learners to do their English learning process well, guiding their behavior in a right way during the different activities of a playing a game, also values can reinforce the varied collection of interactions and students` relationships have with others in their day-to-day work being highly motivating for students.

Another classification which is based in the way playing a game is performed in the schoolroom by students is: competitive and cooperative

3.1.9.7 COMPETITIVE GAMES are those in which players or teams compete to be the first to get the goal, it means, students or groups strive to win by being

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the smartest or fastest on an academic task. Checking different points of view
it reveals that working in cooperative small group learning activities is more
successful for schoolchildren learning and motivation than competitive ones,
whether individuals or small groups were involved (Johnson et al., 1981).

3.1.9.8 COOPERATIVE GAMES are those in which players or teams work
together to get a common goal. In this second one is where children socialize
and integrate to his or her group what corroborate what Daniel B. Elkonin
author of the theory of game said " to play a game is a consistent social
practice to become in full or part action any real life phenomenon outside
its real practical proposal "(1984: 75-76).

Figure 3

SUMMARY OF CLASSIFCATION OF GAMES			
PURPOSE	**CHARACTERISTIC**	**WAY OF PERFORMANCE**	
		COMPETITIVE	**COOPERATIVE**
Creative	Learning developing the creativity of students or the practice group evaluate the content and not the form	Player, players or teams compete or strive to be the first to reach the goal by being the smartest or fastest on an academic task	Players or teams work together to get a common goal, people socialize and integrate to his or her group
Educational	Learning about a specific subject or to develop a skill		
Professionals	Learning through artificial or simulating conditions solve real life and professional situations		
Skills development	Learning implying the growth of any of the skills or subskills of English		
Consolidating knowledge	Learning reviewing new material or reinforced providing opportunity to clarify doubts offering a different focus		

Strengthening values	Learning developing and defining personal values guiding their behavior reinforcing interactions and students` relationships with others		

Authors: The researchers
Source: Bibliography

As it can be observed in the summary it matter which game is chosen in a class because it will depend on the purpose the teacher has trying get through it, and what is clear is whatever playing game is chosen it might be performed in individual way or cooperative way as group or person.

3.1.10 THE PLAYING TECHNIQUE AND LEARNING ENGLISH

For many students, the process of learning a foreign idiom in high or primary school is an unnatural and demotivating process for them. If we add that most of the time all belong to the same linguistic community where the usefulness of learning the foreign idiom is almost non-existent. Faced with such situations, the foreign idiom teacher is unable to provide practically a significant meaning to all what is taught in class. Therefore, to describe the natural use of the idiom in the real world so that youngsters, nonetheless of age or level, can use language and develop it in a pleasing way is the main goal, and to get it there is the playing technique by using games.

Many authors, among it could be highlighted the psychologist Paul Moor (1981), the psychoanalyst Erik Erikson (1982) or also psychoanalyst Donald W. Winnicott (1986) share the view that children are more motivated and stimulated in the foreign idiom class when it is used authentic materials, such as games, pictures, real objects instead of traditional artificial materials such as textbooks or exercise.

The authentic materials increase the level of involvement and concentration children, one advantage that had better not be neglected.

Kim (1995) claimed that "There is a common awareness that all learning must be thoughtful and serious in nature, and that having amusement and enjoyment, then and there it is not actually learning". Playing games is learning and enjoying yourself while at the same time you are practicing the target language, Besides it is possible to take advantage that the playing games techniques provide such breakdown from the traditional monotonous of the idiom class, encouraging and stimulating students, to achieve and maintain learning effort, to practice speaking, writing, listening and reading skills, to interact and communicate and finally create an important context to use the idiom.

3.1.11 INS AND OUTS TO USE PLAYING GAME TECHNIQUE

Everybody have always enjoyed playing games whether just for a funny time, bet, or specific purpose related to personal formation used as instructional tools in the schoolroom. "I have never had a student ask "Why are we playing games?" Instead, students usually ask, "Can we play this again soon?" Stathakis *(2016)*. So it is necessary to articulate the value of game playing for students, colleagues, parents and others.

Source: Education World

3.1.11.1 STUDENTS PICK UP BY MEANS OF PLAYING A GAME.

By playing a game, students may be talented to apprehend a new notion or knowledge, take on a different perspective, or experiment with different options or variables. It allows them to digest school life and make it their own. It is a channel for the fullness of their creativity, and it is an absolutely critical part of their lives.

3.1.11.2 GAMES PROVIDE A FRAMEWORK FOR ENGAGING PRACTICE.

To all languages teacher it is known schoolchildren require a lot of practice to internalize important vocabulary and structures so in order the rehearsal be meaningful, schoolchildren engage practicing the learned part in real situations so games provide it using the words and structures willingly and funny.

3.1.11.3 STUDENTS LEARN A DIVERSITY OF IMPORTANT SKILLS.

Thinking skills, creativity, teamwork, solidarity, loyalty, respect among personal or social skills, etc. are examples of what learners are able to improve and practice besides of the English abilities as: listen, speak, read, write, grammar, and vocabulary.

Parents are convinced that teachers have to teach and to form young students. It is certainly true that is the reason because it is necessary to set examples of

values in all kinds of activities, creating appropriate spaces where students learn from them and see when things are going wrong.

3.1.11.4 STUDENTS IMPROVE A DIVERSITY OF CONTENT CONNECTIONS FORMING POSITIVE MEMORIES OF LEARNING.

Games can provide a multiplicity of sensory experiences for students. The fun, silly or interesting moments tend to stand out in students' memories, and they handle on to the vocabulary/structures they are studying because a positive emotional connection can facilitate learning, consequently some students might remember the vocabulary words from acting them out, others reading the clues, and other students hearing classmates call out answers.

3.1.11.5 GRAB STUDENTS' ATTENTION AND DYNAMICALLY INVOLVE THEM.

As students really enjoy playing games, it is necessary in focusing their attention actively and getting immerse them in the playing activities so this can be especially useful in varied ways. It could be said, during the game is the teacher who has to manage in keeping the purpose of the playing to get benefit from it.

3.1.12 GAMES AND PLAYING ACTIVITIES FOR ENGLISH APPRENTICES

Through playing a game you can create situations of maximum educational value and allowing cognitive experiment, investigate, solve problems, discover and

reflect. The implications of emotional type, playfulness character, emotional

unlocking, disinhibition, are sources of motivation that provide a different way

from the traditional approach to learning (Corbalan and Deulofeu, 1996)

Figure:4

GAMES FOR ENGLISH LEARNERS

GAME	LEVEL	PURPOSE	SKILL	PROCEDURE
Catching up on your ABC's	Beginners	Practice the Abc and vocabulary	Vocabulary	See Annex 1.
What's the Question?	Any level	review question forms previously studied in class	listening and speaking	See Annex 1.
Battle Ships	Easy to Medium	Vocabulary	listening and speaking	See Annex 1.
Sentence Race	Any Level	reviewing vocabulary lessons	Listening and writing	See Annex 1.
			Writing	See Annex 1.

What's the Meaning?	Medium to Difficult	Improving writing		
Board Race	Any level	Revising vocabulary; gramma	Revising vocabulary; grammar	See Annex 1.
Call My Bluff / Two Truths and A Lie	Any level	Ice-breaker;	Speaking skills	See Annex 1.
Simon Says	Medium	Warming up/winding down class	Listening comprehension; Vocabulary;	See Annex 1.
Word Jumble Race	all levels	encourage team work and bring a sense of competition to the classroom	For practicing tenses, word order, reading & writing skills and grammar. Word Order; Spelling; Writing	See Annex 1.

Hangman	Beginners to medium	Warming up / winding down class	Practicing new words, spelling and listening	
Pictionary	Beginners	Vocabulary	Practicing vocabulary and encouraging students to act.	See Annex 1.
The Mime	Upper beginners, medium	to practice tenses and verbs, to break up a longer lesson, adaptable to almost any language point	Vocabulary, Speaking,	See Annex 1.
Hot Seat	All levels	to build vocabulary and to encourage competition	to practice speaking and listening skills	See Annex 1.
Where Shall I Go?	All levels	Grammar	to test and To practice prepositions of movement, Speaking and Listening	See Annex 1.
What's My Problem?	Upper beginners to up	Vocabulary	Speaking and Listening; Giving Advice	See Annex 1.

Authors: The researchers
Source: Emma Lander (2016)10 Best Games for ESL Teachers Abroad

CHAPTER 2

3.2   LANGUAGE LEARNING PROCESS

The learning of the foreign idioms facilitates a better and more valid perspective to know, value, and appreciate the own language and the culture in which it is integrated. Also allows to seat the capacity of learning, the growth of strategies for personal work and systems of collaboration with other ones through a language or idiom.

3.2.1   WHAT IS LANGUAGE?

Nordquist (2016), defines language in general as "a system of communication" which is composed of symbols and uses some elements like "arbitrary indicators, such as expression resonances, gestures" to produce a message. Besides, the Cambridge dictionary describes language also as a method of communication "consisting of sounds, words, and grammar" that people use in a particular country or type of work".

O'Neil (2006), mentions that human language is "learned instead of biologically inherited". That is to say, animals got their way of communicating when are born, but humans acquire their language through listening to people around them and then have to attend school to polish it. People's language or idiom has the characteristic of changing. It can be modified, new words are added and some others are deleted since it gets adapted to society and the conditions of each period.

3.2.2 DIFFERENCES BETWEEN LANGUAGE IN GENERAL AND LANGUAGE OR IDIOM

Figure 6

CHARACTERISTICS	
LANGUAGE IN GENERAL	**LANGUAGE OR IDIOM**
Language is multifarious and heterogeneous, across different domains, the physical, physiological and psychological, also belongs to the individual and the social domain and cannot be conceived the one without the other.	Language is a system of signs in which the union of sense and sound image is just essential, and where the two parts of the sign are also psychic.
	Language is a well-defined in the unusual set of facts of language object. It is a totality in itself, it seems to be the only thing capable of autonomous definition.
It is not allowed to be classified into any category of human facts, as it is the idiom or language, which is a whole in itself and a principle of classification	It is acquired, conventional and particular to each society.
	It is a social product of the faculty of language.
	Language or idiom is a system of pure differences.
The language is based on a faculty that nature gives us while the language or idiom is something acquired and conventional	It is concrete, because it responds to something real and concrete.
	It is integral because it is entirely psychological.

Authors: The researchers
Source: Pollock, Jean-Yves (1989). "Verb movement, universal grammar and the structure of IP". Linguistic Inquiry, 20, pp 365-424

3.2.3 NATIVE LANGUAGE (L1) AND SECOND IDIOM (L2)

Nordquist refers to L1 as the language we get as children from our parents and the area we live. This language is acquired since people start producing it without having studied it. L2, it is "any language that a person uses other than a first or native language (L1)", which means, a language that we obtain besides our native idiom and it has to be studied in order to learn it.

3.2.4   FOREIGN LANGUAGE

It is clear that, a second language is not the same as a foreign language. A foreign language is studied in a country or place where it is not practiced daily, so people have not the chance to interact by using this language, while a second language "is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language", Oxford (2003); while Collins (2013) it is an language other than the native one that a person or community practice or have

for public communication, especially in trade, higher education, and administration" Ornative language officially recognized and adopted in amultilingual country as a me ans of public communication". Consequently it is not appropriate to write or say (L2) to refer to foreign idiom.

Source: https://goo.gl/images/ErpGXU

3.2.5 LEARN A LANGUAGE OR IDIOM

In this globalized world the master more than one language in addition to the native idiom is no longer a hobby but a necessity. However learning a language is not a simple process, it might begin in any phases of human life and its development involves the presence of certain skills that enable the production of language. It requires two clearly defined processes: to know what it says, that is to say to think and be aware of it; and two, to say what you think in appropriate way so the receptor can understand the message so without the integration of these two processes language is not present or, if it is present, does not accomplish its function.

3.2.6   THE SKILL OF A LANGUAGE OR IDIOM

In educational terms it is designed that, to learn another language is to acquire its linguistic abilities as speak and , write called productive and receptive abilities as read and listen. However the acquirement of these linguistics features is common for both the native and the foreign idiom . The variances between both skills are clear, according to Lopez Garcia (2002: 9): a) in the first language is taught mainly reading and writing. In teaching a L2, it is taught mainly to talk and to listen; b) In the native idiom, it is possible to understand lot of it than we can express. On the contrary, what has been possible to understand orally in an L2 is not so far from what has been probable to say it; c) In the procurement of the mother tongue, it was believed until recently it was important just to know the code. The learner of L2 what interests most is the use made of the code (cf. theory of relevance). The above is explained because to learn our native idiom we do it naturally because we are in touch always with the same, we acquire it from birth what does not happen with foreign language we are learning insomuch as we are in contact only when we are in class.

3.2.7   THE USE OF A LANGUAGE SKILL

According to Aliates (1969), listening and reading are the receptive competences which   lead and help us to well ahead develop the productive competences speak and write. So it means is that, once vocabulary, grammar structures and pronunciation has been learnt, then we are going to be able to start producing a language. "The role of hearer in a linguistic transaction is shifted from that of a

passive to an active participant, since the processing of the linguistic input engages the language faculties of the hearer in a definitely active way" (Aliates, 1969). When the learner is listening to any audio or any person, or reading any text, they are enhancing their capability to understand, therefore the person will later start facing up to situations they could be exposed to.

Harmer (2009) cited in "The four abilities in a EFL classroom" (n.d), productive and receptive skills are fragment of a "coin" and working them together can make a balance among the skills and accomplish a good "language construction". Being exposed to the real language is a manner to facilitate the learning process and acquiring it. Combining all the skills when practicing every time we get exposed to situations in which we are required to perform it. It means skills have to be developed as a whole to achieve successful communication depending on circunstances.

Hinkel (2001), Lazaraton (2001), McCarthy & O'Keeffe, (2004), cited by Hinkel (2006) suggest that developing the reading skill for example, may be related to writing and vocabulary, while speak and listen skills could be tied to pronunciation, also he stands that to carry out a genuine language learning integrated instruction has to address a collection of English skills simultaneously, "all of which are a requirement in communication". It is necessary to highlight that all skills are equally important, and relating them when learning will make us save time as we practice different aspect at a time. It is impossible in real-life communication, to use single skill exclusively. Even though reading an article it is still necessary to apply

not just one skill because it is necessary to decode the writer message and convey the meaning.

Referring to English language it is an idiom which requires skills and subskills to use it in a correct way as in any language, it is necessary to domain listen, speak, write and reading as skills besides grammar and vocabulary as subskills

3.2.8 THE FOUR ENGLISH LINGUISTIC SKILLS

Listen, speak, read and write are the so called skills of communicative competence what could be said that, it is the aptitude to use the language in all different social situations that appear in our daily life. Every language has four main skills that have to be developed, if we dominate these skills then we can say that we know the language.

