## ABSTRACT

This research shows that most students have little interest when speaking English in basic levels. Thus this problem of the devaluation of English is a result in a misuse of teaching resources regarding the subject, to the point where the teacher is limited simply to use the resources given in the book, without looking for extra material for the improvement the teaching of English.

All of this has become a routine in which students do not take actively part of the class because of the low level of motivation in learning the English Language. With our research, we seek to provide tools to improve this somewhat passive teaching, making it more dynamic and active. In this way, we expect to get the more attention from the students. It also expected to increase the creativity of the teacher during class.

As a final conclusion, we want to advise every EFL teacher to use learning games and fun activities as often as possible because they help to arise students' interest, get their attention, and reach a high quality performance.

**KEY WORDS**

Motivation, Constructivism, Speaking Skill, Learning Process, Social Interaction, Games and Fun Activities, Role Plays, Puzzles, Battleships.

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TEMA:
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**Declaración de Autoría**

Al presentar esta tesis como uno de los requisitos previos para la obtención del título en ciencias de la educación especialidad “Lengua Inglesa”, por la Universidad de Cuenca, autorizo al centro de información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la Universidad.

f. _____ f. _____

Nelly Idrovo María Montero

Cuenca, 14 de Noviembre del 2011.

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Nelly

I want to express my great gratitude to God and to the Virgin Mary, who blessed and guided me during this difficult journey. I also thank in a very special way each of the people, my family, friends, and teachers, who helped and supported me throughout this time. I also want to express my deep appreciation to the CPA Rosa Inga because, without her help, I would not have succeeded in reaching this goal. I also thank my colleague in this project. Thanks, Nelly for all your patience and understanding.

Maria

## DEDICATION

We dedicate this work to God, our parents, friends, and everyone who helped and supported us complete this paper. They gave us strength and courage to finish this project and continue pursuing our goals.

I dedicate this project to God, who has been my guide, and to my family who has been my support: I especially want to thank my mother because she has always given the best of her to help me move forward in my studies.

Nelly

I want to dedicate this work to God, who has blessed me during this long journey; to my family, especially my mother, who has been a great example, showing me that in life, with hard work and dedication, everything is possible. I also want to dedicate this project to all my classmates and to all my teachers.

Maria

## INTRODUCTION

Everything in life changes; this includes our thinking, our attitudes, technology, and the way we learn. It is important to recognize that some changes are hard to accept but not impossible.

Within education, there have been many changes, mainly in the methodologies. It is for this reason that, in this work, we propose new activities which may be included in the teaching process of English, especially for students in the tenth year of Basic School Education.

This project presents some games and fun activities, which aim is to become a good tool for the teacher in order to enhance the development of speech skills in their students. The benefits that the use of the mentioned activities may have for the teacher and the students are as follows.

- The Improvement of the teacher – student interaction.
- The Increase of the spirit of collaboration.
- The development of strong social relations.
- The increase of students' confidence.

Our main objective is to provide valid tools to help in the creation of a beneficial class atmosphere, leaving aside the boring and routinary English classes which are based in the use of the guide text.

This project will be developing in the following way:

Chapter one contains the graphic and statistic description of the results obtained in the survey applied to students at Ezequiel Cárdenas Espinoza High School. We find the main needs and interests of students in order to develop this project.

Chapter two shows the main definitions and theories that an EFL teacher needs to know in order to improve his class. Here the teacher can find what is motivation and what are its types, strategies to create an affective environment, how to motivate students, and some tips that will help the teacher to improve his classes from a different point of view based on Piaget's and Vygostky's theories.

Chapter three deals with some activities students express they want to include in their English classes. A definition of each activity and a brief description are provided as a hint to the teacher. Furthermore, some examples of these activities are developed as useful resources for an EFL classroom that looks for communicative proposes.

# Chapter I

## 1. INTRODUCTION ON POLLS

This proposal started with a poll, containing eight questions related to the language learning process. The main objective of the poll was to know whether English teachers used games and fun activities to increase the speaking skill.

These polls were applied to students in the tenth year of Basic School Education at Ezequiel Cárdenas Espinoza.

The characteristics of this public school are mostly the lack of didactic and technological resources that support a better development of English as a second language. On the other hand, the text book has no other resource than a CD for listening exercises, thus limiting the development of other language skills. For this reason, we designed this survey to suggest fun activities proposed by the students themselves in order to increase the skill of speaking. This would mean an advantage to carry out the proposal presented in this document.

### 1.2. THE SURVEY´S RESULT

To do this study, we took a sample of 28 students, in the tenth year of Basic Education at Ezequiel Cárdenas Espinoza School.

The main purpose of the survey consisted of finding out the way students were more interested in learning English. The results are detailed below.

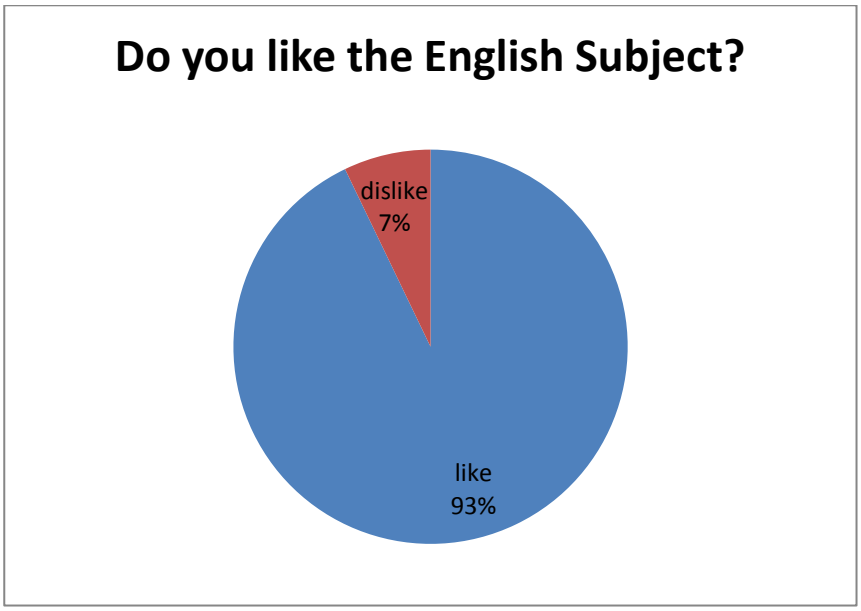



Fig. 1

Figure 1 shows the results of the first question about whether they liked the English subject. 93 % of students expressed that they liked the subject; and 7 % of them showed the opposite.

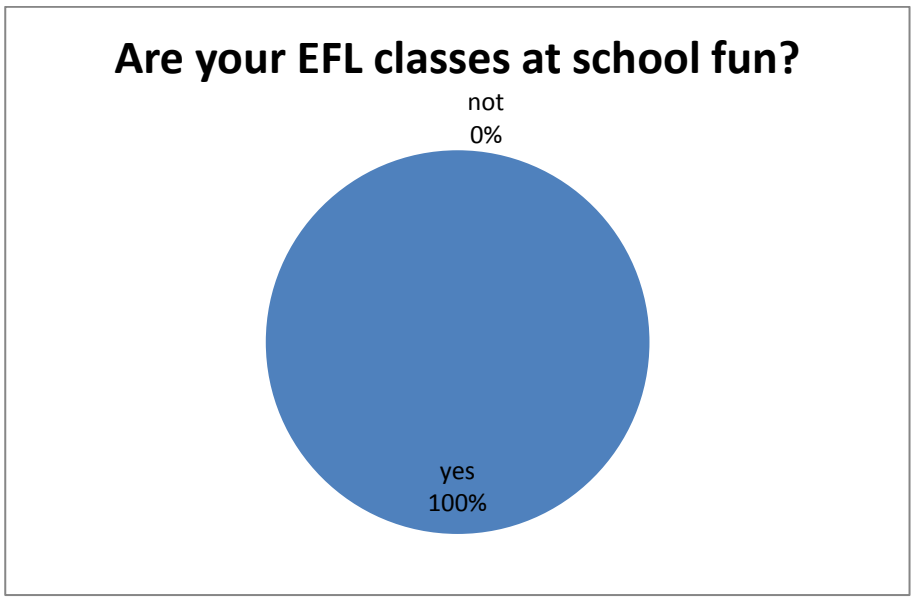



Fig.2

When we asked the students whether the classes were fun, they all expressed that this was indeed one characteristic of the class.

