



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**DIDACTIC STRATEGIES BASED ON THE USE OF THE GAME APPLIED
TO ENGLISH LANGUAGE PRONUNCIATION TEACHING-LEARNING**

**PEÑA AGUILAR ROLANDO MICHAEL
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**PEREIRA ANDRADE ZELIN JOSHEBETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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DEDICATION

First of all, I want to dedicate this research to my grandmother Zoila Castro, who always was my guide, support, a model woman, and my everything. Thanks to her is why I am here meeting my aims. So that, whenever you are in heaven, I want you to feel proud of me and know that we accomplished it. Secondly, but not less important, I am infinitely grateful to my parents, my family, my soul mate, and other people that never hesitated on me and my skills. They also bring me support in a positive way.

Michael Peña

I dedicate this research mainly to my mother because she is who supported me during the entire career and also for being my inspiration, to my sisters, and my teachers who were with me in all this educative process, to my classmates for the support and the funny moments, to my friends, especially my best friend forever who is in heaven, and others who supported my educative process.

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Zelin Pereira

RESUMEN

El siguiente trabajo investigativo tiene como finalidad el mejoramiento del proceso de enseñanza-aprendizaje de la pronunciación en inglés en los alumnos del 8vo año de educación básica paralelo “A” de la escuela de educación básica Amazonas a través del juego como método activo, puesto que, pese a los grandes cambios que se han ido implementando dentro del proceso de aprendizaje de una lengua extranjera y las iniciativas tomadas por el gobierno, se mantienen evidenciando falencias dentro del aula de clases, es por ello, que mediante la aplicación del juego se pretende mejorar la experiencia educativa. La investigación tiene como objeto de estudio el proceso de enseñanza-aprendizaje del idioma inglés, además está sustentada por un paradigma cualitativo, con un enfoque de investigación-acción participativa y método descriptivo a la vez que utiliza técnicas como la entrevista, observación participante y evaluaciones que permitirán medir el alcance del presente trabajo. En base a las necesidades presentes en los estudiantes se aporta una estrategia didáctica basada en la implementación del juego como método activo para el mejoramiento de la pronunciación en inglés, permitiendo así que los alumnos adquieran conocimiento significativo mediante la práctica real y flexible.

PALABRAS CLAVE: El juego, método activo, proceso de enseñanza-aprendizaje, estrategia didáctica.

ABSTRACT

The purpose of the present investigation is to improve the teaching-learning process in the English pronunciation of the 8th grade of basic general education “A” of the Amazonas basic education school through the use of the game as an active method. Despite the enormous changes that have been implemented during the learning process of a foreign language, and the government initiatives, there is still evidence of weaknesses in the classroom. Therefore, the use of the games pretends to improve the educative experience. The object of study is the English teaching-learning process. Besides, the investigation is based on a qualitative paradigm with an action-research approach and descriptive method, using at the same time techniques like interviews, participant observation, and evaluations which allow the results’ measurement. Considering the needs of students, a didactic strategy based on the use of games as an active method to improve English pronunciation, which allows students to acquire significant knowledge through real and flexible practice.

KEY WORDS: The game, active method, teaching-learning process, didactic strategy.

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INTRODUCTION

Over time, English teaching has been evolved and taking a leading role in our society every day. Currently, this language is considered one of the most predominant languages in the world if we were talking about communication on a global scale. The constant evolution of the learning process has made us realize the difficulties implied in it compared with the native language.

In Ecuador, the study of the English language has had its drawbacks. Sometimes, it is because of the lack of teacher's training, bound up with the poor goodwill of the students or even due to factors beyond the protagonists. As an example, different reforms were implemented in a quest to improve the teaching process. The fact that it has been devalued the importance of learning English in Ecuador for a long time.

English language proficiency, like other languages, starts with mastering grammar and the acquisition of a broad vocabulary. To be immersed in the culture and the social characteristics that are embedded in the language, among other aspects. Nevertheless, even if the characteristics before mentioned are considered most important, pronunciation is one of the most crucial skills in the English learning process for non-native speakers.

Pronunciation is an essential aspect to communicate in the English language. As non-native speakers, we could know about grammatical structures, how to write in a precise way or even the correct conjugation of the verbs. If we cannot pronounce words correctly, we would continue limited in communication skills.

For students, pronunciation is one of the biggest challenges to speaking in English. Many of the students remark a great understanding of this language, also that they have a broad vocabulary but the students cannot talk in English fluently. It is considered the puzzle piece that students need to master their second language knowledge without problems. At the moment, we

are expressing something, we are talking about something in deep. It is essential to know how to combine all the pronunciation aspects perfectly so that the message can be understood correctly.

To acquire a good pronunciation is the main objective of the students of a foreign language. Students try to lose the fear, be more spontaneous and improve their social skills in the school environment with all the participants because through this, they will be allowed to have a better communication skill.

There is a problem in our educational system. We continue to be stuck in the same structure that limits the possibility of exploding the student's skills. This is why in the learning restructuring process which is focused on the pronunciation, the use of essential tools allows the teacher to communicate the content and change them in an easy way to the students, and that is really important. The importance of this project is based on the simplification of the learning of English pronunciation process.

For Tobón (2010):

Las estrategias didácticas son un conjunto de acciones que se proyectan y se ponen en marcha de forma ordenada para alcanzar un determinado propósito, por lo tanto, hablando del ámbito educacional específica que se trata de un plan de acción que pone en marcha el docente para lograr los aprendizajes, (pág 246).

With the use of didactic strategies, it is intended to stimulate the student's interest in English learning, specifically in pronunciation because this is one of the most important skills in the EFL communication. Significant learning dominates the use of these strategies, allowing the students to acquire essential knowledge that they can use in their lives and their educational process.

. According to Moyles (1990) “La situación del juego (al igual que otras) aporta estimulación, variedad, interés, concentración y motivación” (p. 22). It has been evidenced that children are more motivated and stimulated in the English class when they are playing or the teacher uses resources like pictures, real objects, etc. All of these, instead of the traditional resources that have been used by teachers, for example text books or student’s activity sheets.

Through the game, we try to improve the teaching-learning process in English pronunciation to reduce confidence problems and learning blocks that students have. Those problems are caused by the monotony in the classroom and the lack of didactic material.

The English learning process requires a huge commitment of all the participants. For this reason, the teachers need to innovate and change the structure of their class, learn how to find mistakes and solutions for each problem in order to have an excellent environment in classroom, making students feel comfortable and interested in the subject.

The development of learning another language and their communicative skill have stopped, even though the government effort to reinforce the EFL learning. We continue seeing problems in the basic education students, high school students and even university students, problems such as:

- Their pronunciation is not appropriate, it has not fluency and it is lacking intonation.
- There are academic problems in the students.
- Lack of vocabulary.
- Insufficiency when students try to express their ideas, wrong use of grammatical structures at the speaking practice.
- Challenges with decode and interpretation of messages.

Based on the facts previously mentioned, the **research question** arises: How to improve the English pronunciation in students of 8th grade of basic general education “A” of the Amazonas basic education school?