In our native language, listening and speaking, are skills that we acquire unconsciously, just by listening to everything that surrounds us. Zamora (2014), mentions that acquiring or learning the English idiom has to be done naturally. That means, first start listening to the language to get some vocabulary. Then the following two skills are read and write that, as it happens with our mother tongue, we start developing these two capacities during the school stage. Some authors describe the English linguistic abilities in this way:

3.2.8.1 LISTENING

It is the aptitude to correctly obtain and processing information, infer messages in the communication process, it is obtained through the ears detecting the letters and sounds and decoding them to understand the message perfectly. It is key to all effective communication, whether it is in the native, foreign or second idiom, if people have not the capacity to get effectively the idea communications are easily misinterpreted because messages have not accomplish its purposes and the transmitter of the message might easily be frustrated . The better a person can understand a language the better their facility to communicate will be. When we are hearing attentively then we are listening. If there is one communication skill you should aim to master then listening is it.

Kind of Listening

Different types of listening could be present which depend on situations and backgrounds.

-Total listening.- understanding the speaker, his words, thought, motive etc.

- Hobby Listening- Listening for appreciation and pleasure.

- Focused Listening –attentively listening each and every word.

- Casual Listening- Listening casually without any interest.

3.2.8.2 SPEAKING

Tarigan (1990), cited by Ibnu (2013) explains that speaking consists in expressing our ideas in an oral way. It is developed in childhood since it comes with the listening skill and at that period the speaking skill is learned. Both speak and listen skills are related. When we are children we begin to speak after having listened

to the language that is around us. Another authors claim that, speak is an collaborative procedure of building significance producing and receiving and dealing out information (Brown, 1994; Burns & Joyce, 1997). Its message and meaning depend on the context in which it occurs, including the participants themselves, collective experiences, physical situation, and determinations for speaking. It is often unprompted, open-ended, and changing. Nevertheless, discourse is not always unpredictable, because there are some idiom functions (or arrangements) which frequently have a tendency to happen again in certain discourse situations (e.g., declining or refuse invitation or demanding time off from job), can be recognized and registered (Burns &Joyce, 1997)

3.2.8.3 READING

There are many definitions of reading, what is clear is that, reading is a mental process. The Cambridge English Dictionary defines reading as "the skill or activity of getting information from books", but it can be added that we get information by reading not only from books, but also from magazines, letters or any other item that includes texts.. Reading is when any one goes through a writing and have the capacity to understand the script or information from the written linguistic message. In Longman Dictionary, reading is said as: "Perceiving a written text in order to understand its contents". The result is called reading understanding. Other definition by Collins English Learner's Dictionary is that reading is an act of looking at and understanding point. As we develop our skills in reading, the process often becomes more challenging. We are introduced to new vocabulary and more complex sentence structures.

Besides all the definitions from the dictionary it is possible to find definitions made by several authors. William (1984), defines reading as a process whereby one looks at and understands what has been written. This change in reading from a surface approach (gathering facts) to a deep approach (interpreting) is essential to gain the most out of our studies

This skill starts to be developed in school since students have to first learn the alphabet letters and each letter sound. For foreign idiom learners to read they are prepared to use various abilities and stratagems they previously retain from their reading involvements in the native idiom. They will require to practice the awareness they got to support themselves in the different aspects of the language involved in any text. Through reading people get new vocabulary and are in contact to new ideas. Reading also helps to improve the writing skill. Read and write are related, they depend on each other. Through reading individual is presented to complex and authentic forms of the language, to the structure of texts and how they go together so learners get involved in grammar structures. The knowledge, expectations, and strategies a reader uses to uncover textual meaning play crucial roles in the manner the reader conveys the text's sense. To read does not appeal on a sort of perceptive ability, nor does it have a straightforward outcome—most texts are understood in dissimilar manners by different readers.

3.2.8.4 WRITING

It is a technique to represent language using ayes or palpable form. Written languages have conveyed symbols to characterize sounds of speech, and things as punctuation and numerals. According to Sharma, this is the skill that takes more time

to dominate. Balish says that to write is a manner for each person to practice their language skills; as people write their texts, they are forced to notice certain syntax and word structures. Developing this skill can be kind of less stressful, since before producing people have more time to think and put ideas in order. While writing we can practice associating words and phrases that are useful for communicating orally.

Writing and speaking are considered productive skills since they emerge thanks to the learner's ability to apply what has been learned. To listen and to read are both receptive skills, in this case the apprentice has to get the idea from an external issue. Powers (2010), articulates that "although the four aspects of communicative ability are highly related, they are nonetheless logically and empirically distinct". Each skill has its features so they require a different specific process for their development but it is conceivable to be improved by integrating them.

3.2.9   THE PROCESS TO LEARN

In any group in which more than two people begin to study together and established on the same level, it will be found large differences in knowledge of each after a very short time, despite the fact that apparently both received the same explanations and done the same activities and exercises; it means, not all learn the same, or the same speed, in a class. Each member will learn differently, have different doubts and move on in some areas than in another. These learning differences are the result of many reasons, such as enthusiasm, cultural background, age. But these factors do not explain why often students with the same motivation, the same age and cultural background learn differently, so that while one is very

good at writing, the other are much easier grammar exercises, speaking, writing, etc. All this is explained by the different way to learn that everyone has, it is his/her learning style.

3.2.10 LEARNING STYLE

The term 'learning style' states the fact that when we acquire something each of us uses its own method or set of strategies. Although specific strategies we use vary depending on what we want to learn, each of us tends to develop or to have a preference in detriment of others. These preferences or trends to use more to learn than certain others ways are our learning style. Pourhossein (2012), denotes that learning styles deals with the "manner in which a learner perceives, interrelates with, and replies to the education environment". Everyone has their own ways of perceiving and getting the knowledge, identifying learning styles allow people facilitate the education practice by using the best techniques to understand information.

Learning style is in a straight line linked to the strategies used to learn something. Ned Herrmann (1989) developed a model that draws on the knowledge of brain functioning . He divided the brain into four quadrants with particular characteristics in each of them, so we have: Cortical Left, cortical right, left limbic, and right limbic. The following table summarizes what has been mentioned in: the possible student behavior, his/her mental process, and outstanding skills . This also helps to understand the reason people learn in dissimilar ways.

Figure 7.

PERSONAL CHARACTERISTICS					
CORTICAL LEFT					
Behaviors	Cold, distant; few gestures; elaborated voice; intellectually brilliant; evaluates, criticizes; ironic; likes appointments; competitive; individualistic.	**Processes**	Analysis; reasoning; logic; Rigor, clarity; likes the models and theories; collects facts; proceeds by hypothesis; like the right word.	**Skills**	Abstraction; mathematical; quantitative; finance; technical; Problem resolution.
RIGHT LIMBIC					
Behaviors	Extrovert; emotional; spontaneous; gesticulator; playful; talkative; idealistic, spiritual; looking acquiescence; reacts badly to criticism.	**Processes**	Integra by experience; moves by the pleasure principle; strong emotional involvement; He works with feelings; listen out; Question; need to share; need for harmony; evaluates behaviors	**Skills**	Relational; human contacts; dialogue; teaching; teamwork; oral and written expression
RIGHT CORTICAL					
Behaviors	Original; humor; taste for risk; space; simultaneous; likes discussions; futuristic; jumping from one topic to another; brilliant speech; Independent.	**Processes**	Conceptualization; synthesis; globalization; imagination; intuition; display; It acts associations; It integrates through images and metaphors	**Skills**	Creation; innovation; entrepreneurship; artist; investigation; future vision.
LEFT LIMBIC					
Behaviors	ntrovert; emotional, controlled; meticulous, maniacal; monologues; likes formulas; conservative, faithful; defends its territory; linked to experience, he loves power	**Processes**	Plan; formalizes; structure; defines procedures; sequential; checker; ritualistic; methodical	**Skills**	Administration; organization; realization, commissioning; men conductor; speaker; consecrated worker

Authors: The Researchers

Source: Herrmann, N. (1989). The Creative Brain

A more specific work related to the learning style was proposed by Fleming, (2006), designer of the VARK questionnaire and associated resources. His main research interest has been in how people learn and how they use their modality preferences in their communication. VARK is an acronym for the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. Right know the VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning. This model acknowledges that students have different approaches to how they process information. Also he consider as important points to highlight when learning:

-The learning style have great influence on behavior and learning in the students

- Any learning strategy should be matched according the way students prefer to learn

- When information is provided or acquired by the students using his/her preferences it increases comprehension, motivation and metacognition level

3.2.11 TYPES OF LEARNING STYLES
3.2.11.1 VISUAL

People who are visual learners learn better and faster through images. Oxford mentions that they also tend to receive information through readings, graphics organizers or any other kind of "visual stimulation". For visual learners making use of colorful diagrams, or pictures are advantageous techniques.

3.2.11.2 AUDITORY

Auditory learners, are those who prefer listening to access to the information. Since it is easier for them to remember things by hearing, they get knowledge by oral interaction, while listening to others, or when reading aloud.

3.2.11.3 KINESTHETIC

Felder and Spurlin (2005) state down that, kinesthetic and tactile individuals learn by "trying things out and seeing and analyzing what happens". These students are more sensitive to the physical world, appreciate textures, making models, or working out jigsaws, use larger hand gestures and other body language to communicate, love the physical action. When are learning a new skill or topic would prefer to 'jump in' or hands on and play with the physical parts as soon as possible.

3.2.12 STRATEGIES ACCORDING TO THE LEARNER STYLE
Graphic 7.

STRATEGIES FOR LEARNING

VISUAL:

➢ Utilize graphic organizers such as charts, graphs and diagrams.
Replace important words with symbols or initials
Highlight important key terms in corresponding colors.
Redraw pages from memory

STRATEGIES FOR LEARNING

AUDITORY:
Record summarized notes and listen to them on tape.
Talk it out. Have a discussion with others to expand upon understanding of a topic
Reread notes and/or assignment out loud.
Explain notes to peers/fellow"aural" learners.

KINESTHETIC
- Use real life examples, applications and case studies in summaries to help with abstract concepts.
- Redo lab experiments or projects.
- Utilize pictures and photographs that illustrate ideas

READ/WRITE:
- Write, write and rewrite words and notes.
- Reword main ideas and principles to gain a deeper understanding
- Organize diagrams, charts, and graphic organizers into statements.

Author: The researchers
Source: https://teach.com/what/teachers-teach/learning-styles/

It is necessary to state that, no matter the learning style students have, it is influenced in one way or another by the different situations in which the learning process is carried out

3.2.13 FACTORS AFFECTING DEVELOPING OF LEARNING STYLES

Learning styles have different aspects affecting them. Abucay (2009) says that, there are varied factors such as :intellectual disabilities as low intelligent quotient! (IQ), dislike for particular subjects, immaturity, and learning factors which refer to the learner's inability to master what has been taught because applied method or techniques by the teacher, student's limited background knowledge of the topic. Physical factors which may which deal with health, nutrition, visual, and….physical defects. Harris (2011) includes poverty levels because many learners go to school hungry, poorly dressed and unfit to study, social and Emotional factors such as interpersonal relationships in the school and the type of competition and cooperation among learners and teachers, environment, physical characteristics of the classroom, textbooks, instructional materials, school supplied materials it means facilities, equipment used in the teaching learning process, also Romanelli, Bird and Ryan (2009), affirm that culture has an effect in perceptions defining it as "the way in which information is processed and organized". They argue that this is the reason why some methods applied by teachers are not equally effective in different parts of the world. Changes in society may influence learning styles especially due to technological advances. In conclusion what have been mentioned here are some of the principal aspects that might stop developing a particular learning style.

Learning styles is related to the Gardner theory (1993) cited by Sariolghalam (2010), explains that our brain has "different dimensions", every dimension represents one kind of intelligence and each one of them is developed according to "the opportunities available in that culture". It means that depending on the part of their brain that has had the possibility to get more developed thanks to the resources

that are in the environment in which the person grows he or she will be better at a specific area or subject.

3.2.14 MULTIPLE INTELLIGENCES THEORY

The Multiple Intelligences Theory of Gardner states eight diverse types of intelligences:

- ✓ **Linguistic Intelligence:** capacity of handling language in all different manners effectively, Brualdy (1996). The language elements that include phonology, semantic and syntax are well managed by learners with linguistic intelligence.

- ❖ **Logical - Mathematical Intelligence:** it has to do with being good with numbers. "ability to detect patterns, reason deductively and think logically". Sariolghalam (2010). The "constant rereading" permits learners to practice the new vocabulary and grammar structures presented in those texts, as Morgan & Fonseca (2004) mention that, in second idiomlearning there are a lot of "problem-solving tasks", students need to read the same texts a few times in order to solve those tasks..

- ❖ **Spatial Intelligence:** It means visualizing mental ideas, according to Brualdy, it can be developed in blind people. This intelligence can help to learn a second idiomin a better way since it relates the contents with charts, pictures, drawing, slides, posters, and so on. Morgan & Fonseca, (2004)

❖ **Kinesthetic Intelligence:** kinesthetic learners are those who link their brain with their body in order to create things and express ideas. Crafters, gymnasts, mimes and dancers are part of the kinesthetic group since they are competent in coordinate their movements. (Derakhshan & Faribi, 2015) "Different types of playing, drama; games and other activities that are related to the body intelligence" it "improves comprehension skills". The learner can grip or send any message using gestures and body actions.

❖ **Musical Intelligence:** Learners with this intelligence identify pitches, stress and tones are good at creating rhythms. As people enjoy music could be a good idea to develop listening and speaking skills, recognizing difficult accents in the objective language.

❖ **Interpersonal Intelligence: H**ave the ability to give advices and help others feel good, also encourage, convince and lead groups of people to carry out specific activities, develop listening and speaking easily because most of the time they are outgoing persons, owning the aptitude of getting along with others by understanding their feelings.

❖ **Intrapersonal Intelligence:** tend to focus on their own feelings and interests which permits them control their emotions, learners perfectly know their own weaknesses and strengths but they find it difficult to take part in a group since they become very independent. Anxiety and stress are feelings that appear when learning a foreign or second idiomto overcome those negative feelings the use of this intelligence is necessary.

❖ **Naturalist Intelligence:** they are good at identifying and sorting some species and take care of the natural environment that surrounds them. The naturalist crowd is composed of persons who love nature. (Derakhshan & Faribi, 2015) state that, "all things related to nature can improve speaking and writing skills for example explaining more about a writing map, natural words or writing a paragraph about their country and their city".