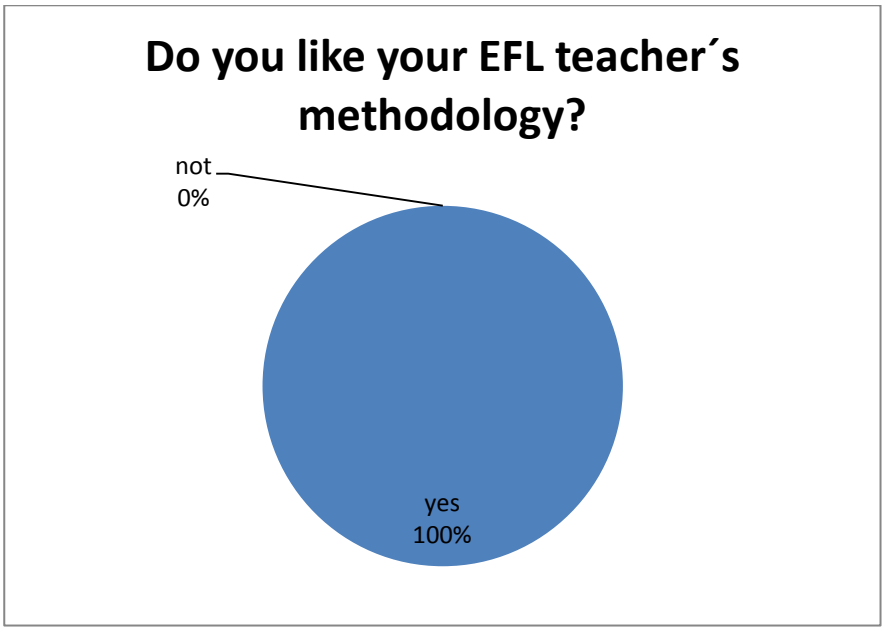



Fig. 3

Regarding to the question about whether they liked their EFL methodology, all the surveyed students expressed they did like their EFL teacher´s methodology.

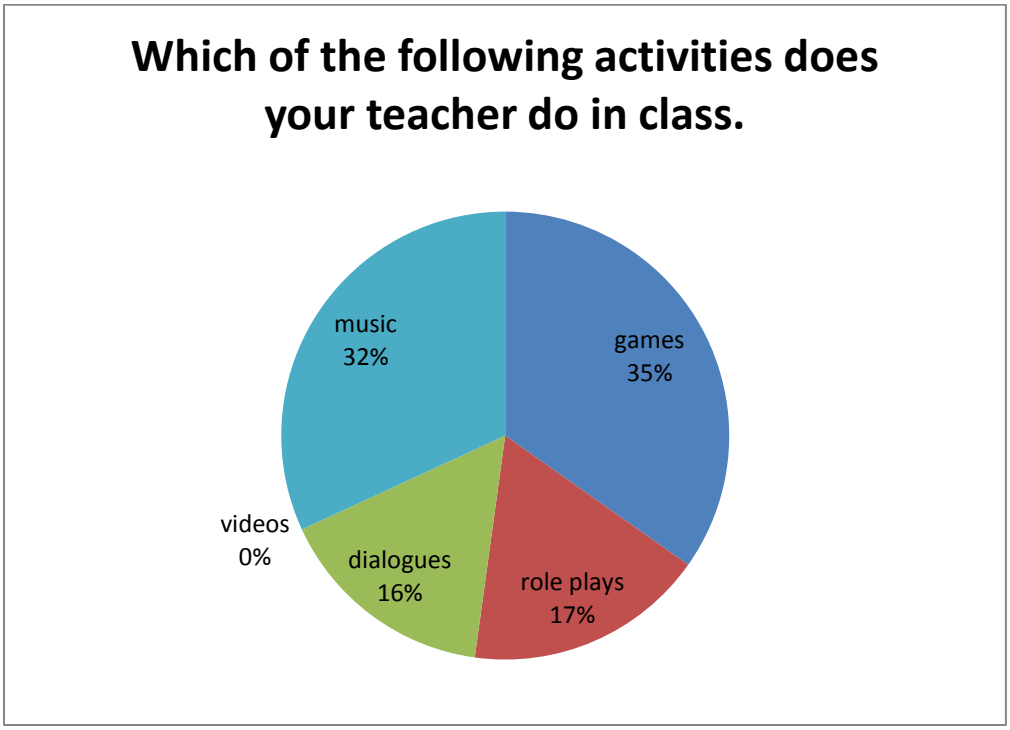



Fig. 4

In the item about the type of activities their teacher does the results appeared. 35% of students reported that the teacher worked with games. 32% of students indicated that they listened to music. 17% of the students said they practiced role plays. Dialogues in the classroom represent 16% and videos 0 %.

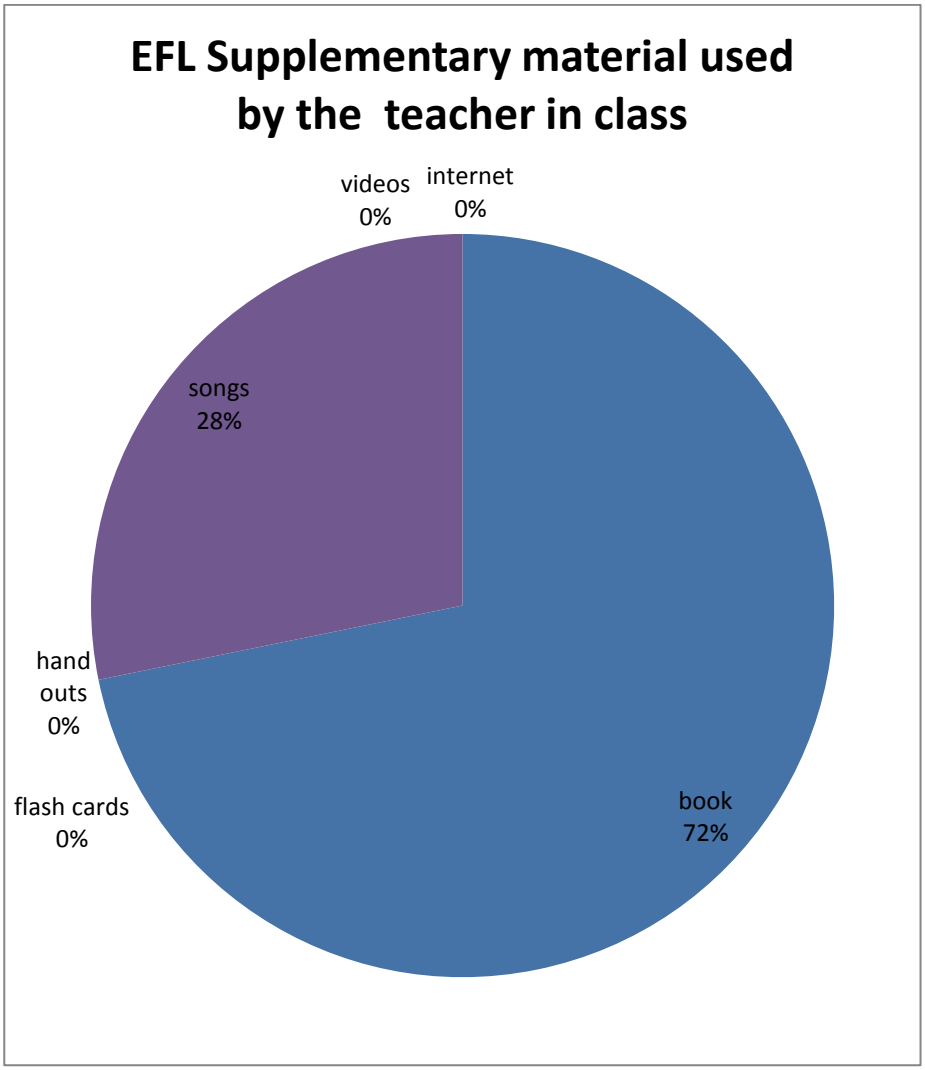



Fig 5

For EFL supplementary material used by the teacher in class, students had many options to choose from in order to identify the extra material used by their EFL teacher. 72 % of students said that the principal

material that their teacher uses in her classes is the book. 28 percent of students expressed that teacher also uses songs to complement the classes. Besides, students said that their EFL teacher does not use flash cards, hand outs, or internet in her classes.