Having as **object of study** the teaching-learning process of English in the 8th grade of basic general education “A” of the Amazonas basic education school

The **general objective** of this investigation is to implement a didactic strategy supported in the use of games as an active language-learning method for the improvement of the pronunciation in English language students of 8th grade of basic general education “A” of the Amazonas basic education school.

This objective is delimited in the field of action, the game as an active method for the teaching-learning process.

For that, the present investigation has as **specific objectives**:

- To substantiate theoretically the process of teaching-learning of English language through the use of game as an active method of teaching.
- To identify the factor that influence the learning of the English pronunciation of students of 8th grade of basic general education “A” of the Amazonas basic education school.
- To develop a didactic strategy based on the use of games as an active method of learning for the improve of English pronunciation in students of 8th grade of basic general education “A” of the Amazonas basic education school.
- To describe the results of the didactic strategy based on the use of games as an active method of learning for the improve of English pronunciation in students of 8th grade of basic general education “A” of the Amazonas basic education school.

This research is aimed in students of the 8th grade of basic general education “A” of the Amazonas basic education school

Due to the situations and needs previously raised, the researchers suggest the conducting of a qualitative research, participatory action-research design, using a descriptive method, at the same time using techniques such as the interview, participant observation, and tests that allows the measurement of the process.

The **importance of the investigation** shows that using game as an active method of teaching promote motivation, stimulation and the interest of the student during the learning process, making students learn from real, funny and creative experiences the contents of the subject while they acquire significant knowledge during the process.

The **practical contribution** of this investigation is the didactic strategy based on the use of games as an active method for improving English pronunciation. The innovation consists in the implementation of practice, real and flexible activities that give the students significant knowledge, which later students can use in the learning of English pronunciation. Those aspects guide the development of the new language learning.

The present work is articulated, starting with the introduction where the theoretical design of the investigation is detailed, followed by chapter one where the theoretical foundations that are necessary for this work are shown. After that, the methodological framework where the type of research, the purposes and the different methods, and techniques used for the collection of the important information are presented to address the results obtained in response to the research problems. The work concludes with the presentation of conclusions and recommendations supported by a pertinent bibliography.

CHAPTER 1. THE GAME AS AN ACTIVE METHOD IN THE TEACHING AND LEARNING PROCESS OF ENGLISH PRONUNCIATION.

This section is intended to be the theoretical foundation of the game as an active method for English teaching, which permits an extensive vision about the different definitions and processes that have been built up over time. With in-depth concepts it is offered a vision of a game that allows the satisfaction of student's needs besides; the main characteristics of their context are detailed.

1.1 Historical background of the evolution of the game as an active method of teaching and learning English.

Etymologically, the word game comes from two Latin words "iocum" and "ludus-ludere" they both can be used with the expression amusing activities and it refers to fun, joke or prank.

For many years, methodologies, strategies, and tools that are used during the teaching-learning process have been perfected. It is because every day more people are forced to learn a new language, as much as the use of English as a foreign language becomes in a main requirement for the different contexts where people get involved.

Los métodos activos constituyen una de las herramientas de mayor aplicación y pertinencia en el proceso de enseñanza aprendizaje del idioma inglés, donde el estudiante se convierte en el elemento activo de su propio aprendizaje y el profesor en un facilitador. (Vélez, Guerra & Veliz. 2018, pág. 216).

Innovation in the classroom allows to explore new contexts in the learning process. At the same time, they give the opportunity to improve the learning experiences for students to make them feel comfortable and motivated at school.

“El juego es una manifestación que está presente en todos los seres humanos, los etólogos lo identifican como un patrón de comportamiento fijo ya que no hay humanidad donde no encontremos el juego.” (Calvo Hernando & Gómez., 2018, p.24).

For a long time, the game was used as a useful resource, defining it as an active and recreative activity. However, in the learning process it could be very important to achieve the main objectives. Using this tool in a good way, allows the teacher to explore all the student’s skills and get significant learning during this process.

“El juego es una necesidad vital para que el niño se desarrolle durante la infancia ya que gracias a él practican ciertas habilidades que posteriormente le ayudan en su aprendizaje y maduración.” (Calvo Hernando & Gómez., 2018, p.24).

Games have existed since the beginning of civilization, most of them were used to entertain, to free the mind off or just focused to complement the physical development of children.

Según los principios Manjonianos el juego es una de las necesidades principales del niño que pertenece a su naturaleza activa, por lo tanto, se debe enseñar jugando ya que así el niño tendrá una mejor comprensión y retendrá mejor la materia. (Calvo Hernando & Gómez., 2018, p.27).

Over time the game has an important role in the pedagogical field considered as a feasible method of teaching. In the XVII century the pedagogical modern thought described the game as an educative element learning facilitator. Meanwhile in the XIX the first theories about the game were exposed. This is where the main pedagogical schools and the variety of games appeared.

“En la escuela se prepara al niño para su vida en la sociedad, y el niño como sujeto activo de la enseñanza aprende haciendo a través de nuevas técnicas como el juego.” (Calvo Hernando & Gómez., 2018, p.26).

For years, it has been established that students learn in a better way when they build their knowledge, so that the use of the game, beyond entertainment for children, is important to develop their creativity, their social and cognitive abilities. Besides, they acquire knowledge that will accompany them all their lives.

The construction of knowledge from the students through the use of active methods as a game to acquire knowledge is an idea that becomes stronger and stronger every day. Meanwhile traditional teaching gradually has changed, leaving classical and severe methods behind.

Para el constructivismo la enseñanza no es una simple transmisión de conocimientos, es en cambio la organización de métodos de apoyo que permitan a los alumnos construir su propio saber. No se aprende solo registrando en el cerebro, se aprende construyendo la estructura propia cognitiva. (Vargas, 2009, pág. 5)

According to Vélez, Guerra & Veliz (2018):

Los métodos activos inciden sobre todo en el interés y motivación del alumno, en la creatividad, en una mayor libertad de elección del alumno, en el ritmo de trabajo y características individuales, en la apertura y comunicación con los demás y en la claridad de los esquemas mentales, construida a través de la discusión en grupo, poderoso instrumento de desarrollo intelectual. (p. 212)

To plan the class activities in a correct way, allows us as teachers to motivate our students, to improve our work. Furthermore, it allows us to develop student's cognitive abilities and communicative skills, the selection and implementation of active methods give us a plus in the school performance that can be shown .

1.2 Conceptual foundations in the use of game as an active method in the teaching-learning process of English pronunciation.

The learning of English has evolved over time. Since many years ago English has experienced a process of changes. The importance of learning a second language has launched a huge revolution in the classroom.

During the learning process of a foreign language, it is important to practice with real situations, this is considered the most important tool for teachers. This practice allows the students to learn with authentic, daily and dynamic situations.

Constantly researching for new strategies and procedures in order to get better results in the teaching of a foreign language, specifically English, keeps being a problem, where students conserve a key role and the teacher just acts as a facilitator. However, the mastering the teacher has about tools, strategies and methods for learning is a key factor to accomplish objectives.

The knowledge building by students through the use of active methods to generate significative knowledge get stronger every day. Meanwhile, traditional teaching gradually is a thing of the past because of their classic and several methods.