3.2.15 IMPROVING LANGUAGE LEARNING SKILLS

All language learners will need to develop their four skills when learning any second or foreign idiom : listening, speaking, reading, and writing skills so language classes should incorporate activities related to all these skills

3.2.15.1 IMPROVING LISTENING SKILL

Figure 8

IMPROVING LISTENING SKILL		
ACTIVITIES	**SITUATION**	**REASONS**
Listen to things you enjoy	- Tv programs -documentaries - podcasts - sports radio - music or songs	Things we like is a good option for practicing this skill as we improve pronunciation too.
Identify the main idea	- In speeches - In conversations: formal or informal - In chatting	Recognizing the purpose of the person who is talking, what he or she wants to transmit facilitates our work to understand what is being said,

Pay attention to key words	In getting information	. It does not matter if we do not get all the words as long as we hear the more important ones. Focusing on words we already know and relating them to what has been grasped can help get meaning
Predict what the person is going to say	- knowing the person who is talking - Knowing the topic	thinking about the vocabulary being used we can anticipate some words, if our brain is prepared for the action, it will be easier to relate the information and get the message
Stay calm, and practice listening everyday	In any listening activity	We cannot understand everything that we listen to Staying calm and paying attention to key words will allow us to understand more. Being nervous the listener get distracted and unable to concentrate in what is being said

Author: The researchers
Source: Medrano H. (2012). Six Tips to Improve your English Listening Skills

In general way learners have to keep in mind that, it does not matter what kind of activity you are, you can practice listening to get the gist of the recording (get the idea about the listening), or listening to get specific points (listening for detail), but it is recommendable to do these at different times. it is the task you are supposed to

carry out which sets the level of your listening practice. It is good advice beginning with tasks that are simpler in order to not get stressed, and as you enhance your capacity to understand you can continue trying to get more precise parts of the audio.

3.2.15.2 IMPROVING SPEAKING SKILL

If you are interested in learning a language your principal aim is to get fluency and confidence when speaking. Many times a person is able to understand what someone else is saying, know grammar structures and vocabulary, but when he or she is asked to respond to any question in an oral way it becomes a real challenge and it gets worse when they start feeling nervous since they have never before experienced a situation that requires using the language in a spoken way. To knock out this, some authors like Scrivener affirms the following:

Figure 9

Improving Speaking Skill
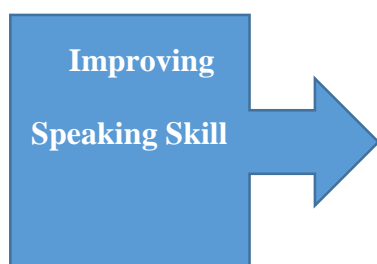
- Repetition will certainly help to progress in this skill.
- Memorizing some common idioms and expressions undoubtedly are beneficial tasks to develop fluency in the speaking skill.
- Being frequently surrounded by the same words and phrases allows us to acquire the ability to use them spontaneously in the future.
- Practice exercises like oral grammar drills or reading a book aloud.
- Prepare speech and present it, if there is no person to practice with, do it in front of a mirror.
- It is useful to record what you say and listen to it later, the aim is notice the mistakes in order to correct them.
- Listening to others' points of view and explaining your opinions is a way to enrich the listening and speaking skills.

Author: The researchers
Source: Scrivener J. *Learning Teaching.* Oxford: Second Edition

Besides what has been stated. Wil (2015) describes some advice to enhance the speaking skill:

a-Speak, Speak, Speak; Aside from getting more vocabulary, fluency and improving pronunciation, a lot of practicing will give the learner more confidence when speaking.

b.- Use technology, listen, it is very important especially for learning the pronunciation of words besides acquiring more vocabulary and learning new expressions.

c.- Read out loud, in order to focus just on how your production sounds.

d.- Learn a new word every day**,** practicing it in different ways until it is used regularly will help to use it correctly when talking.

e.- Watch films**,** be aware of new words and pronunciation and then trying to imitate the actors.

f.- Make friends, pronunciation will enhance practicing with a native speaker or with other people that are also interested in the language.

g.- Have a debate, discussing about issues that concern you with other people. As long as you do it in English, explaining your opinions is a way to enrich the listening and speaking skills.

h.- Use a dictionary, it allows the learner to get its phonetic representation of the sound into an audio of the pronunciation.

3.2.15.3 IMPROVING READING SKILL

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost, Anderson (2016)

Authors like Scrivener mentions that some techniques that help improve listening may also be helpful for reading, to be better at reading the person does not have to focus on understanding every word they find in a text because it "is not the way that we most often do our reading in real life"; that is to say, for learning to read fast, you do not need to concentrate on all words to get the message, but it is possible to also learn something valuable by catching just the main points. He proposes two ideas to intensify reading speed getting some idea of what is being read. First; skimming, finding the main idea of the entire text "read quickly and get the gist of the passage"; and scanning, "read quickly and find a specific piece of information". Do extensive reading which requires more attention since it attempts to obtain more exhaustive and specific information. Practicing reading will even help the learner gain vocabulary and grammar without being accurately aware of it. There are some suitable books called "readers" very appropriate for all levels because their grammar structures and words are agreeing to each stage or level.

Reading becomes hard for some people and it can take time because it is a process of the brain where you look at symbols on a page, and your mind sees the patterns of characters and understands the meaning in them that is the reason because

a lot of people have trouble with reading. For improving reading skills here are

some suggestions:

Figure10

TIPS TO IMPROVE READING SKILL	
1. You don't have to be a great reader to get the point.	To get all the information some people read fast others read slowly. It doesn't matter, so long as when you read, you get the information you're seeking.
2. Know why you're reading.	Decide if you are reading for entertainment or to learn something, if you have clear your aim when reading before you start and you'll greatly improve your comprehension and your enjoyment.
3. You don't need to read everything.	Not every magazine, letter, and email you receive contains information you need. In fact, most of it is simply junk. Throw it away, hit the delete key! Just doing this will double the amount of time you have available to read.
4. You don't need to read all of what you DO read.	Do you read every article of every magazine, every chapter of every book? If so, you're probably spending a lot of time reading stuff you don't need. Be choosy: select the chapters and articles that are important. Ignore the rest.
5. Scan before you read.	Look at the table of contents, index, topic headers, photo captions, etc. These will help you determine if, a) you have a real interest in this reading, and b) what information you're likely to get from it.
6. Prioritize your reading.	You can't read everything all at once (and wouldn't want to). If it's important, read it now. If it's not, let it wait.
7. Optimize your reading environment.	You'll read faster and comprehend more if you read in an environment that's comfortable for you.
8. Once you start, don't stop!	Read each item straight through. If you finish and have questions, go back and re-read the pertinent sections. If you don't have questions, you got what you needed and are ready to move on.
9. Focus.	Remember, you're reading with a purpose, so focus on that purpose and the material. If you lose interest or keep losing your place, take a break or read something else. You can keep track of where you are by following along with your hand. This simple technique helps you focus and increase your concentration.

| 10. Practice | The more you read, the better reader you'll become (and smarter, too)! So, feed your mind: read! |

Author: The Researchers
Source: http://www.selfgrowth.com/articles/Allen9.html

3.2.15.4 IMPROVING WRITING SKILL

Learning to write is like learning to read because both follow a sequential process. Writing requires and combines more basic skills than any other subject area. Spivey(n d). She sustains that considering into account the developmental stages of children, educators teach writing through a series of steps that build on a child's learning experiences. At the same time she suggests that, children are natural-born writers usually eager and willing to scribble their ideas on paper. Consequently it is necessary to state down good writing is essential for success in school and the 21st Century workplace being a complex combination of skills which is best taught by breaking down the process involving a series of steps to follow in producing a finished piece of writing. It is unavoidable to teach students discover the benefits of constructive feedback on their writing, as they progressively master this skill, and even enjoy writing

STEPS TO FOLLOW TO IMPROVE THE WRITING SKILL

Figure 1

1. Prewriting - Children brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing.

2. Rough Draft - Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3. Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what, when, where, why, and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

4.Revising - The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback

5. Editing - Children work with the teacher and/or peers to correct all mistakes in grammar and spelling

6. Final Draft - Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point

7. Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate

.   Authors: The researchers

Source: Becky L. Spivey, M.Ed. What Is the Writing Process

4 ACHIEVEMENT OF OBJECTIVES

4.1 GENERAL OBJECTIVE

To determine the influence of the playing learning technique in the Students´ English learning of "Unidad Educativa Mercedes de María" of the Abdón Calderón Parish of the Portoviejo canton, period 2016.

4.2 SPECIFIC OBJECTIVES

➢ To establish the kind of techniques used by teachers of English in the English language learning.

➢ To identify the skills developed when applying the playing learning technique during the English learning process.

➢ To design a methodological guide that permits students and teachers to take advantage of the playing learning technique in order to improve their English language learning.

5   HYPOTHESES ELABORATION AND VARIABLES DEFINITION

This research outlines the following hypotheses:

5.1   GENERAL HYPOTHESIS

The playing learning technique influences in the development of the Students

English learning of "Unidad Educativa Mercedes de Maria".

5.2   SPECIFIC HYPOTHESES

- English teachers use a variety of active playing learning techniques for students´ English learning
- Several skills are developed in the students when the playing technique is applied during the English learning process.
- Designing and **creating a guide of games** that permit to students and teachers to take advantage of the playing learning technique   in order to improve their English language learning is necessary.

5.3   VARIABLES

5.3.1   INDEPENDENT VARIABLE:

The playing technique

5.3.2   DEPENDENT VARIABLE:

The learning of the English language

5.4   OPERATIONALIZATION OF VARIABLES

5.4.1   INDEPENDENT VARIABLE:

Playing learning technique

Table 1. *Operationalization of the independent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
In a language learning, the playing technique is mental and physical activity used by teachers in order to help studentes to fun, to discover, to research, to create, to learn,a language because "playing flows the creative spirit of language constantly from the material to the thought. After every expression of something abstract it is a metaphor and, behind it, a set of words" Huizinga (1938)	Competition	• Call My Bluff / Two Truths and a Lie • Simon Says • Hangman • Pictionary • Hot Seat • Where Shall I Go? • Sentence Race		11 12	**Techniques:** Interview Survey **Tools:** Questionnaires
	Cooperation	• Word Jumble Race • The Mime • Board Race • What's My Problem? • What's the Question? • Battle ship • What's the Meaning?	1 3	1 3 4	

Note: prepared by the authors

Social activities	• Feelings about the second language. • Feelings about the natives of L2. • Feelings about the culture of L2.	4	
Social environment	• Family • Classmates • Teachers • Community • Natives speakers of 2L		2

5.4.2   DEPENDENT VARIABLE:

English Language learning

Table 2. *Operationalization of the dependent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	**STUDENTS**	
Conscious knowledge of the English language , implying appropriately the language skills such as listening, speaking , reading and writing using grammar rules and vocabulary according to the context and situations pragmatically	Receptive skills	• Listening • Reading	2 5	7 9	**Techniques:** Interview Survey
	Productive skills	• Speaking • Writing		8 10	**Tools:** Questionnaires
	Learning environment	• Number of students • Students personality • Teachers personality • Learning style • Teaching style • Classroom facilities		5 6	

Note: prepared by the authors

6   DEVELOPMENT OF RESEARCH DESIGN

6.1   LEVEL OF RESEARCH

Descriptive research: "Due to its methodological approach and epistemological foundation it tends to be in descriptive order, oriented towards theoretical structures (…), it uses preferably qualitative, descriptive and unquantified information. These qualitative and interpretive paradigms are used in the study of small groups: communities, schools, classrooms" (Tamayo, 2009).

The role of this research also have had a proactive orientation, since it developed a proposal with the aim of promoting self-teaching quality in order to improve English language learning.

6.2   RESEARCH DESIGN

Documentary research: Information from books, magazines and other types of documents were used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

Field Research: surveys were applied to students of "Unidad Educativa Mercedes de Maria".who are the subject of study. Therefore, the results obtained were analyzed qualitatively.

6.3   METHODS

Inductive - deductive method: it permits the analysis of data from surveys, this method was also useful for making conclusions and recommendations. Fraga & Herrera (2002): The induction is a procedure by which it is possible to infer certain property or relationship from specific facts, which means, it allows the transition from the specific to the general. Its complement is the deductive procedure, whereby the researcher moves from true general statements to others, or to specific characteristics of the aim. (p. 65).

Synthetic- analytical method: This method can determine the students' behaviors, attitudes, and drawbacks when playing a game in English language learning. By analyzing the problem, it can be broken down into parts in order to establish specific strategies to solve it in the most appropriate and timely manner. Doing a rational breakdown of the studied objective in its different elements or components can be gotten a new understanding about said object. As there is an adjacent link between deduction and induction, so in the same way happens with analysis and synthesis: they are the root for thinking. Hurtado & Toro (2007)

6.4   TECHNIQUES AND INSTRUMENTS

Survey: Questionnaire for students and teachers of "Unidad Educativa Mercedes de Maria". Calderon Parish, Portoviejo city, in order to get to know the level of autonomy that they exhibit in this institution.

Interview: This type of conversation included five questions and was addressed to an English teacher, in order to get to know his perspective on learning a second idiom autonomously.

Bibliography: bibliographical forms were used to collect conceptual and theoretical information from different sources that helped to develop a more accurate theoretical framework.

Data Tabulation: This technique required tables and graphs to help visualize the results in a dynamic and summarized way.

6.5   RESOURCES

Human
- ✓ Students of "Unidad Educativa Mercedes de Maria". Teachers of the same institution
- ✓ 2 researchers
- ✓ Tutor responsible of conducting the Project.

Materials
- ✓ Copies
- ✓ Computer
- ✓ Standards A.P.A Guide
- ✓ Books
- ✓ Cameras

- ✓ Folders

- ✓ Transport

- ✓ Notebook

- ✓ Internet

Expenses

This research paper had a cost of $ 900 American dollars, which were financed by the authors of the research.

7   DEFINITION AND SELECTION OF SAMPLE

To achieve the objectives of the research and operationalize the concepts and

elements involved in the problem, we worked with a universe of 93 students and 2

teachers.

As is shown in the following table:

Table 3 *Population*

Educative Institution	Basic Education Years	Number of students and teachers
Students	Eight	33
	Ninth	33
	Tenth	27
		2
English teachers		
TOTAL		**95**

Note: prepared by the authors

7.1 FORMULA TO CALCULATE THE SAMPLE

Considering that the population was small, the sample was obtained to implement the

survey to students but as the survey was applied to all the students of Basic

Education, 93 students.

Note: It was preferred to work the data analysis with the population and do the

research. In other words it was made a sampling for convenience where the

researcher decides based on the knowledge of the population, who should be part of

the sample taking into account the criteria of inclusion and exclusion, which must be

well established and rigorously enforced, Lozano(2010).