The English school teacher mentioned that she did not use the internet and videos because the institution does not have the necessary implements and infrastructure.

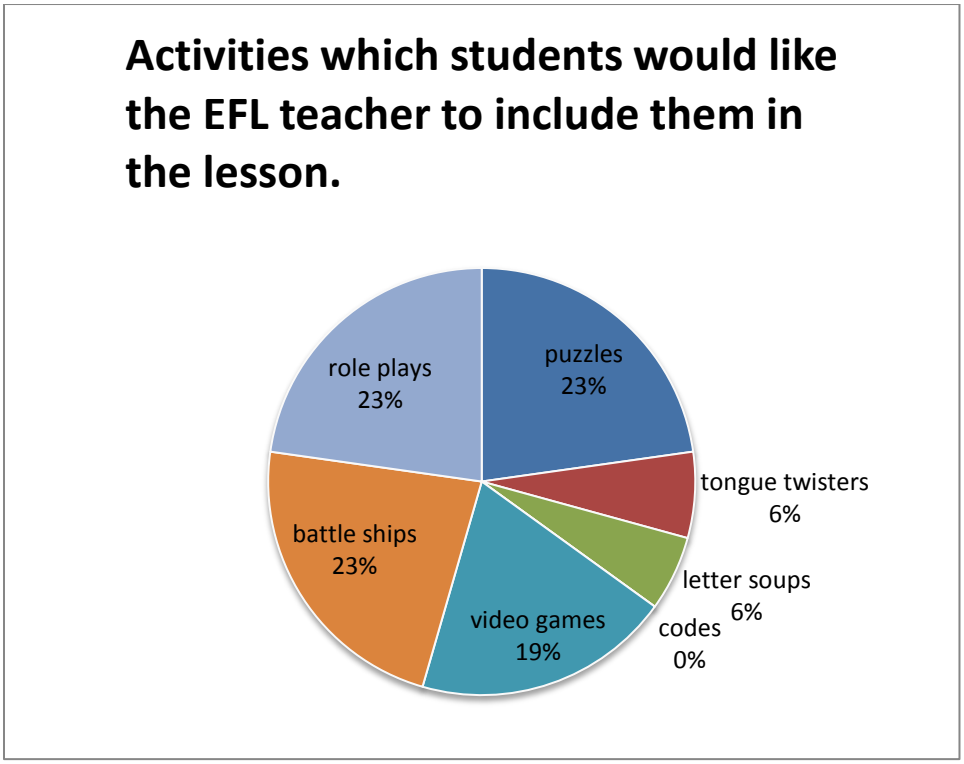



Fig. 6

Based on the informants' answers, we were able to draw the conclusion that there are three important games that they like having in their EFL classes. These activities are puzzles, role plays, and battleships.

Video games, tongue twisters, letter soups, and codes obtained a preference of 19, 6 and 0 percent respectively.

The results which were obtained guided us to work on puzzles games, role plays, and battleships which were the preferred activities of the interviewed students.

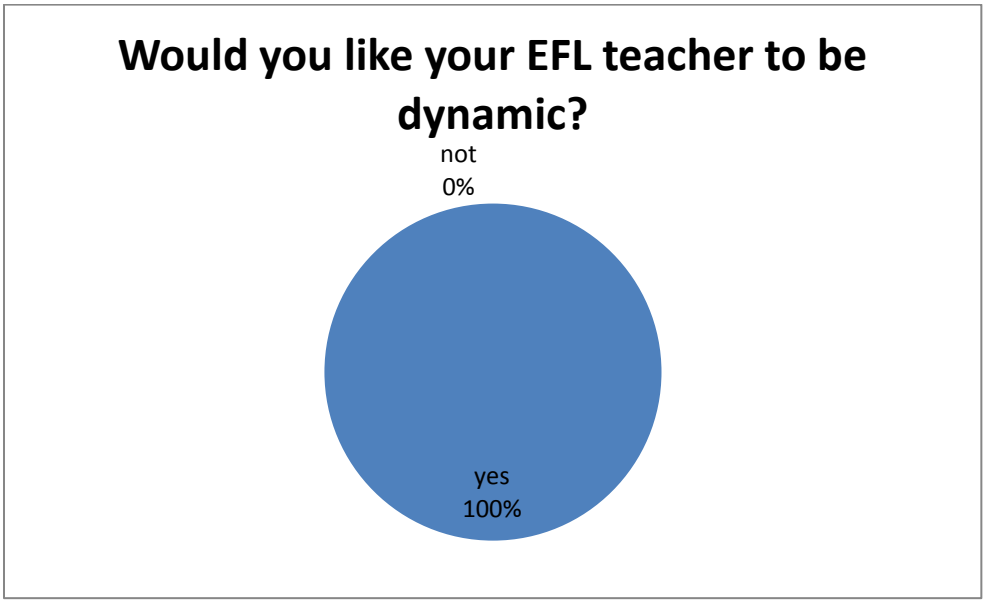



Fig. 7

Figure 7 expresses that all students like the way the teacher teaches them and also that the teacher is dynamic.

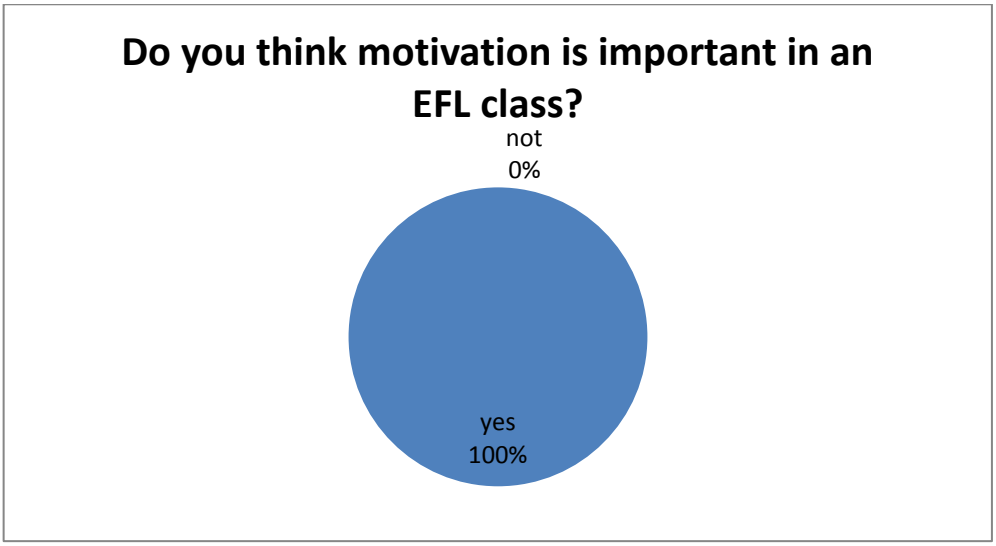



Fig. 8

About motivation, all students indicated that motivation is important in an EFL class.

## 1.3 CONCLUSION ON THE SURVEY´S RESULTS

As a conclusion, we can say that the use of games is useful because it gives students and the teacher the means to have an easier and shorter teaching learning process, facilitating the acquisition of new knowledge. Also, games help in the creation of a fun and happy learning environment, motivating students to speak English.

The reason is that students interact among themselves and with the teacher, and in that way, the confidence in the process up playing with classmates, acting up, and being enthusiastic.

English will come naturally in students because it is all part of having fun learning.