“El método activo se refiere, en primera instancia, a ese camino que se habrá de recorrer, tomando como eje fundamental la actividad propia del alumno en interacción con la actividad del profesor.” (Cisneros, 1996, pág. 156).

The active methods allow us to produce knowledge, creating a participative, creative and accessible environment to students in order to develop in a productive way. Provide teachers an alternative to change the learning process, to adapt them with student's characteristics. All of this, without losing the main objective previously established.

People change constantly with exploration, curiosity, games and doing things autonomously. For many years, those situations allow people to develop and create knowledge.

“A través de la historia los hombres han encontrado en el juego una manera de cambiar de actitud y de superar muchas dificultades que se les presentan diariamente.” (Castrillón, 2017, pág. 88).

According to the progress of pedagogy, games consolidate more and more in the world of learning. Referring to games as another teaching method, which provides a different alternative in the classroom. Many years ago, the use of the game as a very important learning tool. Nowadays it is a necessary resource for teachers to entertain and revitalize their classes.

“La implementación de los juegos en la educación hace del aula un lugar lúdico de aprendizaje y de motivación constante para muchos estudiantes”. (Castrillón, 2017, pág. 88).

That is why day-by-day there are more teachers that use the game as an educational tool to help students acquire more knowledge, the positive influence is evidenced in the classroom, where students are more interested in classes.

According to Castrillón (2017):

La implementación del juego dentro del aula de clase y en el aprendizaje de una lengua logra producir una mayor motivación extrínseca e intrínseca y puede llegar a ser una herramienta excelente para practicar estructuras gramaticales, lingüísticas y adquirir conocimientos socioculturales de la lengua que se esté aprendiendo. (p. 90)

The implementation of the game is more complex than just giving orders or empty instructions to students. It is a process within which is determined by the rules, dynamics, and with the participation of all students that as a teacher we wanted them to reach the learning goal.

El juego pretende ayudar a muchos estudiantes y maestros a potenciar el aprendizaje de la segunda lengua, de tal manera que unos y otros interactúen

no sólo a través de la lengua, sino de la cultura que ella misma involucra.
(Castrillón, 2017, pág. 90).

According to Chamorro & Prats (1990), game classification based on the fundamental characteristics are the following:

- Information gap games: Which are classified as univocal (a student has the information that his partner requires) or reciprocal (a student A has the information that B needs and vice versa).
- Investigation games: It uses the same principle as the previous ones, but is divided into games to guess. Only one member has the information that they must deliberately hide and search and investigate games, which gives all members an active role.
- Puzzle games: Cooperative game that follows the rules of a puzzle. All students have a piece and need to complete the task working as a team.
- Ranking games: Students make a list of items, then organize it in order of importance. Generally used prior to a discussion of a topic of interest.
- Matching games: Identical pairs of photos, illustrations, cards, and others are distributed within the class. Students must find their match through the information they received.
- Selection games: Each student has a list of different possibilities and only one of them is common to everybody. Through discussion they must decide what the common denominator is.
- Trading games: Based on the principle of barter. Players possess certain items that they do not need and are forced to exchange for others that are useful in order to complete the task.
- Association games: It is based on discovering which members of the class belong to the same group.

- Role play: Each student has the identity of a fictional character and a series of indications about the individual task that they have to carry out according to their identity.
- Simulation games: Through them, we try to reproduce small samples of human interactions by emulating a real situation that must involve the entire class.

There is a great variety of games, due to their shape, structure and typology, are adapted to the implementation needs. For people that are learning a second language it is essential to practice through real situations, this is why role play or simulation games are necessary to improve their communicative skills and pronunciation abilities.

Role play games have played a leading role in learning and improving English pronunciation. According to MEC (2009), the benefits of role play games in education are the following:

- Allow access to knowledge meaningfully.
- It is useful for memorization.
- Improvement of mental calculation.
- Promotes reading as a ludic and recreational activity.
- Provides a great wealth of vocabulary.

Role games allow us to place ourselves in another context, where we create real practice situations. In the case of English learning pronunciation, to use our communicative abilities with the aim of improving the pronunciation of words, the use of newly acquired vocabulary or the implementation of grammatical structures.

It is important to plan the use of this educational tool. To perform a “normal” class, it needs a structure to know what to do before and after the implementation. The received feedback always needs to be considered a point of reference to improve the academic practice.

With the use of the correct educational tools, relevant monitoring and progressive evaluation, role play activities with any other game could become an efficient ludic tool, helping to solve problems that are shown at the moment we learn a foreign language.

1.3 Contextual features in the process of teaching-learning of English pronunciation.

Learning the pronunciation in a foreign language plays an important role. Communication is the base of society; For this reason, it is essential to communicate the messages correctly, because one mistake can change the meaning and lose the sense of what is wanted to express.

“La pronunciación es, en definitiva, la materialización de la lengua oral y, como tal, es tanto producción como percepción de los sonidos, del acento y de la entonación, de ahí la importancia para el éxito de la comunicación” (Paredes, 2017, pág. 71).

For non-native speakers learning English as a second language means a big challenge, especially when it comes to communicative skills. Even though most people access to learning when they are children in schools or particular courses, there is still a lack of comprehension which generates a great concern in the Ecuadorian educational system.

During the student’s school stage, where the learning of English is prioritized. Subsequently, in the higher education stage, students just refine the knowledge acquired previously, focused on the different auditory communicative and interpretative aspects to improve their knowledge of the language.

The learning of English in basic education is the basis of the entire process of acquiring knowledge.

El aprendizaje del idioma inglés en los niños se lo adquiere de una mejor y más efectiva forma si se lo realiza a una temprana edad, cuando la mente del niño está en toda la capacidad de absorción de conocimientos, lo que permitirá que esta información se fije y no sea olvidada ni en la edad adulta. (Medina, Melo & Palacios. 2013, p.195)

English has obtained a leading role in the classroom allowing students to develop different abilities, skills and significant learning that they will use in real-life situations.

In Ecuador, for many years, there have been many attempts to improve the educative system quality and even the learning of languages, focused on English as a foreign language because the level of students was “too low” and “insufficient”. These problems are caused by the lack of importance given in this area.

Years ago, English was considered an optional subject. Allowing institutions to include this language in their curriculum if they wanted, as well as to control the increase or decrease in the academic hours offered in their respective curriculum.

However, this situation changed significantly in 2014, when the government decided to regulate the learning of a foreign language in a better way, particularly English; whereby, it decided to suggest changes through ministerial agreements (Ledesma, 2019, p 17).

A great example of this initiative by the government is the agreement N. 0052-14, applied in educational institutions administered by the Ministry of education, including the ten years of basic education and three years of baccalaureate.

It allowed the institutions to implement English and even use the hours provided for clubs to learn this subject, constantly evaluating the progress to verify the results of its application.

Talking about evaluation, since many teachers were not prepared to teach English, the government trained and evaluated all the teachers, so that, all the situations have qualified teachers with a TOEFL score of B2.

The efforts are retained hoping to improve the quality of learning English language; However, there is still a worrying deficit that keeps Ecuador lower in the rank of acquisition of a foreign language. Supporting the expectation that the strategies applied by the government will be useful for a short or long time.