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8 DATA COLLECTION

8.1 SURVEYS APPLIED TO STUDENTS OF BASIC EDUCATION OF "UNIDAD EDUCATIVA MERCEDES DE MARIA"

TABLE AND FIGURE OF QUESTION N° 1

1. **Do you consider positive the playing learning technique to learn the English language?**

Table 1. *Effect of the playing learning technique*

VARIABLE	FREQUENCY	PERCENTAGE
Yes	88	94%
No	5	6%
TOTAL	**93**	**100%**

Note: Prepared by the authors. **Source**: students of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.
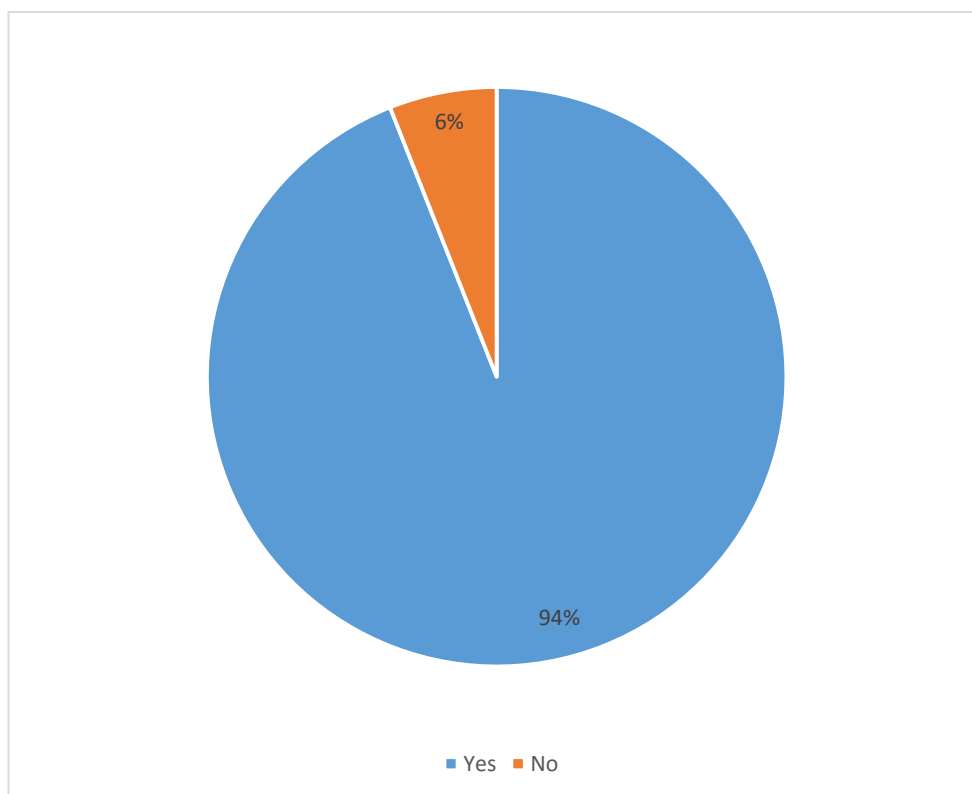
Figure 13: *Effect of the playing learning technique*

3TABLE AND FIGURE OF QUESTION N° 2

2. **Which are the learning techniques applied by your teacher during the teaching of English language?**

Table 2. *Learning Techniques used by English teachers*

VARIABLE	FREQUENCY	PERCENTAGE
Games	14	15%
Sociodramas	6	6%
Audiovisuals	50	54%
Debates	1	1%
All of them	32	34%
TOTAL	**93**	**100%**

Note: Prepared by the authors. **Source**: students of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.

.
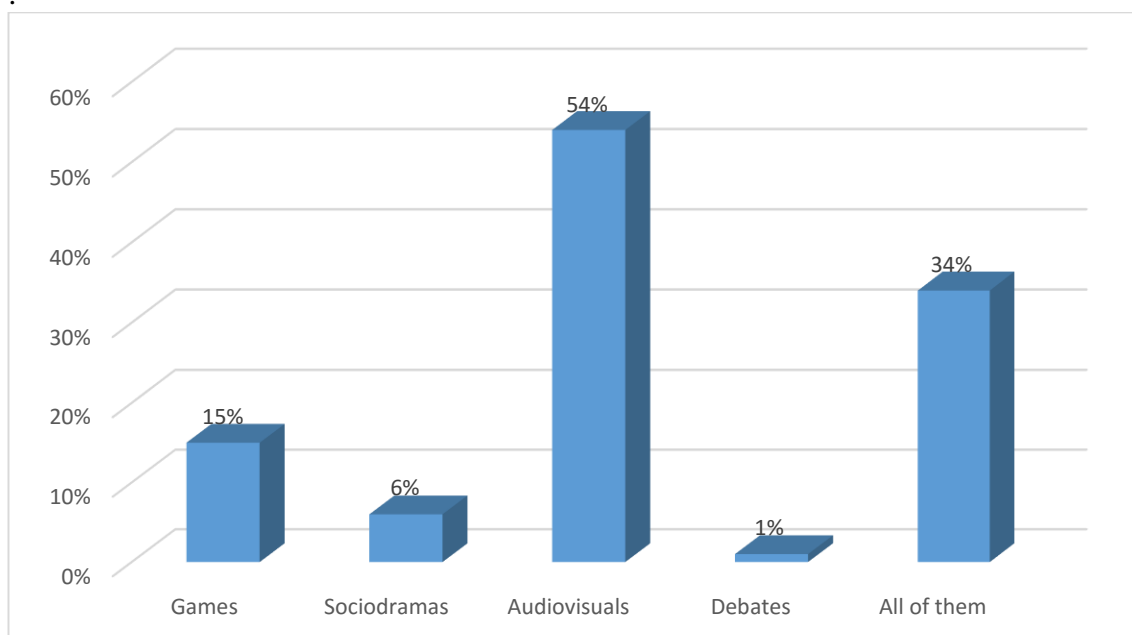
Figure 14: *Learning Techniques used by English teachers*

TABLE AND FIGURE OF QUESTION N° 3

3. **Which of the following techniques allow you to learn English in the most effective way?**

Table 3 *Effective techniques for English learning*

VARIABLE	FREQUENCY	PERCENTAGE
Games	27	29%
Sociodramas	8	9%
Audiovisuals	25	29%
Debates	6	6%
All of them	37	39%
TOTAL	**93**	**100%**

Note: Prepared by the authors. **Source**: students of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.
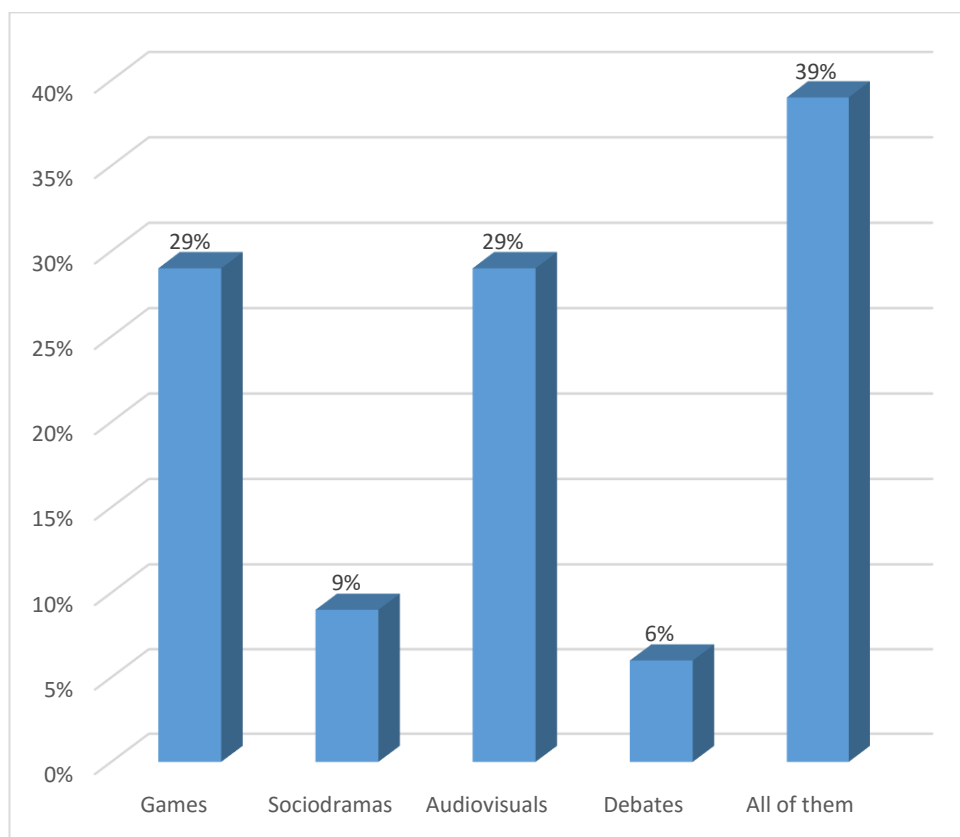
Figure15: *Effective techniques for English learning*

TABLE AND FIGURE OF QUESTION N° 4

4. **Which skills do you develop most when applying de playing learning technique?**

Table 8 *Developing skills through playing learning technique*

VARIABLE	FREQUENCY	PERCENTAGE
Active listening	12	13%
Speaking fluency	5	5%
Pronunciation	38	40%
Motor skills	2	2%
Creativity	17	18%
All of them	39	42%
Total	93	100%

Note: Prepared by the authors. **Source**: students of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.
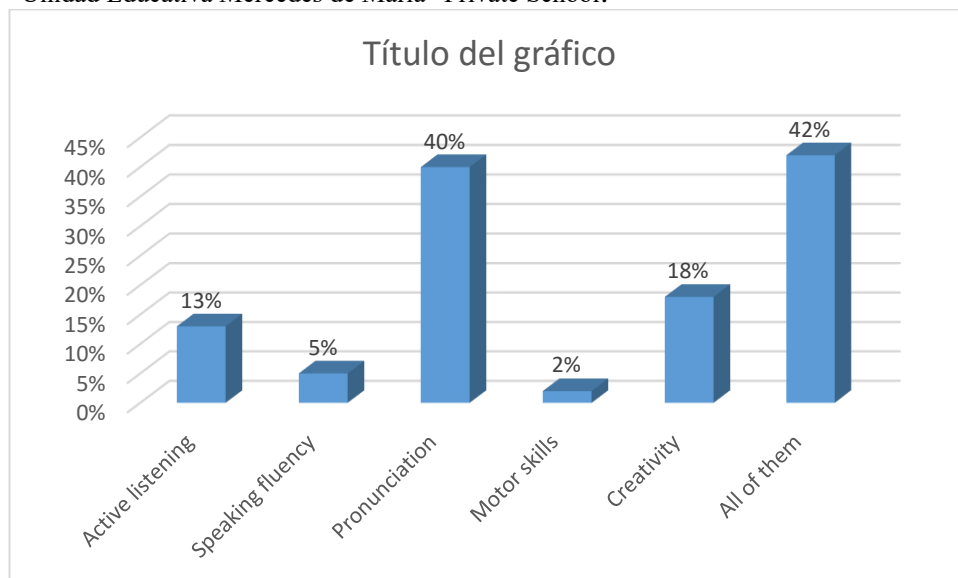

Figure 16: *Developing skills through playing learning technique*

TABLE AND FIGURE OF QUESTION N° 5

5. **Which do you consider is your learning level through the playing learning technique ?**

Table 9 *Learning level*

VARIABLE	FREQUENCY	PERCENTAGE
High	38	41%
Average	52	55%
Low	3	4%
TOTAL	**93**	**100%**

Note: Prepared by the authors. **Source**: students of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.
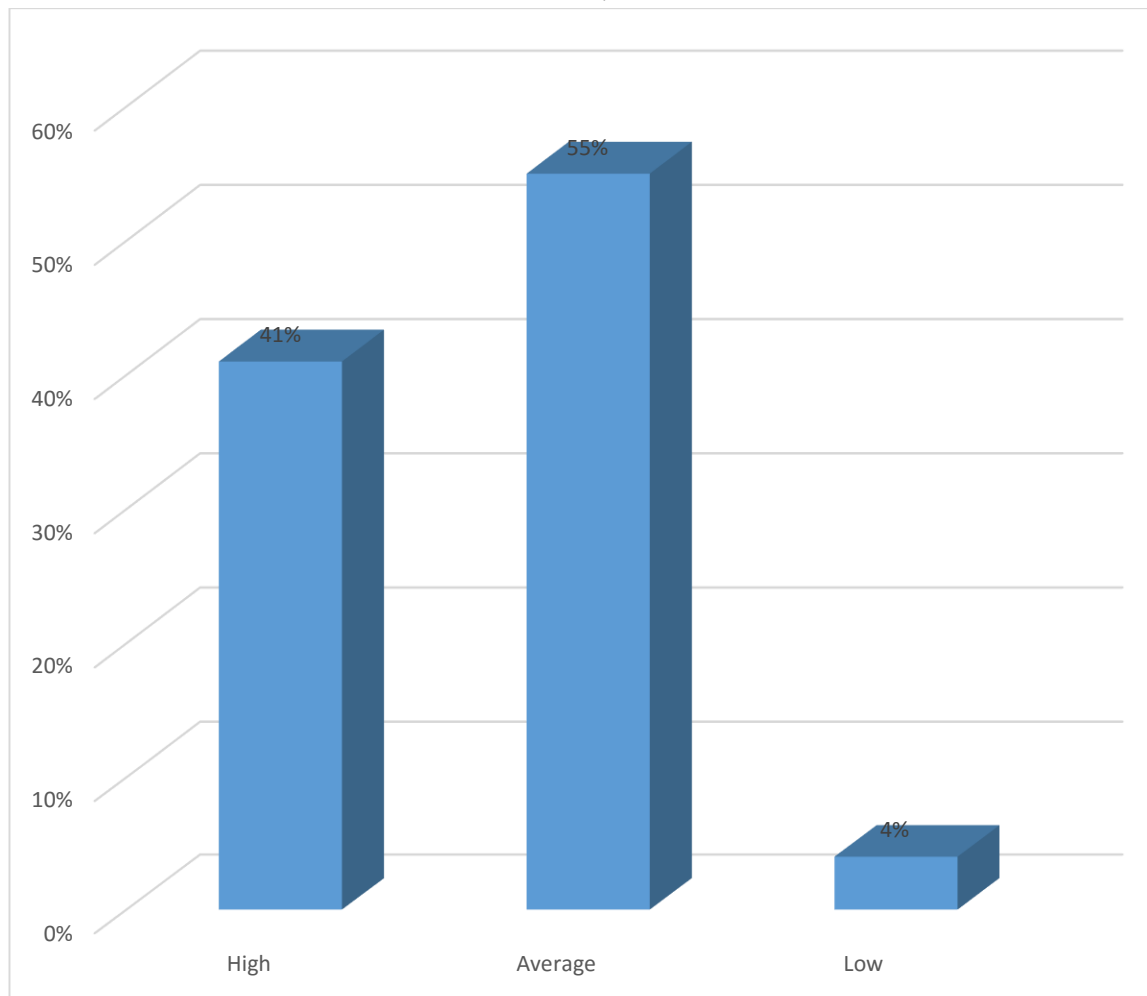
Figure 17: Learning level

TABLE AND FIGURE OF QUESTION N° 6

6. Do you consider necessary to create a guide of games for using the playing learning technique in order to incentive the English teaching?