Games have proved to be relevant on focusing language skills, provided that skills can be tackled either individually or in an integrated way depending directly on the type of games the teacher will present. Some games can be done in pairs, in groups, or individually, but it is always important that the teacher uses the correct material, equipment, and supplies depending on the game.

# Chapter II

## 2. MOTIVATION

Williams and Burden note that “motivation may be constructed as a state of cognitive and emotional around, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal or goals” (120).

The perspective a teacher has of the student is very important because from this will depend the form of teaching and teacher-student relationship. A student is an individual who regularly attends class and captures knowledge through formal instruction at an Educational Institution. In a classroom, a student is not a passive listener, but a person with feelings and problems that affect his learning directly.

Part of the teacher’s job is to provide an environment that is motivationally charged. One of the first places people begin to set goals for themselves is in school. According to Wendy Pan she says that “motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function. Motivators can be anything from reward to coercion. A teacher that implements motivational techniques will see an increased participation, effort, and higher grades”.

Using motivation many needs and expectations by teachers can inspire and change the student’s attitudes. It helps them feel valued in a class of communicative learning. When the teacher demonstrates a positive attitude in class to meet student needs, he promotes commitment and dedication to learning. José Maria Boladeras says that “a cut-time activity may be the best strategy to recapture the attention. Learning a language can be fun and that is the secret of success”

## 2.1 TYPES OF MOTIVATION.

Before explaining the types of motivation, we will mention that motivation is based on internal and external factors that include the student.

Csikszentmihalyi and Nakamura provide a clear definition of the two types of motivation.

- **Intrinsic motivation:** the motivation is likely to be intrinsic when the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself (qtd Williams and Burden 123).

So, the intrinsic motivation comes from internal factors, it is when a person sets his interest in the study or work, achieving their aims, aspirations and goals. Also, it is when doing things can be defined as the pleasure and satisfaction experienced when one attempts to make or create something. Intrinsic motivation stimulates experiences, for example, in an opera when someone performs an action in order to experience sensations (e.g. sensory pleasure, aesthetic experiences, fun and excitement).

- **Extrinsic motivation:** the motivation is likely to be extrinsic when the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards (qtd Williams and Burden 123)**.**

The extrinsic motivation comes from external factors. It expresses that students learn not so much because they like the course or career but because the benefits it offers. Extrinsic motivation pertains to a wide variety of behaviors which are means to an end, not ends in them.

There are three types of extrinsic motivation.

a) External regulation: The behavior is regulated through external means such as rewards and punishments. For example, a student might say, "I study the night before the exam because my parents forced me to do it."

b) Introjected regulation: The individual begins to internalize the reasons for their actions, but this is not truly self-determined internalization, since it is limited to the internalization of past external contingencies. For example: "I will study for this test because I flunked the previous examination for not studying."

c) Identification: it is the extent to which behavior is judged important to the individual, especially what he perceives as chosen by himself, then the internalization of extrinsic motives are regulated through identification. For example: "I decided to study last night because that's important to me" (“Automatically”).

## 2.2 STRATEGIES TO CREATE AN AFFECTIVE ATMOSPHERE

According to Maria Ácreda there are some things teachers must have into account:

- Support the students during their learning process.
- Solve their doubts after the lesson.
- Give immediate feedback.
- Provide communication.
- Transmit motivation.
- Show good attitude towards student and subject.
- Remember not all the strategies will work with all students.

## 2.3 HOW TO MOTIVATE STUDENTS?

To learn how to motivate students must take into account some of the following premises:

- Explain to students the educational goals we have planned for the session.
- Consider the activities in a logical and orderly sequence.
- Propose activities that make use of different capacities for resolution.
- Make new mistakes as teachable moments as an enriching one.
- Promote communication and good relations between students
- State the reason and understanding as the best tool for resolving conflicts and activities.
- Apply knowledge of content and situations near and close to students.

## 2.4 CONSTRUCTIVISM

Grennon says that “constructivism seeks to help students to internalize, rearrange, or process new information. This transformation occurs through the creation of new learning and this is the emergence of new cognitive structures, which allow face the same or similar situations in reality”.

Constructivism states that new knowledge is formed from the schemes themselves, the individual product of its reality, and a comparison of other individuals around him (“Automatically”).

### 2.4.1 Piaget´s theory

According to Marion Williams and Robert L. Burden one of the most enduring aspects of Piaget´s work is that:

> He emphasizes upon the constructive nature of the learning process. In contrast with more traditional views which see learning as the accumulation of facts or the development of skills, the main underlying assumptions of constructivism is that individuals are actively involved right from birth in constructing personal meaning, that is their own sense of the world and the experiences that surround them. In this way the learner is brought into central focus in learning theory.
>
> Piaget himself was mainly interested in the way in which people come to know things as they developed from infancy to adulthood. Thus, his theory is one which is 'action – based', more concerned with the process of learning than what is learned. It suggests that we come to know things as a direct result of our personal experiences, but that we make sense of those experiences at different stages of our lives (21).

Piaget proposes an education where the child is intended to form a full development of human personality. He gives the explanation that the personality is based on autonomy, reciprocity, respect, and commitment. An individual is capable of forging intellectual and moral autonomy to respect this autonomy in others precisely under the rule of reciprocity. In this type of education there are two points tackled in a way fundamentally inconsistent with respect to traditional education, in fact these are the basics that underpin ethical Piaget to propose an active education.

Vigotsky and Feuerstein express that:

> Children are born into a social world, and learning occurs through interaction with other people. From the time we are born we interact with others in our day – to – day lives, and though these interactions we make our own sense of the world. Thus we can begin to see in social interactionism a much needed theoretical underpinning to a communicative

approach to language teaching, where it is maintained that we learn a language through using the language to interact meaningfully with other people (39).

### 2.4.2 The theory of genetic epistemology

In this theory Piaget says that “the learning process is related to the biological development of the individual”.

Piaget´s theory is based on learners passing through a series of stages which are the follows:

- The sensory – motor stage – from 0 to 2 year.
  This period is call sensory _ motor because the most important way for children to explore the environment involves the senses and motor activity such as seeing, hearing, touching, tasting, moving, etc. at this stage the child begins to make use of imitation, memory, and thought. He begins to recognize that object do not cease to exist when they are hidden. Besides, there is a movement from relax actions to goal directed activity.
- Preoperational stage – form 2 to 7 years.
  The main accomplishment of the preoperational period is the ability to form and using symbols, words and gestures, sings, images and so on, to represent actions or objects mentally. At this age the child has difficulty seeing another person’s point of you.
- The concrete operational stage – from 7 to 11 years.
  During this stage children go beyond the information given. They become able to perform mental operations tied to concrete objects. They also can comprehend other situations such as understanding laws of conversation, arranging objects in sequential order according to one aspect like size, weight and the volume, classifying objects into categories, and understanding reversibility.
- Formal operations – from 11 to 16 years.

This is the age of intellectual abstract operations, the information of the personality, and the effective and intellectual insertion in the society of adults. In other words, in this stage hypothetic – deductive reasoning takes place, as well as inductive reasoning, reflexive abstraction, major development of moral concepts and egocentrism of the adolescent (qtd in Condo 19 - 20).

### 2.4.3 Learner – centeredness

Nunan points out that “the term learner - centered refers to classrooms, not in which learners are involved in making choices about what and how to learn, but in which learners are actively involved in the process, classroom in which the focus is on the learner in the sense that they do all the work” (14).

It is important to emphasize that applying this theory does not mean that a teacher leaves all the power, responsibility, and control to the students from the first day of the course. Student should gradually assume responsibility for their own learning, in this way they will get autonomy and a direct participation in the construct of their own knowledge without being mere receptors of the teachers’ knowledge. In other words, in an EFL learner - centered classroom, the language acquisition is facilitated due to the opportunities for students to interact through the development of motivation, and to choose materials according to their learning needs.

### 2.4.4 Conception of learning.

Building on constructivist ideas, learning is not a simple matter of transmission and accumulation of knowledge, but "an active process" realized by the student to join, extend, restore and interpret, and therefore "construct" knowledge, integrating his experience with the information he receives (“Automatically”).