1.3.1 Diagnostic of the current state of English language pronunciation in 8th-grade students of the basic school Amazonas.

This section shows the results of the diagnostics made in the teaching-learning pronunciation process of 8th-grade students of the basic school Amazonas. For data collection, two instruments were the Participant's observation guide (Annex 1) and a semi-structured interview aimed at the teacher (Annex 2).

Analysis of the results.

The first instrument applied was the observation guide, this instrument allowed us to collect these results:

- Students show difficulties when recognizing the appropriate pronunciation of the vocabulary that was shown in class.
- Students have troubles when decoding the correct pronunciation of the English vocabulary.
- Students have problems when articulating and producing speech sounds of the words that were shown in class.
- Students get confused with the phonemes of the words at the moment of pronunciation of them during the class.

Additionally, it was designed a semi-structured interview aimed to the English teacher to know the perspective of the pronunciation of the students, allowing us to get this information:

- According to the teacher, the students lack motivation to improve their English pronunciation level. Regarding to the teacher's criteria, motivation is an essential aspect into the teaching-learning process, Authors like García & Doménech (2002) express that: "En términos generales se puede afirmar que la motivación es la palanca que mueve toda conducta, lo que nos permite provocar cambios tanto a nivel escolar como de la vida en general" (p,24).
- Most of the time, students do not understand the spoken English of the teacher at the moment of showing activities or explaining specific instructions during the learning process.
- Students participate in oral classroom activities; however, they only do the activities for grades, nor to improve their pronunciation skill.
- Students show problems of articulation, production and pronunciation in the vocabulary given for the teacher in class the most part of the time.
- The teacher mentioned that the teachers always try to motivate the students in different ways, that is why the teacher emphasizes the importance of innovation during classes.
- The teacher considers it important implement games, dialogs, short conversations in pairs and roleplays so that students feel motivated to improve their pronunciation and emphasize the intonation of the words in English.

In conclusion, it was evidenced that through the analysis of the information obtained with the applied instruments, there is a low educational level regarding to the learning process of English pronunciation in the students, all these situations influenced by the lack of motivation that

students have at the moment of doing oral activities, maybe because they are afraid to participate, they do not have enough knowledge or even for the lack of willingness the students show in English classes.

Based on the references earlier about problems that students show about English language pronunciation. Researchers can design, organize and conduct a didactic strategy based on games to improve the teaching-learning process of English language pronunciation in 8th grade students of basic school “Amazonas”.

CHAPTER 2. METHODOLOGICAL FRAMEWORK

This chapter shows the different methodological aspects used to achieve the main goals previously established, such as the paradigm, the type of research, design, the theoretical and empirical methods and the population selected for the study. In the same way, techniques to analyze data obtained from the use of the research instruments are exposed in this chapter.

2.1 Types of research

This investigation is carried out by the qualitative paradigm, because it seeks to interpret the reality in a particular environment, to ask about opinions and analyze the real situation.

“La investigación Cualitativa se centra en comprender y profundizar los fenómenos, analizándolos desde el punto de vista de los participantes en su ambiente y en relación con los aspectos que los rodean”. (Guerrero, 2016, p.3)

2.2 Research design

Due to the time and the characteristics of the problem that is developed in this research, this investigation follows an explicative non-experimental design.

“La lógica del diseño resulta de la actividad pensante del investigador con la que orienta, esclarece, confronta y determina las decisiones que se tomarán en el camino de conocer.” (Valencia, 2011, p. 5)

2.3 Population and sample or object of study

The population are formed by 20 students distributed in 12 girls and 8 boys from 8th grade parallel “A” from Amazonas school in Arenillas city and with the English Teacher.

2.4 Research methods.

For the correct development of this investigation, theoretical and empirical methods were selected based on the type of investigation and the information that is pretended to know.

“La estructura metodológica en sintonía con el enfoque es una condición que asegura la validez del estudio.” (Abreu, 2014, p.195)

2.4.1 Theoretical methods.

The theoretical methods that are used in this investigation are the following:

- **Analytic and synthetic**

This method was implemented to decompose elements and to identify causes and effects to associate in a logical way the relation between both elements.

- **Historical-logical**

This method makes an historical and contextual review of the developed topic. After that we can analyze and show the evidence of the development that the variables of study had over the time. “El método histórico ayuda a establecer las relaciones presentes en los hechos acontecidos en el desarrollo de las ciencias.” (Abreu, 2014, p.201).

2.4.2 Empirical methods.

Empirical methods allow the collection of information where the researcher is immersed and also the investigation.

“Los métodos de investigación empírica con lleva toda una serie de procedimientos prácticos con el objeto y los medios de investigación que permiten revelar las características fundamentales y relaciones esenciales del objeto; que son accesibles a la contemplación sensorial.” (Armando, 2016, p.2)

Empirical methods implemented in the present investigation are the following:

- **Participant observation**

Through the implementation of the participant observation, we can collect information about the investigation subjects, allowing us to investigate deeply in the performance of the subject day by day.

“La observación es la forma más sistematizada y lógica para el registro visual y verificable de lo que se pretende conocer; es decir, es captar de la manera más objetiva posible, lo que ocurre en el mundo real, ya sea para describirlo, analizarlo o explicarlo desde una perspectiva científica.” (Campos & Martinez, 2012, p.49)

- **Interview**

Interview allows to investigate in a detailed way specific information data that allows us to deeply identify problems. In this case, it is focused on the teacher to make further progress on the topics like student participation in the scholar environment, and their academic performance with the English language.

2.5 Data processing techniques.

Once the data collection has been made through the involved skills, we seek to interpret the obtained results for comprehension. To this analysis is planted the next technique.

2.5.1 Content Analysis

Through the use of the content analysis, it is intended to interpret the results obtained with the respective data collection techniques.

“El análisis de contenido se basa en la lectura (textual o visual) como instrumento de recogida de información, lectura que a diferencia de la lectura común debe realizarse siguiendo el método científico, es decir, debe ser, sistemática, objetiva, replicable, y válida.” (López, 2002, p.2)

2.6 Work with the units of investigation analysis.

In a research project, as the one developed currently, the researcher needs to define the analysis units with which they are going to work. Those units revolve around the problem that is studied. Providing the guidance that allows us to continue with our research and create collect-data instruments.

“Adoptaremos la definición de unidad de análisis como tipo de objeto delimitado por el investigador para ser investigado”. (Azcona; Manzini & Dorati, 2013, p.70).

In the present investigation, is studied the unit analysis is about the improvement of English pronunciation, and there is where the analysis subcategories are subtracted.

2.7 Work with the investigation unit: English pronunciation.

Analysis unit	Categories	Indicators
English pronunciation	Phonetic characteristics in English pronunciation developing. Accent, intonation, and rhythm.	<ul style="list-style-type: none"> ● Student knowledge about phonological structures of the words. ● Hearing comprehension of English vocabulary. ● Knowledge about

		phonological components of English vocabulary.
	Student knowledge about the production of sounds, the developing of English pronunciation: The manner of articulation y and point of articulation	<ul style="list-style-type: none"> • The use of oral expression in the English language. • Student's ability to pronounce words in a correct way, to intone them, and to adapt the rhythm depending on the word. • The obstacles that the student shows when making English pronunciation, keeping in Mind the outflow of the air, where the air is blowing, where the air is blowing free or there is a hurdle that avoids the blowing.