Table 10 *Necessity of a guide of games*

VARIABLE	FREQUENCY	PERCENTAGE
Yes	86	92%
No	7	8%
TOTAL	**93**	**100%**

Note: Prepared by the authors. **Source**: students of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.
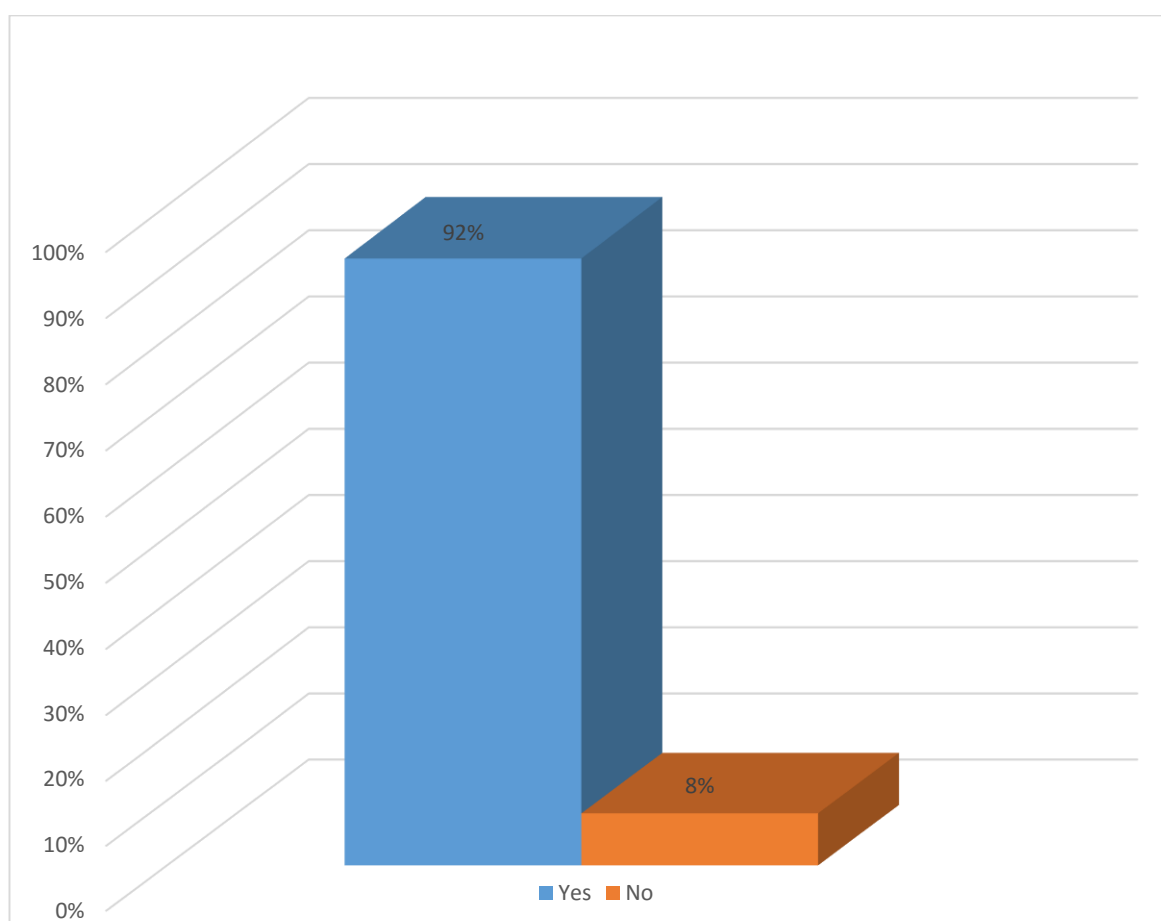

Figure 17: *Necessity of didactic material*

8.2 SURVEYS APPLIED TO ENGLISH TEACHERS OF BASIC

EDUCATION OF "UNIDAD EDUCATIVA MERCEDES DE MARIA"

TABLE AND FIGURE OF QUESTION N° 7

1. **Which is your criteria about the playing learning technique to learn the English language?**

Table 11 *Criteria on playing learning technique*

VARIABLE	FREQUENCY	PERCENTAGE
Positive	2	100%
Negative	0	0%
TOTAL	**2**	**100%**

Note: Prepared by the authors. **Source**: English teachers of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.

Título del gráfico

0%

100%

■ Positive ■ Negative

Figure 18: *Criteria on playing learning technique*

TABLE AND FIGURE OF QUESTION N° 8

2. Which techniques do you use in order to teach the English language?

Table 2 *Techniques used to teach English*

VARIABLE	FREQUENCY		PERCENTAGE
	Yes	2	100%
Games	No	0	0%
	Total	**2**	100%
	Yes	2	100%
Sociodramas	No	0	0%
	Total	**2**	100%
	Yes	2	100%
Audiovisuals	No	0	0%
	Total	2	100%
	Yes	1	50%
Debates	No	1	50%
	Total	2	100%
	Yes	1	50%
Todas	No	1	50%
	Total	**2**	**100%**

Note: Prepared by the authors. **Source**: English teachers of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.


Figure 19: *Techniques used to teach English*

TABLE AND FIGURE OF QUESTION N° 9

3. **From the following techniques, which one has provided best results to you in the teaching of English?**

Table 3 *Teaching techniques best results*

VARIABLE		FREQUENCY	PERCENTAGE
Games	Yes	2	100%
	No	0	0%
	Total	**2**	**100%**
Sociodramas	Yes	1	50%
	No	1	50%
	Total	**2**	**100%**
Audiovisuals	Yes	2	100%
	No	0	0%
	Total	2	100%
Debates	Yes	0	0%
	No	2	100%
	Total	2	100%
Todas	Yes	0	0%
	No	2	100%
	Total	**2**	**100%**

Note: Prepared by the authors. **Source**: English teachers of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.


Figure 21: Teaching Techniques best results

TABLE AND FIGURE OF QUESTION N° 10

4. Which skills are developed mostly during the applying of the playing learning technique?

Table 4 *Skills developed by the technique*

VARIABLE		FREQUENCY	PERCENTAGE
Active listening	Yes	1	50%
	No	1	50%
	Total	**2**	**100%**
Speaking fluency	Yes	2	100%
	No	0	0%
	Total	**2**	**100%**
Pronunciation	Yes	0	0%
	No	2	100%
	Total	**2**	**100%**
Motor skill	Yes	0	0%
	No	2	100%
	Total	**2**	**100%**
Creativity	Yes	2	100%
	No	0	0%
	Total	**2**	**100%**
All of them	Yes	0	0%
	No	2	100%
	Total	**2**	**100%**

Note: Prepared by the authors. **Source**: English teachers of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School.
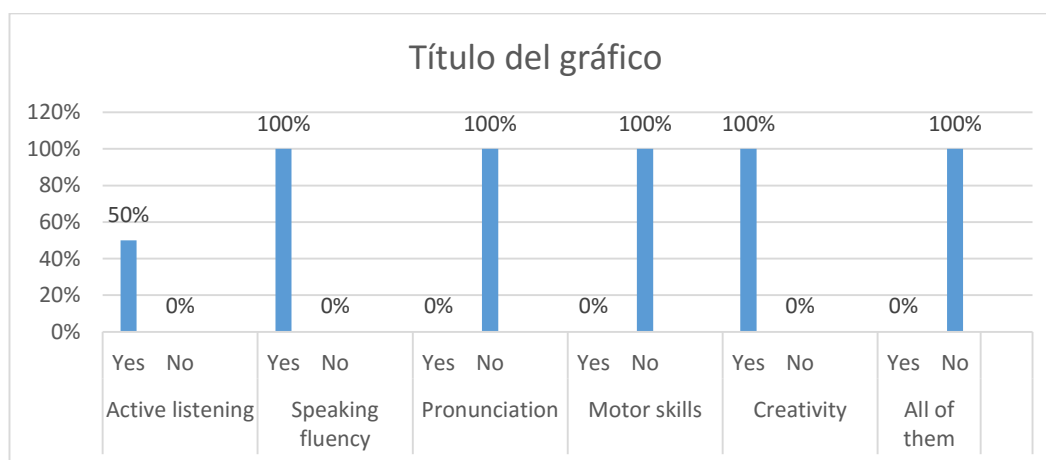
Figure 21: *Skills developed by the technique*

TABLE AND FIGURE OF QUESTION N° 11

5. What do you think is the students` learning level through the playing learning technique?

Table 5 *English learning level by the technique*

VARIABLE	FREQUENCY	PERCENTAGE
High	1	50%
Average	1	50%
Low	0	0%
TOTAL	2	100%

Note: Prepared by the authors. **Source**: English teachers of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School
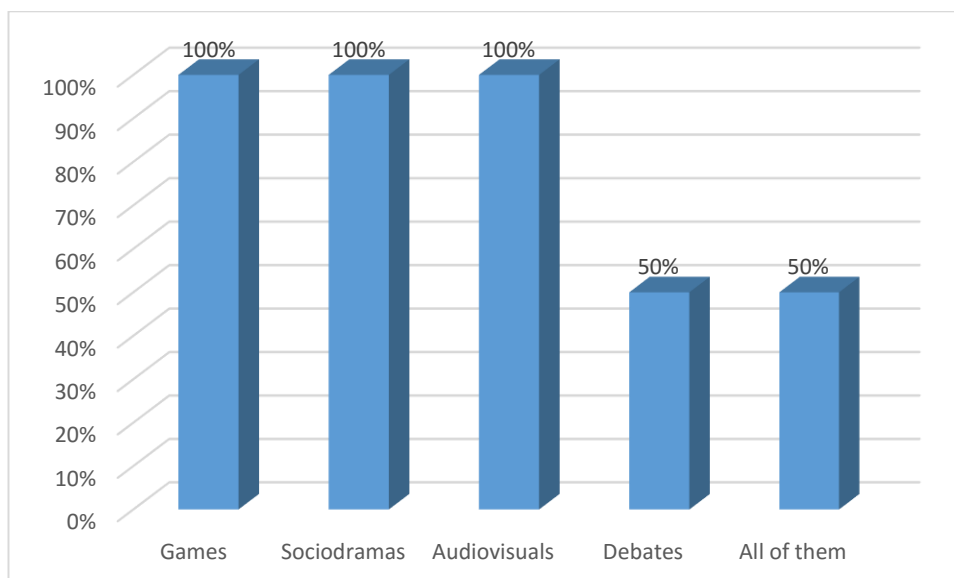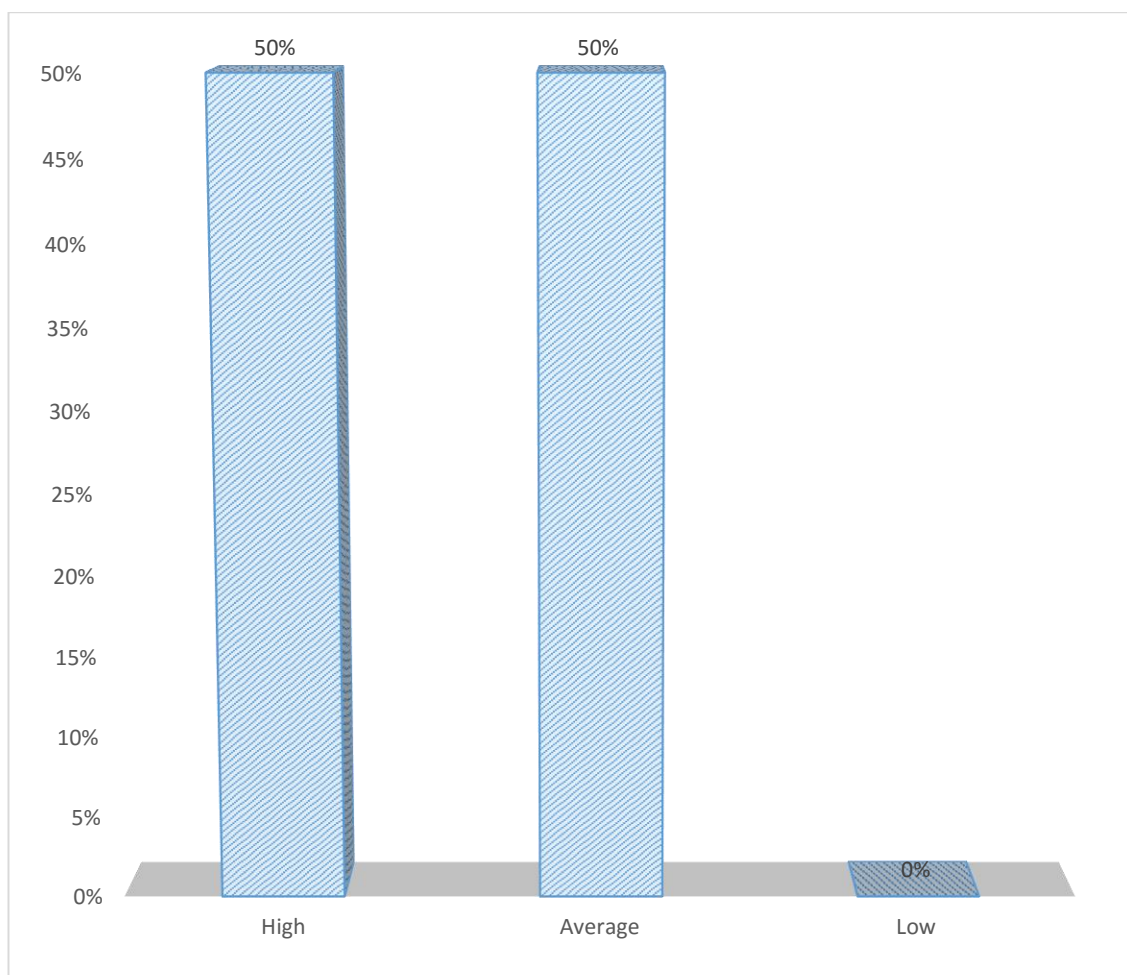

Figure 23: *English learning level by the technique*

TABLE AND FIGURE OF QUESTION N° 12

12. Do you consider necessary to create a guide of games for using the playing learning technique in order to incentive the English teaching?