### 2.4.5 The main principles of a Vygotskian classroom

* Learning and development are social and collaborative activities that cannot be "taught" to anyone. It depends on the student to construct their own understanding in their own mind.

* Zone of Proximal Development can be used to design appropriate situations during which the student will be provided appropriate support for optimal learning.

* The teacher must take into account that learning occurs in meaningful contexts, preferably the context in which knowledge will be applied.

### 2.4.6 The three main assumptions of Lev Vygotsky are

* Building meanings

* Tools for cognitive development

* Zone of Proximal Development

Lev Vygotsky expresses that the psychological instruments are all objects whose use serves to order any external information that students learn to use in order to express his intelligence, memory, or attention (“Automatically”).

# Chapter III

## 3. GAMES AND FUN ACTIVITIES

### 3.1 GAMES

Carmen Torres points out that:

> Games are good tools that help students to discover the pleasure of doing things and being with others. Games are the most important means to express their varied feelings, interests, and hobbies. They are linked to creativity, problem solving, and language development or social roles, that is, with many cognitive and social phenomena. Games are, among others, a clear educational function in that these help students to develop their motor skills, mental, social, affective and emotional, as well as stimulating their interest and spirit of observation and exploration to know their surroundings. Games become a process of discovery of external reality through which the student is gradually restructuring their concepts and the world. Besides, games help students to discover themselves, to know their personality. (115 - 18)

### 3.2 FUN ACTIVITIES

Fun activities are motivating in an English class because they provide the opportunity for student participation, developing skills while learning in an indirect way. Anthony Stringer says that "you can add topics or activities within your icebreaker to make them more fun and interesting".

The practice of recreational activities in communities is an essential element in the lives of adolescents. According to Miranda Morley, “using games to learn to speak English; you can have fun while learning. Racing to beat your opponent or get a high score can be motivated to study and learn more frequently from computer games to outdoor activities, a number of games that can be used to learn to speak English”.

The games in the classroom serve to strengthen the values such as honesty, loyalty, faithfulness, cooperation, solidarity with friends and with the group, respect for others and for their ideas, love, tolerance, and favorable traits such as self-control. Students must be careful to understand the rules and do not spoil the search for alternatives or outputs that support a position, curiosity, initiative, imagination, and common sense of the players. All these values facilitate the integration into civic life. In that sense, games serve as links to conceptual, procedures, and attitudes to the values inherent in the local community. Games stimulate the creativity of teachers committed to the learning process and facilitate students in the process.

## 3.3 A SMART GAME IN THE STAGE OF THE SPECIFIC OPERATION ACCORDING TO PIAGET.

Traditionally, even though games are within the formal education they are not considered part of the range of learning; however, there are several games that are designed to develop skills and knowledge in children. These games can be adapted depending on the needs of each student group. They include activities that can be practiced in groups in the classroom or even outside of it. This situation gives the advantage that children usually participate enthusiastically.

## 3.4 GAMES FOR SOCIAL THOUGHT

Piaget takes the individual as an active being, who is building his intelligence through the development of experiences with the media. It is very important to take into account the development of activities and social interaction for the child. This will allow him to develop a more comprehensive concept of reality since the development of intelligence with the physical interaction and social cooperation are systematically related. One cannot be taken without the other, and it is important to take into account both.

To achieve effective education, from the theoretical perspective of Piaget, especially at the beginning of formal education is essential to take into account the game, which will generate activities that promote effective and consistent social thought. This is to confront the child experiences, feelings, and thoughts with other students. This should encourage respect an environment where students comprehend that their opinion as such, is as valid as the other students. The options to explore and create new activities that will enable the students develop their intelligence and logical thinking must be a priority in the learning process.

In this type of play the role of the teacher is an organizer and mediator between the students and the environment. In addition, as the students feel in an environment of freedom, students will have the option to create their own rules, thus gaining greater confidence and security in their actions.

## 3.5 GAMES AND FUN ACTIVITIES FOCUSED ON SPEAKING

### 3.5.1 PUZZLE

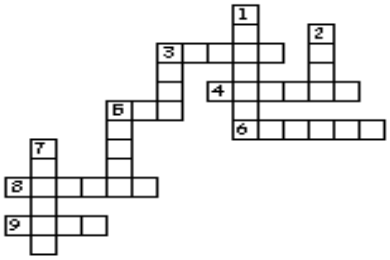
#### 3.5.1.1 Definition

A puzzle is a problem or enigma that tests the ingenuity of the solver. In a basic puzzle, one is intended to put together pieces in a logical way in order to come up with the desired solution. Puzzles are often contrived as a form of entertainment, and they can be used in academic activities (“Automatically”).

These are the most common puzzles used by teachers in the classroom:

**Criss-Cross Puzzle** distributed in rows and columns, sharing letters, different words entered. These are numbered and the corresponding questions listed.

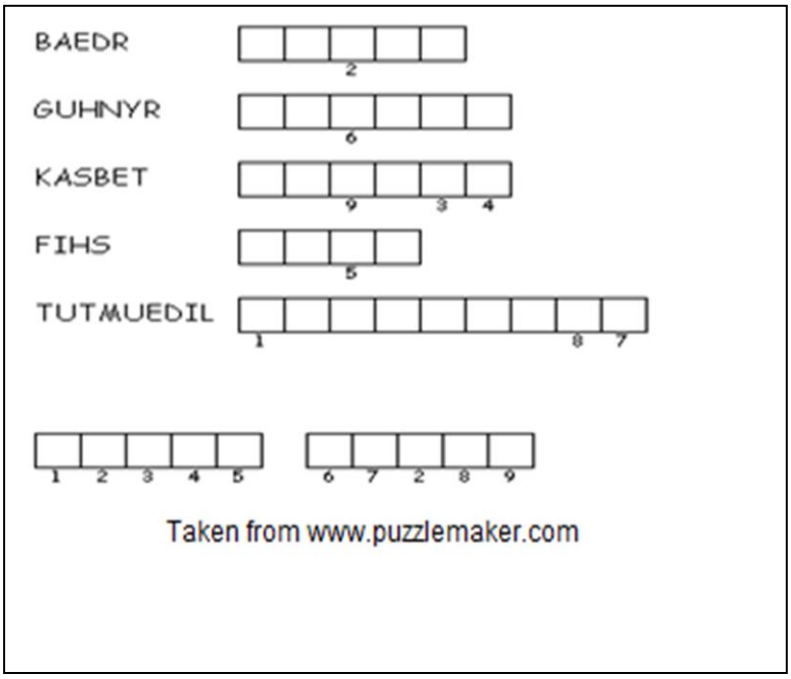
**Past tense**



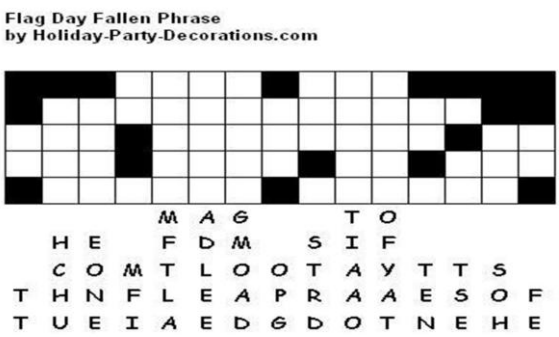
Across
3. write
4. think
5. sit
6. dance
8. play
9. read

Down
1. watch
2. sing
3. go
5. speak
7. talk

**Double Puzzle.** Once settled the first definitions, with the letters highlighted in each word the student will be able to complete a second word.



**Fallen Phrase**. After entering a phrase in the application, the student places the letters in the cells. Each letter appears in the corresponding column, but it must be rearranged.




Taken from www.puzzlemaker.com

We, as teachers, must be always updated on new materials that allow students learn in an easier way. There are many options to find new academic materials, for example, the puzzlemaker program. In this site the teacher can find an easy way to make puzzles according to students' needs and interests. Here is the address of this site www.puzzlemaker.com. Also, we describe the program and the steps that you should follow to work with that program.