Source: own elaboration

2.8 Representation of the categories in the applied instruments.

Categories	Participant Observation	Teacher Interview	Analysis
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<p>Phonetic features in English pronunciation learning development</p> <p>Accent, intonation, and rhythm.</p>	<p>Category 1 / Analysis unit 1</p>	<p>GOOD: The student is able to easily recognize the correct pronunciation of English vocabulary.</p> <p>REGULAR: The student is able to recognize the correct pronunciation of certain English vocabulary.</p> <p>INSUFFICIENT: The student is not able to recognize the correct pronunciation of English vocabulary.</p>
<p>Student knowledge about the production of sounds, the development of English language pronunciation: manner of articulation and point of articulation.</p>	<p>Category 2 / Analysis unit 2</p>	<p>GOOD: The student articulates, produces, and pronounces easily and in a correct way English language vocabulary.</p> <p>REGULAR: The student is able to articulate, produce and pronounce certain English vocabulary. INSUFFICIENT: The student is not able to</p>

		articulate, produce and pronounce English language vocabulary.
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Source: own elaboration

CHAPTER III: INTERVENTION PROPOSAL

In this chapter is described the contribution of researchers in the educational community, in this way it is specified the didactic strategy on games to improve the teaching-learning process of English language pronunciation that was applied in 8th grade students of basic school “Amazonas” in Arenillas.

3.2 Theoretical foundation of the didactic strategy based in the use of game as an active method of English pronunciation improvement.

The purpose of this investigation is focused on promote the implementation of a didactic strategy based on the use of game as an active method of English pronunciation improvement in in 8th grade students of basic school “Amazonas” in Arenillas.

To work further on in this topic, first we have to know what is a didactic strategy, in what benefits its implementation and also what is its structure to develop and interpret it in a better way related to the objectives of our investigation.

Entendemos la estrategia como un conjunto de decisiones sobre los procedimientos a emprender y sobre los recursos a utilizar en las diferentes fases de un plan de acción que, organizados y secuenciados coherentemente con los objetivos pretendidos en cada uno de los momentos del proceso, nos permiten dar respuesta a la finalidad última de la tarea educativa. (Navaridas, 2004, pág. 18).

For the teacher, it is essential to know the students, to know their needs and how to satisfied them equally. This is that Bixio (2005) define a las estrategias didácticas como el conjunto de acciones que realiza el docente con clara y explícita intención pedagógica.

The activities that are chosen to perform the teaching-learning process have also a great importance in the classroom, it is necessary to pay attention to the context, the resources and scholar supplies those teachers and students have near them to present the activities in a rigorous way based on the previous aspects to develop and achieve educational objectives.

“Las estrategias didácticas se refiere a las tareas y actividades que pone en marcha el docente de forma sistemática para lograr determinados aprendizajes en los estudiantes”. (Jiménez & Robles, 2016, pág. 109).

Didactic strategies are not always part of the teacher’s previous planning, many times these are being structured in they are developed in the learning process, all of this in function to satisfy some educative needs that were not completely covered in the way the teacher would have planned for the class.

Muchas veces, en los procesos de enseñanza-aprendizaje se producen resultados no esperados sobre acciones que no tienen, a priori, intencionalidad pedagógica. Esto nos lleva a atender las diferentes situaciones áulicas, de manera de poder tener en cuenta las acciones sin intencionalidad pedagógica junto a las que llamamos propiamente estrategias didácticas. (Bixio, 2005, pág. 35).

Creativity obtains an important role when we talk about didactic strategies, since that the teacher must think about what pretends to implement and the purpose of it.

El diseño de estrategias didácticas debe ser un acto creativo y reflexivo a través del cual, los docentes logren crear ambientes en los que los estudiantes reconozcan sus conocimientos previos, los profundicen, creen nuevos

conocimientos, lo apliquen y transmitan a los demás para enriquecer la conciencia colectiva. En tal sentido, las estrategias didácticas convierten los objetivos de aprendizaje en acciones concretas. (Muñoz, 2017, pag. 23).

According to Muñoz (2017) the characteristics that defines what didactic strategies are:

- They are activity structures by which contents and objectives become real.
- They are decisions about procedures and resources that are used in the different stages of an action plan, all of them organized and sequenced with the pedagogical objectives through reflection and creativity.
- They contain activities, tasks and participations that students have to achieve with the previous planned objectives and overcome the determined contents.
- They are the action plans that are raised by the teacher, everything in a systematic way to achieve the learning objectives in the students.

To talk about didactic strategies, most of the authors emphasize that those are activities structured in a systematic way, that follows a sequence, that are aligned with the objectives and contents established previously. For this reason, Muñoz (2017) in the same way presents the components of the didactic strategies, components that will be a useful guide to the use of itself.

- Contents
- Purposes
- The notion about the students
- Methods and techniques
- Resources
- Activities to develop

For the correct use of the didactic strategy during the educational process, it is important to plan the activities that are going to be made. Bearing in mind what, how and when. It is important to follow a direction that allows us to achieve the planned objectives regarding the student's needs. Many authors highlight the great importance that planification has in the teaching-learning process, considering it as the main resource with which the teacher can reach the educational goals.

“Para llevar a cabo su acción profesional, el profesor requiere elaborar un plan de clases que le sirva como mapa de ruta de su trabajo en el aula” (Figuerola, Aillon, & Kloss, 2016, pág. 234). “La planificación se compone de una articulación coherente de los elementos curriculares que intervienen en el proceso de enseñanza: objetivos, contenidos, actividades y evaluación” (Figuerola, Aillon, & Kloss, 2016, pág. 237). Considering the elements which form a planification, a structure is set that will be useful as a guide for the teacher that can use to organize the time and scholar resources.

En definitiva, el plan de clase es un documento escrito que involucra un proceso de toma de decisiones acerca de las metas y objetivos instruccionales, la selección y secuencia del contenido y la determinación de las actividades de aprendizaje de acuerdo al conocimiento pedagógico; tomando en consideración el entorno en que toma lugar el proceso de enseñanza aprendizaje. (Caballero Barros, Briones Galarza, & Flores Herrera, 2014, pág. 59)

The previous mentioned authors indicate the structure that has a lesson plan. According to Caballero, Briones & Flores (2014) the lesson plan specifies:

- The students that the instruction is aimed at.

- The achievements and instructional objectives, both content and process that the teacher wants to reach at the end of the class.
- The content that students receive.
- The evaluation that measures the previous content of students and the next measure of the contents acquired, both formative and summative.
- The educational framework in which the class will be presented, where the activities are indicated for the teacher and the student.
- Materials and resources necessary for the correct class development.
- The chronological order of the activities. (pág. 59).

3.3 Description of the didactic strategy based on the use of game as an active method of English pronunciation improvement.