Table 6 *Creation of a guide of games*

VARIABLE	FREQUENCY	PERCENTAGE
Yes	2	100%
No	0	0%
TOTAL	**2**	**100%**

Note: Prepared by the authors. **Source**: English teachers of 8th, 9th and 10th year of basic education in "Unidad Educativa Mercedes de Maria" Private School
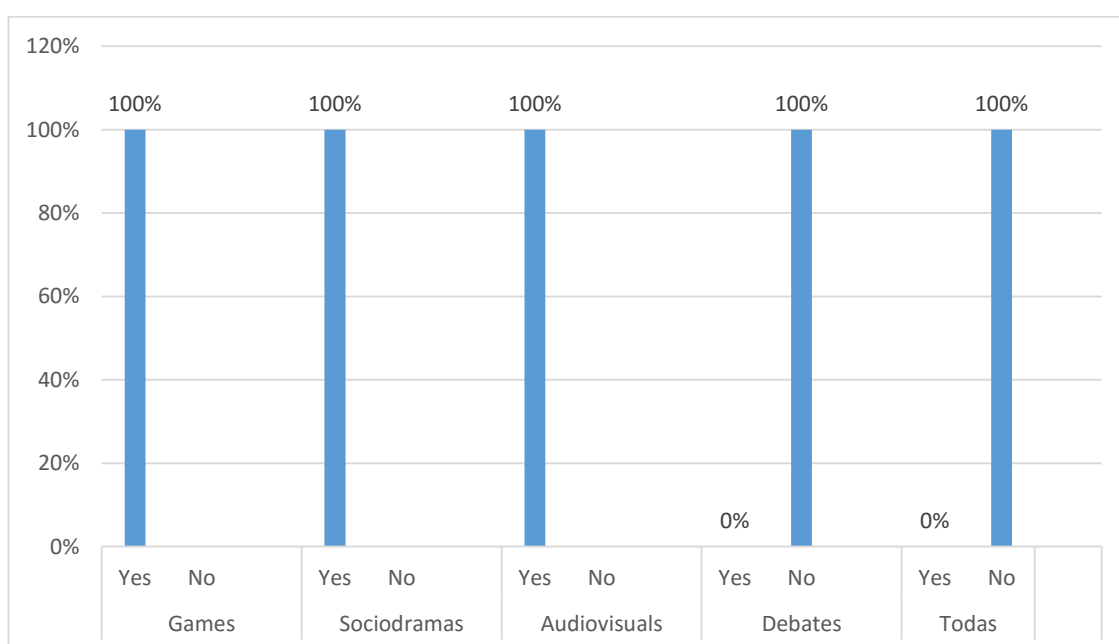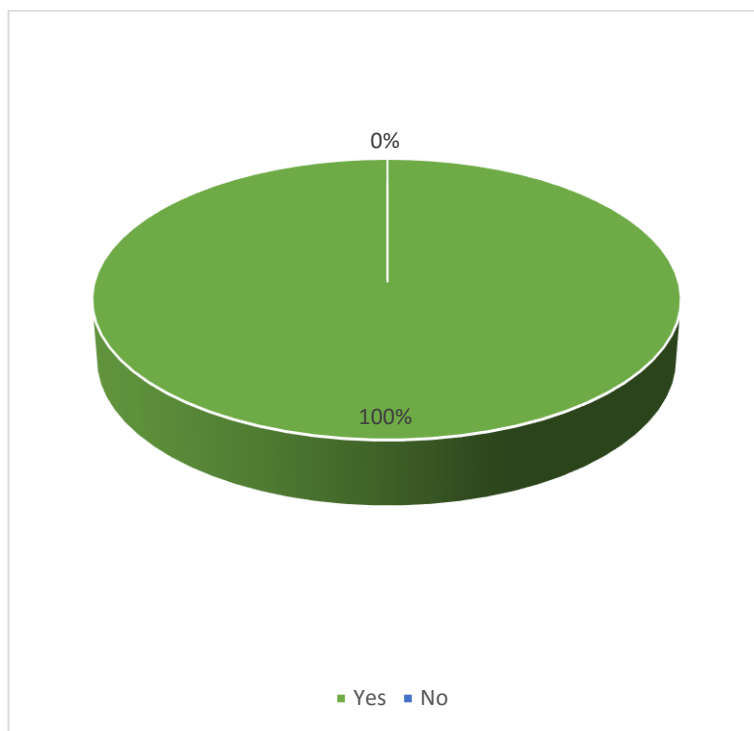

Figure 24: *To create a guide of games for the technique*

9. DATA ANALISYS

STUDENTS

ANALISYS OF TABLE 5 AND FIGURE 13

1. **Do you consider positive the playing learning technique to learn the English language?**

Statistical data shows that from 100% of surveyed students: 94% of them declared it is positive the playing learning technique; 6% chose the option number 2 manifesting that learning in that way is not positive into the learning process.

It is clear that most of the time in one or another way our lives are related to games, it means that people like to play games, and if it deals with school learning how could not be it positive since children or young people consider all different stages principally school and high school like a hard task they have to carry on. Consequently, the playing learning technique become an oasis full of activity and change of daily routines where they feel free and glad when participating in them. Teachers do not have to suggest any body to act, they will have a lot of volunteers who want to perform games while learning unconsciously.

ANALISYS OF TABLE 6 AND FIGURE 14

2. **Which are the learning techniques applied by your teacher during the teaching of English language?**

The sample shows that 54% agreed with the statement that mentioned Audiovisuals. 34% manifested Games, Sociodramas, Audiovisuals and Debates, it means the option all of them. On the other side 15% said that games was the learning technique used by the teachers of English, while 6% agreed on sociodramas and 1% on debates

It can be assumed that according to the answers of the students and teachers apply different learning techniques however they did not specify frequency. As it is known games add variation and motivation to a lesson, providing a convincing incentive to use the target language. Children, boys or teenagers do not consider learning a foreign idiom as a motivation factor but playing games do (Lewis, 1999). The game context makes the foreign language immediately useful foreign language for children.

ANALISYS OF TABLE 7 AND FIGURE 15

Which of the following techniques allow you to learn English in the most effective way?

Looking at the results 39% of students that were questioned affirmed they learn in the most effective way the English language through the techniques of Games, Sociodramas, Audiovisuals and Debates. Other group said through audiovisuals, it was 29% and other 29% manifested games whiles through sociodramas was chosen by 9% and debates by the 5%.

Analyzing the results, we can notice that some students learn better English through different techniques, it could be because the different learning styles of the students. That is the reason teachers have to add more variety into teaching, doing this likely meet the needs of all the different learners. Students need to be motivated, exciting so games are activities with rules, a goal to achieve, and an element of fun; they seem to be challenging and interesting enough to keep the young students occupied and eager to complete the task.

ANALISYS OF TABLE 8 AND FIGURE 16

Which skills do you develop most when applying de playing learning technique?

Statistical data shows that from 100% of surveys: 42% stated that most of language skills are developed such as Active listening, Speaking fluency, Pronunciation, Motor skills, and Creativity through the playing learning technique. 40% coincided that pronunciation is the most skill developed through playing learning technique. 18% is the creativity skill while 13% said it is active listening; 5% agreed with speaking fluency and 2% manifested motor skills.

 Appropriate techniques provide a better performance in learning process, in the case of English subject, some technological and material resources are required in order to develop the four skills appropriately. The results show that most of students commonly develop their skills through playing learning technique, from which teachers could take advantage if they use them frequently since there are many games which permit apply this technique to improve the above skills.

ANALISYS OF TABLE 9 AND FIGURE 17

Which do you consider is your learning level through the playing learning technique ?

55% of participants of the questionnaire expressed that their learning level better through the playing learning technique , it means it is good, on the other hand 41% of them think that through the playing learning technique they got a high learning level, and only 4% of the students said that their learning level is low.

Every so often students learn better through games since there is a significant quantity of motivation in a classroom it becomes easy for the educator to be aware that all pupils learn or seems to learn because students are enthusiastic and active during the activities required to carry out any game because a game is chosen in the right way they worth provide to students opportunity to rest and at the same time to practice their linguistics skills. Ersoz Aydan(2000)

The playing technique is motivator cause it is funny and challenging using the language in real context increasing cooperation.

ANALISYS OF TABLE 10 AND FIGURE 18

Do you consider necessary to create a guide of games for using the playing learning technique in order to incentive the English teaching?

The sample shows that 92% of students coincided with the necessity of a guide or didactic material in order teachers use frequently the playing learning technique as the way they like the most to learn English; 8% of them do not agree that it is necessary it.

The result indicates that almost all of surveyed students are interested in learning English through this technique since the oral interaction that most of the time occur during the activities is going to help in their language learning. This data could help English teachers in order to apply the most convenient strategies and activities during the teaching process because they could include adaptations of games and others related activities in the development of their classes.

ANALISYS OF TABLE 11 AND FIGURE 19

Which is your criteria about the playing learning technique to learn the English language?

The answers in the questionnaire shows that: 100% of teachers participants agreed on the positive of the playing learning technique for English learning.

The results indicate that even though each teacher has their own way to carry out their learning teaching process the practice of the technique enhance the learning process. Games provide the use of language because words are repeated and used in real situations so listening, speaking, reading or writing is practiced intensively and better remembered. As a result, if games are considered as a tool into the meaning

practice when learning English then they should be fundamentals to the teacher

repertory and not just a waste of time, change of pace, routine breaker and so on.

ANALISYS OF TABLE 12 AND FIGURE 20

Which techniques do you use in order to teach the English language?

Statistical data shows that from the total of surveys: 100% chose "games,

sociodramas, audio visuals" as the most used techniques to teach English; "debates"

is a most used technique voted by 50% of teachers; and 50% coincided with the use

of all techniques, it means games, sociodramas, debates, and audio visuals.

Those results confirmed that teacher are not sure about the use of specific

techniques in formal educational setting, it is the case of "debates" while half of the

percentage of teachers use it other half use all of them; however games occupy a

principal use by teachers which could be explained because teaching English as a

foreign idiom some of the times is unsatisfying due to the lack of interest of students

because they do not see in the nearer future the necessity of the language.

ANALISYS OF TABLE 13 AND FIGURE 21

From the following techniques, which one has provided best results to

you in the teaching of English?

Referring to techniques which have provided best effects, according to the results, 100% of teachers expressed games and audiovisuals, 50% they find a good effect in sociodramas. 100 % did not get a good result using debates in the teaching of English.

The results show that some of the teaching techniques applied by teachers do not perform good results when teaching English but games. For this reason, it is important to provide them more advices of playing techniques they can use to make their language learning progresses, taking advantages of things they like to do in class of English.

ANALISYS OF TABLE 14 AND FIGURE 22

Which skills are developed mostly during the applying of the playing learning technique?

According to teachers sample when were asked which skill was most developed through the playing technique, these were their answers, in each alternative, shows that 50% said active listening, 100% agreed on speaking fluency and creativity. Teacher said that pronunciation and motor skill were not possible to improve through this technique 100% agreed on this.

The result manifests that "speaking fluency and creativity " are the most common skills improved through the playing technique but why not pronunciation or motor skill?...the answer is obvious, in order to take advantage of this technique it is necessary to have clear idea about it answering the following questions:

- What game is going to be used to apply the technique?

- What is the English level of the students?

- What skill is going to be highlighted? Sub skill? All of them?

- What activities students have to perform?

- What is the purpose? Fluency? Accuracy? Consolidation? Familiarization?

- What rules students have to follow? Are they aware of them?

- What is the interaction? … Competitive cooperation?... Competitive individual?

Once answered these questions it is possible to have success using the playing learning technique increasing the bettering of skills and subskills.

ANALISYS OF TABLE 15 AND FIGURE 23

What do you think is the students` learning level through the playing learning technique ?

When it was proposed to the sample surveyed the students` learning level through the playing learning technique they went in a range of 50% high to 50% average so it is undoubtedly that the technique works very well. It could be due to as Fleming, (2006)

sustains that, it is necessary to consider important highlighted points when learning based on the way people learn because the learning style have great influence on behavior and learning in the students, any learning strategy should be matched according the way students prefer to learn and when information is provided or acquired by the students using his/her preferences it increases comprehension, motivation and metacognition level.

ANALISYS OF **TABLE 16 AND FIGURE 24**

Do you consider necessary to create a guide of games for using the playing learning technique in order to incentive the English teaching?

There was not discussion about it, because 100% of the sample agreed on this because everybody have always enjoyed playing games whether just for a funny time, bet, or specific purpose related to personal formation used as instructional tools in the classroom. "I have never had a student ask "Why are we playing games?" Instead, students usually ask, "Can we play this again soon?" Stathakis *(2016).* So it is necessary to articulate the value of game playing for students, colleagues, parents and others. Besides this it is necessary to have different kind of games for different purposes, aims, skills to develop, to provide feedback, and the most important to cope with the different ways or styles students have to follow any learning process and learning the English language is not an exception. .

10. ELABORATION OF RESULTS REPORT

10.1 ACHIEVEMENT OF OBJECTIVES

Concluding the research in its theoretical and concrete part, it is possible to verify the accomplishment of the objectives.

GENERAL OBJECTIVE:

To determine the influence of the playing learning technique in the Students´ English learning of "Unidad Educativa Mercedes de María" of the Abdón Calderón Parish of the Portoviejo canton, period 2016

This objective is achieved taking into account the results shown in figure number 14 of the survey to students, which represents the effect of the playing learning technique getting the following percentages: 94% of students states it is positive the effect in using the playing learning technique, only 6% considers this kind of learning has not positive effect consequently it is possible to prove the significance of learning that language in this way.

On the other hand, this objective is also tested with figure number 20, where 100% of participants expressed that it is out of discussion the use of this technique for English learning. The result shows that, through playing a game you can create situations of maximum educational value and allowing cognitive experiment, investigate, solve problems, discover and reflect. The implications of emotional type, playfulness character, emotional unlocking, disinhibition, are sources of motivation

that provide a different way from the traditional approach to learning (Corbalan and Deulofeu, 1996)

SPECIFIC OBJECTIVE #1:

➢ **To establish the kind of techniques used by teachers of English in the English language learning.**

This objective is accomplished basing on figure number 15 of the survey, in which the students sample surveyed agreed with the statement about techniques used in teaching English by teachers such as: audiovisuals54%, 34% said that teachers promote learning using games, sociodramas, audiovisuals and debates. 15% said teachers use games, and 6% sociodramas. Finally 1% answer debates. This is due to the fact that everyone of teachers has his or her way for teaching or learning.