### 3.5.1.2 Puzzlemaker

Puzzlemaker is a useful tool for teachers. It generates puzzles, word searches, mazes, and similar applications. It is a free application that does not require pre-register as a user. It allows you to print the results or save as an image to be retrieved later and insert it into our usual word processor ("Automatically").

**Step 1**

Enter the title in your word search

The title will appear at the top of your page. IMPORTANT: puzzle titles are limited to 49 characters

**Step 2**

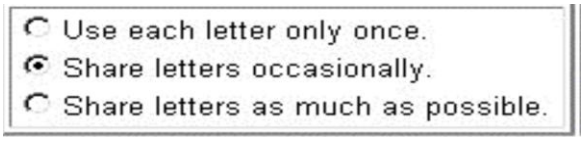
Enter the size of your word search puzzle. The normal suggested size is 15 letters across by 15 letters down.

Number of letters across ☐ Number of letters down ☐

**Step 3**

Word search puzzle options

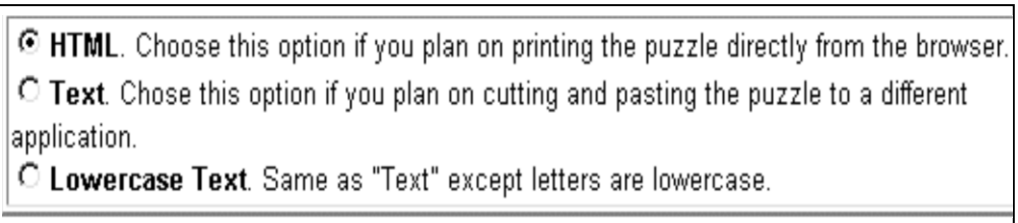
Puzzles where the words do not share any letters are faster to generate and easier to solve. If you choose option, 'share letters as much as possible', the computer will take a little longer to generate the puzzle.




Taken from www.puzzlemaker.com

**Step 4**

Word search puzzle output type




Taken from www.puzzlemaker.com

Taken from www.puzzlemaker.com

**Step 5**

Enter your words

Separate your words with commas, spaces or type each word on a new line. Any character that is not a letter will be considered a space

### 3.5.1.3 EXAMPLES OF PUZZLES

The EFL teacher uses these types of activities to help students to interact in class. Besides, these activities create a collaborative environment in order to complete these steps.

Puzzles serve to entertain and create a dynamic environment within a classroom. The use of the puzzles depends on the EFL teacher's skills and students' necessities. We use them to develop speaking skills by creating different activities such as the ones detailed below.

**Criss-Cross Puzzle:** we will use this kind of puzzle in order to develop students' speaking skill. This will be a pairwork activity.

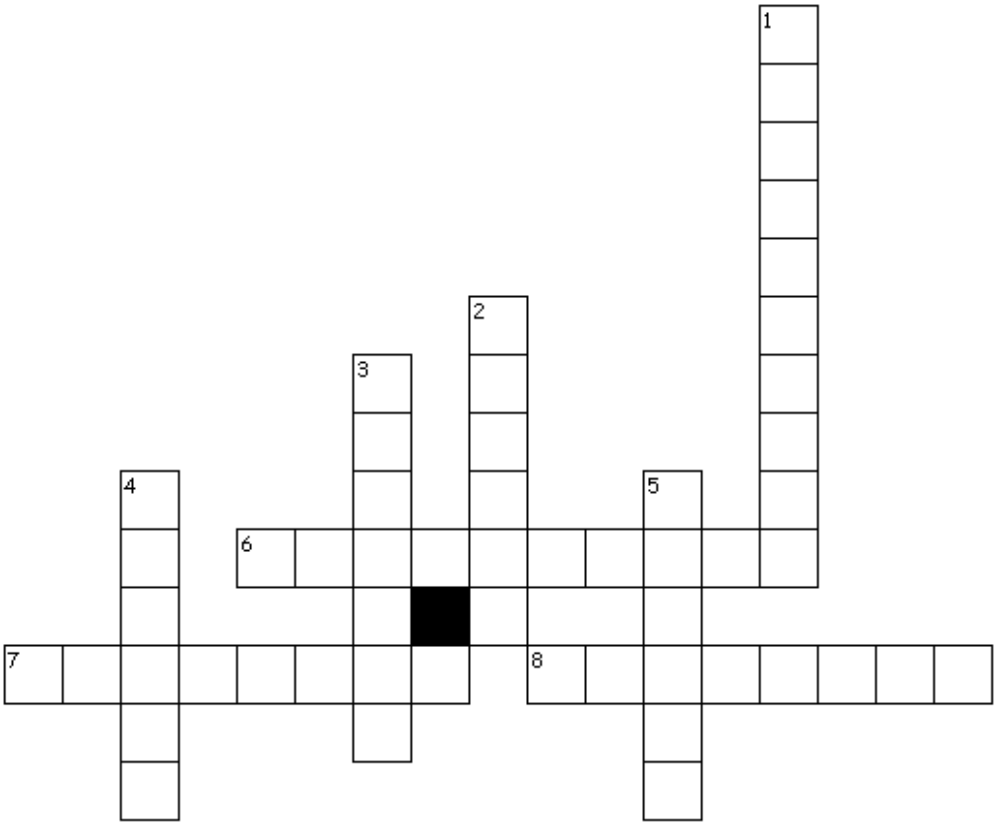
**Instructions:**

First, student A has to complete work sheet A and student B has to complete work sheet B. Then they have to exchange information orally in order to have the complete puzzle.

This activity will take 10 minutes

Work sheet student A

**Sports**




Across

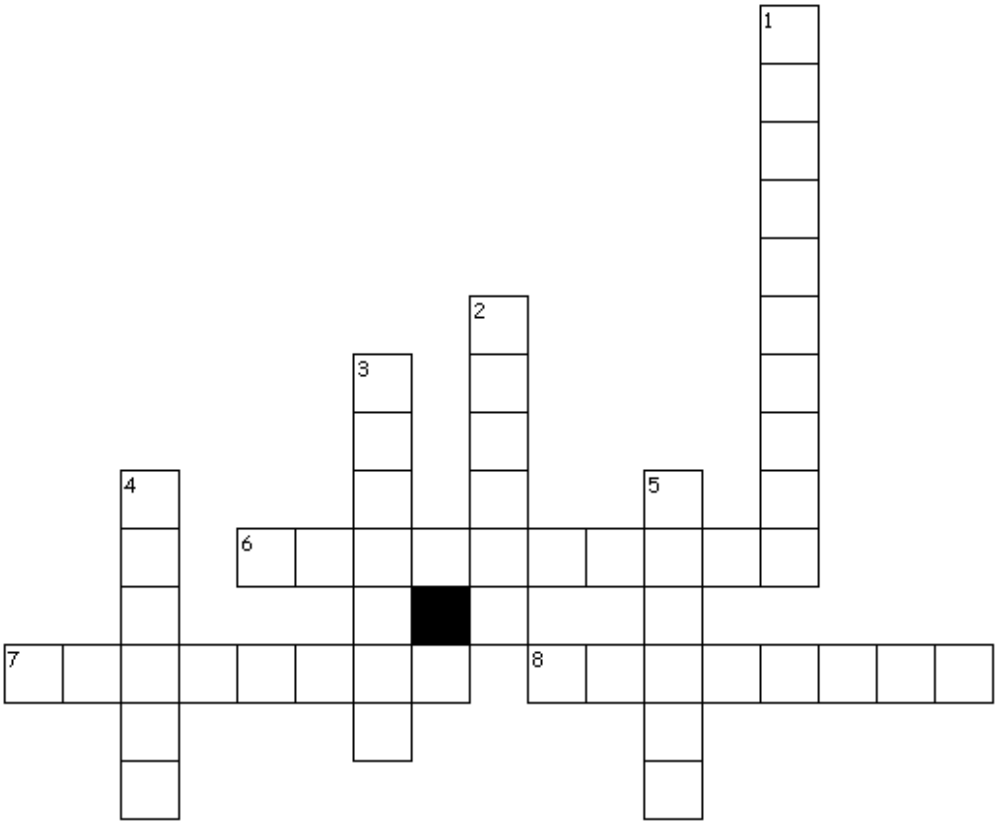
6. Three players

7. in the water

8. River sport

Work sheet student B

**Sports**




Down

1. Main use of hands
2. A team game
3. Work with your legs
4. Hitting your body
5. Use of rackets

AUTORAS:
NELLY IDROVO MALDONADO
MARÍA MONTERO GUALLPA

### 3.5.2 ROLE PLAY

#### 3.5.2.1 Definition

Gillian Porter says that “when students assume a ‘role’, they play a part in a specific situation. ‘Play’ means that the role is taken on in a safe environment in which students are as inventive and playful as possible”. (5)

Also, he says that “a group of students carrying out a successful role play in a classroom has much in common with a group of children playing a normal game. Both are unselfconsciously creating their own reality and, by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people” (5).