This section covers the class planification that researchers developed where it is proposed the use of a didactic strategy based on the use of game as an active method of English pronunciation improvement in in 8th grade students of basic school “Amazonas” with 3 classes that were given on January, Wednesday 19th, Thursday 20th and Friday 21st 2022.

CLASS 1

Content: Vowel sound

Objective: At the end of the class students will be able to identify and pronounce vowel sounds correctly.

Resources:

- Power point presentation.
- Worksheets.

- YouTube video.
- Pictures.
- Online game.

Developed activities.

Time: 40 minutes per class.

- Introduction: 10 minutes
- Develop: 20 minutes
- Conclusions: 10 minutes

Evaluation: Students are able to identify vowel sounds and pronounce them correctly.

CLASS 2

Content: Consonant Sounds

Objective: At the end of the class students will be able to identify and pronounce consonant sounds correctly.

Resources:

- Powerpoint presentation.
- Worksheets
- YouTube video
- Pictures
- Online game.

Developed activities:

Time: 40 minutes per class.

- Introduction: 10 minutes
- Develop: 20 minutes
- Conclusions: 10 minutes

Evaluation: Students are able to identify consonant sounds and pronounce them correctly. They can introduce themselves.

CLASS 3

Content: Role Play

Objective: At the end of the class students will be able to make a role play introducing themselves.

Resources:

- Powerpoint presentation.
- Worksheets
- YouTube video
- Pictures
- Online game.

Developed activities:

Time: 40 minutes per class.

- Introduction: 10 minutes
- Develop: 20 minutes
- Conclusions: 10 minutes

Evaluation: Students make a role play to introduce themselves. They use what they have learned about vowel and consonant pronunciation to complete the activity.

Class 1:

The first class started with a warm up as an introduction that students had, after this, it was explained the topic “vowel sound” through the use of PowerPoint slides (ANEX 6. Then, interactive videos were shown to the students to improve the topic knowledge. It was given a last explanation of the topic and feedback with activities in order to review that the students acquired knowledge (ANNEX 7).

Class 2:

In this class, we began doing a review of the previous content. After that, start with the warm up and explain the topic of that day. It was explained through PowerPoint slides (ANNEX 8) the topic consonant sounds, moreover, it was shown interactive videos that explained the topic in an interactive way for the students. At the end of the class both previous topics were explained again and the students were guided about the activity of class 3 (ANNEX 9).

Class 3:

For the final class that was applied on January 21st, it started with the warm up. Subsequently, start with the activity (ANNEX 10). With the students was elaborated a roleplay where they have to perform a character to make an introduction of themselves in front of the rest of the classmates, using resources given in the previous classes, these referenced with the correct vocal and consonantal pronunciation (ANNEX 11).

In conclusion, the use of the purposed didactic strategy in this investigation developed in three classes explained in this section, demonstrated an improvement in the English language pronunciation of 8th grade students from basic education school “Amazonas”; In the same way, evidenced an increase of the motivation and interest of students to make proposed activities, improving their experience in the teaching-learning process of English language.

CHAPTER IV: DISCUSSION OF THE RESULTS

Depart from the obtained results in this investigation, where it is studied the unit of analysis about the improvement of English pronunciation, it will analyze the efficiency that was obtained during the implementation of the didactic strategy of 8th grade students of basic education school “Amazonas”, with the help of teachers that have been working in the same field.

In the initial diagnosis, it was observed that one of the biggest difficulties in the students was related with the lack of motivation from the teacher at the moment of doing English language pronunciation activities.

To solve these difficulties, was elaborated a didactic strategy based on the use of game as an active method of English pronunciation improvement during three days, From January 20th to 23rd 2022 keeping in mind the assigned topics with vocal and consonantal sounds because those topics are essential to develop a correct English pronunciation in the learning words.

At the moment of applying this with our researcher situation that are involved in the place of investigation, the participant observation showed the lack of motivation to participate in the English class from the students. Also the lack of willingness of teachers was shown clearly. Nuñez (2009) claims that to learn requires knowledge, strategies and skills (can do) and in the same way, predisposition, intention and motivation (to want) in order to achieve the objectives.

Authors like García and Domenech (2002) agree that motivation is like a lever that is able to change human behavior, it is a tool that allows us to make a change in the academic level or even in daily life.

As it could be evidenced in the class 1, through the use of game in the English language teaching-learning process, it allowed students to change student’s perspective about classes, with

the use of game students were able to learn through dynamic activities, to reinforce the independent and collaborative work, and also to acquire significative knowledge during the process. So Castrillón (2017) agrees that the use of games during an English class will allow students from different ages to improve the teaching-learning process allowing them to improve their behavior in front of a class and improving the language studied.

With the use of games was evidenced a change in the students at the moment of making activities in class, during the second and third class most part of them participated in the planned activities. However, it must be taken into account the kind of games and how to implement them in the academic world, since it is true that many studies validate their implementation, there are authors that explain the risks of the incorrect use of games during the classes.

So that Rodríguez (2019) emphasized in reconsider as teachers, the process of gamification from the perspective of the types of games and the pedagogical purpose in the student and the formation we are searching, taking in consideration all the theoretical aspects that bring motivation in the students during a class, the planned objectives, the characteristics of the content and the available tools that can be used to achieve our objectives.

It may be perceived, starting with the obtained results once it was implemented the didactic strategy purposed on this investigation in the English class of students of 8th grade, it was achieved the improvement of the English pronunciation of the students, so that, analyzing the results of the activities that were made during the classes 1, 2 and 3; it is confirmed that the use of games and the active methods create a great motivation on students.

In the first instance, during the classes previous observed the teacher did not use the didactic strategies to boost the classes; however, to apply the didactic strategy during the classes

in January 20th ,21st and 22nd respectively, being this latest one, the day where a roleplay was done, it was evidenced that classes were successful and improved the teaching-learning process of the English language pronunciation on students.

CONCLUSIONS

- Through bibliographic research, it was sustained in a theoretical way the development of the teaching-learning process of English language through the application of the game as an active method in the teaching process that allowed to improve the English pronunciation of the language, that was fundamental in the learning process of a foreign language.
- Though the applied instruments were diagnosed that the English pronunciation of 8th grade “A” students of the basic school “Amazonas” in the school year 2021 was characterized for the incorrect articulation of the words, the lack of fluency and intonation.
- Based on the theoretical substantiation and the collected data from the instruments, it was elaborated a didactic strategy supported on the use of game as an active method of learning for the improvement of the English pronunciation in English language, that is characterized of improve the interest and motivation in the students during the learning foreign language process.
- The use of the didactic strategy of the use of game as an active learning method allowed to improve the English language pronunciation in the students, to work with didactic and dynamic activities that are interesting and where they feel comfortable and also with more predisposition to get involved in the learning pronunciation process.

RECOMMENDATIONS

- To execute prone research of how the game supports the improvement of English language pronunciation.
- To execute detailed research about the factors that can cause a lack in the motivation of the students at the moment of learning English.
- To continue investigating the correct use of didactic strategies, active methods and the game in the learning process of a foreign language.