This objective is also verified with figure number 21 with the following percentages: Games, sociodramas and audiovisuals are used 100%, while debates only 50%, and all of them 50% so according to these results provided by the English teachers it is possible to notice that sometimes most of teachers try to improve their performance by themselves, using various techniques anyway there are some others who do not.

Also in the figure 16 and 22, it is demonstrated that best result in learning English is obtained through games. In figure 22, 100% of the teachers surveyed sample stated this,

besides socio dramas and audiovisuals; however students consider it in 29% the same as audiovisuals,

The explanation to this could be based In what Kim (1995) sustains that "There is a common perception that all learning must be serious and solemn in nature, and that if one is having fun hilarity and laughter, then it is not really learning". However as it has been established playing games is learning and enjoying while at the same time it is practicing the target language. Besides it is possible to take advantage that the playing games techniques provide such as break from the usual routine of the language class, motivating and challenging students, to achieve and maintain learning effort, to practice speaking, writing, listening and reading skills, to interact and communicate and finally create a meaningful context for the use of language.

SPECIFIC OBJECTIVE #2:

> **To identify the skills developed when applying the playing learning technique during the English learning.**

This objective is confirmed with the figure number 17 of the survey, in which the sample students surveyed shows that 42% coincided with developing skills through playing learning technique such as: active listening, speaking fluency, pronunciation, motor skills, and creativity; 40% states pronunciation as the most developed skill, and 18% prefers to sustain that it is creativity. Active listening was backed by 13% while speaking fluency got 5%, and motor skill 2%. Those results

indicate that almost half of students surveyed have been involved in activities where most of the time need get ideas by listening in their language learning.

On the other hand, in figures number 18 and 24 of the surveys, permit also evidence this objective since the answers manifested when asking about the English learning level that could be obtained through the playing technique 100% of teachers said that it goes from high to average level(figure(24). On the other hand, students are a little doubtfully because they said 44% high 55% average.

These facts are according to what is expressed by Pourhossein (2012) he says that, although specific strategies we use in teaching or learning they should vary depending on what we want to learn or teach, each of us tends to develop or to have a preference in detriment of others. These preferences or trends to use more to learn or teach than certain others ways are our learning style. Consequently, it denotes that learning styles have to do with the "manner in which a learner perceives, interacts with, and responds to the learning environment" and when we apply a technique as it is the playing technique the success is going to depend on what activities are going to be carry out if they are according to our learning style because everyone has their own ways of perceiving and getting the knowledge, identifying learning styles allow people facilitate the learning process by using the best techniques to understand information and in this case appropriate games to apply the technique.

SPECIFIC OBJECTIVE #3:

> ➢ **To design and perform guide of games that permit to students and teachers to take advantage of the playing learning technique in order to improve their English language learning.**

This objective is corroborated with figure number 1**7**, in which the results about the necessity of learning teaching material to use the playing technique were the following: 92% manifested that, it was necessary to create a guide of games for using the playing learning technique in order to incentive the English teaching. It can be deduced that students commonly feel that learning through this technique is worth different aspects such as; feeling motivated, learning enthusiastically, improving their English level, developing skills, growing cooperation and so on.

This objective is also supported with figure number 14 in which 96% of respondents mentioned they would like to learn about techniques related to autonomous English learning, and 4% of them does not consider it important. Here, it is demonstrated students' interest in the learning of the previous techniques. Everybody have always enjoyed playing games whether just for a funny time, bet, or specific purpose related to personal formation used as instructional tools in the classroom. "I have never had a student ask "Why are we playing games?" Instead, students usually ask, "Can we play this again soon?" Stathakis (2016)

7.2   CONCLUSIONS

After exhaustive analysis of data collected during the period of execution of the investigation, and given the appropriate theoretical support it has gotten to the following conclusions:

1. Both students and teachers are aware of the importance that represents the playing learning technique in the learning teaching process of English; nonetheless, the technique necessary to facilitate the learning process is not used frequently.

2. The use of this techniques increase learning level according to students and teachers

3. Teachers mostly use games, audiovisual and socio-dramas as techniques in the English language learning process, using one of them most frequently than others.

4. The playing learning techniques develop the different skills related to language learning and affective, social and motor abilities. When applied effectively, it betters the learning process of English language learners.

5. There are several skills which are developed through the playing technique, one more than other independently such as active listening, pronunciation, speaking fluency, and creativity.

6. The elaboration of a guide concerning for developing the playing learning technique according to the aims of the teacher are suitable activities for encouraging the learning teaching process taking into account the level of English, the skill and motivation in students.

7.3   RECOMMENDATIONS

After having completed the study, it could be noticed that, teachers of English despite they apply the playing learning technique in the educational institution still is not considered as a learning tool to enhance the learning process, so considering this, it is recommend:

1. The playing learning technique should be used more frequently during the language learning process in the classroom.

2. Teacher principally should take advantage of this available resource and continuously use it in order to improve the process.

3. To assign to the playing learning technique a role not just as a daily work breaker but also as a learning tool which will help students and teacher in the performance of the learning of English.

4. English teachers have to be aware of student's interest in order to choose the most suitable game that motivates them to practice in real situation the use of English.

5. In order to better this technique teacher should have the opportunity to do a note taking project related to the way students perform in learning through this technique, highlight important points and observations to comment and share them in meeting areas in the school applying and developing the proposal created by the authors.

6. To use the mythological guide as a resource that permits students and teachers to take advantage of the playing learning technique in order to improve their English language learning.

GUIDELINES TO IMPROVE ENGLISH LEARNING PLAYING TECHNIQUE

a.   OBJECTIVE OF THE PROPOSAL

To Scheme a guide line with tips on topics, skills or subskills, level, and procedures that help to improve the practice of the Learning playing technique in English language learning teaching process in learners from eighth, ninth and tenth year of basic education in "Unidad Educativa Mercedes de Maria" Private School during the school term 2016.

b.   INTRODUCTION OF THE PROPOSAL

Children develop through movement, and playing a game provide it and releases emotional tensions, so it has to be aware that it has a great significance for the healthy development of children. Playing is to fun, to discover, to research, to create, to learn; this is a such an important activity tacitly as breathing , eating , working, and socializing. Huizinga (1938) brought up the term *Homo ludens , playing man* "playing flows the creative spirit of language constantly from the material to the thought. After every expression of something abstract it is a metaphor and, behind it, a set of words"

Taking into account the importance that learning English implies inside of the Ecuadorian education system and the lack of opportunities to use the language or to be in contact with it, so it become a priority students get used to listen, to read, to write, and to speak in this language, the benefits we can get from an instruction using the learning playing technique, and the motivation of students doing activities which go along with this technique it is considered that this handbook and its guidelines to apply it will improve the English learning teaching process not just into the institution but in those who get in contact and whish to use it as an enjoyable learning teaching tool.

This manual also includes some examples of game activities with steps to follow so teachers can instruct students to carry out to work on each different aim, skill, grammar point, vocabulary and so on based on pupils' interests in order to facilitate the learning process and make it funny and

no stressing, at the same time the examples can be adapted by the teacher to any learning topic in order to encourage learners to be eager for English class..

7.4   THEORETICAL FOUNDATIONS OF THE PROPOSAL

According to Vygotsky (1924), the playing emerges as a need to reproduce contact with the other also adds that, "the nature, origin and background of the playing are social phenomena, and throughout it scenes that go beyond present instincts and individual internal pulsations"

Groos Karl (1902) , It is a necessary preparatory exercise for maturation which is not reached but at the end of childhood, and that in his opinion, " this serves just not to play but preparation for life "

In other words the game represents biological stages in humans and are natural needs and innate reactions and that they prepare for adulthood

BENEFITS OF THE LEARNING PLAYING.

1.Physical

Develops psychomotor, being healthy for whole body, muscles, bones, lungs, heart, etc.
-discrimination of shapes, sizes, colors, etc.
-learn about their bodies, limits, and his environment

2. Affective

Encourages resourceful and spontaneous use of language
- promotes communicative competence
- motivates, fun, cooperation habits.
-experience emotions like surprises, excitement or joy.
- help solution to emotional conflicts according to needs and desires.
-   Support to cope with everyday situations.
- awakens and develops

 creativity and imagination.

3. Cognitive

develops social and cultural understandings
-allows to express thoughts and feelings
-fosters flexible and divergent thinking
-provides opportunities to meet and solve real problems
-develops language and literacy skills and concepts
-reinforces
- reviews and extends
- focuses on grammar communicatively

4. Class Dynamics

Student centered   - teacher acts only as facilitator - - builds class cohesion

- fosters whole class participation - - promotes healthy competition

5. **Adaptability**

Easily adjusted for age, level, and interests

- utilizes all four skills

GUIDELINES FOR EXAMPLES

GAMES AND ACTIVITIES TO FOLLOW

1.Name of the game: What's the Question?

Level: Any Level

Type of Activity: listening and speaking

Purpose: review question forms previously studied in class

Procedure:

1.Form two teams (three will work, but two seems to add just the right amount of competitive tension).

2.Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to correctly say the corresponding questions for your answer.

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3. Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun

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4. Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.

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2. Name of the game: *Battle Ships*

Level: Easy to Medium

Type of Activity: A Vocabulary Game

Purpose: review and learn words by topics studied in class

PROCEDURE

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

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

HT-3826A

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

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

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

Name of the game: *Sentence Race*

Level: Any level

Type of Activity: A Vocabulary Game for large classes

Purpose: reviewing vocabulary lessons

PROCEDURE

7. The winner is the one with a correct and clearly written sentence

6. When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence

5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words

4. Divide the class into 2 teams. Get them to make creative team names

3. Organize the pieces like bundles, 2 bundles, 2 sets of identical words

1. Prepare a list of review vocabulary words.

2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.

4. **Name of the game**: BOARD RACE

Level: Any level

Type of Activity: A Vocabulary Game for large classes

Purpose: reviewing vocabulary and grammar lessons

Split the class into two teams but if it is a very large class 3 or 4and give each team a colored marker.

.

Draw a line down the middle of the board and write a topic at the top.

The students must then write as many words or sentences as you require related to the topic in the form of a relay race.

Each team wins one point for each correct word or sentence. Any words or sentence that are unreadable or misspelled are not counted.

5. **Name of the game**: CALL MY BLUFF / TWO TRUTHS AND A LIE

Level: Upper beginner level

Type of Activity: Brilliant ice breaker between students if you teach classes who do not know one another

Purpose: Practicing speaking and listening skills

a. ice cream is my favorite dessert.
b. My first Kiss was when I was 15.
c. I have never been to a rock concert.
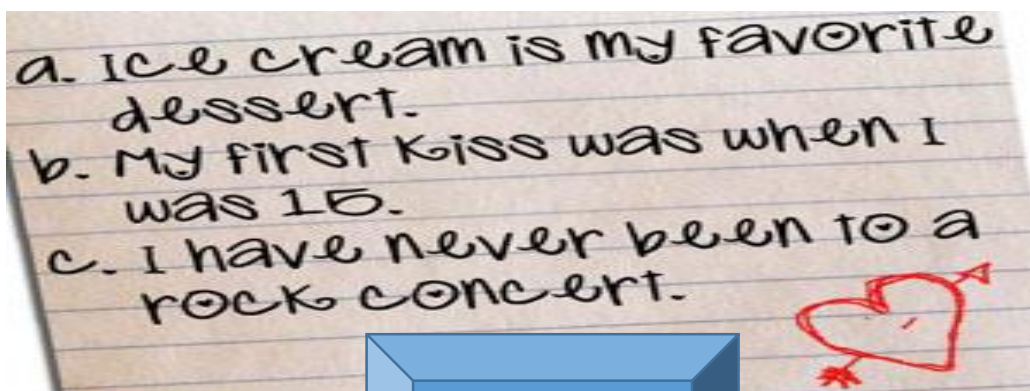
1.Write 3 statements about yourself on the board, two of which should be lies and one which should be true.

2. Allow your students to ask you questions about each statement and then guess which one is the truth.

3.Give students time to write their own two truths and one lie

4. Pair them up and have them play again, this time with their list, with their new partner. give students time to practice their speaking/listening skills, rotate partners every five minutes.

6.Bring the whole class back together and have students announce one new thing they learned about another student as a recap

6. **Name of the game**: SIMON SAYS

Level: Young beginner level

Type of Activity: Vocabulary; Warming up/winding down class

Purpose: Practicing listening skills

A. **Stand in front of the class (you are Simon for the duration of this game).**

B. **Do an action and say Simon Says [action]. Students must copy what you do**

C. Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.

D. Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.