Role play is one of the main communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation (7).

A role play is a resource in which two or more students represent a situation or case of real life, acting out in the role assigned to them and so is made more vivid and authentic.

Role-playing games are stories. You create one of the main characters, and you create a story around your character. The rest of the players also create stories around their characters. And there’s an editor who brings those stories together.

In most role-playing games, one person plays the “referee,” who can be thought of as the “Editor” of the story. The Editor will, with input from you if you desire to give any, describe a world or setting. You and your friends, as players, will take a character and protagonist in this world. You will guide your character through the story that you and your friends are creating.

Each player takes a different character, and each character interacts with each other’s character. Role-playing, in this sense, is very much play-

acting in the mind. You imagine what the editor describes. Then, you imagine your character's response to this situation, and describe that to the editor and the other players. They, in turn, each do the same with their characters.

In most games—board games, card games, and dice games—there is a clearly defined way to win, and a clearly defined way to lose, and winning is the goal of the game. In role-playing games, the concepts of "winning" and "losing" do not exist. Your goal as player is to help create a story and to have fun. You may give your character other goals, but the success of your character does not determine any sense of "winning" or "losing." Like life, it is not so much whether you win or lose, but how you play the game ("Automatically").

#### 3.5.2.2 Why use role play?

According to Gillian Porter there is a list of special reasons for using role plays.

- A very wide variety of experience can be brought into the classroom trough role play.
- Some people are learning English to prepare for specific roles in their lives,
- Role plays helps many shy students by provident them with a mask.
- Perhaps the most important reason for using role play is that it is fun (6 -7).

#### 3.5.2.3 Advantages of role play

a) Allows students to experiment with new behaviors in a climate of limited risk and is not a real situation. We have established standards previously provided to us to assume the role playing.

b) Participants become aware of what they do, how they do and the consequences of their behaviors.
c) Students identify different ways to react and their effectiveness in question ("Automatically").

### 3.5.2.4 How Can I Become Involved With Role-Playing?

The same way you would get involved with any other game. You either find some people who are already playing, or you start a game yourself. The former is recommended, but either way is fun. The first thing is to figure out what you want to play. What kind of movies or books you want to copy. That's what you want to play. There are generic games that cover whole genres—espionage, detective, super-hero, swords and sorcery, space opera, and the old west, for example.

You as an EFL teacher can find many places where you can find many role plays to work with your students. The next page will be very useful for you http://www.eslflow.com/roleplaysdramatheatregames.html. The following role plays are some examples that you can find in this page ("Automatically").

### 3.5.2.5 Examples of role plays

**Role plays 1: interview with a famous celebrity**

This activity is a pair work activity. One student will be the interviewer and the other will be the famous celebrity. It will be worked in 10 minutes.

One student has the questionnaire, and the other student answers it, according to his/her thoughts.

eslflow.com

**Interview with a famous celebrity**

Good morning, I'd like to ask you a few questions .

Sure, go ahead.

First, what do you feel is your biggest achievemen t ?

What are you passionate about?

Where did you learn to
- sing
- act
- model
- etc.

Who inspires you ?

What's your biggest challenge ?

What is your favorite
- movie
- song
- etc.

What do you think about paparazzi?

What would you do if ..... .....?

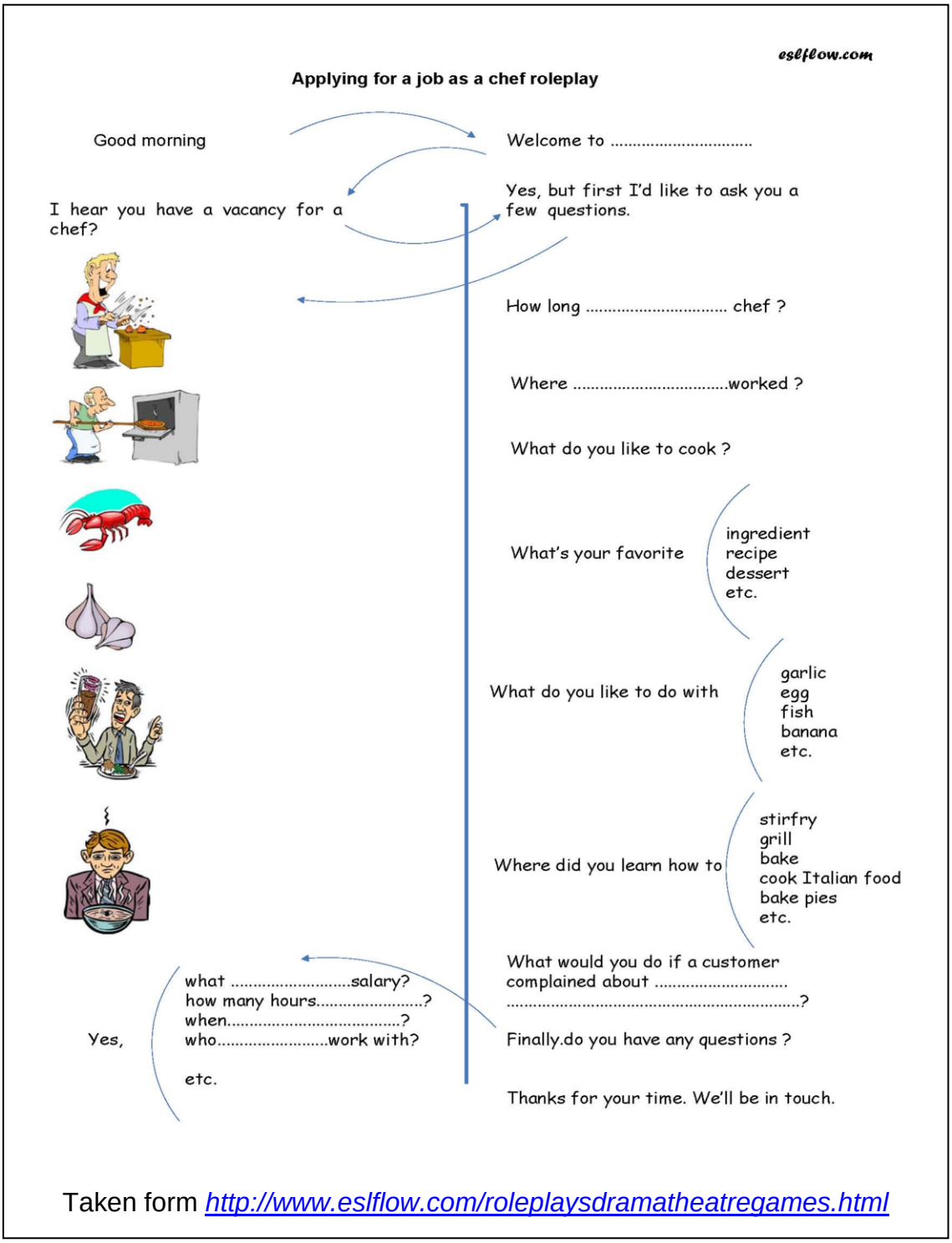
What's the next step in your career?

Thanks for your time. It was a pleasure to talk to you.

Taken form [http://www.eslflow.com/roleplaysdramatheatregames.html](http://www.eslflow.com/roleplaysdramatheatregames.html)

**Role play 2: applying for a job**.

In this activity students will work in pairs for ten minutes. One student has the questionnaire, and the other one answers it according to his/her thoughts. The interview is to a candidate of a chef position.