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ANNEXES

ANNEX 1

Guía de observación

Niveles	Valores
Bueno	Siempre
Regular	A veces
Insuficiente	Casi nunca

Tabla de valores:

Unidad de análisis: Pronunciación en inglés	
Categoría 1: Características fonéticas en el desarrollo de la pronunciación en inglés. Acento, entonación y ritmo.	
Los estudiantes son capaces de reconocer con facilidad la correcta pronunciación del vocabulario en inglés.	
Los estudiantes son capaces de reconocer la correcta pronunciación de cierto vocabulario en inglés.	
Los estudiantes no son capaces de reconocer la correcta pronunciación del vocabulario en inglés.	
Categoría 2: Conocimiento del alumno sobre la producción de sonidos, el desarrollo de la pronunciación en inglés: El modo de articulación y el punto de articulación.	
Los estudiantes articulan, producen y pronuncian con facilidad de manera correcta el vocabulario en inglés.	
Los estudiantes son capaces de articular, producir y pronunciar cierto vocabulario en inglés.	
Los estudiantes no son capaces de articular, producir y pronunciar de manera correcta el vocabulario en inglés.	

ANNEX 2

Entrevista Semiestructurada dirigida al docente:

Objetivo: Conocer cómo se desarrolla el aprendizaje de la pronunciación en inglés dentro del aula de clases.

Unidad de análisis 1: Características fonéticas en el desarrollo de la pronunciación en inglés. Acento, entonación y ritmo.

1. ¿Los alumnos se sienten motivados por mejorar su pronunciación en inglés?
2. ¿Los estudiantes comprenden el inglés hablado a través de actividades o instrucciones dentro de clases?
3. ¿Lo estudiantes identifican sin problemas la correcta pronunciación del vocabulario presentado en clases?

Unidad de análisis 2: Conocimiento del alumno sobre la producción de sonidos, el desarrollo de la pronunciación en inglés: El modo de articulación y el punto de articulación.

1. ¿El estudiante participa en las actividades orales dentro del aula de clases?
2. ¿El alumno articula de manera correcta las palabras para expresarse dentro del aula de clases?
3. ¿Los estudiantes pueden reproducir y pronunciar con facilidad el vocabulario presentado en clases?
4. ¿Considera usted que los alumnos necesitan una motivación extra para mejorar el proceso de aprendizaje de la pronunciación en inglés?
5. ¿Qué estrategias considera usted que se podrían implementar para mejorar el aprendizaje de la pronunciación en inglés?

6. ¿Considera que el juego podría ser un buen recurso para enseñar la pronunciación en inglés?

ANNEX 3



UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
 D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS



Lesson plan N° 1

School: Amazonas		Subject: English		Grade: 8° year		Academic period: 2021-2022	
Didactic Unit:		Topic: Vowel Sounds		Time: 40 minutes.		Date: 19/01/2022	
Teacher: Michael Peña							
Class objective: At the end of the class students will be able to identify and pronounce vowel sounds correctly.							
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation		
Vowel sounds	INTRODUCTION 10 min. DEVELOPMENT 20 min CONCLUSION 10 min.	<ul style="list-style-type: none"> - Greetings - Warm up - Introduction of the topic - Students watch a video that explains vowel sounds. - Students learn the different vowel sounds. 	<ul style="list-style-type: none"> • Questions and answers • Choral Drill • Gamification. 	<ul style="list-style-type: none"> • Power point presentation. • Worksheets • YouTube video • Pictures • Online game. 	Students are able to identify vowel sounds and pronounce them correctly.		

- | | | | | | |
|--|--|---|--|--|--|
| | | <ul style="list-style-type: none">- Students match the words with the correct vowel sound.- Explanation of the activities to practice pronunciation of vowel sounds. | | | |
|--|--|---|--|--|--|

ANNEX 4



UNIVERSIDAD TÉCNICA DE MACHALA

"Calidad, Pertinencia y Calidez"

D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR

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CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS



Lesson plan N° 2



School: Amazonas	Subject: English	Grade: 8° year	Academic period: 2021-2022
Didactic Unit:	Topic: Vowel Sounds	Time: 40 minutes.	Date: 20/01/2022
Teacher: Zelin Pereira			

Class objective: At the end of the class students will be able to identify and pronounce consonant sounds correctly.

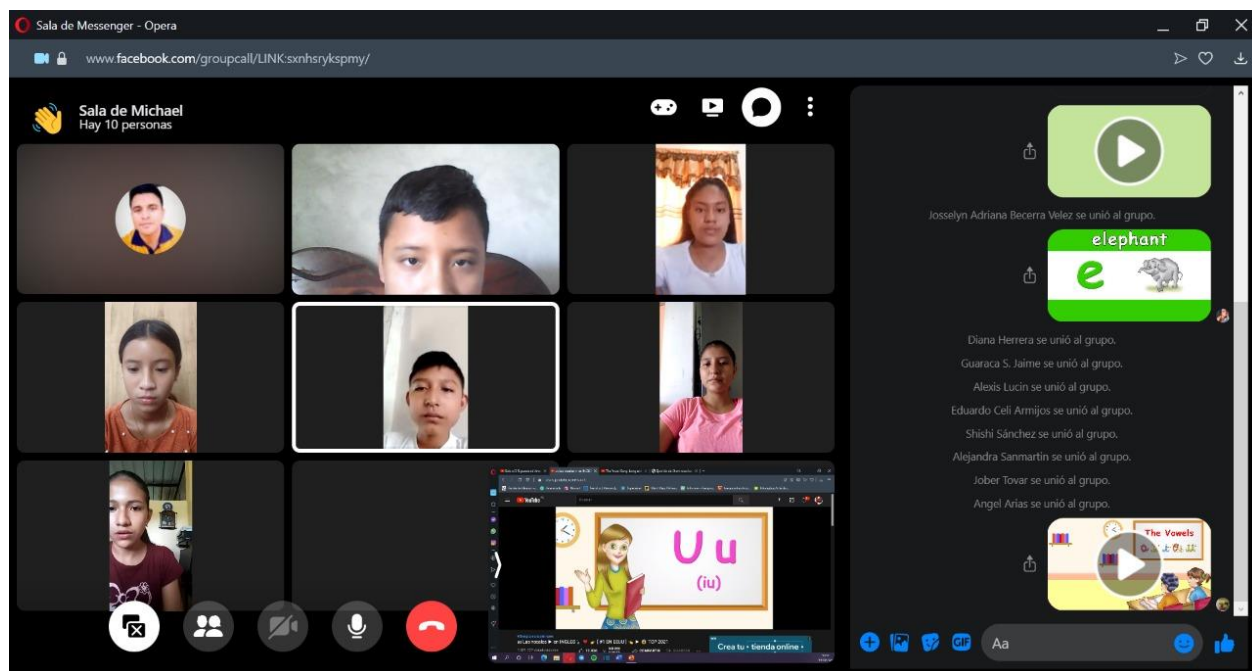
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Consonant sounds	<p>INTRODUCTION 10 min.</p> <p>DEVELOPMENT 20 min</p> <p>CONCLUSION 10 min.</p>	<ul style="list-style-type: none"> - Greetings - Warm up - Reinforce the previous topic. - Introduction of the new topic - Students watch a video that explains consonant sounds. - Students learn the different consonant sounds. 	<ul style="list-style-type: none"> • Questions and answers • Choral Drill • Gamification. 	<ul style="list-style-type: none"> • Power point presentation. • Worksheets • YouTube video • Pictures • Online game. 	Students are able to identify consonant sounds and pronounce them correctly. They can introduce themselves.