E. The winner is the last student standing.

F. To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

7. **Name of the game**: HUNGMAN

Level: Young beginner level, adaptable to any level

Type of Activity: Spelling ,Vocabulary; Warming up/winding down class

Purpose: Practicing listening skills and pronunciation

1. Think of a word and write the number of letters on the board using dashes to show many letters there are.

2. Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man

HANGMAN
STYLE

U X
B D K P
R

2. Continue until the students guess the word correctly (they win) or you complete the diagram (you win).

8. **Name of the game**: PICTIONARY
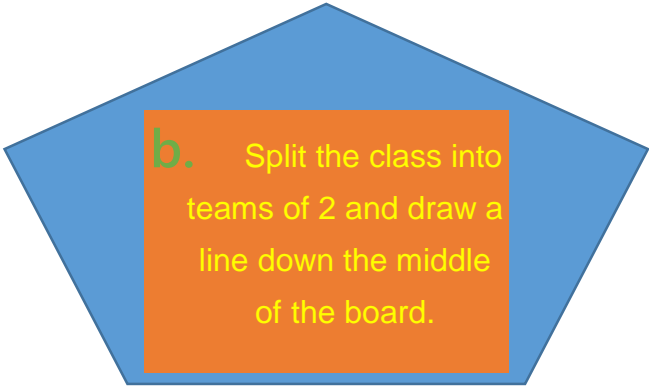
Level: Any level

Type of Activity: ,Vocabulary;
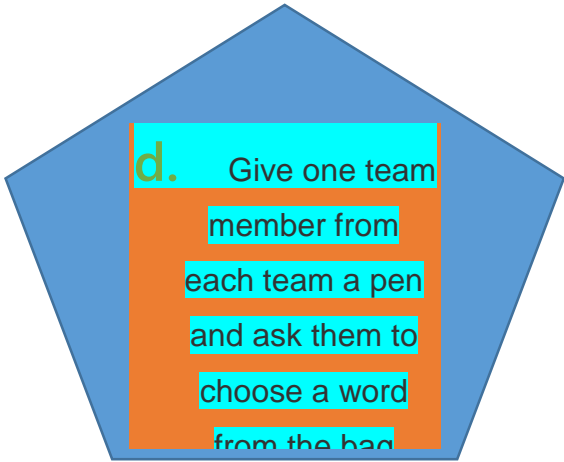
Purpose: Developing creativity and writing
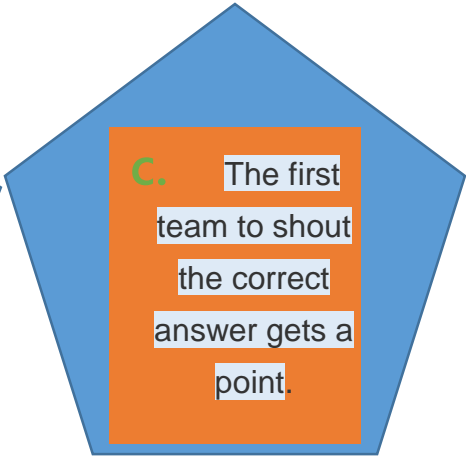
a. Before the class starts, prepare a bunch of words and put them in a bag
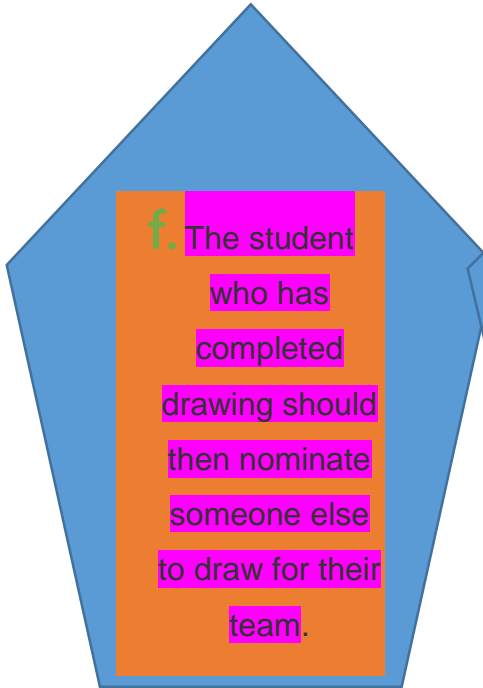
b. Split the class into teams of 2 and draw a line down the middle of the board.
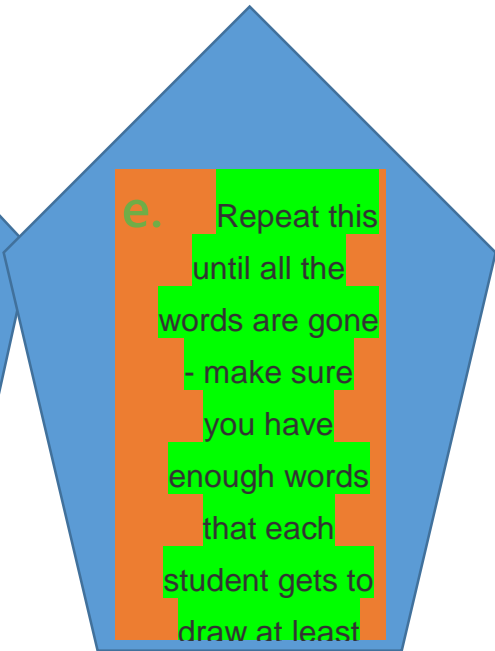
d. Give one team member from each team a pen and ask them to choose a word from the bag.

c. The first team to shout the correct answer gets a point.

f. The student who has completed drawing should then nominate someone else to draw for their team.

e. Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least

9. **Name of the game**: **THE MIME**

Level: Any level

Type of Activity: . grammar sentences

Purpose: Developing SPEAKING,LISTENING AND WRITING

WHAT ARE YOU DOING ?

YOU ARE SLEDDING	YOU ARE PLAYING CHESS
YOU ARE WEEDING THE GARDEN	YOU ARE DOING CROSSWORDS
YOU ARE PLAYING TABLE TENNIS	YOU ARE DOING SURGERY
YOU ARE UNWRAPPING A PRESENT	YOU ARE BUYING NEW SUNGLASSES
YOU ARE LISTENING TO CLASSICAL MUSIC	YOU ARE PLAYING WITH YOUR DOG
YOU ARE WATCHING A HORROR FILM	YOU ARE PARACHUTING
YOU ARE CATCHING BUTTERFLIES	YOU ARE EATING A FISH

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A. Instruct to class your aim: only speaking, writing or both. Write out some actions or sentences - like washing the dishes - and put them in a bag.

B. Split the classs into two teams

C. Bring one student from each team to the front of the class and one of them choose an action from the bag.

D. Have both students mime the action to their team.

E. The first team to shout the correct answer wins a point. Repeat this until all students have mimed at least one action.

9. **Name of the game**: WHERE SHALL I GO?

Level: Any level

Type of Activity: . grammar sentences

Purpose: Developing SPEAKING AND LISTENING

1. **Before the students arrive, turn your classroom into a maze by rearranging it. It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze. When your students arrive, put them in pairs.**

2. WHEN YOUR STUDENTS ARRIVE, PUT THEM IN PAIRS OUTSIDE THE CLASSROOM. BLINDFOLD ONE STUDENT FROM EACH PAIR.

3. Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.

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1. RESEARCH BUDGET

The expenses have been calculated for the execution and completion of the

project are as follows:

Table 17. Budget Research

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	$ 0,60	$ 60,00
10 texts	Book Rental	$ 1,00	$ 10,00
60 sheets of paper	Printing color	$ 0,25	$ 15,00
200 sheets of paper	Printing White and Black	$ 0,05	$ 10,00
300 sheets of paper	Copies	$ 0,03	$ 9,00
5 CDs	CD recording	$ 1,50	$ 15,00
1	Research paper binding	$ 20,00	$ 20,00
	Transport		$ 80,00
3	Manuals	$ 20,00	$ 60,00
10	Folders	$ 0,50	$ 5,00
2	Plagiarism control of the research paper	$ 10,00	$ 20,00
	TOTAL		**$ 309,00**

2. ACTIVITIES CHRONOGRAM

Table 16 *Activities Schedule and Budget*

ACTIVITIES	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				RESOURCES		COSTS
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	HUMANS	MATERIALS	
Topic selection and elaboration of the project	■	■	■																										Research paper authors	Use of internet, printing white/ black and copies	$ 26.50
Review and approval of the project					■	■	■	■	■	■																			Research paper authors and authorities	Transport and folders	$ 12.50
Selection of bibliographical sources and development of the theoretical framework					■	■	■	■	■	■																			Research paper authors	Use of internet	$ 20.00
Implementation of the survey and interview and preparation of statistical tables with their analysis											■	■	■	■	■	■													Research paper authors, students and English teacher of Mercedes de Maria Public High School	Copies, transport and printing white/ black and color	$ 31.50
Preparation of the proposal																		■	■	■									Research paper authors	Use of internet	$ 20.00
Review and correction of the research paper																					■	■	■						Research paper authors, advisor and reviser	Transport, folders and plagiarism control	$ 32.50

| Approval and presentation | | | | | | | | | | | | | | | | | | | | | | | | | | | Research paper authors, advisor and reviser | Research paper binding, CD recording and manuals | $ 100.00 |

$ 288.00

Note: prepared by the authors

_____   _____

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4. ANNEXES

Annex 1: Procedures for playing some games in class

GAMES	PROCEDURES
Board Race	Write the alphabet on the board. Throw a bean bag to someone and say a word beginning with the letter A. This person must catch the bean bag, say a word beginning with the letter B and then throw it to another person This third person says a word beginning with the letter C and so on.
Call My Bluff / Two Truths and A Lie	Form two teams (three will work, but two seems to add just the right amount of competitive tension). Explain the game, read an answer to a question and say , 'What's the question? With a few examples of answers in search of questions. Ask', and get students to correctly say the corresponding questions for your answer.
	Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun. Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.

Simon Says

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

Ask them to choose the Captain and the Shooter. The captain's duty is to memorize his ship's name, so he can reply if somebody call his ship's name.

The shooter's duty is to memorize the names of the ships of 'their enemies', so he can shoot them by calling their ship's name.

Activity:
Arrange all the captains in a circle, the ships' crews must line up behind their captains. The shooter is the last crew member in line.
The teacher must decide a lexical area of vocabulary, this vocabulary will be used to defend their ships from the attacks. Every students (except the shooters) must find their own words. The lexical area for example, "Four Legged Animals". Give the students 1-2 minutes to find as many possible words as they can and memorize them.
Start the game by calling a ship's name, for example the ship name is "THE CALIFORNIAN". The captain of THE CALIFORNIAN must reply with a word from the lexical area given, for example he says "TIGER" followed by his crews behind him one by one, "COW"; "SHEEP" until it is the shooter turns and he calls out the name of another ship and the captain of the ship called must reply and his crews must do the same thing. No word can be repeated. If the captain is late to reply (more than 2 seconds) or his crew can not say the words or a word repeated or the shooter shoots the wrong ship (his own ship or the ship that has already been sunk) the ship is sunk, and the crew members can join the crew of another ship. The teacher can change the lexical area for the next round. In the last round there will be two big groups battling to be the winner.

Word Jumble Race

Prepare a list of review vocabulary words.

Write each word on two small pieces of paper. That means writing the word twice, once on each paper.

Organize the pieces like bundles, 2 bundles, 2 sets of identical words.

Divide the class into 2 teams. get them to make creative team names.

Distribute each list of words to both teams. every student on each team should have a paper. Both teams have the same words.

When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.

The winner is the one with a correct and clearly written sentence.

For more advanced students, use tougher words.

The teacher, may need a dictionary do this activity.

Choose a word which is long, difficult, and unknown to the students, a good word to begin with is: warmonger.

Without using a dictionary, your students write down a definition. (They can work out the definition in groups of three). Allow them a few minutes to think and write.

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Hangman	Collect the definitions and read them aloud.
	When you have finished reading, they will have to vote which of those is the correct one. (It doesn't matter if none of them is the correct one)
	After they have voted and none of the groups guessed the meaning you read the correct one aloud.
	The idea of this game is to let students be creative and practice writing skills.
	Then you can have the students to discuss their writings.
Pictionary	Split the class into two teams and give each team a colored marker.
	If you have a very large class, it may be better to split the students into teams of 3 or 4.
	Draw a line down the middle of the board and write a topic at the top.
	The students must then write as many words as you require related to the topic in the form of a relay race.
	Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.
The Mime	Write 3 statements about yourself on the board, two of which should be lies and one which should be true.
	Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practice your poker face before starting this game!
	If they guess correctly then they win.
	Extension: Give students time to write their own two truths and one lie. Pair them up and have them play again, this time with their list, with their new partner. Rotate students
Hot Seat	Stand in front of the class (you are Simon for the duration of this game).
	Do an action and say Simon Says [action]. The students must copy what you do.
	Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
	Then do an action but this time say only the action and omit 'Simon Says'.
	Whoever does the action this time is out and must sit down.
	The winner is the last student standing.
	To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.
	Write out a number of sentences, using different colors for each sentence
	Cut up the sentences so you have a handful of words.

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Where Shall I Go?	Put each sentence into hats, cups or any objects you can find, keeping each separate.
	Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
	Teams must now put their sentences in the correct order.
	The winning team is the first team to have all sentences correctly ordered.
What's My Problem?	Think of a word and write the number of letters on the board using dashes to show many letters there are.
	Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
	Continue until the students guess the word correctly (they win) or you complete the diagram (you win).

Annex. 2   Informing about the survey to the English teacher

Annex 3.

Students of tenth year of basic education doing the survey.

Annex4

English teacher carrying out the survey.

Annex 5

Students of eighth Year of basic education taking the survey.

Annex 6.

The researchers instructing students in order to clarify how to answer the survey.

Annex 7. Students from ninth year of basic education filling the survey

Annex 8.

Giving instruction to the English teacher about the survey

Annex 19: Questionnaire for the survey at students

The student is checking the thesis with the advisor:

SURVEY FOR STUDENTS

This is a survey for learners of Basic Education from eighth to tenth year in "Unidad Educativa Mercedes de Maria Public School" about their English learning process applying the playing technique by their Teachers of English.

Please do not put your name on this survey and, choose the most acceptable option in each item according your point of view. Thanks for your collaboration.

1. **How do you feel when getting to the last hours of working in the school**

   Cheered-up

   Little tired

   Bored

2. **When you feel somehow tired or bored what would you like your teachers do?**

   To tell an anecdote

   To tell a story

   To play a game

   To review home work

3. **What is your idea in general about playing in class?**

   No paying attention

   A waste of time

   Learning something related to any subject

   of the course

4. **Talking about the English learning in what way would you like to learn it?**

   In normal class following the teachers

   instructions

   By myself with the course guide book

   Playing games

5. **Select the technique used by the teacher to promote your English learning in any topic**

Generally follows the guide book

Tell a story

Apply a didactic game

6. **Have your teacher ever used a playing game activity to provide learning from this?**

Always

Sometimes

Never

7. **How frequent do you participate in English classes?**

Lot of times

Always

Few times

Almost never

never

8. **How would you consider your English class participation?**

Voluntary

Teacher`s order

As part of evaluation

Because my peers ask to

9. **Choose the way that you think you will participate more when learning English.**

Through the teacher`s order

Through instructions from the guide book.

Through playing games in class

10. **How would you feel if your teacher asked you to play a game in class?**

Worried

Curious

Glad and happy

Cheered-up and concentrate in what to do

11. As student do you think it is possible to practice and learn the English language by playing games in class?

Always

Sometimes

Never

12. Which aspects of English language do you think is probable to develop and practice using playing games as techniques to improve English learning in the school?

Reading

Speaking

Writing

Listening

Grammar

Vocabulary

All of them

No one

13. Which aspect would you choose most in order to improve your lerarning practice of English through playing games?

Speaking

Writing

Listening

Grammar

Vocabulary

14. Would you like your teachers to apply some strategies and techniques related to playing games English learning?

Yes

No

QUESTIONNAIRE FOR THE INTERVIEW AT ENGLISH TEACHER

1. Have you ever feel somehow tired during the last hours working in the classroom?

2. Have you ever noticed that, your students look like exhausted during the last periods of working English class?

3. Do you carry out any action when it is noticed or just continue with your planning?

4. What is your idea about playing in the classroom?

5. So according to your previous answer…. is it just a way to change the cheer-up? It is a waste of time? Or…it is something else?

6. Would you consider important to have a guide in order to use playing as a learning students technique with some tips and advices to better and give a change to the daily routine of the English language learning process?