Taken form [http://www.eslflow.com/roleplaysdramatheatregames.html](http://www.eslflow.com/roleplaysdramatheatregames.html)

**Role play 3: Strangers on a train**

This is an excellent activity to promote oral fluency practice and specific language practice at the same time.

Get the students to imagine they are strangers in a train compartment - get them sitting opposite each other in groups of four. Elicit what people usually talk about on the train - the weather, where they are going/coming from etc. Tell them you are going to give them a line to memorize and that it is a secret - give them out, students memorize and you take them back in.

Then explain what they have to do - to say their lines as naturally as they can in the conversation without the others guessing it is their line. So they have to direct the conversation so that they can say their line naturally, without the others noticing. They must have one conversation and not split into two as the others will miss their lines when they come to say them.

The lines you give them could contain a language item that you have recently been looking at or off-the-wall sentences (e.g. my girlfriend sleeps in the garden). At the end the students then tell each other what they thought were each others' lines. It is an activity that you can use again and again and has lots of fun.

### 3.5.3 BATTLESHIPS

#### 3.5.3.1 Definition

Battleships are an adversarial activity requiring two opponents, either teams or individuals. Working the same way as grid references on a map (which is what this is). One player asks or says a target word/phrase /sentence /question and their opponent responds with information regarding to the accuracy of their 'shot'. Tell the students that their questions are English 'cruise missiles', which are aimed by targeting a point on the battle-

grid and using the corresponding phrases to construct a question. For example: "Are you going to play shogi tomorrow?". Students record their ships' placement in the smaller grid, and their attempts at sinking their opponent's craft in the larger one.

This is an incredibly versatile activity, and can be adapted to the teacher's needs. Teach colors, numbers (words), difficult letters (l + r, d + b, q + p...), tense, or 'to' infinitive. Play can be one-on-one, team vs. team, teams vs. teams, or class vs. Teacher (T) and Student (S1). This game works best with one-on-one for junior high school, second and third year. As Battleships can take up to an entire lesson to play, be sure that students have learnt the target grammar before the lesson. Battleships are a much better consolidation tool of grammar point than it is a teacher.

After passing out the battle-grids, give a brief explanation on how to play the game in simple English, and demonstrate on the board the steps of the opponent. Target words, phrases, and responses are briefly practiced by the entire class in chorus. As students do not seem to have seen Battleships before, you will need to explain each step carefully. Make sure they understand that a 1-dot ship represents one intersection of lines, a 2-dot ship is two intersections, etc. Play a game with a student before the class. (“Automatically”).

Demonstrate how to play by rough drawing a battle-grid on the board. You will need at least a five by five grid, as you need to fill in all four ships to cater to the slower learners. Next, have the student to start asking questions. For example, if your 2-dot vessel was on the grid provided, then your attack demonstration could look something like this:

S: "Are you going to study English tomorrow?"

T: "No I'm not. Miss! Are you going ...?

S: "No I'm not. Miss! Are you going to play shogi tomorrow?"

T: "(Kuso) Yes I am. Hit! Are you going..."

S: "No I'm not. Miss! Are you going to eat sushi tomorrow?"
T: "(Oh my God!) Yes I am!! Hit and sunk!!!"

### 3.5.3.2 Examples of battleships

**Battleship 1: Present tense.**

In this activity students will practice “do you want…” This is a pair work activity 1 for ten minutes. Each student will have a worksheet in order to play.

# BATTLESHIPS!

Draw four ships

Answers

Yes, they do! **HIT!**
No, they don't **MISS!**
Yes, they do! **HIT AND SUNK!**

| Do they want you... | every day | for four hours | in the toilet | by yourself | in Sudan | under a bridge | next to Omoi River | outside Hotel Thomas |
|---|---|---|---|---|---|---|---|---|
| to eat ants... | | | | | | | | |
| to learn kanji... | | | | | | | | |
| to listen to Minyo... | | | | | | | | |
| to clean your father's car... | | | | | | | | |
| to ride a bike... | | | | | | | | |
| to study English... | | | | | | | | |
| to watch TV... | | | | | | | | |
| to read Shakespeare... | | | | | | | | |

Taken from http://www.edochan.com/teaching/battleships1ws.htm

**Battleship 2: Past tense**

In this activity the students will work in teams of four for ten minutes. Each group will have their own battleship paper.

Class____ Number____ Name_____

**Battleship: "Did"**

A: Did you _see a movie_ _yesterday_ ?

B: Yes, I did. / No, I didn't.

| | see a movie | go to Odaiba | eat curry | have homework | read a book |
|---|---|---|---|---|---|
| yesterday | | | | | |
| last weekend | | | | | |
| last week | | | | | |
| last month | | | | | |

Taken from http://letsteachenglish.com/view_activity.php?a=11

**Battleship 3**: **Prepositions**. In this activity the class will be divided in two teams. They will play for ten minutes.

Class____ Number____ Name_____

**Battleship: "Is there a ~ ?"**

A: Is there a ball on the table ?

B: Yes, there is. / No, there isn't.

| | on the table | under the table | in front of the table | behind the table | next to the table |
|---|---|---|---|---|---|
| ball | | | | | |
| apple | | | | | |
| computer | | | | | |
| book | | | | | |

Taken from http://letsteachenglish.com/view_activity.php?a=127

## CONCLUSION

- In conclusion, this project helps us to find out the main students' interests and needs in the English learning process. We could identify this through the survey which was applied to the students of Basic School Education at Ezequiel Cárdenas Ezpinoza. At the end of the survey application students proposed by themselves some games and fun activities in order to increase their speaking skill which was developed successfully.

- We have seen that games and fun activities that we choose are a useful tool in foreign language learning because these help students with their fluency, social interaction, cooperation, confidence and motivation. Games are a great help as students learn new knowledge in an unconscious way and as students use English in the context of the game. Games have proven to be a great help because they increase motivation, attention, and collaboration by students in the classroom.

- Also, we can say that the games add variations to the classes and increase motivation. Besides, the game makes the foreign language immediately used by the students in an indirect way. When students are playing, they learn English in the same way as the babies learn to speak their native language.

- The learning process is not based only on traditional practices like the use of the book, but students are exposed to a rich variety of activities like pair work activities, role plays, puzzles, and battleships that help them learn the language and applied it in real life situations. Through the use of these activities students are led to interact, cooperate, and be more responsible for their own learning.

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**Note**: some in - text citation of this proposal have been taken from online sources which did not have either page number or a date of publication.

**ANEXOS**

**IFA-001**

**PERSONAL INFORMATION:**

**High School's name:**
**……..**

**Date: …… Sex: …… Age: …….**

**PRESENTATION:**

We are students of the Graduation Course of the University of Cuenca. We are doing this interview in order to know the different interests and necessities of the students of 10th Basic Education. After we get the results we will use it to do our final project at the end of the course. This final project is called **"Motivating Students to Speak English through Fun Activities."**

**DIRECTIONS:**

- Give true answers
- Use a pen
- Answers must be individual

**QUESTIONNAIRE:**

- What sport do you practice?
  .....
  .....

- What do you do in your free time?
  .....
  .....

- Do you like English music?
  Si☐ No☐

- Do you like the English subject?
  Si☐ No☐

- Are your English classes at school fun?
  Si☐ No☐

- Do you like your teacher´s methodology?
  Si☐ No☐

- Which of the following activities does your teacher do in class?
  Games ☐
  Role plays☐
  Dialogues☐
  Dramas ☐
  Watch videos ☐
  Listen to music☐

- Which of the following materials does your teacher use to complement the class?

  Book ☐
  Flash cards☐
  Hand outs☐
  Songs ☐
  Videos ☐
  Internet ☐

- Choose the activities which you would like your teacher include in the lesson.
  Puzzles ☐
  Tongue twisters☐
  Letters soups ☐
  Codes ☐
  Video games ☐
  Battle ships ☐
  Role plays ☐

- Would you like your teacher will be dynamic?
  Si☐ No☐

- Do you think motivation is important in class?
  Si☐ No☐