		<ul style="list-style-type: none">- Students do some activities to reinforce the new topic.- Explanation of the activities to practice (Role Play).			
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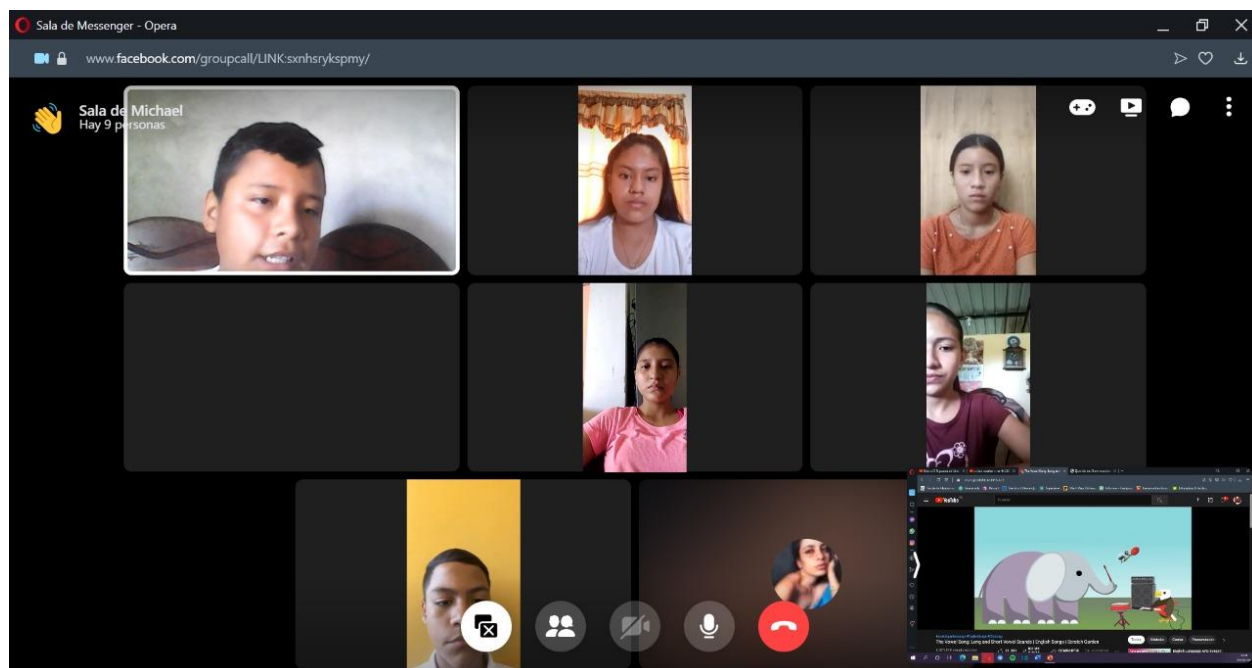
ANNEX 5

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</p>  <p style="text-align: center;">Lesson plan N° 3</p>							
School: Amazonas		Subject: English		Grade: 8° year		Academic period: 2021-2022	
Didactic Unit:		Topic: Role Play		Time: 40 minutes.		Date: 21/01/2022	
Teacher: Michael Peña							
Class objective: At the end of the class students will be able to make a role play introducing themselves.							
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation		
Role play/Introduce myself	<p>INTRODUCTION 10 min.</p> <p>DEVELOPMENT 20 min</p> <p>CONCLUSION 10 min.</p>	<ul style="list-style-type: none"> - Greetings - Warm up - Reinforce the previous topic. - Students use what they have learned to make a role play introducing themselves. - Feedback by the teacher. 	<ul style="list-style-type: none"> • Questions and answers • Choral Drill • Gamification. • Role play 	<ul style="list-style-type: none"> • Power point presentation. • Pictures • Role play. 	Students make a role play to introduce themselves. They use what they have learned about vowel and consonant pronunciation to complete the activity.		

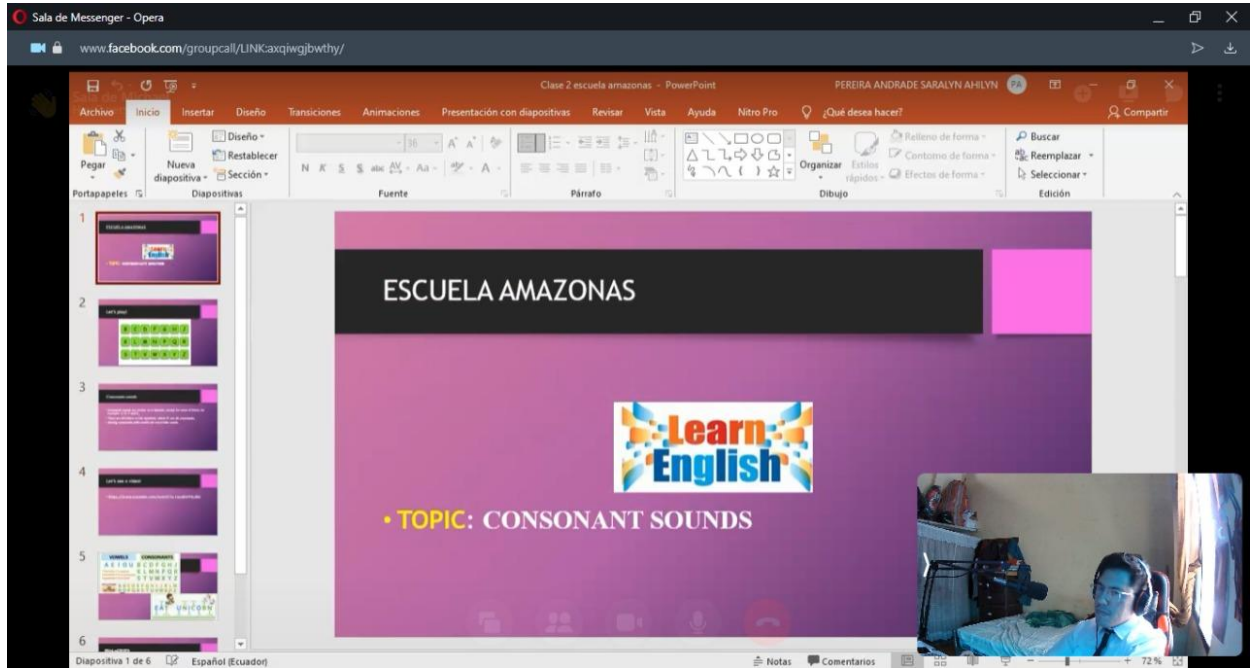
ANNEX 6



ANNEX 7



ANNEX 8



ANNEX 9

